

Department of Human Resource Management

Introduction to Human Resources Development



Only Study Guide for
HRD1501

University of South Africa
Pretoria

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Printed and published by the
University of South Africa
Muckleneuk, Pretoria

HRD1501/SG001/4

70479887

InDesign

Please note

Read this study guide (SG001) in conjunction with the *Study @ Unisa* brochure and Tutorial Letters **HRMALL6/301/4 and HRD1501/101/3**.

I strongly recommend that you register for and use myUnisa regularly (see the *Study @ Unisa* brochure for details). This will give you direct access to important information and allow you to perform tasks such as updating your personal information, submitting assignments, confirming receipt of assignments, obtaining assignment marks, obtaining examination timetables and results, joining online discussion forums and many more

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Dear HRD1501 Student

Welcome to the exciting world of Introduction to Human Resource Development (HRD1501). Please note that this module is offered online. This means that study material for this module will be available on myUnisa. It is thus very important that you register to use myUnisa and access the HRD1501 myUnisa module site regularly. Study material and other content on myUnisa can only be accessed if you have registered your myLife e-mail account. Keep your login and password details in a safe place, as you will have to access the site regularly. By accessing the HRD1501 module site, you will gain access to the workbooks (the study material), discussion forums where you can talk to fellow students and your lecturer, other additional resources, frequently asked questions, and relevant module-related information.

By now you should have received the Study @ Unisa brochure, which contains important information regarding your studies. This brochure is also available on myUnisa. The Directorate of Despatch should supply you with the following printed tutorial matter for this module when you register:

- two general tutorial letters: HRMALL6/301/4 and HRMONLI/301/4
- Tutorial Letter HRD1501/101/3 (which contains contact details for the lecturer, your assignment tasks and due dates, and other module-related information)
- this study guide: HRD1501/SG001/4

In this study guide you will find all the workbooks for this module, which includes:

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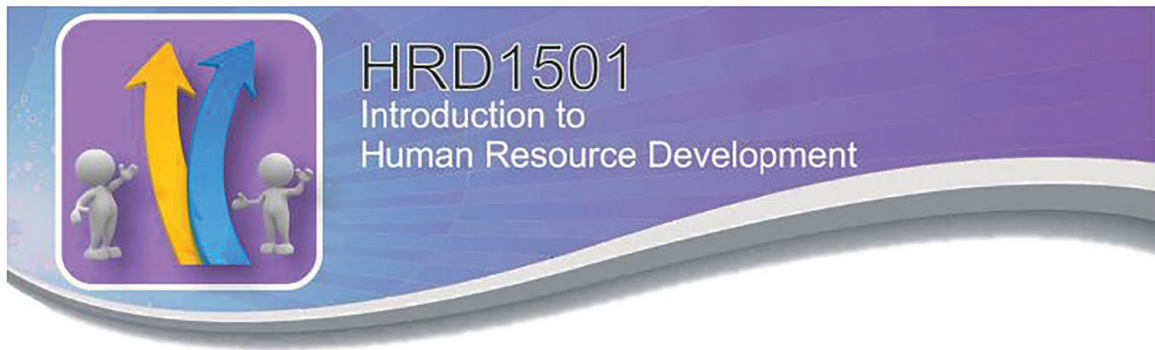
This will allow you to read the core study materials, even if you are not online. Remember the purpose of the printed study material is to serve as a backup of the materials found online on myUnisa. The paper-based version will help you to access your study material during times when you do not have access to the Internet.

Once you have activated your myLife e-mail account log onto the HRD1501 myUnisa module site and start by reading the Home page where you will find further instructions on this screen.

We wish you every success with your studies.

HRD1501 lecturers

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT



Preface: Introduction and orientation to this module



Preface	<ul style="list-style-type: none">• Introduction and orientation to this module
Topic 1	<ul style="list-style-type: none">• Human resource development (HRD) in the organisation
Topic 2	<ul style="list-style-type: none">• The basic psychology of learning
Topic 3	<ul style="list-style-type: none">• Education, training and development in the South African context
Topic 4	<ul style="list-style-type: none">• HRD administration in the training cycle

INTRODUCTION AND ORIENTATION TO THIS MODULE

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1. WELCOME

Welcome to the module **Introduction to Human Resource Development (HRD1501)**.

Human resource development (HRD) is an organisational approach to helping employees to develop their personal and professional knowledge and skills. HRD therefore makes provision for opportunities such as employee training, employee career development, coaching and mentoring, tuition assistance in obtaining professional and academic qualifications, key employee identification and talent management. This implies that all HRD activities focus on the development of employees so that the organisation and individual employees can achieve their work-related goals.

Most organisations provide opportunities for employee development – both inside and outside the organisation. Consequently, HRD can be formal or informal. Formal HRD opportunities include enrolling for a qualification at a higher education institution; while informal development opportunities can, for example, refer to coaching or mentoring programmes facilitated by senior or experienced staff members.

South Africa is currently experiencing tremendous change in the areas of training and development. Over the past few years, the government has promulgated numerous education and training-related Acts and regulations. The primary focus of this module is, therefore, the foundational concepts and practices for the training and development of staff in business organisations.

We trust that you will find the module contents stimulating and of practical value. We recommend that you begin with your studies as soon as possible, because this module is both intensive and comprehensive.

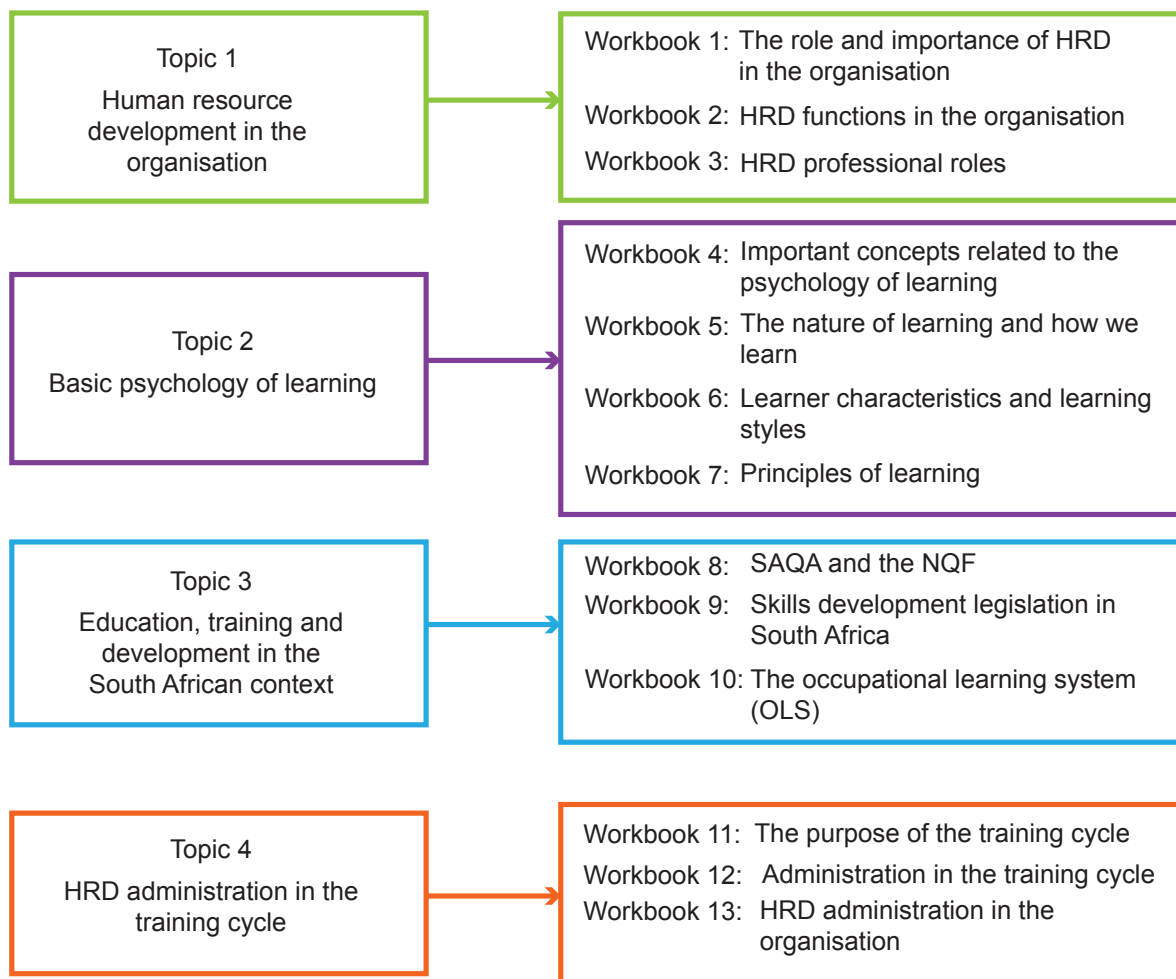
2. PURPOSE AND LEARNING OUTCOMES OF THIS MODULE

The purpose of this module is to introduce you to the fundamental concepts of training and development, and to develop your understanding of the general principles and structures guiding training and development in South Africa.

Qualifying students should be able to develop their expertise and abilities in the field of training and development management by

- Explaining the role and function of human resource development in the organisation.
- Defining relevant training concepts and terminology.
- Explaining the implications of relevant training legislation for human resource development at organisational level.
- Describing the relevant training and development structures and mechanisms that are created by the training legislation.
- Discussing the principles of learning and learning theories and indicate how the principles should be applied in the design and delivery of learning programmes.
- Explaining why and how adult learning principles should be utilised in the design and delivery of learning programmes.
- Discussing the purpose of the training cycle.
- Recognising the administrative duties that are performed in the human resource development function.
- Discussing the purpose of record keeping in training.
- Analysing the training facilities involved in training.
- Identifying the different training venues that are available for training to be presented.
- Discuss the process of planning and selecting an appropriate venue for training.
- Based on sound reasons, make suggestions, for using the various training venues.
- Indicate the administrative aspects that must be considered when conducting training

3. FRAMEWORK FOR THIS MODULE



4. HOW TO APPROACH THIS MODULE

We will use **workbooks** to direct you through the various sections of this module. Apart from the hard copy, an electronic version is available under the **Official Study Material** tool on the myUnisa website.

Please visit the module site regularly to keep up to date with all the learning activities. We recommend that you consult the **Getting Started Letter** first (which is also available under the **Additional Resources** tool).

You might find it helpful to access the following links about studying online:

- myStudies @Unisa (1) (2:58) <http://www.youtube.com/watch?v=j6QZrRF2iVU&feature=related>
- myStudies @ Unisa (2): What does it mean to be an ODL student at Unisa? (1:12) http://www.youtube.com/watch?v=fgO_NcxduGg&feature=related
- Get connected before you start to register on myUnisa (6:10) <http://www.youtube.com/watch?v=MAGvmgdSkEk&feature=related>
- Study @ Unisa 2018 brochure
- the module online document: MO001

You will receive a number of tutorial letters during the semester. Right from the start, we would like to point out that you must read **ALL the tutorial letters** that you receive during the semester immediately and **carefully**, as they always contain important and (sometimes) urgent information.

5. ASSESSMENT OF THIS MODULE

Your progress during the semester will be assessed in two ways, namely by means of formative assessment (the assignments) and summative assessment (the examination).

5.1 Formative assessment

There are two assignments for this module. **Assignments 01 and 02 are compulsory** (see **Tutorial Letter 101**). They must be submitted to the university on/before their due dates for assessment and will contribute towards your final mark for this module. **Assignment 03 is a self-assessment assignment** and you must **NOT** submit it to the university for assessment. You can complete this assignment after you have studied the relevant sections of the work. Try to answer the assignment questions *without* consulting the workbooks. After you have completed the self-assessment assignment, assess your answers by using the guidelines provided in the workbooks.

5.2 Summative assessment

The summative assessment for this module will take place at the end of the semester in the form of a written examination. Remember that we expect you to master the learning outcomes for the module and this is what you will be assessed on.









NOTE: you need to submit both assignments on or before the required due dates for admission to the examination. **No extension** for the submission of the assignment will be granted. The marks obtained for all assignments will contribute towards your final mark. You will have to obtain a **minimum of 50%** for the year mark and the examination mark combined in order to pass the module.









The examination for this module will consist of five questions of 25 marks each, **of which you will have to complete three questions for a total of 75 marks.** The duration of the examination will be **two hours**. You will be examined on all workbooks.

Copies of previous examination papers for this module will be made available on myUnisa. Please download the previous examination papers. No memoranda will be provided for the previous examination papers.

The format of the examination questions will be similar to those of Assignments 02 and the self-assessments.

6. ICONS USED FOR THIS MODULE

Icon	Description
	<p>Activity</p> <p>This icon indicates the activities that you must complete to develop a deeper understanding of the learning material.</p>
	<p>Additional resources</p> <p>We provide additional resources that you can use to achieve the learning outcomes.</p>
	<p>Blog</p> <p>This icon indicates where you are required to provide comment or input on a particular topic on myUnisa.</p>
	<p>Discussion forum</p> <p>This icon indicates that you have to communicate with your fellow students on a particular topic.</p>
	<p>E-reserves</p> <p>E-reserves are subject-related resources (for example extracts from books, articles or reports) for the module that are electronically available from the Unisa Library.</p>
	<p>Feedback</p> <p>This icon indicates that you will receive feedback on your answers to the self-assessment activities and questions.</p>
	<p>Internet search/source</p> <p>This icon indicates that you are required to obtain information by accessing a suggested website.</p>
	<p>Key concepts</p> <p>This icon indicates which terms or keywords are important for a particular topic or learning unit.</p>

Icon	Description
	<p>Learning outcomes</p> <p>This indicates which aspects of a particular topic you have to master and be able to demonstrate.</p>
	<p>Mind map</p> <p>Mind maps are provided to help you see the relationship between various parts of the learning material.</p>
	<p>Read</p> <p>If we suggest that you read a certain section, you should take note of its content because it contains useful background information or offers another perspective or further examples. You will not be examined on this material.</p>
	<p>Recap of prior learning</p> <p>The recap section in each workbook serves as a guideline on what you are expected to know or should be able to do before you start with the workbook.</p>
	<p>Reflection</p> <p>This icon indicates that you should reflect on the important issues or problems dealt with in the study material.</p>
	<p>Schedule</p> <p>The schedule outlines guidelines on week-by-week activities that you should complete when studying the module.</p>
	<p>Self-assessment</p> <p>This icon indicates that you should test your knowledge, understanding and application of the material that you have just studied.</p>
	<p>Study</p> <p>This icon indicates which aspects of the study material you have to study and internalise.</p>

7. SUCCESS FACTORS FOR THIS MODULE

This module is presented at NQF level 5 and has a weighting of 12 credits. You will have approximately 12 weeks to master the work, which means that you will have to spend **at least 10 hours per week** working through the material of this module.

There are no official study groups for this module. However, we strongly recommend that you form your own study groups with fellow students who are living in your area. To form study groups, you can share your contact details with your fellow students on the **Student Lounge** forum under **Discussion 2: Fellow student contact details**. Contact students and invite them to form a study group.

E-tutors and face-to-face facilitators

As soon as you have registered for this module, you will be allocated an **e-tutor**. You will then be able to communicate with your e-tutor on myUnisa.

There are **face-to-face/contact tutors** in each region. Again, you need to register at the nearest regional office in order to attend the tutorials. Please check the schedules available in the regions for when classes are offered.

8. NEW LANGUAGE POLICY

Refer to tutorial letter 101 for information about the Unisa Language policy.

9. CONCLUDING REMARKS

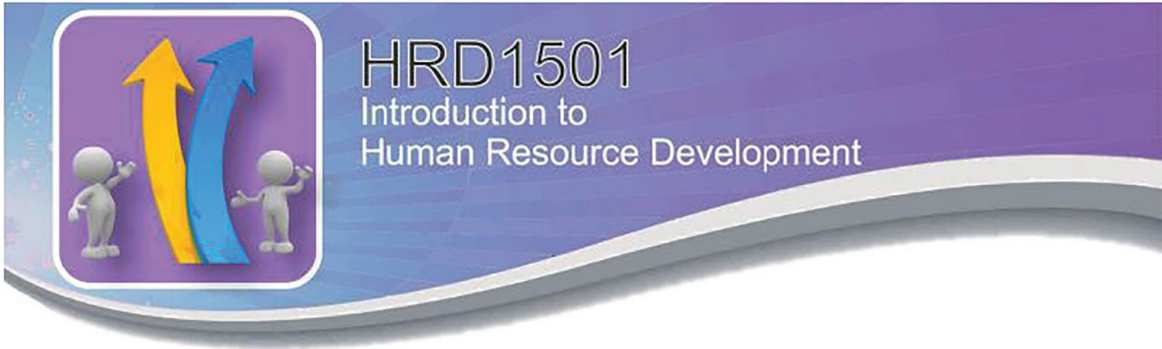
Familiarise yourself with the online environment before the module commences in January 2018. We look forward to seeing your progress at a personal and professional level during the year.

It is truly a pleasure to have you as a student, and I would like to take this opportunity to wish you every success with your studies.

HRD1501 lecturers

**DEPARTMENT OF HUMAN RESOURCE MANAGEMENT
UNISA**

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TOPIC 1: Human Resource Development (HRD) in the organisation

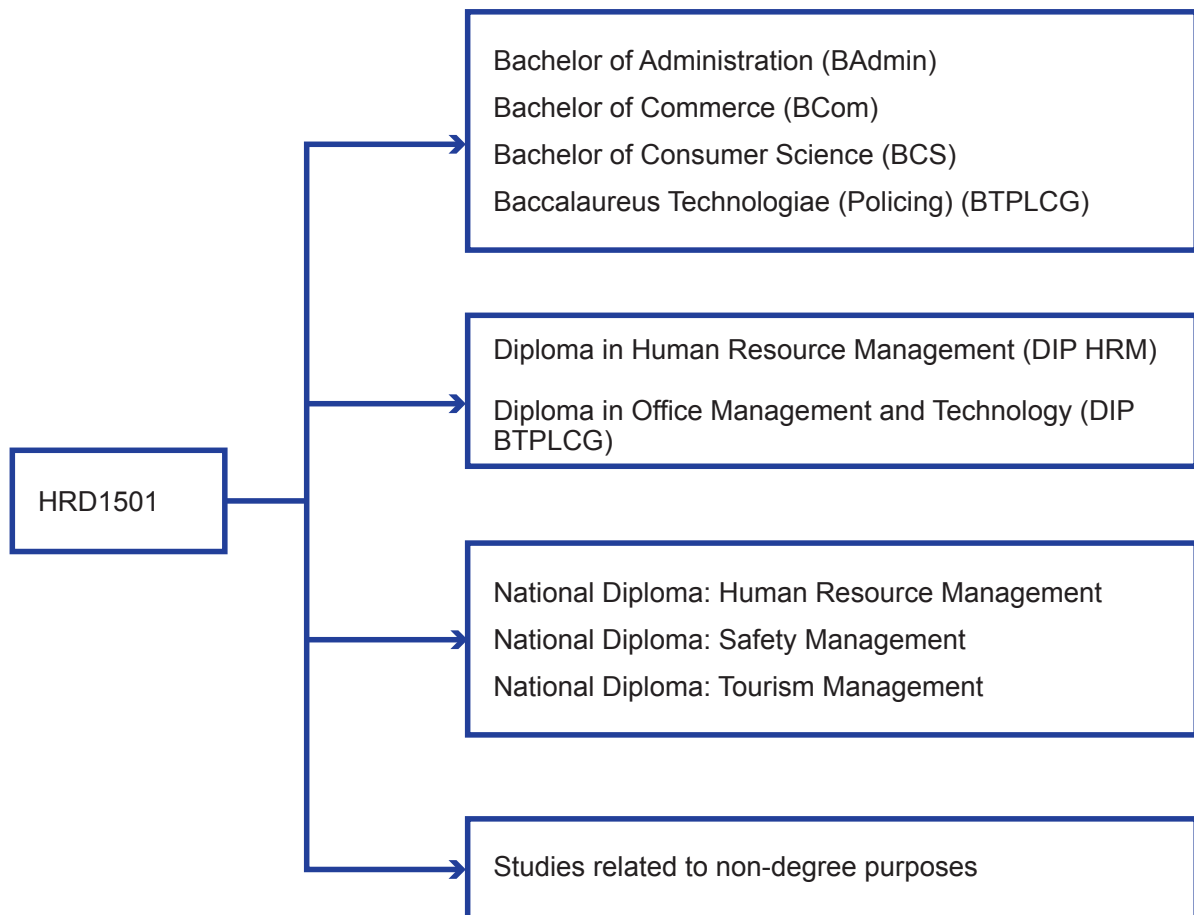


Workbooks 1–3

Topic 1	• Human resource development (HRD) in the organisation
Topic 2	• The basic psychology of learning
Topic 3	• Education, training and development in the South African context
Topic 4	• HRD administration in the training cycle

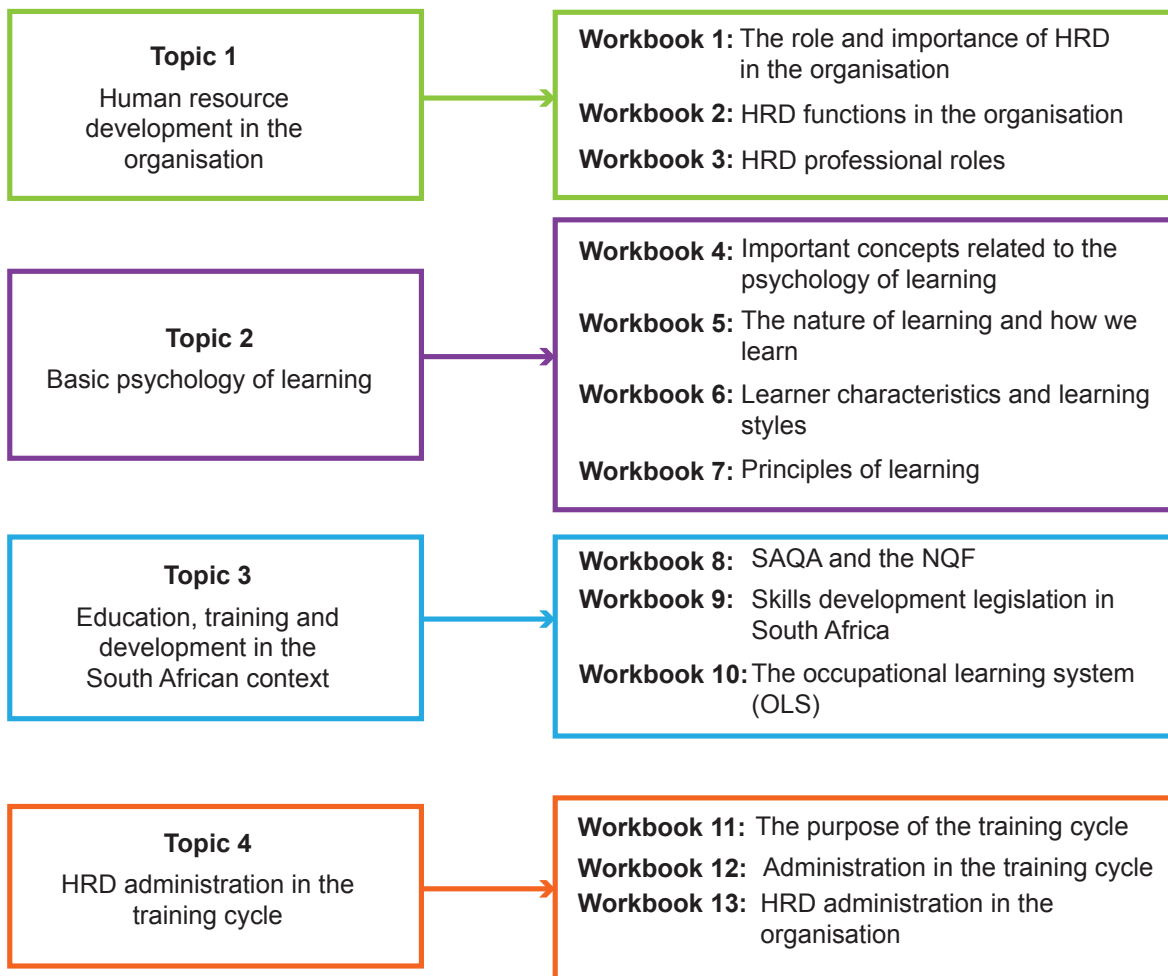
ORIENTATION

This first-year module forms part of the following qualifications:



PURPOSE OF THIS MODULE

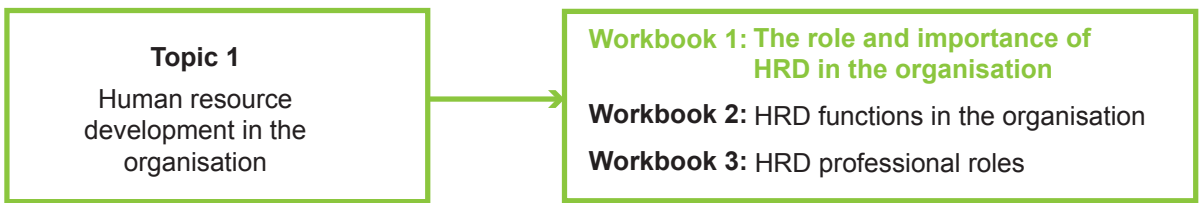
The field of training in human resource development (HRD) in South Africa today is extremely dynamic and challenging. The purpose of this module is to introduce you to the basic concepts in training and development, and to develop your understanding of the general principles and structures that guide training and development in South Africa today. This module provides a foundation for the Human Resource Development II module.



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The role and importance of HRD in the organisation



1.1 INTRODUCTION, LEARNING OUTCOMES AND KEY CONCEPTS

The aim of this workbook is to introduce you to the important role that human resource development plays in the work environment and to basic human resource development activities.

Let's first look at some changes related to our country's human capital. In the past few decades, South Africa has undergone some major changes. Suddenly, we find ourselves being connected to a global community where everyone is free to express their beliefs and individuality. Human rights and democracy are no longer optional; rather, they are now very important foundations without which no community can function. This has led to legislative changes that not only serve the community, but also regulate how people operate in their immediate environments.

Women also seem to have taken their rightful place in all areas of life and are no longer seen as just fulfilling a supportive role. Above all, technology has become increasingly important and highly specialised. These days, information on the internet can be accessed at the simple touch of a button. It is indeed true to say that "the world is at our fingertips". Finally, education at all levels has become one of the major focus points of the government. Therefore, we cannot afford to face this competitive environment without the necessary knowledge and skills.

Owing to legislative changes in the country, major changes to conditions of employment or service have also occurred. Organisations are more customer-focused and theories on training and developing staff are being reinvented every day. Employees and their potential are seen in a far different light than they were in the past, as they are now valued for their contribution in the workplace.

In other words, times are changing. Organisations (large and small) are facing the same challenging environmental conditions and have to compete against one another, not only for profit and market share, but also just to survive. The human resource function can contribute significantly to the survival and success of any business organisation.



LEARNING OUTCOMES

After working through this Workbook, you should be able to:

- define human resource development in the context of an organisation
- explain the role and importance of HRD in an organisation
- explain the purpose of HRD in relation to human management
- discuss HRD functions in an organisation
- explain the different roles of HRD professionals



KEY CONCEPTS

- human resource development
- training and development
- employee orientation
- skills and technical training
- organisational learning and development
- career development

1.2 HUMAN RESOURCE MANAGEMENT (HRM) AND HUMAN DEVELOPMENT

Human resource development (HRD) can be defined as follows: “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.” (Coetzee, Botha, Kiley, Truman & Tshilongamulenzhe, 2013).

HRD refers to a set of methods and processes for solving problems or realising opportunities related to people’s performance capability and employability. Managing training and development (T&D) involves seeing that those methods and processes are applied economically and carefully to ensure stakeholder value

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. Optimal performance can be achieved through various T&D interventions, such as employee training, skills and technical training, management development and employee orientation (Coetzee & Schreuder, 2010).



Here is a short article on ***Human Resource Development: Function & Role***; please read this before you continue. (<http://study.com/academy/lesson/human-resource-development-function-role.html>)

The human resource management function can be divided into **principal** and **supplementary** activities (Werner & De Simone, 2009).

The principal activities	The supplementary activities
<p>The principal activities entail human resource planning, employment equity, recruitment and selection, compensation and benefits, employee relations, employee health and safety and human resource development (HRD), which includes all training and development activities.</p>	<p>The supplementary activities include organisation and job design, performance appraisal and management, and human resource information systems. From this description, it is clear that HRD, as one of the principal activities of human resource management, plays an important role in the organisation.</p>

1.3 HUMAN RESOURCE DEVELOPMENT ACTIVITIES

The following concepts form part of HRD activities:

- **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 decide what career to pursue; thereafter, they prepare and apply for a job; and, finally, they get a job and advance in it.

From this description, it is clear that HRD does not act in isolation, even if it is a separate department in an organisation.



FIGURE 1.1

Overview of HRD activities in the workplace (adapted from Werner & DeSimone, 2009)

Managing T&D activities in the twenty-first century workplace makes heavy demands on managers, the HRD function and T&D professionals. They have to handle interactions with stakeholders and operate flexibly in response to changing information and conditions. Effective T&D management requires a balance between doing the right things (effectiveness) and doing them in the right ways (efficiency).

It is important that HRD practices (along with other supportive human resource management practices), departments and T&D professionals produce positive outcomes for their main stakeholders: employees, line managers, customers, investors and government. This means that HRD should be a value proposition.

One of the main reasons people development efforts fail is the lack of a systematically developed HRD model. The aim of people development is to contribute to an organisation's overall business objectives and add value for important stakeholders. However, in many instances, such objectives are not clearly formulated, stakeholder goals and requirements are not identified, T&D programmes are never evaluated, and it seems that behavioural changes do not form part of the HRD effort.

A systematic approach to HRD would typically involve the following activities:

- Conducting a proper occupational and job analysis as an input to the workforce planning process.
- Conducting a 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 skills required to sustain organisational capability.
- Identifying pivotal talent pools and their education, training and development (ETD) 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.

As long as a business organisation attends to these aspects, it can exist in any industry or environment and compete with other organisations of its type (Robbins, 2003).

To function effectively, it is crucial for every business organisation to have a vision, mission, goals and objectives. The vision usually states what the company wants to be (the dream), the mission is the company's purpose (why it exists), and the goals and objectives state how the company will achieve its vision and mission. In addition, the organisation's culture (values, beliefs, standards and perceptions) also play a very important role in its existence.

1.4 SUMMARY

We started this study unit by giving you some background on the world of work and how it has changed over the past 10 years. We looked at the definitions of human resource management and human resource development. We further investigated the role and importance of human resource development in a business organisation. We then investigated human resource development activities, which provide the foundation for this module.

- (3) Reflect on the following statement and indicate whether it is true or false. Discuss this statement with a friend, colleague or family member:

For the organisation to be dynamic, growth-oriented and fast-changing, it should develop its HR.

- (4) In order for an organisation to focus on its main purpose and activities, it requires a set of guidelines – often captured in the vision and mission statements. However, there are many different types of organisations and to give a definition what the term *business organisation* means, one has to take a number of factors into consideration. Discuss what these factors could be.

For an organisation to be dynamic, it should have dynamic human resources. For human resources to be dynamic, they must acquire capabilities continuously and adopt values and beliefs in accordance with the changing requirements of the organisation. Similarly, when employees use their initiative, take risks, experiment, innovate and make things happen, the organisation may be said to have an enabling culture. 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.

(4) *Owing to many different types of organisations that exist, there are many definitions of this term/concept. However, the following are the most important aspects that you need to include in your definition:*

- *People (two or more)*
- *Making a conscious effort to coordinate tasks and functions*
- *To achieve a common goal (or a set of common goals)*

(5) *The 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 to 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.



SELF-ASSESSMENT 1.2

- (1) *What is the difference between principal and supplementary activities in human resource management?*
- (2) *What is the main purpose of HRD?*
- (3) *Name the activities involved in HRD*

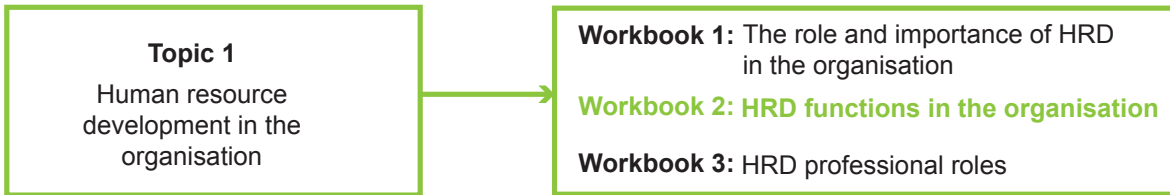


SELF-ASSESSMENT FEEDBACK 1.2

- (1) *The principal activities entail human resource planning, employment equity, recruitment and selection, compensation and benefits, employee relations, employee health and safety and HRD, which includes all training and development activities. The supplementary activities include organisation and job design, performance appraisal and management, and human resource information systems.*
- (2) *The main purpose of HRD is to facilitate optimal employee performance by creating and making available T&D and learning experiences to the employees in the workplace.*
- (3) *Activities involved in HRD include the following:*
 - *training*
 - *development*
 - *employee orientations*
 - *skills and technical training*
 - *management development programme*
 - *organisational learning and development*

WORKBOOK 2

HRD management functions in the organisation



2.1 INTRODUCTION, LEARNING OUTCOMES AND KEY CONCEPTS

The aim of this topic is to introduce you to various aspects of management of HRD in the workplace. It will expose you to basic elements that are relevant in the workplace when the HRD function, as a strategic business partner, delivers results that add value for stakeholders.



LEARNING OUTCOMES

After working through this Workbook, you should be able to:

- discuss the six management functions
- explain the role and function of human resource development in the in the business organisation



KEY CONCEPTS

- value proposition
- strategising
- organising
- leading
- assuring quality
- evaluation
- training cycle

2.2 THE HRD MANAGEMENT FUNCTIONS

For the HRD management process to be effective, the following six HRD management functions need to be applied in the organisation:

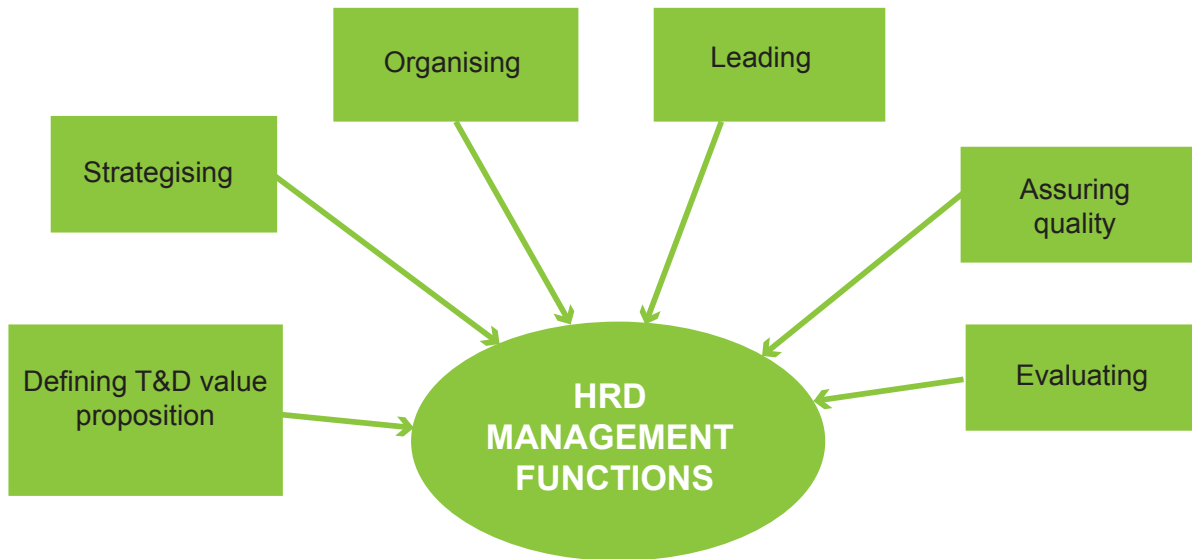


FIGURE 2.1
HRD management functions

2.2.1 Defining the T&D value proposition

According to Coetzee et al (2013:512), the T&D value proposition means that T&D practices, departments and professionals produce positive outcomes for main stakeholders. The T&D value proposition 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.

2.2.2 Strategising

HRD managers need to decide what needs to be done and how and when things need to be done. HRD managers identify the scope, resources and constraints of the T&D activities as required by the HRD strategy, strategic HRD and T&D plan, which includes the annual workplace skills plan. The scope deals both with quantity (how many people, departments, situations, groups and T&D programmes) and consequences (who and what may be affected and the importance of the identified T&D interventions). The scope of the T&D plan will determine which resources are to implement the plan. According to Coetzee et al (2013:512), 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 or under heavy pressure, or deadlines that must be met to coordinate with other activities.

- Actions required or prohibited to conform to laws, contracts or government regulations, for example union agreements that restrict access to people, or safety or environmental regulations that limit certain activities.
- Organisational policies or cultural expectations that direct or influence the conduct of some activities, for example protocols and policies to be observed in contacting people, conducting training or requesting information.
- Decision-making limits and 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 or status.

2.2.3 Organising

Through organising, managers decide how to arrange, deploy and use the organisation's resources and arrange the processes and the work. For example, you have to arrange the training facilities for a training course to be presented. Organising makes it possible to achieve the goals set out in the strategy process. From a management perspective, organising entails the following:

- Allocating the human, physical and financial resources to the planned T&D interventions.
- Defining the duties and roles.
- Compiling and negotiating performance agreements, competence profiles and personal development plans.
- Determining procedures to be in place to attain goals and objectives.

2.2.4 Leading

Leading or directing has to do with the processes, practices, etc. aimed at activating and mobilising the resources of the organisation for achieving goals. For example, leading the T&D professionals to conduct the training courses entails the following:

- Giving orders and directions to the human resources of the organisation.
- Motivating the staff to direct their actions in accordance 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 and mentoring for development purposes to motivate and encourage staff.
- Involving T&D professionals in decision-making and problem-solving.

