

Skills Development Facilitation Practice

Version 1.1

Learner Guide

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Course Overview

This course will allow you to explore skills development facilitation in more detail. We will discuss methods of developing a workplace skills plan for an organisation allowing them to access funding for further development of employees.

Largely we will look at how skills development legislation impacts on skills development facilitation and planning as well as how it is implemented to reach maximum organisational performance.

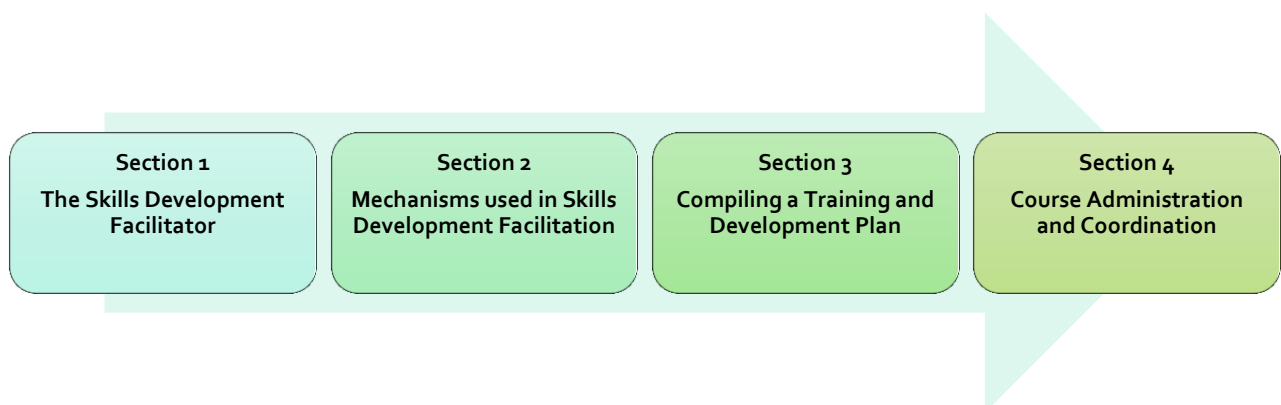
This course will help you to understand skills development within the workplace as well as how the National Qualifications Framework links in with staff development. You will be able to provide the necessary support to impliment skills development facilitaiton and help plan the development of staff within your organisation, ensuring employees are equipped with the necessary skills to help achieve organisational goals.

Once you have completed this course you will be able to perform the functions of a Skills Development Facilitator (SDF).

Course Outcomes

After you have completed this course you will be able to:

1. Understand the roles and responsibilities of a Skills Development Facilitator
2. Advise an organisation concerning the alignment of skills development practices
3. Plan workplace skills development to achieve organisational goals
4. Manage skills development administration
5. Coordinate planned skills interventions



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Section 1 – The Skills Development Facilitator

Section Outcomes

After completing this section, you will be able to:

- Understand what Skills Development Facilitation means
- Understand what qualifications a Skills Development Facilitator needs to become qualified in the field of Skills Development Facilitation
- Understand the roles and responsibilities of a Skills Development Facilitator
- Understand what a Workplace Committee is
- Understand the roles and responsibility of a Workplace Committee
- Promote Skills Development within the workplace
- Ensure Skills Development adds value to the workplace

What is Skills Development Facilitation

Skills Development Facilitation (SDF) is a crucial function in facilitating the process of developing, implementing, monitoring and reporting skills plans. The term facilitation within the context of skills development can be defined as "the provision of guidance, resources, encouragement and support for the organisation and its members of developing its skills capacity, and to do this through enabling the organisation and its members to take control and responsibility for the process of skills development" (CIP. UNISA. 200: 3)

Skills Development Facilitation (SDF) can as such be defined as the process of guiding the organisation and its members to achieve national, sectoral and organisational skills plans' objectives and to continuously improve organisational skills development performance. (CIP. UNISA. 200:3)

In more practical terms skills development facilitation is the process of:

- Developing Workplace Skills Plans.
- Facilitating the implementation of the Workplace Skills Plans
- Coordinating and monitoring the skills development quality assurance system for compliance with national regulations
- Reporting on the Workplace Skills Plans
- Introducing improvement strategies pertaining to skills development
- Serving as a contact person between the SETA and the organisation where the person is appointed as the Skills Development Facilitator

The person responsible for the development and implementation of the Workplace Skills Plans in a specific workplace and the reporting of the progress and process thereof to the relevant SETA is the Skills Development Facilitator (SDF).

The Skills Development Facilitator (SDF) also serves as a resource to the employer with regard to the criteria required for accreditation of courses, skills programmes and learnership development.

Every workplace with more than 50 workers must have a skills development committee, which will usually be chaired by the Skills Development Facilitator. The situation could vary.

A Skills Development Facilitator must be registered with the relevant SETA.

The Skills Development Facilitator is responsible for providing strategic guidance, planning and the development of an organisation's skills development strategy for a specific period. Tasks include the development and implementation of an annual Workplace Skills Plan (WSP), including the Planned PIVOTAL Training (PPT), the completion and submission of an Annual

Training Report (ATR), including the PIVOTAL Training Report (PTR) and the completion and submission of any applicable Discretionary Grant applications.

Skills Development Facilitator (SDF) tasks include:

- The development and implementation of an annual WSP, including the PPT;
- The completion and submission of an ATR, including the PTR;
- The completion and submission of any applicable Discretionary Grant applications;
- A resource to the employer to assist with:
 - Conducting skills audits/skills needs analyses;
 - The criteria required for accreditation as a Training Provider;
 - Advice on the application for and implementation of Learnerships.

A Skills Development Facilitator can be:

- an employee; or
- a formally contracted, external person; or
- a person who is jointly employed by a number of other employers to assess the skills development needs of the group of employers and employees concerned.

When selecting a Skills Development Facilitator (SDF), employers should include any trainer, employee or union representative/s or advisory committee in the process.

The following criteria and competences should be considered when selecting a Skills Development Facilitator (SDF):

- A sound understanding of the National Qualifications Framework (NQF);
- An ability to conduct a training needs analysis and develop the organisation's Workplace Skills Plan, including the Planned PIVOTAL Training for submission to the relevant SETA
- An ability to compile reports for the relevant SETA on the organisation's implementation of its Workplace Skills Plan, including the Planned PIVOTAL Training;
- If the organisation decides to seek accreditation, the ability to prepare, submit and steer the company's Application for Accreditation as a Training and Development Site OR to manage the contracting out of training and development to accredited providers;
- An ability to advise on and monitor implementation of the WSP and PPT, including training delivery, assessment and quality assurance as required.

Organisations can check competence by encouraging the Skills Development Facilitator (SDF) to complete the four (4) unit standards designed to equip SDFs to perform their duties. The unit standards were developed under the auspices of the Standards Generating Body for Occupation-Directed Education, Training and Development Practitioners.

Skills Development Facilitator (SDF) Qualifications

The South African Board of Personnel Practitioners (SABPP) and the Development Practices (ETDP) Seta are the accredited Education and Training Quality Authorities (ETQAs) for seven SDF unit standards.

There is currently no full qualification for Skills Development Facilitator's (SDF's) although this has been in the pipeline for some time. These qualifications include:

- National Certificate: Occupationally Directed Education, Training and Development Practices (50331)
- National Diploma: Human Resources Management and Practices (61592)

The seven Skills Development Facilitation (SDF) unit standards are:

- Develop an organisational training and development plan. (15217)
- Conduct an analysis to determine outcomes of learning for skills development and other purposes. (15218)
- Provide information and advice regarding skills development and related issues. (15221)
- Promote a learning culture in the organisation. (15222)
- Conduct skills development administration in an organisation. (15227)
- Advise on the establishment and implementation of a quality management system for skills development practices in an organisation. (15228)
- Coordinate planned skills development interventions in an organisation. (15232)

Skills Development Facilitator (SDF) Responsibilities

These include:

- Assisting the employer to become registered with the relevant SETA;
- Serving as a contact person between the employer and the relevant SETA;
- Assisting the employer and employees with the development of a Workplace Skills Plan (WSP), including the Planned PIVOTAL Training (PPT);
- Submitting the WSP & PPT to the relevant SETA;
- Advising the employer on the implementation of the WSP & PPT;
- Assisting the employer with the drafting of an ATR, including the PIVOTAL Training Report (PTR) against the approved WSP & PPT;
- Formulating training practice to comply with Discretionary Grant requirements;
- Submitting applications for Discretionary Grants;

- Advising the employer on the relevant SETA's quality assurance requirements with regard to accreditation as a workplace Training Provider;
- Providing the relevant SETA with additional information that may be required.

The following is a list of qualities that a Skills Development Facilitator (SDF) should have to assist them in the execution of their functions. She or he should:

- Be credible
- Have an organisational development background and general understanding thereof.
- Have a Training and Human Resources Development background
- Be a good communicator
- Be assertive
- Be well organised
- Have the ability to lead and influence
- Be a self-developer
- Be a self-motivator
- Be a problem solver
- Be flexible
- Be sensitive
- Be supportive
- Have an interest in developing others

In addition, the SDF must establish a Workplace Training Committee for any organisation they represent if the organisation employs 50 people or more. This is a legal requirement. Where a workplace is unionised, trade unions or management structures could fulfil this function. It is also advisable that the appointment of the Skills Development Facilitator (SDF) be discussed with workplace consultative structures.

Benefits of using a Skills Development Facilitator (SDF) include:

- The value added by a competent person responsible for attending to skills development and skills enhancement needs within the organisation;
- Organisations who pay the skills levy may claim up to 20% of their levies back in mandatory grants if the Skills Development Facilitator (SDF) submits the WSP and ATR in accordance with the prescribed requirements.

The following requirements are mandatory for the Letter of Skills Development Facilitator (SDF) Appointment:

- Must be on the company letterhead;
- Must specify the organisation(s) Skills Development Levy (SDL) numbers(s);

- Must specify any subsidiary organisation(s) and Skills Development Levy (SDL) numbers within relevant SETA's scope
- that the Skills Development Facilitator (SDF) may act on behalf of the company;
- Must specify the nominated Skills Development Facilitator's (SDF's) full name and surname;
- Must specify the Skills Development Facilitator's (SDF's) ID number.

Associations which you can belong to as a SDF

Association of Skills Development Facilitators of South Africa (ASDFSA)

The Association of Skills Development Facilitators of South Africa (ASDFSA) is an independent association representing SDFs and their professional development, across sectors and ASDFSA views skills development facilitation as a strategic business function and SDFs as professionals and aim to support these individuals.

Further information about registration with this association is available at www.asdfsa.co.za

South African Board of Personnel Practitioners (SABPP)

The South African Board of Personnel Practitioners (SABPP) is the registering body for HR as well as the quality assurance body for human resource qualifications. They endeavour to raise the standards and stature of human resources in South Africa:

- through evaluation and registration
- a continued professional development standard
- a code of conduct and disciplinary procedures
- obtaining personal commitments to professionalism and ethics
- accrediting HR providers
- registering HR Assessors and Moderators

Practicing SDFs are welcome to register as HR practitioners with this association.

