

For the organisation to be dynamic, growth-oriented and fast-changing, it should develop its human resources in order to have dynamic human resources. *Human resources must obtain capabilities continuously and adopt values and beliefs in accordance with the changing requirements of the organisation. Competent human resources can be dynamic in an enabling culture. Thus the organisation can develop, change and excel only if it has developed human resources. Therefore, HRD plays a significant role in making the human resources healthy, useful and purposeful.*

DEFINE HUMAN RESOURCE DEVELOPMENT IN THE CONTEXT OF AN ORGANISATION

“Organised learning experiences provided by employers within a specified period of time to bring about the possibility of performance improvement, personal growth, as well as enhance employees’ employability orientation in order to satisfy the current and future needs of the organisation.”

What is the difference between principal and supplementary activities in human resource management? Or What is included in the principal activities and supplementary activities ?

HUMAN RESOURCE MANAGEMENT	
PRINCIPAL ACTIVITIES	SUPPLEMENTARY ACTIVITIES
<i>HR Planning</i>	<i>Organization and Job Design</i>
<i>Employment Equity</i>	<i>Performance Appraisal and Management</i>
<i>Recruitment and Selection</i>	<i>HR Information Systems</i>
<i>Compensation and Benefits</i>	
<i>Health and Safety</i>	
<i>Human Resources Development (HRD)</i>	

Human resource development can be defined as : *“Organised learning experiences provided by employers within a specified period of time to bring about the possibility of performance improvement, personal growth, as well as enhance employees’ employability orientation in order to satisfy the current and future needs of the organisation.”*

EXPLAIN THE ROLE AND IMPORTANCE OF HRD IN AN ORGANISATION

Human resource and T&D professionals manage HRD and measure its impact on performance. T&D professionals work with human resource professionals and skills development facilitators to

- *assess skills needs*
- *develop job competence profiles and analyse occupational job roles and tasks for*
- *workplace learning design, delivery and evaluation*
- *provide information and advice regarding skills development*
- *map performance goals and development plans to business strategies*
- *manage opportunities for coaching, mentoring and leadership development*
- *assess and moderate employees’ learning achievements*
- *collect evidence of employees’ performance capability*
- *manage and implement other activities that may be part of the organisation’s talent development and succession plans*

The main purpose of HRD is to facilitate optimal employee performance by creating and making available training and development (T&D) and learning experiences to the employees in the workplace.

HRD ACTIVITIES
Training
Development
Career Development
Management Development Programs
Organization Learning and Development
Employee Orientation
Coaching
Skills and Technical Training

NAME THE SIX MANAGEMENT FUNCTIONS OF HRD.

- defining the T&D value proposition
- strategising
- organising
- leading
- assuring quality
- evaluating

Training and development (T&D) involves improving employee skills in order to perform a specific job to the required standard. This process changes the employee's mind-set and also boosts their skills and knowledge.

Development is the process of growing employees and preparing or equipping them for different, better or bigger things.

Employee orientation means providing new employees with basic information about the employer, such as employee benefits; the organisation's vision, mission, goals and strategy; organisational values and culture; reporting and communication relationship; and general information that they need to perform their jobs satisfactorily. Employee orientation programmes play an important role in ensuring employee retention.

Skills and technical training focuses on the development of employee skills for optimal job performance, either because a performance gap exists or because of technical changes that require retraining of the employees. The objective is to **coach** people who want to improve their performance at work, even though they may be highly qualified specialists in their fields, while the coach is not.

Management development programmes provide managers and supervisors with the competencies to be effective managers.

Organisational learning and development interventions use the concepts of behavioural science to augment organisational performance and employee wellness and fulfilment.

Career development is the process through which an individual's work identity is formed: It begins with a person's earliest awareness of the ways in which people make a living; it continues as they explore occupations and ultimately decides what career to pursue; thereafter, they prepare and apply for a job; and, finally, they get a job and advance in it.

WHO ARE THE STAKEHOLDERS:
<i>Employees</i>
<i>Line Managers</i>
<i>Customers</i>
<i>Investors</i>
<i>Government.</i>

A SYSTEMATIC APPROACH TO HRD WOULD TYPICALLY INVOLVE THE FOLLOWING ACTIVITIES:

- *doing a proper occupational and job analysis as an input to the workforce planning process*
- *doing proper occupational, job and competency profiling*
- *identifying and defining the skills requirements of the organisation, as derived from the workforce planning process and the business strategic goals*
- *conducting a skills audit to determine the gap between the actual skills of the current workforce and the skills required to sustain organisational capability*
- *identifying pivotal talent pools and their ETD (education, training and development) needs*
- *compiling a skills inventory of critical skills and competencies of pivotal talent pools*
- *identifying skills programmes to address the skills gaps*
- *Drafting and implementing the workplace skills plan by means of a strategic HRD plan and management efforts monitoring, evaluating and reporting on the HRD and workplace skills plans*
- *Establishing a quality assurance system to ensure effective and value-added ETD interventions for every business organisation to function effectively, it is crucial to have a vision, mission, goals and objectives.*

GIVE REASONS WHY HRD FAILS EVEN THOUGH THEY ARE MANAGED THROUGH THE SIX MANAGEMENT FUNCTIONS.

- *Only HRD Manager is interested in results*
- *Nobody is in charge*
- *IT infrastructure not efficient or effective*
- *Plans lack structure*
- *Plans under budgeted*
- *Insufficient resources*
- *Interventions not tracked to workplace skills plan*
- *Stakeholders (managers, learners, T&D Professionals) not communicating*
- *Straying from original goals*
- *NO HR support for managers*

- *No quality management system established*
- *HR information system poorly managed or does not exist*
- *Interventions not followed up*
- *No improvement plan*
- *Communication framework to review progress not established*

DISCUSS THE HRD FUNCTIONS IN AN ORGANISATION p12 and 13

(1) What is the value proposition of the HRD department?

Defining the T&D value proposition

The T&D value plan ensures that all T&D activities, products and services are aligned with the strategic business goals of the organisation to support the effective and efficient implementation of the HRD strategy and that the T&D department produces a positive outcomes for main stakeholders .

(2) What strategising activities are conducted in respect of T&D in the organisation?

Strategising

HRD managers need to decide what needs to be done how and when things need to be done and identify the scope, resources and constraints of the T&D activities as required by the HRD strategy. The scope of the T&D plan will determine which resources are to be implemented according to the plan. HRD managers and T&D professionals need to consider constraints that may affect the implementation of the T&D plan, including:

- *Limitations or requirements regarding when and how resources can be used, for example times when people will be unavailable.*
- *Actions required or contracts or government regulations, for example union agreements that restrict access to people.*
- *Organisational policies or cultural expectations that direct for example protocols and policies to be observed in contacting people, conducting training .*
- *Sensitivities that might influence how people respond to the T&D interventions, for example requirements for decision-making process and concerns about loss of jobs.*

(3) What organising activities are conducted in respect of T&D in the organisation?

Organising

Managers decide how to arrange, deploy and use the organisation's resources. For example, if an organisation wants to arrange the training facilities for training course to be presented it makes it possible to achieve the goals set out in the strategy process. From a management perspective, organising involves the following:

- *allocating financial resources to the planned T&D interventions*
- *defining the duties and roles*
- *Compiling and negotiating performance agreements*
- *determining procedures to be in place to achieve goals and objectives*

(4) What leading activities are conducted in respect of T&D in the organisation?

