

# University of Pretoria Yearbook 2025

## MEd in Educational Psychology (Coursework) (09250204)

**Department** Educational Psychology

**Minimum duration of study** 2 years

**Total credits** 180

**NQF level** 09

### Programme information

The closing date for applications for the programme is 31 July and selection takes place in August. The programme includes practical work per week that enables students to comply with the requirements for registration as an Educational Psychologist with the Health Professions Council of South Africa, after completion of an internship in Educational Psychology at an institution approved by the abovementioned Council for this purpose. The University is under no obligation to provide students with or assist them in finding internships.

Students are provisionally selected during the formal selection that takes place in August. Finalisation of selection takes place in the following June of every year. The Department of Educational Psychology therefore reserves the right to reconsider a student's admission to the programme during the first six months of study, based on both demonstrated training and career-orientated ability.

### Admission requirements

1. A relevant Bachelor of Education degree majoring in Psychology and an honours degree in Educational Psychology  
or  
A Bachelor of Psychology degree  
or  
A Bachelor's degree majoring in Psychology and Education (200), and an honours degree in Educational Psychology
2. A cumulative weighed average of at least 65% for the Bachelor of Psychology (BPsych) degree or a weighed average of at least 65% for the honours degree

### Other programme-specific information

- Renewal of registration after the two-year period is permitted only under special circumstances in which case the head of department may give approval for a limited fixed extension of this period in terms of the set procedures.
- Students will be granted two opportunities to pass NMQ 801. Unsuccessful candidates will not be allowed to

continue with the programme.

- This requirement applies to both the full research as well as the coursework master's degrees.

## Research information

All master's students must submit a dissertation or a mini-dissertation and must pass Research Proposal (NMQ 801). For the MEd research degree programmes, a dissertation on a topic approved by the Dean on the recommendation of the relevant head of department must be submitted, following the approval of a complete research proposal. A literature study is not acceptable.

- Each successful student must submit a bound paper copy as well as two electronic copies of the approved mini-dissertation/dissertation to the Head: Student Administration in the format specified by the Faculty and in accordance with the minimum standards set by the Department of Library Services (see <http://upetd.up.ac.za/authors/publish/standards.htm#specs>), before 15 February for the Autumn graduation ceremonies and before 15 July for the Spring graduation ceremonies. Failure to meet these deadlines will result in the degree being awarded during a subsequent series of graduation ceremonies
- All students have to submit a research proposal during the first year of registration and defend it successfully before a panel of examiners appointed by the Dean, in collaboration with the relevant head of department, Supervisor and Research Coordinator, before they can start with the research.
- Students have to apply for ethical clearance to the relevant head of department and Ethics Committee and only commence with field work once the application for ethical clearance has been approved by the Ethics Committee.
- Students have to present a progress report on the research to the supervisor annually. Continued reregistration depends on satisfactory annual progress.
- All students have to attend the research capacity building sessions on quantitative and qualitative research at master's level.

## Pass with distinction

The MEd degree with coursework is conferred with distinction on a student who obtains 75% in the mini-dissertation and an average of 75% in the remaining modules (no rounding).

## Curriculum: Year 1

All the Core modules and the fundamental module NMQ 800 (Research proposal) should be selected in the 1st year. When the "Research proposal" has been passed in the 1st year, only the "mini-dissertation" should be selected again in the final year. Students will be granted two opportunities to pass NMQ 800.

### Fundamental modules

#### Research proposal 800 (NMQ 800)

<b>Module credits</b>	30.00
<b>NQF Level</b>	09
<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Humanities Education
<b>Period of presentation</b>	Year

#### Module content

Development of a research proposal. Research methodology. Overview and principles of quantitative and qualitative research methodology. Data collection methods, data analysis methods, paradigm analysis and theoretical frameworks for educational studies. Global theoretical perspectives in education.