American Society for Training and Development (ASTD)

The South African chapter of the American Society for Training and Development (ASTD) aims to: 'assist organisations to achieve a competitive advantage in a global economy by providing members with professional advice, benchmarking opportunities, process facilitation, workshops, local and international conferences, network forums and annual research in the field of Training and Human Resources Development.'

The association organises local sessions national and international conferences are organised.

For further information please see their website www.astd.co.za

Workplace Training Committee

It is a legislated requirement that employers of 50 or more persons constitute a Workplace Training Committee representing both owner/employer and labour/employee interests. This forum must be representative of all parties that have an interest or who are affected by any training decisions taken by the organisation.

The Training Committee must be a minimum of 5 members consisting of:

- 2 people representing the Employer (Management);
- 2 people representing Employees (e.g. normal employees, shop stewards or union representative);
- 1 Skills Development Facilitator

Workplace Training Committees must:

- Ensure that committee members are capacitated on the role, function and objectives of the forum;
- Ensure the committee meets regularly to deliberate relevant issues and make decisions on all skills development issues;
- Keep detailed minutes of all meetings held;
- Keep signed copies of attendance registers from said meetings.

The signed minutes and Attendance Registers will serve as proof of consultation and must be retained for site visits by the SETA, DoL or DHET.

Functions of the Workplace Committee

- Provide inputs for the development of a Training Policy;
- Ensure that planned training interventions and the implementation thereof (as outlined in the Workplace Skills Plan (WSP) & Planned PIVOTAL Training (PPT) are aligned to the strategic vision, mission, goals and priorities of the company;
- Keep the envisaged training and development of employees in the company in line with the long-term transformation objectives of the company;
- Ensure that the content of the Workplace Skills Plan (WSP) is aligned to the Business Plan and any Employment Equity Plan (EEP) in place within the company;
- Assist with the establishment of any training priorities for the company based on its short and long-term needs;
- Endeavour to align planned training to the Sector Skills Plan (SSP);

- Ensure that planned training is aligned to the employee's career path (which is determined by way of discussion with the employee's manager and/or performance reviews);
- Where possible, endeavour to ensure that planned training is aligned to accredited national qualifications;
- Promote PIVOTAL Learning programmes (PLP), including Learnerships as a training delivery mechanism;
- Support the Skills Development Facilitator (SDF) in communicating the completed Workplace Skills Plan (WSP) & Planned PIVOTAL Training (PPT) to other employees in the company;
- Monitor the implementation of the Workplace Skills Plan (WSP) & Planned PIVOTAL Training (PPT);
- Periodically revise the contents of the Workplace Skills Plan (WSP) as required – this may be indicated where the needs of the business change;
- Assist the Skills Development Facilitator's (SDF) to compile the Annual Training Report (ATR), including the
- PIVOTAL Training Report (PTR) and ensure the information contained therein is an accurate reflection of the training conducted by the organisation over that particular period.

Constitution of the Training Committee

A training committee must have a constitution in place with the given mandate and should be performance-driven to ensure commitment.

The committee should, aside from its legal obligations in terms of the Employment Equity Act and recommendations of the Skills Development Act, be committed to:

- Improving the quality of life of all workers, their prospects of work and mobility,
- Improving productivity in the workplace and the competitiveness of the organisation
- Increasing the levels of investment in education and training and improving the return on that investment.

A training committee should represent the interests of all sectors of its workforce and should consult on the implementation and monitoring of its skills development plans in terms of the relevant Act and the organisation's requirements.

Agreements and Sign off by the SDF Committee

The new SETA Grant Regulations requires that a SETA may not pay a mandatory grant to a levy paying employer who has a recognition agreement with a trade union or unions, whose WSP, including PPT and ATR, including PTR have not been subject to consultation with the recognised trade union or unions and must also be signed off by a labour representative appointed by the recognised trade union or unions and that the employer must provide proof of this.

Furthermore, the definition of sign off has changed in that previously a signature from a labour representative would have sufficed. Sign off now refers to an in principle agreement between the employer and its recognised trade union or unions on the identified training interventions identified in the WSP & PPT.

Promoting Skills Development

Continuous participation is the key to success for any employee skills improvement initiative. The challenges of keeping employees involved in skills development can prove daunting. Employees move, roles and responsibilities change, systems change. Also bear in mind that new employees need to be introduced to company skills measurement resources.

In addition, there is the challenge of working in an enterprise environment, and so to take stock of employee skills across an enterprise, a company needs to facilitate employee participation in a skills measurement effort across multiple departments or project teams. Any one of these factors may prevent or prove to be a barrier for employees to measure their own skills.

Taken together, the obstacles will almost certainly push a skills measurement initiative permanently on the “back burner,” if it is left without an active strategy for ensuring continued employee participation. Successful skills measurement initiatives cannot be implemented on a “build it as they come” basis.

Fortunately, there are clear solutions to the participation issues. Consider the following measures when planning your workplace skills plan, and the result will be a clear strategy for continuous participation that will prove instrumental to program success.

Step 1: Establish and Communicate Clear Skills Requirements

When setting out the agenda for creating a workplace skills plan, clear goals are essential. Managers may establish benchmark levels for a variety of skills within their organizations. Alternatively, they may begin by focusing on one particular skill —all with an eye toward expanding the workplace skills plan.

Note: The use of a Job and Competency Profile would be useful to complete this task. If there are not any such profiles in place, this could be an opportunity to create such per job profile within the organisation.

Whether you implement a skills plan one skill at a time or comprehensively (as in job role-defined skill sets), it is important to communicate skills requirements to participating employees and stakeholders.

Employees may be assigned a core “track” of skills to measure based on their job roles, and then have access to additional assessments to pursue for their personal development goals.

While assigning skills assessments to employees one should ensure a basic level of participation, it is important to convey that skills measurement is a means toward achieving skills improvement and that it would not result in termination of employment or demotion. The mere mention that employees are going to be assessed on their skills could cause havoc in the workplace.

Scheduled periodic communication to each employee via meeting, email or otherwise, ultimately makes the difference between a skills measurement system that goes unused and a skills improvement program that yields continuous results.

Step 2: Create Milestones for Continuous Development

Once an employee is involved in a skills initiative, the most important issue is to ensure that there is a direction for improvement. Whether that means achieving a certain assessment score in one skill, or developing and validating a new skill, a clear milestone for improvement will ensure continued participation.

A skills milestone can be as simple as a due date for completing an assessment. While giving an employee an assigned due date for an assessment does not guarantee ongoing skills improvement, it does encourage participation though.

Step 3: Recognize Achievement and Enhance Morale

This is one of the most important aspects of an effective skills inventory program. Recognition of achievement ensures that employees view skills measurement as a means for skills improvement, not as a source of anxiety. When it comes to maintaining participation, recognition can prove critical.

What constitutes valid recognition?

Perhaps the most compelling recognition comes from the objective skills assessment score. A employee can be recognized for achieving a percentile ranking against a complete global database of employees in a given subject area, this could be a powerful reinforcement for employees that excel.

Other forms of recognition may be earned through above-average scores, certification of skills, personal high scores, or significant levels of improvement.

In addition, managers can compare an online database of employee skills to a larger database of assessment results across an industry. While the employee cannot directly access the data to make this comparison, the skills measurement administrator can share results with employees as needed.

How are companies rewarding their employees?

Often, recognition is reward enough. In some cases, rewards, certificates, or other forms of "honorable mention" serve as effective recognition tools.

Making use of a Swot Analysis

The Annual Training Report (or implementation report) is required as part of the Skills Development Act and associated regulations. An organisation must first submit a Workplace Skills Plan (WSP) at the beginning of the planning year and then submit an Annual Training Report (ATR) at the end of that year. Upon submission of the Annual Training Report (ATR) the organisation will be able to claim levies paid for that period.

Organisations are required to report on the many activities undertaken during that period so that an overall assessment can be made of the progress towards the attainment of the National Skills Development Strategy.

Reporting on the implementation of skills development is not only a legal requirement, it is an essential measure for assessing, reflecting, reporting and recording the efforts and progress made by the organisation in developing its staff.

It is the sentiment of the Act that training should not be provided as an end in itself, but as an essential means of improving the welfare of the organisation and its employees and a critical strategy for enhancing the productivity to and performance of the organisations.

The management of skills development need not be complicated, but it is inevitable that some measure of reporting and keeping statistics are necessary. The Sector SETA (with which you are affiliated) will most certainly have a prescribed format according to which reporting should take place. In some instances these are rather complicated, others allow one to submit statistics and administrative information only. In the spirit of maintaining quality, the report should also make provision for a measure of qualification. An organisation should be allowed to provide explanations and suggestions on how to improve skills development.

They should also be given an opportunity to air their frustrations and to bring deficiencies to the attention of those who can do something about it. So, the Annual Training Report should have three main composite parts, namely;

- Introduction and background information
- Administrative information
- Statistics

The administrative information may require some explanatory notes, which might require some analyse. One of the many possible ways to analyse skills development information is by doing a SWOT analysis.

Conducting a SWOT Analysis

This is a rather old problem solving technique, but still quite effective. Doing a SWOT analysis simply means identifying Strengths, Weaknesses, Opportunities and Threats in the implementation of the Workplace Skills Plan (WSP).

Strengths can be regarded as those resources and / or abilities / skills which can be applied by the organisation to take advantage of opportunities or to counter threats.

Weaknesses to be considered could be such as where there are any deficiencies in the organisation's resources or inadequate information systems. Strengths and weaknesses are internal to the organisation i.e. they are characteristics of the organisation

Opportunities could be identified as events, resources or features that the organisation can utilise to gain strength or a competitive advantage.

Threats are events or features outside the organisation that may threaten the survival, functioning or prosperity of the organisation.

Again, there are many ways in which this can be done, for example by means of a think tank, nominal group technique, Delphi techniques and many more.

It is important to involve as many key stakeholders as possible in the skills development process. One could make use of a think tank to make the most of this process.

A think tank is a group problem solving technique, where all participants are given an equal opportunity to contribute. Each member of the group is allowed to point out strengths, weaknesses, opportunities and threats. The process can include prioritising strengths, weaknesses, opportunities and threats, so that it will be easier to suggest what needs the most or most urgent attention.

In terms of skills development one should always evaluate training, be it as part of the SWOT analysis or separately.

