

UFS FORM 5: SHORT LEARNING PROGRAMME

SECTION A: CATALOGUE

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

TITLE: Introduction to Project Management for Housing Practitioners

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 should be able to:

1. Compare the feasibility of different options in planning a housing project and be able to select a project options
2. Plan for the cost implications of a housing project
3. Demonstrate an understanding of the activities relevant to a housing project
4. Be able to schedule a housing project
5. Demonstrate an understanding of the resource implications of housing project

BRIEF DESCRIPTION OF CONTENT:

1.
 - Stakeholder analysis
 - Client needs
 - Evaluate constraints
 - Estimate alternatives and options
 - Cost-benefit analysis
 - Project selection models
 - Return on investment
 - Discount cash flow
 - Cost breakdown analysis
2.
 - Feasibility study
 - Definitive estimate
 - Costing
3.
 - People's housing process
 - Project linked delivery
 - Social housing
 - Consolidation subsidies
 - Housing Support Centres
4.
 - Method of sub-division
 - WBS Templates

- WBS levels
- WBS roll-up
- Responsibilities

5.

- Resource estimation
- Resource forecasting
- Resource histogram
- Resource loading
- Resource smoothing
- Planning and control

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 housing projects (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 housing development and housing projects (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 projects (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 projects (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 and housing projects (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 tools and approaches for housing projects (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.

- Compile a **housing project feasibility study**
- Conduct housing project estimations
- Complete a work break down structure
- Draw a Gantt Chart

- Develop a resource plan

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

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