

UFS FORM 5: SHORT LEARNING PROGRAMME

SECTION A: CATALOGUE

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

TITLE: Introduction to Interpreting Developmental Indicators

NQF LEVEL: 5

CREDITS: 12 **NOTIONAL LEARNING HOURS:** 120

FORMAL CONTACT TIME: 60 hours (lectures)

LEARNING ASSUMED TO BE IN PLACE:

A grade 12 certificate.

LEARNING OUTCOMES:

Learners will be able to:

- Demonstrate an understanding of and interpret developmental indicators at different geographical levels
- Demonstrate an understanding of the need for and use of developmental indicators
- Distinguish between different indicator sets and indicator methodologies
- Conduct elementary techniques related to developmental indicators at a local level
- Interpret developmental indicators at a local level

BRIEF DESCRIPTION OF CONTENT:

1.
 - International developmental indicators
 - Composition of indicators
 - Source of developmental indicators
2.
 - Usefulness of indicators
 - Problems in using of indicators
 - Evaluating developmental data
3.
 - Indicator methodologies
 - Comparing indicator methodologies
4.
 - Growth rates
 - Trend analysis
 - Rank order analysis
 - Other statistical assessments
5.
 - Data interpretation
 - Data comparison
 - 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 in using development indicators (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 by means of development indicators (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 (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 in respect of development indicators (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 (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 indicators (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.

- Assess which indicators to use in different circumstances.
- Assess the methodologies for different indicators.
- Assess the ability to use different indicator techniques.
- Compile a local developmental indicator report.

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 (previously approved at the Faculty Board Meeting of 11 February 2002)

REVIEW DATE: 2008

DEPARTMENTAL OR PROGRAMME "HOME": Centre for Development Support

DEVELOPER/COORDINATOR:

Dr. L. Marais
+27 (0)51 – 4012973
maraisL.ekw@ufs.ac.za