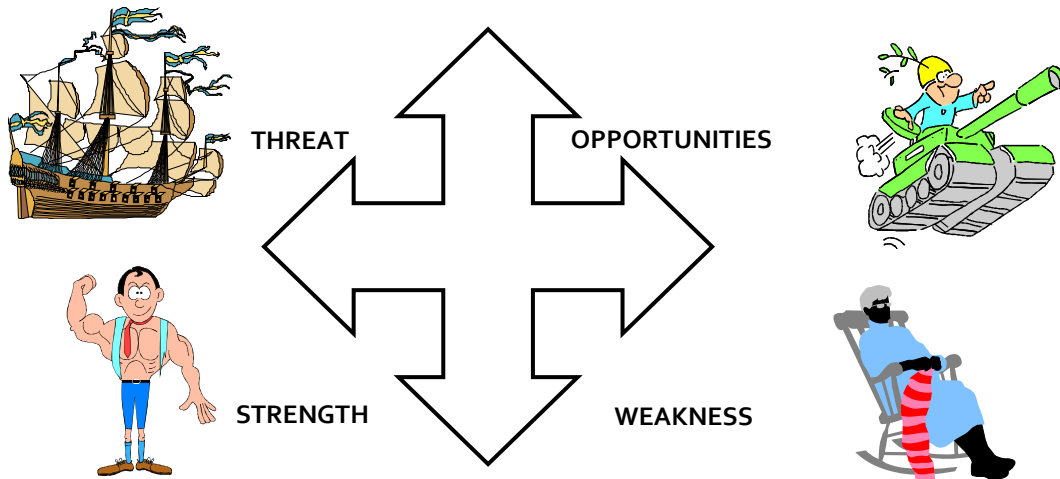
Evaluating Training

Evaluating training is important because:

- It provides important information which can be used to improve planned learning, making it more effective in meeting needs, solving performance problems and anticipating opportunities for improvement.
- It sheds light on various problems and problem areas stemming from lack of individual knowledge or skills and from other causes.
- It points out the results of training interventions, demonstrating how effective and efficient they are.
- It stimulates improvement and provides feedback which can lead to growth and the maintenance of sound quality assurance.
- It also helps to conduct an impact analysis and provides an indication of value add.

Identifying strengths, weaknesses, opportunities and threats is not the most important step. More important is what is done about the results. It is only by focusing on strengths, eliminating weaknesses, utilising opportunities and either avoiding or getting rid of threats that the skills development strategy can be employed.

The SWOT analysis in terms of the implementation of the Workplace Skills Plan (WSP) can be illustrated as follows:



It does not mean much to just list strengths, weaknesses, opportunities and threats. Sure, they should be listed, but one should also say what you intend doing about or with them. You will already have discussed the most important issues in the introductory section, but it is also important to list them and to indicate what you intend doing about or with them.

It is quite possible that the key stakeholder group might have identified a rather substantial number of strengths, weaknesses, opportunities, and threats in which case it might be impractical to list them and to address each one of them. This can be solved by combining issues that belong together logically and prioritising them in terms of the Pareto Principle.

In brief the Pareto Principle says that you can solve 80% of your problems by addressing 20% of the important ones. So, one would list and address only the 20% of the most important strengths, weaknesses, opportunities and threats.

The following is an example of how you could report on strengths, weaknesses, opportunities and threats:

Strengths	What this means to the company
1. Established Training Department	<p>Having an inhouse training department means that training happens in house and in accordance to immediate needs of the organisation.</p> <p>Training is properly planned and executed as the need arises.</p> <p>Course materials are developed in-house as per organisational and staff requirement.</p>

	Training department would liaise with the SECTOR SETA on a regular basis.
2. Appointed Qualified Trainer/ Facilitator within the company	<p>Training happens in-house and saves cost.</p> <p>Trainer knows company policy and procedure and can provide training accordingly.</p> <p>Trainer is able to give immediate and hands on training when needed saving time and expenses.</p>
3.Introduction of an Induction Programme	<p>An induction programme will allow for staff to be developed within the 1st month of their employment regarding the organizational goals, policies and procedures.</p> <p>It will also allow for the organization to ensure that employees meet the requirements before permanent employment is offered.</p>
Weaknesses	What to do about them
1.None of the training staff are registered Assessors or Moderators	<p>Staff needs to go on an Assessors Course within the next 3 months.</p> <p>An accredited training provider such as Future Performance Training should be used to provide such training. www.fptacademy.org</p> <p>Once staff has been registered as Assessors, some should be picked to go on the Moderators course.</p>
2. Training Department does not offer accredited courses	<p>Sector Skills or Scarce Skills programmes should be identified within the organization. SETA accreditation should be applied for the identified skills programmes or qualifications.</p>
Opportunities	What it means to the company
1.Training of unemployed community members	<p>This allows for the organization to make use of grants to develop unemployed people within the community. Allowing the organization to contribute to the upliftment of</p>

	<p>the community as well as the economy. Allowing the company to receive cheaper labour in return of skills development.</p> <p>Allows the company to recruit the best candidates out of this group- thus enhancing the ability to manage talent.</p>
Threats	What to do about them
1. Getting employees to participate in further development.	<p>Conduct a meeting with employees where the benefits for further development for themselves and the organization are shared.</p> <p>Provide a recognition system for the achievement of skills achieved by employees.</p>

Section 2 – Mechanisms Used in Skills Development Facilitation

Section Outcomes

After completing this section, you will be able to:

- Understand what mechanisms are needed when applying Skills Development Planning
- Understand how Skills Audits are conducted
- Identify sources of information gathering to develop a Skills Development Plan
- Understanding scarce and critical skills

Information Needed to Developing a Skills Plan

Before you begin the skills planning process, the skills development facilitator must have a clear understanding of the direction in which the business is going. The direction is reflected in the business vision and mission statements.

This is further clarified in the business plan which outlines the business's objectives.

The business plan is usually the source to determine any new business goals and priorities for the year ahead. The way (when, who, how) to achieve the goals and priorities is usually outlined by a range of action plans.

By compiling a training plan, an SDF has the opportunity to get the input from various role players within the organisation to ensure that the plan focusses on the needs that exist within the organisation. It is important to work with management to ensure:

- Buy-in and co-operation from management as well as
- Resource allocation

In order for skills development to be successful it must have relevance to the business. In other words, it must contribute to your company's vision, mission, and the business goals and objectives.

Only then can your skills plan contribute to:

- Upgrading of skills
- Enabling change and transformation
- Assisting the organisation to achieve and maintain a competitive edge
- Instilling a culture of lifelong learning

Once you know the direction and what needs to be achieved, your next step is to conduct a review or audit to determine whether the resources you have will enable you to achieve your business goals and priorities.

The review or auditing process may include processes, procedures, products and people. From a skills planning perspective, the review / audit should consider how things are done in an organisation and if they could be improved by a training intervention.

This could be done by way of a skills gap analysis or skills audit:

- Determine the education and skills levels of all employees (using questionnaires, performance appraisals and/or staff interviews);
- Compare the results to the desired or required skills necessary to achieve the organisation's goals and priorities;
- Plan and implement training interventions to address any gaps or skills shortages that are identified. Your plan may focus on closing skills gaps or training for growth - use your business goals and priorities as a guide.

Conducting Skills Audits

In order to conduct a Skills Audit, also referred to as a Skills Needs Analysis, a competency profile can be developed for each job within an organisation. The competency profile will list the knowledge, skills, values and other behaviours employees require to be successful in their jobs.

Conducting a skills needs analysis involves using the list of competencies of a given job, and comparing these to the list of competencies of the employee filling that particular position. Any variances should be prioritised. The remaining needs should be recorded and can be addressed during the next Workplace Skills Planning (WSP) period.

There are various methods of conducting Skills Needs Analyses: from empirical methods to the informal processes similar to the above-mentioned method. The SDF should research different methods to suit the employer they represent.

The following table describes the stages in performing a skills analysis. These are not necessarily performed in an exact sequence:

Stages	Description
1	Define the parameters of the skills analysis
2	Collect sources for the skills analysis
3	Analyse sources to define tasks
4	Analyse tasks to define skills required
5	Tie tasks and skills to particular positions
6	Document the analysis

These guidelines describe skills audits that consist of six steps. Not all types of skills audits will require each of these steps to be performed. Rather, they are a useful 'checklist' to follow to ensure that the information you gather is appropriate and that all remedial options are considered:

	The aim of Step...	is to...
1	Analyse skills required	identify what skills the organisation actually <i>requires</i> to meet its business objectives.
2	Audit current skills	identify the skills and knowledge (both used and latent) held by existing staff.
3	Determine skills gaps and the means to address them	compare skills and knowledge held by the organisation (determined in the skills audit) with the skills and knowledge required (the established benchmark), and to determine appropriate ways to fill those gaps
4	Design or redesign positions	address skill gaps through better definition of positions.
5	Engage staff or consultants to fill skill gaps	conduct recruitment of staff or consultants to address skills gaps as appropriate
6	Training and development to fill skill gaps	conduct a training needs analysis to identify appropriate training and development options to fill skill gaps.

Source Information

It is important to understand all the influences or 'issues' that should be taken into consideration when starting the planning process. The Workplace Skills Plan (WSP) must be aligned to the business plan and strategy of the employer. The SDF should also consider the sector skills plan as well as the educational and workplace level of employees. The SDF should further consider critical and scarce skills as well as budgets and resources available for training.

The following should be taken into account, like mentioned before:

- The company goals and priorities for the year for which the WSP & PPT is being drafted must be considered and training should be planned to address these;
- The company business plan should be consulted to ensure that interventions are in line with priorities and that funds have been allocated;
- Information obtained from any career pathing exercises, skills audits or processes in which individual training needs are identified should be incorporated;
- Targets in any Employment Equity Plan should be taken into account.

The SDF should use this table when considering issues when developing the skills plan.

National and Sectorial Issues	Identify key skills shortages within company and assess relative importance of identified shortages in the sector.	By means of the sector skills plan
Organisational issues	Examine company-wide goals and problems to determine where training is needed Examine: Vision, and mission, business strategy and objectives productivity, succession career planning and transformation Employment Equity (EE) and Black Economic Empowerment (BEE) Feed skills gap information into the Sector Skills Plan (SSP)	by means of a formal Skills Audit by means of the business plan by means of the WSP
Task related issues	Examine tasks performed and competencies required to determine what employees must do to perform successfully. Feed skills gap information into the WSP	By means of a skills audit by means of the department/section plan.
Individual issues	Examine competencies, current performance and career development needs to determine who needs training Feed skills gap information into the WSP	By means of the job and competency profiles, performance appraisals and personal interviews. by means of the personal development plans and department/section plan.

Now let's look at the definitions of the following resources to consult during your skills planning:

Environmental Analysis

In the analysis of the external environment, information should be gathered from the sector and any other organisation that may have an influence on the skills needed in the organisation doing the analysis. This may require liaison with external bodies such as the SETA, SAQA, QCTO etc.

The sector skills plan is your SETA's plan for developing the skills of the sector as a whole, which will include areas it sees as training priorities for all organisations within the sector. They will often provide grants and incentives for such training.

When doing an external environmental analysis one can make use of the so-called **PESTEL** analysis techniques. This refers to:

- **Political environment**, which has an influence on organisations in terms of legislation for example the Skills Development Act, Employment Equity Act etc. The Sector Skills Plan of the relevant SETA will also have an impact on your organisation's WSP. The sector's skills plan can be obtained from your SETA and will give clear guidelines on objectives, training and needs that have been established within your sector for the year.
- **Economic environment** in which the organisation functions can also have an influence e.g. if competition in an industry is very strong the organisation might have to consider expanding its line of business and this will call for employees to learn new skills.
- **Social environment** is also important because the values, attitudes and opinions of a society influence the political, economic and technological changes.
- **Technological environment** probably has the most profound influence on today's life. The SDF has to ensure that the employees of the organisation have the necessary skills to operate in today's technologically advanced world. For example if a new software package is bought by the organisation the SDF must ensure that the need for new skills to operate this package is documented in the WSP.
- **Environmental issues** are becoming more and more important. Global warming and the threat it poses is a constant discussion point at international forums. In South Africa the issue is becoming more important with the impact that expansions are having on the environment. Many large companies have been sued by environmental and local community groups.
- **Legal statutes** and other legislated issues impacting on the business environment must also be considered because a company can be sued by any interested party. The SDF must not only understand these issues but must see to it that training is taking place to inform everybody in the company regarding these issues. It is very important that the SDF of a company involves him/herself with SHEQ issues.

