



Master of Education in Educational Psychology

Guide for Applications 2026 for 2027 Intake



Introduction

The M.Ed (Educational Psychology) course is offered on full-time basis. Educational Psychology is an exciting field of work in which the focus is on the optimal emotional, cognitive and educational development of the child in his or her environment. The work of an educational psychologist includes psychological and scholastic assessment of children who are experiencing emotional and/or academic difficulties or barriers to learning and development. Work with such children may include psycho-educational assessments and subsequent scholastic interventions, play therapy or counselling, and parent education and counselling. Also, work with teachers, parents/caregivers and communities plays an important role since all levels of the child's environment are considered too.

Application Procedure

Application Closing Date: 29 May 2026
Date for Selection Interviews: 24 – 28 August 2026

Please use the checklist on the table below to ensure you submit all the necessary documents.

APPLICATION CHECKLIST

- Postgraduate Admission Form (Online) link below:
<https://www.wits.ac.za/postgraduate/applications/>
- Departmental Application Form:
<https://forms.gle/KA7vp4Y3BarK449C8>
(e-mail passport photograph to lauryne.lokothwayo@wits.ac.za)
- Transcripts and Certificates (upload online & also e-mail to:
lauryne.lokothwayo@wits.ac.za)
- 2X Referee's reports(Online) link below:
<https://forms.office.com/r/jdL3KqKLS8>
- Online equity questionnaire (Online) link below:
<https://redcap.core.wits.ac.za/redcap/surveys/?s=PF7F8ECNXRXK7J3E>

All complete forms with supporting documents must be sent (by Closing Date of the 29th May 2026)

Email enquiries to: lauryne.lokothwayo@wits.ac.za

Telephone enquiries: 011 717 4541

**Incomplete or late application forms will not be accepted.
Please be advised that administrators will not engage in follow-up communications with applicants regarding missing documents or discrepancies in names and surnames between documents. Consequently, any application containing such issues will not be considered.**



Selection Procedures

Both the School of Human and Community Development and the internship training centres participate in the selection of candidates. The procedure is as follows:

1. The Selection Committee of the Discipline of Psychology screens all applications with regard to their academic suitability. An overall mark of 65% in the Honours degree is considered a minimum pre-requisite by the Faculty. However it is not uncommon for the Discipline to offer interviews only to those applicants who have obtained an Upper Second for their Honours degree. At this meeting, some applicants may also be excluded on grounds other than academic (see selection criteria below).
2. Successful applicants from this stage are invited to attend a selection process in which they will participate in a series of interviews and other selection procedures.
3. These are carried out in conjunction with a panel of psychologists involved in the training of candidates.
4. At a joint meeting of selection staff, the successful candidates will be chosen. A possible 12 candidates are chosen.
5. The selection panel's recommendations are then presented to the Selection Committee of the School of Human and Community Development. Students are notified soon after the final candidates have been approved.

NB: Acceptance of candidates is provisional in the case of applicants who do not yet have their Honours results at the time of selection but are provisionally accepted for the course, the confirmation of their acceptance will depend on their Honours results.

The selection process is conducted by staff members from the Discipline of Psychology, the School of Human and Community Development and supervising psychologists from the internship sites. Selection criteria include:

- Strong academic record
- Relevant experience
- Appropriate interpersonal skills
- Empathy and warmth
- Self-awareness
- Openness to learning
- Ability of the candidate to add diversity and value to the Masters class, in whatever form that may take

The selection panel will take all of these criteria into account and will be looking for all round balance and/or all round potential. The panel understands that the selection process is gruelling and endeavours to make the experience as constructive as possible.

The process comprises the following procedures:



Initial “paper” screening of applications

Applicants whose marks are low, who have unfavourable referee reports, and whose stated motivations for wanting to study educational psychology are poor, are excluded.

Those remaining applicants are invited to a one day selection procedure. The selection process comprises a number of assessment tasks or activities. These activities include:

Individual Interviews

Applicants have three interviews with three panels, consisting of 3 interviews each. These interviews independently rate candidates’ responses to questions on a numerical scale, and independently formulate an impression of candidates’ suitability for clinical training.

