

UFS FORM 5: SHORT LEARNING PROGRAMME

SECTION A: CATALOGUE

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

TITLE: Mentoring for Development Practitioners

NQF LEVEL: 5

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

FORMAL CONTACT TIME: 24 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 need for mentoring in the development field
2. Provide mentoring support to development practitioners

BRIEF DESCRIPTION OF CONTENT:

1.
 - Why mentoring?
 - Mentoring approaches
2.
 - Mentoring skills
3.
 - Identification of mentors
 - Identification of mentoring needs
4.
 - Planning for mentoring

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 mentoring of development practitioners (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 mentoring processes for development practitioners (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 mentoring development practitioners (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 mentoring development practitioners (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 mentoring development practitioners (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 mentoring development practitioners (i.e. cultural and aesthetic 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.

- A needs assessment for mentoring conducted
- A mentoring plan developed for development institution

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

DEVELOPER/COORDINATOR:

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