2.2.5 Assuring quality

Quality assurance (QA) is the implementation of the HRD quality management system. A quality management system entails 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 practice its quality management policies.
- It ensures that the quality management policies and procedures are applied and that they remain effective.

2.2.6 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. An example is 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. This means that HRD managers should constantly check the HRD department's progress in terms of achieving the goals of the HRD and the T&D plan (which includes the workplace skills plan) and the extent to which T&D interventions added value to the organisation's bottom line. 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 are able to progress in their careers.

2.3 TRAINING AND DEVELOPMENT IN ORGANISATIONS

Even when organisations strive to manage HRD according to the six management functions, training and development efforts can still fail. Some of the reasons include the following:

- Only the HRD manager is interested in the end result.
- No one is in charge.
- The information technology (IT) infrastructure is neither effective nor efficient.
- The HRD and T&D plans lack structure.
- The HRD and T&D plans lack detail.
- The HRD and T&D plans are under budgeted.
- Insufficient resources are allocated
- The actual T&D interventions are not tracked against the workplace skills plan targets.
- The manager, T&D professionals and learners are not communicating.
- The HRD and T&D plans stray from the original goals.
- There is no HR support for managers.
- A quality management system has not been established.
- The human resource information system is poorly managed or does not exist.
- T&D interventions are not followed up.
- There is no improvement planning.
- A communication framework to communicate and review progress has not been established.

Education, training and development in an organisation should be planned and implemented carefully to ensure success. The **training cycle** provides a format for planning, designing, implementing and evaluating training interventions in organisations. The training cycle is a repeating process comprising the following five phases (Coetzee et al, 2007):

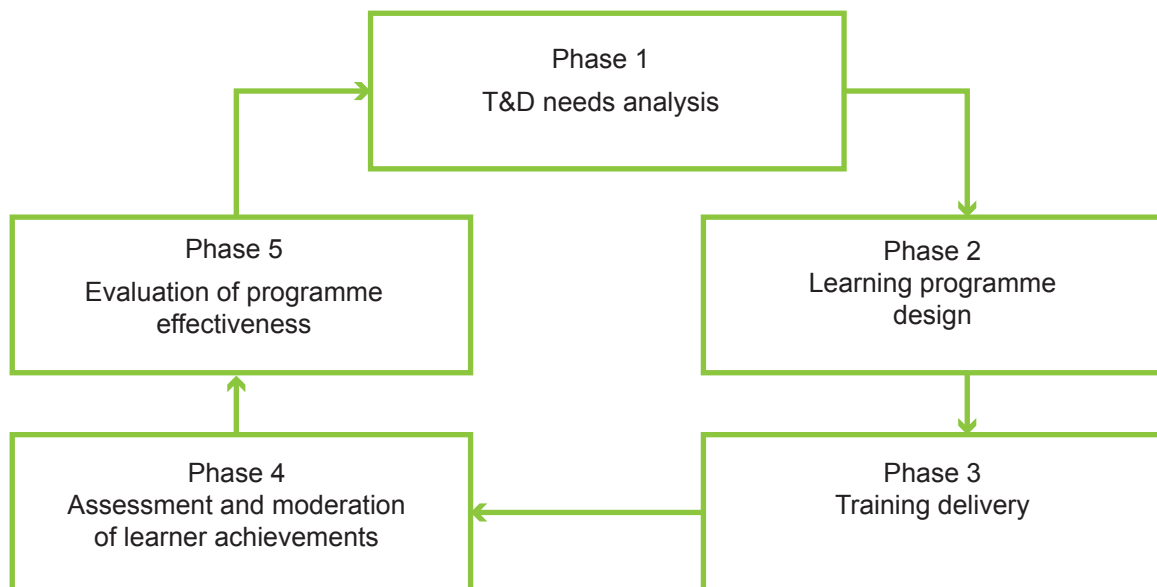


FIGURE 2.2

The training cycle (Source: Coetzee et al, 2007)

The training cycle illustrated above shows that before a training initiative can be launched, a thorough training needs analysis should be conducted. The results of the needs analysis will indicate the training needs in the organisation, which will form the basis of the programme to be developed. Once the learning programme has been delivered, it is very important to assess the learning achievements of the individuals involved and, finally, to evaluate the success of the initiative. The outcomes of the evaluation will lead to changes to, or the reinforcement of, the next training initiative.

2.4 SUMMARY

We started this study unit by giving you some background on various aspects of management of HRD in the workplace. We introduced you to the six human resource functions. Education, training and development should be planned and for this reason you were introduced to the training cycle.



ACTIVITY 2.1

- (1) As the manager of your local football club, you have to strategise, organise, lead, assure quality and evaluate the activities of the club for the next football season. Write down which activities you think you have to carry out under each of the following management functions:

Strategising

Organising

Leading

Assuring

Evaluating

- (2) Approach the training manager of your company or any organisation you are familiar with and ask him or her the questions listed below. Make notes about his or her responses to each question:

- (1) What is the value proposition of the HRD department?
- (2) What strategising activities are conducted in respect of T&D in the organisation?
- (3) What organising activities are conducted in respect of T&D in the organisation?
- (4) What leading activities are conducted in respect of T&D in the organisation?
- (5) What quality assurance activities are conducted in respect of T&D in the organisation?
- (6) What evaluation activities are conducted in respect of T&D in the organisation?

After your discussion with the HRD manager, draw up a list of the activities and classify them under the headings: value proposition, strategising, organising, leading, assuring quality and evaluating. Do you think the list is complete? What do you think should be added? Reflect on this and add those points that may have been omitted by the T&D manager.



FEEDBACK 2.1

(1) *We are sure you came up with a number of ideas for each of these functions. The following are just a few examples of what you could have listed:*

- *Strategising: strategises the activities for the season by drawing up a fixtures list; budgets for the activities of the club.*
- *Organising: organises the various matches; assign responsibilities to the various members of the club management.*
- *Leading: motivates the players and management committee members; direct the activities of the club.*
- *Assuring quality: ensures that quality management policies and procedures are applied.*
- *Evaluating: controls the expenditure of the club; control the management committee meetings.*

(2) *You may have obtained a variety of inputs from the organisation you consulted. The following is an example of what you may have been able to clarify under the management functions in respect of T&D in organisations:*

Management function	Related T&D activity
<p>Defining the T&D value proposition Management determines the requirements of the key stakeholders</p>	<ul style="list-style-type: none"> • Identify the main stakeholders • Determine the goals and values of the stakeholders • Clarify what is important to them • Specify the requirements
<p>Strategising Management decides what needs to be done</p>	<ul style="list-style-type: none"> • Determine the T&D needs • Analyse tasks • Analyse learning outcomes • Draw up a strategic plan for HRD • Draw up an annual schedule of courses • Plan learning intervention • Plan budgetary requirements
<p>Organising Management decides how it should be done</p>	<ul style="list-style-type: none"> • Organise the HRD department • Allocate responsibilities • Select training methods • Select media • Select training staff and trainers • Arrange accommodation • Make all administrative arrangements

<p>Leading</p> <p>Management decides how and when it should be done</p>	<ul style="list-style-type: none"> • Motivate staff and students • Provide direction and guidelines • Provide support
<p>Assuring quality</p> <p>Management ensures that all T&D practices comply with the national quality outcomes-based or work-based T&D practices</p>	<ul style="list-style-type: none"> • Establish a quality management system • Draft policies and procedures • Train and educate HRD and T&D staff • Ensure that HRD and T&D staff are trained
<p>Evaluating</p> <p>Management determines whether HRD and T&D practices comply with standards and whether T&D interventions added value for stakeholders</p>	<ul style="list-style-type: none"> • Measure results • Assess learning • Assess success of training • Determine what changes are required



SELF-ASSESSMENT 2.2

- (1) Name the six management functions of HRD.
- (2) Discuss the five phases of the training cycle.

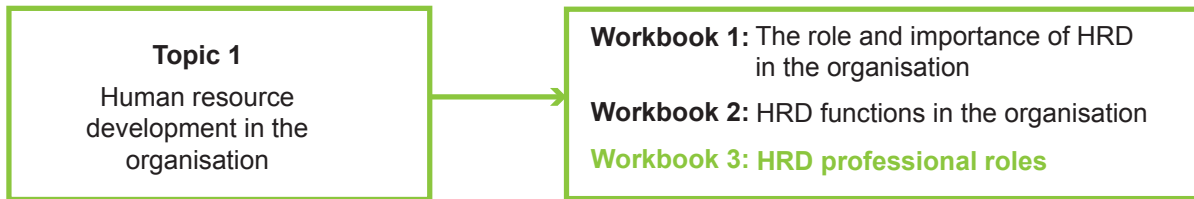


SELF-ASSESSMENT FEEDBACK 2.2

- (1) HRD management functions include the following:
 - Defining the T&D value proposition
 - Strategising
 - Organising
 - Leading
 - Assuring quality
 - Evaluating
- (2) The training cycle is the iterative (repeating), scientific and systematic process of determining learners' training needs; designing learning and skills programmes and materials; training delivery, assessing and moderating learners' achievements; and evaluating the effectiveness of learning or skills programmes for continuous improvement initiatives.

WORKBOOK **3**

Human resource development professional roles



3.1 INTRODUCTION, LEARNING OUTCOMES AND KEY CONCEPTS

In this study unit we will look at the roles of HRD professionals in detail, as well as the characteristics of HRD professionals. By now you should realise that training and development is a highly valued profession, supported by South African legislation, national policies and strategies. Its purpose is to improve both human and organisational performance capability for the benefit of society. HRD professionals have a very important role in an organisation, as they can make creative and proactive contributions to organisational effectiveness and capability, as well as to the employability and performance of employees. The national scarce skills guide also lists T&D practice as a scarce skill.



LEARNING OUTCOMES

After working through this Workbook, you should be able to:

- explain the different roles that HRD professionals need to fulfil in the workplace



KEY CONCEPTS

- results-driven
- investigative
- cooperative and collaborative
- flexible,
- while maintaining important principles
- responsible for continuous professional development
- ethical and responsible

3.2 ROLES OF T&D PROFESSIONALS

It is evident that the T&D professional in an organisation requires a wide range of skills in order to play a proactive role in human resource development. With rapidly changing skills needs, the efficiency of technology-enabled learning and an increasing shortage of qualified and skilled workers across all industries, business leaders understand that they, too, must educate, train and develop their employees. They rely on the expertise of their human resource and T&D professionals to 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.

Role	Description
Mediator of learning	<ul style="list-style-type: none"> • Mediating learning in a manner that is sensitive to the needs of learners • Constructing learning environments that are appropriately contextualised and inspirational • Demonstrating sound knowledge of subject content and various principles
Mediator and designer of workplace learning, skills programmes and materials	<ul style="list-style-type: none"> • Understanding and interpreting provided work-based skills programmes • Designing original work-based skills programmes • Identifying the requirements for a specific context of learning • Selecting and preparing suitable textual and visual resources and technology for workplace learning design • Selecting, sequencing and placing the learning in a manner that is sensitive to the differing needs of the business
Developer of skills	<ul style="list-style-type: none"> • Developing skills and T&D plans • Providing information and advice regarding skills development • Conducting skills audits and T&D needs analyses • Developing plans for implementing occupation-based learning programmes
Leader, administrator and manager	<ul style="list-style-type: none"> • 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
Strategist	<ul style="list-style-type: none"> • Formulating the T&D value proposition and plans • Ensuring that training design and delivery address stakeholders' and learners' needs • Assisting with developing efficiency measures of the T&D function
Scholar, researcher and lifelong learner	<ul style="list-style-type: none"> • Achieving ongoing personal, academic, occupational and professional growth by pursuing reflective study and
Collector of evidence, assessor and quality assurer	<ul style="list-style-type: none"> • Understanding the collection of evidence of learners' achievements and learning application in the workplace; assessment, evaluation and quality assurance are essential • Understanding the purposes, methods and effects of assessment • Designing and managing both formative and summative assessment

	<ul style="list-style-type: none"> • Keeping detailed and diagnostic records of assessment and quality assurance • Understanding how to interpret and use assessment results to improve learning and skills programmes
Learning area/ subject/discipline specialist	<ul style="list-style-type: none"> • Being well grounded in the required knowledge, skills, values, principles, methods and procedures • Knowing different approaches to learning facilitation, research and management • Understanding the content knowledge of the learning area
Evaluator	<ul style="list-style-type: none"> • Measuring results and economic returns (ROI) and return on stakeholder expectations (ROE), evaluating and communicating the impact of T&D to business stakeholders: • Performance capability and employability of employees • Developing improvement plans to address performance-to-outcome gaps
Needs analyst	<ul style="list-style-type: none"> • Identifying stakeholder requirements and expectations • Assessing gaps between required competencies and organisation's HRD strategies • Identifying learning and/or development needs of employees • Identifying goals, T&D solutions, priorities and strategies to fill skills gaps
Community and citizenship coach and mentor	<ul style="list-style-type: none"> • Practising and promoting a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others • Promoting democratic values and practices • Demonstrating the ability to develop a supportive and empowering environment for the learner • Responding to the T&D and other needs of learners • Developing supportive relationships with line managers, employees, customers and stakeholders

According to Losey, Meisinger and Ulrich (2005), T&D professionals (along with their partners in human resources) will fulfil the following emerging roles:

- Chief integrative officer – responsible for connecting different parts of an organisation.
- Deliverer of business success – participant in the success of the business.
- Diversity manager – responsible for helping to manage all types of employee diversity.
- Employee champion – responsible for human capital development.
- Productivity czar – responsible for doing more with less.
- Chief effectiveness officer – responsible for making the organisation, not just people, effective.

As HRD professionals start to play these roles, they are becoming more visible and need to be more responsible. To fulfil these emerging roles successfully, they will require more complex competencies, such as understanding and managing people; rethinking organisations as capabilities, not structures; creating collaboration throughout the organisation; responding to social expectations and policy; and learning to play new roles.

3.3 CHARACTERISTICS OF THE T&D PROFESSIONAL

Coetzee et al (2013:533) identified the following eight characteristics as being important for HRD professionals to fulfil their roles:

- 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 continuous professional development.
- Ethical and responsible in their service to the profession and clients.

3.3.1 Results-driven

Outstanding HRD professionals are results-oriented. They document stakeholder requirements and expectations and then implement well-planned and cost-effective strategies to achieve their HRD goals. They manage these strategies and evaluate the outcomes of each HRD intervention in terms of the value they add for stakeholders.

3.3.2 Investigative

Successful HRD professionals are investigators. They make sure that they fully understand stakeholder requirements and expectations and the particular performance problem or opportunity. Only then do they identify the most appropriate and cost-effective T&D solution. They document all the important requirements and expectations of stakeholders and characteristics of the target groups. They make few assumptions and remain open to expert opinions. They are able to set and comply with quality standards. One of the main ingredients of successful HRD practice is setting and complying with outcomes-based and work-based HRD quality standards. HRD professionals set and model standards, but they also plan how to sustain these standards. They do quality checks at key points in an HRD intervention. HRD professionals always review and evaluate products, services, practices and processes to make sure that all expectations and requirements are met.

3.3.3 Cooperative and collaborative

Successful HRD professionals are flexible and cooperative. They analyse performance problems in collaboration with human resource practitioners, line managers and employees. Collaboration ensures that the best possible decisions are made, which, in turn, create HRD solutions that achieve the desired results. HRD professionals should be willing and able to add value for stakeholders, therefore the HRD professional's ability to focus on identified priorities and work cooperatively with clients and stakeholders enables them to achieve value-adding results. Clients are not asking for what they can do themselves; they expect the HRD professional to add value to the performance of the business. Their anticipation is that HRD solutions will be better because of their interaction with the HRD professional.

3.3.4 Flexible, while maintaining important principles

HRD professionals are flexible, but they adhere to key principles. For example, they pay more attention to the substance than the form of a training solution. Their concern is with providing the learner with appropriate practice and feedback and using the correct language level, rather than with the physical characteristics of particular delivery systems or media. They know that if a skills programme does not suit the needs of the learners, the delivery method will not solve the performance problem or meet the development need. In the South African skills development context, HRD professionals are also required to comply with the principles and regulations for quality HRD provision, as stipulated by the South African Qualifications Authority (SAQA) and the Quality Council for Trades and Occupations (QCTO). (<http://www.saqo.org.za/> and <http://www.qcto.org.za/>).

3.3.5 Responsible for continuous professional development

Successful HRD professionals acknowledge their personal development needs and desires, and they deal with them in a responsible way as they fulfil their professional roles. HRD professionals strive for self-knowledge and personal growth, but they also want to achieve and maintain a high level of current and relevant competence. They achieve this by developing the full range of their competence and by establishing networks with other HRD professionals. They practise within the limits of their competence, culture and experience.

3.3.6 Ethical and responsible in their service to the profession and clients

HRD professionals serve the long-term wellbeing, interests and development of their clients and their clients' stakeholders, even if the HRD intervention has a short-term focus. They also ensure that they are familiar with the profession's core values and guiding ethical principles, which prompt HRD professionals to follow the very highest ethical ideals of the profession. HRD professionals define and protect the confidentiality of their relationships with clients. Public statements (including promotions and advertisements) are accurate, and services are provided as advertised. HRD professionals are aware of how their culture affects their view of the world. They respect cultures that are different from their own, and they are sensitive to cross-cultural and multicultural differences. HRD professionals want to contribute to the continuous professional development of

themselves, other practitioners and the profession. They share HRD knowledge and skills. They advocate ethical HRD practices and they use appropriate channels for dealing with ethical dilemmas and unethical practices. HRD professionals bring credit to the HRD profession and respect colleagues in other professions.

3.4 SUMMARY

In this study unit we reviewed HRD as a profession and practice. HRD professionals need to engage in continued professional development (CPD) to ensure that they make the most of the exciting opportunities for networking and for the design of innovative T&D techniques. The rapid transformation of societies within a turbulent and uncertain world of work will continue to challenge the HRD professionals to be creative. HRD professionals who engage in ethical behaviour and CPD activities will benefit from the highly valued results they deliver owing to their expertise and professionalism. HRD professionals must, therefore, embrace the concept of lifelong learning to ensure that their own knowledge and skills are relevant and current.



SELF-ASSESSMENT 3.1

- (1) *List the most important characteristics of T&D professionals.*
- (2) *Describe the role of the T&D professional as a leader, administrator and manager.*

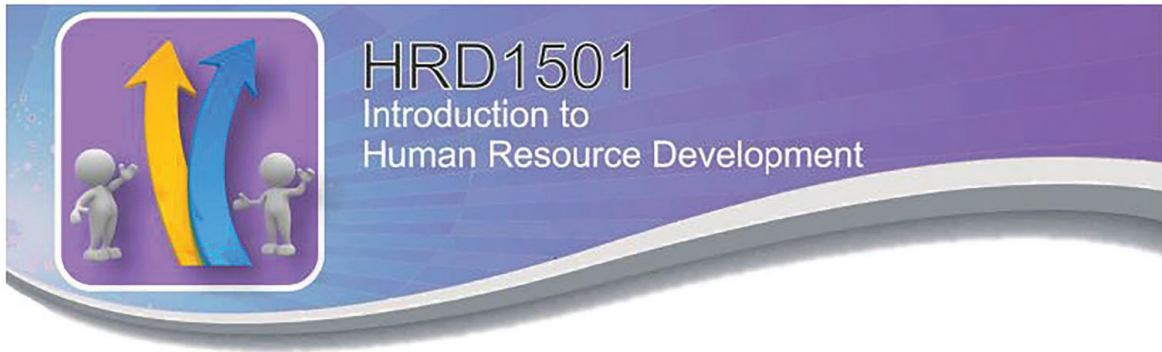


SELF-ASSESSMENT FEEDBACK 3.1

- (1) *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 client.*
- (2) *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.*

3.5 SUMMARY OF TOPIC 1 (WORKBOOKS 1–3)

In this topic we explored human resource development in organisations. The role and importance of HRD, as well as the functions of HRD management, were discussed. The last focus of the topic was on the HRD professional, especially the roles and characteristics of HRD professionals.



TOPIC 2: The basic psychology of learning

Workbooks 4–7



Topic 2	•The basic psychology of learning
Topic 3	•Education, training and development in the South African context
Topic 4	•HRD administration in the training cycle

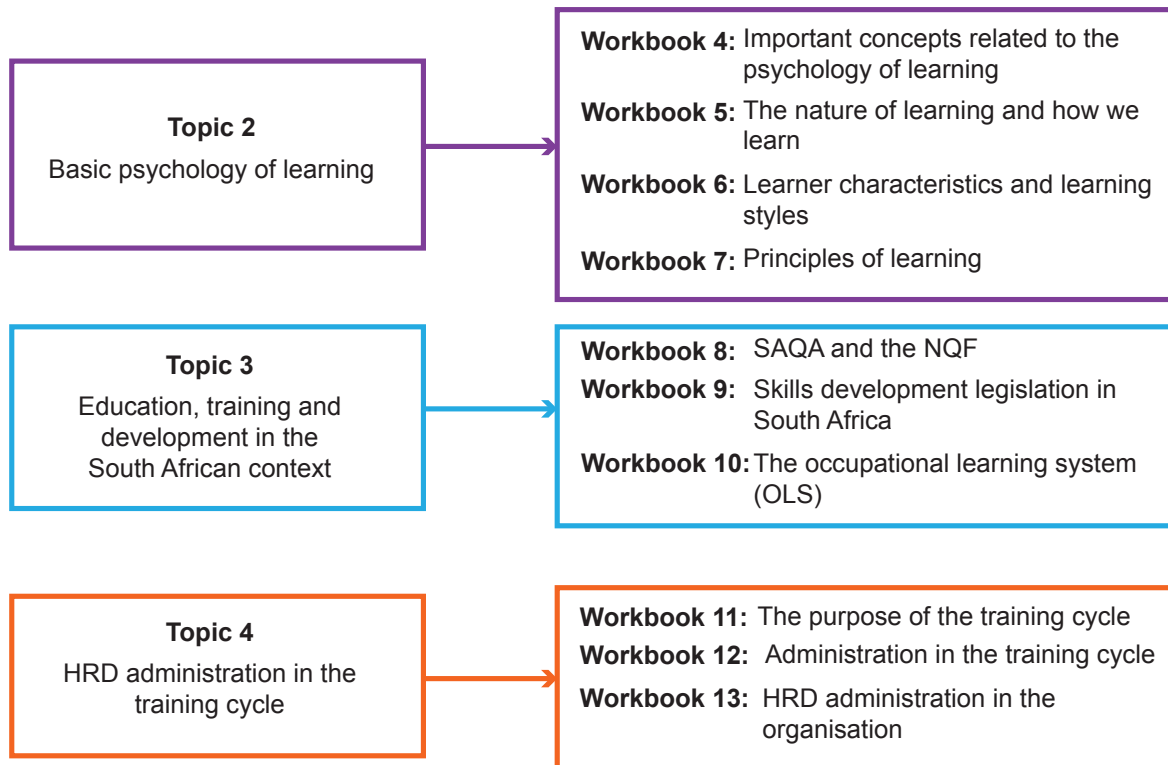
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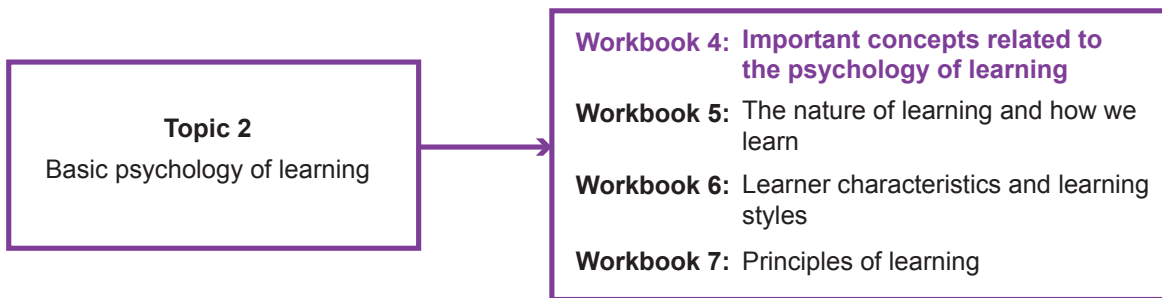
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AIM OF THE TOPIC: BASIC PSYCHOLOGY OF LEARNING

The aim of this topic is to introduce you to the theoretical principles involved in the learning process and the implications of these principles for the design, delivery and assessment of training and development programmes. We will be exploring some of the principles, theories and concepts relating to how people learn and process information. This is the foundation of effective programme design and delivery. We will concentrate on important concepts related to the psychology of learning, the nature of learning and how we learn, learner characteristics and learning styles, as well as the principles of learning.



Important concepts related to the psychology of learning



4.1 INTRODUCTION, LEARNING OUTCOMES AND KEY CONCEPTS

In this study unit you will learn more about the important concepts related to the psychology of learning within an HRD context.



Before we start, let's consider the following:

- What does training mean?
- Is there a difference between training and education?
- What is development?

Did you also think that education, training and development are different concepts, but that all three concepts are integrated into the psychology of learning?



Usually employers provide their staff with organised learning experiences with the specific purpose to improve performance, and professional and personal growth, and to enhance employees' employability to satisfy current and future needs of organisations.

Here are some ideas to consider:

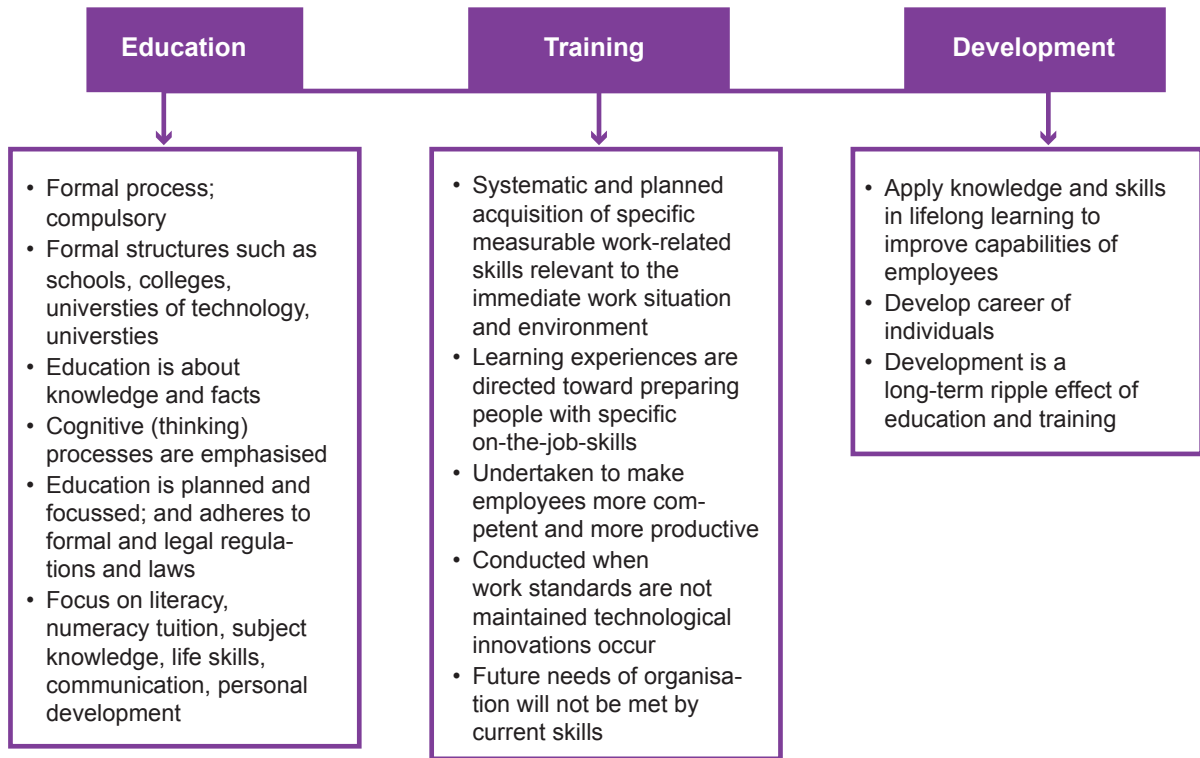


FIGURE 4.1

Key aspects of education, training and development (Source: Adapted from Rees & French, 2010; Blanchard & Thacker, 2007)



LEARNING OUTCOMES

After working through this Workbook, you should be able to:

- Define and differentiate between the different concepts related to the psychology of learning.
- Discuss the principles and application of adult learning.



KEY CONCEPTS

- education
- training
- development
- competency
- knowledge
- attitudes and beliefs



ACTIVITY 4.1

Reflect on what you know about HRD so far.



FEEDBACK 4.1

HRD consists of education, training and development, and is defined as organised learning experiences provided by employers within a specified period of time to bring about the possibility of performance improvement, personal growth and enhancement of employees' employability orientation, to satisfy the current and future needs of the organisation.

4.2 EDUCATION

Education relates to learning opportunities provided to employees to further their formal academic qualifications via occupational and/or tertiary institutions, such as colleges or universities. This relates to the occupational learning system (OLS), about which you will learn much more in study unit 10.

Education is therefore seen as a change effort intended to prepare individuals for promotions (upward career progression) or to enhance their intellectual and technical abilities in their current jobs (horizontal career progression).

4.3 TRAINING

Training has clear and specific outcomes related to the mastery of action (workplace practise). It is a planned change effort aimed at modifying competencies, attitudes and beliefs, knowledge, skills or behaviour through learning experiences (such as formal learning and/or skills programmes). The goal is to enable employees to

improve their employability by helping them to achieve effective performance in an activity or range of activities. Training builds skills, understanding and confidence in people (Rees & French, 2010).

Training focuses on the outputs and specific outcomes of skills development. Learning by means of formal training in the workplace forms the basic foundation for learning and skills programmes. Training enables learning and grants employees opportunities to improve their job-specific skills and knowledge. As such, learning from formal training results in a relatively permanent change in behaviour and comes about through the acquisition of a clearly defined set of new knowledge, skills and attitudes (KSAs).

4.4 DEVELOPMENT

Development also focuses on outputs and implies getting better at something or becoming more advanced. It is a process of growing employees and preparing or equipping them for different, better or bigger things (Rees & French, 2010). Although development has desired outcomes, these are less specific than those for training. Development is seen as a long-term change effort intended to broaden individuals' capabilities through experience and to give them new insight into themselves, their occupation and profession, and their organisation.

Whether the organisation provides education, training or development opportunities for employees, the purpose of these interventions is to enhance employees' competencies (Blanchard & Thacker, 2007).

4.5 COMPETENCIES

Competencies consist of attitudes and beliefs, knowledge and skills.

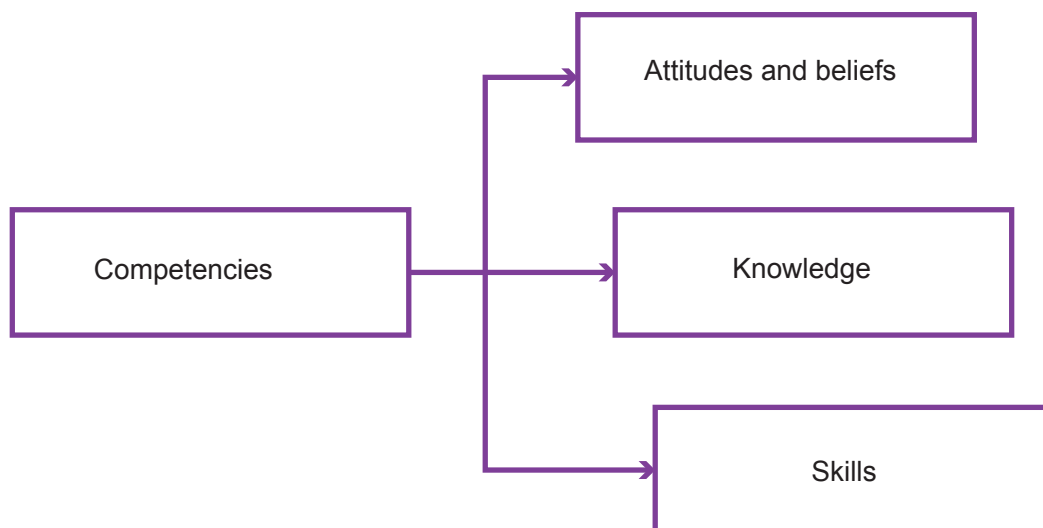


FIGURE 4.2
The constituents of competencies

The purpose of providing opportunities for enhancing competencies is to ultimately increase employee and organisational learning (Blanchard & Thacker, 2007). Competencies are typical behaviours (supported and influenced by *attitudes and beliefs, knowledge and skills*) that individuals demonstrate when performing the tasks necessary for producing occupation-related and/or job-related outcomes within a given organisational context. Competencies relate to specific descriptions of work tasks or job outputs that have to be achieved to demonstrate satisfactory job performance. Competency frameworks are used to define the dimensions of a job and provide criteria by which the effectiveness of performance can be evaluated (Robinson, 2006).

Employees should possess several sets of competencies in order to perform a particular job successfully. In order to remain employable, employees may also be required to develop various diverse sets of competencies.

4.5.1 Attitudes and beliefs

Attitudes and beliefs influence employee behaviour and can either support or restrain the development of new competencies. Attitudes generally indicate the approval or disapproval that we all have towards specific situations, ideas, events or people. Shaping or changing attitudes and beliefs through training might involve raising awareness of prejudices to modify behaviour, developing flexibility and cooperation in teamwork, or cultivating a culture of politeness and sensitivity when dealing with customers.

Attitudes and beliefs are regarded as the **affective** (relating to feelings/emotions) aspects of learning programmes. Employee attitudes should be considered in training interventions because they influence motivation.

4.5.2 Knowledge

Knowledge is the accumulated information, facts, principles and procedures associated with a specific subject that individuals collect and store in their memory as time goes by (Blanchard & Thacker, 2007). Knowledge is regarded as the **cognitive** (relating to thinking/mental processes) aspects of a learning programme. Knowledge relates to the way in which people process information and attach sense and meaning to it. Knowledge is a vital requirement for learning and developing skills and is, therefore, the foundation of learning.

4.5.3 Skills

A skill is the ability to execute a job to a required standard (Blanchard & Thacker, 2007). Skills are those aspects of task behaviour that need to be performed to an acceptable level to ensure effective job performance. How effectively and efficiently an employee performs a job may give an indication of the individual level of skill.

Skills include a range of abilities, such as:

- manual or technical skills
- the application of specific competencies, knowledge and skills to perform a task

- interpersonal skills, such as the ability to work in a team
- analytical and problem-solving skills involved in making sense of complex situations
- applying judgement and making decisions



ACTIVITY 4.2

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		
Attitudes and beliefs		
Knowledge		
Skills		



FEEDBACK 4.2

Can you see how these all fit together?

- **Competencies** are specific behaviours that learners use to demonstrate the achievement of satisfactory performance. Competencies consist of attitudes and beliefs, knowledge and skills. For example, oral and written communication skills in English are a specific competence you should have in order to study this module. In the business environment, competence in reading, writing and speaking English is a requirement.
- **Attitudes** are the affective outcomes of learning experiences. Attitudes describe how learners feel about a certain situation or object, or other people. For example, you may either really dislike studying this module or you may really enjoy studying it. Employees may feel that the orientation programme they had to attend after their appointment was fruitful and provided them with necessary information, or they may feel that it was a waste of time.
- **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. Make sure that you can differentiate between the two types of knowledge. It is important that you strive to achieve tacit knowledge in your learning experiences and programmes. The information you acquire in this module is the knowledge you need to be able to pass the module.

- **Skills** are the application of competencies to a specific task or situation. Being able to write a business report, use a computer effectively, drive a car or cook a nutritious meal are all skills.



ACTIVITY 4.3

Think about learning to use a computer and your experiences during the learning phase.

Reflect on how learning to use a computer relates to the concepts you have just learnt. Now write down your experiences of learning to use a computer and how they relate to the concepts we have discussed.



FEEDBACK 4.3

Learning to use a computer involves being confronted with the technology and overcoming certain preconceived ideas (assumptions) about what the technology can do and your ability as a learner to master the complexity of the technology (changing attitudes). For example, some people are afraid of computers because they believe that doing something wrong might cause the computer to explode or their data to be lost. For others who are comfortable with the technology, there may be other preconceived ideas or expectations. For example, I enjoy the fact that computers make my job easier, but I also tend to regard them as unpredictable.

I may switch my computer off in the evening with everything working well, only to find that something (usually the printer) doesn't work when I switch it back on again in the morning. I then wonder what could have changed overnight to cause this. I, therefore, have to work on changing my belief (attitude) that computers are fairly unreliable, which they clearly are not!

In the process of learning how to use a 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 a document and store it. Some of this knowledge is explicit (when you log on to a network, you have to use your username and password), and some of it should or could be tacit (you have to use your username and password so that the network knows who you are and can retrieve any of your own data that you stored on the network).

After the attitude change (no longer being afraid of computers, or not being afraid that if you do something wrong the computer will explode) and the acquisition of knowledge, we acquired the skills to work on the computer – such as switching it on without being afraid, logging on to the network, creating and storing a document, and printing.

Once all four of these skills had been achieved, we reached a certain level of competence – we can now work productively on the computer without making too many mistakes.

This means that we experienced a change in competencies through the learning experiences provided, in other words, we were trained.

Can you see that you have to acquire knowledge before you can acquire skills?



ACTIVITY 4.4

Differentiate between training, education and development, and indicate how they relate to one another.

Training	Education	Development



FEEDBACK 4.4

Training is about changing or acquiring competencies required for a specific job, while education is about changing competencies, social skills and intellectual capacity; in other words, education is a broader concept. Development is aimed at long-term change and development of potential. Learners are exposed to experiences where they can gain new insights into themselves and their organisation.

In terms of the business environment, training can be described as all the knowledge and skills you acquire to prepare you for a specific job. That means that the content of what you are currently

studying can be considered as training. So then why do we refer to it as tertiary education? Because we are equipping you with the knowledge and skills not only to perform a specific job, but also to function effectively in the business environment. We require you to become familiar with using a computer, because in the business environment you will be working on a computer often, if not daily.

