

# UFS FORM 5: SHORT LEARNING PROGRAMME

## SECTION A: CATALOGUE

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

**TITLE:** New Development Framework

**NQF LEVEL:** 5

**CREDITS:** 6                      **NOTIONAL LEARNING HOURS:** 60

**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 main development related policies in South Africa.
2. Apply development related legislation / policy to their working environment

### BRIEF DESCRIPTION OF CONTENT:

1.
  - Macro economic factors in development planning
  - Development approaches
2.
  - Developmental aspects of Integrated Development Planning
3.
  - Rural development
  - Land reform
4.
  - Local Economic Development
5.
  - Environmental Policies
  - Water policies

### 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 assessing development planning policies and legislation (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 an understanding of development policies and legislation (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 development policies and legislation (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 development policies and legislation (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 interpretation of development policies and legislation (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 in development policies and legislation (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.

- Assessment of current development policies
- A work-related action plan reflecting development related legislation in an integrated manner

## **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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