Workplace Skills Plans

A Workplace Skills Plan, including the Planned PIVOTAL Training is a document that outlines the planned training and development for an organisation for a certain period.

The Workplace Skills WSP and PIVOTAL Training plan (PPT) is used to establish training needs and plan for such necessary interventions. This part of the document tells the SETA what training the organisation will provide to the employees in the next 12 months, based on the operational requirements of the organisation, its industry and the critical skills identified by the SETA. This is thus used as a check and balance system to the SETA, allowing them to gather valuable statistical information with regards to skills shortages, critical skills in organisations and development requirements within the industry.

It also allows Government to project skills needs and to make this information available to training institutions such as universities and technical training institutions. Without this information the Government would not be able to plan learnership training courses and provide for skills shortages.

It also contains information to the type, cost and delivery method of the training it goes further to assess whether the training that the employees received is in line with the planned training for the organisation, industry and critical skills identified by the SETA.

The annual training report does exactly what it says; it basically tells the SETA what training has taken place in the organisation in the previous 12 months, and which employees received training. The actual claim that the organisation has to submit to activate the claim procedure is called an annual training report and workplace skills plan (ATR & WSP).

A workplace skills plan should be well-researched and reflect the training needs of the employer before being documented in the WSP.

The WSP and PPT is used by the SETA to support:

- the identification of imbalances in the supply of, and demand for, skilled labour in the sector;
- the Government to assist in the development and review of the National Skills Development Strategy that must be demand-led and sensitive to labour market needs;
- the assessment of training capacity and training investment so as to ensure the sound allocation of resources;
- the disbursement of levy funds to eligible employers, through the Levy Grant System;
- employers to provide a strategic basis for planning the development of their staff and organisation.

The purpose of the WSP, including the PPT is to make provision for:

- Training and development that meets the needs of the business;
- Training and development that grows and develops employees;
- Training and development that assists the company to achieve any employment equity targets it may have established;
- The company to access any available grants due for training planned (WSP & PPT) and subsequently implemented (ATR & PTR).

Workplace Skills Plans, including the Planned PIVOTAL Training impact positively on a number of areas within an organisation as:

- Skills, training and development required to achieve the goals can be discussed by both management and employees;
- Gaps and shortfalls in skills required can be identified and positive ways of addressing them can be devised;
- Unknown talents and skills within an organisation can be uncovered.
- The content of a Workplace Skills Plan (WSP), including the Planned PIVOTAL Training (PTR) is governed by law and as such, the provision of some information is MANDATORY and includes:
 - The employment profile split per job type (OFO code), per race, per gender;
 - The age profile of employees;
 - The profile of highest qualifications held by employees;
 - Training committee member names and designations (applicable to employers of 50 persons or more);
 - The organisation's strategic priorities for skills development linked to actual training interventions that are planned for implementation to meet those needs. The training interventions may be three-fold and could include training and development needed to:
 - Ensure the development of the business and the productivity of its employees;
 - Promote employee growth to other jobs;
 - Meet employment equity targets.
 - The number of people planned to be trained in the organisation by job type (OFO code), per race, per gender.

Details of the education and training needed to achieve organisational priorities may be expanded to include:

- The type and level of the proposed training interventions;
- Estimated costs associated with the training interventions split per priority determined by the SETA;
- Scarce and critical skills information;

- Whether training interventions will be conducted by external training providers or the organisation themselves;
- Information regarding employment equity progress within the organisation;
- Information with regard to BBBEE progress within an organisation.

Sector Skills Plan

A Sector Skills Plan is a strategic document researched and developed by each individual SETA for the industry sectors and stakeholders for whom they are responsible (all SIC Codes allocated to that SETA). SSPs are developed for a five-year period but SETAs are required to complete and submit an annual update for the existing SSP to the Department of Higher Education and Training.

SSPs are developed according to strict guidelines provided by the Department of Higher Education and Training. Development follows research and consultation across the greater tourism industry, using data gathered from a variety of sources including, but not limited to documentation, publications, reports, stakeholder workshops and interviews, economists' reports and workplace skills plans.

An SSP outlines economic trends in the sector, specifies any skills development priorities and outlines key strategies for the sector. It also identifies knowledge and skills present and currently used in the sector and determines what knowledge and skills are in demand in the sector. The quality of any SSP is significantly enhanced when the quality of information received from WSPs, PPTs, ATRs, PTRs and other grant claims is accurate.

The compilation and analysis of the SSP allows the SETA to develop a detailed framework which enables better facilitation and support for skills development.

This includes the ability to:

- Identify current and future skills requirements in the relevant sub-sectors, industries or professions for the benefit of employers, communities and individuals;
- Develop a strategic plan stating the:
 - Key challenges presented by the identified needs;
 - Results that need to be achieved in the form of success indicators;
 - Methods that could/should be implemented to achieve those results.
- To guide the formulation of national strategies for skills development and the allocation of resources, including the National Skills Fund, Discretionary Grants, Bursaries and other such grants under the Levy grant system, donor and others.

The SDF should review the contents of the SSP, particularly aspects relevant to the sector they represent. Consideration of the needs of the sector outlined in the SSP, together with the organisation's specific needs should be considered for inclusion into the WSP & PPT.

Organising Framework for Occupations (OFO)

The Organising Framework for Occupations (OFO) is a skill-based coded classification system which encompasses all occupations in the South African context. It replaces the previous Standard Occupational Categories (SOC codes).

The change of system has been driven by the need to:

- Improve and refine uniformity in the naming of occupations within and across sectors.
- Improve uniformity in the naming of occupations that will impact directly on the ability to accurately identify Scarce and Critical skills needed in each occupation;
- Improve the ability to influence and drive training interventions that meet Scarce and Critical skills shortages present in the sector/s.

The classification of occupations is based on a combination of skill level and skill specialisation which makes it easy to locate a specific occupation within the framework.

It is important to note that a 'job' and 'occupation' are not the same.

- "Job" is seen as a set of roles and tasks designed to be performed by one individual for an employer (including self-employment) in return for payment or profit.
- "Occupation" is seen as a set of jobs or specialisations whose main tasks are characterised by such a high degree of similarity that they can be grouped together for the purposes of the classification.

This means that occupations identified in the OFO therefore represent a category that could encompass a number of jobs or specialisations, e.g. the occupation "Accountant" would also cover specialisations like "Branch Accountant", "Financial Analyst" and "Insolvency Practitioner".

Identified occupations are classified according to two main criteria:

- skill level AND
- skill specialisation, where skill is used in the context of competency rather than a description of tasks or functions.

Skill Level

The skill level of an occupation is related to the competent performance of tasks associated with an occupation.

The skill level is an attribute of an occupation, not of an individual in the labour force.

The skill level is determined by requirements usually required to perform the set of tasks required for that occupation competently.

The skill level can operationally be measured by:

- the level or amount of formal education and/or training;
- the amount of previous experience in a related occupation; and
- the amount of on-the job training

Skill Specialisation

The skill specialisation of an occupation is a function of the field of knowledge required, tools and equipment used, materials worked on, and goods or services provided in relation to the tasks performed.

Occupations are classified according to the functions performed in the occupation.

Classification of Occupations on the OFO

The OFO classifies occupations into five groups, namely:

- Major Group (one digit)
- Sub-Major Group (two digits)
- Minor Group (three digits)
- Unit Group (four digits)
- Occupation (six digits)

Each of these groups has been allocated a code, i.e. a number that serves as the unique identifier for that group. Working from the top, a Major Group has a single digit code, a Sub-Major Group has a two digit code, a Minor Group has a three digit code, a Unit Group has a four digit code and the Occupation has a six digit code.

The eight Major Groups are:

1. Managers
2. Professionals
3. Technicians and Associate Professionals
4. Clerical Support Workers
5. Service and Sales Workers
6. Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers
7. Plant and Machine Operators and Assemblers
8. Elementary Occupations

Within each Major Group occupational groups are arranged into Sub Major Groups, Minor Groups and Unit Groups primarily on the basis of aspects of skill specialisation.

Occupations (six digits) are subdivisions of the Unit Groups and are further detailed through specialisation and alternative occupation titles.

As indicated earlier:

- The skill level of an occupation is related to the competent performance
- of tasks associated with an occupation;
- The skill level is an attribute of an occupation, not of an individual in the
- labour force;
- The skill level is determined by requirements usually required to perform the
- set of tasks required for that occupation competently.

High Level Skills: refer to those occupations that on the NQF which require an educational level between NQF 7 – 10, mostly offered by public and private training providers accredited by the Council on Higher Education (CHE).

Middle Level Skills: refer to those occupations that on the NQF which require an educational level between NQF 3 - 6, mostly offered at public and private training providers accredited by UMALUSI and/or ETQA.

Low Level Skills: refer to those occupations that on the NQF which require an educational level between NQF 1 - 2, mostly offered at public and private training providers accredited by UMALUSI and/or ETQA.

It possible to make a comparison between the skill level of an occupation and the normally required educational level on the NQF as well as entry, intermediate and advanced levels referred to in the NSDS.

This comparison is illustrated in the diagram below:

NSDS	NQF Level	Skill Level	OFO Major Groups
HIGH	10 ↑ 7	4	2 Professionals
INTERMEDIATE	6	3	3 Technicians and Associate Professionals
	5	2	4 Clerical Support Workers
	4		
ENTRY	3	1	5 Service and Sales Workers
	2		6 Skilled Agricultural, Forestry, Fishery, Craft & Related Trades Workers
	1	7 Plant and Machine Operators and Assemblers	
			8 Elementary Occupations

The group descriptors serve as a guide to the SDF to determine where / how a specific job title should be allocated.

The SDF must identify both SCARCE and CRITICAL skills at the OFO 6 digit Occupational level and:

- SCARCE skills should be considered against the occupation itself;
- CRITICAL skills should be reflected as specific skills within the occupation.

Scarce Skills and Critical Skills

While there are numerous debates about scarce and critical skills, there is no commonly agreed definition or understanding of what the term “scarce skills” means, nor how “scarce skill” differs from “critical skill”. All countries and research agencies in the labour market arena, including labour market intervention specialists and economists, use different terminology to express the notion of scarce and critical skills. In the absence of any agreed definitions, the terms are used interchangeably in the South African skills development arena and this creates confusion.

Most often the terms relate to a level of “relative demand for skill” or “skill shortage”. Internationally, immigration decisions are more inclined to a greater specificity where “skilled worker permits” are issued against identified current and future skills shortages which are impeding economic activity and growth either nationally or in a particular geographic region (Canada and Australia). These skills are then defined as occupations. Some countries actually prohibit the issuing of work permits for occupations and/or occupational levels in which there is a known over-supply (for example, Ireland).

Skill associated with occupation is usually identified using an education proxy, i.e. a measure of qualification and sometimes experience. In the South African skills development context, as reflected in the 1997 Green Paper: Skills Development Strategy for Economic and Employment Growth in South Africa, skill is defined as “the necessary competencies that can be expertly applied in a particular context for a defined purpose”.