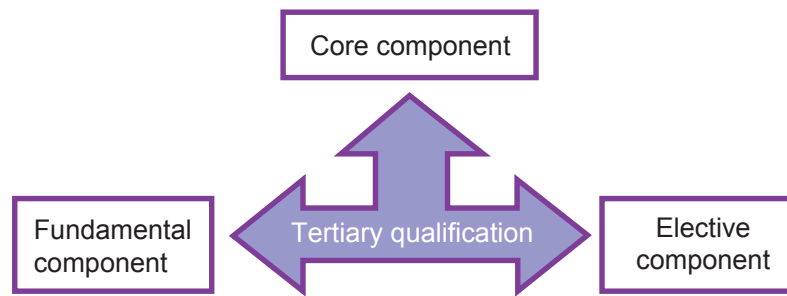
So, we are not only teaching the content of a few modules, but also preparing you for the business environment. When you start working and are identified to participate in a management development or mentorship opportunity, you will be moving on to development, which is preparation for future positions.

4.6 TERTIARY QUALIFICATIONS AND OCCUPATIONAL QUALIFICATIONS

When the Skills Development Amendment Act came into effect, a separation was created between tertiary qualifications and occupational qualifications. Tertiary qualifications are based on building knowledge and theory, with a narrow focus on practical application, while occupational qualifications are based on knowledge and theory, but with a considerable portion of both practical application and supervised work experience. Tertiary qualifications are offered by universities, while occupational qualifications are offered by a variety of learning institutions in conjunction with workplaces. The knowledge and work experience components of occupational qualifications may differ, but the defining characteristic is that all occupational qualifications contain a formal, supervised work experience component that must be completed successfully and assessed formally before the learner is considered fully qualified.

A qualification is a planned combination of learning outcomes with (a) defined purpose(s), which is intended to provide learners with applied competence and the basis for further learning. All qualifications are made up of unit standards which are, in turn, made up of credits (just as a salary is made up of X amount of rands and one rand is made up of 100 cents). Learners can earn credits in various ways, including through recognition of prior learning. A unit standard is a registered statement of outcomes and the criteria that will be used to assess those outcomes. It describes the evidence a learner will be able to demonstrate on mastering a specific section of learning and may vary in size.

Credits indicate the time it would take to complete a particular learning programme. They are expressed as a number and are converted to notional (imaginary) hours. Notional hours are the time it would take the average learner to master the learning outcomes. Notional hours include studying, attending lectures, completing assignments and projects and preparing for an examination. Where a qualification contains practical or work experience sections, these are also included in the notional hours. The National Qualifications Framework Act allows each sub-framework of the NQF greater flexibility in the design of qualifications. Tertiary qualifications consist of a fundamental component, a core component and an elective component.



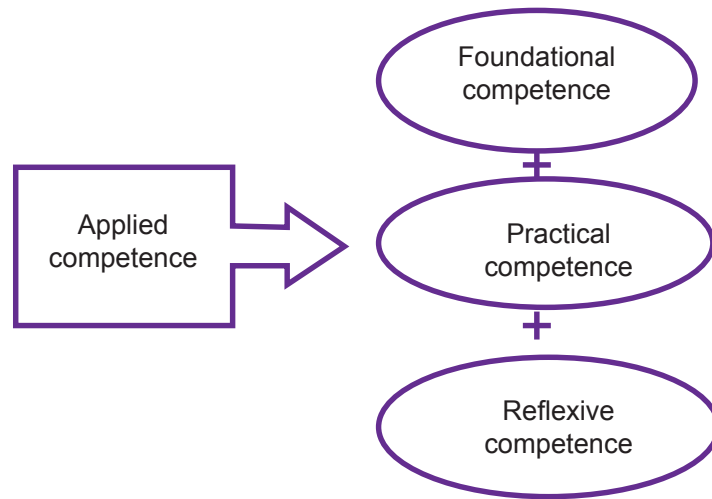
- The fundamental component describes the basic knowledge and skills people need to possess in order to perform their jobs well. Basic computer skills, literacy skills and numerical skills all form part of the fundamental component.
- The core component describes the knowledge and skills you will need to perform a specific job. In the case of the diploma you are studying towards, the core component will encompass personnel management.
- The elective component includes various specialisation areas from which learners can choose. Management of Training II and Labour Relations Management are elective components of your diploma.

All qualifications must contain a minimum number of credits in order to be registered as a specific qualification. A certificate must consist of a minimum of 120 credits, a diploma must consist of 240 credits and a degree must consist of 360 credits. These credits are constructed from various unit standards. Remember that one credit represents 10 notional hours. This module is worth 12 credits, which means that the average learner will have to spend 120 hours (12 credits x 10 notional hours) on this module in order to master the learning outcomes.

4.7 APPLIED COMPETENCE

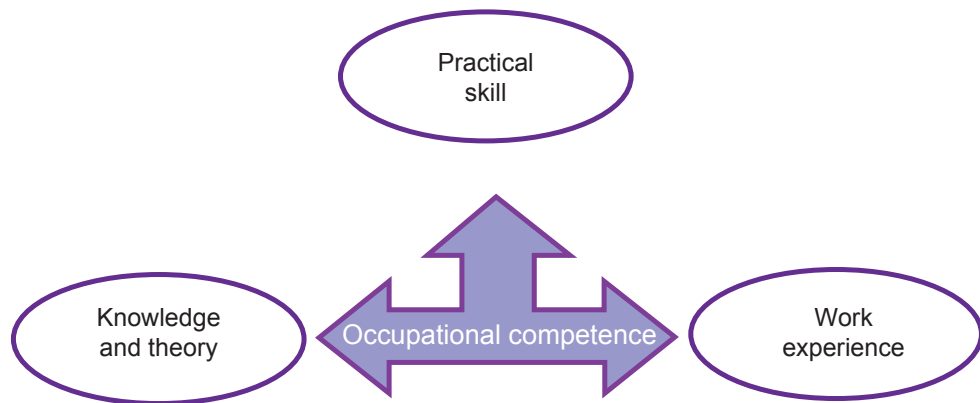
All tertiary qualifications aim to develop a learner's applied competence. Applied competence consists of foundational competence, practical competence and reflexive competence.

- Foundational competence involves demonstrating an understanding of the knowledge and thinking that underpin the actions taken.
- 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.
- 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.



Occupational competence also consists of three components:

- Knowledge and theory. This is normally provided through formal learning.
- Practical skill. This is application of the knowledge and theory and includes the practice of occupational skills in a controlled environment.
- Work experience. This is experience gained in the workplace after completion of the knowledge and theory and practical skills components of a qualification, and must be completed and assessed independently before the occupational qualification can be awarded.





ACTIVITY 4.5

Think of examples of at least three qualifications where the above three components already exist. Explain how these qualifications include all three components.



FEEDBACK 4.5

Three qualifications that already contain a knowledge, practical and work experience component:

Nursing – Nurses have to master certain theoretical principles. These are practised in laboratory or group sessions before the nurses gain work experience in hospital wards.

Chartered accountants – This qualification contains a huge section of knowledge and theory, including practical exercises in certain accounting practices. The learners have to complete an article period and pass the board examination before they can be called chartered accountants.

Apprenticeships – (e.g. diesel mechanics, electricians, boilermakers)
Apprentices complete certain sections of the knowledge component of their qualification, then do specific practical exercises and, finally, gain work experience before progressing to another section of the knowledge component and repeating the whole learning cycle for that specific knowledge component. This process is repeated for all knowledge components until completion of the entire qualification.

Other qualifications that consist of both a theoretical and a practical component are those for medical doctors and teachers.

4.8 SUMMARY

We started this study unit by giving you some background on the differences between education, training and development. We also focussed on knowledge, skills, attitudes and beliefs which form part of competences.



SELF-ASSESSMENT 4.5

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.*
- (2) *Identify the education in the scenario.*
- (3) *Identify the development component in the scenario.*
- (4) *Define each of the following concepts: training; education; development.*
- (5) *How do these concepts differ?*



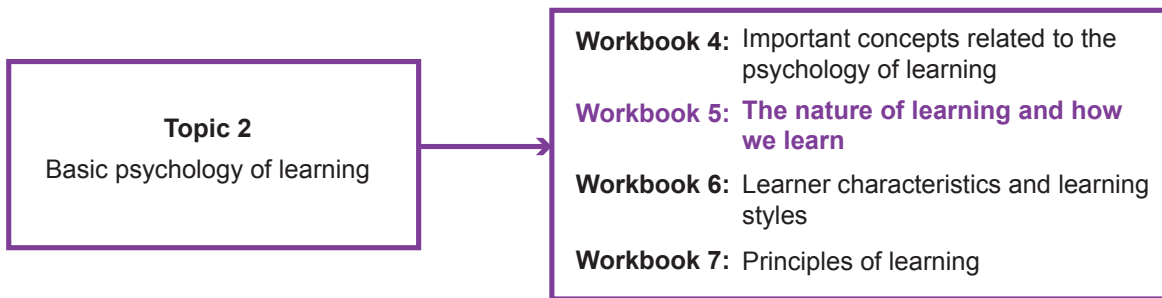
SELF-ASSESSMENT FEEDBACK 4.5

- (1) *Skills development facilitation course.*
- (2) *Diploma in human resource management.*
- (3) *He has been identified as a staff member with the potential to become a human resource development manager.*
- (4) **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. **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.
- (5) **Training:**
 - *It is a specific way to facilitate learning in an organisation.*
 - *It is regarded as a planned change effort to modify competencies, attitudes and beliefs, knowledge or skills behaviour through learning experiences.*
 - *The goal is to sustain employees' employability by helping them to achieve effective performance in an activity or range of activities.*
- (6) **Education:**
 - *This is an effort intended to prepare individuals for promotions or for enhanced technical abilities in their current jobs.*
 - *It aims to develop individuals' knowledge, social understanding and skill, and intellectual capacity.*
- (7) **Development:**

- *This is a long-term change effort intended to broaden individuals through experience and to give them new insights into themselves and their organisation.*
- *Education, training and development (ETD) efforts should be designed and delivered in a manner that encourages individuals to use and apply their innate talents.*

WORKBOOK **5**

The nature of learning and how we learn



5.1 INTRODUCTION, LEARNING OUTCOMES AND KEY CONCEPTS

Do we all learn in the same way? Is academic success determined only by our intelligence, or do other factors also play a role? Let’s explore what the theory indicates. In this study unit you will learn more about the nature of learning and how we, as adult learners, learn.

When we know how people learn, we can more easily design learning experiences that will involve learners in deep learning, which is essential for understanding and application of whatever is being learnt. In the organisational context, this will enable us to more easily diagnose performance problems, assess T&D needs, and identify and implement development strategies effectively. It has been found that people generally learn in two ways: through implicit learning, and through explicit learning.



LEARNING OUTCOMES

After working through this Workbook, you should be able to:

- Explain the nature of learning, focusing on implicit and explicit learning.
- Identify barriers to learning.

.....



KEY CONCEPTS

- implicit learning
- explicit learning
- memorising
- problem-solving
- understanding

5.2 IMPLICIT LEARNING

Implicit learning refers to the implicit knowledge that people use daily. They use this knowledge in most of what they do, but they cannot describe how they have acquired the knowledge. For example, people learn their mother tongue through implicit learning. They are not always consciously aware of the knowledge they gain from implicit learning, but they can still apply that knowledge when the situation requires them to do so. People cannot always explain why they understand and are able to respond to what their parents ask or tell them to do. They cannot necessarily describe the relevant knowledge, unless they are taught the rules of the language (such as grammar and syntax). Implicit learning is therefore described as noticing regularities in the world and responding to them in consistent ways. Implicit learning is automatic; it occurs without our conscious control and leads to implicit knowledge (Stevenson & Palmer, 1994).

5.3 EXPLICIT LEARNING

Explicit learning requires conscious and deliberate thought and effort. Educational institutions facilitate explicit learning. They help learners to think deliberately and consciously about the meaning of things, how to solve problems and how to remember information.

Explicit learning can be divided roughly into three activities: **memorising**, **problem-solving** and **understanding** (Stevenson & Palmer, 1994).

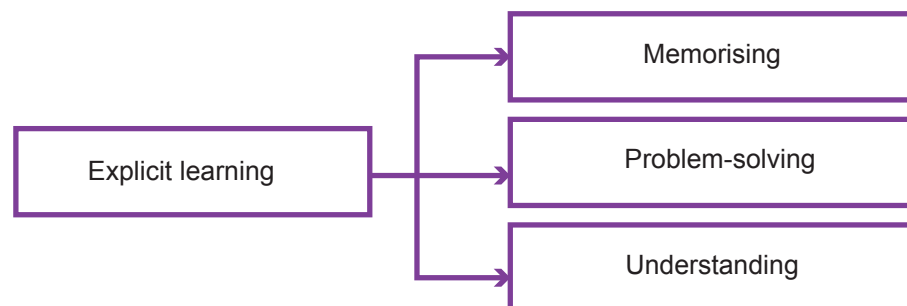


FIGURE 5.1

Activities involved in explicit learning

during the course of this semester, you should try to concentrate on the understanding level of explicit learning because this will relate to your work situation.

- (5) *We use implicit learning to help us **fit into a group**. No one gives us a crash course on the group's norms and values and which behaviours will be acceptable and unacceptable. We learn these things by observing the behaviour and listening to the verbal exchanges of the group members.*
 - (6) *We learn to **do a job** through a combination of implicit and explicit learning. Our colleagues will explain certain aspects of a job, but other aspects we will pick up as we go along, through observation and asking questions and, sometimes, by making mistakes. When we receive feedback from our colleagues, it will help us to learn to do our jobs. Can you see that when we learn to do our jobs, we do not sit and memorise certain aspects? We move through problem-solving to understanding (try something, make a mistake, get feedback) and thus we learn to do whatever it is in the correct way. Thus explicit learning later becomes implicit learning – we can usually do our job automatically, without being shown repeatedly or having to study the textbook again and again. Doing our job becomes just as automatic a behaviour as speaking, reading and writing in our mother tongue.*
 - (7) *After working through the questions, you should be able to “see” the difference between implicit and explicit learning.*
-

5.3.1 Memorising

We memorise information when we try to commit it to memory through repetition. We have two types of memory, namely long-term and short-term memory. **Long-term** memory is our storage facility. **Short-term** memory is the workspace in which we work with information. For this reason, it is also called the **working memory**.

The working memory has a storage function as well: it stores the ideas we are thinking about while we are thinking about them. The working memory has a limited capacity; it can hold between five and nine ideas at one time. Usually, people can think about only one idea at a time. A computer works in a similar way. The hard drive is the computer's long-term memory; the RAM (random-access memory) is the computer's working memory, and this is where the processing of data takes place. The limited capacity of short-term memory explains why explicit learning is difficult. If the demands made by explicit learning exceed the capacity of the working memory, learning will not occur or will occur to a limited extent only. But when learners practise what they have learnt through explicit learning, it becomes implicit (automatic), and the information or knowledge is stored in long-term memory. This frees up space in the working memory.

5.3.2 Problem-solving

A problem can be described as a goal that seems to be difficult or even impossible to solve. However, with more information and resources one would be in a better position to find answers to the problem (Stevenson & Palmer, 1994). This means that when you do something that leads to achieving the goal, the problem is solved. When the goal is achieved, the person learns something new about that situation or problem. So, when learners find a solution to a problem, they learn something new. When learners apply the solution so often that the behaviour becomes automatic, further learning occurs.

For example, when we learn our multiplication tables (e.g. 5 times 9 or 12 times 6) at school, we actually learn to multiply. At first, this is difficult for us. But when we start using our tables and do multiplication often, it becomes an automatic response. So, when someone asks us what 12 times 12 is, we can easily say it is 144. Therefore by using our memory to assist us in solving the multiplication problem, the problem does not seem to be too difficult anymore.

The ability to solve problems, as described in the example above, is limited to situations in which the learner must know tables. The knowledge gained cannot be used in new situations, unless it is similar to the one described. For learners to use the knowledge in a different situation, they must be able to understand the conceptual principles that underlie a range of problems.

For example, if learners know only how to multiply with a pocket calculator, they may find the solution to a problem, but they will not be able to apply the solution in any situation in which they do not have a calculator. For them to do the calculation without the calculator, they must understand the mathematical concepts behind the solution, or the steps that will lead to the solution.

5.3.3 Understanding

To grasp the concept of understanding more clearly, try to think of it in terms of your new knowledge and your existing knowledge. When understanding occurs, there is interaction between your existing knowledge and the new knowledge that you are processing. Existing knowledge is used to make sense of the new knowledge. At the same time, the new knowledge may lead to a change in your existing knowledge. Learners often do not achieve understanding because they fail to evaluate their existing knowledge by using information from the new material they are studying. Learners who attempt to understand new work deliberately use their prior knowledge to help them to make sense of the new information. They also try to modify their existing knowledge with the new information.

The kind of knowledge that is enhanced and modified through the activity of understanding is called conceptual knowledge. This knowledge describes the world around us. One of the important reasons we should learn through understanding is that it assists us to understand and change our understanding of the world. Why was Alexander Graham Bell the one to invent the telephone?

Why was Copernicus the person who proposed that the earth revolves around the sun? They used understanding to evaluate their existing knowledge and incorporate new information into their existing knowledge. In this way they created new knowledge.

5.4 BARRIERS TO LEARNING

Although there is a direct link between training and job performance, it is true that not all training will necessarily result in better job performance. Training increases the probability of learning, and learning increases the probability of better performance. Later on, when you learn about training needs analysis, we will explore the factors that can influence job performance.

At this stage, let's take a brief look at some of the factors that may be barriers to learning (prevent learning from taking place). These barriers may be external or internal.

TABLE 5.1
Barriers to learning

External barriers	Internal barriers
<ul style="list-style-type: none"> • Physical barriers: inappropriate time or place • Specific environment: unsupportive colleagues or superiors, pressure to participate in a learning programme 	<ul style="list-style-type: none"> • Perceptual: the inability and lack of understanding to see that there is a problem • Personality: individual learning styles and preferences • Cultural orientation: conditioning about the way things are done within a specific cultural context • Emotional: mood, anxiety • Motivational: unwillingness to take risks or fear of doing so; or previous bad learning experiences • Cognitive: limited ability, memory limitations • Communication: ineffective communication skills, learning experience • Situational: a lack of opportunity, a poorly designed learning event



ACTIVITY 5.1

(1) Reflect on the factors that prevent you from learning. List at least five factors.

(2) Divide the factors that you listed above into the following three categories:

External factors	Internal factors	Learning experiences

(3) Carefully consider the following descriptions. Determine whether implicit or explicit learning is taking place.

- Nomsa is learning how to behave at the dinner table.
- Pieter has started working at his new place of work and he is still getting used to the new ideas of acceptable and unacceptable behaviour.
- Jonathan is studying for an examination and is memorising the names of the different learning theories and their characteristics.
- Siviwe is participating in a group exercise in which he is learning to apply interviewing skills.
- Seshni has to apply the interpersonal communication principles she learnt on a supervisors’ training course in her work situation.
- Alice is doing a case study in which she has to solve the planning problems of a production manager.



FEEDBACK 5.2

(1) and (2)

Most of the barriers to learning exist inside us, that is, they are internal. As HRD practitioners, we must be aware not only of our own barriers to learning, but also of the possible barriers that may exist for the learners for whom we will be designing learning programmes, since we need to prevent these barriers from obstructing the learning experience. We should also point out to learners that, ultimately, only they themselves can overcome any internal barriers to learning; learners thus determine their own success in learning situations.

(3) *Both Nomsa and Pieter are using implicit learning. We are not always consciously aware of the knowledge we gain from implicit learning, but we can apply the knowledge when the situation so requires. Jonathan is memorising, which means that he is using explicit learning. Both Siviwe and Seshni are using explicit learning – they have to apply knowledge, which means that they have to understand the knowledge before they can apply it. Alice is solving a problem, which is explicit learning.*

5.5 SUMMARY

In this study unit you were introduced to the nature of learning and how we learn. We distinguished between implicit and explicit learning, and also focused on barriers to learning. Although not all learning will result in improved job performance, HRD professionals should pay careful attention to the matters highlighted in this workbook when it comes to the design and development of professional development interventions.

In study unit 6 we will examine learner characteristics and learning styles in more detail.



SELF-ASSESSMENT 5.3

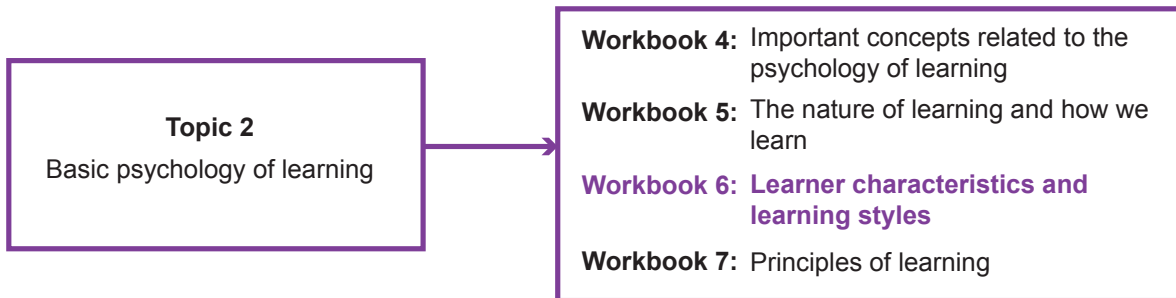
- (1) *What kind of learning did you use when you learnt your mother tongue?*
- (2) *Discuss the nature of learning by explaining the concept of implicit learning.*
- (3) *What kind of learning do you use to study for an examination?*
- (4) *Name the three activities involved in explicit learning.*



SELF-ASSESSMENT FEEDBACK 5.3

- (1) *Implicit learning.*
- (2) *Implicit learning refers to the implicit knowledge that **people use daily**. They use it in most **of what they do, but they cannot describe it**. People **are not consciously aware** of the knowledge they gain from implicit learning, but they can **still apply the knowledge** when the situation requires it. **They cannot explain the relevant knowledge**. Implicit learning is described as **noticing regularities in the world** and responding to them **in consistent ways; it is automatic and** occurs **without conscious control**. **The end result is implicit knowledge**.*
- (3) *Explicit learning.*
- (4) *Memorising, problem-solving and understanding.*

Learner characteristics and learning styles



6.1 INTRODUCTION, LEARNING OUTCOMES AND KEY CONCEPTS

In the workplace, HRD activities and interventions revolve around adult learners. The characteristics of adult learners affect the learning process and outcomes. It is therefore important to explore the characteristics of adult learners and relate them to yourself as an adult learner.



LEARNING OUTCOMES

After working through this Workbook, you should be able to:

- Discuss the characteristics of learners, referring specifically to adult learners and the implications for the design and delivery of learning programmes.
- Differentiate between the different theories of learning.
- Explain experiential learning.
- Discuss the influence of learning styles on the design and delivery of effective learning programmes.



KEY CONCEPTS

- motivation or need to know
- readiness to learn
- performance orientation/mastery orientation
- level of experience
- self-directed learning strategies
- lifelong learning orientation

6.2 CHARACTERISTICS OF LEARNERS

There are numerous characteristics that can influence the way that people learn. It is therefore most important that HRD professionals are aware of such factors when it comes to the design and delivery of training programmes. These characteristics include age, socio-economic factors, motivational factors, learning styles and preferences, intellectual or cognitive factors, visual-, audio- and kinaesthetic (movement) factors, prior knowledge, work experience, cultural and personal values, educational background, health factors, communication skills and social skills. The table below provides more detail.

TABLE 6.1
Characteristics of learners explained

Education levels	Some of the people attending a learning programme may have qualifications relevant to the learning programme, while for others, all the information may be new.
Work experience	Some participants may have recently graduated from university, while others may have years of working experience.
Age	Different generations prefer to learn in different ways. The New Millennium generation prefers electronic media and talking. The Baby Boomers (older generation) are quite comfortable with the written word; they may prefer lectures and opportunities to read through material.
Socio-economic background	Learners' socio-economic backgrounds may affect how they learn, what they understand and how they assimilate data. Learners' ability and willingness to participate in group discussions may be affected if they feel that their experiences are vastly different from those of the rest of the group.
Cultural background	Cultural differences can lead to many challenges in the training process. These include language barriers, the kinds of examples with which participants are able to identify, the kinds of activities that they feel comfortable with, and the interpretation of body language.

Differences in knowledge, skills and attitudes	When HRD professionals know that the participants in a skills programme have varying capabilities, they should ensure everyone's participation by devising different activities or opportunities for participation.
Motivation to learn	To ensure effective learning, learners must be ready emotionally, physically and psychologically. However, not everyone participating in the learning programme will experience the same degree of readiness.
Self-belief	Belief in your ability to master the learning material and participate meaningfully in the learning process. Self-belief has a great influence on success and, unfortunately, the reverse is also true. Learners who do not believe in their abilities to master the material and contribute to the learning process may start out unmotivated. They may be unwilling to participate and expose their perceived weaknesses in group learning activities.
Recognition of prior learning (RPL)	RPL is an acknowledgement of the learner's previous learning and work experience that is relevant to the content and level of a skills programme. RPL can give learners access to learning opportunities that may otherwise have been closed to them. By conducting an effective RPL, HRD professionals can establish where learners are in the learning process. They can then advise them on appropriate ways to continue with their learning.

However for our purposes, we will focus on characteristics listed in Figure 6.1.

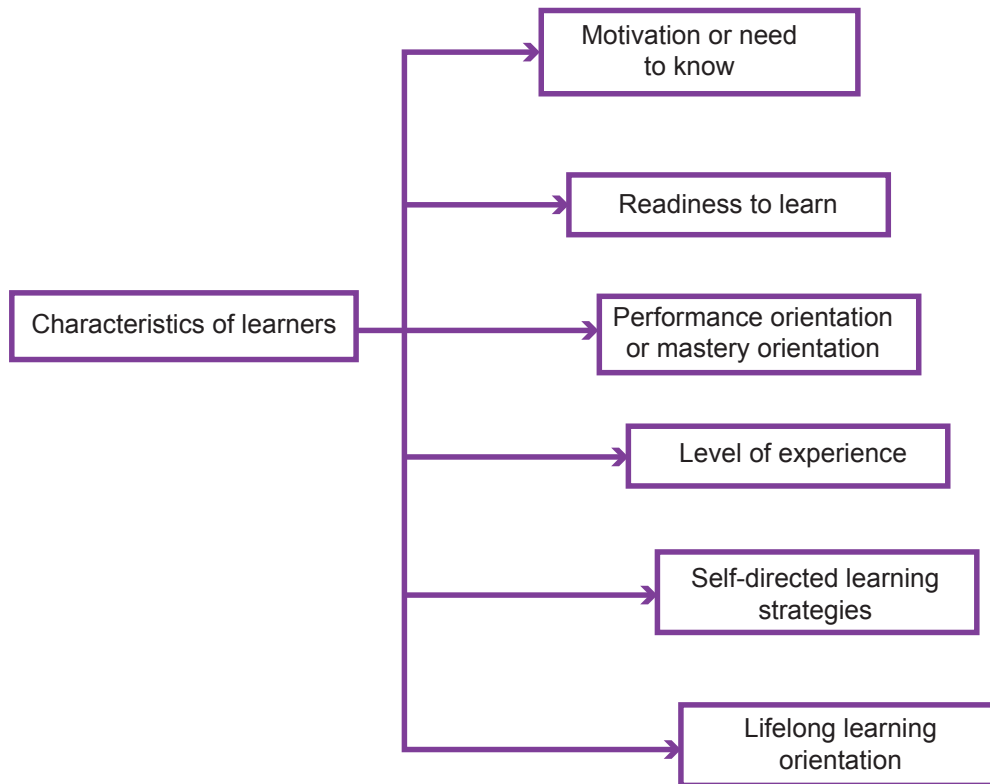


FIGURE 6.1
Learner characteristics focused on in this section

6.2.1 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 (Blanchard & Thacker, 2007).

6.2.2 Readiness to learn

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 (Blanchard & Thacker, 2007). For example, 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. In a group of learners with similar abilities, learning facilitators can proceed through material at a pace appropriate to the backgrounds of the participants. Research has shown that the participants' belief in their ability to master the learning material directly influences their motivation to participate in the learning opportunity (Blanchard & Thacker, 2007).

6.2.3 Performance orientation/Mastery orientation

Learners with a *performance orientation* are concerned about doing 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. They direct their energies towards performing well on tasks, and are often inflexible. Performance-oriented learners are often sensitive to feedback. To avoid criticism, they might reduce their efforts and goals in challenging situations.

In contrast, individuals with a *mastery orientation* are concerned with increasing their competence for the task at hand, and they view errors and mistakes as part of the learning process. Mastery-oriented individuals are flexible and adaptable in learning situations, which is particularly important when learning dynamic tasks and making complex decisions (Landy & Conte, 2004). 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.

6.2.4 Level of experience

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 (Gully, Payne, Koles & Whiteman, 2002). In contrast, experienced learners with high levels of competency thrive in shorter, less structured skills programmes.

All of these characteristics of adult learners, mentioned in 6.2.1 – 6.2.4 above, must be addressed in order for them to feel capable of learning and willing to engage in the learning experience. HRD professionals must, therefore, evaluate the relevance of the learning material and process to the learner's goals, values, needs, readiness for and orientation to learning, and experience level. The role of the learning facilitator or trainer should always be to support and enhance the adult learner's natural energies and talents for learning.

6.2.5 Self-directed learning strategies

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. 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. This means that HRD professionals must consider the differences between members of a training group in terms of their learning strategies and needs. Differences in experience should also be regarded as a valuable learning resource. HRD professionals (in their role as learning facilitators) must be skilled in guiding learners to share those experiences in a nonthreatening manner. Learning approaches that emphasise an individualised and self-directed learning strategy and make use of other group members as resources for learning will be most likely to succeed with adult learners.

6.2.6 Lifelong learner orientation

Adult learners are regarded as lifelong learners who have critical insight, independent thought and the ability to analyse reflectively. They can make judgements about different theories or arguments (Brookfield, cited in Tennant, 2006; Merriam, 2004). These learners can manage their own learning because they act out of their own free will and initiate the learning themselves. According to Knowles (cited in Tennant, 2006), the lifelong learner has the ability to:

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

HRD professionals can nurture and develop these abilities of adult learners by adopting the principles of andragogy (adult learning) in their HRD practices and processes. The andragogical approach is based on the following assumptions about adult learners:

- The learners need to know why they need to learn something before the learning event takes place.
- The learners need to be treated as people capable of self-direction.
- The learners have accumulated prior experiences that can be used fruitfully in the learning environment.
- The learners' readiness to learn is influenced by the need to solve a problem or fill a gap.
- The learners have a problem-centred orientation to learning and learn best when learning places them in real-life situations.
- The learners are driven more by internal motivators than by external motivators (Werner & DeSimone, 2009).



ACTIVITY 6.1

- (1) Reflect on what each of these characteristics means and then decide to what extent each characteristic applies to you as a learner.

Characteristic	Does it apply to me?	Do I want this to change?
Motivation or need to know		
Readiness to learn		
Performance orientation/ Mastery orientation		
Level of experience		
Self-directed learning strategies		
Lifelong learning orientation		

- (2) Think about how your characteristics as a learner will influence your learning in this module. Are there some characteristics you would like to change? (Think very carefully about performance/mastery orientation. If you only want to pass the exam, or your only goal is to get a distinction in this subject, you have a performance orientation. If you want to really gain knowledge and understanding to prepare you for the business environment, you have a mastery orientation). If you want to change some of your characteristics as a learner, think about how you will go about doing so.

Characteristic I want to change	How I will change the characteristic



FEEDBACK 6.1

We feel motivated to learn or know something when the knowledge is important to us for some reason. If you have the ability to learn the subject matter, have the necessary experience level, possess the required knowledge and believe in your ability to do well, you are ready to learn. When we are performance-oriented, we concentrate on doing well and being evaluated positively (doing well in the test or examination). When we are mastery-oriented, we want to increase our competence for the tasks we are faced with and we see mistakes and errors as ways to learn.

*The more experienced we are as learners, the less structure we need in a learning programme; the less experienced we are, the more structure we need. Adult learners **prefer self-directed** learning strategies, where they set their own pace and establish their own structure. Lifelong learners have critical insight, independent thought and the ability to analyse reflectively. They manage their own learning because they possess personal autonomy and can and will initiate learning themselves.*

HRD practitioners should develop and nurture the abilities of adult learners by incorporating the principles of adult learning (andragogy) into their HRD practices and processes. Always keep in mind that each individual involved in a learning experience is responsible for his or her own learning. From the baby who is learning to talk, to the learner who needs to pass a subject, to the executive who must learn how to deal with conflict in the work situation, we are all responsible for our own learning. Parents, teachers, lecturers, mentors and HRD practitioners make it possible for people to utilise a learning experience, but each learner decides whether he or she will use that experience to his or her own advantage.

6.3 THEORIES OF LEARNING

As HRD practitioners, we should strive to develop an environment that facilitates learning and training motivation – this can be enhanced by using principles from learning theories and approaches to learning. If we want to guide others in the learning process, we must think critically about how learners learn. We must understand the learning process and be able to incorporate the principles of the different learning theories into the design, development and facilitation of learning programmes and materials.

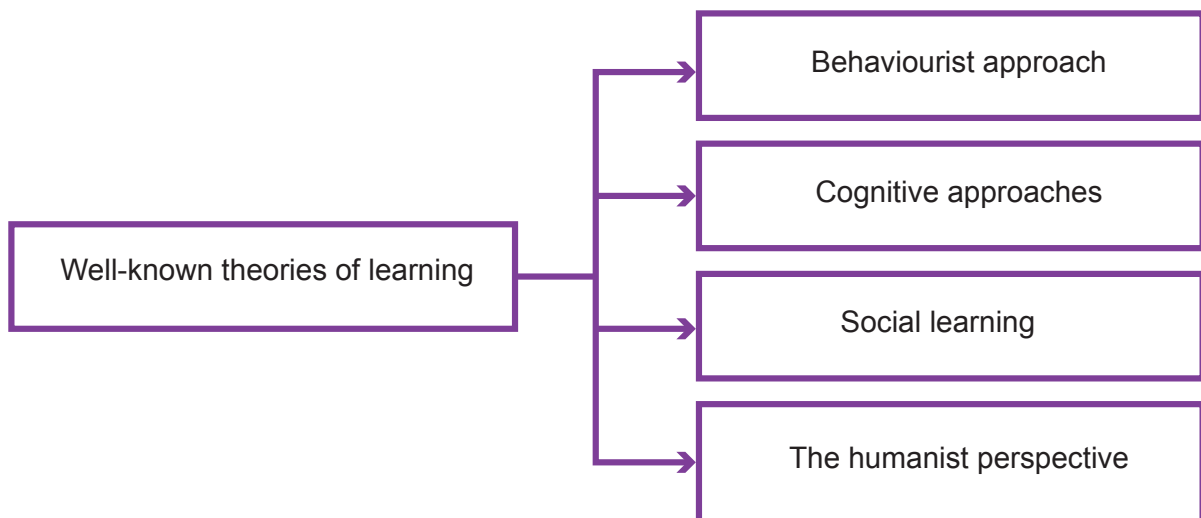


FIGURE 6.2
Theories of learning

6.3.1 Behaviourist approach

The behaviourist approach has been influential in highlighting specific elements in the learning process that need to be considered when designing or facilitating learning events. This approach demonstrates how behaviour can be shaped through appropriate reinforcement techniques (Robinson, 2006).

The 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. Mental processes are not taken into account in this theory. The basic principle of the behaviourist approach to learning is that we form associations between a stimulus (a mother praises a baby who takes a step) and a response (the baby takes a step).

Learning occurs when desired behaviour is praised (reinforced), which increases the likelihood of the person's repeating that behaviour in the future. For example, a mother repeatedly encourages her baby to take a step and praises the baby warmly when the baby does take a step. The baby learns that when it takes a step, its mother will praise it, so it takes another step. The behaviour is reinforced and the probability that the behaviour will be repeated in the future increases (Dooley et al, 2005). The behaviour that the mother wants to see (the baby walking by itself) can be the result of repeated practise.

This means that the relationship between the behaviour and the reinforcement is important, as long as the reinforcement (reward) is given immediately after the behaviour. The more the mother praises the baby's efforts, the more the baby will try to repeat those efforts, but only if the mother praises it while the effort is being made, or immediately afterwards. The rewards that each of us finds important, or reinforcing, are unique. We cannot assume that everyone's behaviour will be reinforced using the same rewards.

An advantage of the behaviourist approach is that it encourages facilitators of learning to make the learning outcomes explicit at the onset of training programmes.

6.3.2 Cognitive approaches

Cognitive approaches to learning build on the work of Kohler (1925), who researched how animals solved problems, and Piaget (1926), whose work focused on child development. 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, problem-solving, reasoning and understanding to make connections between what they observe and how they should behave or perform in situations (including work situations).

For example, 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. This stored information is expressed in her behaviour when she is in a similar situation.



ACTIVITY 6.2

Read the following information and reflect on the sentences in italics:

Every day we receive information through our senses, but we process only that information to which we pay attention. This is called selective attention (Dooley et al, 2005).

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. This is an example of selective attention. Another example is when you start thinking about buying a new car or cell phone. Have you noticed how often you see the same model of car or cell phone that you want to buy? You probably saw that model of car or cell phone just as often before you made your decision, but you did not pay attention to it at the time.

Sometimes behaviours become automatic. We do not have to pay as much attention to these behaviours as we had to when we first started doing them.

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? This is called automaticity (Dooley et al, 2005). You have made coffee so often that it has become automatic. You can make a good cup of coffee without consciously thinking about it.

This example is related to implicit and explicit learning.



FEEDBACK 6.2

Before we can remember information, it must be repeated and encoded (related to concepts we already have in our memory). We can also arrange the information in some kind of logical order, but the best way to remember is to make meaningful connections with something we already know. This means that we must understand what we are reading or doing before we can successfully remember information and integrate that information into our daily lives.