Group Exercise

Much of the clinical training takes place in groups and students have to conduct group and family therapy. For these reasons, candidates’ participation in a small group context will give some indication of how they respond to the demands of this type of engagement. They are allocated to a small group and given a task involving the free discussion of a particular topic, observed by selection panel members. Once more, the selection panel members independently rate candidates in relation to the group exercise.

Overall results are discussed by the panel, and the twelve highest scoring candidates are accepted provisionally, while those applicants ranked 13-17 are short-listed for inclusion should any of the first twelve decline their places on the program. The names of those candidates chosen and short-listed are referred to a special meeting of the School of Community and Human Development’s selection committee for scrutiny and ratification. Once this has occurred applicants are notified in writing as to whether their applications have been successful or not.

Programme Overview

Aims of the programme

Firstly, to produce educational psychologists competent to assess, intervene and support the optimal development of the children and adolescents and related adults in the community. Secondly, to ensure that these psychologists can plan and execute research projects broadly apposite to the field of educational psychology. These aims are achieved through interactive, applied clinical work, together with regular supervision of research progress.

The activities students are involved in include the following:

- Attending interactive seminars/workshops.
- Attending case conferences and presenting case work.
- Reading and learning prescribed and recommended literature, and discussing this in the relevant forums.
- Gaining familiarity with various assessment instruments, their scoring and interpretation.
- Assessing clients and making management decisions based on your assessments.
- Providing a therapeutic service to appropriate clients.
- Intervening in community settings under supervision.



- Conducting a community project within a school or other community agency.
- Writing and filing case notes of therapy sessions.
- Writing essays, assignments and reports.
- Writing up and formally presenting a psychotherapy case study.
- Sitting written/oral examinations, many of which are open-book and applied.
- Attending individual and group supervision of assessment/therapy cases.
- Receiving and responding to performance appraisal feedback.
- Attending their own personal psychotherapy.
- Finding an appropriate research topic and submitting a research proposal.
- Consulting a research supervisor on a regular basis.
- Discharging limited administrative responsibilities assigned to them.

Core programme competencies

In order to successfully complete the programme, students should demonstrate the following core competencies:

1. The ability to comprehend and discuss theoretical material germane to the programme aims.
2. The ability to apply relevant theory to the practical tasks of psychological assessment and psychotherapy (including play therapy).
3. A capacity for professional, ethical and constructive engagement with clients, fellow students, and members of staff in relation to the programme activities.
4. The ability to facilitate an adequately therapeutic interpersonal process with clients.
5. The ability to plan and execute a research project and report under supervisory guidance.
6. The ability to intervene appropriately in the community for the benefit of children, adolescents and adults.

Programme outcomes

Outcome 1: The qualifying student is able to intervene appropriately to promote the optimal development of children, adolescents and relevant adults.

Outcome 2: The qualifying student is competent to choose, administer, score and interpret a variety of psychometric assessment instruments, and to use this data to help support the optimal development of children and adolescents. The student will evidence theoretical and theoretical assessment knowledge regarding classical, developmental and dynamic approaches to assessment.

Outcome 3: The qualifying student is able to plan and implement psychotherapeutic interventions, including play therapy skills that are aimed at promoting optimal development in youth.

Outcome 4: The qualifying student acquires professional presentation and communication skills. Students conduct case conference presentations, facilitate seminar discussions, and submit written assignments and psychotherapy/assessment reports.

Outcome 5: The qualifying student displays awareness of the ethical dimensions of his or her work, and is able to conduct himself or herself according to a professional code of ethical



conduct. Students are taught and assessed on their knowledge of the ethical code of conduct of the Professional Board for Psychology as well as having to apply their minds to ethical issues arising in their clinical practice, and in ethically problematic case studies.

Outcome 6: The qualifying student displays a high degree of self-awareness and understanding of how his or her personality influences his or her response to the clinical and community practice. Students are assisted in obtaining their own personal psychotherapy during the course of their training. In addition, supervisors challenge them to examine the role played by their own psychology in their clinical decision making, interventions and response to supervision.

Outcome 7: The qualifying student shows research competence. Students are required to plan and implement a research project, using acceptable scientific methodologies and to dialogue the results of their research with professional literature in the field.

