

UFS FORM 5: SHORT LEARNING PROGRAMME

SECTION A: CATALOGUE

CODE: HEQC/H06/EMS/DEVPLN

TITLE: Development Planning

NQF LEVEL: 5

CREDITS: 16 **NOTIONAL LEARNING HOURS:** 160

FORMAL CONTACT TIME: 120 hours (lectures)

LEARNING ASSUMED TO BE IN PLACE:

1) A grade 12 certificate.

LEARNING OUTCOMES: Learners will be able to:

- Demonstrate and understand the history and need for development planning
- Demonstrate and understand the legal, administrative and institution frameworks for planning
- Apply methodologies and techniques of development planning
- Demonstrate and understand the dilemmas related to development planning
- Develop monitoring and evaluation systems for development planning

BRIEF DESCRIPTION OF CONTENT:

1.
 - History of development planning
 - Why development planning
2.
 - Institutional frameworks for development planning
 - Local and regional planning
 - The legal framework for planning
 - Administrative systems
3.
 - Development planning process
 - Participatory system
 - Development planning techniques and methodologies
 - Trends analysis
 - Scenario planning
4.
 - Development issues to be considered in development planning
 - Household size
 - Migration
 - Education
 - Spending patterns
 - Infrastructure
 - Health
5.
 - Data interpretation

- Data comparisons
- Reading tables and graphs
- Report writing

CRITICAL OUTCOMES SUPPORTED BY SHORT LEARNING PROGRAMME:

- Identify and solve problems using critical and creative thinking with regard to planning tools and methods available for development planning (i.e. problem solving skills).
- Work effectively with other members of a team, group, an organisation and a community to implement different tool and methods to enhance development planning (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 which inform certain tools and approaches for development planning (i.e. research skills).
- Communicate effectively using visual, symbolic and/or language skills in various modes (i.e. communication skills).
- Use science and technology effectively and show responsibility towards the environment and the health of others through the utilisation of tools and approaches towards development planning (i.e. technological and environmental literacy/skills).
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation in respect of various tools and methods to improve development and development planning (i.e. develop a strategic vision).
- Reflect on and explore a variety of strategies to learn more effectively (i.e. learning skills).
- Be culturally and aesthetically sensitive across a range of social contexts and development planning tools and approaches (i.e. cultural and aesthetical skills).

METHODS OF ASSESSMENT:

Information about internal and/or external mechanisms for the moderation of learner achievements to ensure comparability with the achievements of learners who attend similar courses.

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 learners working environment)

ASSESSMENT CRITERIA

The following aspects are appropriately identified, explained, distinguished, analysed, communicated, critically evaluated and/or practically applied in the context of the assessment of learning in an active/learner-centered learning environment for a development planning programme that the candidate responsible for:

- The legislative and policy environment in respect of the development planning environment;
- a description of the main tools and approaches;
- The use of data and information for development planning; and
- Scenario planning in development planning;

The assessment process must also satisfy the following criteria:

- The assessment purpose and the competences to be assessed will be clearly articulated in terms of the relevant learning outcomes and assessment criteria.

- The assessment strategy and activities selected, designed and implemented are 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 being offered.
- The assessment of learning is implemented in accordance with the chosen assessment strategy, the applicable assessment policy/ policies and the contemporary principles of good assessment.
- Different kinds of evidence of learning are 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": Centre for Development Support

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