6.3.3 Social learning

People learn by observing other people. By observing, we acquire knowledge, beliefs and attitudes, and learn rules, skills and beliefs (Blanchard & Thacker, 2007; Schunk, 2004). Social learning focuses on the social environments and relationships that will provide the correct context for learning. This form of learning can often be unintentional, but it contributes significantly to learning in the work environment. Social learning theory, or observational learning, is a refinement of behaviourist and cognitive approaches (Stewart, 2002). Social learning theory is not concerned with the cognitive processes and conceptual structures involved in learning. It focuses on the social environments and relationships that will provide the correct context for learning (Dooley et al, 2005).

For example, consider how children learn to clean a room or to dress themselves. They do so by watching others and trying to copy them. Social learning helps us to observe the consequences of certain behaviours of others in a social setting. Social learning theory introduces the concept of the role model. It suggests that people will seek to model themselves on others whom they perceive to be successful. In other words, they will try to imitate the behaviour of their role models (Stewart, 2002).

A technique called behaviour modelling is often used to apply principles of social learning theory to the development of interpersonal skills. Behaviour modelling works through observing employees (or recordings of employees)

who demonstrate positive modelling behaviours; rehearsing the behaviour using a role-playing technique; receiving feedback on the rehearsal; and, finally, trying out the behaviour on the job. Role modelling also underpins mentoring initiatives within organisations (Landy & Conte, 2004).

In the context of training, learners participate in a structured environment (the organisational environment); at the same time, they contribute to that structure (their own behaviours influence the organisation). Learners learn by practising the required behaviours in a group. In the context of training, these factors – the learners, practise, learning, participation and the group context – are all interconnected. This means that the whole group is affected by the learning that takes place in each participant.

Social learning can often be unintentional: learners master certain situations or behaviours as a result of their participation in the group. Social learning does not require mastery of specific knowledge, but rather full engagement (participation) in the specific situation or group (Tennant, 2006). The focus is on the group, not on the individual. The situation and the group provide information about probable consequences of behaviours, and motivate the participants to act in certain ways.



Click here to watch a video on an explanation of the 3 different perspectives: [Teaching and Learning Approaches: Behaviourism, Cognitivism and Social Constructivism \(6:06\)](https://www.youtube.com/watch?v=gkzLAz25KPI) (<https://www.youtube.com/watch?v=gkzLAz25KPI>).



■ ACTIVITY 6.3

Think about situations in your own life where you learnt through social learning. Write down a few examples.



FEEDBACK 6.3

Is there someone whose behaviour, social situation or work experience you admire? Do you find yourself emulating (copying) this person's behaviour, grooming or way of addressing others? If so, you are engaged in social learning. Chances are that the first person you found yourself copying when you were a small child was your mother or father. How often did you tell others (and yourself) that you wanted to be just like your mommy or daddy when you grew up? This is social learning. Social learning continues throughout our lives.

6.3.4 The humanist perspective

This learning theory claims that we have a natural aptitude for learning and that we control our own learning processes and outcomes. Learning should, therefore, be approached from a learner-centred perspective, where the HRD practitioner is a learning facilitator. The humanist perspective is in line not only with the principles of adult learning that we discussed earlier, but also with the learner-centred, outcomes-based approach to learning followed by SAQA.

The humanist perspective views knowledge as a personal, subjective issue, not an external commodity waiting to be internalised through the absorption of content (Reynolds, Caley & Mason, 2002). Based on the work of Carl Rogers (1969), the humanist perspective claims that individuals have a natural aptitude for learning and have control over their own learning processes and outcomes. All training should, therefore, take a learner-centred approach. The role of the HRD professionals shifts to that of learning facilitator, while the responsibility for learning rests firmly with the learner (Robinson, 2006).



ACTIVITY 6.4

From the following examples, identify which learning theory is being described.

Explain how you identified the learning theory.

Description of learning	Explanation
<ul style="list-style-type: none">• People learn because they are offered a reward for doing specific things.	

<ul style="list-style-type: none"> • People are concerned with the thinking processes involved in learning and their long- and short-term memories, and the attention they pay to the information they receive from the world influences the way they learn. 	
<ul style="list-style-type: none"> • People learn through social situations. They are influenced by the situation, but they also influence the situation. 	



FEEDBACK 6.4

- *When we learn because a reward is offered, the behaviourist approach is at work.*
- *A concern with thinking processes indicates cognitive information processing.*
- *Learning through social situations involves the social learning theory.*

6.4 OTHER APPROACHES TO LEARNING AND LEARNING STYLES

Learning does not always occur in formal, structured situations – it can also be informal and spontaneous.

We all have a preferred learning style, which may influence how successful our learning is in diverse situations. Learners may study the same subject content, facilitated by the same HRD practitioner, yet will receive different marks in an examination. Some people quickly learn certain skills (such as driving a car), while others may need many lessons and may have to practise for months before passing a driving test. This may be attributed to differences in learning styles, not only to differences in intellect.

Scholars agree that learning is a cyclical, dynamic and continuous process. Learners are actively involved, seeking out opportunities to apply their behaviour in new situations.

The dynamic, continuous and cyclical nature of learning is best described by means of **Kolb's famous learning cycle** (1985). According to this model, effective learning results from progression through four stages, which are repeated continuously as learning progresses. The cycle is illustrated and explained in figure 6.3.

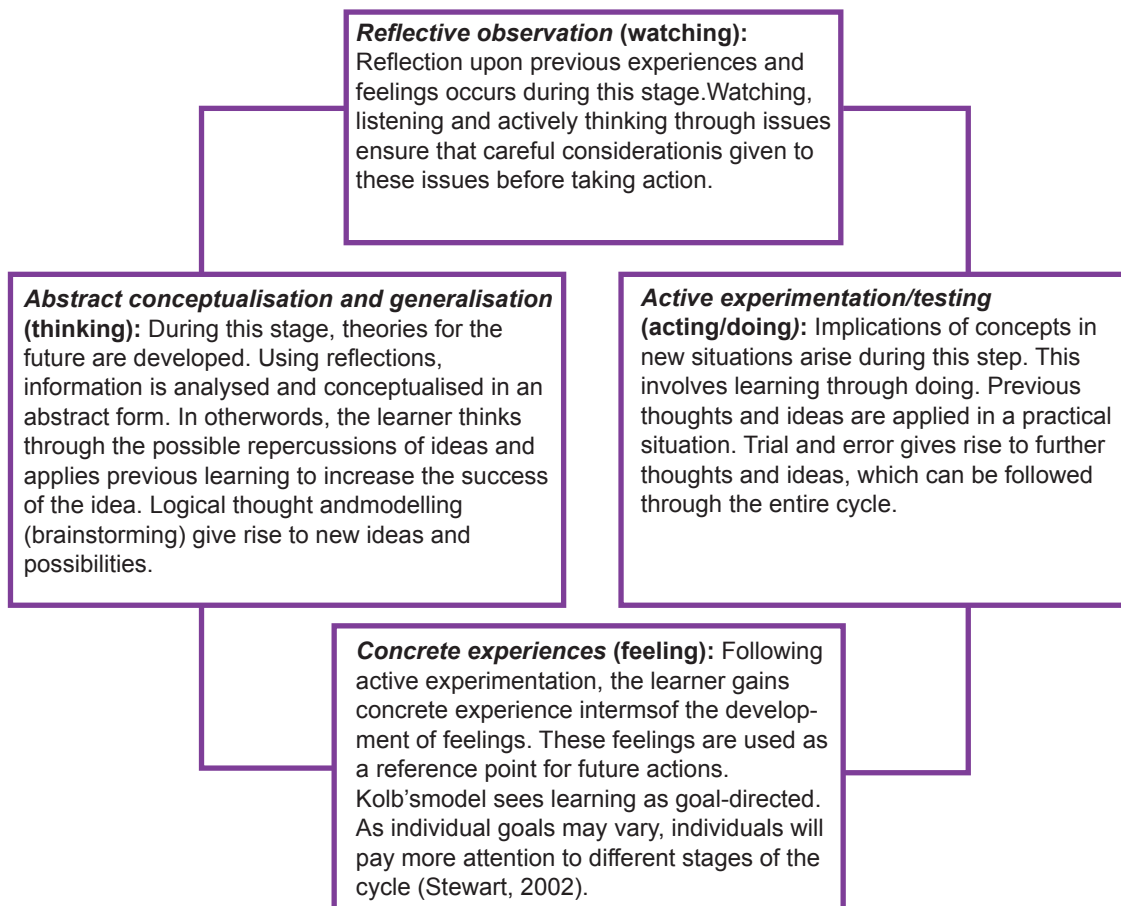


FIGURE 6.3
Kolb's learning cycle

6.4.1 Kolb's learning styles

According to Kolb (1985), individuals have a preference for one of the four stages of the learning cycle. This is known as the individual's preferred learning style. Most individuals prefer to use one stage – the one with which they are most at ease – most of the time. While a person's style can be modified over time with a great deal of persistence and effort, people have a natural inclination to use their dominant style in preference to others. Trying to learn in another style is difficult, stressful and unpleasant (Rollinson, 2005). The learning style inventory (Kolb, cited in Tennant, 2006) developed by Kolb and Fry can be used to identify an individual's dominant learning style.



Here is a short video on **Kolb's learning styles**: (2:47) <https://www.youtube.com/watch?v=ObQ2DheGOKA>

The following section provides an overview of the four learning styles, namely converger, diverger, assimilator and accommodator, within Kolb's learning cycle (Tennant, 2006).

TABLE 6.2
Kolb's four learning styles

<p>The converger uses abstract conceptualisation (thinking) and active experimentation abilities to learn. Such a person</p> <ul style="list-style-type: none"> • can apply ideas in practical ways • performs well when there is a single correct answer • uses hypothetical (unproven idea, theory, or possibility), deductive (logical) reasoning to solve specific problems • is unemotional and would rather deal with objects than with people • usually specialises in physical sciences 	<p>The diverger uses concrete experience and reflective observation abilities to learn. Such a person</p> <ul style="list-style-type: none"> • has a well-developed imagination • sees situations and problems from different perspectives • is good at generating ideas • finds people interesting and has broad cultural interests • usually specialises in arts
<p>The assimilator uses abstract conceptualisation and reflective observation abilities to learn. Such a person</p> <ul style="list-style-type: none"> • is good at creating theoretical models • is very good at inductive reasoning (from the known to the unknown) • is concerned with abstract concepts and does not worry about the practical use of theories • is not overly concerned with people • usually specialises in basic science and mathematics 	<p>The accommodator uses concrete experience and active experimentation abilities to learn. Such a person</p> <ul style="list-style-type: none"> • is good at doing things (application) • does not shy away from taking risks • can adapt quickly to changing circumstances • solves problems intuitively • gets information from other people • prefers action-oriented jobs

Kolb's experiential learning model has received some criticism from researchers in the field (Bergsteiner, Avery & Neumann, 2010), which should be noted by HRD professionals.

6.4.2 Gregorc's learning styles

Gregorc (cited in Gregory, 2005) bases his learning styles theory on two variables:

- how people order the world (random or sequential)
- how people view the world (abstract or concrete)

This creates four learning styles, each with its own preferences in learning activities and learning environments.

TABLE 6.3
An overview of Gregorc's learning styles

Preferences	Learning style	Characteristics
<ul style="list-style-type: none"> • Concrete • Prefers practical situations • Uses models to learn • Can see the big picture • Prefers to use trial and error 	CONCRETE/ RANDOM	<ul style="list-style-type: none"> • Random • Divergent (broad) thinkers • Can make intuitive leaps in reasoning • Wants choices • Seeks alternatives
<ul style="list-style-type: none"> • Concrete • Makes lists • Prefers hands-on activities • Enjoys learning 	CONCRETE/ SEQUENTIAL	<ul style="list-style-type: none"> • Sequential • Likes details • Prefers procedures • Encourages timeliness • Prefers order
<ul style="list-style-type: none"> • Abstract • Enjoys feelings and emotions • Prefers a supportive environment • May know the answer but cannot always explain how it was reached 	ABSTRACT/ RANDOM	<ul style="list-style-type: none"> • Random • Is flexible and spontaneous • Prefers variety • Well-developed visual • Imagination
<ul style="list-style-type: none"> • Abstract • Must be given time to process new information • Uses analytical strategies to solve problems • Prefers to investigate and analyse 	ABSTRACT/ SEQUENTIAL	<ul style="list-style-type: none"> • Sequential • Prefers order • Reasoning is rational and logical • Enjoys personal connections with others

6.4.3 McCarthy's 4MAT model

McCarthy's 4MAT model (Gregory, 2005) identifies four types of learner. Below is a summary of characteristics and preferred learning styles of each of these types.

TABLE 6.4

Characteristics and preferred learning styles of the four types of learners

<p>Imaginative learner</p>	<p>The imaginative learner learns through experiencing and asks “why?”</p> <ul style="list-style-type: none"> • wants to know why something must be learnt • asks questions • says “what if?” • questions content and purposes • wants to understand • seeks alternative solutions
<p>Analytical learner</p>	<p>The analytical learner learns by conceptualising and asks “what?”</p> <ul style="list-style-type: none"> • wants facts and information • works systematically • work must be organised • must have purpose, directions and expectations • must be able to think and reflect before taking action
<p>Common sense learner</p>	<p>The common sense learner learns through applying and asks “how?” or “how to?”</p> <ul style="list-style-type: none"> • work must be practical and learner must be able to use it • content should be applicable to life and experience • compares and contrasts new information with old to make sense of it
<p>Dynamic learner</p>	<p>The dynamic learner learns by creating and asks “what can this become?” or “what can this be used for?”</p> <ul style="list-style-type: none"> • uses knowledge and skills to create something • must be allowed the freedom to take risks and enjoy new ways of thinking • thinks creatively and in unusual ways • prefers working alone, but will work with others • dislikes routine • likes applying ideas



ACTIVITY 6.5

- (1) Reflect on how you prefer to learn. Which of the four phases describes the way you prefer to learn? Are you a
- Watcher?
 - Thinker?
 - Doer?
 - Feeler?

- (2) How will you incorporate the other three phases in your learning experiences to ensure effective learning?
- (3) What is your learning style preference? Think back to a mathematics, science or language class when you were at school. Some of the learners always understood what the teacher was trying to explain, while others were completely lost. This has as much to do with learning styles as it does with intelligence. How many of you were good at mathematics and science, but poor at languages? And for whom was it the other way around? Did you do well in a test when the subject matter was easy to memorise (such as business management), or did you perform better when **you were required to understand and apply your knowledge or skills (such as science or languages)?**



FEEDBACK 6.5

According to Kolb, our learning will be more effective (move towards understanding and implicit learning) 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.

*Our **preferred learning style(s)** will influence how well we learn when using certain learning materials and how well we master certain learning contents. For example, I struggled with maths and science at school, but excelled at languages. I'm still not very good when it comes to analytical content, but I can do very well when applying what I have learnt. How about you? Why is this knowledge important for HRD practitioners? The learning interventions we develop should be presented in such a way that they engage more than one learning style.*

We can thus involve more diverse learners actively in the learning experience and make the learning content not only understandable, but also enjoyable to learn and interesting to apply.

6.5 SUMMARY

One of the most important implications of learning styles is that they influence how people prefer to learn. This may have a big impact on how well learners interact with one another. Knowledge of learners' preferred learning styles is, therefore, important for HRD professionals. Learning facilitators should avoid designing learning programmes from the perspective of their own learning styles, as they may ignore the preferences of their learners and thus lose them in the learning process. In the next study unit you will learn more about principles of learning.



SELF-ASSESSMENT 6.6

Assanda 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 abilities of Assanda as a lifelong learner.

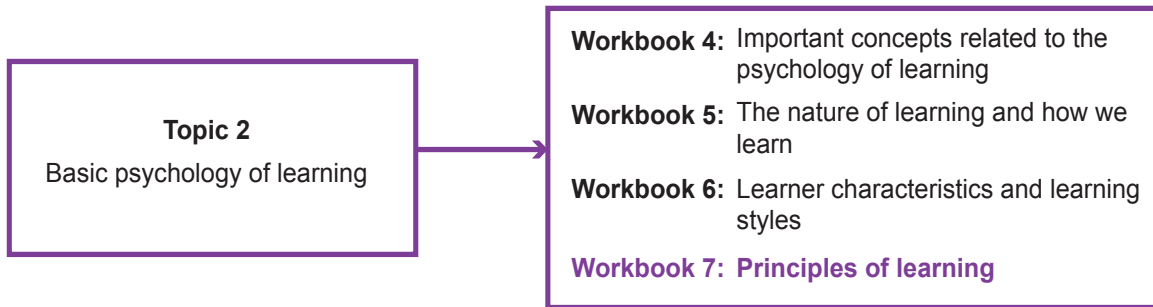


SELF-ASSESSMENT FEEDBACK 6.6

- *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.*

WORKBOOK **7**

Principles of learning



7.1 INTRODUCTION, LEARNING OUTCOMES AND KEY CONCEPTS

The principles of learning help us to ensure learning success – both for ourselves and for the learners for whom we provide learning experiences.



LEARNING OUTCOMES

After working through this Workbook, you should be able to

- Identify the principles of learning that should be incorporated into the design and delivery of learning programmes.
- Explain the concept of multiple intelligences.
- Analyse the concept of emotional intelligence.



KEY CONCEPTS

- practise and overlearning
- physical and psychological fidelity
- whole versus part learning
- massed versus distributed practise
- human intelligence
- emotional intelligence

7.2 PRINCIPLES OF LEARNING

We, as HRD practitioners, should be familiar with the principles of learning so that we can use them to enhance learning and performance in learning interventions. A thorough knowledge of learning principles helps HRD professionals in their role as learning facilitators. These principles include practise and overlearning, physical and psychological fidelity, whole versus part learning and massed versus distributed practise.

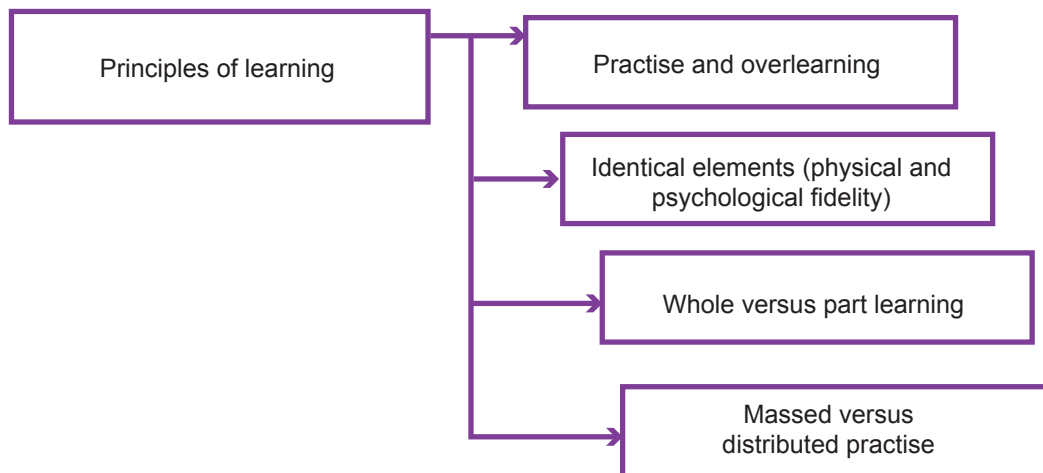


FIGURE 7.1

The principles of learning

7.2.1 Practise and overlearning

Practise is critical to retaining newly learnt skills. That is why many learning programmes emphasise active practise. For example, musicians actively practise scales on their instruments. They cannot retain and develop their skills by passively watching someone else playing the instrument. Overlearning is the practice of presenting learners with several extra learning opportunities, even after they have demonstrated mastery of a task. Overlearning tends to lead to automaticity (the ability to perform a task with limited attention) and thus adequate, long-term task performance.

7.2.2 Identical elements (physical and psychological fidelity)

Fidelity or conformity is the extent to which the task in the training situation is similar to the task required on the job. There should be elements in the training environment and tasks that are identical to the environments and tasks in the work environment. The existence of fidelity in training tasks increases the benefit that training will have on job performance (Werner & DeSimone, 2009).

Physical fidelity refers to the extent to which the training tasks, equipment used and environment mirror the physical features of the actual work situation. For example, aircraft simulator tasks possess physical fidelity if they accurately represent the layout of the cockpit and the motion that occurs in actual

aircraft (Landy & Conte, 2004). Psychological fidelity is an indication of how trainees attach related meanings to both the training environment and the work environment (Werner & DeSimone, 2009). Psychological fidelity influences how well training activities support participants in developing the competencies (attitudes, knowledge, skills and abilities) and other characteristics that are necessary to perform the job successfully. For example, lieutenant candidates in a fire department are trained (and assessed) in a simulated setting in which they have to respond to a fire by actually speaking the directions and orders they would give. This setting highlights their communication and decision-making skills and possesses psychological fidelity.

7.2.3 Whole versus part learning

Another important consideration in training is the size of the learning tasks. 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.

7.2.4 Massed versus distributed practise

Massed practise conditions are conditions in which learners practise a task continuously and without rest. Distributed practise gives learners rest intervals between practise sessions, which are spaced over a longer period of time. In general, distributed practise results in more efficient learning and retention than massed practise, 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 practise sessions are more beneficial for learning and skill acquisition.



ACTIVITY 7.1

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



FEEDBACK 7.1

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.



ACTIVITY 7.2

Explain the psychological and physical fidelity involved when you learnt to write.

Were you exposed to overlearning when you were taught to write? Explain.

Did learning to write expose you to whole learning or part learning? Explain your answer.

Did learning to write involve massed practise or distributed practise?



FEEDBACK 7.2

When we are taught to write, we start with the letter “a” in lower case and then move on to the letter “b” in lower case, and so on, until we have mastered the whole alphabet in lower case letters. We then move on to learning the capital letters. This indicates that we are involved in part learning. We master one letter before we move on to the next one. We also practise writing the letters over and over again: thus we are exposed to overlearning with the purpose of making the writing of that specific letter automatic. Physical and psychological fidelity are involved in that we use writing materials that others also use (a pencil and paper or, later, a pen and paper). We are also developing the specific competencies we need to master the art of writing. Learning to write involves distributed practise, because we practise one letter for a few days before moving on to the next one.



ACTIVITY 7.3

Think about learning to cook a certain dish. Does this involve whole or part learning?



FEEDBACK 7.3

Learning to cook a specific dish involves whole learning. We have to do all the activities involved in cooking that dish at the same time, or on the same day, so that we can cook the dish successfully. However, learning to cook initially involves part learning. Can you still remember how you learnt to cook? You probably started by making coffee, later on learnt to boil some eggs and then learnt to cook more advanced dishes, such as mielie pap and rice. By now you can probably cook a three-course meal, but you first had to learn how to cook bit by bit.

7.3 HUMAN INTELLIGENCE

Human intelligence is no longer defined only by intelligence quotient (IQ). Research has shown that intelligence is a concept that incorporates numerous variables. HRD professionals should keep these multiple intelligences in mind when designing and conducting training. Every participant has something to contribute, therefore the course design and presentation should make it possible for participants to contribute from their own type of intelligence.

7.3.1 Multiple intelligences

Gardner (1983) identified and tested seven distinct intelligences and also proposed an eighth form of intelligence. These intelligences are divided into three categories: communication, relating to objects and relating to the self. The following section gives an overview of the eight intelligences and how these apply to individual learning.

TABLE 7.1

Categories of intelligences

<p>Intelligence relating to communication</p>	<p>Verbal/linguistic</p> <ul style="list-style-type: none"> • uses words as communication and thinking skills • becomes involved in debates, storytelling and poetry • uses metaphors, puns, analogies and similes • can read for long periods • chooses to listen, speak, read and write <p>Musical/Rhythmic</p> <ul style="list-style-type: none"> • can recognise and produce melody, rhythm and rhyme • is conscious of the impact of music • likes music • responds to musical and rhythmical sources • responds to sounds
<p>Intelligence relating to objects</p>	<p>Visual/spatial</p> <ul style="list-style-type: none"> • attuned to pictures, symbols and drawings • can see detail • enjoys graphs, charts and representations that explain ideas • thinks in pictures <p>Bodily/Kinaesthetic</p> <ul style="list-style-type: none"> • keen sense of the tactile (sense of touch) and aware of own body • prefers manipulating and handling materials to make sense of information • learning should involve some kind of activity, such as walking, building or role-play <p>Logical/Mathematical</p> <ul style="list-style-type: none"> • enjoys numbers and reasoning • can identify patterns and recognise cause and effect and sequencing • likes solving problems and posing and answering questions • wants to analyse, assess and organise information and use spreadsheets <p>Naturalist</p> <ul style="list-style-type: none"> • in touch with the natural world (animals and plants) • enjoys geography, landscapes and the weather • wants to be outdoors • can see details in nature and can recognise patterns and characteristics • uses patterns and attributes to classify information • appreciates the environment

Intelligence relating to self	<p>Interpersonal</p> <ul style="list-style-type: none"> • interacts well with others • social beings, sensitive and intuitive to other people’s moods and feelings • often friendly and extroverted; in touch with others’ temperaments • valuable member of a team <p>Intrapersonal</p> <ul style="list-style-type: none"> • high degree of self-awareness • knows and can manage own emotions and feelings and can use this knowledge to manage own behaviour • self-reflection and goal-setting are important • acts on a strong awareness of own strengths and needs
--------------------------------------	--

7.3.2 Sternberg’s three intelligences

Robert Sternberg (cited in Gregory, 2005) identified three intelligences:

- Practical intelligence
- Analytical intelligence
- Creative intelligence

TABLE 7.2
Sternberg’s three intelligences

Practical intelligence	Analytical intelligence	Creative intelligence
<p>Information is used to solve problems and make decisions relating to real-world situations.</p> <p><i>What can I do with this?</i></p>	<p>This kind of intelligence identifies problems, creates different solutions, decides on an optimal solution and applies the solution in practice.</p> <p>Information is used to judge situations critically.</p> <p><i>What is the problem; and what is the solution?</i></p>	<p>This kind of intelligence challenges existing assumptions and concentrates on new ways of doing things. It involves using cognitive processes to create questions, problems and projects that internalise new learning.</p> <p><i>Are there different ways to solve this problem?</i></p>

According to Sternberg, intelligent people can use knowledge combined with these intelligences to make sense of information. In other words, information must be used intelligently to be of any value.

7.3.3 Emotional intelligence

The term “emotional intelligence” was originally coined by Salovey and Mayer (1990) to complement the traditional view of general intelligence by emphasising behaviour that requires emotional and behavioural control in social situations. Emotional intelligence is distinct from, but related to, other intelligences. More specifically, it is intelligence (the ability to grasp abstractions) applied to emotions.

Emotional intelligence differs from person to person (some people are more emotionally intelligent than others). This form of intelligence develops over a person’s life span and can be enhanced through training. Emotional intelligence involves particular abilities to reason intelligently about emotions, including identifying and perceiving emotion (in self and others). It also provides the skills to understand and manage those emotions successfully.

The literature distinguishes between ability models and mixed models of emotional intelligence (Mandell & Pherwani, 2003). The ability model defines emotional intelligence as a set of abilities that involves perceiving and reasoning abstractly, using information that emerges from feelings (Mayer, Caruso & Salovey, 1999). The mixed model incorporates the underlying abilities identified by the ability model. It further defines emotional intelligence as a set of abilities that includes social behaviours, traits and competencies such as self-awareness, managing your emotions, motivation, empathy and social skills, each of which is discussed in more detail below (Goleman, 2001).

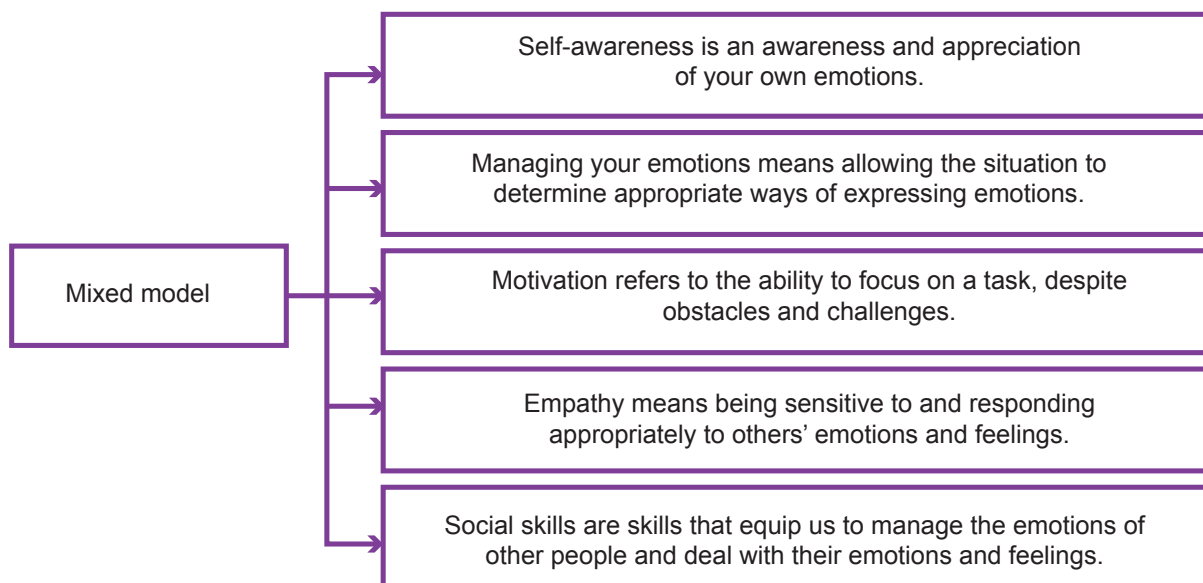


FIGURE 7.2
The mixed model

People who are self-aware can describe their feelings. They can recognise their emotions and ask others for support by giving voice to their emotions. These people also have strategies to cope with their emotions and can change them when they feel the need. When we manage our emotions, we are guided

by a situation; we can adapt our emotions to the demands of the situation. This means that we can calm our emotions when we know that they are not appropriate or that we will gain nothing by expressing or feeling our emotions in the situation. Some of the strategies we can use to calm ourselves are to count slowly to 10 (or more, if we need to), take several deep breaths, go for a walk, or look inwards to get in touch with our feelings at that moment.

When we are able to keep going, even when things are not going according to plan (or seem to be working against us), we are behaving in a motivated way. Our ability to use intrinsic or internal motivation to persist at a task is enhanced when we receive ongoing feedback on our progress, when we are sure that we are up to the challenge and when we have a sense of control over our progress.

When we are sensitive to other people’s feelings and respond to them appropriately, we show empathy. We learn this ability in an environment of mutual respect and concern for other people’s problems and emotions. When we deal with other people and their emotions positively and constructively, we are using our social skills. This means that we are attuned to other people’s body language signals, their needs and behaviours. By using our social skills, we can respond appropriately.



■ ACTIVITY 7.4

Reflect on the following questions:

How intelligent are you?

What do we mean by “intelligence”?



FEEDBACK 7.4

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, and IQ for intelligence quotient.

Identify your preferred emotional style.

How does your preferred style influence your interpersonal relations and your ability to learn on your own and in a group?

Think about your preferred emotional style and how this will influence your ability to learn. The implications for HRD practitioners is that we should involve as many kinds of intelligence as possible in the design and delivery of HRD interventions.

7.4 SUMMARY

In this study unit you learnt about the four main principles of learning. Regarding human intelligence we distinguished between multiple intelligences, emotional intelligence and Sternberg's three intelligences.



SELF-ASSESSMENT 7.5

- (1) *Which approach would be better to use when you are preparing for an examination for HRD1501 – massed or distributed practise? Give reasons for your answer.*
- (2) *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.*
- (3) *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?*

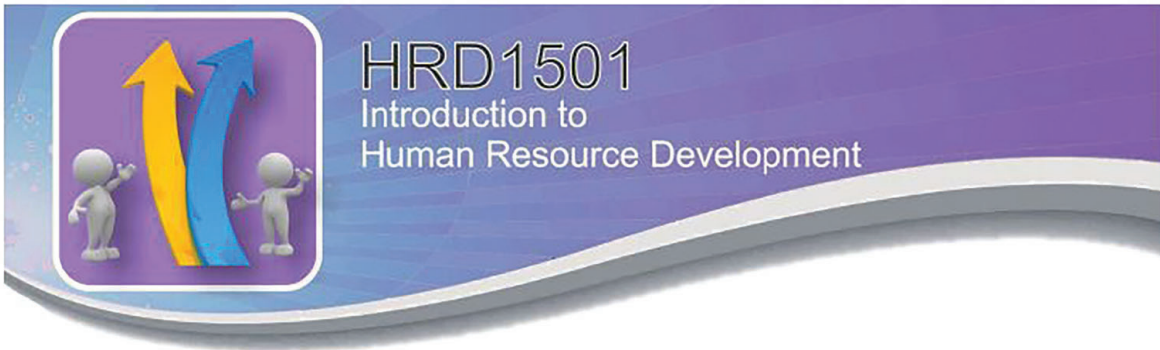


SELF-ASSESSMENT FEEDBACK 7.5

- (1) *Distributed practise: Practise occurs over a longer period of time and is interspersed with rest periods.*
- (2) *Part learning: Sub-tasks are practised separately and are later combined.*
- (3) *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.*

7.5 TOPIC SUMMARY

It is important to note that all the information in this topic is interrelated, therefore you shouldn't focus on any one aspect to the exclusion of all the others. In this topic you learnt that HRD professionals need to take into account the different learning styles of learners.



TOPIC 3: Education, training and development in the South African context



Workbooks 8–10



Topic 3	• Education, training and development in the South African context
Topic 4	• HRD administration in the training cycle

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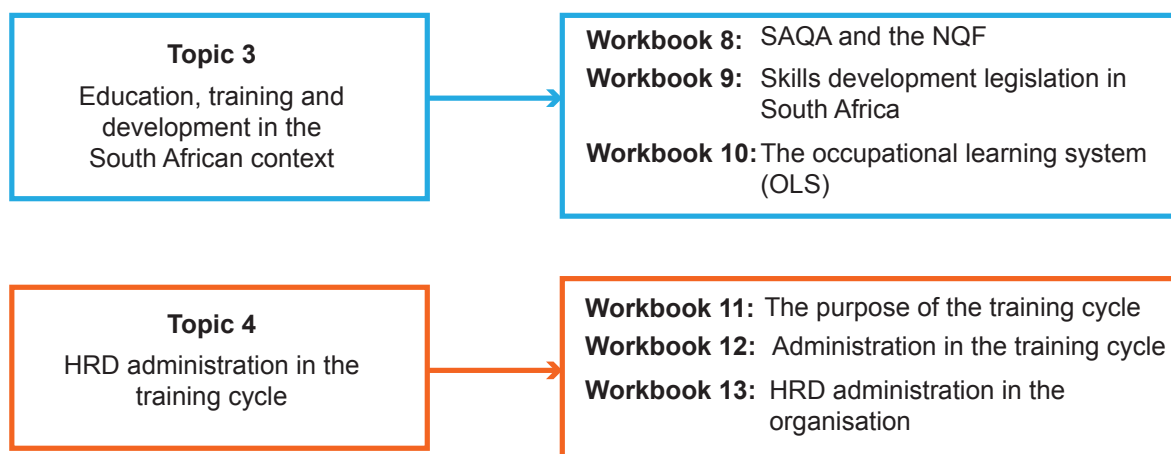
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AIM OF THE TOPIC: EDUCATION, TRAINING AND DEVELOPMENT IN THE SOUTH AFRICAN CONTEXT

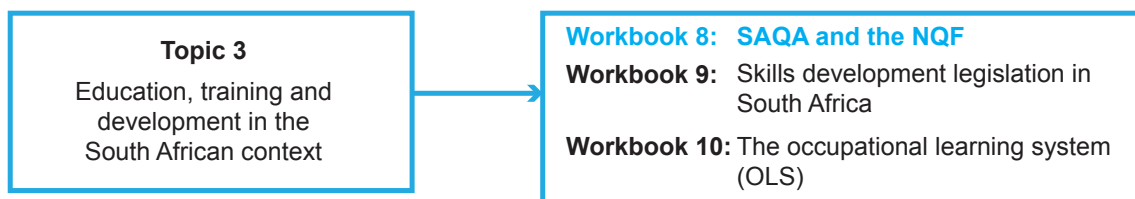
The aim of this topic is to familiarise yourself with the laws, regulations and structures that guide education, training and development in South African organisations.

This topic introduces you to the national requirements and guidelines for education, training and development. The national perspective on skills development guides and regulates all HRD efforts in the business sector. Skills development is of particular importance as it is seen as a means to enhance the competencies – and thus also the performance capability – of employees and others who want to enter the labour market.



WORKBOOK **8**

SAQA and the NQF



8.1 INTRODUCTION, LEARNING OUTCOMES AND KEY CONCEPTS

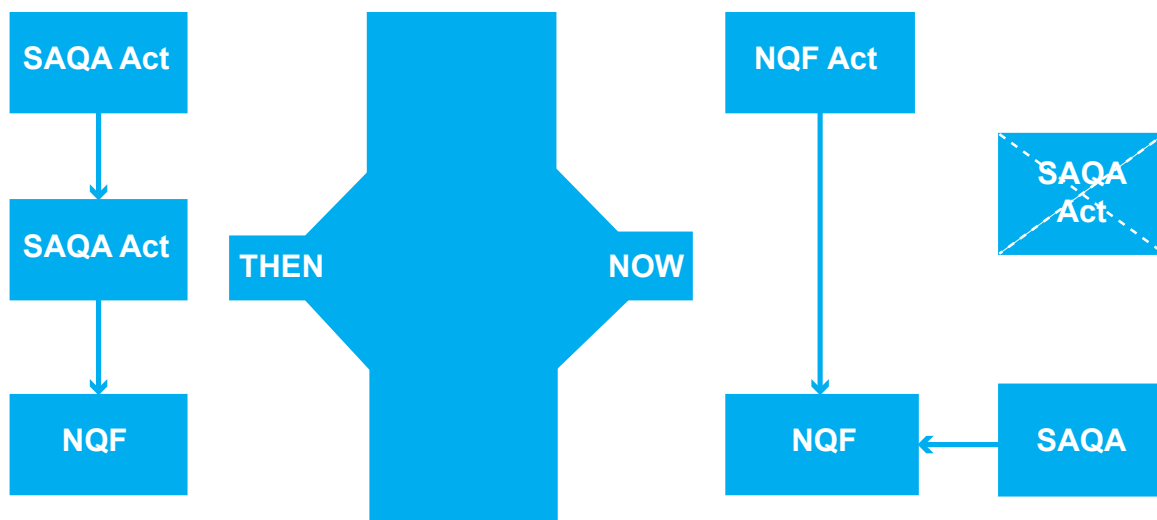
In this study unit you will be introduced to the South African Qualifications Authority (SAQA) and the National Qualifications Framework (NQF).

