

- Use science and technology effectively and show responsibility towards the environment and the health of others through the utilisation of tools and approaches managing development consultants (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 the management of development consultants (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 d tools and approaches for managing development consultants (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.

- Develop a terms of reference for a development project
- Develop a consultant management plan for development consultants.

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: 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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