

UFS FORM 5: SHORT LEARNING PROGRAMME

SECTION A: CATALOGUE

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

TITLE: Managing for impact in development

NQF LEVEL: 8 (old); 9 (new)

NOTIONAL LEARNING HOURS: 240

FORMAL CONTACT TIME: 96 hours – workshops 8 hours x 12 days

LEARNING ASSUMED TO BE IN PLACE:

- 1) A Bachelor's degree or any related qualification on a NQF level 7 (new NQF)
- 2) RPL procedures will apply in cases where a qualification on a NQF level 7 is not available/has not been attained.

LEARNING OUTCOMES:

Students are expected to demonstrate competence in the following:

- analyse the theoretical assumptions underlying the concept of *managing for impact* in development;
- demonstrate facilitation skills which create an enabling environment for managing for impact in development;
- apply participatory tools for managing for impact in development; and
- construct a monitoring and evaluation plan to enable managing for impact in development.

BRIEF DESCRIPTION OF CONTENT:

1. Theoretical background

- paradigms influencing knowledge and development;
- systems, institutions, and processes;
- the creation of learning environments;
- the management of change, including methodology on the theory of change;
- process facilitation;
- strategic planning and the operationalisation of strategic plans; and
- participatory monitoring and evaluation.

2. Application of method and tools for managing for impact

- situation analysis using both analytical and systemic thinking methods;
- facilitation of strategic and operational processes for participatory planning;
- participatory learning-oriented, M&E strategy;
- the establishment of a Management Information System (MIS) that supports managing towards impact;
- communication;
- managing qualitative and quantitative data and information;
- participatory evaluations/reviews; and

- conflict, negotiation, and teamwork.

CRITICAL OUTCOMES SUPPORTED BY SHORT LEARNING PROGRAMME:

- Identify and solve problems using critical and creative thinking with regard to managing impact in development projects (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 the management of impact (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 for managing impact (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 managing impacts 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).

ASSESSMENT CRITERIA:

- The students are competent to *demonstrate facilitation skills which create an enabling environment for managing for impact* if they can...
 - Conduct a practical facilitation session
 - Create an enabling environment for managing for impact
- The students are competent to *construct a monitoring and evaluation plan to enable managing for impact* if they can...
 - Develop a plan for managing impact. Through the development of such a plan,
 - indicate their ability to describe the basic underlying theories and assumptions
 - apply the theory in respect of managing for impact

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 programme, 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: 3

(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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