SAQA was created by the SAQA Act. The SAQA Act was repealed by the NQF Act, which will be discussed in study unit 9; however, SAQA itself continues to exist. It is accountable to the Minister of Higher Education and Training and aims to achieve the following objectives:

- advance the objectives of the NQF
- oversee the further development and implementation of the NQF
- coordinate the three sub-frameworks of the NQF



To start this section, please watch the SAQA Video (6:26): (<https://www.youtube.com/watch?v=aj1KEWU6pu8>).



LEARNING OUTCOMES

After working through this Workbook, you should be able to:

- apply the principles of the National Qualifications Framework to the concepts provided
- describe the National Qualifications Framework Act and its purpose
- explain the role and function of the South African Qualifications Authority



KEY CONCEPTS

- SAQA
- NQF
- Umalusi
- QCTO
- CHE

8.2 THE SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

The SAQA was established to oversee the development and implementation of the NQF. It is a juristic person; that is an entity given a legal personality by the law. It was established by the repealed South African Qualifications Authority Act 53 of 1995 and is provided for in the National Qualifications Framework Act 67 of 2008. SAQA advises the Minister of Higher Education and Training on NQF matters in relation to the NQF Act. Its board is required to perform

its tasks after consultation and in cooperation with all bodies and institutions responsible for education, training and certification of standards affected by the NQF. It must also comply with the various rights and powers of bodies in relation to the Constitution and Acts of parliament.

In terms of the NQF Act 67 of 2008, SAQA has the following role regarding qualifications:

- | | |
|-----|---|
| (1) | SAQA must develop and implement policy and criteria, after consultation with the quality councils (QCs), for the development, registration and publication of qualifications and part qualifications, which must include the following requirements: <ul style="list-style-type: none"> • The relevant sub-framework must be identified on any document relating to the registration and publication of a qualification or part qualification. • Each sub-framework must have a distinct nomenclature (terminology) for its qualification types that is appropriate to the relevant sub-framework and consistent with international practice. |
| (2) | SAQA must register a qualification or part qualification recommended by a quality council if it meets the relevant criteria. |
| (3) | SAQA must develop policy and criteria, after consultation with the quality councils, for assessment, recognition of prior learning and credit accumulation and transfer. |

Functions of SAQA

SAQA must, in order to advance the objectives of the NQF, fulfil the following functions:

- | | |
|-----|---|
| (1) | Perform its functions subject to the NQF Act, oversee the implementation of the NQF and ensure the achievement of its objectives. |
| (2) | Advise the Minister of Higher Education and Training on NQF matters in relation to the NQF Act. |
| (3) | Comply with policy as determined by the Minister in relation to section 8(2)(b) of the NQF Act. |
| (4) | Consider the Minister’s guidelines contemplated in section 8(2)(c) of the NQF Act. |
| (5) | Oversee the implementation of the NQF in accordance with an implementation framework prepared by SAQA after consultation with the QCs. |
| (6) | Develop a system of collaboration to guide the mutual relations of SAQA and the quality councils, after consultation with the quality councils, and taking into account the objects of SAQA as contemplated in section 11 and the regulations in section 33; and resolve disputes regarding the quality councils. |

- (7) With respect to levels:
- (i) Develop the content of level descriptors for each level of the NQF and reach agreement on the content with the quality councils.
 - (ii) Publish the agreed level descriptors in the Government Gazette.
 - (iii) Ensure that they remain current and appropriate.

- (8) With respect to qualifications:
- (i) Develop and implement policy and criteria, after consultation with the QCs, for the development, registration and publication of qualifications and part qualifications, which must include the following requirements:
 - The relevant sub-framework must be identified on any document relating to the registration and publication of a qualification or part qualification.
 - Each sub-framework must have a distinct nomenclature for its qualification types that is appropriate to the relevant sub-framework and consistent with international practice.
 - (ii) Register a qualification or part qualification recommended by a QC if it meets the relevant criteria.
 - (iii) Develop policy and criteria, after consultation with the QCs, for assessment, recognition of prior learning, and credit accumulation and transfer.

- (9) With respect to professional bodies:
- (i) Develop and implement policy and criteria for recognising a professional body and registering a professional designation for the purposes of the NQF Act, after consultation with statutory and non-statutory bodies of expert practitioners in occupational fields and with the QCs.
 - (ii) criteria contemplated in sub-paragraph (i) have been met.

- (10) With respect to international relations:
- (i) Collaborate with its international counterparts on all matters of mutual interest concerning qualification frameworks.
 - (ii) Inform the QCs and other interested parties about international practice in the development and management of qualification frameworks.

- (11) With respect to research:
- (i) Conduct or commission investigations on issues of importance to the development and implementation of the NQF, including periodic studies of the impact of the NQF on South African education, training and employment.
 - (ii) Publish the findings of the investigations referred to in sub-paragraph (i).

- (12) With respect to records of education and training:
- Maintain a national learners' records database comprising registers of national qualifications, part qualifications, learner achievements, recognised professional bodies, professional designations and associated information.

(13) With respect to foreign qualifications:

Provide an evaluation and advisory service consistent with the NQF Act.

(14) With respect to other matters:

- (i) Inform the public about the NQF.
- (ii) Perform any other function required by the NQF Act.
- (iii) Perform any function consistent with the NQF Act that the Minister may determine.

8.3 THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

In 2008 the NQF Act 67 replaced the South African SAQA Act 58 of 1995. The NQF Act brought changes in the education and training sector, and the levels of the NQF form part of these changes. There are now **10 levels** on the NQF. SAQA, in agreement with the three quality councils – Umalusi, Quality Council on Trades and Occupations (QCTO), and the Council on Higher Education (CHE) – has developed level descriptors for the 10-level NQF.



The **level descriptors** for the South African NQF are available on the internet at: http://www.saqa.org.za/docs/misc/2012/level_descriptors.pdf.

What is a level descriptor?

A level descriptor is a statement of learning achievement. Level descriptors provide a description of each of the levels on the NQF. The purpose of such description is to assist a writer of standards or qualifications in designing a qualification by allocating a level to a qualification, and to formulate outcomes and criteria for assessment that could clearly indicate the level of knowledge that a learner require to successfully achieve the qualification. The NQF used to have eight levels, but now has 10 levels.

What exactly is the NQF?

In the same way as a bridge connects communities and supports the economic and social development of a community, the NQF may be regarded as a bridge to lifelong learning.

If you read the objectives of the NQF in the NQF Act 67 of 2008, you will notice words such as “access, mobility, progression, career path” and “full personal development”. These words fit in well with our bridge metaphor: You can easily imagine how the bridge opens doors to new opportunities, enables travel to unexplored places and, ultimately, supports new and greater levels of achievement. The NQF has been established to provide you with these opportunities through learning.

A modern, well-designed bridge is also always reliable. This is another important feature of the NQF. The NQF has been built on the principles of relevant and appropriate standards, quality and excellence. Therefore, by selecting an

NQF-accredited qualification, you are assured of choosing a genuine, quality qualification that is nationally benchmarked and internationally comparable. You are thus encouraged to see the NQF as your lifelong learning bridge. By communicating, collaborating and cooperating with the NQF, you can be assured of achieving your personal goals and dreams.

Therefore, the NQF is a framework, or set of **principles** and guidelines, that provides a vision and structure for the construction of a national qualifications system. It is a national effort to integrate education and training into a unified structure of recognised qualifications. Education and training are brought together in a single, coordinated system that is designed to encourage lifelong learning. Learners' achievements are captured on the National Learner Record Database (NLRD); the acquired skills and knowledge of all learners are thus recognised. The NQF is an institutional framework for ensuring that there are qualifications available to meet the individual, social, and economic needs of the nation. Only qualifications that have been registered by the SAQA are recognised (Jewinson 2008).

8.3.1 NQF objectives

The NQF seeks to (SAQA 2011):

- create an integrated national framework for learning achievements
- facilitate access to and mobility and progression within education, training and career paths
- enhance the quality of education and training
- accelerate the redress of past unfair discrimination in education, training and employment opportunities
- contribute to the full personal development of each learner and the social and economic development of the nation at large

The current framework is made up of **10 levels** of learning and pathways for learning specialisations, with varying degrees of complexity in skills and knowledge. Different qualifications fit into the framework according to their focus and difficulty. The level of a qualification is based on the **exit level**, in other words, on what people will know and be able to do when they complete a qualification. This new way of recognising learners' achievements applies to all qualifications, giving education and training the same status. It measures what people **know** and can **do**, rather than where and how they acquired their skills and knowledge (Coetzee et al 2013).

The NQF is now organised into **three distinct sub-frameworks**, as shown in table 8.1.

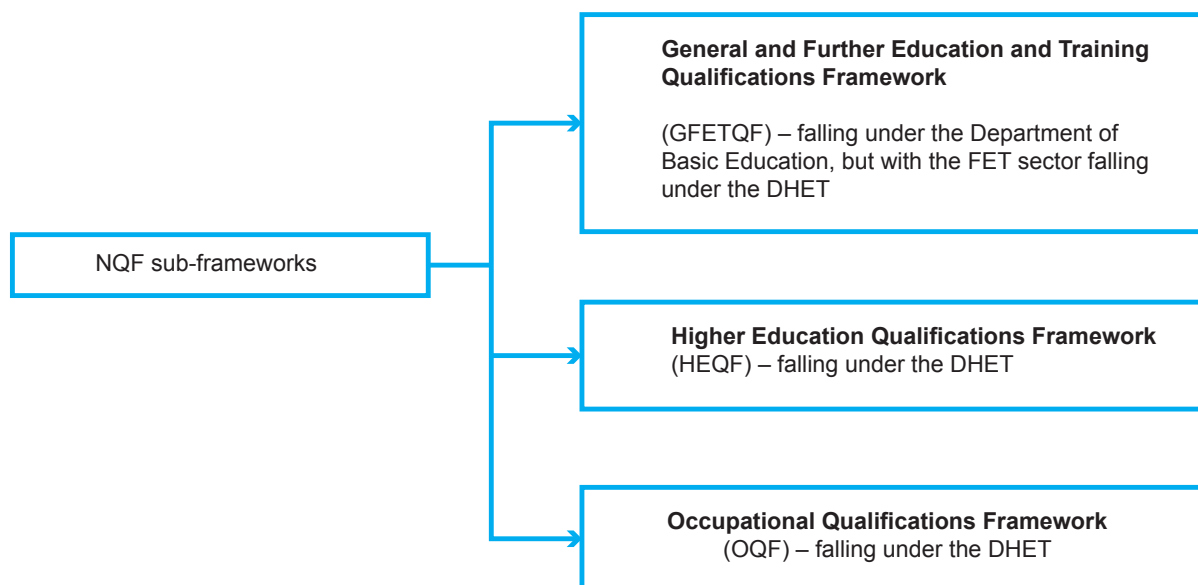


TABLE 8.1
The 10-level NQF structure (Adapted from Fasset 2009)

Band	NQF level	Qualifications and Certificates	Institutions
Higher Education and Training HET)	10	Doctorates	Universities
	9	Master degrees	Research/Professional institutions
	8	Postgraduate diplomas and professional qualifications, e.g. Honours and Bachelor degrees; postgraduate diplomas	Universities Colleges Private professional institutions Workplace training
	7	Bachelor degrees Diplomas and advanced diplomas	
	6	Advanced certificates	
	5	Higher certificates Advanced national/vocational certificates	

Further Education and Training (FET)	4	National senior certificate (e.g. Grade 12) National vocational certificate (e.g. N3 or NCS)	State high schools Private high schools	Technical schools Private colleges	Industry training boards Unions Workplace training
	3	National certificates (e.g. Grade 11) National vocational certificates (e.g. N2 or NIC)		Nursing colleges Police colleges	
	2	Further education and training certificates (e.g. Grade 10)			
General Education and Training (GET)	1	Senior phase (Grade 9)	State schools	Occupation- or work-based training Upliftment programmes Community programmes	NGOs/churches/ night schools ABET programmes Private providers Industry training boards Unions Workplace training
		Intermediate phase (Grade 7)	Private schools		
		Foundation phase (Grade 5)	(urban/rural/ farm/special)		
		Pre-school (Grade 3)			

NQF level 1 is the basic level of compulsory education, which everyone in the country should have. It fits into what is called the General Education and Training Band (GET sector). It includes workplace learning at elementary level. The responsibility for education and training at this level is shared between the Department of Basic Education (DBE) (<http://www.education.gov.za/>) and the Department of Higher Education and Training (DHET) (<http://www.dhet.gov.za/>).

NQF levels 2 to 4 represent additional education that takes place below university or tertiary education level. It is called the Further Education and Training Band (FET sector). It includes workplace learning at intermediate level. The responsibility for education and training at these levels is shared between the DBE and the DHET.

NQF levels 5 to 10 fall within the Higher Education and Training Band (HET sector). Education and training at these levels can be achieved through tertiary education (at universities and universities of technology) or through workplace and private skills development providers.

The responsibility for education and training at these levels lies with the DHET. By now you should realise that the NQF is an agreed national unified structure of recognised qualifications and provides an integrated system for education and training in South Africa. It attempts to ensure that learning opportunities

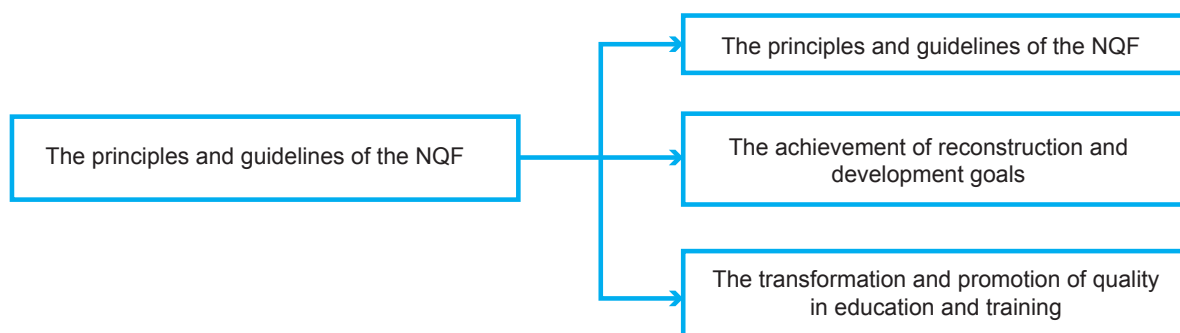
provided by a variety of institutions are of similar quality and that learners can move between different providers without losing the time spent learning at one provider. This means that all educational opportunities are standardised, from grade one through to PhD level (National Skills Development Handbook 2009/2010); it is also available at: <http://www.scribd.com/doc/121463595/The-National-Skills-Development-Handbook-2010-11>.

The NQF includes various types of education, such as certificates, diplomas and degrees, as well as work-related or occupational skills development such as vocational learning, apprenticeships, learnerships and internships. This means that your qualification is registered on the NQF, and so is the qualification of a friend who is working to qualify as an electrician or hairdresser. Some qualifications, such as those of lawyers and chartered accountants, have both an educational and a vocational section. Lawyers and chartered accountants complete their academic qualifications and then work for a specific period as articulated clerks before they qualify for the professional qualifications. In the case of chartered accountants, they also have to pass the board examination, after completion of their articles, in order to qualify as chartered accountants.

Different qualifications fit into the NQF according to their focus and difficulty or complexity level. The level of a qualification is based on its exit level, that is, on what the learners know and can do after completion of the qualification. How does this approach benefit learners? Take, as an example, a learner who has had no opportunity to train formally for a qualification. This learner enrolls for a short learning programme in human resource management. Successful completion of this learning programme will provide the learner with the opportunity to apply for exemption for specific modules if they later decide to enrol for a diploma in human resource management. A learner who successfully completes the full course in labour relations management now qualifies for exemption for the Industrial Relations module in the diploma. After successful completion of all the modules in the programme for human resource management, the learner qualifies for exemption for the module Industrial Relations and can complete the diploma in a shorter period of time.

8.3.2 Principles of the NQF

The principles and guidelines of the NQF are based on and grounded in SAQA (2001).



Integration: Education and training should form part of a system of human resource development that provides for the establishment of an underlying approach to education and training.

Relevance: Education and training should be, and remain, responsive to national development needs.

Credibility: Education and training should have international and national value and acceptance.

Coherence: Education and training should work within a consistent framework of principles and certification.

Flexibility: Education and training should allow for multiple pathways to the same learning ends.

Standards: Education and training should be expressed in terms of a nationally agreed framework and internationally acceptable outcomes.

Legitimacy: Education and training should provide for the participation of all national stakeholders in the planning and coordination of standards and qualifications.

Access: Education and training should provide ease of entry to appropriate levels of education and training for all prospective learners in a manner that facilitates progression.

Articulation: Education and training should enable learners who successfully complete accredited prerequisites to move between components of the delivery system.

Progression: Education and training should ensure that the framework of qualifications permits individuals to move through the levels of national qualifications via different appropriate combinations of the components of the delivery system.

Portability: Education and training should enable learners to transfer credits of qualifications from one learning institution and/or employer to another.

Recognition of prior learning: Education and training should, through assessment, give credit for learning that has already been acquired in different ways.

Guidance of learners: Education and training should provide for counselling of learners by specially trained individuals who meet nationally recognised standards for educators and trainers.

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



FEEDBACK 8.1

- (a) *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. All qualifications, including the qualification that you are studying towards, are registered on the NQF.*
- (b) *Depending on what programme you have enrolled for, it could be a diploma or degree.*
- (c) *Yes, all qualifications including the qualification that you are studying towards are registered on the NQF.*
- (d) *Characteristics of the new NQF:*

The NQF consists of three bands (HET, FET, GET).

- *The NQF provides for 10 levels ranging from pre-school to doctorate educational programmes.*
- *Unit standards-based qualifications and whole qualifications are both valid.*
- *The NQF is founded on a set of principles, for example, integration, relevance, credibility, coherence, etc.*
- *The Diploma in Human Resource Management is registered on NQF level 7.*

8.3.3 Quality councils

Each sub-framework of the NQF has its own quality council. These councils are required to collaborate with one another to maintain the principles of the NQF. These quality councils manage the three sub-frameworks that fall within a single NQF and are coordinated by the South African Qualifications Authority (SAQA). The NQF should be seen as a representation of an integrated learning framework in South Africa. It is intended to integrate institutional training and workplace practice.

 <p>Logo: Available at http://www.che.ac.za/</p>	<p>CHE (Council on Higher Education)</p> <p>The South African Council on Higher Education (CHE) is an independent statutory body responsible for advising the Minister of Higher Education and Training on all matters related to higher education policy issues, and for quality assurance in higher education and training</p> <p>(URL: http://www.che.ac.za/)</p>
 <p>Logo: Available at http://www.umalusi.org.za/index.php</p>	<p>Umalusi</p> <p>Umalusi is a statutory organisation that sets and monitors standards for general and further education and training in South Africa with the purpose of continually enhancing the quality of education and training.</p> <p>Umalusi has five key functions:</p> <ul style="list-style-type: none"> • evaluating qualifications and curricula to ensure that they are of the expected standard. • moderating assessment to ensure that it is fair, valid and reliable. • conducting research to ensure educational quality. • accrediting educational and assessment providers. • certifying learner attainments. <p>(URL: http://www.umalusi.org.za/index.php)</p>
 <p>Logo: Available at http://www.qcto.org.za/</p>	<p>The Quality Council for Trades and Occupations (QCTO)</p> <p>The QCTO is a statutory body responsible for advising the Minister of Higher Education and Training (DHET) on all matters of policy concerning occupational standards and qualifications.</p> <p>The QCTO is responsible for:</p> <ul style="list-style-type: none"> • establishing and maintaining occupational standards and qualifications. • the quality assurance of occupational standards and qualifications and learning in and for the workplace. • designing and developing occupational standards and qualifications and submitting them to the South African Qualifications Authority for registration on the National Qualifications Framework. • ensuring the quality of occupational standards and qualifications and learning in and for the workplace. <p>(URL: http://www.qcto.org.za/)</p>



Here is a [PowerPoint presentation](#) for further clarification on the QCTO.

Resource: Department of Labour [sa]. QUALITY COUNCIL FOR TRADES & OCCUPATIONS (QCTO). Retrieved from <http://www.pseta.org.za/wp-content/uploads/documents/QCTO.pdf>



ACTIVITY 8.2

- (a) Identify the principle of the NQF that is illustrated in the following descriptions.

Description	NQF principle
Mary has been studying towards a BCom degree in human resource management, but has decided to change to the national diploma instead. She has successfully completed enough modules of the BCom degree to enable her to complete her diploma after one year.	
For the past 15 years, Nonhlanhla has worked as a supervisor in a chain of retail stores. During this time she has completed many in-house training courses on issues such as performance management and training and development of staff. She has applied for credit for the module Personnel Management I of the national diploma in human resource management.	
Peter has been studying towards a national diploma in human resource management at the Tshwane University of Technology. He has been offered a job as a trainee manager in a retail store and has decided to continue his studies through Unisa.	
Gugu has completed a national certificate in human resource management and is continuing her studies in order to obtain a national diploma in human resource management.	
David had to leave school at the age of fifteen to help take care of his siblings after his father died. He is a gardener. He has completed grade 10 through a community college. His employer has offered to pay for his tuition at a formal school and David has applied for a place at a high school in his employer's neighbourhood.	

A tertiary institution wants to develop a curriculum for a new postgraduate degree. It has invited business representatives, student representatives, union representatives and community representatives to participate in the curriculum development process.

- (b) Reflect on your own situation or that of a friend or family member. Have the principles of the NQF assisted you or anyone you know to achieve a qualification? Give a few examples and identify the principles involved.
- (c) Name the different quality councils and briefly explain the function of each.

FEEDBACK 8.2

- (a) *The principles of the NQF were explained in this study unit. They are as follows:*



The following principles underpin the objectives of the NQF and contribute to the benefits of the NQF:

Integration: *Education and training should form part of a system of human resource development that provides for the establishment of an underlying approach to education and training.*

Articulation: *Education and training should enable learners who successfully complete accredited prerequisites to move between components of the delivery system.*

Flexibility: *Education and training should allow for multiple pathways to the same learning ends.*

Access: *Education and training should provide ease of entry to appropriate levels of education and training for all prospective learners in a manner that facilitates progression.*

Progression: *Education and training should ensure that the framework of qualifications permits individuals to move through the levels of national qualifications via different appropriate combinations of the components of the delivery system.*

Coherence: *Education and training should work within a consistent framework of principles and certification.*

Portability: *Education and training should enable learners to transfer credits of qualifications from one learning institution and/or employer to another.*

Recognition of prior learning: Education and training should, through assessment, give credit for learning that has already been acquired in different ways.

Guidance of learners: Education and training should provide for counselling of learners by specially trained individuals who meet nationally recognised standards for educators and trainers.

Relevance: Education and training should be, and remain, responsive to national development needs.

Standards: Education and training should be expressed in terms of a nationally agreed framework and internationally acceptable outcomes.

Credibility: Education and training should have international and national value and acceptance.

Legitimacy: Education and training should provide for the participation of all national stakeholders in the planning and coordination of standards and qualifications.

- (b) *If you were excluded from studying at certain tertiary institutions in the past, but are no longer excluded, your situation illustrates the principle of equality of opportunity. For example, many universities used to offer tuition only in Afrikaans, which excluded a large number of students. If those universities started offering tuition in English as well, they would become accessible to more students. Also, in the past, women were often not allowed to study in fields such as engineering and medicine, but that has changed. All of these are examples of equality of opportunity.*

I know of someone who wants to complete a BCom degree but cannot afford to study full-time. Consequently, he works overseas for a few years and then comes back to South Africa to study for a year or two until his money runs out. Then he works overseas again for another few years to earn more money. This is an example of the principle of access.

- (c) *Compare your response to section 8.3.3.*

8.4 SUMMARY

In this study unit we discussed SAQA and the NQF. We also discussed the principles of the NQF and the quality councils responsible for each sub-framework of the NQF. The next study unit will focus on skills development legislation in South Africa.



SELF-ASSESSMENT 8.3

Identify any ten (10) responsibilities of quality councils.



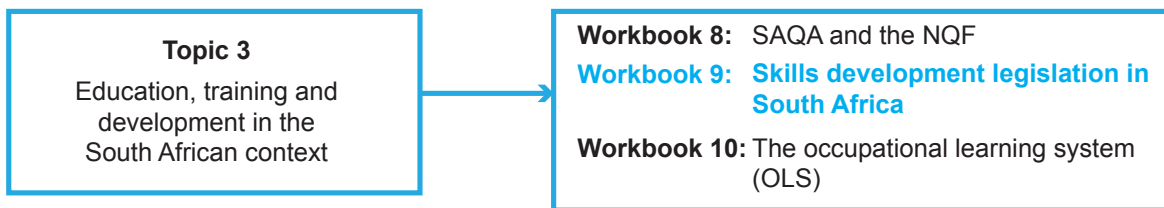
SELF-ASSESSMENT FEEDBACK 8.3

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 NQF.*
- *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.*

Skills development legislation in South Africa



9.1 INTRODUCTION, LEARNING OUTCOMES AND KEY CONCEPTS

The field of T&D in South Africa is highly regulated. The national perspective on skills development gives direction to and guides all T&D efforts in both formal qualifications and workplace training and development. In this study unit we will introduce you to the national context of T&D in South Africa, paying specific attention to the legislation that governs and guides our T&D actions in organisations.



LEARNING OUTCOMES

After working through this Workbook, you should be able to:

- discuss the purposes of different structures created by the Skills Development Act and the Skills Development Amendment Act
- explain the practical application of the Skills Development Levies Act in organisations

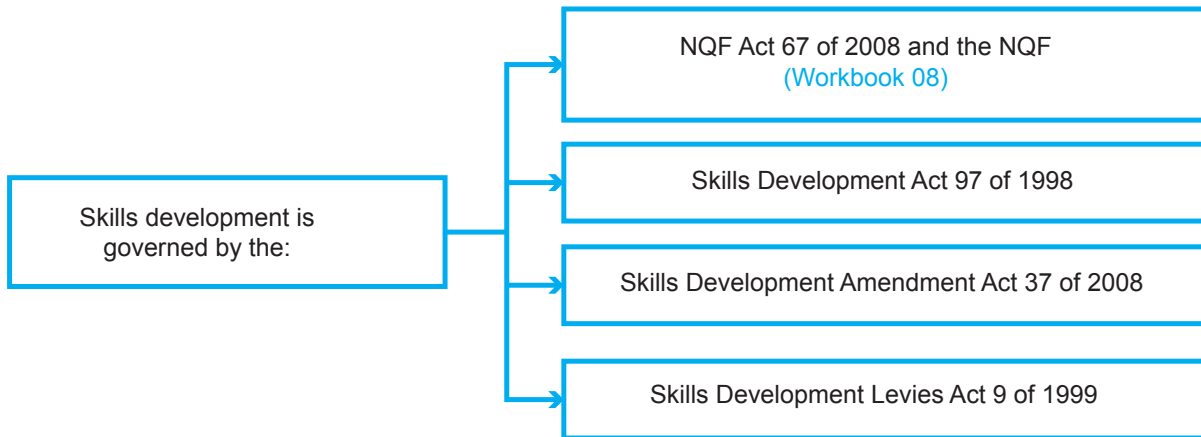


KEY CONCEPTS

- The National Qualifications Framework Act 67 of 2008 and NQF
- The Skills Development Act 97 of 1998
- The Skills Development Amendment Act 37 of 2008
- The Skills Development Levies Act 9 of 1999

9.2 SKILLS DEVELOPMENT LEGISLATION

Skills development in South African organisations is governed by the NQF and the following three acts:



Act	URL
NQF Act 67 of 2008	http://www.dhet.gov.za/LegislationActs/National%20Qualifications%20Framework%20Act%20No.%2067%20of%202008.pdf
Skills Development Act 97 of 1998	http://www.saqa.org.za/docs/legislation/2010/act97.pdf
Skills Development Amendment Act 37 of 2008	http://www.gov.za/documents/skills-development-amendment-act-0
Skills Development Levies Act 9 of 1999	http://www.labour.gov.za/DOL/downloads/legislation/acts/skills-development-act/Act%20-%20Skills%20Development%20Levies.pdf

9.3 THE SKILLS DEVELOPMENT ACT 97 OF 1998

The Department of Labour implemented the skills development legislation. The purpose of the Skills Development Act is mainly to improve the skills of the South African workforce. This Act changed the way we train employees (and prospective employees) in organisations by introducing learnerships and skills programmes.

The purposes of the Skills Development Act are:

To develop the skills of the South African workforce by:

- improving the quality of life of workers, their prospects of work, and labour mobility
- improving productivity in the workplace and the competitiveness of employers
- promoting self-employment
- improving the delivery of social services

To increase the levels of investment in education and training in the labour market and to improve the return on that investment.

To encourage employers to:

- use the workplace as an active learning environment
- provide employees with the opportunity to acquire new skills
- provide opportunities for new entrants to the labour market to gain work experience
- employ people who find it difficult to be employed

To encourage workers to participate in learnerships and other training programmes.

To improve the employment of people who were previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education.

To ensure the quality of education in and for the workplace.

To assist:

- work seekers in finding work
- retrenched workers to re-enter the labour market
- employers in finding qualified employees

This Act provides for the establishment of a framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce. It integrates those strategies within the NQF; it provides for learnerships that lead to recognised occupational qualifications; and, among other things, it provides for the financing of skills development by means of a levy grant scheme and a National Skills Fund. Included in the Skills Development Act was the legal establishment of what is now referred to as the Sector Education and Training Authorities (SETAs). Other key sections in the Act include those dealing with the national skills development strategy, governance of the SETAs, sector skills plans, learnerships, skills programmes and quality assurance.

9.4 THE SKILLS DEVELOPMENT AMENDMENT ACT 37 OF 2008

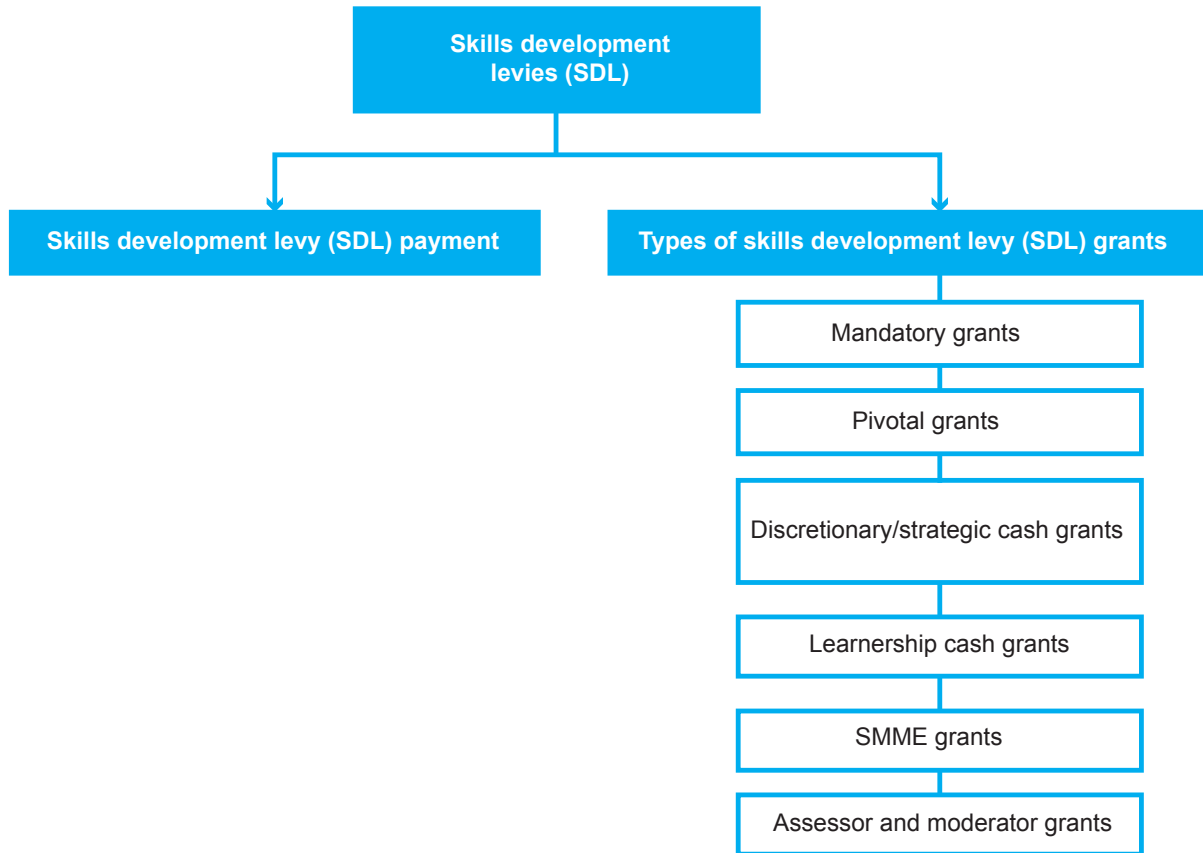
This Act amends several sections of the Skills Development Act. The amendment that is most important at this stage of your studies deals with the **functions of SETAs** and the description of **learnerships**. There is also a specific focus on artisan development. The Act provides for the establishment of a skills

development planning unit in the Department of Labour (DoL). Labour centres must be established in the DoL and the Act gives the Minister of Labour the power to create skills development institutes, which will be responsible for funding and supporting artisan development and training. Lastly, the Act establishes three quality councils – Umalusi for general and further education, the Council on Higher Education (CHE) for the higher education band, and the Quality Council for Trades and Occupations (QCTO).

9.5 THE SKILLS DEVELOPMENT LEVIES ACT 9 OF 1999

The Skills Development Levies Act 9 of 1999 (SDLA) established the system of levy financing to fund skills development and allowed for additional regulations under the SDLA, which, in turn, provide for the allocation of grants by SETAs. These regulations set out how the SETAs disburse (pay out) training grants to employers, skills development providers and workers (defined in section 1 of the SDA to include employees, unemployed persons and work seekers) within their sector. The principal aim of the Act is to finance skills development programmes by way of a compulsory levy system. Based on this Act, every company that exceeds the threshold set for the annual payroll (currently this threshold is a total payroll of R500 000 per annum), as calculated for pay-as-you-earn (PAYE), has to pay 1% of its total payroll as a skills development levy (SDL).

In this section we will deal with the following:



9.5.1 Skills development levy payment

The levy payment is regarded as fair because it is based on the payroll. From April 2001 the levy is 1% of the monthly payroll. This is such a small cost that employers will not employ fewer workers just to reduce costs. Although public service departments do not pay a levy, they are required to budget 1% of their payroll for training purposes. They should report on the usage of that 1% when they submit their workplace skills plans and annual training reports to their SETA. Note that it is employers and **not** employees who pay the levy.

The Department of Higher Education and Training (DHET) transfers 20% of the amount paid over to SARS to the National Skills Fund (NSF). This is used to fund large-scale development projects that will address national skills needs such as training those who are unemployed, the youth, people living in rural communities and people with disabilities. The funding may be accessed by a range of stakeholders, including SETAs. However, SETAs are not guaranteed funding via the NSF, although they always endeavour to obtain such funding, and they have been successful in receiving funding to train learners who ultimately intend to enter their sectors.

Employers may claim a maximum of 20% of the SDL if they undertake education and training interventions in areas defined as strategic by the SETA, such as learnerships and bursaries for unemployed learners. Specific areas are determined to be of strategic importance to each SETA's sector, and the discretionary/strategic cash grant (SCG) is allocated to initiatives that cover these strategic areas. These criteria change from one year to another, depending on the priorities of the sector at that time (Fasset, 2009; 2011).

Leftover grant money that is not claimed by the employer is annually directed to strategic skills priority areas as decided by the SETAs' accounting authorities. The strategic priority areas may change from year to year and include specific grants such as the learnership cash grant (LCG) and the SMME grant.

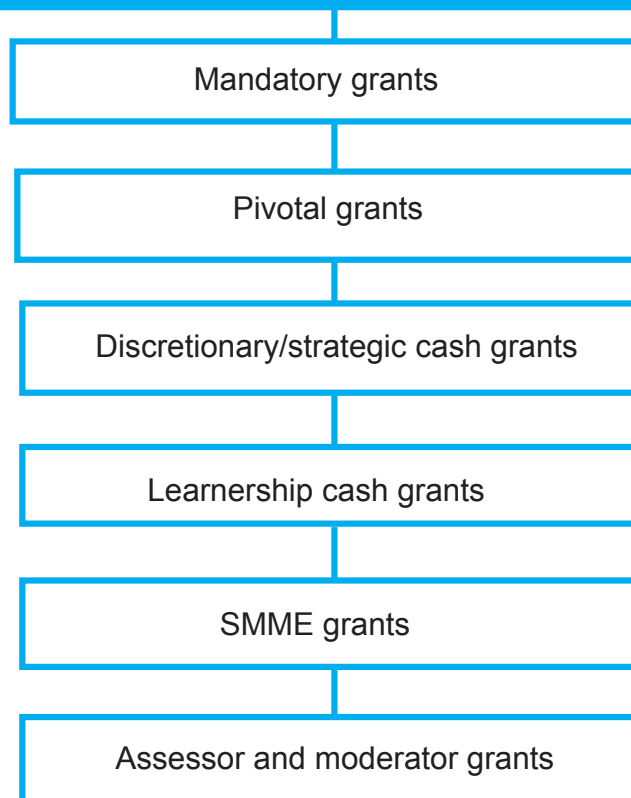
SETAs receive the remaining 80% of the levy paid over by the employers, and 10% of this levy is retained by the SETA to fund its administration expenses. The remaining 70% may be claimed back by employers via the mandatory grant (40%), pivotal grant (10%) and discretionary/strategic cash grant (20%) (Mpe, 2011).

