



Learning for Sustainable African Futures

Stellenbosch University

The School of Public Leadership

Executive Leadership and Management Programme in Sustainable Human Settlement Development – Postgraduate Diploma

Professionalising the Housing Sector
Accredited by the University of Stellenbosch
12 Credit SAQA level 8 (Honours)

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Presentation to the Housing Portfolio Committee, 2 June 2015



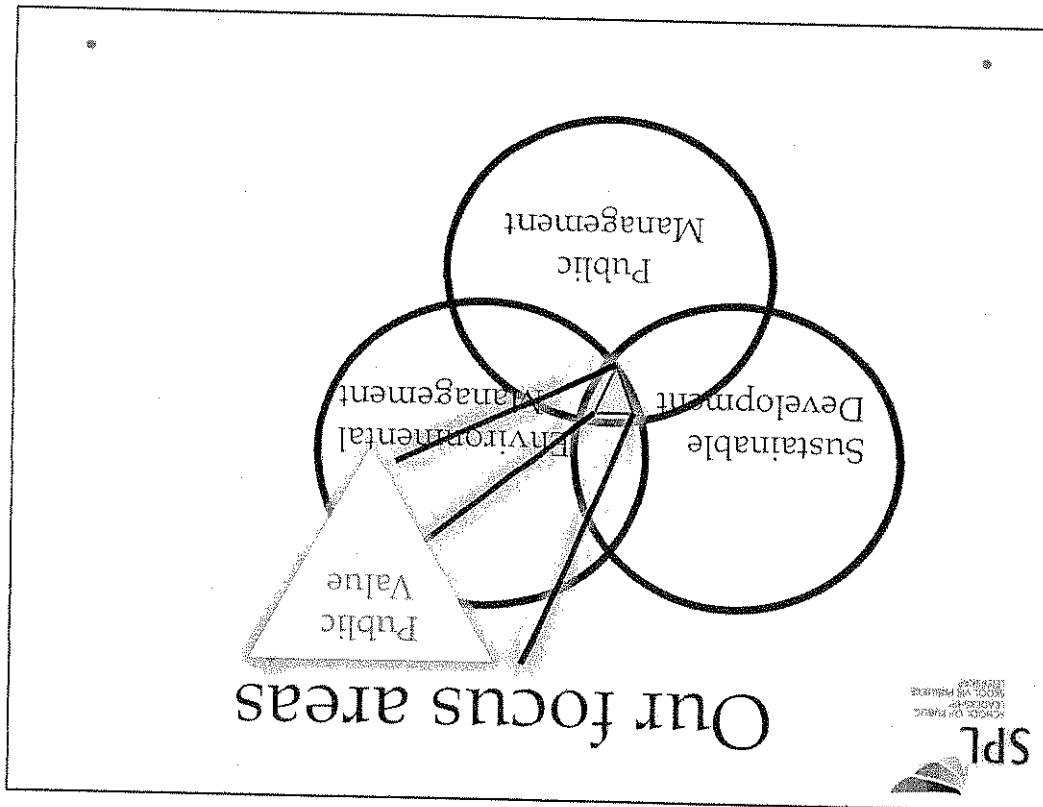
Management is PUBLIC VALUE
 Public value is defined as the value that an organisation contributes to society and these relate to The rights, benefits and prerogatives to which a citizens should (or should not) be entitled, the obligations of citizens to society, the state and one another and the principles on which governments and policies should be based

