

UFS FORM 5: SHORT LEARNING PROGRAMME

SECTION A: CATALOGUE

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

TITLE: Integrated Housing Development and Operational Planning

NQF LEVEL: 5

CREDITS: 8 **NOTIONAL LEARNING HOURS:** 80

FORMAL CONTACT TIME: 30 hours (lectures)

LEARNING ASSUMED TO BE IN PLACE:

A grade 12 certificate.

LEARNING OUTCOMES:

Learners will be able to:

- Solve housing problems by conducting a needs assessment in a local municipality to determine housing priorities as well as future housing need scenario
- Develop funding scenarios for housing development at local municipal level and link it with housing and settlement priorities over a three year period for a local municipality
- Integrate housing delivery options with housing priorities and funding over a three year period for a local municipality
- Demonstrate and understand of the integration of housing development plan with the existing Integrated Development Plan
- Integrate developmental aspects into the Housing Development Plan for a local municipality

BRIEF DESCRIPTION OF CONTENT:

1.
 - Describing housing needs
 - Understanding housing needs
 - Prioritizing housing needs
2.
 - Determining possible housing and settlement funding institutions
 - Building scenarios on future housing and settlement funding
3.
 - People's housing process
 - Project linked delivery
 - Social housing
 - Consolidation subsidies
 - Housing support centres
4.
 - Understanding the IDP of a local municipality
 - Determine implications for Housing Development Plan
5.
 - Local economic development
 - Gender
 - Poverty

6.

- Building plans
- Consumer education
- objectives

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 housing development and operations (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 planning for housing development (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 development (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 housing development (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 housing development (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 housing development 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.

- A housing needs analysis
- A settlement funding scenario
- A housing funding plan
- An integration sheet
- A developmental and operational plan drawn up

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: **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)

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DEPARTMENTAL OR PROGRAMME “HOME”: Centre for Development Support

DEVELOPER/COORDINATOR:

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