Leading

Has to do with the processes, practices, etc. aimed at activating and mobilising the resources of the organisation for achieving goals? For example

- Giving orders and directions to the human resources of the organisation
- motivating the staff to direct their actions in agreement with goals and plans
- Leading the organisation through effective communication to influence and motivate staff
- Conducting performance appraisals and development planning discussions at regular intervals
- Making available feedback on performance to motivate and encourage staff
- Involving T&D professionals in decision-making and problem-solving

(5) What quality assurance activities are conducted in respect of T&D in the organisation?

Assuring quality

Quality assurance is the implementation of the HRD quality management system which involves the following:

- It is designed to manage the continuous improvement of all processes in an organisation in order to meet customer expectations.
- Quality management policies define what the HRD function wishes to achieve.
- Quality management procedures enable the HRD function to practise its quality management policies.
- It ensures that the quality management policies and procedures are applied and that they remain effective.
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(6) What evaluation activities are conducted in respect of T&D in the organisation?

Evaluating

Evaluation refers to the all-important HRD managerial task of continuously monitoring and checking whether the organisation is indeed moving towards the achievement of its goals and standards. For example, checking whether the required standard of training on a particular learning and skills programme has been achieved and measuring the extent to which the workplace skills plan targets have been achieved on a particular course. Evaluation also requires managers to detect any deviations from the plan and to initiate corrections. For example, HRD managers must monitor, check and control expenditure on the following planned T&D interventions:

- the impact that T&D interventions had on improving workplace performance and the employability of learners
- the appropriateness of the design and delivery of the T&D interventions
- the curriculum, skills programme delivery and assessment strategy described in the facilitator/ trainer guide
- the learning facilitation (delivery) and assessment process
- the HRD strategic and operational plans, the workplace skills plan and the management and administration of these plans
- The difficulties that managers, T&D providers, T&D professionals and learners experienced, Progress of the learners needs to be monitored during the course of any T&D intervention so that problems can be addressed as they arise. The overall success of the HRD and T&D plan

must be evaluated. The implementation of HRD and T&D plans, which includes the annual workplace skills plan and annual training report, is successful if

- targets are achieved
- T&D practices comply with the standards for quality and best practices
- competences of learners are achieved within the stipulated time frames
- the T&D interventions lead to an increase in productivity levels
- there is an increase in educational levels and employability of learners and the latter are able to progress in their careers

T&D function does not operate in isolation, but is an integral part of the rest of the organisation.

HRD does not act in isolation, even if it is a separate department in an organisation.

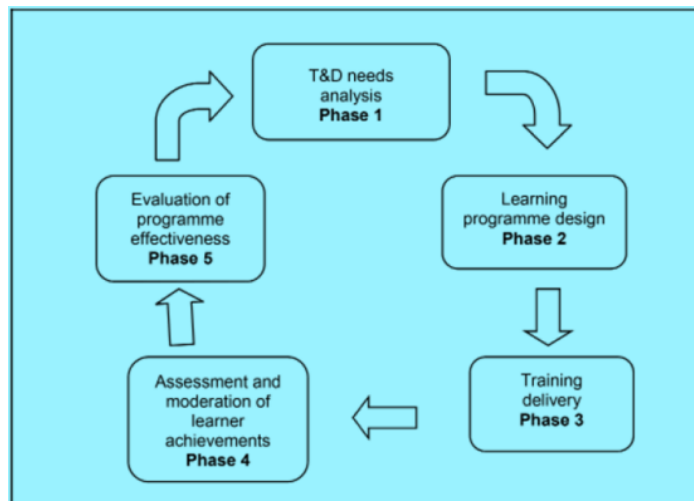
DISCUSS THE FIVE PHASES OF THE TRAINING CYCLE.

The training cycle is the iterative (repeating), scientific and systematic process of determining learners' training needs; designing learning and skills programmes and materials; delivery training; assessing and moderating learners' achievements; and evaluating the effectiveness of learning or skills programmes for continuous improvement initiatives.

TRAINING AND DEVELOPMENT INITIATIVES DO NOT ONLY HAVE TO ADHERE TO LEGISLATIVE GUIDELINES, BUT ALSO HAVE TO BE REINVENTED QUITE OFTEN. REFLECT ON WHY CONTINUOUS IMPROVEMENT IS NECESSARY AND WHAT MANAGERS CAN DO TO ENSURE CONTINUOUS IMPROVEMENT.

Training cycle is focused on the continuous improvement of learning programmes and employees' performance in the workplace. Because employees need to improve their performance on a continuous basis, it is important for managers give them the opportunity to do so. Providing a once-off training opportunity will not be sufficient and could be a very costly mistake. As long as employees are learning, the organisation can maintain a competitive advantage.

The training cycle provides for continuous improvement through the assessment and evaluation of programme effectiveness. It identifies further training needs and current deficiencies of the programmes used to address the training gap. It is therefore necessary to apply the steps of the training cycle on a regular basis.



WHAT NEEDS TO BE DONE BEFORE A TRAINING INITIATIVE CAN BE LAUNCHED?

- *Thorough needs analysis should be done. The results of the needs analysis will indicate the training needs in the organization*
- *This will form the basis of the program to be developed / designed.*
- *The learning program is then delivered.*
- *The learning achievements of the individuals involved is then assessed and moderated*
- *Finally the initiative is then evaluated to determine its success. The outcome of the evaluation will lead to changes, reinforcement of the next training initiative*

LIST THE MOST IMPORTANT CHARACTERISTICS OF T&D PROFESSIONALS.

T & D professionals are:

- *results-driven*
- *investigative*
- *able to set and comply with quality standards*
- *cooperative and collaborative*
- *willing and able to add value for stakeholders*
- *flexible, while maintaining important principles*
- *responsible for their own continuous professional development*
- *ethical and responsible in their service to the profession and clients*

DESCRIBE THE ROLE OF THE T&D PROFESSIONAL AS A LEADER, ADMINISTRATOR AND MANAGER.

- *T & D professions fulfilled these roles by:*
- *making decisions appropriate to the level*
- *managing learning*
- *carrying out administrative duties efficiently*
- *participating in workplace learning and development decision-making structures*
- *supporting learners and colleagues*
- *demonstrating responsiveness to changing circumstances, needs and stakeholder expectations*

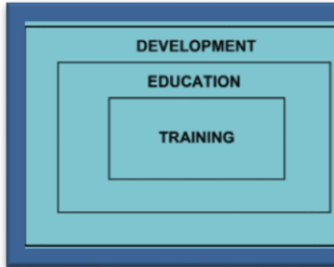
ROLES OF T&D PROFESSIONALS	ROLES OF HRD PROFESSIONALS
<ul style="list-style-type: none"> ➤ <i>Asses skills need</i> ➤ <i>Develop job competence profiles and analyse occupational job roles and tasks for workplace learning design, delivery and evaluation</i> ➤ <i>Provide information and advice on skills development</i> ➤ <i>Maps performance goals and development plans to business strategies</i> ➤ <i>Manage opportunities for coaching, mentoring and leadership development</i> ➤ <i>Assess and moderate employees learning achievements</i> ➤ <i>Collect evidence of learners performance</i> 	<ul style="list-style-type: none"> ➤ <i>Mediator of Learning</i> ➤ <i>Mediator and Designer of workplace learning, skills programs, and material</i> ➤ <i>Developer of skills</i> ➤ <i>Leader administrator and managef</i> ➤ <i>Strategist</i> ➤ <i>Scholar, researcher and life long learner</i> ➤ <i>Collect of evidence, assessor and quality assurer</i> ➤ <i>Learning area / subject/ discipline specialist</i> ➤ <i>Evaluator</i> ➤ <i>Needs Analyst</i> ➤ <i>Community and citizenship coach and mentor</i>

<p>capability</p> <p>➤ Manage and implement other activities that may be part of the organisations talent development succession plan</p>	
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Explain the concepts you have just studied to a new employee in the HRD department of your organisation. For each of these concepts, write a short description and give an example. Use your own words.