General Programme Rules

1. The Masters programme in Educational Psychology extends over a period of two years. The M2 (internship) is viewed as a continuation of the M1 year and the appropriate degree is conferred only after completion of the internship, together with the research report.
2. The degree must be completed within a **THREE YEAR** period as specified by the HPCSA.
3. Successful completion of the M1, M2 and research report leads to full registration with the HPCSA as an Educational Psychologist, **providing the student writes and passes the Professional Board examination.**
4. These rules must be read in conjunction with the rules published in the current Wits University Calendar.
5. All students must register with the HPCSA as student psychologists in the M1 year. A student who is not registered as a student psychologist may be denied permission to visit hospitals/agencies in the M1 year. In the M2 year, the student needs to register as an intern psychologist. A student who fails to register as an intern psychologist before the commencement of his/her internship will not be allowed to commence with the internship until such time as registration has been effected. Application forms for registration as student and intern psychologist are available from the Discipline of Psychology.
6. Students are required to complete all the compulsory coursework before embarking on the internship.
7. The final mark for the qualification is calculated as the weighted average of the individual modules (see below for detailed information).
8. Students must obtain a passing mark for each of the core modules. Failure to do so will preclude the student from completing the training.



9. Acceptance for the internship (the second year of study) will be refused if a student has not shown satisfactory progress in the dissertation or fails the oral exam.
10. The internship will only take place in an institution registered to train educational psychologists.
11. The programme is a full-time programme and students are expected to be available every week day (excluding university/religious holidays) for the entire working day.
12. Students may be excluded from the programme at any time on the grounds of unsatisfactory academic progress, ethical misconduct and/or behaviour considered to be inappropriate for professional psychology practice.
13. Students are expected to be in their own personal individual psychotherapy for the duration of their training, regardless of whether they have been in psychotherapy before. For those students who cannot afford professional reduced rates, a number of therapists have agreed to see trainees at reduced rates. Please speak to the programme coordinator in this regard.

Progress Evaluation

Students' performance is monitored and assessed continuously throughout the year. Staff members involved in training meet regularly to discuss students' progress, and standardized evaluative criteria (both qualitative and quantitative) pertaining to the various aspects of the programme are employed in assessing their responses to the programme learning outcome.

Unsatisfactory Progress

Selection onto the programme does not automatically guarantee successful completion of the programme. If any students' progress should fall short of the professional and academic standards deemed appropriate for the first year of training this will be pointed out to him/her.

Every reasonable effort will be made to assist the student in meeting the identified criterion/criteria. Should the student continue to fail to meet expected progress expectations, either (or both) of the following courses of action will be taken:

The first year training period of the student will be extended indefinitely until the team is satisfied with his/her performance. In the case of such an extension the department is not able to guarantee an internship placement in the second year of training. In certain cases the student may be precluded from further training. Such exclusion may occur during either the first or second year of training and will prevent registration as an educational psychologist.

Mentoring

The training makes considerable academic, practical and emotional demands on students who are differentially equipped to cope with these demands. Consequently some students tend to struggle with certain aspects of the programme more than others. Some students are encouraged to take advantage of formal mentoring provided by appropriate staff members. In some cases mentoring will be a condition of continued programme participation. Mentoring involves regular meetings with designated mentors, in which identified problem areas are discussed



and practically addressed in order to assist students to improve their performance in the relevant areas. All students are welcome to take advantage of this mentoring opportunity. Some students are identified as requiring assistance on the basis of their academic/practical performance on the programme and are assigned mentors.

Seminars in Professional Psychology

Seminars in Professional Psychology (SPP) is a coordinate programme which combines the resources of Clinical Psychology, Community-Based Counselling Psychology and Educational Psychology. Trainee-psychologists from each of these programmes come together for a variety of seminars and workshops in the areas of psychotherapy, psychological assessment and research. The incorporation of a joint seminar programme within each specific training has many advantages. For example:

- Trainee-psychologists have the opportunity to interact with and learn from students in other sub-disciplines
- Trainee-psychologists are exposed to a variety of staff members with different specializations, different training backgrounds and different ways of working
- Trainee-psychologists are able to gain competence in some of the general issues of psychotherapy, assessment and research while still maintaining their programme-specific areas of speciality.
- SPP facilitates communication and enrichment between the different sub-disciplines.
- SPP encourages professionalism within and between trainee-psychologists in each of the sub-disciplines.
- SPP offers a structure able to provide some of the core skills necessary for any practicing psychologists, while at the same time reflecting the specializations of each Masters training programme.

