

UFS FORM 5: SHORT LEARNING PROGRAMME

SECTION A: CATALOGUE

CODE: HEQC/H06/EMS/HSGNAN (Credit-bearing SLP)

TITLE: Housing Needs Analysis

NQF LEVEL: NQF 5

CREDITS: 10 **NOTIONAL LEARNING HOURS:** 100

FORMAL CONTACT TIME: 60 hours (lectures)

LEARNING ASSUMED TO BE IN PLACE:

A grade 12 certificate.

LEARNING OUTCOMES:

Learners will be able to:

1. Demonstrate an understanding of the process to conduct a housing needs assessment.
2. Conduct a housing needs assessment at local and provincial level in order to determine housing priorities.
3. Compare housing needs to national housing programmes.

BRIEF DESCRIPTION OF CONTENT:

1.
 - Describing housing needs
 - Understanding housing needs
 - Prioritising housing needs
2.
 - Housing needs assessment processes
 - Techniques to conduct housing needs
3. National housing programmes
 - People's housing process
 - Project linked delivery
 - Social housing
 - Consolidation subsidies
 - Housing Support Centres
4.
 - Housing needs at a local level
 - Housing needs at provincial level

CRITICAL OUTCOMES SUPPORTED BY SHORT LEARNING PROGRAMME:

- Identify and solve problems using critical and creative thinking with regard to planning tools and methods available in respect of a housing needs analysis (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 an understanding of housing needs (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 housing needs analysis (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 an analysis of housing needs (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 analyse housing needs (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 tools and approaches for analyzing housing needs (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:

- Understanding housing needs
- Understanding housing programmes
- Survey housing needs
- Link housing needs with housing programmes

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: 12

(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 (previously approved at the Faculty Board Meeting of 11 February 2003)

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DEPARTMENTAL OR PROGRAMME "HOME": Centre for Development Support

DEVELOPER/COORDINATOR:

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