Concept	Description	Example
Competencies	Competencies are typical behaviours (supported and influenced by attitudes and beliefs, knowledge and skills) that individuals demonstrate when performing the work roles or occupational functions successfully.	Competence in reading, writing and speaking English is a requirement in the business environment.
Attitudes and beliefs	Attitudes describe how learners feel about a certain situation, object or other people and belief is a conviction that something is true.	I may either really dislike studying this module or I may really enjoy studying it.
Knowledge	Knowledge is the cognitive outcome of a learning experience. It describes how each learner processes information and attaches sense and meaning to it. Knowledge can be explicit or tacit.	Tacit knowledge is knowledge that's difficult to write down, visualize or transfer from one person to another.
Skills	A skill is the learned capacity to carry out pre-determined results or learned ability to bring about the result you want, with maximum certainty and efficiency	Ability to work under pressure or driving a car

DIFFERENTIATE BETWEEN TRAINING, EDUCATION AND DEVELOPMENT, AND INDICATE HOW THEY RELATE TO ONE ANOTHER.

Training	Education	Development	Meaning
<p>Training is about changing or acquiring competencies required for a specific job. <i>This is a short-term change effort to modify competencies, attitudes and beliefs, knowledge or skills behaviour through learning experiences. It aims on sustaining</i></p>	<p>Education is about changing competencies, social skills and intellectual capacity; in other words, education is a broader concept. <i>This is a medium-term change effort intended to prepare individuals for promotions or for enhanced technical</i></p>	<p>Development focuses on the long-term growth and development of individuals in a way that fulfils their potential. <i>This is a long-term change effort intended to broaden individuals through experience and to give them new insights into</i></p>	

employees' employability by helping them to achieve effective performance in an activity or range of activities.

abilities in their current jobs. It aims on developing individuals' knowledge, social understanding and skill, and intellectual capacity.

themselves and their organisation.

ALL TERTIARY QUALIFICATIONS AIM TO DEVELOP LEARNERS' APPLIED COMPETENCE. APPLIED COMPETENCE CONSISTS OF FOUNDATIONAL, PRACTICAL AND REFLECTIVE COMPETENCE. WHAT KIND OF COMPETENCE IS DEVELOPED IN THIS KIND OF QUALIFICATION AND WHAT ARE THE COMPONENTS OF THIS KIND OF COMPETENCE? GIVE AN EXAMPLE OF EACH.

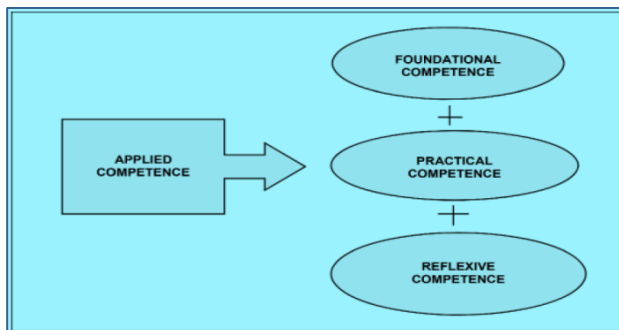
Explain the competencies developed in applied competence and applied occupational competence. Give an example of each. Page 41 for examples

All tertiary qualifications aim to develop a learner's applied competence. Applied competence consists of foundational competence, practical competence and reflexive competence.

Foundational competence involves demonstrating an understanding of the knowledge and thinking that underpin the actions taken e.g. Basic computer skills, literacy skills and numerical skills this form part of the fundamental component.

Practical competence involves demonstrating the ability to consider a range of practical actions and make a decision about which action to perform; it also entails demonstrating skills based on acquired knowledge e.g. the diploma I am studying towards, the core component will encompass personnel management.

Reflexive competence involves demonstrating whether you are able to integrate knowledge and skills with understanding; it also entails an ability to apply knowledge and skills in different contexts and to adapt to change in unforeseen circumstances e.g. Management of Training II and Labour Relations Management are elective components of my diploma.



TERTIARY QUALIFICATION AND OCCUPATIONAL QUALIFICATIONS

Tertiary Qualification	Occupational Qualification
Based on building knowledge and Theory	Based on building knowledge and Theory
Narrow focus on Practical Application	Both practical application and supervised work experience
Offered by Universities	Offered by variety of learning institution and workplace

	Formal supervision work experience must be completed successfully „ assessed...before qualification
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WHAT ARE THE COMPONENTS OF THE TERTIARY QUALIFICATION? GIVE AN EXAMPLE OF EACH COMPONENT.

Daniel is currently working as an HR practitioner for a manufacturing company. He has been registered as a student for a diploma in human resource management since 2009. He has been identified as a staff member with the potential to become a human resource development manager. Yesterday he received an email from his mentor, recommending that he attend a skills development facilitation course.

(1) Identify the training that Daniel will attend.

- Skills development facilitation course.

(2) Identify the education in the scenario.

- Diploma in human resource management.

(3) Identify the development component in the scenario.

- He has been identified as a staff member with the potential to become a human resource development manager.

(4) Define each of the following concepts: training; education; development.

Training is the transfer of specific skills to an employee and forms the foundation of learning programmes; it involves a short-term change effort.

Education entails providing the knowledge, skills, moral values and understanding in the normal course of life; it is a medium-term change effort.

Development involves a long-term change effort and it is intended to broaden individuals through experience and to give them new insights into themselves and their organisation.

Characteristic	Description	Example
Motivation or need to know	The need-to-know aspect is the perceived value of the knowledge to learners, and learners' interest in attending a learning programme, learning from the training and transferring the competencies acquired in training back to the job.	Adult learners often prefer skills programmes that focus on life issues, job tasks or specific problems
Readiness to learn	is the amount of prerequisite knowledge the learners possess and the learners' subjective opinion of their ability to learn the material. It also includes the learners' general mental ability, goal orientation and experience level	in a group of learners with widely different cognitive abilities, high-ability learners will be bored, while low-ability learners will have trouble keeping up with their peers.
Performance orientation/	Learners with a performance orientation are concerned about doing	They perceive their abilities as somewhat fixed, and they are generally not open to

mastery orientation	<p><i>well in training and being evaluated positively. They perceive their abilities as somewhat fixed, and they are generally not open to learning environments in which errors and mistakes are encouraged.</i></p> <p><i>Mastery-oriented individuals are flexible and adaptable in learning situations, which is particularly important when learning dynamic tasks and making complex decisions.</i></p>	<p><i>learning environments in which errors and mistakes are encouraged.</i></p> <p><i>Compared with performance-oriented learners, individuals with a mastery orientation are more motivated to learn, more actively engaged in the training task, more prepared to acquire new skills in training, and more effective at transferring their new skills to the job.</i></p>
Level of experience	<p><i>An additional characteristic of adult learners that influences the learning process is experience level. Inexperienced learners with lower levels of competency generally benefit more from longer and more structured learning programmes</i></p>	<p><i>In contrast, experienced learners with high levels of competency thrive in shorter, less structured skills programmes.</i></p>
Self-directed learning strategies	<p><i>Adults prefer self-directed learning strategies. It seems that adults want to set their own pace, establish their own structure and consider the option to revise their learning strategy.</i></p>	<p><i>Adults walk into learning situations with a fairly well-defined cognitive map. This map is based on their experiences of the world, and the older they are, the more detailed their map is likely to be.</i></p>
Lifelong learning orientation	<p><i>Adult learners are regarded as lifelong learners who have critical insight, independent thought and the ability to analyse reflectively.</i></p>	<p><i>They can make judgements about different theories or arguments. These learners can manage their own learning because they act out of their own free will and initiate the learning themselves.</i></p>

