

UFS FORM 5: SHORT LEARNING PROGRAMME

SECTION A: CATALOGUE

CODE: HEQC/H06/EMS/FCBPLN (Credit bearing SLP)

TITLE: Facilitation of Community Based Planning: Introductory course

NQF LEVEL: NQF 5

CREDITS: 20

NOTIONAL LEARNING HOURS: 200

FORMAL CONTACT TIME: 75 hours (lectures)

LEARNING ASSUMED TO BE IN PLACE:

A grade 12 certificate.

LEARNING OUTCOMES:

Learners will be able to:

- Demonstrate an understanding of participatory planning methodologies
- Undertake a participatory situation analysis
- Develop a community vision and prioritized outcomes
- Develop a plan for each of the prioritized outcomes
- Develop an action plan and monitoring mechanism for ward committee

BRIEF DESCRIPTION OF CONTENT:

1. What is community based planning
2. Community based planning cycle
 - The pre planning meeting
 - Community background information
 - Launching community planning
 - Time lines
 - Venn diagrams
 - Livelihood analysis
 - Service provider interviews
 - Well-being analysis
 - Community feedback meeting
 - SWOT analysis
 - Mapping
 - Visioning
 - Strategy development
 - Community action planning meeting
 - Writing up the plan
 - Project profiles
 - Community plan finalization meeting
 - Regular monitoring meetings

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 community based 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 community based 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 community based 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 community based 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 community based planning (i.e. develop a strategic vision)
- Reflect on and explore a variety of strategies to learn more effectively (i.e. learning skills); and
- Be culturally and aesthetically sensitive across a range of social contexts and community based planning tools and approaches (i.e. cultural and aesthetical skills)

METHODS OF ASSESSMENT: 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:

This refers to assessment criteria in respect of the specific learning outcome of the course that has been described. These statements set the guidelines for developing particular assessment tasks.

- Facilitation processes
- A situation analysis developed as part of the plan
- Community vision an a priority list of community outcomes
- A programme plan
- An action plan and monitoring report developed

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 if 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)

APPROVAL DATE: March 2006

REVIEW DATE: 2008

DEPARTMENTAL OR PROGRAMME "HOME": Centre for Development Support

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