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# University of Pretoria Yearbook 2021

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## BEdHons Educational Psychology (09240092)

**Department** Educational Psychology

**Minimum duration of study** 2 years

**Total credits** 128

**NQF level** 08

### Admission requirements

1. Relevant bachelor's degree
2. Psychology (passed at third-year level) and Education (passed at third-year level),  
or  
Psychology (passed at third-year level) and Pedagogics (passed at fourth-year level)

### Additional requirements

There is a selection process for students applying for this programme.

### Examinations and pass requirements

Subject to exceptions approved by the Dean, on the recommendation of the relevant head of department, a student may not sit for an examination for the honours degree more than twice in the same module.

A final-year student who has failed a maximum of three semester modules or their equivalent, with a final mark of at least 40% in each, may be admitted by the Dean to a special examination/s in these modules during January of the following year, provided that this will enable the student to comply with all the requirements for the degree.

### Research information

A research project is compulsory and must be handed in for examination, as prescribed by the particular department.

### Pass with distinction

The degree is conferred with distinction on a student who has obtained an average of at least 75%, with a minimum of 70% in each module.



## Curriculum: Final year

### Minimum credits: 128

When the full-time option is chosen, all "Fundamental" and "Core" modules must be selected. When the part-time option is chosen, NMQ 745, EDS 711, CDD 710 and KGG 730 must be selected in the 1st year and NMQ 755, LDS 730, NOS 780 and LOT 730 must be selected in the final year.

### Fundamental modules

#### Part 1: Research proposal 755 (NMQ 755)

<b>Module credits</b>	16.00
<b>NQF Level</b>	08
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Humanities Education
<b>Period of presentation</b>	Semester 1

#### Module content

Guided literature research, formulation of a conceptual framework and development of a research proposal for a supervised research project of limited scope.

#### Part 2: Research report 780 (NOS 780)

<b>Module credits</b>	16.00
<b>NQF Level</b>	08
<b>Prerequisites</b>	NMQ 755
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Educational Psychology
<b>Period of presentation</b>	Semester 2

#### Module content

Supervised research project of limited scope. Application of quantitative and/or qualitative research methods. Writing a research report and presenting a research paper in a team. Classes will be directed towards using real-life examples from educational contexts, through which students learn the theory and methods associated with various approaches to research. It will include a sound foundation in the understanding of meta-theories and the application of the philosophical underpinnings within educational research.

### Core modules

#### Philosophy and social imperatives of education 711 (EDS 711)

<b>Module credits</b>	16.00
<b>NQF Level</b>	08
<b>Prerequisites</b>	No prerequisites.



**Language of tuition** Module is presented in English

**Department** Educational Psychology

**Period of presentation** Semester 1

### Module content

Meta-theories in education. Empiricism; rational empiricism; critical rationalism; critical theory; phenomenology; hermeneutics; system theory; philosophies in education: traditional philosophies; indigenous (African) philosophies. The influence of modernism and postmodernism on education. Sociological imperatives for education. Theories of societal change and roles and values of education. Comparative perspectives on learning theories and their meaning for education.

## Inclusive education 731 (ISA 731)

**Module credits** 16.00

**NQF Level** 08

**Language of tuition** Module is presented in English

**Department** Educational Psychology

**Period of presentation** Semester 1

### Module content

Theoretical basis and nature of learning diversity, learning problems/barriers to learning, learning disabilities, cognitive functioning and special educational needs. Background, principles and implementation of inclusive education policy. Principles and practical application of learning support. Identification, screening, informal assessment and support to learners who display spoken and written language, mathematics, perceptions and non-verbal learning difficulties.

## Socio-emotional health and wellbeing 730 (KGG 730)

**Module credits** 16.00

**NQF Level** 08

**Prerequisites** No prerequisites.

**Contact time** 1 lecture per week

**Language of tuition** Module is presented in English

**Department** Educational Psychology

**Period of presentation** Semester 1 or Semester 2

### Module content

The Socio-emotional health and wellbeing module is aimed at educating students in the proactive promotion of wellbeing through socio-emotional learning and socio-emotional competence. It lays the theoretical foundation for informing stakeholders how students, teachers, parents and significant caregivers can help, guide and support (young) people in order to understand how they act in the family system and society context. The module explores systemic support strategies in contexts of high need. The module furthermore aims to assist students in developing the socio-emotional skills of people (especially younger people).



### Learning diversity 730 (LDS 730)

<b>Module credits</b>	16.00
<b>NQF Level</b>	08
<b>Prerequisites</b>	No prerequisites.
<b>Contact time</b>	1 lecture per week
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Educational Psychology
<b>Period of presentation</b>	Semester 1 or Semester 2

#### Module content

The Learning diversity module aims to introduce the theory of effective learning and barriers to learning. It will discuss enablers of effective learning, how barriers to learning can be addressed, the implications of inclusion when accommodating learners with barriers to learning, and how learning can be facilitated in multilingual contexts. It reviews the assessment of difficulties in reading, spoken and written language, mathematics, perceptual development as well as non-verbal learning challenges.

### Life design 730 (LOT 730)

<b>Module credits</b>	16.00
<b>NQF Level</b>	08
<b>Prerequisites</b>	no prerequisites
<b>Contact time</b>	1 lecture per week
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Educational Psychology
<b>Period of presentation</b>	Semester 1 or Semester 2

#### Module content

The Life design module aims to provide an overview of career theories with emphasis on the life design paradigm in a South African career counselling context. This module will equip students with the knowledge and skills required to provide meaningful and relevant career guidance services by applying the principles of major career theories alongside the principles of life design. Students will be introduced to using career information and education to foster career development. Students will learn how to facilitate the process of life design with learners in order to enable them to construct a career in equilibrium with other life demands.

### Educational research methodology 745 (NMQ 745)

<b>Module credits</b>	16.00
<b>NQF Level</b>	08
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Science Mathematics and Technology Education



**Period of presentation** Semester 1

**Module content**

The nature of educational enquiry: contexts of research, research ethics, truth, rationality, subjectivity and objectivity; Quantitative and qualitative modes of enquiry, research designs and data collection techniques. Various approaches to qualitative research including case study research, historical research, ethnographic research, and action research. Basic concepts and principles of quantitative research. Statistical techniques in the educational research process. Survey methodology and questionnaire design. Classification and graphical representation of data. Descriptive measures. Statistical inference. Data-processing procedures. Parametric versus non-parametric tests. Some test statistics (e.g. F-Test and T-test). Formulating a research methodology for a limited project.

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The information published here is subject to change and may be amended after the publication of this information. The [General Regulations \(G Regulations\)](#) apply to all faculties of the University of Pretoria. It is expected of students to familiarise themselves well with these regulations as well as with the information contained in the [General Rules](#) section. Ignorance concerning these regulations and rules will not be accepted as an excuse for any transgression.