2. At the intersection of Sustainable Development, Environmental Management and Public

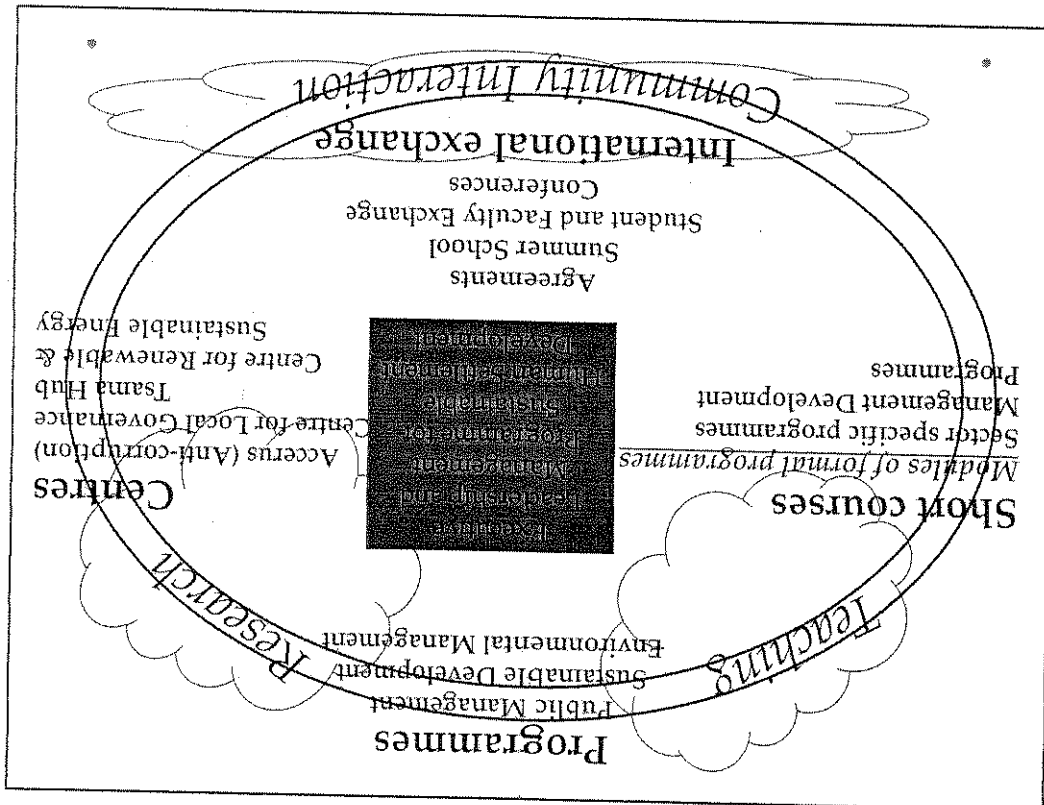
(SHOW SCHOOL PROMO BOOK – LEARNING FOR SUSTAINABLE AFRICAN FUTURES)

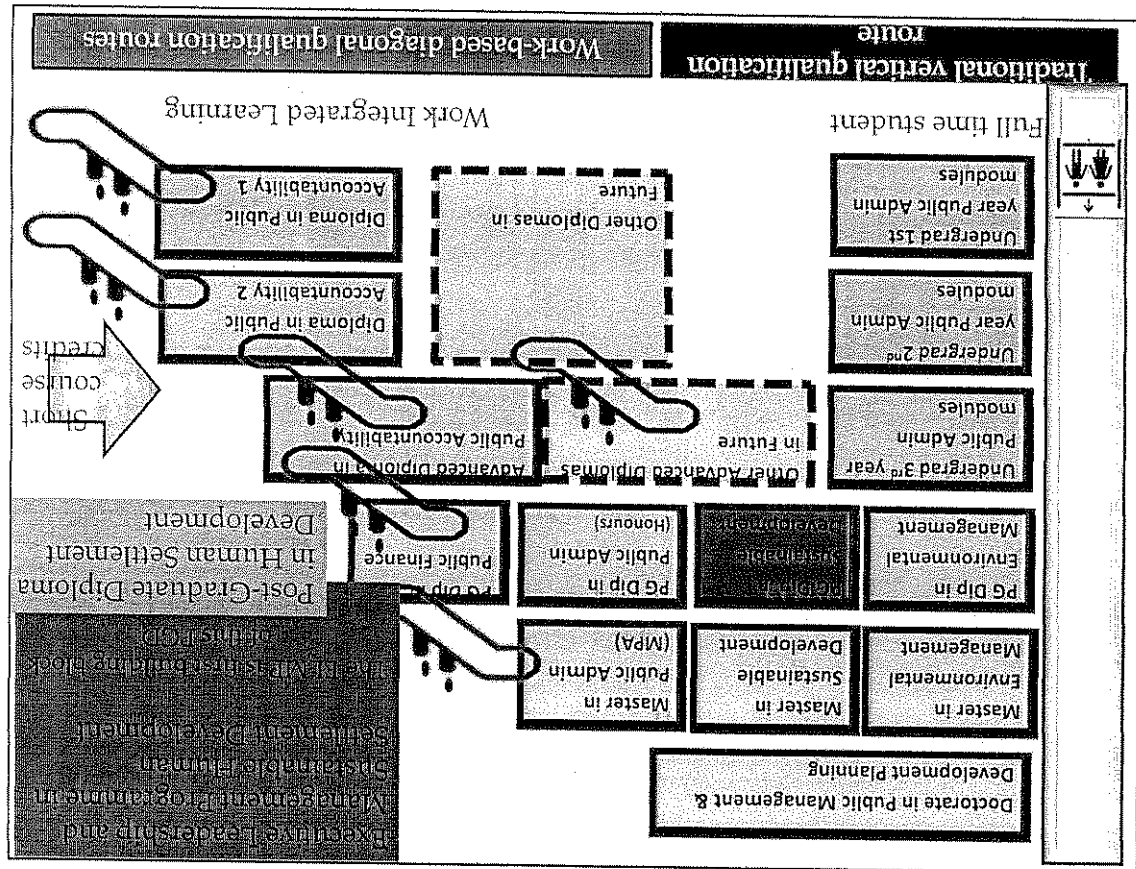
1. Our focus areas are sustainable development (three streams – agriculture/food security, development planning, renewable energy); environmental management and public management