GIVE THE MEANING OF THE FOLLOWING

Implicit learning: *This is the implicit knowledge that people use daily in most of what they do, but which they cannot describe. For example, people learn their mother tongue through implicit learning*

Explicit learning: *This is learning that requires conscious and deliberate thought and effort, such as memorising, problem-solving and understanding. Explicit learning can be divided roughly into three activities: memorising, problem-solving and understanding.*

THEORIES OF LEARNING		
Approaches	Explanation	Examples
Behaviourist Approaches	<p>Behaviourist approach explains learning in terms of what happens in the world around us. We learn because someone praises us when we do something right.</p> <p>People learn because they are offered a reward for doing specific things.</p>	<p>A mother repeatedly encourages her baby to take a step and praises the baby warmly when he takes a step. The baby learns that when he takes a step, his mother will praise him, so he will take another step. The behaviour is reinforced and the probability that the behaviour will be</p>

		repeated in the future increases
Cognitive Approaches	<p>Cognitive theories focus on how individuals process and interpret information, while acknowledging that humans do not always learn by performing a task and receiving direct reinforcement. Instead, humans can use memory, judgement, and problem solving, reasoning and understanding to make connections between what they observe and how they should behave or perform in situations (including work situations).</p> <p>People are concerned with the thinking processes involve in learning and their long- and short-term memories and the attention they pay to the information they receive from the world influence the way they learn.</p>	A little girl touches a red-hot coal. It burns her fingers and she pulls her hand away quickly. When this child sees a red-hot coal again, she will not touch it, because she knows that it will burn her fingers. According to the theory of cognitive information processing, the child received information from the environment (the coal is hot), she processed the information (don't touch – it's hot!) and then stored this information in her memory.
Selective Attention	Every day we receive information through our senses, but we process only that information to which we pay attention	<i>Think of a time when you were engrossed in a conversation with someone and then clearly heard your name mentioned by someone else in the same room.</i>
Automatic Behaviours	We do not have to pay as much attention to these behaviours as we had to when we first started doing them. (This example is related to implicit and explicit learning.)	<i>Think about making a cup of coffee. How much attention do you pay to all the tasks involved in making the coffee? And yet, how often do you burn yourself with hot water or forget to add sugar?</i>
Social Learning	<p>People learn by observing other people. By observing, we acquire knowledge, beliefs and attitudes and learn rules, skills and beliefs.</p> <p>People learn through social situations. They are influenced by the situation, but they also influence the situation.</p>	Consider how children learn to clean a room or to dress themselves. They do so by watching others and trying to copy them.

Which of the four phases describes the way you prefer to learn?

Are you a watcher, thinker, doer or feeler?

How will you incorporate the other three phases in your learning experiences to ensure effective learning?

Our learning will be more effective when we incorporate all four phases into our learning experiences. For example, I tend to be a doer, wanting to apply what I have learnt practically. I also tend to teach

that way, so I need to ensure that I incorporate watching, thinking and feeling into my own learning and into the way I facilitate other people's learning.

WHAT ARE THE BARRIERS TO LEARNING

External barriers

- *Physical: inappropriate time or place*
- *Specific environment: unsupportive colleagues or superiors, pressure to participate in a learning programme*

Internal barriers

- *Perceptual: inability to see that there is a problem*
- *Personality: learning style and preferences, demographics (including race, gender, age and cultural background), habits*
- *Cultural: conditioning about the way things are currently done*
- *Emotional: mood, anxiety*
- *Motivational: unwillingness to take risks*
- *Cognitive: previous bad learning experiences*
- *Intellectual: limited ability, memory limitations*
- *Expressive: ineffective communication skills, learning experience*
- *Situational: a lack of opportunity, a poorly designed learning event*

Asanda is working as a receptionist in a small consultancy firm. After school, she had no money for further study and started working as a cleaner for a firm who cleans office blocks. She completed a certificate in office administration and then realised that she would also need to be competent in the use of a computer in order to work effectively. She therefore enrolled for various computer courses. She is currently enrolled for a secretarial diploma, which she studies part-time. List any five (5) abilities of Asanda as a lifelong learner.

- *Develop and be in touch with curiosities.*
- *Formulate questions that can be answered through enquiry.*
- *Identify the information required to answer different questions.*
- *Locate the most relevant and reliable sources of information.*
- *Select and use the most efficient methods for collecting the required information from the appropriate sources.*
- *Organise, analyse and evaluate the information to get valid answers and generalise, apply and communicate answers.*

What do we mean by "intelligence"?

Intelligence is a multifaceted concept. It is no longer measured only by IQ, but also by our ability to excel in many other spheres, such as those relating to our emotions (where our emotional intelligence [EQ] is measured). EQ stands for emotional quotient, just as IQ stands for intelligence quotient.

Describe how learning to drive a motor vehicle involves part learning. Or Next, describe whether you think the learning sequence is likely to be different for learning to drive a car with an automatic transmission compared with one with a manual transmission.

Learning to drive a car involves learning to operate the controls of the car (pedals, steering wheel, gear lever, etc.). You have to master each of these controls and then learn how to use them together before you can drive a car successfully and safely. Even before you learn to drive, you have to learn the

rules of the road and road safety. You also have to pass the learner driver's test before you can legally get behind the steering wheel of a car.

Which approach would be better to use when you are preparing for an examination for HRD1501 – massed or distributed practice? Give reasons for your answer.

Distributed practice: Practice occurs over a longer period of time and is interspersed with rest periods.

When a child learns to write the alphabet by learning to write one letter at a time, is the child involved in whole or part learning? Give reasons for your answer.

Part learning: Sub-tasks are practised separately and are later combined.

Whole versus part learning

Whole learning	Part Learning
Whole learning occurs when the entire task is practised at once.	Part learning occurs when sub-tasks are practised separately and later combined. HRD professionals should consider the task's difficulty level (task complexity) and the extent to which the sub-tasks are interrelated (task organisation) to determine the usefulness of whole and part learning. For example, developing the skills to land an aircraft involves a number of complex tasks. An example of part learning is the way actors rehearse various parts of a play (such as dance steps, fight scenes and pieces of dialogue) separately.

Massed versus distributed practice

Massed Practice	Distributed Practice
Massed practice conditions are conditions in which learners practise a task continuously and without rest.	Distributed practice gives learners rest intervals between practice sessions, which are spaced over a longer period of time. In general, distributed practice results in more efficient learning and retention than massed practice, because the rest periods reduce fatigue and allow time to strengthen learned associations. For tasks with high complexity (such as air traffic control), longer rest periods between practices sessions are more beneficial for learning and skill acquisition.

Which principle of learning is used when a commercial airline pilot trains in a flight simulator?

Why is it essential to use this principle of learning in the training of pilots?

Physical fidelity: Fidelity is the extent to which the task in the training situation is similar to the task required on the job. There should be elements and tasks in the training environment that are identical to the elements and tasks in the work environment. The existence of fidelity in training tasks increases the benefit that training will have on job performance. Physical fidelity refers to the extent to which the training tasks, equipment used and environment mirror the physical features of the actual work situation.

Explain what the NQF is.

The NQF is an idea (or construct), not a physical thing or body that you can see or touch. It is an integrated system for education and training in South Africa.

Is National Diploma in safety Management registered on the NQF?

All qualifications, including the qualification that you are studying towards, are registered on the NQF.

