

# UFS FORM 5: SHORT LEARNING PROGRAMME

## SECTION A: CATALOGUE

CODE: HEQC/H06/EMS/SPSLD (Non-credit bearing SLP)

TITLE: Sustainable livelihood for development

NQF LEVEL: Old NQF 5; New NQF 5

NOTIONAL LEARNING HOURS: 120

FORMAL CONTACT TIME: 60

### LEARNING ASSUMED TO BE IN PLACE:

- 1) A Grade 12 Certificate or National Senior Certificate with a minimum achievement level 4 (50%) in 4 school subjects from the designated list, one of these subjects must be English.
- 2) RPL procedures will apply in cases where a Grade 12 Certificate or NSC with the requirements as indicated in 1 is not available/has not been attained.

### LEARNING OUTCOMES:

Participants will be able to:

- explain the concepts related to sustainable livelihood;
- apply appropriate tools for carrying out sustainable livelihood assessments and for analysing and interpreting the results; and
- apply appropriate tools and methods for project/programme cycle design, planning, and implementation.

### BRIEF DESCRIPTION OF CONTENT:

The livelihood approach originates in the development of richer understandings of the dimensions of poverty, such as the sustainable human-development approach adopted by UNDP, and the concept of capitals and capabilities of Amartya Sen. In some quarters (notably FAO), this is now being referred to as people-centred development (PCD). The following definition is used by the UK's Department for International Development (DFID):

A livelihood comprises the capabilities, assets (including both material and social resources) and activities required for a means of living. A livelihood is sustainable when it can cope with and recover from stresses and shocks and maintain or enhance its capabilities and assets both now and in the future, while not undermining the natural resource base.

There are several elements of the approach which are relevant, and these are presented in terms of the following framework:

- the sustainable livelihood framework and its elements;
- the underlying principles required for sustainable livelihoods; and
- the six governance issues at the micro, the meso, and the macro level, which are needed to promote and apply PCD.

## CRITICAL OUTCOMES SUPPORTED BY SHORT LEARNING PROGRAMME:

- Identify and solve problems using critical and creative thinking with regard to sustainable livelihoods in development planning (i.e. problem-solving skills).
- Work effectively with other members of a team, group, organisation, and community to implement different tools and methods to enhance development planning through the sustainable livelihoods approach (i.e. cooperative skills).
- Organise and manage themselves and their activities responsibly and effectively (i.e. self-responsibility skills).
- Collect, analyse, organise, and critically evaluate information that informs certain tools and approaches in terms of the sustainable livelihoods approach (i.e. research skills).
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation as far as the various tools and methods for the Sustainable Livelihoods Approach are concerned (i.e. develop a strategic vision).

## METHODS OF ASSESSMENT:

### Formative assessment

Self-, peer-, group-, and/or facilitator assessment of individual/group/class assignments.

### Portfolio assessment

Portfolio assessment (development, planning, tools, and approaches to be used in the participants' working environment). The portfolio will be based on group work and field visits.

## ASSESSMENT CRITERIA:

- The students are competent to *demonstrate facilitation skills which create an enabling environment for sustainable livelihoods if they can...*
    - Conduct a practical facilitation session
    - Create an enabling environment for sustainable livelihoods
  - The students are competent to *construct a plan to enable sustainable livelihoods* if they can develop a plan for sustainable livelihoods. Through the development of such a plan:
    - indicate their ability to describe the basic underlying theories and assumptions
    - apply the theory in respect of sustainable livelihoods
- 1) Discuss the concepts associated with sustainable livelihoods.
  - 2) Conduct a facilitation session utilizing the sustainable livelihoods approach.
  - 3) Develop a sustainable livelihoods plan.

In addition, the assessment process must also satisfy the following criteria:

- The assessment purpose and the competences to be assessed are to be clearly articulated in terms of the relevant learning outcomes and assessment criteria.
- The assessment strategy and activities selected, designed, and implemented are to be constructively aligned with the assessment purpose, competences, context, knowledge, skills, attitudes, learning outcomes, assessment criteria, the nature and level of students, the level, context and content of the programmes, and the learning facilitation offered.
- The assessment of learning is to be implemented in accordance with the chosen assessment strategy, the applicable assessment policy/policies, and the current principles of good assessment.
- Different kinds of evidence of learning are to be collected.

**ORGANISING FIELD: 7**

(1 = Agriculture and Nature Conservation)

(2 = Culture and Arts)

(3 = Business, Commerce and Management Studies)

(4 = Communication Studies and Language)

(5 = Education, Training and Development)

(6 = Manufacturing, Engineering and Technology)

(7 = Human and Social Studies)

(8 = Law, Military Science and Security)

(9 = Health Sciences and Social Services)

(10 = Physical, Mathematical, Computer and Life Sciences)

(11 = Services)

(12 = Physical Planning and Construction)

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**DEPARTMENTAL OR PROGRAMME "HOME":**

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