“Competence” in this context has three elements:

- Practical competence – the ability to perform a set of tasks;
- Foundational competence – the ability to understand what we ourselves or others are doing and why;
- Reflexive competence – the ability to integrate or connect our performance with an understanding of the performance of others, so that we can learn from our actions and are able to adapt to changes and unforeseen circumstances.

The Organising Framework for Occupations (OFO) defines “skill” as “the ability to perform competently the roles and tasks associated with an occupation”.

Scarce Skills

Refer to those occupations where there is a scarcity of qualified and experienced people, currently or anticipated in the future, either because:

- (a) such skilled people are not available (**absolute scarcity**); or
- (b) they are available but do not meet employment criteria (**relative scarcity**).

This scarcity can arise from one or a combination of the following, grouped as relative or absolute:

a) **Absolute scarcity:** suitably skilled people are not available, for example:

- A new or emerging occupation, i.e. there are few, if any, people in the country with the requisite skills (qualification and experience) and education and training providers have yet to develop learning programmes to meet the skills requirements.
- Firms, sectors and even the country are unable to implement planned growth strategies and are experiencing productivity, service delivery and quality problems directly attributable to a lack of skilled people.

Replacement demand would reflect an absolute scarcity where there are no people enrolled or engaged in the process of acquiring the skills that need to be replaced.

b) **Relative scarcity:** suitably skilled people are available but do not meet other employment criteria, for example:

- Geographical location, i.e. people is unwilling to work outside of urban areas.
- Equity considerations, i.e. there are few if any candidates with the requisite skills (qualifications and experience) from specific groups available to meet the skills requirements of firms and enterprises.
- Replacement demand would reflect a relative scarcity if there are people in education and training (formal and work-place) who are in the process of acquiring the necessary skills (qualification and experience) but where the lead time will mean that they are not available in the short term to meet replacement demand.

Critical Skills

Critical Skills will refer to specific key or generic and “top up” skills within an occupation. In the South African context there are two groups of critical skills:

- **Key or generic skills**, including (in SAQA-NQF terminology) critical cross-field outcomes. These would include cognitive skills (problem solving, learning to learn), language and literacy skills, mathematical skills, ICT skills and working in teams.
- **Particular occupationally specific “top-up” skills** required for performance within that occupation to fill a “skills gap” that might have arisen as a result of changing technology or new forms of work organisation.

Purpose of Collecting Information on Scarce Skills

The Department of Higher Education and Training (DHET) issued a framework for the identification and Monitoring of Scarce Skills. This framework was based on the premise that the concept of 'Occupations' should be used as an organising principle for the collection and reporting of information relating to Skills Development in South African public and private enterprises for both product development and service delivery.

Such a Framework is required to assist Setas to address national and sector skills development imperatives as reflected in Government's Programme of Action and the National Skills Development Objectives.

Some quantitative information can be sourced through the WSPs by carefully framing a specific set of scarce skill questions.

The information gathered is used to publish the National Scarce Skills List for South Africa; this list gives a comprehensive account of the skills that are needed for economic growth and development. The Department of Home Affairs makes use of the National Scarce Skills List to develop the current Work Permit Quota List that they publish annually.

It was adopted by the Accelerated Shared Growth in South Africa's Joint Initiative on Priority Skills Acquisition as the 'AsgiSA Master Skills list and can be used through schools and training institutions for career guidance.

The Setas, NSF and the DHET use this list to determine which occupations should be targeted via available funding.

Section 3 – Compile a Training and Development Plan

Section Outcomes

After completing this section, you will be able to:

- Establish the time frames in which the WSP and ATR has to be completed and submitted
- Establish a report with the relevant SETA and ensure that their specific requirements with regards to submitting of reports are adhered to.
- Understand the order in which information should be gathered in order to complete the WSP.
- Compile a Workplace Skills Plan

Time Frames for Completing the WSP and ATR

As stated before, it is a requirement for all Skills Development Levy (SDL) paying employers to complete a WSP together with an ATR and submit to their Seta to claim the Mandatory Grant. The WSP/ATR has to be submitted by the 30th of June every year. This is irrespective of the Seta which the employer pays their SDL to. The deadline is published in regulations to the SDA.

Actual training costs are not reimbursed via this grant, rather a percentage of the SDL paid is refunded. This grant application is due by 30 June of every financial year, and the Seta may not typically issue an extension for the late submission of this grant. The only instances where the Seta may consider grant extensions are in cases of lateness due to *force majeure* and/or where the firm is a new entity in terms of registration for the SDL and has submitted the grant application within six months of registering as a levy paying entity.

Reporting on Training Implemented (ATR)

The Annual Training Report (ATR) requires employers to report on the training that has taken place. In order to simplify this reporting process an SDF should keep records of all skills development interventions that took place during the course of the year, recording the topic and the employees who benefited.

Reporting takes place for the period 1 April to 31 March of the training done during the previous year.

Both the Annual Training Report (ATR) and Workplace Skills Plan (WSP) will require the following information:

- The number of employees that were/will be trained in the organisation by job category and race
- The interventions trained on/planned including the number of employees to attend these interventions.

It is a recommendation that the Workplace Skills Plan (WSP) be created in consultation with the training committee and signed off by the committee if the organisation has more than 50 employees. This consultation increases the buy-in the organisation is likely to receive from its employees who will be on the receiving end of its Workplace Skills Plan (WSP).

The penalty for submitting Mandatory Grant Applications late is losing the grant in full. The only exception to this is where a Mandatory Grant Application is submitted within six months of registration in the case of an employer who has registered for the first time in terms of section 5(1) of the SDLA (1999).

Compiling the Workplace Skills Plan

Before submitting the Workplace Skills Plan the SDF should collect and co-ordinate all the necessary and relevant information.

When starting with the process make sure that you go onto the relevant SETA's site and determine the way in which they require information regarding the Workplace Skills Plan or Annual Training Report.

Normally the same information will be required for the Annual Training Report, only in this document you will reflect how training was implemented during the preceding period. It is important that the Annual Training Report reflects the exact training as planned in the preceding year as this will determine if the organisation conducted skills development according to plan. This also allows for the SETA to plan their financial year in accordance to levies to paid etc.

Also schedule a meeting with the relevant SETA to determine if there would be any additional information or requirements per data that are not shared on their website.

Most SETA's also have a handbook or manuals on how to complete their online or manual systems relating to Workplace Skills Planning and Annual Training Reports which can be downloaded. As a SDF you should update on this information yearly.

Most SETA's would also have free training sessions available for SDF's on how to complete the WSP's and ATR's according to their preferred requirements. Stay in contact with the relevant SETA's so that you are able to register for these courses.

Another option would be to apply at the SETA's to conduct WSP's and ATR's for them at small identified organisations within your area. The SETA's regularly appoint SDF's to conduct such surveys on behalf of the SETA at no cost to the company investigated. This also allows for the SETA to determine Scarce Skills within smaller organisations in secluded areas, often overlooked. The SDF then normally receives remuneration per organisational WSP and ATR Submitted as well as reimbursement for traveling and other expenses. Thus it will be good to have a sit down with the SETA and determine where and how your services could be utilised.

The following sequence of information should give you some clarity on how a SETA would require data from the organisation relating to their Skills Development Planning.

- A. ORGANISATION INFORMATION
- A1a. ORGANISATION CONTACTS
- A1b. SKILLS DEVELOPMENT FACILITATOR / ASSOCIATE SDF NAMES
- A11. BROAD-BASED ECONOMIC EMPOWERMENT COMPLIANCE
- A4. EMPLOYMENT SUMMARY
- B3. EDUCATIONAL PROFILE
- C1. PLANNED BENEFICIARIES OF TRAINING - EMPLOYED
- C2. PLANNED TRAINING - UNEMPLOYED
- C3. PLANNED AET TRAINING
- C4 ANNUAL SKILLS PRIORITIES FROM 1 APRIL 2013 – 31 DECEMBER 2013
- C5. LIST OF VACANCIES THAT ARE DIFFICULT TO FILL
- C6 PLANNED PIVOTAL TRAINING

Checklist for compiling a Workplace Skills Plan:

The following step by step approach is to be used in sourcing and collecting data to compile a WSP.

Step	To Do	Process	Document
Step 1	Conduct an Initial Meeting with Organisation to collect information and share benefits and processes involved in compiling a WSP and ATR.	Conduct a meeting with organisation management to offer services as an SDF, Collect information as well as outline the benefits of submitting yearly WSP's and ATR's. Use this meeting to offer insight to how the NQF works and how it could benefit the organisation.	<ul style="list-style-type: none"> → PowerPoint Slide outlining the NQF and Legislation and benefits to implementing skills development within the organisation. → Brief profile of services offered. → Brief notes on process to be followed.
	Collect and Register as an SDF with the relevant Sector SETA under the organisation.	Online or manually (contact the SETA for relevant procedures)	<ul style="list-style-type: none"> → SDF Copy of ID → SDF credentials and qualifications → Signed Authorisation of Company / Committee as Representative (Company Letterhead)

	Constitute a Workplace Training Committee and have names and designations listed (50 plus employees)	Form a Workplace committee as follows: 2 x Employer 1 X Employee 1 X Union Rep 1 X SDF	→ Minutes of Meeting → Agenda and Attendance Register → Constitution → Signed Agreement → SDF Appointment Letter
	Collect Organisational Information	Company Name Company Address Company Branches Company Registration Number Company Company SDL Number Organisation Contact Details	→ Company Registration Document → Organisation Letterhead → Tax Clearance Certificate → Employment Equity Plan → EMP201 Financial Report
Step 2	Examine and Review current and future organisational Goals. Align Skills Development Objectives with such goals.	Identify what the organisation sets out to achieve so that you will be able to determine how Skills Development will benefit and help achieve organisational goals. Determine what resources are available.	→ Business Plan → Strategic Plan → Vision, Mission and Values Statement
	Examine and Review the Organisational Structure and determine a jobs and required educational levels.	Identify the current structure of the organisation and how it is aligned to achieve goals. Identify jobs according to the organisational structure and required educational levels per job. Identify filled and vacant positions within the organisation.	→ Business plan, goals and mission → Organisational Employment Chart – Organigram → Vacant Positions → Job and Competency Profiles
	Examine Job and	Determine if Job and	→ Job and Competency

	Competency Profiles	Competency Profiles are in place. Review and update these profiles according to the current status and structure of the organisation. (This can be done through focus group meetings held with managers)	Profiles → Job Profiles → Job Descriptions
	Examine the Sector Skills Plan	Examine the Sector Skills Plan and see how it fits into skills development within the organisation.	→ Sector Skills Plan
	Examine the Organisational Framework of Occupations	Search OFO codes and align with the organisation	→ OFO List → Organisation Information and Organisational Organigram
Step 3	Design an organisational "database" to capture all relevant information of employees needed. Design or use of an online system or an excel sheet.	List all the following information: → Employee Info (Name, Surname, ID) → Branch where located → Province of Branch → Job Title → Employment Status → Employee Highest Qualification → Disability Status → Race and Gender	→ Employee CV → Employee Records → EMP501 → Database
	Allocate an OFO code against each employee's name.	List the MAJOR GROUP, the SUB MAJOR GROUP and the OCCUPATION GROUP name. It is also recommended that the OCCUPATION GROUP numeric code is listed;	→ OFO List → Employee Information → Organisational Plan and Organogram → Employment Equity Plan