SPP provides a forum for three different purposes:

- To offer high quality seminars to Masters students in professional training.
- To offer a forum for staff to come together around shared professional activities and concerns.
- To share information and resources for the Emthonjeni Clinic. This clinic manages client referrals and cases.

The module structure is designed to reflect the links between and integrations of specific programmes while at the same time emphasizing each programme's specific areas of specialization. The Psychotherapy and Assessment modules have both SPP and programme-specific input. This means that trainee-psychologists will attend seminars within their own area of specialization as well as with students from other sub-disciplines. The research component will be SPP-based.

Modules

The following modules are offered:

- 1. Clinical Procedures and Psycho-Educational Assessment**
- 2. Counselling Theory and Practice**
- 3. Research**
- 4. Adjustment/Maladjustment**
- 5. Educational Psychology in the Community**



Internship

During the second year of the course, students are required to work at one of the intern placement centres. Internship placements are an integral part of the Wits training programme and successful completion of a Discipline-approved internship is necessary for the award of the degree. Placement is at the discretion of the internship. The Discipline will endeavour to help students obtain appropriate internships wherever possible.

Students must be in possession of a driver's licence and be prepared to travel clinics.

Remuneration

Intern psychologists may be paid a salary during their internship year.

Unsatisfactory intern progress

Where interns are not making satisfactory progress a joint decision by the training centre and the University can result in a reprimand, a warning, an extension of the internship or (under exceptional circumstances) termination of the internship.

The Research Report

A central requirement for the degree is a research report which presents research in an area related to educational psychology. Students will begin in early February with seminars on research methodology and be given several weeks in which to begin planning appropriate research. Each student will be assigned a supervisor, who will help the student to prepare a research proposal for approval by the Discipline and by the Faculty of Humanities. The student will then conduct the research. The final research report should be approximately 30 000 words in length. Students will be informed of the procedures and processes they will be expected to adhere to. The Health Professions Council of South Africa expects students to complete all the requirements for their degree (including the research report) within 3 years of initial registration.

Financial Information

Bursaries

The University offers Senior Bursaries to some postgraduate students. In return for a Senior Bursary, each student is required to work in the University department for a specified number of hours per week. Should you wish to apply for a Senior Bursary it is necessary to make enquiries and applications soon after you are accepted onto the Masters Programme. *Please check the closing dates for applications.*

Applications can be obtained from:
Financial Aid and Scholarships Office
University of the Witwatersrand
Private Bag 3

Wits
2050

Website: <https://www.wits.ac.za/study-at-wits/financial-aid-and-scholarships-administration/>

Postgraduate Merit Award

Ms Vinesha Singh (Postgraduate Funding and Postgraduate Merit Awards)

E-mail: vinesha.singh@wits.ac.za

Telephone: +2711 717 1078



Financial Commitments

During the course of the year students need to make provision for a number of expenses for example an audio cassette player, a number of video cassettes, various books and photocopy material, printing of assignments and personal psychotherapy fees.

Fees

Information obtainable from the Fees Office

E-mail: Feesoffice.finance@wits.ac.za

Telephone: +2711 717 1818

Website: <https://www.wits.ac.za/study-at-wits/student-fees/>

Accommodation

Information obtainable from the Students Accommodation Office

Central Accommodation Office

Tel:

+27 (11) 717 9172

+27 (11) 717 9173

+27 (11) 717 9174

Fax: +27 (11) 339 8213

E-mail: accommodation@residence.wits.ac.za

UNIVERSITY OF THE
WITWATERSRAND,
JOHANNESBURG



SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT
PSYCHOLOGY

PO Box 660
Wits
2050

Room SH045, Ground Floor, Senate House
Jorissen Street, Braamfontein
Johannesburg

Website: <https://www.wits.ac.za/accommodation/>