9.5.2 Types of SDL grants

Various grants are available across SDL-paying and non-SDL-paying employers. Other forms of financial support available to both SDL-paying and non-SDL-paying employers (such as non-profit organisations) include free training or lifelong courses and development projects support. The system of levy financing introduced by the SDA and the SDLA provides incentives for employers to adopt a proactive approach to skills development within the framework of the SDA (Fasset, 2011).

The way in which SETAs award grants is determined by the skills development levies regulations. These regulations are available on the Department of Higher Education and Training's website at <http://www.dhet.gov.za/> and on the websites of various SETAs.

Types of skills development levy (SDL) grants



Mandatory grants

This grant is limited to a maximum of 40% of the SDL paid over to South African Revenue Service (SARS). The grant form contains a report on training conducted during the previous financial year (2015/16) and the planned training for the approaching year (2016/17). On successful submission of the application form, an employer may claim back up to 40% of its SDL (Fasset, 2011).

Pivotal grants

This grant was introduced effective 1 April 2011. With this grant an employer can claim up to a maximum of 10% and is similar in purpose to the discretionary/strategic cash grant (SCG). The grant aims to encourage employers to train both employed and unemployed people in structured education and training programmes. SETAs may pay out up to 10% of an employer's SDL where the employer can provide evidence that selected individuals have successfully completed a degree or diploma, or have registered or completed a learnership, an apprenticeship or an internship programme. A schedule of tariffs is made available by SETAs to employers, which must be used in the calculation of the grant to be claimed. The grant includes all types of learners and training programmes not linked to scarce skills (Fasset, 2011).

Discretionary/strategic cash grant

An employer can claim up to a maximum of 20% of the SDL. This grant is similar in purpose to the pivotal grant. It aims to encourage employers to train employed and unemployed people in structured education and training programmes.

Learnership cash grant (LCG)

This grant is available to employers who employ black learners (African, Indian and Coloured) in a learnership programme and it comes in two types: one grant will support employers who recruit learners into learnerships (entry learnership grant), and another grant will be available to employers who have assisted learners to successfully complete a learnership (exit learnership grant). The amount claimed depends on the tariff determined by the SETA. However, the amount is higher for the employment of learners with a disability. One LCG application must be completed per learner. A maximum of 10 approved grants may be allowed per employer, per entry grant and per exit grant (Fasset, 2011).

SMME grant

This grant targets SMMEs (small, medium and microenterprises). The amount to be claimed is capped at a specific limit, depending on the size of the organisation. Only organisations that have fewer than 50 employees are eligible for this grant. One application must be completed per beneficiary. Claims must be based on tariffs prescribed by each SETA. The grant is limited to the maximum amount stated per organisation size category, or the lesser amount of the tariff. A schedule of tariffs is made available to employers, which must be used when calculating the grant to be claimed. This grant is limited to learners African, Indian and Coloured learners and learners with a disability. For certain strategic areas, white women studying senior courses may be claimed against as well. Only courses linked to scarce skills may be claimed against. Detailed learner and course information is required, as well as evidence of the learner's completion of the course (Fasset, 2011).

Assessor and moderator grants

This grant focuses on the training of assessors and moderators by an employer. The employer must attach the original invoice that proves costs incurred (spent) for the training and/or assessment to the application; if successful, these costs may be reimbursed (refunded). Only course fees, for example tuition/course fees and examination costs, are allowed. Training costs claimed include value-added tax (VAT). The grant will cover the costs of training and the assessment of individual/s against the following unit standards:

- Design and develop the assessment.
- Plan and conduct the assessment of learning outcomes.
- Moderate the assessment.
- Facilitate the preparation and presentation of assessment evidence by candidates.
- Conduct moderation of outcomes-based assessments.
- Facilitate the preparation and presentation of moderation evidence by candidates.

This will allow skills development facilitators to successfully register with a specific SETA as an assessor or moderator for unit standards and qualifications within that SETA's jurisdiction (Fasset, 2011).



ACTIVITY 9.1

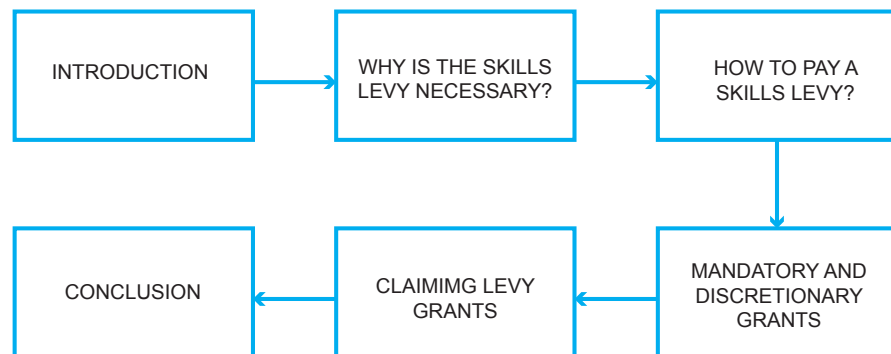
Develop a presentation to explain to the managers in a bank why the bank should pay a skills development levy, what the bank should do to be able to pay the levy, which is compulsory, and what it should do if it wants to claim some of the levy grants. Your presentation should consist of an introduction, body, and conclusion. You may use graphics in your presentation.



FEEDBACK 9.1

Your introduction should explain what you will be discussing in the presentation and why you will be discussing it. It should also capture the attention of your listeners. The body of your presentation should include a description of why, how, and to whom the skills levy is paid and the path the money follows to the SETA and back to the employer in the form of grants.

Explain that there are mandatory grants and discretionary grants. Explain how much of the money originally paid as a skills levy the bank can claim back as grants, as well as how it can claim these grants. The conclusion should review what you have discussed and end with something that will help the listeners to remember what you have discussed. You can use a graphic that relates to the following:



9.6 SUMMARY

In this study unit we briefly discussed the legislation that governs and guides training and development initiatives in South Africa. All current and future HRD practitioners must be familiar with this legislation in order to fulfil their roles as strategic partners in the business environment. All these acts can be accessed on the Department of Labour's website at <http://www.labour.gov.za/DOL/>.

In the next study unit we will take a closer look at the Occupational Learning System.



SELF-ASSESSMENT 9.2

- (1) *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.*
- (2) *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.*



SELF-ASSESSMENT FEEDBACK 9.2

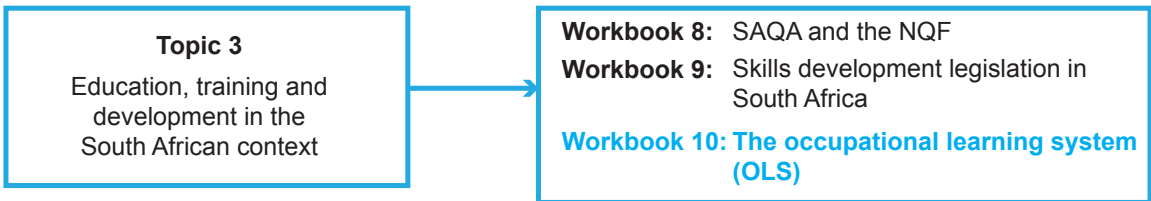
- (1) *The purpose of the Skills Development Amendment Act is mainly to improve the working skills of the South African work force. The Skills Development Levies Act established the system of levy financing to fund skills development. Provide your own example of how training had an influence on your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

The Occupational Learning System (OLS)



10.1 INTRODUCTION, LEARNING OUTCOMES AND KEY CONCEPTS

The country has provided for learning that leads to occupational qualifications which includes learnerships and apprenticeships. The Occupational Learning System (OLS) came about as a result of the latest reforms in skills development policy, which is an ongoing project in post-democratic South Africa. The purpose of the new approach is to integrate South Africans who have been disadvantaged by politics, financial constraints or social pressure into a learning system that accelerates the redress of past unfair discrimination in education, training and employment opportunities, thus contributing to the full personal development of each learner and the social and economic development of the nation at large.



LEARNING OUTCOMES

After working through this Workbook, you should be able to:

- explain the components of the occupational learning system
- differentiate between national occupational awards and national skills certificates
- discuss the role of SETAs in the occupational learning system
- explain the process of recognition of prior learning (RPL)
- distinguish between the different types of occupational learning programmes



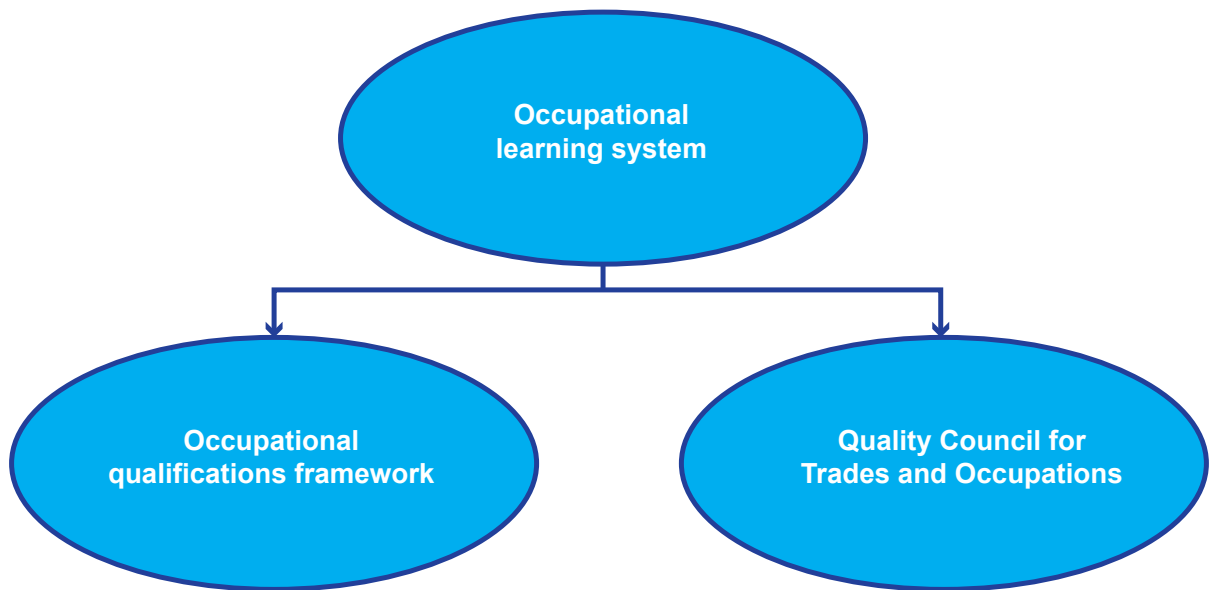
KEY CONCEPTS

- occupational learning system
- apprenticeships
- learnerships
- skills programmes
- recognition of prior learning (RPL)
- sector education and training authorities (SETAs)

10.2 SKILLS DEVELOPMENT AND OCCUPATIONAL LEARNING SYSTEMS (OLS)

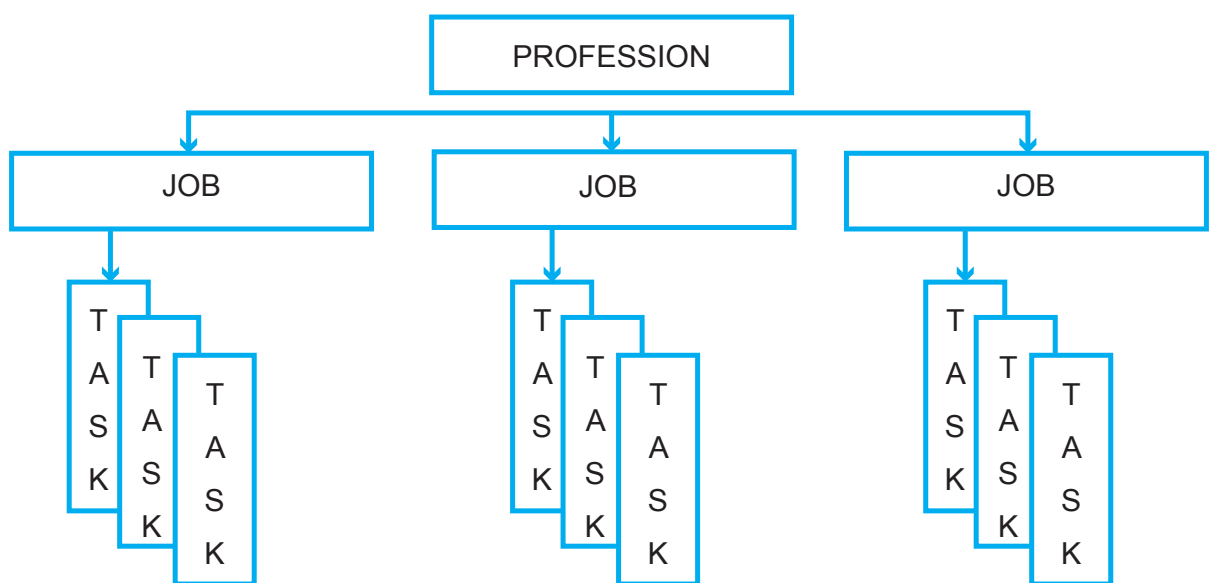
Vorwerk (2010) defines an occupational learning system as a structured and systemic way of linking the skills needs in the labour market to education and training processes and the development of a skills pipeline. This approach to skills development describes the essential structural element for skills development; the process flow; and the role-players at each stage in the process. It indicates hierarchical relationships and dependencies at national, sectoral, industry, and enterprise levels. The OLS focuses on job-related qualifications.

The purpose of establishing an occupational learning system is to ensure that occupational learning is integrated into the South African learning environment. The OLS focuses on developing relevant skills required by the labour market. It takes into account that employees need both theoretical knowledge and relevant work experience in order to be employable, and it enables employees to achieve an occupational qualification that includes theoretical learning, practice and relevant work experience in the curriculum. The focus of the OLS is to improve the work-experience areas of learning. It does not exclude tertiary qualifications. In many professions, the tertiary qualification forms the foundation of the qualification and the theory and knowledge are enhanced by including practice and work experience in the qualification.

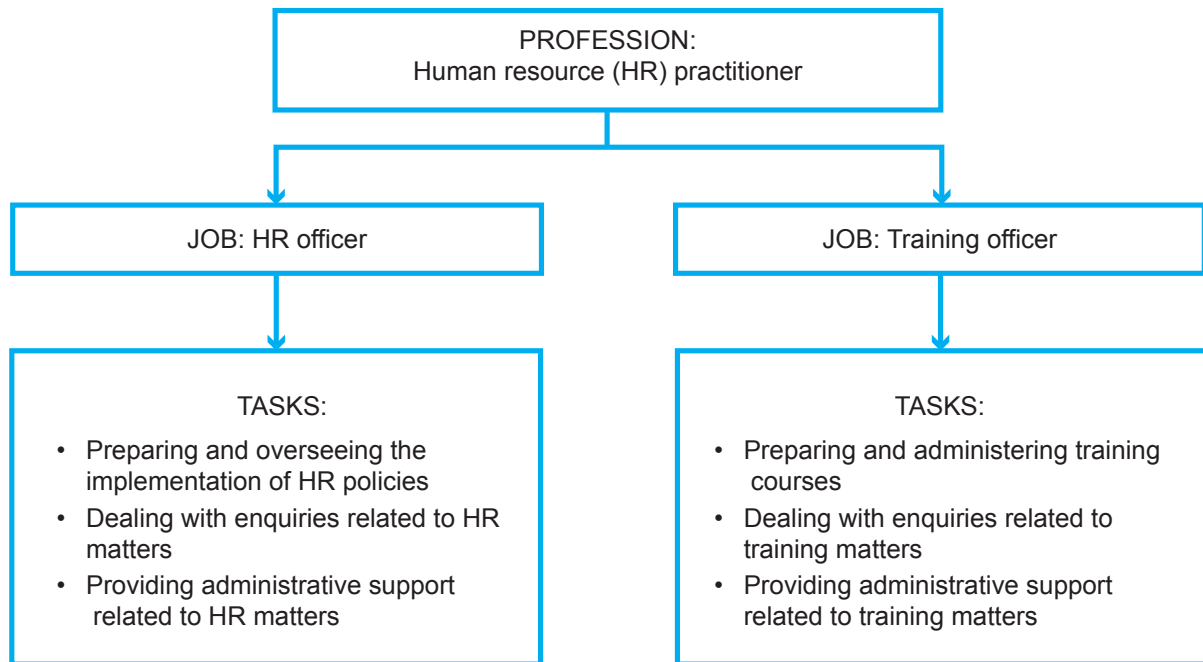


The demands of the business world and labour market are at the centre of the OLS. The OLS establishes a firmer link with the requirements of the labour market in terms of the demand for and supply of labour. The system allows for the grouping of occupations by purpose, skills sets, and skills levels. This approach creates a more transparent process for **reskilling** and **up-skilling** employees to provide them with the skills sets required in a rapidly changing economic environment.

For the sake of clarity and to reduce confusion, the OLS defines a **job** as a set of tasks and duties to be performed by one person. An **occupation/profession** is a set of jobs with similar sets of tasks. For example:

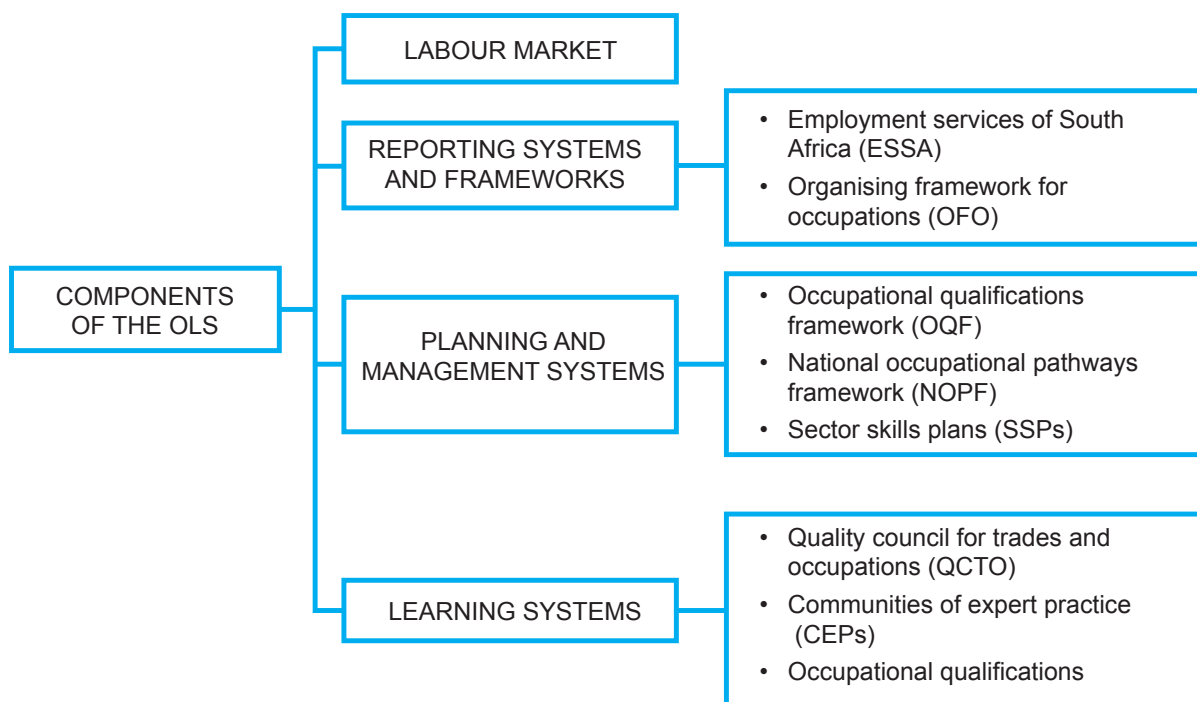


The **job** of a human resource officer may include tasks such as human resource administration, dealing with enquiries, and providing support in terms of administrative matters such as employment practice and discipline. The job of a training officer may include tasks such as administration of training courses, providing support in terms of administrative matters, and dealing with enquiries. The **profession** of a human resource practitioner will include the jobs of human resource officer and training officer.



10.3 COMPONENTS OF THE OLS

The OLS in South Africa consists of several components, which will be discussed in the following sections. These components include the labour market, the reporting systems and frameworks, planning and management systems and learning systems.

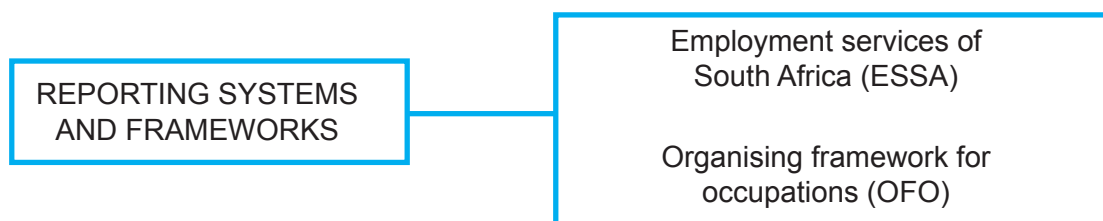


10.3.1 Labour market

South Africa's labour market has undergone a transformation since 1994, with the emphasis on strategies to eliminate the labour inequalities of the past and improve general working conditions for all South Africans. South Africa's labour market is characterised by an over-supply of unskilled workers and a shortage of skilled ones, and it is the source of the demand for skills and an end point for occupational graduates (NSDH, 2009). The labour market is a valuable source of information that provides role-players with insight into the decline of certain occupations and changing skills needs in occupations, in other words, vital signals that role-players should heed if they are to invest in relevant learning opportunities.

10.3.2 Reporting systems and frameworks

These systems and frameworks are essential in capturing accurate, real-time data from the labour market and reporting on it in a language and format that facilitates the design and improvement of appropriate learning solutions (NSDH, 2009). The following are the **systems and frameworks** for labour market data management in the new OLS dispensation in South Africa:



Employment Services of South Africa (ESSA)

Employment Services of South Africa (ESSA) is an electronic application system deployed by the Department of Higher Education and Training that aims to facilitate employment (NSDH, 2009). All employers and private employment agencies are required to register job vacancies with ESSA as and when they arise. Potential employees can register and search for job opportunities. The placement of individuals is also managed through the application system. As part of its mandate, ESSA is responsible for consolidating sector-based information coming from SETAs, which is itself consolidated from the individual workplace skills plans of organisations belonging to each sector. For example, in the banking sector, each bank will provide skills development information on its workplace skills plan, which is submitted to BANKSETA. BANKSETA then consolidates the information for subsequent referral to ESSA (Stuart, 2010).

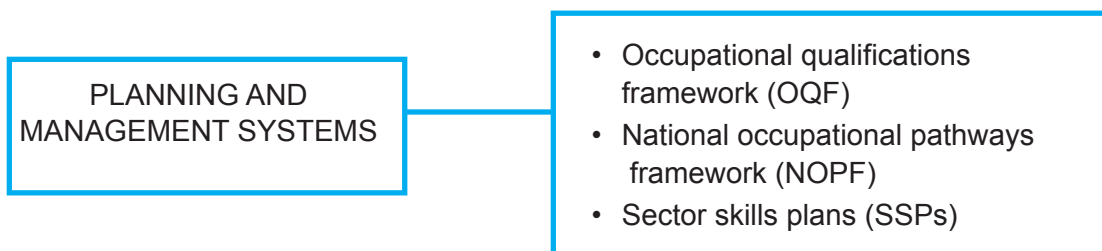
Organising Framework for Occupations (OFO)

The Organising Framework for Occupations (OFO) is a skills-based coded classification system that encompasses all occupations in the South African context (ISETTSETA, 2007). It is built on similar principles to those of the South African Standards Classification of Occupations (SASCO), which is familiar to all players because of its use by Statistics South Africa (Stats SA) to compile the October Household and Labour Force Surveys. It is a framework for categorising all occupations and groups of occupations, from entry level to advanced levels of competence, and its purpose is to promote labour market dialogue by establishing a common language for talking about skills demand and supply (NSDH, 2009). This framework is cross-sectional so that snapshots of occupational supply and demand can be analysed at national level. It clusters specialisations within an occupation, which allows broad occupational problems and solutions to be identified and understood more easily. The classification of occupations is based on a combination of skills levels and skills specialisations, which makes it easy to locate a specific occupation in the framework (ISETTSETA, 2007). A skills construct is used in the context of competency, rather than a description of tasks or functions.

The skills level of an occupation is related to competent performance of the tasks associated with an occupation. A comparison can, therefore, be made between the skills level of an occupation and the general education (cognitive) level associated with that occupation on the NQF, as well as with the entry, intermediate and advanced levels referred to in the National Skills Development Strategy (NSDS; available at: http://led.co.za/sites/default/files/cabinet/orgname-raw/document/2012/nsds_3.pdf).

10.3.3 Planning and management systems

These systems are used to interpret the information gathered and structured by the reporting systems and frameworks so that matching learning interventions can be designed (NSDH, 2009).



Occupational Qualifications Framework (OQF)

The Occupational Qualifications Framework (OQF) is a new sub-framework in the NQF that provides a structure for designing, delivering and assessing learning that is highly responsive to the needs of workplaces and the social development sector. This is in contrast to the other two qualification frameworks, which are focused on learning for foundational knowledge and skills, and academic or discipline-based knowledge and research (NSDH, 2009). The OQF covers 8 NQF levels with regard to all occupational qualifications and related skills sets (DHET, 2010).

National Occupational Pathways Framework (NOPF)

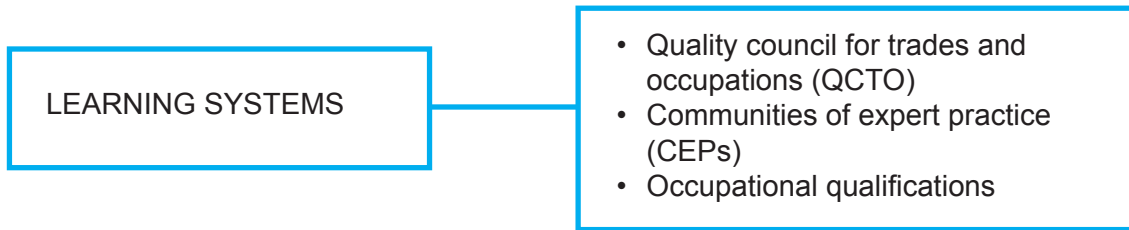
The National Occupational Pathways Framework (NOPF) is used to take the analysis provided by the OFO data and translate it into appropriate skills development strategies and interventions (NSDH, 2009). While the OFO interfaces with the labour market and helps to provide an understanding of occupational changes in the labour market, the NOPF interfaces with the NQF and seeks to respond to the patterns and trends with matching skills interventions. The NOPF maps the OFO data onto NQF levels and clusters the skills-related occupations so that vertical progression (within occupations) and horizontal progression (across occupations) can easily be achieved. It allows for the simple translation of the data from the ESSA into appropriate skills development strategies and interventions.

Sector skills plans (SSPs)

By law, all SETAs are required to develop sector skills plans (SSPs), outlining their skills priorities and possible interventions to achieve these skills. SETAs combine the skills plans and training reports of individual member organisations within their sector, consolidate these into a sectoral snapshot and add research to arrive at a strategic sector skills plan for that particular SETA. This includes an analysis of the skills supply, skills demand, critical and scarce skills and the challenges and opportunities that lie ahead.

10.3.4 Learning systems

These are used to take the data on skills needs, and develop appropriate learning solutions to match them. Learning systems include the following (NSDH, 2009):



Quality Council for Trades and Occupations (QCTO)

The QCTO is a quality assurance and standard-setting body responsible for occupational qualifications. It assumes overall responsibility for the quality assurance functions that were previously given to SETA ETQA (education and training quality assurance) bodies and professional bodies; it may delegate some of these functions back to the SETA quality assurance divisions (NSDH, 2009). This body must collaborate with the other two quality councils to enable learners to move across the three sub-frameworks of the NQF.

The primary function of the QCTO is to establish and manage its sub-framework (the OQF) to ensure quality in the design and development of occupational qualifications, as well as in the delivery, assessment, and certification processes required to develop occupational competence. These functions must be performed in support of the skills needs in the labour market. The QCTO is responsible for the design of all qualifications and their related unit standards in the OQF. It utilises the National Occupation Pathways Framework (NOPF) as a management tool to identify related clusters of occupations, minimise duplication and ensure that occupational qualifications and curricula are designed in line with the skills needs in the labour market.

The design process for occupational qualifications is expert driven and is based on the desired occupational profile. The QCTO may appoint moderating bodies to perform agreed quality assurance functions for specific occupations or occupational families. These moderating bodies are professional bodies or occupational associations that have a strong and demonstrated interest in the particular occupations. Assessment of occupational competence is performed by constituent assessors. These constituent assessors are members of the relevant CEP, that is, they are practising the occupation or are active in the occupational context. This ensures credibility of the assessment process. The other two quality councils with whom the QCTO must collaborate are Umalusi and the CHE, as indicated in study unit 8.

Communities of expert practice (CEPs)

CEPs are groups of expert practitioners who are currently practising in occupations and who are convened to contribute to the development and quality assurance of occupational qualifications (Van Rooyen, 2009). Practitioners are involved in the quality assurance and standard-setting responsibilities of the QCTO to ensure that occupational qualifications remain relevant and responsive to the labour market skills needs. Working with skills development providers and facilitators, they design and develop occupational qualifications, curricula,

- **Employment Services of South Africa (ESSA)** – Employers and private employment agencies are required to register vacancies with ESSA. It is essentially a government database of vacancies and 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 to 8 on the Occupational Qualifications Framework. It provides information on occupations, not qualifications. Occupations are grouped by 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 to 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** – This is the quality assurance and standard-setting body responsible for occupational qualifications.
 - **Communities of expert practice** – These are groups of expert practitioners who are currently practising in occupations and who are convened to contribute to the development and quality assurance of occupational qualifications
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10.4 OCCUPATIONAL QUALIFICATIONS

An occupational qualification is a work-relevant qualification that encapsulates the response of the OLS to labour-market needs (NSDH, 2009). It represents the achievement of a planned combination of learning outcomes, which is intended to provide qualifying learners with the applied competence to practise

an occupation and to provide a basis for further learning. This qualification is designed by expert practitioners practising the occupation and is registered with the NQF.

It combines knowledge, practical skills and work-experience skills into a meaningful, integrated description of what it means to be competent in an occupation. It contains more detailed information relating to curriculum, delivery and assessment than did previous NQF qualifications, and therefore promotes a more consistent and credible kind of qualification.

There are **two types** of occupational qualifications issued in the OQF, namely (1) the national occupational awards and (2) the national skills certificates.

The **national occupational awards** certify that an individual is competent to practise an occupation. It therefore certifies achievements in terms of competence relating to a specific occupation, for example Ships Master – specialisation ‘Harbour Pilot’. In order to obtain the qualification, people with a national occupational award must have had experience working in the occupation and have proven competence in its workplace-experience component, as well as in its theory and practical components (Vorwerk, 2007).

The **national skills certificates** certify that an individual is competent in a distinct occupation-related set of skills, but not an entire occupation; for example the National Skills Certificate: Manage Loan Portfolios Level 4.

10.5 SECTOR EDUCATION AND TRAINING AUTHORITIES (SETAS)

SETAs are responsible for implementing skills development and identifying priorities for skills development in a specific sector of the economy.

In terms of the Skills Development Amendment Act, a SETA is responsible for the following:

Developing a sector skills plan within the framework of the national skills development strategy

Implementing the sector skills plan through:

- establishing learning programmes
- approving workplace skills plans and annual training reports
- allocating grants to employers, education and skills development providers and workers
- monitoring education and skills development provision in the sector

Promoting learning programmes by:

- identifying workplaces for practical work experience
- supporting the development of learning materials
- improving the facilitation of learning
- assisting in the conclusion of agreements for learning programmes

Registering agreements for learning programmes

Performing any functions delegated to it by the QCTO
In some circumstances, collecting skills development levies and disbursing levies in its sector
Liaising with the National Skills Authority
Submitting certain documents to the Director-General of the Department of Labour
Liaising with provincial offices and labour centres of the Department of Labour and education bodies to improve information about placement opportunities, and between education and skills development providers and the labour market
Liaising with the skills development forums established in each province
Liaising with the QCTO regarding occupational qualifications



ACTIVITY 10.2

You have been appointed as an intern in the training department of a large banking group. Your manager, the director of training and development, must develop a presentation on SETAs for the regional managers. Help your manager to develop a PowerPoint presentation, explaining what a SETA is, its functions, sector skills plans and workplace skills plans. Indicate what the regional manager and director of training and development's responsibilities are with regard to SETAs, sector skills plans (SSPs) and workplace skills plans (WSPs).



FEEDBACK 10.2

Remember that a PowerPoint presentation is similar to a report, although it is not exactly the same in all respects. You should condense the information in a presentation, providing only the main points on the slide and then discussing them orally. Never use full sentences on a slide and use appropriate pictures or diagrams rather than words.

The PowerPoint presentation should include an introduction and a body, where you give a short description of a SETA and indicate its functions. You can also indicate which SETA the banking group should register with. You should explain what a sector skills plan is and give a brief description of the kind of information it should include. Lastly, you should explain what a workplace skills plan is and the kind of information it should contain. In the conclusion, you can briefly summarise the main facts of the presentation.

10.6 THE SKILLS DEVELOPMENT FACILITATOR AND SKILLS DEVELOPMENT COMMITTEE

The person who advises on and helps to plan skills development for a workplace is called a skills development facilitator (SDF). In terms of the Skills Development Act, an employer must appoint an SDF who must register with the relevant SETA; the SDF's details should be included in the work skills plan (WSP) and ATR (grant application). In larger organisations, a training or HR manager already employed by the company may be appointed as an SDF. However, in smaller organisations, there is often no dedicated training or HR professional fulfilling this role, so a manager or the company owner may take it on. The role can also be outsourced to a professional external SDF. Some small organisations may appoint someone from outside the organisation to be their SDF; others with similar needs may agree to club together and appoint one person to act as the SDF for all of the organisations. SETAs will accept any of these ways of choosing an SDF, provided that the employer thinks that the person has the ability to do the job.

An SDF is responsible for the planning, implementation and reporting on workforce training and development initiatives in an organisation, with SETA-related duties (Coetzee et al, 2007).

10.6.1 Functions of the SDF

The functions that an SDF performs are as follows:

assists the employer and employees in developing a workplace skills plan (WSP) that complies with the requirements of the SETA
submits the WSP to the relevant SETA
advises the employer on the implementation of the WSP
assists the employer in drafting an annual training report (ATR) on the implementation of the WSP
advises the employer on the quality assurance requirements set by the SETA
acts as a contact person between the employer and the SETA
serves as a resource with regard to all aspects of skills development in the workplace
communicates SETA initiatives, grants and benefits to the employer
communicates with branch offices and all employees in the main office and branch offices concerning events and grants being offered at the SETA

The duties and activities of the SDF need to be understood against the background of the new legislation that drives training and development, which will require the SDF to take on a more strategic role in terms of skills development within the workplace. The new legislative changes therefore have implications for the future role and functions of SDFs (Coetzee, 2011).

The SDF's role in terms of being a strategic business partner implies that the NSDS III (2011–2016) will have to emphasise:

- the measurement of workplace skills plans and implementation reports (ATRs) that are directly aligned to strategic business priorities
- incentives to ensure that SETAs are rewarded for stakeholder participation in the development of quality occupational competence profiles
- recognition for SETAs that incorporate occupational competence profiles for SETA staff and that recognise the new registered occupational profile for the skills development practitioner
- recognition for SETAs that conduct appropriate training and provide support and assistance for skills development practitioners and administrators to implement a strategy around the QCTO and the OFO

The additional functions of the SDF within the context of the new legislative changes and the revised National Skills Development Strategy (NSDS) of 2011–2016 include:

aligning present and future human capital in terms of the organisation’s strategic direction
conducting skills audits and analyses of a specific organisation
facilitating support to NSDS-applicable aspects
monitoring skills development (workplace learning and learning programmes) implementation from a strategic perspective
compiling the WSP and the ATR to reflect strategic human resource development initiatives



ACTIVITY 10.3

Briefly explain the role of the bank’s skills development facilitator.



FEEDBACK 10.3

Your explanation should include the following:

The skills development facilitator (SDF) liaises with the bank and the SETA and is involved in developing a workplace skills plan and submitting it to the relevant SETA. They should advise the bank on the implementation of the WSP and ensure that training specified in the plan is implemented. During the cycle, the SDF should monitor and audit the achievement of training goals as set out in the workplace skills plan. At the end of the cycle, the SDF must assist with the drafting of an annual training report, based on the training that was implemented according to the workplace skills plan. They should also advise the bank on the quality assurance requirements for learning providers determined by the SETA and ETQA and monitor costs.

10.6.2 Skills development committees (SDCs)

Every workplace with more than 50 workers must have an SDC, also called a workplace skills development committee or a training committee. This committee includes representatives from the various departments in an organisation. If there is a trade union in a workplace, that union must also be represented on this committee. The SDC takes part in discussions about the workplace skills plan, annual training report and other training and development initiatives (Fasset, 2009).