What are the characteristics of the National Qualifications Framework? (Definition of “characteristic”: typical or distinctive; a prominent aspect of something; a distinguishing quality)

- *There is a 10-level NQF.*
- *Unit standards-based qualifications and whole qualifications are both valid.*
- *The 12 National Standard Bodies have been replaced by Standards Advisory Panels for the purposes of standard setting (to streamline the NQF).*
- *The Standard Generating Bodies (SGBs) have been replaced by Communities of Expert practices (CEPs).*

In which band and at what level will the national diploma in human resource management be registered on the new NQF?

The diploma in Human Resource Management is registered on NQF level 7.

Identify any ten (10) responsibilities of quality councils.

Quality councils are responsible for quality assurance in each NQF sector (general and further education, higher education and work-based learning) and for standards setting.

Their key responsibilities include the following:

- *collaborating with SAQA and the other quality councils to advance the National Qualifications Framework*
- *developing and managing the NQF sub-framework for which they are responsible*
- *advising the responsible minister on issues relating to their sub-framework*
- *considering and agreeing on NQF level descriptors and ensuring that they remain current and appropriate*
- *developing and registering qualifications*
- *assessing the mastery of learning outcomes against unit standards and recognition of prior learning*
- *developing and implementing quality assurance policies*
- *ensuring the integrity and credibility of quality assurance*
- *maintaining a database of learner achievements*

Explain the aim and goals of the NQF Act.

- *The NQF Act aims to contribute to the full personal development of each learner and the social and economic development of all South Africans by achieving the following goals:*
- *creating a single, integrated national framework for learning achievements*
- *providing easier access to, and mobility and progression within, education, training and career paths*
- *enhancing the quality of education and training*

- *accelerating the redress of past unfair discrimination in education, training and employment opportunities*

Think about the Skills Development Act and the Skills Development Levies Act. What impact have these Acts had on your life? Give at least one example.

The purpose of the Skills Development Amendment Act is mainly to improve the working skills of the South African work force. The Skills Development Levies Act established the system of levy financing to fund skills development. Provide your own example of how training had an influence on your life.

Describe the impact of the Skills Development Act and Skills Development Levies Act on organisations. Briefly explain your answer and give at least two examples of the impact of these Acts on organisations.

The Skills Development Act *aims to improve the skills of the South African workforce by encouraging employers to use the workplace as an active learning environment and to ensure the quality of education and training in the workplace.*

Example: Employees are given the opportunity to attend training.

The Skills Development Levies Act *relates to all employers who pay monthly wages and salaries of R500 000 or more and who pay income tax; these employers must pay a skills levy of 1% of the payroll. When employers who pay the levy comply with certain requirements, they can claim some of the levy back as levy grants. Note: It is employers and NOT employees who pay the levy.*

Example: Organisations paying skills levies and claiming it back to train workers.

Discuss the role of each component of the Occupational Learning System in accelerating the development of skills in South Africa.

The labour market– *The labour market is where skills, knowledge and experience are traded. Business organisations need (demand) certain knowledge, skills and experience, and individuals offer (supply) certain knowledge, skills and experience on this market. The labour market is similar to a grocery store. In the grocery store you can choose whether to buy Kellogg's cornflakes or Bokomo wheat flakes. Their prices may be the same or there may be a small difference in the prices. You can then decide whether you will buy the less expensive brand (Kellogg's is a brand, and so is Bokomo) or the one that you like the most. Employers do the same on the labour market – they go shopping for the skills, knowledge and experience they need and they also decide how much they are prepared to pay for them.*

Employment Services South Africa (ESSA)– *Employers and private employment agencies are required to register vacancies with ESSA. It is essentially a government database of vacancies and also an employment agency. It provides a record of the demand for and supply of skills in the labour market.*

The Organising Framework for Occupations (OFO)– *This is a framework for categorising all occupations and groups of occupations, from entry level to advanced levels of competence. It interfaces with the labour market and helps us understand what is happening in terms of skills demand and supply. It will register occupations (NOT qualifications) from levels 1–8 on the Occupational Qualifications Framework. It provides information on occupations, not qualifications. Occupations are grouped using skills level and skills specialisation. Skills levels indicate the range and complexity of the*

set of tasks required to perform an occupation. Skills specialisation focuses on particular specialist knowledge, or tools and equipment used, or materials worked on, or goods and services provided at a particular skills level.

The National Occupational Pathways Framework (NOPF)– *This is a career-based occupational framework that shows upwards and sideways career path options, as well as links with related occupations. Each career path offers two possibilities of progression – increased specialisation and mastery of skills and broader, far-reaching levels of management and control of people and production processes. The NOPF provides information for appropriate and relevant skills development and interventions in organisations and nationally. It is essentially the place where the data from the Organising Framework for Occupations is integrated into NQF levels and thus forms a link between the OFO and the NQF.*

The Occupational Qualifications Framework– *This is a sub-framework within the NQF that provides a structure for designing, delivering and assessing occupational learning. It spans levels 1–10 of the NQF for all occupational qualifications.*

Sector skills plans– *These are strategic skills development plans for each economic sector and are based on data gathered from the workplace skills plans of individual employers and data gathered from research.*

The Quality Council for Trades and Occupations *is the quality assurance and standards setting body responsible for occupational qualifications.*

Communities of expert practice *are groups of expert practitioners who are currently practising in occupations and who will use their expertise (knowledge, skills and competence) to contribute to the development and quality assurance of occupational qualifications.*

Distinguish between a learnership, an apprenticeship and a skills programme.

A learnership *is a way to obtain a professional or occupational qualification through combining the knowledge and work-experience components of learning. A learnership has the following features:*

- *It must be designed by the Quality Council for Trades and Occupations (QCTO).*
- *There is a formal contract between the learner, the employer and the training provider.*
- *Earning includes knowledge, skills and work experience through supervised, structured, experiential learning in the workplace.*
- *Achievement of the learning outcomes is formally assessed by an accredited skills development provider.*
- *It leads to a national occupational award or a national skills certificate (a qualification that is related to a specific occupation).*
- *It will be registered by the community of expert practice responsible for the specific national occupational award or national skills certificate.*

An **apprenticeship** *is a type of learnership that culminates in an occupational award that is registered by the Department of Labour as a trade.*

*In the context of NSDSIII, **skills programmes** are regarded as shorter programmes with a specific application or specialisation.*

In your own words, describe a T&D needs analysis.

T&D needs analysis is about data or information. The data or information is collected, analysed and evaluated in order to identify gaps in employees' existing skills, knowledge, attitudes and competency levels. The information is gathered by investigating employees' existing competency levels, the organisation's demand for skills and the implications of new and changed roles or jobs in terms of required skills, knowledge and competencies.

Proactive needs analysis *focuses on the future and. When an organisation wants to identify the skills and competencies that employees will need in the future, a proactive needs analysis is required.*

Reactive needs analysis *focuses on the present. When the needs analysis focuses on an existing lack of skills, the organisation is involved in a reactive needs analysis.*

A needs analysis *provides information about the skills gaps that exist in employee skills, the causes of these gaps, and the employees who will be involved in the training intervention. It also identify characteristics of the target group (the employees who will be participating in the training intervention) and also provides a basis for evaluating training effectiveness and for later feedback on, and possible changes to, the training intervention.*

Skills gaps *indicate the difference between what the employee should be able to do, given the requirements of their job, and what the employee is actually capable of doing. Those involved in training employees must first know what these employees actually do know and can do.*

Strategic skills' planning is *a process. This means that information from the current skills plan should be used for future skills planning. The process starts with an examination of the organisation's strategic goals to determine the future skills needs. A skills analysis is then done to determine the skills levels currently available in the organisation. A skills gap analysis provides information about the skills employees should possess, but do not. Once the HRD practitioner has determined which of the skills gaps can be addressed effectively through training, they can identify learning interventions that will improve skills, knowledge, attitudes and competencies.*

The suppliers of the T&D interventions can then be identified. All of this information can be summarised in the workplace skills plan, which is then submitted to the SETA. The process then starts again. It is important to remember that the workplace skills plan must be implemented for the skills planning process to have an effect on the skills levels of the organisation.