Talking Points:




1. Introduce the components of our pedagogic approach – the trinity of teaching, research and community interaction,
2. How this is realised via Programmes, Centres, international exchange and short courses
3. Then introduce the Executive Leadership Training Programme in Housing Policy Practice as drawing from the Programmes, Centres, and international exchange
4. The Executive Course is a pilot/foundational short course that draws from the different modules of formal programmes – but is a block in a larger PLANNED Post Graduate Diploma - see next slide





1. A general overview of the architecture of formal programme (the general traditional vertical qualification route) – SHOW THE SCHOOL PROSPECTUS
2. THEN there is the work-based diagonal qualification route which comprises short courses (SHOW THE EXECUTIVE PROGRAMME HANDOUT THAT HAS THE SCHEDULE OF SHORT COURSES – AND THE INTRODUCTION RATIONALE) and then explain the transition from Diploma to Advanced Diploma to Post graduate Diploma (SHOW THE BROCHURE OF THE TWO YEAR DIPLOMA IN PUBLIC ACCOUNTABILITY)
3. A great deal of the material for the Executive Housing Programme draws from the PGD in Sustainable Development but over time we plan to develop it into a Post-Graduate Diploma in Human Settlement Development depending on demand and funding. The flexibility of our work-based diagonal qualification route and short courses affords you and us to assemble the planned PGD in Human Settlements via negotiation and coproduction




SPL
SCHOOL OF PLANNING
LONDON

Structure of Presentation

- Introduction
- Diploma Aims and Objectives
- Diploma Structure
- Diploma Modules
- Assessment and Evaluation
- Commencement and Viability

A) During these negotiations – to be conducted in parallel with the delivery of already accredited courses – participants will be registered as 'special students' of the University with full rights and privileges of any postgraduate student



Introduction

- ELMF-PGD is coproduced with DHS, SPL and senior staff from the School of Architecture, Planning and Geomatics (SAPG - University of Cape Town)
- SPL delivers in a partnership with senior staff of UCT's SAPG
- Why **ELMF-PGD** – is an immediate response to the need to professionalise
 - Individual modules constituting the ELMF are accredited at SAQA level 8
 - Modules will be collectively packaged and presented to the DHE as a Postgraduate Diploma over the three year period that it will be delivered (Conversion of the ELMF to a PGD is subject to the outcome of successful negotiations between the SPL/DHS and DHE (a))

Diploma Aims and Objectives



- Effectively regulate, direct and target public and private investment in the built environment
- Improve inter-governmental co-ordination and alignment so as to enhance the effectiveness and performance of pro-poor shelter delivery
- Calibrate and package subsidy instruments that are responsive to changing household relations, labour market dynamics, survival and livelihood strategies
- Improving the political influence of the poor and their representatives and officials through enhancing the leverage of the working and marginalised communities via institutionally fitting decision-making power in their favour
- Build a strong, principled, committed, critical, dedicated and professional community of housing officials, practitioners, researchers and scholars

First pilot course of the programme

Sept -
Aug - After HKS
July - 5 days

SPL
SCHOOL OF PUBLIC LIBRARIES
 SOCIETY OF PUBLIC LIBRARIANS

Diploma Structure

- 3 Year Diploma
- Total of 12 Modules – with 10 credits each (120 credits)
- Participants have the choice of completing all 12 modules – 4 per year over three years OR reading for 10 modules (100 credits) and writing a mini-thesis worth 20 credits
- Each module is block release – 5.5 days with approximately 40 hours contact session (class work and a mini-project) (may vary and so too costs - TBN)
- Special provision is made for participants who do not have requisite qualifications (an undergraduate degree) to read for the modules via a bridging courses in public administration and research methodology