The SDC is a key structure for workforce development in an organisation. **Some of its roles include** (Fasset, 2009):

authorising and signing off the mandatory grant applications
driving and directing the skills development process
ensuring that representative consultation takes place regarding the up-skilling of employees
ensuring that the SDF is leading the way in terms of the skills development process
supporting the SDF in its efforts to create awareness and promote training and development opportunities in the workplace

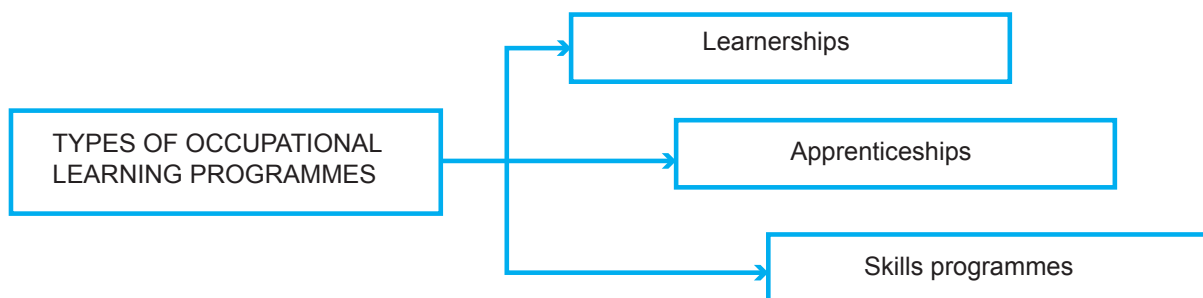
10.7 TYPES OF OCCUPATIONAL LEARNING PROGRAMMES

To refresh your memory, new legislation, such as the National Qualifications Framework Act 67 of 2008 and the Skills Development Amendment Act 37 of 2008, was introduced during 2008. The Skills Development Amendment Act ensures, among other things, the development of skills of the South African workforce, increased participation of relevant stakeholders in skills development, the quality of learning and provision of learning programmes, and improved employment prospects of previously disadvantaged individuals. The Act provides for the establishment and implementation of learning programmes. In terms of the Skills Development Amendment Act, a learning programme includes a learnership, an apprenticeship, a skills programme and any other prescribed learning programme that includes a structured work-experience component. Learners participating in these programmes have to demonstrate sufficient foundational competence in communication and mathematical literacy in order to cope with the occupational learning demands and to benefit from the learning process. An additional language, mathematics knowledge and theory requirements in other subject areas are determined by the needs of each specific occupation and must be fit for purpose. These are incorporated in the common/core learning requirements of the qualification (Van Rooyen, 2009).

However, for occupational learning to achieve its stated objectives, certain learning opportunities, conditions and features need to be evident in the workplace. Learning opportunities in the workplace are affected by the

characteristics of the workplace and the conditions of the work environment (Matthews, 1999). The nature of the workplace will determine how work is performed, what type of learning is required and how employees will receive the emphasis on continued workplace learning. Goal clarity, evaluation of learning outcomes, the interpersonal relationships between group members, the degree of isolation and collaboration between individuals and the level of involvement in decision making influence the type of learning that takes place and how it takes place.

The different types of occupational learning programmes in South Africa will now be discussed; these include learnerships, apprenticeships, and skills programmes.



10.7.1 Learnerships

A learnership is the most important innovation in the skills development field in the post-apartheid era (Kraak, 2008). A learnership is the central innovation of the new training system in South Africa and was aimed at overcoming the problems associated with the old apartheid training regime. Learnerships were introduced in the Skills Development Act as a mechanism for government to invest extensively in skills development for empowerment and economic purposes, especially to reduce unemployment and poverty. In terms of the Skills Development Amendment Act, a learnership includes an apprenticeship.

Combining both knowledge and work-experience components of learning, learnerships are believed to be the most time- and cost-effective way to empower learners with economically relevant skills that give them better employment prospects than traditional knowledge-driven qualifications, or work experience-driven trades (NSDH, 2011). The learnership system – as one approach to implementing the objectives of the Skills Development Act – provides the opportunity to transform the process of skills formation by creating the mechanism needed for a skills revolution in South Africa.

In the OLS, a learnership is a type of **supervised, structured and planned experiential learning programme** that, firstly, includes the three curriculum components of knowledge, skills and work experience of a specific type and duration. Secondly, it is governed by a contractual agreement between the employer, the learner and the training provider or skills development provider that leads to a national occupational award or a national skills certificate. The skills certificate forms a distinct but recognised portion of an occupational

award as determined by the Department of Higher Education and Training. The learnership should result in much better employment prospects for graduates because of the tighter link between the labour market needs and occupational qualification design in the OLS.

Learnerships must be delivered by an accredited training institution or skills development provider (Stuart, 2011). The structured learning part of a learnership should include the three unit standard categories required to make up a qualification:

- fundamental learning (e.g. mathematics and language)
- core learning (e.g. scientific/social/entrepreneurial/industrial relations)
- electives (e.g. theoretical and structured practical training in the area of specialisation)

Work experience will relate to the structured learning and will prepare the learners for competence assessment. This may occur in a single workplace or be spread across several sites. Assessment will form an integral part of learnerships.

Learnerships are identified, designed, developed and implemented through a participative process, giving each stakeholder (including learners, employers and employee representatives) equal representation. When designing a learnership, careful consideration should be given to the requirements of the labour market and to ensure the proper integration of experiential and academic learning. This includes issues such as:

- appropriate assessment to reflect the measurement of applied competence, which determines if the learner is competent when measured against the implied standard
- compliance with SAQA requirements
- the extent to which the learnership will create employment opportunities

The critical requirements for successful learnerships are as follows:

- All stakeholders must buy into the learnership.
- The learnership must be demand driven.
- The learnership must be diverse enough to encompass the needs and requirements of the industry.
- It must integrate experiential and academic learning.
- It must ensure quality, efficiency and sustainability.
- It must equip the learner for lifelong learning.

10.7.2 Apprenticeships

An apprenticeship is another type of learning programme that is provided for in the Skills Development Act. In terms of the Skills Development Amendment Act, an apprenticeship refers to a learnership in respect of a **listed trade**, and includes a **trade test** in respect of that trade. A trade is an occupation for which an artisan qualification is required in terms of the Skills Development Amendment Act.

In this context, an artisan is a person who has been certified as competent to perform a listed trade in accordance with the Act. Apprenticeships are not new in South Africa. However, to unravel this concept, it is important to note that the theme of the workplace as a learning environment has a long history (Streumer & Kho, 2006). Apprenticeship, as a form of learning, has developed over centuries and can be regarded as a form of vocational and occupational training, with different approaches to organisation in each country (Pattayanunt, 2009). Possibly the best-known example in history is the medieval guild (old, out-dated organisation). Through a system of “practice makes perfect” and under the supervision of a master, an apprentice was able to achieve the status of a “journeyman”. The journeyman could later acquire the position of master by submitting a “masterpiece” (Streumer & Kho, 2006). This was the equivalent of a modern-day apprenticeship. Apprenticeships have been part of education and training in many countries, but their role has changed over time (Pattayanunt, 2009). Internationally, the apprenticeship system has been used as a strategy to develop skills.

An apprentice works for an employer and attends a training institution over a period of three to four years (Marks, McMillan & Ainley, 2004). An apprentice is defined as **“a person who is undergoing induction into a specific vocational sector, learning the appropriate technical skills and knowledge, and absorbing the appropriate values and traditions”** and “someone who is working towards a higher level of general qualification, maintaining a place in the community of learners, and avoiding social exclusion” (Hayward, Oancea & Wilde, 2008). Many countries view apprenticeships as a key component for skills development, with Australia and Germany leading in this regard (Board of Vocational Education and Training (BVET), 2005; Keating, Medrich, Volkoff & Perry, 2002).

10.7.3 Skills programmes

Prior to the Skills Development Amendment Act 37 of 2008, skills programmes were regarded as occupationally based learning programmes which, on completion, constituted a credit towards a qualification registered in terms of the NQF. In the context of NSDS III and the OLS, skills programmes are not pivotal in the sense that they do not include an academic qualification that, linked with workplace experience, qualify an individual to enter a particular trade or profession (DHET, 2011).

Although the new definition of a skills programme is still under discussion, in the context of the NSDS III (DHET, 2011), they are regarded as **shorter programmes** with a specific application or **specialisation** in mind; for example how to operate new technology in the workplace or how to undertake community ventures. They also include programmes such as those required for continuing professional development (CPD), which enable graduates from pivotal programmes to remain up to date and relevant (DHET, 2011).

Skills programmes differ from learnerships in that they **do not culminate in a whole qualification**, do not require a formal agreement, and can be provided entirely on an education and training provider’s site, but must contain a practical component. A skills programme is recognised through the Skills

Development Act. It is one of the most dynamic and relevant features of the education and training system in South Africa. The role of skills programmes are to up-skill and multi-skill the South African workforce, as well as new entrants into the relevant economic sectors.

The provision of skills programmes assists workplaces in developing meaningful and relevant career and learning pathways for their employees in a highly accessible manner. This, in turn, leads to the improvement of workplace practices, employability and mobility of the South African workforce. A skills programme must be composed of clusters of unit standards that together enable the learner to earn an income; it should constitute an employable skills unit; the learner should be able to write the end product (outcome) of the skills programme on a curriculum vitae (CV); after completion, the learner should be able to go to an employer and say, "I am able to perform this function/ service if you employ me".

Many people regard a skills programme as a mini qualification or skills certificate, or a building block of a qualification, because it is made up of a cluster of meaningful unit standards that are linked to a registered qualification. This enables the qualifying learner to be employable, or to perform certain meaningful functions within the workplace. Some of the skills programmes are regulated for employment purposes; for example, Competency A and Competency B skills programmes within the mining sector are a prerequisite for employment. A skills programme serves the following purposes:

- It provides learners with practical (hands-on) experience, where appropriate.
- It increases employability, self-employment and mobility in the workplace.
- It provides occupationally directed and focused learning.
- It contributes towards closing the gaps identified in the workplace skills plan (WSP), sector skills plan (SSP) and provincial skills plan (PSP) or research.
- It advances career aspirations of employees.
- It addresses the principles of portability, access redress and equity in the workplace.



■ ACTIVITY 10.4

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



FEEDBACK 10.4

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 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 and 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 NSDS III, **skills programmes** are regarded as shorter programmes with a specific application or specialisation.

10.8 FORMAL LEARNING, NON-FORMAL LEARNING AND RECOGNITION OF PRIOR LEARNING (RPL)

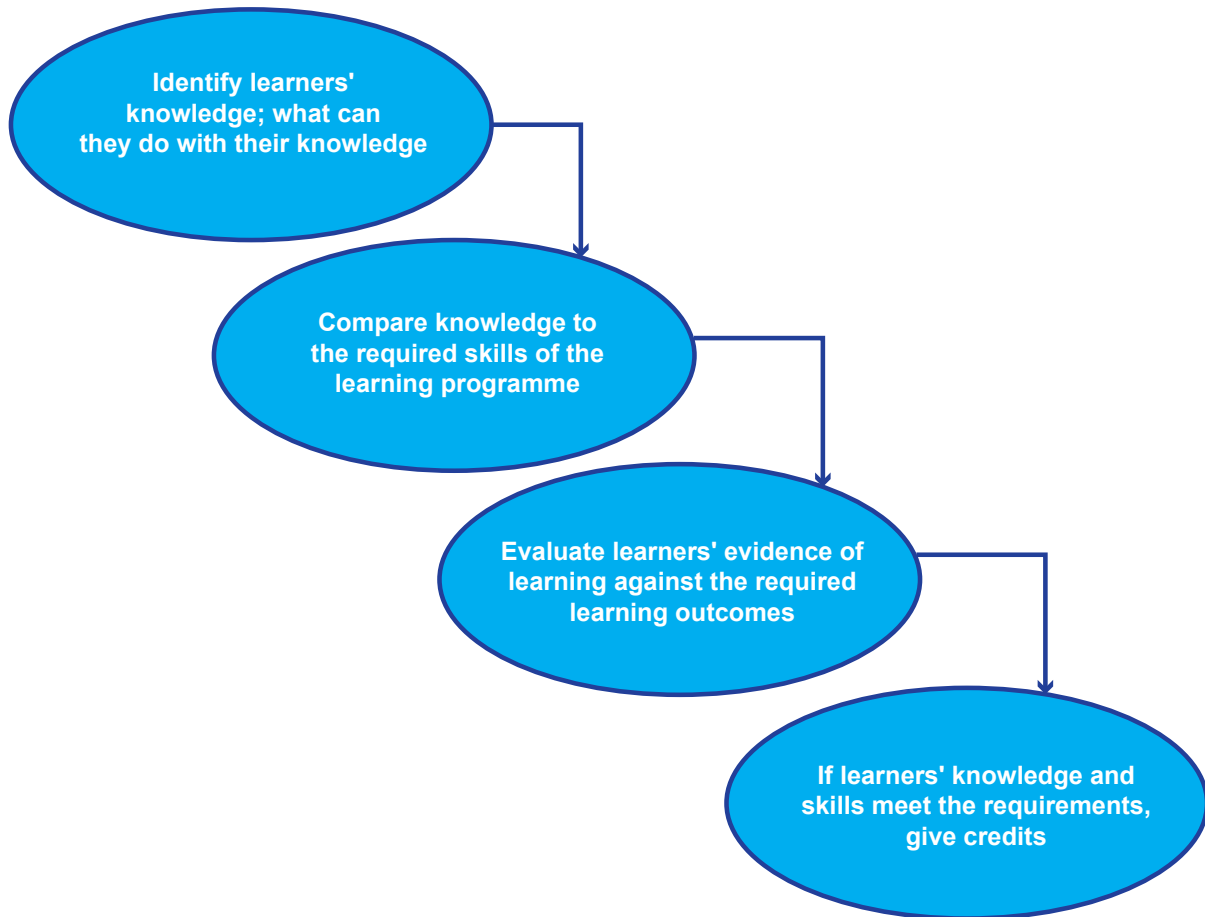
Formal learning is the learning that a learner is exposed to at school, colleges, and universities. On completion of formal learning, the learner is issued with a certificate or diploma that represents the knowledge and skills gained through the formal learning experience. Non-formal learning represents all the learning experiences that people are exposed to outside the formal learning environment.

Work experience is a form of non-formal learning. When non-formal learning is relevant to a specific qualification, the learner may be granted credit for that specific experience through recognition of prior learning.

Recognition of prior learning is a the formal acknowledgement of relevant experience, skills, and knowledge that employees gain in various learning environments, such as school, casual work, formal work, short training courses and apprenticeships. The focus is on recognising competence, not emphasising how competence is achieved. Recognition of prior learning can be assessed

through observation, questioning and/or evaluation of a project or achievement. The learners are required to provide evidence that they have mastered the learning outcomes. The evidence can be in the form of a portfolio or the passing of an examination of some sort.

The steps in the RPL process are as follows:



ACTIVITY 10.5

Think of one example where a person can gain sufficient work experience to receive credit for a formal qualification.



FEEDBACK 10.5

An electrician's assistant or a plumber's assistant would be good examples of possibilities for RPL. However, that would depend on the kind of experience they have gained through their years of working. To qualify for credits for a qualification through RPL, the experience must be relevant to the content of the course for which the person is applying for credit.



SELF-ASSESSMENT 10.6

The labour market is central to an occupational learning system. Describe the purpose of each of the following components:

- (1) *Employment Services of South Africa (ESSA)*
- (2) *The Organising Framework for Occupations (OFO)*
- (3) *The National Occupational Pathways Framework (NOPF)*
- (4) *The Occupational Qualifications Framework*
- (5) *Sector skills plans*
- (6) *Quality Council for Trades and Occupations*
- (7) *Communities of expert practice*



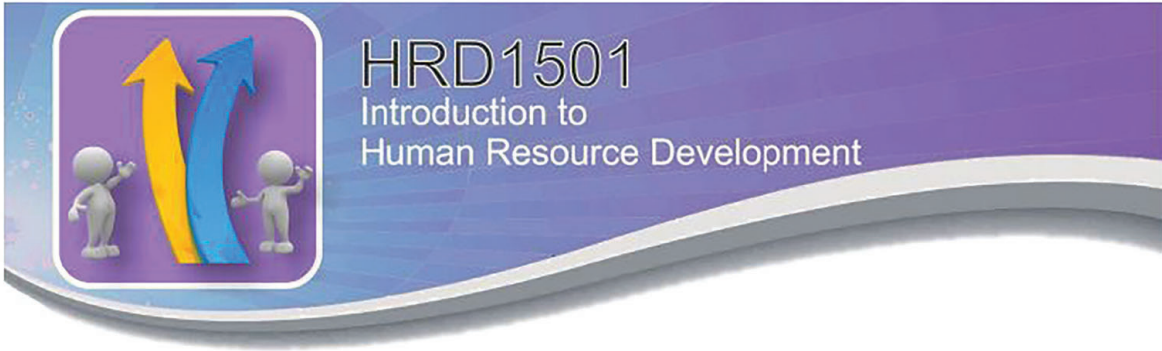
SELF-ASSESSMENT FEEDBACK 10.6

- (1) *Employers and private employment agencies will be required to register vacancies with ESSA.*
 - *It is essentially a government database of vacancies and an employment agency.*
 - *It provides a record of the demand for and supply of skills in the labour market.*
- (2) *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 to understand what is happening in terms of labour supply and demand.*
 - *It will register occupations (NOT qualifications) from levels 1 to 8 on the occupational qualifications framework.*
 - *It provides information on occupations, not qualifications.*
 - *Occupations are grouped by 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, tools and equipment used, materials worked on, or goods and services provided at a particular skills level.*

- (3) *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 data from the Organising Framework for Occupations is integrated into NQF levels and it thus forms a link between the OFO and the NQF.*
- (4) *This is a sub-framework within the NQF that provides a structure for designing, delivering and assessing occupational learning.*
 - *It spans levels 1 to 8 of the NQF for all occupational qualifications.*
- (5) *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.*
- (6) *This is the quality assurance and standard-setting body responsible for occupational qualifications.*
- (7) *These are groups of expert practitioners who are currently practising their occupations and who will use their expertise (knowledge, skills and competence) to contribute to the development and quality assurance of occupational qualifications.*

10.9 TOPIC SUMMARY

Skills development is a crucial tool in the development of South African employees and prospective employees. Without skills development in the relevant sectors, our economy will not grow and we will not be able to compete globally. SAQA and the NQF were discussed in detail. By now you should have a better understanding of the skills development legislation that guides and regulates training and development in South African organisations. Then we introduced you to the occupational learning system. You were introduced to the components of the OLS and were given details of occupational qualifications. The various types of occupational learning programmes were explored and we also distinguished between formal and non-formal training. Lastly, we mentioned recognition of prior learning.



TOPIC 4: Human Resource Development (HRD) in the training cycle



Workbooks 11–13



Topic 4	•HRD administration in the training cycle
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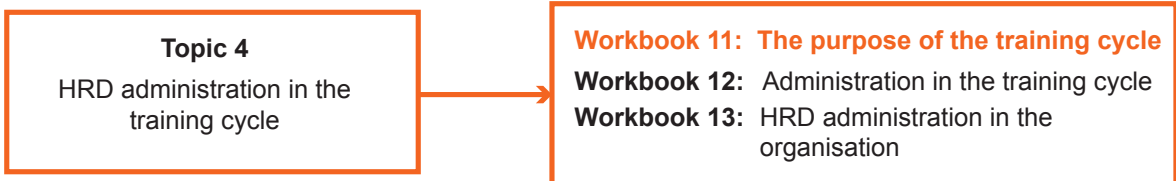
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AIM OF TOPIC 4: THE ROLE OF HRD ADMINISTRATION IN THE TRAINING CYCLE

This topic aims to introduce you to HRD administration in the training cycle, and include:

- The purpose of each phase of the training cycle
- Administration in the training cycle
- HRD administration in the organisation

The purpose of the training cycle



11.1 INTRODUCTION, LEARNING OUTCOMES AND KEY CONCEPTS

The Skills Development Act and the Skills Development Levies Act, which we discussed in the previous study units, introduced a planned approach to training and development (T&D). A T&D needs analysis is crucial to the planning, design and delivery of any T&D initiative. It identifies the gaps in employees' existing competency levels, knowledge, skills, and attitudes. A T&D needs analysis is also the first phase of the training cycle.



LEARNING OUTCOMES

After working through this Workbook, you should be able to:

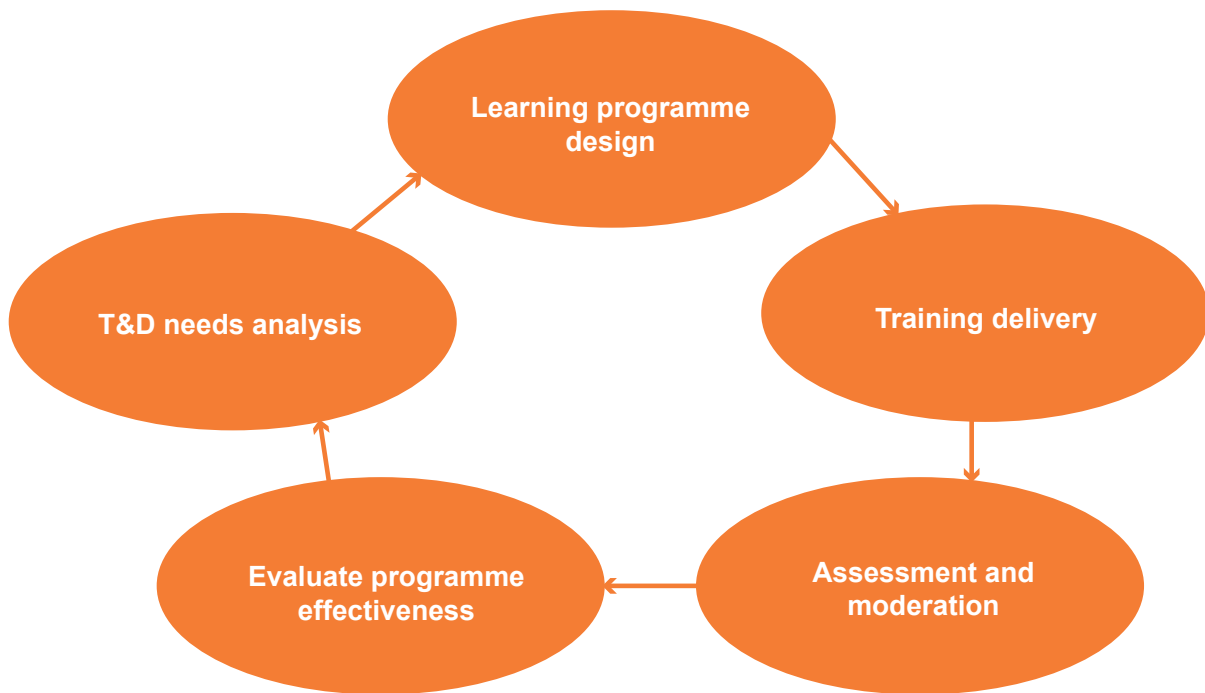
- explain the purpose and phases of a training cycle



KEY CONCEPTS

- phases of a training cycle and purpose
- concept needs analysis
- learning programme design
- training delivery
- assessment
- moderation
- evaluation

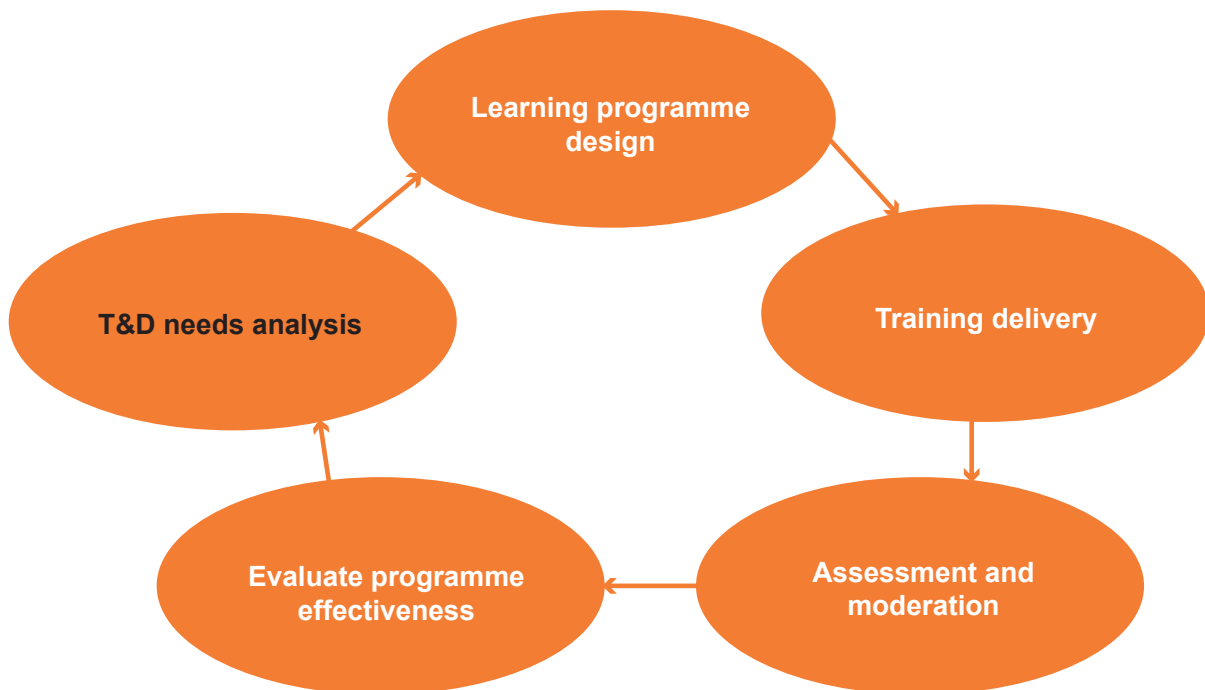
11.2 THE PHASES OF A TRAINING CYCLE



The focus of the training cycle is the continuous improvement of employees' performance in the workplace. It emphasises that T&D in the workplace is a process of continuous learning and development. Every phase in the training cycle contributes to the eventual success of a learning programme, and all phases are equally important. It is an iterative process because the evaluation of programme effectiveness often leads back to the first phase of the cycle T&D needs analysis.

The first phase of the training cycle is conducting a T&D needs analysis. T&D needs analysis is essential to ensure that the correct learning outcomes are identified and achieved. The second phase of the cycle is designing outcomes-based learning programmes. In this phase, we use the results of the T&D needs analysis to design learning programmes that will achieve the identified learning outcomes. In the third phase of the training cycle, learning programmes are delivered. Assessment and moderation in T&D is the fourth phase of the training cycle. This phase focuses on whether the learners have achieved the learning outcomes. The last phase of the training cycle comprises **evaluating** T&D effectiveness. This phase should **not** be confused with **assessment**.

11.3 PURPOSE OF TRAINING AND DEVELOPMENT NEEDS ANALYSIS



In the context of HRD, a needs analysis is understood to be the systematic collection and evaluation of information to find the gaps in the existing competency levels, skills, knowledge and attitudes of employees. It involves gathering and analysing data about employees' existing capabilities and the organisation's demands for skills, and analysing the implications that new and changed roles have for changes in capability (CIPD, 2007; Werner & DeSimone, 2009). The information obtained from a needs analysis provides the foundation for HRD as a profession and a practice. In reality, organisations will always face some type of skills gap. This may be caused by shifting market conditions, evolving industries or changing customer needs.

T&D needs analysis serves **several purposes** related to T&D planning, design and delivery. It provides a means to evaluate an organisation and an individual's current situation by gathering, assessing and disseminating information about optimal and actual performance, the causes of performance problems and possible solutions. With the gathered information and data, an assessment of the **gap between desired performance and current performance** is conducted. From this, the causes of existing performance-related problems and their possible future consequences can be identified.

Key features of a T&D needs analysis:

- Before learning design issues are considered, a thorough needs analysis is required to develop a systematic understanding of where training is needed, what needs to be taught or trained, and who needs to be trained.
- T&D needs analysis employs a systematic process and technology for improving employee capability.

- During the T&D needs analysis, the T&D professional should get clarity on the preferred organisational outcomes of the intended training intervention and the organisational support that trainees will receive after the programme to enhance the transfer of training.
- A T&D needs analysis typically occurs on four interrelated levels, namely national sectoral, organisational, task and person analysis.

<p>National and sectorial analysis</p>	<p>This is the responsibility of the sector SETA. At this level, the SETA identifies key skills shortages and their importance in the sector. The purpose is to ensure that organisational skills development initiatives also take into account national skills shortages and priorities. These shortages are identified through a study of the workplace skills plans submitted to a SETA by the employers in a particular economic sector, and the skills shortages that are identified in this way will be regarded as training priorities for the sector.</p>
<p>Organisational analysis</p>	<p>Organisational analysis is referred to as a skills audit. Different types of data are analysed and a skills matrix can then be compiled. The skills matrix provides information on employee skills levels. The workplace skills plan is a summary of the organisation's T&D needs (for the development of skills) for a specific period. Organisational skills analysis and development should be based on the organisation's strategic objectives, taking into account the sector's strategic objectives.</p> <p>The purpose of an organisational needs analysis is to examine the internal environment of the organisation that may influence employee job performance. The internal environment consists of organisational goals (such as those described in the HRD strategy for the company), available resources and the external influences on the organisation. This information is used to determine where T&D interventions should be directed.</p>
<p>Task analysis</p>	<p>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.</p> <p>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.</p>
<p>Person analysis</p>	<p>This 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.</p> <p>Assessments of employees' personality, ability and prior learning experience.</p>



ACTIVITY 11.1

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

(b) Why is it necessary to conduct a needs analysis before you design a training programme?



FEEDBACK 11.1

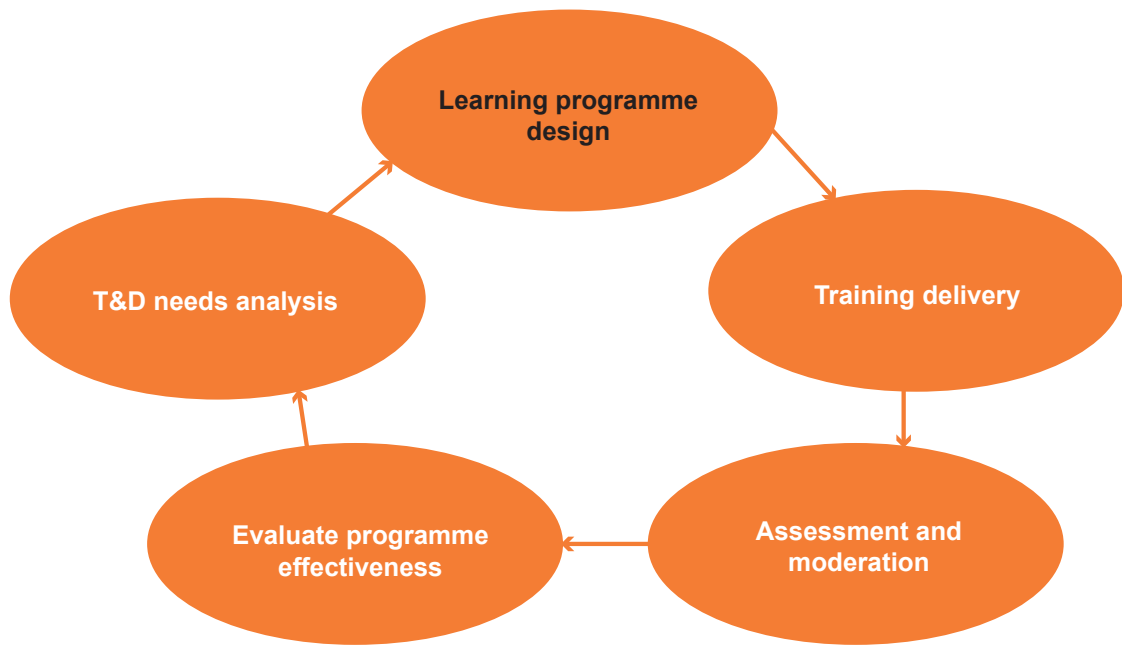
(a) *T&D needs analysis is about data or information. The data or information is collected, analysed and evaluated in order to identify gaps in employees' existing skills, knowledge, attitudes and competency levels. The information is gathered by investigating employees' existing competency levels, the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

(b) *A T&D needs analysis is the first step in the planning, design and delivery of any T&D initiative. It involves gathering and evaluating data about existing employees' capabilities and the organisation's current and future demands for skills.*

11.4 LEARNING PROGRAMME DESIGN

This section introduces the second phase in the systematic training cycle, namely the design of workplace learning programmes and other short courses.

As you will remember from Workbook 9 (Topic 3), we addressed legislation governing skills development in South Africa.



ACTIVITY 11.2

What are the major acts (legislation) governing skills development programmes in South Africa?



FEEDBACK 11.2

Skills development is governed by the:

- NQF Act 67 of 2008
- Skills Development Act 97 of 1998
- Skills Development Amendment Act 37 of 2008
- Skills Development Levies Act 9 of 1999

Learning designers start with the end in mind, namely the desired end result. Therefore, the skills programme's objective and learning outcomes are based on the identified needs and expectations of the learners; it is then formulated in terms of the three forms of learning for occupational/job competence at a particular NQF level:

- *knowledge and theory*
- *practical skills*
- *work experience*



The NQF level descriptors (http://www.saqa.org.za/docs/misc/2012/level_descriptors.pdf) and taxonomies (classification systems), such as those of Bloom, (<http://www.nwlink.com/~donclark/hrd/bloom.html>) help learning designers to formulate learning outcomes and to develop learning and assessment activities at the desired educational/cognitive level.

The next step in the learning design process is to group the learning outcomes into modules or learning units. Appropriate and sufficient course content and materials are then chosen and appropriately sequenced. Learning and assessment activities, assessment criteria and performance standards and learner support materials are designed. The learning facilitation process is then clearly outlined in the facilitator/trainer process guide.

Finally, the training delivery and evaluation methods are chosen. A well-planned learning design process enables learners to learn and apply what they need to know on the job, at the appropriate NQF/OQF levels; as a result, they respond favourably to the programme.



ACTIVITY 11.3

Reflect on the following question:

What is the purpose of the learning outcomes at the beginning of each study unit in this workbook?



FEEDBACK 11.3

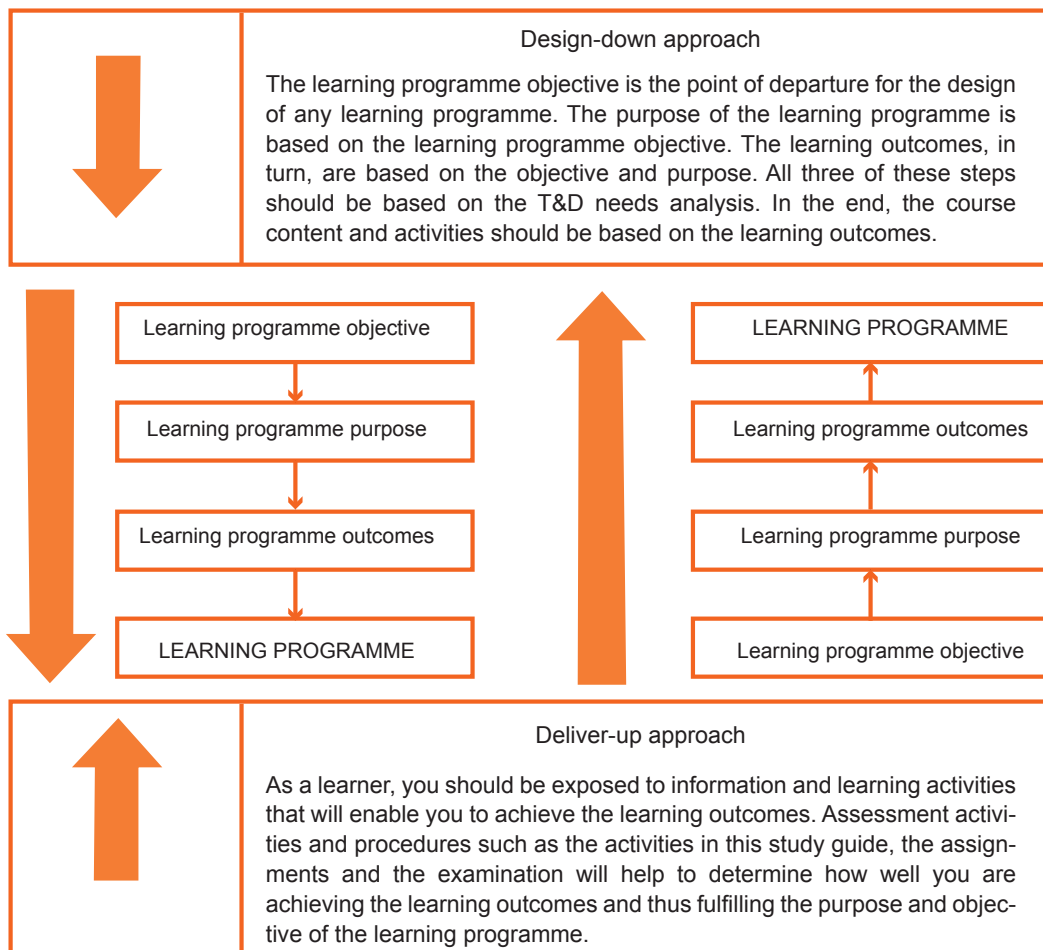
The learning outcomes at the beginning of each workbook indicate what you, the learner, must know, understand and be able to do by the end of the study unit.

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.

The effectiveness of the learning process depends on developing learning outcomes that are meaningful and appropriate to the needs of learners.

Through the design of a learning programme, the T&D practitioner guides learners to the knowledge, skills, attitudes and behaviour they need to master.

SAQA proposes a design-down, deliver-up approach to learning programmes.



The process outlined is similar to what SAQA (2005) refers to as a “design down, deliver up approach” to learning design. Once the design-down process is complete, learning designers deliver up, that is, they design learning activities to prepare learners for the assessment activities set out in the curriculum of the skills programme. Learning and assessment activities help learners to build up evidence that they have achieved the learning outcomes at the required NQF/OQF level. Each of these steps will be discussed.