*The **skills audit** should include an analysis of the organisation's business (strategic and operational) objectives, the national and sectorial skills requirements applicable to the organisation's business sector, the technology used in the organisation, the organisation's structure and how the work is organised. Only then can an analysis of the employees be conducted. This includes information on employee demographics, levels of education, work experience, job roles and responsibilities, and current competency levels. In addition, you should include information about employees' employment status, where they are located, the length of time in their jobs, their attitudes and the organisation's culture.*

*Before an organisation can start compiling a **workplace skills plan**, it should establish a workplace skills development committee, which should develop a vision, mission, mandate and service delivery targets for the organisation. The vision, mission, mandate and service delivery targets must be aligned with the organisation's strategic objectives. The skills development facilitator should then prepare the statistical information required by the SETA. The next step is to develop a skills matrix (discussed earlier) and a human resource development (HRD) strategy for the organisation. The HRD strategy*

should address the strategic priorities and skills gaps. These must be filled in on the workplace skills plan, which can then be submitted to the SETA.

Training Needs Analysis and or **skills audit** collects sensitive information, particularly in respect of an individual's knowledge and skills gaps. An individual's needs and rights have to be respected. In addition, major planned changes in an organisation may give rise to new T&D needs. Senior management may wish to keep the planned changes secret. In these situations, T&D professionals may need to convince senior management that they need to gather data to plan timely T&D interventions that will contribute to the success of the initiative. T&D professionals then have to conduct a TNA while maintaining confidentiality.

Task analysis

- This examines what employees must do to perform their jobs properly; task analysis helps to determine the content of a learning programme.
- A job/task analysis identifies and describes the tasks performed by employees and the knowledge, skills, attitudes and other behaviours needed for successful job performance.
- It generally consists of developing task statements, determining homogeneous task clusters, which are more usable and manageable than individual task statements, and identifying competencies or knowledge, skills, attitudes and other behaviours required for the job.

Person analysis

- Identifies the individuals within the organisation that should receive training and the kind of training they need.
- Employees' needs can be assessed using a variety of methods, for example the performance evaluation system, 360-degree feedback system and self-evaluation.
- Objective data on accidents and job performance are often examined as part of the needs analysis; written tests are used to assess employees' current job knowledge.
- Assessments of employees' personality, ability and prior learning experience are increasingly being used as part of the needs analysis process.

What is an outcome-based and learner-centred approach?

With an outcomes-based and learner-centred approach, the learning outcomes indicate what the learner must know, understand and be able to do at the end of the learning programme.

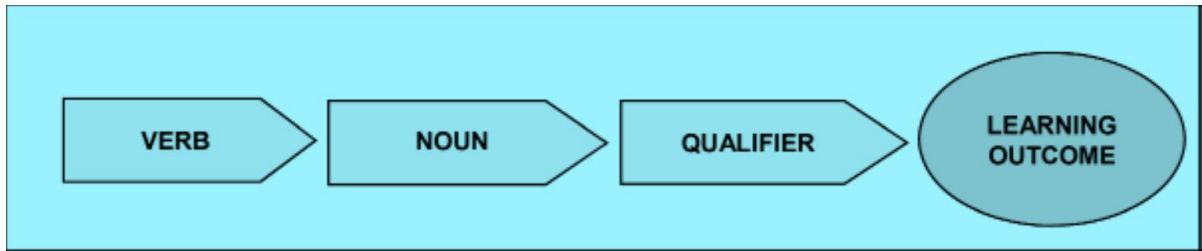
Learning designers always start with the desired results in mind and then determine what knowledge, skills, behaviour and attitudes are needed to accomplish these. These skills, knowledge, behaviour and attitudes are generally related to the tasks and duties/responsibilities associated with an occupation/job that assist the incumbent in delivering a required product or service to the company at a specific performance standard and at a particular NQF/OQF level.

What is the purpose of the learning outcomes at the beginning of each study unit in this study guide? The learning outcomes at the beginning of each study unit indicate what you, the learner, must know, understand and be able to do by the end of the study unit.

The role of the facilitator is to enable the learners to learn by providing information and knowledge, and by giving feedback on performance in such a way that the learners feel that they have made the journey of discovery themselves.

There are three requirements for developing a learning outcome: Or

Name the three (3) requirements to formulate appropriate learning outcomes and give an example of a learning outcome.



- An outcome needs to include **a verb** or “doing” word. This indicates the type of learning activity that will take place. This verb must indicate behaviour that can be observed and measured. Examples of these verbs are **developing**(a business plan), **analyse** (a case study), **compile** (a budget), **formulate** (training needs) and **build** (a wall).
- An outcome also needs to include **a noun**. The noun indicates the object associated with the verb. For the above-mentioned examples, we can use the following nouns: **business plan**, **case study**, **budget**, **training needs** and **wall**. In other words, learners need to know what they have to develop, analyse, compile, formulate or build. These are the objects linked to the verbs.
- Thirdly, an outcome must also include **a qualifier** that indicates the scope, standard or method of how the action indicated by the verb will be measured or should be executed. Let’s take the building of a wall as an example: after completion of the skills programme, the learners will be able to build (verb) a wall (noun) **according to the relevant municipal regulations** (qualifier).

Why is it important to formulate accurate and appropriate learning outcomes?

- *Because the whole ETD process that follows depends on developing meaningful and appropriate learning outcomes.*
- *The achievement of learning outcomes leads to the achievement of the learning programme objective.*
- *The learning outcomes help programme designers to design learning activities that give learners extensive practice in achieving the outcomes.*
- *Learning outcomes form the foundation for the design of assessment activities that help learners to build up and provide evidence that the outcomes have been achieved.*

According to the principles of andragogy, adult learners will

- *learn something when they need to (related to their roles and responsibilities)*
- *seek to acquire skills that can be applied to real-life problems*
- *want to direct their own learning*
- *use their prior experience as a source of learning*

Cognitive domain	Affective domain	Psychomotor domain

(Focusing on thinking processes) Learning outcomes for this domain focus on learners' knowledge needs.	(Focusing on feelings and emotions) Learning outcomes for this domain focus on fostering (promoting) certain values, attitudes and preferences in learners.	(focusing on physical skills) Athletes and dancers are highly skilled in this domain. Learning outcomes for this domain focus on developing physical skills (such as using a computer keyboard). These domains of learning are generally classified according to levels of complexity. Such classification systems are referred to as taxonomies. They describe how the different levels build on (and often include) previous levels
In the process of learning how to use the computer, we are exposed to bits of knowledge, for example how to log on to a network, how to use an e-mail program and how to create and store a document.	We are confronted with the technology and have to overcome certain preconceived ideas or fears about what the technology can do and our ability, as learners, to master the complexity of the technology.	We learn to type on the keyboard and to use amouse.

Facilitation is about

- *motivating learners to learn and apply their knowledge and skills in the workplace*
- *helping learners to become mentally ready to learn*
- *enabling learners to practise and improve their performance*
- *helping learners to retain learning and transfer it to the workplace*
- *facilitating the integration of newly acquired skills with existing skills*

Diagnostic assessment: *Ask questions prior to starting with the presentation of the theory of the phases of conflict to determine how much the participants know about conflict. You can also ask them to describe conflict situations that they have been involved in, and then ask them to determine whether there were stages in that process and what these stages were.*

Define summative and formative assessment.