Diploma Modules

First Year: 2 per semester

- 1. Context: Housing Policy and Programmes (foundation course and first)

Second Year: 2 per semester

- 2. Strategic Thinking and Governance
- 3. Advanced Leadership
- 4. Programme and Project Management

Sustainable Cities

- 5. Sustainable Cities
- 6. Mobility, Movement and Planning
- 7. Macroeconomy, Housing and Housing Finance
- 8. Public Participation and Community Engagement

Third Year: 2 per semester

- 9. Advanced Monitoring and Evaluation
- 10. Informal Settlement Upgrading
- 11. Humane Settlement Development: Decent Work, Living Conditions and Housing
- 12. Political Management of Human Settlements

8 Modules – bold compulsory
Plus
Mini Thesis (20 Credits)



Assessment/Evaluation

The course is divided into four linked components:

- *Component One: Reading and self-managed work time*
- *Component Two: Forty (40) hours of classroom work and submission of a Short Written Assignment*
- *Component Three: Practical Group Project*
- *Component Four: Individual Written Assignment*



Assessment/Evaluation

- Participants will be evaluated as follows:
 - Class Mark is 10% determined by daily attendance, participation in discussions, preparation for presentations, and submission of the Short Written Assignment (Based on Reading and/or Case Study)
 - Individual Written Assignment is 65% (Explain Part A, B, C)
 - Practical Group Assignment is 25%
- PLEASE NOTE: Participants who successfully complete the Short Written Assignment and Practical Group Project will exit with a Certificate of Attendance. Those who complete the Short Written Assignment, Practical Group Assignment plus the Individual Written Assignment will receive the full 10 credits



SCHOOL OF PEDAGOGY
TEACHING AND LEARNING
LITERACY

Assessment/Evaluation

The purpose of the **Short Assignment** is to test participant's grasp, understanding and comprehension of the themes, issues and discussions *during* the contact week. The **assessment criteria** of the **short assignment** are as follows:

- Has the prescribed literature been read and understood?
- Is the mode of expression acceptable, with special reference to grammar, spelling and syntax?

Assessment/Evaluation



The aim of the **Group Assignment** is to encourage participants to encourage and support individual and collective experimentation and innovation. The objective is to exchange, share and debate ideas from different and varied intellectual, ideological, professional and personal vantage points/locations/experiences/platforms/orientations. Participants can use a combination of methods to project and present their findings (PowerPoint, drawings and diagrams, formal seminar type presentation, etc.). As pertains to this module, the Group Assignment – to be presented at the end of the course (Friday) - combines role-playing, creative argumentation, and compacting. The topic will be provided to participants on the first day of the module. The assessment criteria for the Group Assignment are more flexible than that of the short and individual assignments. These include: content and coverage; engagement and deployment of themes/concepts; packaging and presentation; and so forth.




Assessment/Evaluation

The purpose of the **Individual Written Assignment** is for the participant to synthesise (in written form) new knowledge and experience derived from readings, presentations, classroom interactions and the group project. This assignment must display a sound grasp of the course material; demonstrate considered application of theories/concepts to circumstances pertaining in developing country/ies; and, be presented in a clear and logical manner.

The **assessment criteria** for evaluation of the **individual written assignment** are as follows:

- Has a significant body of literature been read and understood?
- Is there a coherent and logical argument?
- Is there an Introduction and Conclusion that introduces at the start and ties up at the end what the essay is about?
- Has the writer brought herself/himself into the story?
- Is the mode of expression acceptable, with special reference to grammar, spelling and syntax?



Commencement & Viability

- Short courses run throughout the year
- Required is a working schedule of the Portfolio Committee and this aligned to that of officials for us to arrange – still to be furnished by Department
- Guarantee of 25 participants per module – with admission requirements met (special conditions)
- When receipt of this – then we can assemble 'service providers' – easier when sourced from within School (qualification re: beyond – especially for the new/novel modules)
- At least four month notice period – invoice issued and payment within 45 days of date of issue
- Special conditions for 1st module (fast track)