

JANUARY 1996

SYLLABUS

REPUBLIC OF SOUTH AFRICA

POST-SCHOOL VOCATIONAL EDUCATION:
TECHNICAL COLLEGES

PERSONNEL TRAINING N5

CODE NUMBER: 0411045

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INSTRUCTIONAL OFFERING: PERSONNEL TRAINING N5

1. AIMS

1.1 General aims

To provide students with the necessary theoretical knowledge, attitudes and general and specific skills to equip them for careers in personnel training.

1.2 Specific aims

- * To orient students positively towards the instructional offering and its place in the instructional programme.
- * To equip students, in a structured manner, with knowledge of the subject terminology and relevant communication skills for application in written and verbal communication in the instructional programme and in practice.
- * To equip students with knowledge of the training and development situation in the RSA and with skills to interpret and apply this knowledge.
- * To equip students with knowledge of learning, adult education and didactics as applicable in training.
- * To equip students with knowledge of training management in an organisation.
- * To equip students with knowledge of training methods and the skills to apply them in practice.
- * To equip students with knowledge of and skills in the use of aids in training.
- * To equip students with skills in delivering a presentation.
- * To equip students with knowledge and skills for planning and organising workshops, seminars and meetings.

2. RESOURCES REQUIRED

2.1 Educational institutions wishing to present the instructional offering, must enable students to carry out the prescribed literature research components into task charts. A selection of appropriate subject literature on human resources management should be made available in the media centre.

2.2 Practical task charts are prescribed. The following workbook is recommended:

Personnel Training (N5): Application in Practice. 1995. Edukit, Pretoria Fax (012) 348-3862.

2.3 The following textbooks on the theoretical component are recommended:

2.3.1 *Compendium of training*. National Training Board. Government Printers. Pretoria.

2.3.2 Erasmus, B. & Van Dyk, P.S. 1996. *Basics of Training Management*. Southern Publishers. JHB.

2.3.3 Hart L B. 1991. *Training Methods that Work*. Crisp Publications. California, USA.

3. DURATION OF INSTRUCTION

Full-time: 1 semester (17 weeks)

5 hours per week, of which at least 1 hour must be simulated practice

Part-time: 1 semester (17 weeks)

At least 3 hours per week as well as at least two prescribed practical assignments.

4. EVALUATION

4.1 Internal evaluation

A semester mark out of 100 is compiled from marks obtained for internal theoretical tests and practical assignments. A minimum of 40% is required.

4.1.1 Theoretical component

A theoretical mark out of 50 is compiled from marks obtained for formal tests set on completion of each module.

4.1.2 Practical component

The practical mark out of 50 is obtained from the task charts. Evaluation is done according to evaluation sheets. The following guidelines should be observed:

- * The highest proportion of the mark should be allocated to collecting, organising, presenting and processing data.

- * Marks should also be allocated to correctness of information and completeness and representation.
- * Marks may also be allocated for making deductions, drawing conclusions and evaluating facts.
- * Complete records of evaluation must be kept by lecturers for moderation purposes.

4.2 Examining

4.2.1 One three-hour examination paper of 200 marks will be set, moderated and marked externally at the end of the semester.

The weight of the modules out of 100 indicates the relative importance of each module in the examination. The following weights are consequently awarded to each category:

| | | | |
|-----------|---------|-------------|------------------------------------|
| KNOWLEDGE | INSIGHT | APPLICATION | ANALYSIS, SYNTHESIS AND EVALUATION |
| 20-30 | 30-50 | 20-30 | 10-30 |

Lecturers should take the cognitive level of the learning objectives into consideration to set tests of the required standard.

4.2.2 Pass requirements

A minimum of 40% is required to pass the examination. The final mark out of 100, is compiled as follows:

Examination mark : 60
Semester mark : 40

4.2.3 Examination papers

| | |
|--------------------------------|--------------|
| Nature of paper | External |
| Type of paper | Conventional |
| Number of papers | 1 |
| Duration of paper | 3 hours |
| Total mark allocation | 200 |
| Number of sections | 2 |
| Elective questions (Section B) | 4 out of 5 |
| Mark allocation per section | |
| Section A (Compulsory) | 1 x 40 |
| Section B | 4 x 40 |

The types of question for each section are as follows:

SECTION A: A compulsory question covering the learning content of the specific instructional offering as a whole will be set. This can comprise a case study, a data-response question and/or short objective questions.

SECTION B: Subsequently a choice will be given of four out of five questions. Questions will require paragraph-length answers whereby knowledge and insight are tested. Data-response questions testing insight, application and relevant skills will also be set. Questions on case studies that test insight and application will be set.

5. PRACTICAL APPLICATION AND CO-OPERATIVE ASSIGNMENTS

5.1 The following task charts are prescribed:

| TOPIC | GENERAL AIM |
|--|--|
| 5.1.1 The labour force of South Africa | Students must be provided the opportunity to * discover more about labour problems in South Africa and determine the implications of the labour problems on the training needs in the workplace; * interpret data and graphic representations; |
| 5.1.2 The trainer and the learner | * gain theoretical knowledge and insight to develop and implement training programmes in practice; |
| 5.1.3 Training methods and media | * develop knowledge, skills and attitudes necessary for training in practice i.e. select suitable training methods and training media, demonstrate training methods, design and use training media effectively; |
| 5.1.4 Organisational and presentation techniques | * gain knowledge skills and attitudes necessary in training in practice in order to conduct training effectively; and * develop knowledge and skills for organising a workshop, meeting and seminar effectively in practice. |

5.2 Simulated practice forms an important component of the Human Resources Management instructional programme. It is based on task charts which, as a written instructional strategy, create a specific learning situation relevant to the workplace.

5.3 Through a co-operative educational *on-site* approach to certain components of practical assignments, students are provided experiences that enable them to develop occupational knowledge, attitudes and skills and also acquaint them with the world of work.

5.4 The task charts provide for learning experience by means of a combination of the following activities:

- * Data collection

- * Record keeping
- * Making deductions
- * Reaching conclusions
- * Application of knowledge and skills
- * Evaluation

5.5 Students are involved with the learning material, either individually or in group context, by carrying out instructions which form an integral part of the task chart. A task chart should be completed by students individually.

5.6 As a complete instructional strategy, the task chart also functions as a tool for evaluation.

5.7 Lecturers must serve as resources, lending support on procedural and technical matters, arranging and coordinating contacts with businesses and facilitating the group learning activities. They should meet periodically with students to see what progress is being made and to offer encouragement and suggestions.

5.8 Guidelines to be followed when establishing contacts with business in co-operative assignments:

- * When students are expected to contact businesses individually, they should do it according to prescribed procedures and by using letters of introduction.
- * Where larger businesses are involved in co-operative assignments, students should not be allowed to contact businesses individually. A lecturer should be identified to take responsibility for the liaison function in conjunction with the PRO of the college, where applicable.
- * Specific firms should be identified as being of assistance in co-operative assignments.
- * Where corresponding activities are applied by other disciplines, liaison should be coordinated.
- * If colleges are situated in urban areas where more than one institution is situated in the same area, colleges should arrange to liaise with different firms.
- * Liaison should be established in a professional manner, including
 - written agreements for co-operative assignments;
 - time schedules; and
 - written acknowledgements.

5.9 If properly managed the completed task charts can serve as a portfolio for students to submit as prospective job applicants.

6. DIDACTIC DIRECTIVES

6.1 Each theme is divided into two components, namely a theoretical component and a practical component based on task charts. The task charts provide for

- * experiential learning or simulated practical application; and
- * student-centred learning with the lecturer observing in the background.

6.2 The facilitating function of the lecturer is important. The lecturer is responsible for structuring discussions, teams and task groups and their activities to allow for achieving learning objectives especially in the development of relevant attitudes and communication skills such as innovation and decision making. The lecturer must also encourage and motivate students. When working in groups, students should

- be encouraged to develop satisfactory relationships;
- be encouraged to strive for consensus;
- develop flexible attitudes;
- participate in and contribute to activities;
- listen actively; and
- maintain team focus.

6.3 The theoretical component of the instructional offering should be presented in an interesting and stimulating way to students of varying abilities.

6.3.1 Recommended didactic approach

- * It is important to teach practically and realistically. Consequently an active approach must be applied where applicable.
- * Student involvement is important.
- * Professionalism must be promoted actively.
- * The didactic principle of socialisation should be applied through discussions and group work in order to develop a more critical approach, better thinking habits, flexibility of attitude and a willingness to learn.
- * The students' ability to approach problems and tasks methodically must be developed.

6.3.2 Recommended teaching methods

- * Well-prepared lectures, integrated with relevant hand-outs and visual and audio-visual aids
- * Question-and-answer method/structured discussions (learning conversations) supplemented with chalkboard summaries
- * Case studies/problem solving
- * Class discussions/group discussions/buzz groups/fish bowl
- * Team work/dyad/group work/workshop
- * Role-play/simulation/interactive modelling/games/exercise

6.3.3 Recommended teaching aids

- * Chalkboard/flip chart
- * Videos/slides/videotape/recordings
- * Overhead projector and transparencies
- * Reading matter such as newsprint, graphs, charts and tables
- * Workbooks
- * Computers

6.3.4 Field trips should be organised, when applicable.

6.3.5 Guest speakers should be invited, when applicable.

6.3.6 Great emphasis should be placed on developing the following skill areas of students:

- * Interpersonal skills
- * Communication skills
- * Group process skills
- * Problem-solving skills

7. ORIENTATION

Students entering *Personnel Training N5* should be oriented to the course and the institution in the first week (or two weeks). This orientation module will assist them to deal with academic and non-academic problems generally experienced by entry-level students.

7.1 Guidance on instructional programme

7.1.1 Framework of instructional programme

7.1.2 Aims of programme

7.1.3 Instructional offerings in the field of human resource management

7.1.4 Practical application

7.2 Study management

7.2.1 Study process questionnaire to identify possible study problems

7.2.2 The study process

- * Exploration
- * Fixation
- * The testing phase
- * Memory strategies

- Organisation or reorganisation of subject matter

- Process of association
- Repetition

7.2.3 Planning the study process

7.3 Written communication skills

7.3.1 Techniques for writing examinations and tests

- * Preparing for examinations
- * Writing examinations
- * Dealing with academic anxiety

7.3.2 Written assignments

7.3.3 Taking notes

7.4 Verbal communication skills

7.4.1 Asking questions

7.4.2 Class discussions

7.4.3 Case studies

7.4.4 Group dynamics

8. MODULE WEIGHTS

The instructional offering *Personnel Training N5* comprises the following modules (weighted values between brackets):

| | |
|---|--------------|
| Module 1: Training and development in the RSA | 2 weeks (15) |
| Module 2: Adult learning | 2 weeks (15) |
| Module 3: Management of training | 1 week (10) |
| Module 4: Training methods | 3 weeks (20) |
| Module 5: Training media | 2 weeks (20) |
| Module 6: Presentation skills | 2 weeks (10) |
| Module 7: Planning and organising a workshop, seminar or meeting | 2 weeks (10) |

The weight of the module out of 100 indicates the relative importance of the examination value of each module.

9. DETAILED SYLLABUS

The detailed syllabus for *PERSONNEL TRAINING N5* is as follows:

| CONTENT | LEARNING OBJECTIVES |
|---------|---------------------|
|---------|---------------------|

Students must be able to do the following:

- | | |
|--|---|
| 1. Terminology and concepts | <p>1. Define in their own words the meaning of relevant concepts such as the following:</p> <ul style="list-style-type: none"> - Education, training and development - Skills, attitudes and knowledge - Formal and informal sectors, public and private sectors - Adult basic education - Labour market - Skilled and unskilled labour, labour productivity - Labour-intensive and capital-intensive production |
| 2. The training and development situation in the RSA | <p>2. * Describe the manpower problems in South Africa with regard to the following:</p> <ul style="list-style-type: none"> - High unemployment levels - Low productivity - Urbanisation - Political influences <p>* Describe tendencies in the South African labour market as illustrated by relevant statistics</p> <p>* Discuss demand and supply of labour in the South African labour market</p> |
| 3. Manpower aims and policy | <p>3. Explain the manpower policy of the state briefly by referring to the following:</p> <ul style="list-style-type: none"> - Relevant acts - Task and functions of the Department of Manpower - Philosophy - Training needs - Implications for employers <p>* Discuss the influence of mechanisation and technological development on employment.</p> |

MODULE 2: ADULT LEARNING**1 week (15)**

| CONTENT | LEARNING OBJECTIVES |
|---------|---------------------|
|---------|---------------------|

Students must be able to do the following:

- | | |
|---------------------------|--|
| 1. Training pedagogically | 1. * Differentiate between education, training and development * Differentiate between coaching, mentoring and counselling * Describe different categories of formal training and development methods used in practice |
| 2. Learning principles | 2. * Describe the differences between children and adults as learners * Apply learning principles effectively in training in practice |
| 3. Didactic principles | 3. Apply relevant didactic principles effectively in the presentation of training in practice |
| 4. Learning problems | 4. Discern different learning problems which inhibit behaviour change and know how to deal with them in training in practice. |

MODULE 3: THE MANAGEMENT OF TRAINING**1 week (10)**

| CONTENT | LEARNING OBJECTIVES |
|---------|---------------------|
|---------|---------------------|

Students must be able to do the following:

- | | |
|--|---|
| 1. Systems approach to training | 1. Illustrate what is meant by the systems approach to training |
| 2. The role of the training specialist | 2. Discuss the roles of the trainer in personnel training and development, such as subject-matter expert, counsellor, role model and evaluator |
| 3. Profile of a trainer | 3. * Identify the skills which an effective trainer must have in practice * Identify the attitudes which an effective trainer must develop in the training situation * Analyze the profile of an effective trainer. |

MODULE 4: TRAINING METHODS**3 weeks (20)**

| CONTENT | LEARNING OBJECTIVES |
|---------|---------------------|
|---------|---------------------|

Students must be able to do the following:

1. Selecting a method

1.1 Warming-up activities

1.1 * Discuss warming-up activities and the reason why they are used in the training situation

* Demonstrate warming-up activities practically

1.2 Demonstration method

1.2 * Explain the purpose of a demonstration as an in-house training method

* Collect necessary material and set up the stage for a demonstration

* Present a demonstration step-by-step

* Provide opportunity for participant practice

1.3 Case studies

1.3 * Explain the purpose of using a case study as a training method in practice

* Select an appropriate case study

* Write a case study including the following:

- Define objectives

- Identify a problem which illustrates the skill/attitude to be reinforced

- Formulate questions for case study

* Demonstrate the development of problem-solving skills practically using the case study method

1.4 Role-playing method

1.4 * Explain the purpose of role-playing

* Write a text for a role-play exercise to illustrate the skill/attitude to be reinforced

- * Demonstrate role-playing as a training method practically
- 1.5 In-basket exercises
- 1.5 * Explain the purpose of in-basket exercises as a training method
- * Demonstrate the in-basket method practically with reference to the following exercises:
 - Select in-basket items
 - Complete exercise
 - Justify decisions
- 1.6 Games and simulations
- 1.6 * Explain the purpose of using games and simulations as training methods
- * Demonstrate the use of a game in training in practice
- 1.7 Lectures and presentations
- 1.7 Discuss lecturing as a training technique, referring to the following aspects:
- Possible advantages and disadvantages
 - Criteria for effective preparation and implementation in training in practice
 - The three phases of a lecture
- 1.8 Independent self-study
- 1.8 * Discuss the technique and purpose of independent self-study as an alternative to traditional manners of training
- * Describe procedures and activities used to implement this method effectively
2. The lesson plan
2. Write out a lesson plan referring, *inter alia*, to objectives, preparation, learner activities and evaluation.

MODULE 5: TRAINING MEDIA**2 weeks (20)**

| CONTENT | LEARNING OBJECTIVES |
|---------|---------------------|
|---------|---------------------|

Students must be able to do the following:

- | | |
|----------------------------------|--|
| 1. Selecting training media | 1. Select training media relevant to the course and target group |
| 2. Types of training media | 2. Differentiate between the different types of media used in practical training |
| 3. Designing and obtaining media | 3. Make all the necessary resources available for the training programme as designed |
| 4. Using training media | 4. Demonstrate the correct use of different types of training media in the training environment. |

MODULE 6: PRESENTATION SKILLS**2 weeks (10)**

| CONTENT | LEARNING OBJECTIVES |
|---------|---------------------|
|---------|---------------------|

Students must be able to do the following:

1. Presentation skills

1. Demonstrate relevant training skills such as the following necessary for conducting effective training in practice:

- Effective questioning
- Dealing with response
- Getting people involved
- Control groups
- Presentation
 - Introduction
 - Conclusion.

MODULE 7: PLANNING AND ORGANISING A WORKSHOP, SEMINAR AND MEETING

2 weeks (10)

| CONTENT | LEARNING OBJECTIVES |
|---------|---------------------|
|---------|---------------------|

Students must be able to do the following:

- | | |
|---------------------|--|
| 1. Checklist | 1. * Plan and organise a workshop, seminar and meeting effectively * Make a list of all the important aspects to be remembered when planning a workshop, seminar or meeting |
| 2. Room layout | 2. Explain the importance of the room layout during a workshop or meeting |
| 3. Programme design | 3. * Compile a programme for a seminar or workshop * Compile an agenda for a meeting. |