### Core modules

#### Career counselling 805 (BOP 805)

<b>Module credits</b>	10.00
<b>NQF Level</b>	09
<b>Prerequisites</b>	No prerequisites.
<b>Contact time</b>	1 lecture every fortnight
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Educational Psychology
<b>Period of presentation</b>	Year

#### Module content

Theory and application counselling; of career counselling; addressing contemporary Global South inequality issues by privileging social justice and diversity agenda in the practice of guidance and counselling, Interviewing, implementation and interpretation of media, diagnosing, counselling to develop strengths, identify and leverage resources and assets (individual, collective and contextual) for life design; career resilience, adaptability and employability.

#### Educational psychology assessment for learning and development 875 (ODD 875)

<b>Module credits</b>	10.00
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<b>NQF Level</b>	09
<b>Prerequisites</b>	No prerequisites.
<b>Contact time</b>	1 lecture every fortnight
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Educational Psychology
<b>Period of presentation</b>	Year

#### Module content

This module focuses on fundamental approaches concerning barriers to learning, with reference to the South African context; theoretical framework(s) for diagnostic assessment in respect of academic achievement difficulties within the South African context; how appraise a battery of neuropsychological tests and to understand which neuropsychological domains they measure; to use standardised tests and informal techniques to assess young children in low resources settings; to assess reading, writing, spelling, numeracy and mathematical skills, study skills, educational and environmental disadvantage; professional skills and values of accountable diagnostic assessment practice and reporting of findings in respect of learners' academic achievement difficulties within the South African context.

### Educational psychological learning support 875 (ODH 875)

<b>Module credits</b>	10.00
<b>NQF Level</b>	09
<b>Prerequisites</b>	No prerequisites.
<b>Contact time</b>	1 lecture every fortnight
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Educational Psychology
<b>Period of presentation</b>	Year

#### Module content

Guided by educational psychological assessment for learning and development, the module addresses learning support in Southern Africa: contextualisation; and application of theories for learning support, including evidence-based local knowledge; the learner and learning support; inclusive education; individual and group learning support; micro and macro-level support and preventative programmes; intervention, support and prevention of challenges regarding learners' academic achievement.

### Mini-dissertation 895 (ODK 895)

<b>Module credits</b>	60.00
<b>NQF Level</b>	09
<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Educational Psychology
<b>Period of presentation</b>	Year

## Module content

Educational Psychology dissertation of limited scope conducted under supervision of a supervisor in the area of Career Counselling, Orientation Pedagogics; Educational psychological assessment for learning and development; Educational Psychology Pathways to Emotional & Behavioural Wellbeing; Family-oriented assessment intervention.

## Educational psychology pathways to emotional and behavioural wellbeing 805 (OPG 805)

<b>Module credits</b>	10.00
<b>NQF Level</b>	09
<b>Prerequisites</b>	No prerequisites.
<b>Contact time</b>	1 lecture every fortnight
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Educational Psychology
<b>Period of presentation</b>	Year

## Module content

The educational psychologist within a multi-cultural post-colonial, resource-constrained context; underlying theories and approaches to educational psychological assessment, diagnosis, and intervention aimed at individual functioning in relation to learning and development; and the well-founded use thereof with to prevent/manage emotional and behavioural problems and facilitate resilience; conceptualise theoretical cases therapeutic techniques; and the educational psychologist as a person.

## Educational Psychology Practice 801 (OPR 801)

<b>Module credits</b>	40.00
<b>NQF Level</b>	09
<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Educational Psychology
<b>Period of presentation</b>	Year

## Module content

Practical module: Apply relevant, evidence-based, Southern African indigenous and global theoretical foundations relating to educational psychological assessment and support of children/youth with emotional, behavioural, learning and/or career-related needs, family oriented educational psychology, group work, (also in school and/or community work settings); conceptualise cases (including formulating clinical impressions, implementation and interpretation of psychological media, making diagnoses, clinical decision-making, and formulating intervention plans that address risks but also harness existing strengths and supports), referrals, report writing, (summary and full reports) feedback sessions with parents, multi-disciplinary liaison, education/guidance, for caregivers and/or school- and/or community-based stakeholders; interviewing skills, ethical issues and the rights of the client. The practice of the educational psychologist (including critical reflection on current debates relating to the psychology profession).