	Allocate an age group range against each employee's name.	The ranges are: Under 35; 35 to 55; Over 55	→ Employee Information → Employment Equity Plan
Step 4	Conduct a Skills Audit	Evaluate the current skills of employees against the required skill level of job and educational level.	→ Job and Competency Profile → Employee Records
	Examine Employee Profiles	Collect and examine the profiles of each employee within the organisation. Identify their current job and educational levels and how they fit into the structure of the organisation. Verify qualification of employees.	→ Employee Records → Employee CV → Employee Certificates → Employee Performance Appraisals → Organisational Structure
	Create a shortlist of gaps identified according to job and educational levels and organisational goals. Determine what courses and programmes would close these gaps and shortlist these.	Evaluate current job and educational levels of employees as per employee profile against job and competency profiles. Identify any gaps that exist and shortlist them. Also identify what courses or programmes will bring employees up to the desired level.	→ Employee profiles → Employee credentials and qualifications. → Employee performance appraisals. → Organisations Job and Competency Profiles.
	Gather evidence of competencies in relation to the key organisational competencies and the job competency profile	Conduct focus group meetings and individual meetings to determine actual needs and list gaps that exist. At this point you could also conduct skills tests to determine exact gaps.	→ Focus Group Report → Individual Skills Audit Report. → Skills test reports.
Step 5	Complete a Personal Development Plan per	A personal development plan per employee to be	→ Performance Appraisal

	employee. Provide feedback to the employees and organisation based on findings.	completed with following information: Course Name/Title Objectives Period of Training Resources needed	→ Job and Competency Profile → Personal Development Plan → Gap Report
Step 6	Compile a Training Plan	Compile all data as per the data list and start to prioritise training. List all courses and how many employees per course will attend according to priority.	→ Organisational Training Plan → Training Priority List
	List courses and programmes of specified employees according to OFO Group Selection.	List Employees and respective Courses and Programmes in accordance with OFO Group Selection within the Organisational Training Plan.	→ Organisational Training Plan → Training Priority List
	List courses and programmes of specified employees according to age Range.	List Employees, Courses and Programmes in accordance with Employee Age Range	→ Organisational Training Plan → Training Priority List
	Allocate an educational profile range against each employee's name.	The ranges are: AET levels 1 - 4 NQF levels 1 - 10	→ Skills Audit Report → Organisational Training Plan → Training Priority List
	List the demographics of the courses and programmes to be held throughout the year.	Training Plan should Include: Where, When, What, Why Training will take place and who must attend. Include a Training Priority List per Skill example: <ul style="list-style-type: none"> • Client Service; • Employee 	→ Organisational Training Plan → Training Priority List

		<p>Development;</p> <ul style="list-style-type: none"> • Information Technology; • Legislative Compliance; • Management and Leadership; • Support and Administrative Skills; • Technical Skills. 	
	Identify the level of the training to each employee and document in the training plan	<p>Align the level of training to take place per employee:</p> <ul style="list-style-type: none"> -Entry level – -Industry-specific training, NQF level 1 to 2 including -ABET (equivalent to skills level 1 on the OFO); -Intermediate level NQF levels 3 to 6 (equivalent to skills levels 2 to 3 on the OFO); Advanced level – this means NQF Levels 7 to 10 (equivalent to skills levels 4 on the OFO). 	<p>→ Organisational Training Plan</p> <p>→ Training Priority List</p>
	Identify courses and programmes that fall within the NQF according to level and standards.	Align all identified courses to NQF registered unit standards and qualifications on the different levels	<p>→ The NQF level</p> <p>→ The SAQA registration number for the unit standard and/or national qualification if it has been registered.</p>
	Identify accredited providers that are able to provide these courses or programmes	Allocate accredited training providers for the different courses and programmes to be held throughout the planned period. This will be	<p>→ Listed Accredited Providers.</p> <p>→ Quotations received from accredited providers.</p>

		available on the SAQA site under the Unit Standard or Qualification outline. It will also be available at the relevant Seta where the course is listed.	
Step 7	Determine and list of any vacancies that have been hard to fill. Identify Scarce Skills within the organisation	Include the following information: <ul style="list-style-type: none"> • The OFO OCCUPATION GROUP and numeric code • The number of potential vacancies per OFO Group • NQF Level of Vacancy • Degree of scarcity • Required Race, Gender, Disability sought for job. • Which Province 	→ OFO Document → Scarce Skills per Sector → Organisational Plan and Organigram → Job and Competency Profile
Step 8	Collect copies of EMP201 records of payments made for the preceding period.	Collect and summarise all payments made for the preceding TAX period.	→ SARS Income Tax Document → EMP201 → EMP501
Step 9	Compile a WSP Report	Compile a report on findings and recommendations and present to the Workplace Committee for sign off.	→ WSP → Training Plan → Organisational Information → SDF Information
Step 10	Submit WSP to the Relevant SETA	Submit the WSP and collected information and supporting documentation to the relevant SETA on or before 30 June.	→ WSP → Training Plan → Organisational Information and Documentation → SDF Information

Develop a training and development plan in accordance with legislative requirements

Each SETA has different requirements of what needs to be included in the WSP. However, the following checklist will provide you with a general idea of the information that most SETA’s require.

CRITERIA	YES	NO
<i>Details on the organisation:</i>		
• Name		
• Skills development levy number		
• Type of organisation		
• Postal address		
• Physical address		
• Telephone number		
• Fax number		
• SDF registration number		
• E-mail address		
• Total employees on payroll		
• Total contract staff with stipend		
• Total volunteers, with no stipend or salary		
• Brief description of core business		
• Standard industrial code		
<i>Organisation’s banking details</i>		
• Name of bank		
• Branch name		
• Branch code		
• Account type		
• Account number		
• Account name		
• Main business activity		
<i>Contact person for financial information</i>		
• Name		
• Job title		
• Telephone number		
• Fax number		
• Cell number		

CRITERIA	YES	NO
Total annual salary payroll		
Estimated percentage of budget to be spent on education, training and development.		
<i>Skills Development Facilitator details</i>		
• Name		
• Job title		
• ID number		
• Telephone number		
• Fax number		
• Cell number		
• SDF registration number		
• Period as SDF		
• Internal or external SDF		
• Primary or secondary SDF		
<i>Identification of strategic priorities for skills development</i>		
• Priority rating		
• Social sector		
<i>Vacancies that were difficult to fill in the past twelve months</i>		
• Skills shortage details		
• Number of vacancies due to lack of trained people		
• Number of vacancies due to lack of available training programmes		
• Number of vacancies due to lack of skills in designated groups.		
<i>Current employment profile</i>		
• Skills development levy number		
• Senior officials and managers		
• Professionals		
• Technicians and associated professionals		
• Clerks		
• Service workers, shop and market sales workers		
• Craft and related workers		
• Plant and machine operators		

CRITERIA	YES	NO
• Labourers and related workers		
• Total permanent staff		
<i>Temporary staff, contract and volunteers</i>		
• Senior officials and managers		
• Professionals		
• Technicians and associated professionals		
• Clerks		
• Service workers, shop and market sales workers		
• Craft and related workers		
• Plant and machine operators		
• Labourers and related workers		
• Total temporary workers		
<i>Provision of education and training</i>		
• Provider name		
• Course/training programme		
• ETQA or accreditation number		
<i>Organisational skills priorities</i>		
• Organisation education, training and development priorities		
• GET (up to and including Level 1)		
• FET (Levels 2 – 4)		
• HET (Levels 5 – 10)		
<i>Education and training planned to achieve organisational skills priorities</i>		
• Senior officials and managers		
• Professionals		
• Technicians and associated professionals		
• Clerks		
• Service workers, shop and market sales workers		
• Craft and related workers		
• Plant and machine operators		
• Labourers and related workers		

CRITERIA	YES	NO
People with disabilities benefiting from training		
• If yes, are they listed		
• Number of people with disabilities		
Any difficulties in providing education and training that the organisation anticipates.		
• If yes, nature of difficulties		
New recruits employed by the organisation in the past year		
• Occupational group		
• Job title		
• Race		
Any additional recruiting that is anticipated for the next 12 months		
• Senior officials and managers		
• Professionals		
• Technicians and associated professionals		
• Clerks		
• Service workers, shop and market sales workers		
• Craft and related workers		
• Plant and machine operators		
• Labourers and related workers		
Employment Equity Act compliance		
Number of employees who have left the organisation in the past twelve months		
• Resignation		
• Retrenchment		
• Retirement		
• Dismissals		
• Medical grounds		
• Other		
Is WSP linked to Employment Equity?		
If not, the reason is indicated		
<i>If the WSP has been linked, indicate the following</i>		
Black		
• Training intervention planned		
• Number of beneficiaries		
Female		
• Training intervention planned		
• Number of beneficiaries		
People with disabilities		
• Training intervention planned		

• Number of beneficiaries		
People below age of 30		
• Training intervention planned		
• Number of beneficiaries		
Previously disadvantaged occupational groups		
• Training intervention planned		
• Number of beneficiaries		
Process and authorisation		
• Name of organisation		
• Skills development levy number		
Person who compiled WSP		
• Name		
• Job title		
• ID Number		
• Telephone number		
• Fax number		
• SDF registration number		
• Occupation		
• Number of members on training committee		
Details of training committee		
• Name		
• Presenting labour or management		
• Contact number		
Authorization		
• All members of the training committee signed the WSP		

Section 4 –Course Administration and Coordination

Section Outcomes

After completing this section, you will be able to:

- Understand the planning process for training implementation
- Compile a training plan for learning
- Understand the different roles of stakeholders in planning a training event
- Maintain effective and efficient administrative system
- Identify and confirm training costs and maintain training budgets
- Maintain a resource list of external and internal training people
- Check and ensure that training materials, training records and training information are accessible
- Maintain an up to date register of external courses and providers
- Evaluate effectiveness of training

Planning Training

Plans are nothing, planning is everything (Dwight D. Eisenhower)

All training should be planned to meet the needs of learners identified during initial assessment. The objectives of the training programmes identified should also be recorded.

If training is not planned, opportunities for the learner to learn are missed. They may get demotivated, and stop taking classes or take longer than necessary to achieve their objectives and qualifications.

When planning training consideration needs to be given to:

- Where the training will be implemented and the learning undertaken?
- How the training will be implemented?
- How long will each course identified take to complete
- Who will implement the training with learners?
- When will the training take place?
- How will the learner's progress be measured and reviewed?

It cannot be stressed enough that the success of any training intervention is hugely determined by the planning and administration functions. Many well-intended training program fail due to a lack of planning and improper organising.

You should do the following when planning and organising a training event:

- Formulate a training strategy and plan for any learning event
- Identify relevant stakeholders in the training process and describe why they should be consulted in planning for training
- Compile a training budget based on sound budgetary principles
- Develop a marketing strategy for training
- Select various training aids by comparing their advantages and disadvantages
- Indicate all considerations when choosing a suitable venue for a learning program
- Design a planning checklist for venues and other training-related uses
- Develop action plans for the activities involved in pre- and post-course training administration

Reflect on any training programme, seminar, workshop or conference you have attended recently. How well was it planned and organised? What went wrong? What would you have done differently?

