

UFS FORM 5: SHORT LEARNING PROGRAMME

SECTION A: CATALOGUE

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

TITLE: Introduction to Financial Management for Local Economic Development (LED) Practitioners

NQF LEVEL: 6

CREDITS: 6 **NOTIONAL LEARNING HOURS:** 60

FORMAL CONTACT TIME: 32 hours (lectures)

LEARNING ASSUMED TO BE IN PLACE:

A first degree

LEARNING OUTCOMES:

Learners will be able to:

1. Demonstrate an understanding of the importance of local economic development
2. Identify and evaluate strategic local economic projects in a specific area
3. Develop financial proposals of strategic investment projects
4. Monitor the financial growth of strategic projects by means of financial software

BRIEF DESCRIPTION OF CONTENT:

1. Products, goods, service description
 - Types
 - Differences
2. Market analysis
 - Supply side
 - Demand side
 - Pricing
 - Forecasting
3. Project engineering
 - Locational analysis
 - Factor analysis
 - Project layout
 - Technology and equipment
4. Accounting
 - Statement of income
 - Balance sheet
 - Cash flow
5. Financial analysis
 - Costs
 - Benefits
 - Cash flow forecast

6. Financial & economic appraisal
 - The Net present value
 - Internal rates of return
 - Benefit/cost analysis
7. Financial Planning
 - Finance market analysis
 - Financial requirement analysis
 - Financial decisions
 - Organisational development & Strategy
8. LED policy analysis

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 local economic development (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 financial management in respect of local economic 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 financial management of local economic 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 financial management for local economic 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 financial management for local economic 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 financial management 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:

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.

- LED policy analysis

- Local economic development priority list
- Financial statements and plan for local economic development projects
- A financial monitoring system for local economic development projects 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 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: 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": Centre for Development Support

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