

University of Pretoria Yearbook 2016

BEd Hons Educational Psychology (09240090)

Duration of study 2 years

Total credits 184

Admission requirements

A bachelor's degree from a recognised university with:

- Psychology III
- Education III or Pedagogics IV

Students who do not have Education III or Pedagogics IV may be conditionally admitted to the programme if they are selected. Final admission to the programme in these cases will be subject to successful completion of an oral examination in the Department of Educational Psychology. The content of this oral examination is decided annually and students will be informed by the department.

Additional requirements

There is a selection process for students applying for this programme. This degree has been accredited for counsellor training at the Health Professions Council of South Africa (HPCSA) in the following categories:

- School Counselling
- Psychometrics

Other programme-specific information

Note: The uneven distribution of the credits is to allow time for a learnership during the second year.

One module of 24 credits and three modules of 12 credits must be taken as core modules in the first year.

Examinations and pass requirements

Subject to exceptions approved by the Dean, on the recommendation of the head of the 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.

Practical/clinical/internship information

After completion of the programme students must apply for a six month full-time internship, upon which students will be placed with suitable organisations. The learnership has to be completed in the year directly after completion of the academic training. Completion of the learnership is a requirement for registration as counsellor with the HPCSA, but not for successful completion of the degree. Should a student choose not to complete the learnership in the year directly after the academic training, the University will have no further obligation towards the student in terms of placement and the student will receive an academic degree that does not lead to registration with the HPCSA.

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: Year 1

Minimum credits: 156

Fundamental modules

Research report 780 (NOS 780)

Module credits	12.00
Prerequisites	No prerequisites.
Language of tuition	English
Academic organisation	Educational Psychology
Period of presentation	Year

Module content

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.

Research proposal 755 (NMQ 755)

Module credits	16.00
Language of tuition	Both Afr and Eng
Academic organisation	Education Dean's Office
Period of presentation	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.

Core modules

Family counselling 710 (GBR 710)

Module credits	12.00
Prerequisites	No prerequisites.
Language of tuition	Double Medium
Academic organisation	Educational Psychology
Period of presentation	Semester 1

Module content

Basic family intervention and introduction to family intervention models. Techniques for family intervention. Development of abilities, strengths and resources of the family and in the community. The family therapist as a person and the development of the family counsellor. Ethical perspectives on family intervention and ethical decision making models.



Child development 710 (KDW 710)

Module credits	12.00
Prerequisites	No prerequisites.
Language of tuition	Double Medium
Academic organisation	Educational Psychology
Period of presentation	Semester 1

Module content

Analysis of the contents of child development theories. Development theories: psychoanalytical (Freud and Erikson); Behaviouristic and social learning theory. Cognitive and language development (Piaget and Vygotsky); Humanistic theory; Ecological theory; Value orientated theories and moral development (Kohlberg). Community Service Learning.

Child mental health 710 (KGG 710)

Module credits	12.00
Prerequisites	No prerequisites.
Language of tuition	Double Medium
Academic organisation	Educational Psychology
Period of presentation	Semester 2

Module content

Child psychopathology: perspectives on child psychopathology. Social problems that affect children such as physical and sexual abuse, substance abuse, special needs of children that live with HIV/Aids, violence in schools, crisis intervention, development and mobilisation of peer support groups and community-based support.

Learning differences 710 (LDS 710)

Module credits	12.00
Prerequisites	No prerequisites.
Language of tuition	Double Medium
Academic organisation	Educational Psychology
Period of presentation	Semester 1

Module content

Learning differences, definitions and nature of learning difficulties/barriers to learning. Disabilities and theories of learning disabilities and cognitive functioning. Inclusive education, assessment of spoken and written language. Assessment of mathematics, nonverbal learning disabilities.

Career development 710 (LOT 710)

Module credits	12.00
Prerequisites	No prerequisites.



Language of tuition	Double Medium
Academic organisation	Educational Psychology
Period of presentation	Semester 1 or Semester 2

Module content

Career psychology and an introduction to career development theories. Career counselling. Life skills and career development. Career education. Career development for South Africa (Indigenous Knowledge Systems).

Educational psychological practice 700 (OPR 700)

Module credits	24.00
Prerequisites	No prerequisites.

Language of tuition	Double Medium
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Academic organisation	Educational Psychology
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Period of presentation	Year
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Module content

Ecosystemic, asset-based approach to educational psychology practice. Psychometric assessment. Basic interviewing, listening and communication skills. Child-interviewing skills. Report writing. The utilisation of assets and resources in children, family systems and communities. Interdisciplinary collaboration and referral expertise. Ethical issues and the rights of the client/legislation.

Educational research methodology 745 (NMQ 745)

Module credits	16.00
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Language of tuition	Both Afr and Eng
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Academic organisation	Education Dean's Office
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Period of presentation	Semester 1
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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.

Elective modules

Educational psychological psychometrics 700 (OSP 700)

Module credits	24.00
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Prerequisites	No prerequisites.
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Language of tuition Double Medium

Academic organisation Educational Psychology

Period of presentation Year

Module content

Ecosystemic, asset-based approach to psychometric assessment. Psychometric assessment of cognitive, emotional and social functioning. Theoretical and contextual knowledge of psychometrics and principles of psychometric testing. Applied experience in psychometric assessment. Responsible use of classification and labelling. Assessment paradigms in culturally diverse settings. Ethical issues of psychological assessment in the context of learning and development.

Psychological counselling 700 (SLB 700)

Module credits 24.00

Prerequisites No prerequisites.

Language of tuition Double Medium

Academic organisation Educational Psychology

Period of presentation Year

Module content

Ecosystemic, asset-based approach to counselling and guidance. School as nodes of support within a community. The promotion of safe schools, care and counselling of children, families and staff; crisis and trauma counselling of children, families and staff. Preventative, solution focused and short-term support strategies regarding emotional, behavioural, social, career development and learning related aspects. Psychometric knowledge and skills applicable to the registered counsellor context.

Curriculum: Final year

Minimum credits: 36

Elective modules

Educational psychological psychometrics 700 (OSP 700)

Module credits	24.00
Prerequisites	No prerequisites.
Language of tuition	Double Medium
Academic organisation	Educational Psychology
Period of presentation	Year

Module content

Ecosystemic, asset-based approach to psychometric assessment. Psychometric assessment of cognitive, emotional and social functioning. Theoretical and contextual knowledge of psychometrics and principles of psychometric testing. Applied experience in psychometric assessment. Responsible use of classification and labelling. Assessment paradigms in culturally diverse settings. Ethical issues of psychological assessment in the context of learning and development.

Psychological counselling 700 (SLB 700)

Module credits	24.00
Prerequisites	No prerequisites.
Language of tuition	Double Medium
Academic organisation	Educational Psychology
Period of presentation	Year

Module content

Ecosystemic, asset-based approach to counselling and guidance. School as nodes of support within a community. The promotion of safe schools, care and counselling of children, families and staff; crisis and trauma counselling of children, families and staff. Preventative, solution focused and short-term support strategies regarding emotional, behavioural, social, career development and learning related aspects. Psychometric knowledge and skills applicable to the registered counsellor context.

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.