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## Family-oriented intervention 805 (OUB 805)

<b>Module credits</b>	10.00
<b>NQF Level</b>	09
<b>Prerequisites</b>	No prerequisites.
<b>Contact time</b>	1 lecture every fortnight
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Educational Psychology
<b>Period of presentation</b>	Year

### Module content

Diversity in families; family life cycle development; parameters of family functioning; family resilience models for the analysis of family functioning; family therapy models problems; analysis of families with special concerns, with family-orientated intervention with regard to all these aspects as the central theme.

## Curriculum: Final year

Students must complete OPR 805 in year two, together with ODK 895, as it cannot be the only registered module in one particular year.

### Fundamental modules

#### Research proposal 800 (NMQ 800)

<b>Module credits</b>	30.00
<b>NQF Level</b>	09
<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Humanities Education
<b>Period of presentation</b>	Year

#### Module content

Development of a research proposal. Research methodology. Overview and principles of quantitative and qualitative research methodology. Data collection methods, data analysis methods, paradigm analysis and theoretical frameworks for educational studies. Global theoretical perspectives in education.

### Core modules

#### Career counselling 805 (BOP 805)

<b>Module credits</b>	10.00
<b>NQF Level</b>	09
<b>Prerequisites</b>	No prerequisites.
<b>Contact time</b>	1 lecture every fortnight
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Educational Psychology
<b>Period of presentation</b>	Year

#### Module content

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#### Educational psychology assessment for learning and development 875 (ODD 875)

<b>Module credits</b>	10.00
<b>NQF Level</b>	09

<b>Prerequisites</b>	No prerequisites.
<b>Contact time</b>	1 lecture every fortnight
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Educational Psychology
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<b>Module credits</b>	10.00
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<b>Prerequisites</b>	No prerequisites.
<b>Contact time</b>	1 lecture every fortnight
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Educational Psychology
<b>Period of presentation</b>	Year

#### Module content

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### Mini-dissertation 895 (ODK 895)

<b>Module credits</b>	60.00
<b>NQF Level</b>	09
<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Educational Psychology
<b>Period of presentation</b>	Year



### Module content

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<b>Module credits</b>	10.00
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## Educational Psychology Practice 801 (OPR 801)

<b>Module credits</b>	40.00
<b>NQF Level</b>	09
<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Educational Psychology
<b>Period of presentation</b>	Year

### Module content

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## Family-oriented intervention 805 (OUB 805)

<b>Module credits</b>	10.00
<b>NQF Level</b>	09
<b>Prerequisites</b>	No prerequisites.
<b>Contact time</b>	1 lecture every fortnight
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Educational Psychology
<b>Period of presentation</b>	Year

### Module content

Diversity in families; family life cycle development; parameters of family functioning; family resilience models for the analysis of family functioning; family therapy models problems; analysis of families with special concerns, with family-orientated intervention with regard to all these aspects as the central theme.

### General Academic Regulations and Student Rules

The [General Academic Regulations \(G Regulations\)](#) and [General Student Rules](#) apply to all faculties and registered students of the University, as well as all prospective students who have accepted an offer of a place at the University of Pretoria. On registering for a programme, the student bears the responsibility of ensuring that they familiarise themselves with the General Academic Regulations applicable to their registration, as well as the relevant faculty-specific and programme-specific regulations and information as stipulated in the relevant yearbook. Ignorance concerning these regulations will not be accepted as an excuse for any transgression, or basis for an exception to any of the aforementioned regulations. The G Regulations are updated annually and may be amended after the publication of this information.

### Regulations, degree requirements and information

The faculty regulations, information on and requirements for the degrees published here are subject to change and may be amended after the publication of this information.

### University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQSF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.