

UFS FORM 5: SHORT LEARNING PROGRAMME

SECTION A: CATALOGUE

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

TITLE: Introduction to LA21 and implications for local municipalities

NQF LEVEL: NQF 5

CREDITS: 4 **NOTIONAL LEARNING HOURS:** 40

FORMAL CONTACT TIME: 30 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 concepts of sustainability and Local Agenda 21
2. Demonstrate an understanding of the legislation applicable to local municipalities and the implications thereof for sustainability
3. Assess the limitations of his/her municipality's IDP and suggest future changes in this respect
4. Influence local decision-making in terms of the principle embedded in sustainable development

BRIEF DESCRIPTION OF CONTENT:

1.
 - Principles of sustainability
2.
 - Sustainability in South African Legislation
3.
 - Sustainability at local municipal level
 - Waste management
 - Water management
 - Sanitation
 - Housing construction

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 sustainable development (i.e. problem solving skills)
- Work effectively with other members of a team, group, an organisation and a community to implement different tools and methods to enhance sustainable 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 sustainable 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 sustainable 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 development and sustainable 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 development planning tools and sustainable development 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)

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

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 sustainability barometer
- Relevant legislation
- A sustainability criteria list developed for integrated development planning at a local level
- A sustainability action plan

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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 2003)

REVIEW DATE: 2008

DEPARTMENTAL OR PROGRAMME "HOME": Centre for Development Support

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