- *Formative assessment is an on-going assessment that takes place throughout the period of learning. It provides the learner with opportunities to practise what has been learnt, with the intention of improving performance in the next assessment.*
- *These assessments are conducted to measure learners' rate of progress towards achieving competence in an outcome.*
- *Assessment takes place formally and informally.*
- *Summative assessment is usually conducted at the end of a skills programme.*
- *It is the final measurement of what was learnt and achieved.*
- *Summative assessments should include formative assessment evaluations and a final overall assessment of whether learners have achieved the learning outcomes for the programme.*

What are the main differences between summative and formative assessment?

Formative assessment	Summative assessment
<ul style="list-style-type: none"> • <i>Designed to support the teaching and learning process</i> 	<ul style="list-style-type: none"> • <i>Occurs at the end of a learning programme</i>
<ul style="list-style-type: none"> • <i>Assists with the planning of future learning</i> 	<ul style="list-style-type: none"> • <i>Determines whether the learner is competent or not yet competent</i>
<ul style="list-style-type: none"> • <i>Diagnoses the learner's strengths and weaknesses</i> 	<ul style="list-style-type: none"> • <i>Learner readiness determines when the summative assessment will take place</i>
<ul style="list-style-type: none"> • <i>Provides the learner with feedback on progress</i> 	<ul style="list-style-type: none"> • <i>Carried out when the learner and assessor agree that the learner is ready for assessment</i>
<ul style="list-style-type: none"> • <i>Helps to make decisions on the learner's readiness to do the summative assessment</i> 	<ul style="list-style-type: none"> • <i>Credits are awarded when the learner is declared competent</i>
<ul style="list-style-type: none"> • <i>It is developmental in nature</i> 	
<ul style="list-style-type: none"> • <i>Credits or certificates are not awarded</i> 	

Give two (2) examples of each.	
Formative assessment:	Summative assessment:
<ul style="list-style-type: none"> ➤ <i>observations</i> ➤ <i>oral or written tests</i> ➤ <i>interviews</i> ➤ <i>demonstrations</i> ➤ <i>portfolio of evidence</i> ➤ <i>Assignments</i> 	<ul style="list-style-type: none"> ➤ <i>not only written examinations</i> ➤ <i>observations</i> ➤ <i>interviews</i> ➤ <i>questioning the learner</i> ➤ <i>listening to the learner</i> ➤ <i>reviewing written material</i>

Evaluative assessment: Learners should fill out a questionnaire to indicate their level of satisfaction with the section of learning and whether they feel that they have achieved the learning outcomes.

Integrated assessment of all the learning outcomes involves the following:

- *Describe the phases of conflict.*
- *Identify the processes involved in the management of conflict.*
- *Apply the conflict management skills to an interpersonal conflict situation.*

Integrated assessment would consist of two parts:

- *First there would be a theoretical part, using a case study, where the learners identify the phases of conflict and discuss the processes involved in the management of conflict to provide a solution to the case study.*
- *Secondly, there would be a role-play, where two learners act out a predetermined scenario and are then evaluated on their ability to identify the correct stage of the conflict situation, identify the correct process involved in managing the conflict at that stage and, finally, apply the skills they learnt to defuse or manage the conflict situation.*

Describe trainer-centred training methods.

- *Trainer-centred methods focus on presenting the learning material.*
- *Trainer-centred methods might work for some learners.*
- *The trainer is regarded as an instructor and presenter who is responsible and accountable for what learners should learn, how and when they should learn it, and if they have learnt it successfully.*

Describe learner-centred training methods.

- *A learner-centred approach involves learners in the learning process, enables them to apply their knowledge to emerging issues and helps them to integrate discipline- or subject-based knowledge in the learning process.*
- *Learner-centred training relies on learning facilitation.*
- *The trainer fulfils the role of learning facilitator and learners take ownership of their learning.*

How do these approaches differ?

- *Trainer-centred methods focus on presenting the learning material.*
- *Learner-centred methods rely on learning facilitation.*

Examples of trainer-centred methods:

- ❖ *presentations*
- ❖ *demonstrations*
- ❖ *Tutorials.*

Examples of learner-centred methods:

- ❖ *reading,*
- ❖ *reflection*
- ❖ *Discussion.*

As a learning facilitator, Chris is presenting a course in skills development facilitation. He understands group behaviour and can handle conflict effectively. Learners know that he is always on time, adaptable and open-minded. From the above scenario, identify the general skills required by a facilitator that Chris possesses and give a one-sentence description of each general skill.

Knowledge of and skills in group processes and group dynamics: *Facilitators should understand group behaviour and have the skills to handle conflict. They have to observe the group carefully and try to determine the mood of the group.*

Flexibility: *An effective facilitator is not rigid, but flexible and open-minded. Facilitators must be able to adapt, act and react according to the circumstances of the group and the group procedures. The facilitator must be proactive, supportive, serious or light-hearted, as the situation requires, but always in command of the situation.*

Time management: *Facilitation must not deteriorate into lengthy, aimless and inefficient discussions. The facilitator should be able to use and manage time in such a way that the group can accomplish its learning objective effectively.*

Identify the general skills that Chris possesses as a facilitator that were not identified in the scenario and give a one-sentence description of each of these general skills.

Listening skills: *By listening to the learners' answers and reactions to discussions, facilitators can determine how the learners think. Not only the content of their answers is important; the attitude and emotions with which they are given and the ways in which the learners arrive at the answers are equally important.*

Questioning skills: *Learning facilitators need to be skilful in asking questions that reflect the learning opinions and feelings, as well as questions that lead to problem solving and interpretation of information.*

Feedback: *The facilitator should be able to summarise, interpret and communicate the group's performance to the group. At critical and convenient moments during discussions, important information, opinions and conclusions should be summarised and shared with the group. This gives recognition to what was said and achieved and forms the basis for further discussion.*

Sipho told you about this amazing workshop that he attended a few days ago. The learning facilitator was excellent and inspired Sipho in such a way that his work performance has improved. List and explain any five (5) characteristics of effective learning facilitation to Sipho.

The facilitator establishes and maintains credibility.

The facilitator

- *negotiates learners' needs and expectations*
- *sets rules together with the learners so that learners know what is expected of them and what they can expect from the facilitator*
- *sets ground rules*
- *refers to their own experience and qualifications*
- *arrives early and is ready to start on time*
- *interacts with learners individually and uses their names*
- *is well-organised and prepared*

The learning facilitation is structured and organised for optimum impact.

The facilitator

- *presents an outline of the course*
- *sequences the materials to achieve maximum impact*
- *presents lectures that are well structured and easy to follow*
- *links the various topics*
- *links the content with other aspects of the course*
- *emphasises conceptual learning rather than simple rote learning*

Learning facilitation is conducted in a responsive and collaborative manner.

The facilitator

- *builds responsive and collaborative relationships with the learners*

- *sets realistic and challenging goals*
- *adapts training and communication styles to meet learners' needs*
- *exhibits energy and enthusiasm*
- *responds to problems and learners' needs as they arise*
- *answers questions thoroughly and clearly and creates a non-threatening environment*

The facilitator gives positive feedback.

The facilitator

- *encourages learners to participate through positive feedback*
- *encourages learners to engage with the material*
- *gives positive and timely feedback when learners have performed well*
- *follows the learners' progress*
- *preserves the learners' dignity and self-esteem when giving feedback*
- *actively listens to the questions/comments of the learners and responds accordingly*

The facilitator provides opportunities for application of knowledge and skills.