Basic Management Functions

In order to manage the various training activities you need to understand how the basic management functions of planning, organising, leading and control relate to training.

Planning

Through planning you essentially decide what needs to be done and broadly how and when things need to be done. For example, you have to plan the annual training activities of the organisation. Planning gives direction to the organisation. Planning determines the mission and goals of the organisation, including the ways in which the goals are to be attained, and the resources needed for the task.

Organising

Through organising you decide how to arrange, deploy and use the organisation's resources, the processes and the work. For example, you have to arrange the training facilities for training courses to be presented. Organising provides the mechanisms through which the goals, previously determined in the planning process, can be attained. Organising entails the following:

- The human and physical resources of the organisation have to be allocated by management to the relevant departments or persons.
- Duties need to be defined.
- Procedures need to be determined to enable the organisation to attain its goals and objectives.

Leading/directing

Leading or directing has to do with the processes and practices aimed at activating and mobilising the resources of the organisation towards goal achievement. For example, directing your training staff in conducting the training courses entails

- Giving orders and directions to the human resources staff
- Motivating the staff to direct their actions in accordance with the goals and plans
- Leadership of the organisation to influence and motivate staff through effective communication

Control

Control refers to the all-important managerial task you will have of continuously monitoring and checking whether the organisation is indeed moving towards the achievement of goals and standards: For example, checking whether the required standard of training has been achieved on a particular course. This means that managers should constantly check whether the

business is on course towards the attainment of the goals. It also required managers, such as yourself to detect any deviations from the plan and to initiate corrections. For example, you have to monitor, check and control expenditure in respect of training.

The table below is a simplified representation of the interrelationship between these four processes of planning, organising, leading and control.

Activity	Management function
Management decides what needs to be done	Planning
Management decides how it should be done	Organising
Management says how and when it should be done	Leading or directing
Management ascertains whether it has been done	Control



Activity _: Management functions and Training

Based on your own experience of training, how do you think these four management functions relate to training? Reflect on this for a few minutes and then write down the type of training activities that you think would relate to these four functions. Use the space next to each function to write down your ideas:

Management function	Related training activities
Planning	
Organising	
Leading	
Controlling	

The preparation for a training programme requires the application of sound management principles. The following need, to be planned and organised:

- Learning programme alignment to NQF and SAQA requirements
- Consultation with stakeholders
- Preparation of ETD staff or securing providers
- Budget
- Getting employee participation
- Administration
- Facilities
- Records
- Instruction
- Learning material
- Evaluation
- Assessment and moderation cost

Stakeholder Management

The SAQA regulations make it very clear that stakeholders must be consulted before learning program are implemented. This will ensure that the NQF requirements of credibility, relevance of learning and legitimacy are adhered to.

The first question that must be answered is who our stakeholders are. The aim of learning is to bring about change, whether it is a change in perception or a change in behaviour to improve performance. It is important to get the organisation's stakeholders' agreement of the process or learning program that you are about to embark on.

The term stakeholder includes various role players. It can be:

- A manager or supervisor who needs to be convinced to implement a new learning program or to accept the training budget
- The learners – they are at the centre of OBE and it is therefore imperative to get their buy-in into the training to ensure skills transfer and performance improvement
- Senior management who should support the training process and allocate enough resources to the training to make it a success
- Unions – in South Africa unions have been playing an important role in the development of their members for a long time.
- The service provider – training is increasingly being outsourced. Whether it is an internal or external provider, the provider should be involved in the process
- Training boards, standards generating bodies and other accreditation bodies (SGBs, NSBs, Etqa's, and Seta's). With the new look of learning and recognition of prior learning in South

Africa, considering regulatory bodies will become increasingly important during the planning stage of training.

To get all stakeholders around the same table at the same time is not an easy task. It is therefore important to realise that it is more important to consult all relevant stakeholders, even separately, than having as many as possible of your stakeholders available at the same time.

Training Roles and Responsibilities

Training Coordinator

Several months before the training is to be conducted, the coordinator should do the following:

- Obtain approval for conducting the training from relevant bodies.
- Develop a training program and timetable.
- Develop a budget for training.
- Obtain funding for conducting the training course, e.g. through training grants, government bodies, non-government organisations or sponsors.
- Develop criteria for trainers, send invitations and training details (dates, venue, and contact details) to potential trainers, and identify trainer availability.
- Arrange for course materials, including session plans, handouts and transparencies to be forwarded to trainers so they can become familiar with the contents of their sessions and practice presenting.
- Decide on an appropriate number of participants. It is recommended that you do not invite more than 20 trainees to a course to ensure that they all benefit from the discussions and practical work.
- Develop criteria for learners and send invitations to potential learners or send course announcements to relevant facilities, asking them to identify suitable learners.
- Choose the training facility, keeping in mind the number of learners attending the course, ensuring that all necessary equipment and resources will be available and within the budget.
- Arrange accommodation for trainers and learners, if necessary, and according to budget.
- If applicable arrange transportation for trainers and learners to and from their accommodation to the training venue.
- Arrange payment for trainers (if appropriate), or reimbursement for their related training expenses.
- Plan the timetable and details for trainer preparation.
- Arrange catering for the course including morning and afternoon tea and lunch.

- If training is to take place in another language besides English then course materials will need to be translated. The need for training sessions to be translated should also be assessed and an appropriate interpreter arranged.
- Arrange printing of trainers and learners manuals (and other supporting materials like CD's etc) as resources and according to what the budget will allow.
- Arrange for other training resources such as name badges, paper, pens etc.
- Develop overall evaluation forms
- Develop training checklists to help in planning.
- Employee some of the responsibilities to administrative assistants and/or trainers.
- Facilitate opening and closing ceremonies at the training course, invite guest speakers, if appropriate, and brief them.
- At the completion of training, collate training evaluations and write a report or employee someone else to do this.

Trainers or Training Provider

Ideally, trainers should:

- Be working in the field they will be asked to present.
- Have previous training experience.
- Be fluent in the language the session is to be delivered in.
- Be motivated and enthusiastic.
- Be willing to present the entire course.
- Be willing to prepare adequately for the course and assist or work with other trainers where required details are reiterated and presentation of sessions practiced(they should also modify training styles, techniques, or length where suggested from peer review.)
- Be guided by the training coordinator.
- Be willing to attend daily debriefing sessions if required.
- Evaluate their training sessions and analyse results for contribution to final training report.

Learners / Employees

Ideally, learners should:

- Be prepared to attend the entire course.
- Be willing to work in groups with other course attendees despite differences in culture, religion, gender, etc.
- Be willing to undertake after-hours work (or "homework") for the course.

Progress Measurement and Review

When training is planned consideration needs to be given to how often the learner's progress will be reviewed and how it will be measured. Dates of progress review meetings should be scheduled within the plan. Progress measurement includes the measurement of occupational competence and competence in key skills. Assessment dates should therefore be included in plans.

Mechanisms for measuring performance in other areas where needs have been identified such as attending work on time or developing confidence, should be developed as the plan is being drawn up.

Learning Plans

Learning plans should be used to show how the identified needs of learners and the objectives of their learning programme will be met. They clearly define the where, the how, the who and the when identified in the above section. There are a number of different types of learning plans currently used by training providers which provide the basis for the implementation of training:

An individual learning plan – this is a plan which is prepared for the learner to show the training and support that they require and will receive, to help them achieve their objectives and fulfil their learning programme. It is a plan which continually evolves as new learning needs emerge or when feedback indicates that changes are required.

On-the-job learning plans – these plans, prepared by employers often with the help of training providers, show specific tasks or activities being undertaken in the workplace in order to allow the learner or groups of learners to develop competence in areas required. They should form part of an individual's learning plan.

Off-the-job learning plans – these are similar to on-the-job training plans, except that they show planned off-the-job training activities over a period of time for learners or groups of learners.

They are distinct from training session plans which detail planned activities for individual training sessions. These should also form part of an individual's learning plan and be prepared by training provider staff.

Individual Learning Plans

Each learner should have an individually designed learning plan which shows the training and support which they will receive to help them fulfil their learning programme. This is essential as each learner has a different starting position identified by initial assessment. Each learner is in a different learning environment in the workplace.

Each individual has different potential that may allow them to develop at a faster pace and achieve additional learning or qualifications beyond the minimum requirements of the learning programme. It is critical that the learner is involved in the preparation of their learning plan so that they can take ownership of this.

Individual learning plans should include all of the following:

- Information about the learner and their learning programme - this includes learner's name, name of training provider, learning programme such as foundation modern apprenticeship, objectives in terms of qualifications, start date and target completion date of the whole programme. These may change during the period of the learning programme. Changes normally have to be agreed with the funding bodies. This part of the plan lends itself to a standardised form and is normally specified by the funding body.
- Results of initial assessment and any accredited prior learning - the results of the initial assessment and any accredited prior learning should be recorded as part of the individual learning plan. This provides a baseline to measure progress and is useful during the review process.
- Induction training - learners' inductions should be planned as with any other part of their training. They normally include both a work-place induction and an induction to the learning programme. Both should be shown within the learning plan. Induction training should provide learners with basic information about their learning programme, the job which they are going to be doing, and the environment in which they are based.
- On-the-job training - the plan should identify the learning opportunities that the learner will be given in the workplace to help them develop the skills and knowledge and required levels of competence demanded by their learning programme. This may be contained in a separate plan which forms part of the individual's overall learning plan.
- Off-the-job training - off-the-job training activities should be identified within the plan which complement learning in the workplace and address identified learning and support needs. As for on-the-job training, this may be contained in a separate plan which forms part of the individual's overall learning plan.
- Progress review arrangements - the learning plan should include an outline schedule of regular progress review meetings.
- Assessment arrangements - the learning plan should identify planned assessment and examination dates for qualifications being undertaken. It should also show how progress in other areas is measured.
- Additional support arrangements - the plan should describe how the learner is supported throughout training. It should also show how the additional support needs identified during initial assessment will be met.
- Learner's comments - the learner should have the opportunity to comment on the plan, show that they have been involved in its preparation and understand the training that is required.

The individual learning plan may be a single document or it may consist of several documents covering each of the above sections. Where a series of documents are used it is important that they are linked together to present an integrated and coherent plan for the learner.

An effective learning plan is used as a working document to which the learner, the workplace supervisor and the trainer regularly refer. It is reviewed and revised to reflect the learner's growing capability and changing learning needs.

It is likely that a learning plan is fairly detailed in the short term, for example for the next three to six months, and more of an outline for the longer term. The employer, the learner and the trainer are all involved in producing the plan. The training is thought through in advance in enough detail that the learner, the employer and the trainers all know how the objectives will be achieved. Targets are set for the achievement dates of the objectives and the milestones towards these.

Although each learning plan is designed for the individual learner, it may be composed of units or blocks of training that are common to a group of learners or which are standard for all learners working towards a particular qualification throughout the country. In these cases it makes sense for the individual's learning plan to simply refer to a separate off-the-job learning plan rather than to reproduce it. Alternatively, a copy of the off-the-job learning plan could be attached to each individual learning plan. In many instances the result is a learning plan common to several learners but with minor "customised" elements to reflect the particular training and support needs, or the prior experience, of the individual.