ACTIVITY 11.4

Reflect on how the objective and purpose of the learning programme for this module influenced its design. Read through the module outcomes for this module and the learning outcomes for each topic (and each study unit) in the module. Can you see how the learning outcomes at the start of each study unit in the study guide enable you to achieve the topic learning outcomes, and how, in turn, the topic learning outcomes enable you to achieve the module outcomes?

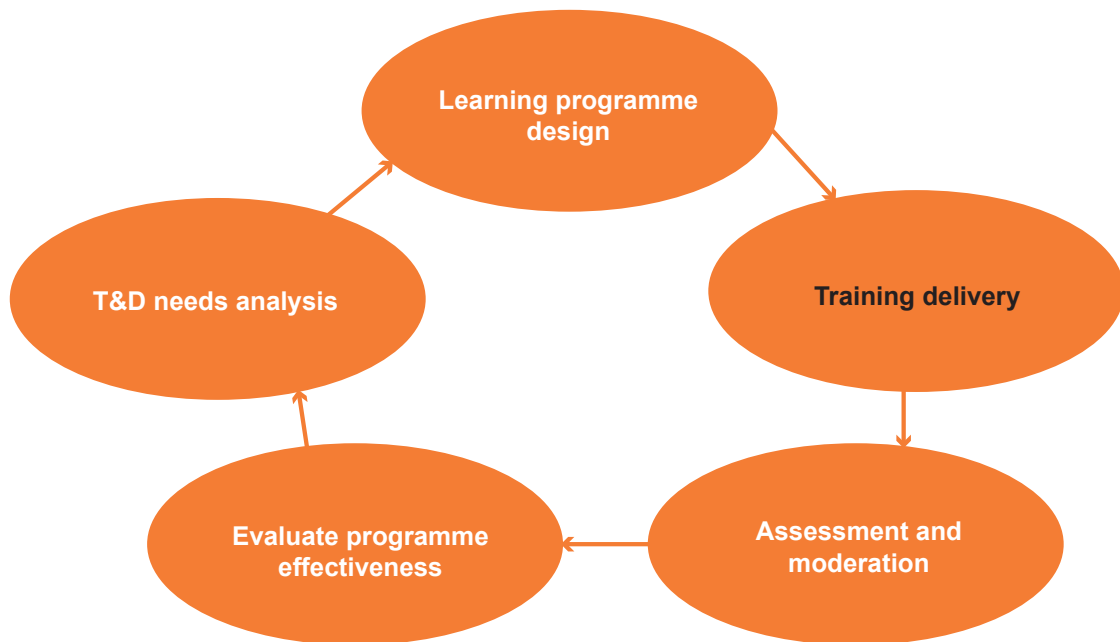


FEEDBACK 11.4

One of the outcomes of this module is that you should be able to apply relevant principles of learning theories in the design of learning programmes. Look at the learning outcomes for topic 4; they state that you should be able to explain the purpose and phases of a training cycle; discuss the purpose of record keeping in training; analyse the training facilities involved in training; and identify and critically analyse the different training rooms that are available for training to take place.

Can you see that achieving all these outcomes will eventually enable you to design a learning programme?

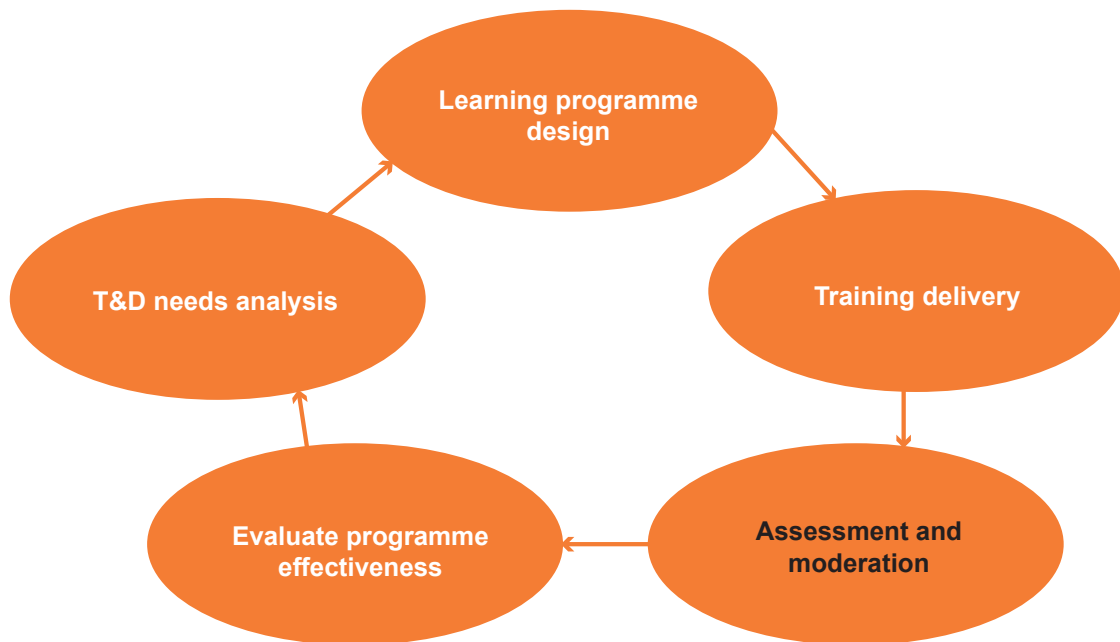
11.5 DELIVERING LEARNING/TRAINING PROGRAMMES



The delivery or presentation of the training programme is the third phase in the training cycle and the culmination of all the work that has gone into the learning programme so far. Effective training delivery depends not only on the selection of an appropriate delivery method, but also on the expertise, techniques and learning materials used to support the facilitation of learning. Even the best-designed training intervention is doomed to fail if we, as T&D practitioners, cannot deliver it effectively.

The effective delivery of training in the workplace depends on a number of factors considered in the design of a skills programme. Classroom training and on-the-job training are two of the most common methods of delivering training in the workplace. These two methods are often blended with programmed instruction and technology-based training approaches to enhance the transfer of learning to the workplace. Design and delivery decisions are influenced by the characteristics of the target group and the dynamics of the learning facilitation process. Learning facilitation means that the learner becomes a more active and vital component in the training or learning facilitation process. The emotional climate in the classroom has an impact on the learner's attitude and willingness to learn. Trainers apply principles of learning facilitation to ensure optimal transfer of learning to the workplace.

11.6 ASSESSMENT AND MODERATION IN TRAINING AND DEVELOPMENT



Assessment is the fourth phase of the training cycle. Note that it is separate from the fifth phase, which is evaluation of training. Assessment is about determining whether the learners have achieved the learning outcomes of a learning programme, whereas evaluation of training concerns the quality of the training and whether the purposes of the learning programme have been achieved.

SAQA (2001) defines assessment as a structured process in which evidence of performance is gathered and evaluated against agreed criteria. Put simply, assessment is a process that a qualified and registered assessor follows to collect evidence of a learner's learning achievements. 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 the learners' competence and learning achievements. In outcomes-based T&D, the evidence is assessed against national standards registered with SAQA.

11.6.1 Purposes of assessment

The main purpose of assessment is to measure learning outcomes. Additional purposes are to improve learning facilitation, the curriculum, learning design and conditions for learning. Assessment is also used to encourage learners through the feedback that they receive. Learners need the feedback that assessment provides, which includes information about their learning and further development, information about their understanding, and information about their accomplishments.

Assessment will improve learning only if it provides an overall picture of what learners know and are able to do. Assessment should always respect learners' different ways of understanding. Furthermore, sound assessment practice should

Moderation and verification involve the following:

- monitoring the conduct of assessment
- evaluating assessment design, instruments and methods
- **sampling candidate evidence to verify assessment decisions**
- assuring quality of the assessment and moderation system and procedures
- supporting and advising assessors
- keeping verification and assessment records up to date
- providing information for analysis by the assessment centre and ETQA



■ ACTIVITY 11.6

What is the purpose of assessment?

Why should assessment be moderated?

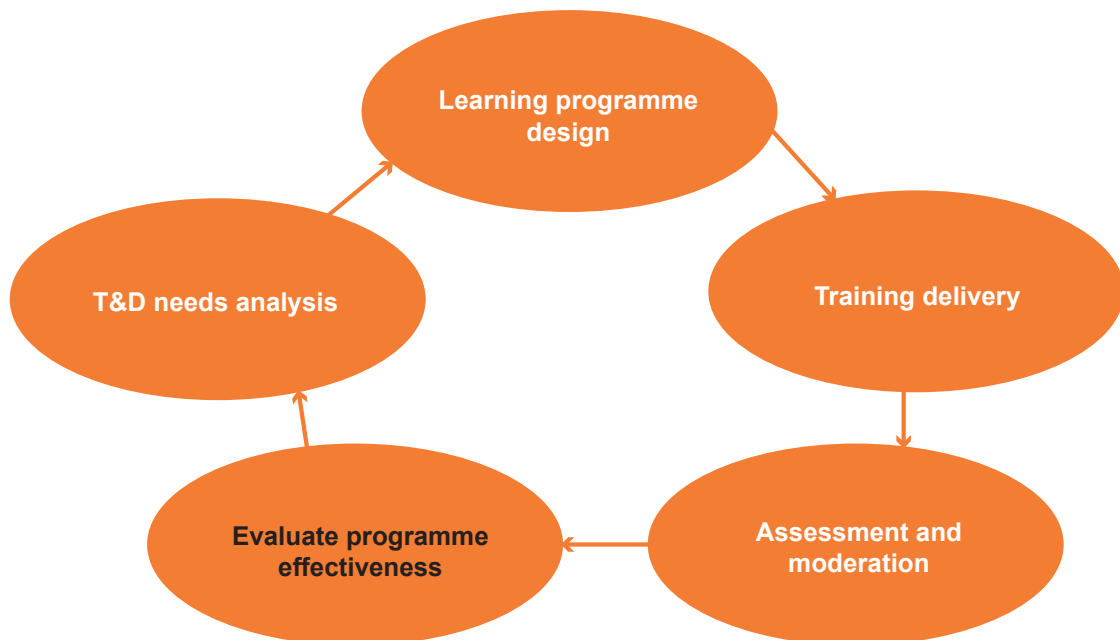


FEEDBACK 11.6

The main purpose of assessment is to measure learning outcomes. Additional purposes are to improve learning facilitation, the curriculum, learning design and conditions for learning. Assessment is used to encourage learners through the feedback that they receive.

Effective quality assurance gives everyone involved in the particular skills programme confidence in assessment decisions. Internal moderation is one aspect of quality assurance. It is the process of monitoring and verifying assessment practices to ensure that assessment decisions are consistently accurate.

11.7 EVALUATING TRAINING AND DEVELOPMENT (T&D) EFFECTIVENESS



Evaluating T&D effectiveness is the fifth phase in the training cycle. The purpose of T&D interventions is to improve performance at organisational, group and individual level. When we do T&D evaluation, we can determine the extent to which the goal of performance improvement has been achieved. T&D evaluation is about the collection of descriptive and judgemental information that is used to improve the quality of learning design and delivery.

11.7.1 T&D Evaluation

T&D evaluation is a set of planned, information-gathering and analytical activities. Training evaluation uses valid and reliable measuring instruments, or data-collection tools, to achieve its objectives.

As in the case of assessment, evaluation can take place at the following times (Rothwell et al, 1995):

- before a training intervention (known as a diagnostic evaluation)
- during a training intervention (known as formative evaluation)
- at the conclusion of a skills programme (known as summative evaluation)
- sometime after a skills programme (known as longitudinal evaluation)

Assessment focuses on assessing collected evidence of learners’ achievements against a set standard. Evaluation, on the other hand, makes judgements about the quality and added value of skills programmes and whether changes and/or improvements in learners’ performance in the workplace occurred as a result of the skills programme. The moderation of assessment practices, methods and instruments and learners’ achievements is an example of an evaluation activity.



ACTIVITY 11.7

Differentiate between assessment and evaluation.

Assessment	Evaluation



FEEDBACK 11.7

To complete this activity correctly, you should define or describe both assessment and evaluation and discuss the purpose of each. You should then point out how these two concepts differ. It is important to realise that, although similar terms are used in these two phases of the training cycle, their purposes differ and should not be confused.

11.8 SUMMARY

In this study unit we introduced you to the training cycle by explaining the purpose of the five phases of the training cycle. T&D needs analysis (TNA) is the first phase of the training cycle. Before learning design issues are considered, a careful TNA is required to develop a systematic understanding of where training is needed, what needs to be taught or trained, and who will be trained. The needs analysis also ensures that we provide T&D only for those employees who really have knowledge, skills, competency and attitude gaps, since T&D must not be seen as a panacea (remedy) for other organisational problems.

Learning programmes are best designed by using an outcomes-based and learner-centred approach. By placing the learners at the centre and making learning outcomes the base, T&D practitioners use a design-down, deliver-up approach for the design of quality outcomes-based learning programmes that are valuable and meaningful to learners. By using a learner-centred approach to training leads to a process of facilitation of learning where the learners are actively involved in the training and learning process. Assessment is the fourth phase of the training cycle and determines whether the learners have achieved the learning outcomes of a learning programme, whereas evaluation of training is the last phase of the training cycle and focuses on the quality of the training and whether the purposes of the learning programme have been achieved.



SELF-ASSESSMENT 11.8

- (1) Differentiate between assessment and evaluation.
- (2) List and discuss the purpose of the five (5) phases of the training cycle.



SELF-ASSESSMENT FEEDBACK 18.8

- (1)

Assessment	Evaluation
<i>Process in which evidence is gathered and evaluated against agreed criteria to make a judgement of competence for development or recognition purposes.</i>	<i>Evaluation of training concerns the quality of the training and whether the purposes of the learning programme were achieved.</i>
<i>Process that a qualified and registered assessor follows to collect evidence of a learner's learning achievements.</i>	<i>It involves the collection of descriptive and judgemental information in order to make effective T&D decisions, including selection, adoption, modification and financial evaluation.</i>

<i>A data-gathering strategy for measuring knowledge, skills, behaviour or performance, values and attitudes.</i>	<i>It is a set of planned, information-gathering and analytical activities.</i>
	<i>It determines whether the T&D intervention has achieved its goals in the most effective and efficient way possible.</i>

(2) *The purpose and phases:*

- *The training cycle focuses on the continuous improvement of learning programmes and learners' performance in the workplace.*
- *As organisations' and learners' T&D needs change, 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.*

(1) **Needs analysis**

- T&D needs analysis serves several purposes in T&D planning, design and delivery.
- 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.
- With the gathered information and data, an assessment of the gap between desired performance and current performance is conducted.
- Causes of existing performance-related problems and their possible future consequences can be identified.

(2) **Design**

- *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.*
- *The effectiveness of the learning process depends on developing learning outcomes that are meaningful and appropriate to the needs of learners.*
- *Through the design of a learning programme, the T&D practitioner guides learners to the knowledge, skills, attitudes and behaviour they need to master.*

(3) **Training delivery**

- *The best-designed training intervention is doomed to fail if T&D practitioners cannot deliver it effectively.*
- *Delivering the training effectively is crucial in helping learners to achieve the outcomes of a learning programme.*

- *Delivery of training is a specific way in which learning can take place in an organisation.*
- *The aim of delivering a training programme is to accelerate and structure learning through the delivery of well-designed, outcomes-based learning programmes.*

(4) Assessment

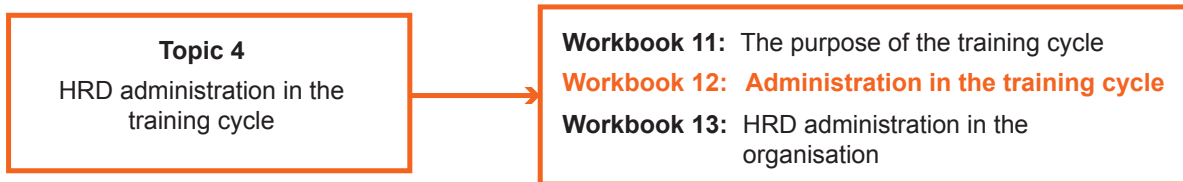
- *The main purpose of assessment is to measure learning outcomes.*
- *Additional purposes are to improve learning facilitation, the curriculum, learning programme design and conditions for learning.*
- *Assessment is a data-gathering strategy for measuring knowledge, skills, behaviour or performance, 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.*

(5) Evaluation

- *It serves as a feedback system.*
- *The purpose of T&D evaluation is to identify performance solutions for improving the organisations 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.*

WORKBOOK **12**

Administration of the training cycle



12.1 INTRODUCTION, LEARNING OUTCOMES AND KEY CONCEPTS

Most large organisations have training facilities and the prevailing attitude in most organisations is that their facilities are sufficient and that nothing further needs to be done. However, it remains the trainers’ responsibility to see that training facilities meet the required standard of organisational needs. Meyer and Orpen (2012) state that training facilities involve planning tasks which should be executed in developing and overall facility strategy. In line with that, the implementation of plans that the training facilities have to meet, must be clearly indicated. This section focuses on the tasks that must be executed in the development of an overall training facility strategy, as well as the implementation steps of a training plan.



LEARNING OUTCOMES

After working through this Workbook, you should be able to:

- Discuss the purpose of record keeping in training.
- Analyse the training facilities involved in training.
- Identify and critically analyse the different training rooms that are available for training to take place.
- Discuss the process of planning and selecting an appropriate venue for training.
- Make suggestions, based on sound reasons, for using the various training venues.
- Indicate the administration aspects that must be considered when conducting training.



KEY CONCEPTS

- administration
- costs

12.2 PLANNING TASKS

- The tasks that should be executed in developing an overall training facility strategy as stated by Meyer and Orpen (2012) are:
- Define the extent of the strategy: this is defined in terms of the size of the organisation, the geographical areas involved and the period of the training;
- Identify policy guidelines, parameters, and objectives for T&D: these will affect both the estimates of the facility requirements, and the comparison and ultimate selection of facilities;
- Determine whether the current facilities are suitable: the weaknesses, strengths, purpose and layout of the facilities should be determined based on organisational strategy and workplace skills plan;
- Develop an estimate of training requirements: a projection of the training facility needs gives an indication of what facilities will be required during the planned training period. The estimate can be expressed in terms of the time and space required, and expected utilisation. In situations where workplace skills plan is implemented, projection of training facility needs do not need to be done; and
- Convert the estimated student and staff needs into facility needs: it is important to remember that training facilities are not used continuously and varies according to the strategy selected.

12.2.1 Analysing the target audience

The needs, level of experience and education and preferences of the target audience will largely determine the learning content, structure, presentation and language level of a learning programme.

T&D professionals are required by SAQA to record the following information about their learners (see Workbook 2):

- prior experience
- gender
- geographic location
- socio-economic status
- cultural background
- educational background
- employment status
- language
- access to communication technology
- physical disability
- T&D needs and motivation for attending a skills programme



ACTIVITY 12.1

Management requested that you plan tasks that should be executed in developing an overall training facility strategy as stated by Meyer and Orpen (2012).



FEEDBACK 12.1

The tasks that should be executed in developing an overall training facility strategy as stated by Meyer and Orpen (2012) are:

- *Define the extent of the strategy: this is defined in terms of the size of the organisation, the geographical areas involved and the period of the training;*
- *Identify policy guidelines, parameters, and objectives for T&D: these will affect both the estimates of the facility requirements, and the comparison and ultimate selection of facilities;*
- *Determine whether the current facilities are suitable: the weaknesses, strengths, purpose and layout of the facilities should be determined based on organisational strategy and workplace skills plan;*
- *Develop an estimate of training requirements: a projection of the training facility needs gives an indication of what facilities will be required during the planned training period. The estimate can be expressed in terms of the time and space required, and expected utilisation. In situations where workplace skills plan is implemented, projection of training facility needs do not need to be done; and*
- *Convert the estimated student and staff needs into facility needs: it is important to remember that training facilities are not used continuously and varies according to the strategy selected.*

12.3 TYPES OF TRAINING ROOMS AND THEIR DESIGN

Once the target audience has been identified, one can determine what type of training to offer.

Training rooms must be designed in such a way that the unique present and future needs of the organisation are satisfied. Specifications to acoustics, quality of walls, floors, ceilings, doors, lighting, electricity supply, ventilation and furnishings must be determined beforehand to support the learning process (Erasmus et al., 2012). There are several principles to be considered for selecting the right instructional techniques for the classroom; namely determining the desired performance beforehand, choosing the most appropriate procedure for achieving the desired performance, choosing those that are practical and job-related, and so forth. There are several ways in which training can be delivered – all of which have advantages and disadvantages. Therefore, when deciding on training rooms and their design, consider what the purposes of the training will be and whether the training will be for groups or for an individual.

Group-based training	Individual-based training	Other training
<p>The important considerations when it comes to group-based training are as follows:</p> <ul style="list-style-type: none"> • The group interaction throughout the day; • The acoustics of the room that allows for the sound to be carried to all parts of the room ensuring that everyone in the room can hear the training; • The shape and layout of the room should be designed in such a way that the presentation media is clearly visible and audible to all students; and • The situation of the room, away from noise and external disturbances. 	<p>Individual-based training should enable students to work on their own and at their own pace.</p>	<p>This may include for example:</p> <ul style="list-style-type: none"> • Manual skills taught in computer rooms; • Practice training presented in workshops; and • Simulation training.

An important characteristic of training facilities is that they must be adaptable, since rapidly changing technology and presentation methods require this. If adaptability and flexibility are not taken into account in the erection and management of training facilities, the cost-effectiveness of the organisation will be adversely affected.

12.4 PLANNING AND SELECTING A VENUE

One of the keys to effective training is a positive learning environment (Meyer, 2012). Choosing the right venue for the learning event is important and even though the physical environment does not teach the learners, it does assist the learners to learn. The chosen room should be free of disturbances to ensure maximum concentration. When selecting the right venue, several factors need to be considered, namely:

- **Purpose and learning outcomes** of the course;
- **Course specification:** specifications about the facilities, materials and equipment that are needed to run the programme;
- **Target group:** your delegates could determine the choice of venue. When organising a workshop for executives you will have different requirements than when you are organising training for low-level factory workers;
- **Budget:** naturally, the available budget will greatly determine the choice of venue;

- **Location:** when your delegates have their own transport you have a bigger choice of venues than when delegates use public transport;
- **Equipment:** should the training require specialised equipment, your venue should be able to accommodate it;
- **Catering:** when delegates are expected to be present for more than few hours, it is expected to provide them with a meal. Remember to keep their dietary requirements in mind;
- **Temperature:** for optimum learning, it is probably better to have a slightly cooler temperature than a slightly warmer temperature. If the room is too hot, your delegates will struggle to stay awake and concentrate, and if it is too cold, people feel too uncomfortable to learn (Erasmus et al., 2012);
- **Lighting:** many training rooms have too little light. It is also possible to have too much light; it would make it difficult to view transparencies or videos;
- **Chairs:** if you have ever attended training or a conference where you had to sit on hard or uncomfortable chairs, you will know how distracting it can be;
- **Writing and workspace:** a steady, spacious surface is a must for every delegate. You want delegates to take in as much as possible, therefore, make it easy for them to take notes. There must also be enough space between the delegates so that one person is not invading another person’s “private space”; and
- **Sightlines:** when delegates cannot see the trainer or the visual aid, they will eventually lose interest in the training.

TABLE 12.1

Here is an example of a venue checklist

IMPORTANT POINTS	SPECIFIC REQUIREMENTS	DUE DATE	DONE
Location of the venue – easily accessible			
Enough parking			
Organised reception area			
Helpful staff members at venue			
Size of training room			
Capacity of training room			
Equipment			
Room temperature			
Lighting			
Comfortable chairs			
Enough workspace for delegates			

Power sockets			
Acoustics			
Wall space for posters or flipcharts			
Breakaway rooms			
Toilets			
Catering			
Security			
Administration back up (making of copies, fax, typing, etc.)			
Value for money			
Other (Specify)			

Source: An example of a venue checklist (Meyer & Orpen, 2012)



ACTIVITY 12.2

Imagine you are the HR training officer and you need to prepare a venue for a large group on the topic of the training cycle. What aspects would you consider in preparing the venue and why?

Aspects	Reasons



FEEDBACK 12.2

Aspects	Reasons
Course specification	<i>Specifications about the facilities, materials and equipment that are needed to run the programme.</i>
Target group	<i>Your delegates could determine the choice of venue. When organising a workshop for executives you will have different requirements than when you are organising training for low-level factory workers.</i>
Budget	<i>Naturally, the available budget will greatly determine the choice of venue.</i>
Catering	<i>When delegates are expected to be present for more than few hours, it is expected to provide them with a meal. Remember to keep their dietary requirements in mind.</i>
Location	<i>When your delegates have their own transport you have a bigger choice of venues than when delegates use public transport.</i>
Temperature	<i>For optimum learning, it is probably better to have a slightly cooler temperature than a slightly warmer temperature. If the room is too hot, your delegates will struggle to stay awake and concentrate, and if it is too cold, people feel too uncomfortable to learn (Erasmus et al., 2012).</i>
Lighting	<i>Many training rooms have too little light. It is also possible to have too much light; it would make it difficult to view transparencies or videos.</i>
Chairs	<i>If you have ever attended training or a conference where you had to sit on hard or uncomfortable chairs, you will know how distracting it can be.</i>
Writing and workspace	<i>A steady, spacious surface is a must for every delegate. You want delegates to take in as much as possible, therefore, make it easy for them to take notes. There must also be enough space between the delegates so that one person is not invading another person's "private space".</i>
Sightlines	<i>When delegates cannot see the trainer or the visual aid, they will eventually lose interest in the training.</i>

12.5 THE ADMINISTRATION ASPECTS INVOLVED IN TRAINING

Administration is the glue of the training process. T&D needs are becoming more complex, but the training professional still has to get the right people to the right courses at the right time, and be able to provide evidence of training provided for reporting and quality assurance purposes. The following aspects are important when considering training administration:

- Scheduling trainers;
- Booking rooms or venues;
- Scheduling and maintaining a training calendar;
- Printing manuals or training materials;
- Arranging catering or refreshments;
- Facilitating nomination of delegates;
- Confirmation to delegates;
- Handling cancellations of substitutes;
- Facilitating handing in of assignments or projects;
- Ensuring that reports are written;
- Ensuring that delegates arrive at the right course at the right place and at the right time;
- Keeping training records up to date; and
- Ensuring that the accounts are paid.

12.5.1 Pre-course administration

Booking venues and trainers

Once the training plan is finalised, venues and facilities need to be booked. All requirements should be made clear in writing to avoid any disappointments or embarrassment on the day of the training.

Course nominations

A process of consultation with stakeholders should be followed even when canvassing for nominations for the course. Various methods can be used to promote the course as discussed earlier. A nomination form should be completed by the delegate or the manager and should contain the following information.

- Course name;
- Selected course date;
- Course fees;
- Name – as learners would like to be called on the course;
- Name – as learners would like to have printed on their certificate;
- Employee number;
- Department;
- Designation;
- Contact number for delegate;
- Immediate supervisor or manager; and
- Manager's signature.

Organisations often do course scheduling well in advance to avoid double bookings. One of the easiest ways to keep track of all the schedules and to avoid double booking is to keep the schedule on a computer. This will show you immediately if there is a conflict on that specific day. On receipt of nominations or bookings for delegates, a course list should be completed. An example of a course list is shown in table 12.2.

If a course is overbooked, a waiting list should be kept as often you will have cancellations from some of the delegates. In order to minimise the number of cancellations, a cancellation fee can be introduced or delegates can be encouraged to nominate substitutes in their place.

Course confirmation

Sending confirmation of training to delegates is one of the most important aspects of pre-training administration. Meyer and Orpen (2012) state that facilitators are seldom responsible for the pre-course administration. It is therefore important that administrators communicate with facilitators to ensure that the latter have all the necessary information about the venue, delegates, and other relevant issues. Typically, the following information will appear on a confirmation letter:

- Name of the course;
- Dates;
- Starting time and estimated finishing time;
- Venue;
- Pre-reading or work required to be done before the start of the training;
- Facilitator’s name;
- Contact person for enquiries and a telephone number;
- Map or directions to the venue if held off site; and
- A summary of the benefits of the course to the individual and the organisation.

TABLE 12.2
Example of a course list

COURSE LIST			
Course name:			
Course dates:			
Venue:			
Delegate name	Department	Designation	Contact number and e-mail address
Facilitator:			

12.5.2 Post-course administration

The course is not finalised when the last word is spoken on the course. Apart from the evaluation, it is important that reports are written on the delegates to give feedback to line managers. As the facilitator sees the delegates under different circumstances, the information conveyed to management is very important. The following information can be included in the report:

- Delegate's level of participation;
- Delegate's level of understanding, which is only documented based on proven assessment;
- Parts of the training the delegate took special interest in;
- Development areas of the delegate, which is only documented based on proven assessment;
- General behaviour in class and in small groups; and
- The support needed from the manager to ensure skills transfer and application of the training and is done during the training needs analysis phase.

12.6 SUMMARY

This workbook focused mainly on the administration function of HRD. In the administration of training, a number of factors need to be considered, namely: record keeping, the target group, equipment and catering, costs, training facilities, etc. The critical component with regard to the administration is that when planning for training, the venue and the training room must be considered taking into account the different types of learners that organisations have.



SELF-ASSESSMENT 12.3

There are several ways in which training can be delivered. Differentiate between different training amongst group-based training, individual-based training and other training.



SELF-ASSESSMENT FEEDBACK 12.3

Group-based training	Individual-based training	Other training
<p><i>The important considerations when it comes to group-based training are as follows:</i></p> <ul style="list-style-type: none">• <i>The group inter-action throughout the day</i>		

<ul style="list-style-type: none"> • <i>The acoustics of the room that allows for the sound to be carried to all parts of the room, ensuring that everyone in the room can hear the training;</i> • <i>The shape and layout of the room should be designed in such a way that the presentation media is clearly visible and audible to all students; and</i> • <i>The situation of the room, away from noise and external disturbances.</i> 	<p><i>Individual-based training should enable students to work on their own and at their own pace.</i></p>	<p><i>This may include for example:</i></p> <ul style="list-style-type: none"> • <i>Manual skills taught in computer rooms;</i> • <i>Practice training presented in workshops; and</i> • <i>Simulation training.</i>
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HRD administration in the organisation

Topic 4
HRD administration in the training cycle



Workbook 11: The purpose of the training cycle
Workbook 12: Administration in the training cycle
Workbook 13: HRD administration in the organisation

13.1 INTRODUCTION, LEARNING OUTCOMES, AND KEY CONCEPTS

HRD administration plays an important role in an organisation. It is crucial that T&D professionals ensure that records are kept of completed T&D interventions.



LEARNING OUTCOMES

After working through this Workbook, you should be able to:

- Discuss the purpose of record keeping in training.
- Explain the role and responsibilities of HRD professionals in HRD administration

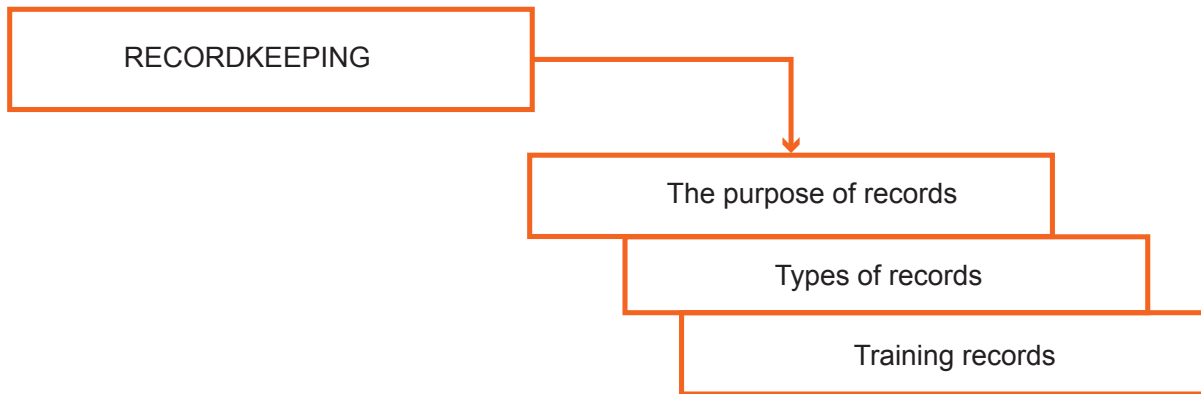


KEY CONCEPTS

- training records
- HRD professionals

13.2 THE PURPOSE OF RECORD KEEPING IN TRAINING

T&D involves keeping record of completed T&D interventions, and should be a means to achieving an end. Trainers should direct their efforts at improving and developing employee performance. This requires the planning of record systems in such a way that they serve as useful reporting resources.

In this section we will focus on:**13.2.1 The purpose of records**

The unique nature of each organisation will determine what records are kept. Meyer (2012) contends that training records are kept to make strategic training decisions and guide employees to reach their full potential in the workplace by devising development plans that suit the individual's needs, keep track of skills in an organisation, and comply with statutory and other regulations. They also enable employees to respond to enquiries from top management and outside institutions.

13.2.2 Types of Records

The size of the organisation will determine how many types of records are kept. The main types of records that should be kept by a training department are human resources planning and career development data, records of courses attended and personal training records of employees, performance and development appraisal records, in-service training records and course evaluation records.

13.2.3 Training records

Keeping records of completed training is an important source of information for training professionals. Record systems should therefore be designed to be useful sources of information to the organisation. The objective of keeping records will differ from organisation to organisation. It is important that the nature of the information is in line with the needs of the organisation and quality assurance requirements. Meyer and Orpen (2012) contend that record-keeping resources control the implementation of the workplace skills plan (WSP). After the successful implementation of the WSP, a company will be eligible for a Mandatory Grant. This grant is equal to 50% of the total levies contributed. In order to qualify for this grant, the company will need to submit a report which indicates what actual T&D has taken place at the workplace and give reasons

for deviations, if any, from the WSP submitted. The report for the previous financial year and the plan for the current financial year need to be submitted together in order to qualify for the mandatory grant, unless an organisation is participating for the first time.

Examples of records

- Human resource planning data;
- Records of courses attended while in the company's service;
- Individual training records;
- In-service training records;
- Performance management;
- Records of study loans and bursaries;
- Employment equity records;
- Course reports;
- Skills development records; and
- Training needs analysis data.



ACTIVITY 13.1

- (1) Look at the following advertisement and use the knowledge you have gathered during your reading exercise, to critically assess the efficacy of this advertisement as an effective training advertisement for a learning programme. Is it effective? Will it attract prospective trainees? Does it offer insight into the deliverables of the learning programme? What do you think? Share your answers with a friend or a peer studying the module with you.

TRAINING AND DEVELOPMENT

Area sales manager

- Management trainee programme
- Sales stint: 3 – 6 months
- Regular training programmes

Sales executive

- 15 day induction programme
- Tag along

Salesman

- 3- to 4-day training
- IT and computer system training
- Market introduction
- SKU analysis and information

(2) Who should attend the training administration course?

(3) What will the training administrator learn?



FEEDBACK 13.1

- (1) *Your feedback for this activity will emanate as you talk to your friends and peers about your points of view. The points of view of your friends and peers will also serve to creating an understanding and insight on this activity.*
- (2) *Training administrators who want best practice systems and approaches.*
- (3) *Typically the training administrator will learn how to:*
 - *Provide a training plan driven by organisational strategy*
 - *Establish training needs*
 - *Create training and development plans*
 - *Use the training cycle in the training strategy*
 - *Understand the importance of the training administration cycle in their role*
 - *Use a set of effective administration systems and procedures to underpin the training function*
 - *Manage relationships with trainers and consultants*

13.3 SUMMARY

This study unit focused mainly on the administration function of HRD in an organisation by focusing on the importance of recordkeeping and the role and responsibilities of T&D professionals during HRD administration. The successful function of the HRD department is reliant upon HRD administration and recordkeeping as well as the contribution of all HRD Professionals.



SELF-ASSESSMENT

Answer the following self-assessment questions to help you recap and recall what was discussed in this workbook.

- (1) Explain the importance of costs and administration in training and how they link with WSP. In your answer you should try and apply your response to an organisation's HRD department.
- (2) Briefly explain the tasks that are involved in the development of a training facility and how it is applied in an organisational context.
- (3) Discuss the aspects that are involved in the pre-course and post-course administration of training by an organisation.
- (4) Differentiate between the different types of records and why record keeping is significant for organisational development.



SELF-ASSESSMENT FEEDBACK 1.2

- (1) Because training costs and administration are not always identifiable, budgeting becomes a financial control instrument used by an organisation for the planning process. However, to have a more comprehensive insight in the topic, you should have studied "training costs and administration" in the study guide.
- (2) Tasks involved in training facility involve planning tasks, implementation of plans, and choosing the correct venue for the proposed training and incorporating all the strategies into organisational goals. Nevertheless, to attain a better understanding of the concept, you are required to study the tasks involved in the development and implementation of a training facility in the study guide.
- (3) To avoid disappointments for the proposed training programme, it is advisable that pre-course administration be initiated with all the stakeholders involved. This will eliminate any chances of misunderstandings on the date of the training. Post-course administration will provide the training facilitator and management with some feedback about the proposed training and possible future training trends and support needed by delegates who attended the training. In-depth knowledge of this concept is documented on this study and thus is required to learn about it.
- (4) Record keeping is conducted by organisations in order to refer to and take strategic decisions in the future. Such records depend on the size of the organisation and will vary from records of courses attended, career development data, and course evaluation records. Read in your study guide to get more information about record keeping and their specific types.

13.4 TOPIC SUMMARY

The focus administration of the training cycle is the continuous improvement of learning programmes and learners' performance in the workplace. All five phases of the training cycle are equally important. When organisations and learners' needs change, the design and delivery of learning programmes should be adapted. This, in turn, will influence the assessment and moderating practices and methods used in the organisation. Learning programme evaluation ensures the continuous improvement and enhancement of learning programme design, delivery, and assessment. Learning and development is a continuous process, as can be seen from the training cycle.

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