The facilitator

- *emphasises practical use of content*
- *uses assessments that identify strengths and weaknesses*
- *gives learners opportunities to demonstrate what they have learnt through simulations, role-plays, games and case studies*
- *demonstrates skills using anatomical models, role-plays and commonly available equipment*
- *shows, in a variety of ways, the on-the-job benefits of meeting the learning objectives*
- *develops practical plans to enable the learners to apply their knowledge and skills on the job*

Lerato wants to assess her class performance. She wants her students to show the class how to conduct an interview. She is considering using a written assignment, case studies and an oral exam.

(a) Identify the assessment methods used in the scenario.

- *written assignment*
- *case studies*
- *an oral exam*

(b) Indicate whether they are appropriate and give reasons for your answer.

- *The learning outcome is to learn an actual skill.*
- *Practical assessment (role-play or simulation) will be necessary.*
- *A case study and oral exam would be appropriate.*
- *However, she could make the assessment more practical.*

(c) Indicate at least two (2) other assessment methods that Lerato can use.

Assessment method	Possible assessment instrument
<ul style="list-style-type: none"> • <i>Personal interviews</i> 	<ul style="list-style-type: none"> • <i>Interview format, questions and a clear job description or description of what is required of the candidate</i>
<ul style="list-style-type: none"> • <i>Practical demonstration</i> 	<ul style="list-style-type: none"> • <i>List of expected activities and prescribed levels to indicate required level of competence</i>
<ul style="list-style-type: none"> • <i>Projects</i> 	<ul style="list-style-type: none"> • <i>Clear purpose statement, scope of responsibilities, team members and instructions</i>
<ul style="list-style-type: none"> • <i>Role-plays</i> 	<ul style="list-style-type: none"> • <i>Clear instructions and outcomes to be achieved</i>

(d) Give reasons for your suggestions.

These assessment methods would be more suitable to assess the students' skill in conducting an interview.

(e) Explain the concept "integrated assessment".

- *Assessors should focus on assessing learners' ability to combine foundational, practical and reflective competencies with critical cross-field outcomes and apply them in a practical context or for a defined purpose.*
- *The context of assessment should be as close as possible to real-life application.*
- *Use one assessment activity for more than one outcome.*
- *Use one assessment activity for more than one unit standard.*
- *Integrate the critical outcomes with the learning outcome in learning and assessment.*
- *Teach and assess theory and practice with the same activities.*
- *Use a complex assessment task, such as a project, to integrate all the outcomes of the learning period.*
- *Assess across learning areas.*
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List and discuss the five (5) phases of the training cycle.	
Needs analysis	<ul style="list-style-type: none"> ➤ <i>T&D needs analysis serves several purposes in T&D planning, design and delivery.</i> ➤ <i>Evaluate an organisation and individual's current situation by gathering, assessing and disseminating information about optimal and actual performance, the causes of performance problems and possible solutions.</i> ➤ <i>With the gathered information and data, an assessment of the gap between desired performance and current performance is conducted.</i> ➤ <i>Causes of existing performance-related problems and their possible future consequences can be identified.</i>
Design	<ul style="list-style-type: none"> ➤ <i>The design of a learning programme includes the development of measurable learning outcomes, the selection of relevant course content, the design of supportive and interactive learner guides and the incorporation of support materials.</i> ➤ <i>The effectiveness of the learning process depends on developing learning outcomes that are meaningful and appropriate to the needs of learners.</i> ➤ <i>Through the design of a learning programme, the T&D practitioner guides learners to the knowledge, skills, attitudes and behaviour they need to master.</i>
Training delivery	<ul style="list-style-type: none"> ➤ <i>The best-designed training intervention is doomed to fail if T&D practitioners cannot deliver it effectively.</i> ➤ <i>Delivering the training effectively is crucial in helping learners to achieve the outcomes of a learning programme.</i> ➤ <i>Delivery of training is a specific way in which learning can take place in an organisation.</i> ➤ <i>The aim of delivering a training programme is to accelerate and structure learning through the delivery of well-designed, outcomes-based learning programmes.</i>
Assessment	<ul style="list-style-type: none"> ➤ <i>The main purpose of assessment is to measure learning outcomes.</i>

	<ul style="list-style-type: none"> ➤ Additional purposes are to improve learning facilitation, the curriculum, learning programme design and conditions for learning. ➤ Assessment is a data-gathering strategy for measuring knowledge, skills, behaviour or performance, values and attitudes. ➤ Assessors use the data gained from the assessment of collected evidence to make informed judgements about learners' competence. ➤ The purpose of assessment is to give learners access to further learning. ➤ Assessment provides ways to assess the current skills and knowledge of a learner. ➤ Assessment helps to identify further training needs by determining learners' current level of competence. ➤ When used appropriately, assessment can assist in the recruitment and selection of job candidates and can be used to monitor employees' performance.
Evaluation	<ul style="list-style-type: none"> ➤ It serves as a feedback system. ➤ The purpose of T&D evaluation is to identify performance solutions for improving the organisation as a whole. ➤ Evaluation allows T&D practitioners and managers to collect descriptive and judgemental information that is used to improve the quality of learning programme design and delivery. ➤ This information is used to make effective T&D decisions on selection, adoption, modification and financial evaluation of various T&D activities.

Discuss the purpose of the five (5) phases of the training

- The focus of the training cycle is the continuous improvement of learning programmes and learners' performance in the workplace.
- As organisations and learners' T&D needs change, so the design and delivery of learning programmes should be adapted.
- The design and delivery of learning programmes, in turn, influence assessment and moderation methods.
- Learning programme evaluation ensures continuous improvement and enhancement of learning programme design and delivery, and assessment and moderation practices.

Discuss any ten (10) problems that organisations may experience with regard to the evaluation of learning programmes.

1. **Too many models and theories.** This is confusing, as the different models and theories focus on a wide variety of issues.
2. **The complexity of the models.** Models and theories tend to be complex and contain many variables.
3. **The general lack of understanding about evaluation.**
4. **The lack of research skills.** Effective evaluation comprises a research process.
5. **Difficulty in identifying the impact of training on specific variables.** It is often difficult to identify specific variables, or the specific impact that a training intervention has on an organisation.
6. **Evaluation is considered a post-programme activity.** Most evaluation focuses on the end results of training programmes, rather than on the process.
7. **Managers do not see the long-term advantages.** Evaluation is often aimed at individual programmes and interventions, rather than the overall training and development function.

8. **Little support from main stakeholders.** Managers and other stakeholders often see evaluation as a nice-to-have rather than a must-have.
9. **Evaluation is not focused on management needs.** Evaluation data often focus on the learners' needs rather than on those of management.
10. **Inconsistent use.** Evaluation will not be taken seriously if it is used in an inconsistent way across different learning programmes.
11. **No clear standards.** No consistent standards exist for evaluation in terms of the process, methods and techniques.
12. **Lack of sustainability.** Evaluations tend to be short-term processes aimed at specific goals rather than strategic long-term processes.

Differentiate between assessment and evaluation.

Assessment	Evaluation
<ul style="list-style-type: none"> • Process in which evidence is gathered and evaluated against agreed criteria to make a judgement of competence for development or recognition purposes. • Process that a qualified and registered assessor follows to collect evidence of a learner's learning achievements. • A data-gathering strategy for measuring knowledge, skills, behaviour or performance, values and attitudes. 	<ul style="list-style-type: none"> • Evaluation of training concerns the quality of the training and whether the purposes of the learning programme were achieved. • It involves the collection of descriptive and judgemental information in order to make effective T&D decisions, including selection, adoption, modification and financial evaluation. • It is a set of planned, information-gathering and analytical activities. • It determines whether the T&D intervention has achieved its goals in the most effective and efficient way possible.

Value-added evaluation is conducted to measure the cost-effectiveness of T&D interventions or the value that T&D interventions and the T&D department add to the bottom line of the business. Typical dimensions or criteria that can be used in evaluation are as follows:

