

JANUARY 1996

SYLLABUS

REPUBLIC OF SOUTH AFRICA

POST-SCHOOL VOCATIONAL EDUCATION:
TECHNICAL COLLEGES

PERSONNEL TRAINING N6

CODE NUMBER: 04110476

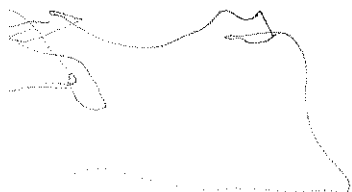
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INSTRUCTIONAL OFFERING: PERSONNEL TRAINING N6

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 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 competency-based training and application in practice.
- * To equip students with knowledge and skills necessary for facilitating.
- * To equip students with knowledge and skills necessary for designing and developing a training programme.
- * To equip students with knowledge and skills necessary for presenting a training programme.
- * To equip students with knowledge and skills for evaluating training programmes.
- * To equip students with knowledge and skills for managing a training system.

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 (N6): 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. *Training Management in South Africa*. Southern Publishers. JHB.
- 2.3.3 *Guidelines for the implementation of competency-based modular training: a guide for instructors*. 1988. National Training Board, Department of Manpower.
- 2.3.4 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
	Students must be provided the opportunity to
5.4.1 Competency-based training	* develop relevant knowledge of and skills in competency-based training;
5.4.2 Designing, developing and presenting a training programme	* learn how to design, develop and present a training programme in practice;
5.4.3 Evaluating training programmes	* develop relevant knowledge and skills for evaluating training programmes in practice; and
5.4.4 Managing training programmes	* learn how to manage training programmes effectively.

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. MODULE WEIGHTS

The instructional offering *Personnel Training N6* comprises the following modules (weighted values between brackets):

Module 1: Competency-based training	2 weeks (25)
Module 2: Facilitating skills	2 weeks (25)
Module 3: Designing and developing a training programme	6 weeks (20)
Module 4: Practically presenting a training programme	2 weeks (10)
Module 5: Evaluating a training programme	2 weeks (10)
Module 6: Managing a training programme	1 week (10)

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

8. DETAILED SYLLABUS

The detailed syllabus for *PERSONNEL TRAINING N6* is as follows:

MODULE 1: COMPETENCY-BASED TRAINING**2 weeks (25)**

CONTENT	LEARNING OBJECTIVES
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Students must be able to do the following:

- | | |
|--|---|
| <p>1. Descriptions</p> | <p>1. * Explain the nature of competence referring to the following three elements:</p> <ul style="list-style-type: none"> - Details of skill - Standard of performance - Conditions under which performance is required <p>* Describe in their own words what is meant by competency-based modular training</p> <p>* Discuss the following characteristics of competency-based training:</p> <ul style="list-style-type: none"> - Individualization of learning - Feedback to learners - Emphasis on exit rather than admission requirements - Systematic programme - Modularisation |
| <p>2. Competency-based modular training versus traditional norm-based training</p> | <p>2. Differentiate briefly between competency-based modular training and traditional norm-based training.</p> |

MODULE 2: FACILITATING SKILLS**2 weeks (25)**

CONTENT	LEARNING OBJECTIVES
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Students must be able to do the following:

- | | |
|----------------------------|---|
| 1. Definition | 1. Explain facilitating as a critically required skill and attitude of the trainer in practice |
| 2. Role of the facilitator | 2. Explain the responsibility of the trainer as facilitator in the following: <ul style="list-style-type: none"> - Motivate participation - Direct participants' activity - Managing the group process - Keeping participants involved - Processing the activity |
| 3. Facilitating skills | 3. Demonstrate didactic skills involved in facilitating the adult learning process |
| 4. Techniques | 4. Demonstrate techniques in facilitating the adult learning process. |

MODULE 3: DESIGNING AND DEVELOPING A TRAINING PROGRAMME

6 weeks (20)

CONTENT	LEARNING OBJECTIVES
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Students must be able to do the following:

1. Determining needs

1. Determine training needs at organisational level; occupational level of those doing the designated job in an organisation; and individual level of deficiencies in skill, knowledge and attitudes through the following activities:

* Collect data

- Study personnel records such as the following:
 - Job analyses and specification records
 - Employee performance ratings
- Interview line management, supervisors, employees, groups (quality circles)
- Observe to identify poor productivity
- Administer questionnaires to verify information obtained

* Analyze data

- Record present manpower situation
- Record expected/planned manpower situation at certain future stages
- Determine proactive action to close the gap (taking into account normal fluctuations)

* Determine the needs which can be met by training, referring to the following types of training needed:

- Technical/non-technical training needs
- Knowledge, skills and attitudes

- | | |
|-----------------------------------|---|
| 2. Determining training programme | 2. Determine training and (development) programme for achieving specific objectives |
| 3. Formulating aims | 3. * Examine the following reasons for setting course and learning objectives: <ul style="list-style-type: none"> - Provide direction - Emphasize standards - Provide consistency
* Formulate broad aims for the training programme related to knowledge, skills and attitudes

* Develop specific learning objectives in behavioural terms according to the following three components: <ul style="list-style-type: none"> - Performance - Condition - Criteria |
| 4. Selecting content | 4. Select suitable content to achieve the set objectives of practical training |
| 5. Selecting methods | 5. Select suitable methods to achieve objectives set for training |
| 6. Selecting training media | 6. Select suitable training media to supplement resources, make learning easier and more stimulating |
| 7. Developing materials | 7. Develop necessary learning material to present training effectively |
| 8. Piloting programme | 8. Present a pilot programme to test whether preparations are adequate and practical in order to improve on certain aspects if necessary. |

MODULE 4: PRACTICALLY PRESENTING A TRAINING PROGRAMME

2 weeks (10)

CONTENT	LEARNING OBJECTIVES
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Students must be able to do the following:

- | | |
|--|---|
| 1. Facilities, equipment and materials | 1. Develop a checklist to assure that identified resources are actually available and on-site |
| 2. Operating the programme | 2. Present training programme, including attention to the following: <ul style="list-style-type: none"> - Opening the programme - Operating the programme - Closing the programme - Evaluation and feedback |
| 3. Coping with stress | 3. * Define briefly some causes of stress <ul style="list-style-type: none"> * Discuss the physical effects of stress * Describe ways of overcoming common stress problems. |

MODULE 5: EVALUATING TRAINING PROGRAMMES**2 weeks (10)**

CONTENT	LEARNING OBJECTIVES
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Students must be able to do the following:

- | | |
|--------------------------------------|--|
| 1. Definition | 1. Explain what is meant by evaluation of the training programme, referring to both formative and summative evaluation |
| 2. Purposes of evaluation | 2. Explain the following purposes of evaluation in training in practice: <ul style="list-style-type: none"> - Feedback - Control - Research |
| 3. Strategies for evaluation | 3. Describe the following evaluation strategies: <ul style="list-style-type: none"> - Systems approach - Goal-based approach |
| 4. Levels of evaluation | 4. Describe the following levels of evaluation in a pragmatic manner: <ul style="list-style-type: none"> - Evaluating learning - Evaluating behaviour - Evaluating job performance - Evaluating impact on the organisation |
| 5. Developing evaluation instruments | 5. Develop suitable evaluation instruments to be used in practice for collecting data systematically by means of observation, interviews, questionnaires, tests, records and cost benefit analysis. |

CONTENT	LEARNING OBJECTIVES
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Students must be able to do the following:

- | | |
|---|---|
| 1. Training budget | 1. * Draw up a training budget based on anticipated training needs

* Carry out a final cost analysis, considering the following basic categories:
- Capital costs for development
- Recurrent costs for operations
- Revenue

* Describe what is meant by a cost benefit analysis and how to do it in practice, referring to the following aspects:
- Method of assessing the total value of benefits against total cost
- The cost benefit curve
- Classifying costs in two categories <ul style="list-style-type: none"> • Those directly related to a specific training project • General overheads |
| 2. Training statistics | 2. Know which statistics about training should be kept and how to use them |
| 3. Training research | 3. Apply research techniques to obtain the necessary information for an effective training programme |
| 4. Computerised training management systems | 4. Apply an information system for training in practice, e.g. to keep record of internal training, individual and group performance in training, identify career paths and target training and management needs accurately |
| 5. General management principles | 5. Apply general management principles when managing a training programme. |