Many learning plans are ineffective. They are often designed principally as a document for the purpose of providing an audit trail for the funding and not as a useful plan for the learner. They only list qualifications and units of qualifications, rather than training.

They list nominal completion dates of qualifications or units, rather than the actual dates of training. They are not based on the results of the initial assessment of the individual's learning needs.

Often they contain no reference to plans for on-the-job training and only limited information about off-the-job training. They are not usually revised as a result of discussions at the learner's progress review meetings.

On-the-job Training Plan

On-the-job learning plans detail the learning opportunities or activities that the learner will be provided with in the workplace so that they can develop the required levels of competence to gain their qualifications and fulfil their learning programme.

This includes the appropriate training techniques to be used to aid learning. Plans should also identify the additional support which the learner needs from the employer.

During initial assessment consideration will have been given to the extent to which the learner's job matches the requirements of the NVQ and key skills which they will be undertaking along with any other requirements of their learning programme. If the learner is required to develop competence in areas additional to those their current job allows, opportunities need to be planned for the learner to gain the necessary experience. This may involve internal job rotation or spending periods of time with other employers. Consideration will also have been given during initial assessment to the learner's existing occupational skills, knowledge and experience. Learners who have existing skills and competence may not require such an intensive plan as those who have no previous experience, and are likely to complete their learning programme in a shorter period of time.

On-the-job learning plans need to be sufficiently flexible to meet the needs of both the learner and the workplace. The tasks which the learner undertakes as part of their job are likely to be determined by the availability and flow of work. If work plans alter, this may necessitate changes to the on-the-job learning plan. Similarly new or other jobs in progress may present opportunities to develop competence in other areas which are relevant to the learning programme.

In order for on-the-job training to be effective it should be structured where possible to show progression from simple to more complex tasks. In this way the learner gains confidence as their experience increases.

Workplace supervisors and managers are best placed to draw up on-the-job learning plans as they are familiar with the work being undertaken and are responsible for the implementation of on-the-job training. Employers therefore need to understand the requirements of those qualifications being undertaken by learners. Some employers, particularly small employers, may need training providers to support them in this process.

It is critical that training providers understand the content of on-the-job learning plans so that they can devise complementary off-the-job learning plans. Learners should be involved in the development of their on-the-job learning plan and understand its purpose.

Where learners are undertaking work experience as part of pre-vocational learning programmes they should still have on-the-job learning plans which show the learning opportunities that they will receive to meet their objectives.

The format in which the plan is written does not matter as long as it is available to the learner and the workplace supervisor to refer to regularly.

For example it could be a chart on the wall in the workplace which is simply amended when needed. If an employer thinks that they have to rewrite the plan every time a change is needed it will soon cease to be a working document. A simple working plan is much better than a sophisticated plan that is not used.

The plan must show the tasks which the learner performs over a period of time, which are relevant to their NVQ, and also demonstrate the idea of progression. The plan should also show how a group of learners are rotated within different sections of the company in order to gain the necessary level of experience.

Off-the-job Training Plan

Off-the-job learning plans identify the training that is necessary for the learner to support their learning in the workplace. Typically off-the-job training focuses on providing the necessary underpinning knowledge to support the NVQ and key skills which are being undertaken. It also provides an opportunity for learners to learn how to cope with situations that occur infrequently in the workplace such as emergencies.

For those learners following pre-vocational learning programmes, off-the-job training provides the necessary training to fulfil the objectives of their learning programme.

Off-the-job learning plans should provide details of the objectives of off-the-job training activities, the part of the learning programme to which it relates, the training techniques to be used, where training is to take place, who is delivering it, the times and dates.

Workshop-type activities should be supported by detailed individual training session plans. Training records are kept of the off-the-job training sessions that learners have attended.

The requirement for off-the-job training depends upon the learner's skills, knowledge, level of competence and the job which they are undertaking. It will have been first identified during initial assessment but constantly evolves as the learner progresses within their job. They need therefore to be flexible documents.

Training providers are responsible for drawing up off-the-job learning plans. Wherever possible they should design them in conjunction with on-the-job learning plans.

The benefit of this is that the training undertaken in each location complements each other. Training provider's therefore first need to undertake discussions with employers.

Learners also should be involved in the preparation of off-the- job learning plans and understand their purpose. Off-the-job learning plans should be available to all three parties.

The plan must identify which learners need to attend specific sessions in order to gain relevant underpinning knowledge and are based on the results of initial assessment.

Co-ordination of On- and Off-the-job Training

Example 4 - Planning the Split Between On- and Off-the-job Training

Name of the training programme:		Administration level 2		
Training requirement	Off-the-job (provider's responsibility)	On-the-job (employer's responsibility)	NVQ unit	
Correspondence				
Standard replies	✓		7	
Individual replies	✓		7	
Composing letters	✓	✓	7	
Composing memos	✓	✓	7	
Composing documents (e.g. forms, notices, advertisements, listings, tables)	✓	✓	7	
Conventions	✓		7	
Presentation style	✓	✓	7	
Spelling, punctuation and grammar	✓		7	
Collation and distribution of organisation's documents		✓	7	

Example 5 Planning the Co-ordination of On- and Off-the-job Training

Learning objective	On-the- job activity	When?	Where?	Who?	Off-the- job activity	When?	Where?	Who?

Conducting Course Administration

If they are to get the most benefit from their training, learners need to have the opportunity to apply the knowledge and skills they have developed through off-the-job training in the workplace. Workplace supervisors need to understand what is being covered during off-the-job training and be kept up-to-date with changes to the plan. This enables them to help the learner put the off-the-job training into practice as opportunities arise in the workplace.

It is equally important that the training provider knows what a learner is learning during on-the-job training so that off-the-job training can be planned to suit the learner's needs. Off-the-job trainers should take every opportunity to draw on the learners' own workplace experience to create the links to on-the-job training.

This may include off-the-job trainers drawing on workplace examples, training structured around jobs in progress at that time, or learners given assignments to do in the workplace.

Co-ordination of on- and off-the-job training rarely happens naturally. If it is to be effective it must be actively planned and managed throughout. It relies on close collaboration between training providers and employers.

Pre-Course Administration

1. Booking venues and trainers

Once the training plan is finalised, venues and facilitators need to be booked first. Internal venues need to be booked and preferably be confirmed in writing. If using an external venue, booking several months ahead is often necessary. All requirements should be made clear in writing to avoid any disappointment or embarrassment on the day of the training. Should a consultant be used to do the training, it is important to finalise a written agreement.

2. 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 employee or the manager, and should contain the following information:

- Course name
- Selected course date
- Course fee
- Name – as learners would like to be called on the course
- Name – as learners would like to have printed on their certificates

- Employee number
- Department
- Designation
- Contact number for employee
- Immediate manager/supervisor
- Manager's signature

Organisations often do course scheduling for a year, a month etc to avoid double bookings. It is advisable that schedules are kept on computer as manual systems do not have "alarms" that can go off should there be a double booking. A schedule will also give any person an opportunity to see if there are bottlenecks or that one department will be seriously short staffed due to training. Avoid booking too many courses around school and public holidays as many people seem to be on leave during those periods.

If a course is overbooked, keep a waiting list, as people often have to cancel or postpone due to work pressure, personal reasons etc. A way to get around the cancellation problem is to keep employees or their departments responsible for the training cost (or even a cancellation fee).

It has been my experience that employees will think twice about cancelling if they are held responsible for the costs. In order to do this, a written commitment should be included in the booking form. Alternatively, employees can be encouraged to nominate substitutes.

3. Course confirmation

Sending employee's confirmation of training is one of the most important aspects of pre-training administration.

The following information should appear on a confirmation letter:

- Name of course
- Date of course, e.g. Wednesday 24 November and Thursday 25 November
- Starting times and estimated closure time
- Venue
- Pre-reading or work required before start of training
- Name(s) of facilitator(s)
- Contact person for queries and telephone number
- Map or directions to external training venue
- A summary of the benefits of the course for the learner and the organisation

Facilitators are seldom responsible for 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, employees etc. Often administrators prepare “training kits” for trainers containing training manuals, directions, details about employees, stationery, equipment etc. That means that one person is in charge of arranging logistics – this avoids “gaps” and duplications in arrangements.

Post-course administration

The course is not finalised when the last word is spoken on the course. Apart from evaluation; it is important that reports are written on employees to give feedback to line managers. Reports can be on individual employees’ progress and behaviour during the course or it can be a group report. A group report is recommended when a larger group (15 or more employees) is trained or where the purpose of the training was to change group attitudes. As the facilitator sees the employees under different circumstances, the information conveyed to management is very important.

The following can be addressed in the report:

- Employee’s level of participation
- Employee’s level of understanding (especially of more complex principles)
- Parts of the training the employee took special interest in
- Development areas of employees (often this is recommendations for further training)
- General behaviour in class and in small groups
- The support needed from the manager to ensure application and skills transfer

Managing Training Records

Training Records

Keeping records of completed training is an important source of information to training professionals. According to Erasmus & Van Dyk (1999:71) it is critical to decide whether training records serve any purpose. Record systems should therefore be designed to be useful sources of information for the organisation. With the implementation of the NQF and SAQA organisations may be required to keep records, especially for the purpose of recognising prior learning. The objective of keeping records will differ from organisation to organisation.

Training records may be kept to:

- Keep track of training and skill development in the organisation for historical purposes
- Comply with NQF and SAQA regulations as well as the Skills Development Act
- Build accurate records of staff members’ development
- Guide training and development initiatives as part of the Human Resource Development strategy

- Performance record of Human Resource Development activities

Many computer-based human resource information systems have a facility to accommodate comprehensive training records. It is important that the nature of the information is in line with the needs of the organisation.

Examples of records are:

- Records of the names and biographical details of the learners attending courses
- Human resources planning data
- Records of courses attended while in the company's service
- Individual training records, including training undergone while in another company's service
- The results of learner's tests, assignments and examinations
- Records of learner feedback on courses
- Course evaluation records
- In-service training records
- Performance management (including appraisal records)
- Records of study loans and bursaries
- Employment equity records
- Course reports
- Skills development records
- Training needs analysis data

Other types of records include:

Programme planning records

This includes course schedules, allocation of training locations, budget allocations for training, and the allocation of ETD practitioners.

Course booking records

This includes course place details, vacancy details, waiting lists, joining instructions and nominations for courses, enquiries, etc.

Accommodation records

This includes participant lists, seating plans, etc.

Statistics

This includes the number of course participants, drop-out rate, resource usage, cost of training per learner, cost per course, learner and staff demographics, etc. Much of these would be used in planning.

Finance records

This includes the training budget and records of income from fees, transfers and cancellation fees, and expenditure such as for part-time and contract staff.

Quality control records

Quality audit and self-evaluation records.

Depending on the magnitude of the task and the frequency with which courses are presented it may be necessary to provide a computerised system for the maintenance and retrieval of training records. You will probably agree that such a system will lighten the work load and reduce the time taken to maintain training records and retrieve records of learning that has taken place.

Planning the Logistics

Budgets

One of the questions that have to be answered during the planning phase of training is "how much will the training cost?" It is interesting to note that training professionals are nearly always asked how much training will cost, rather than what the size of the training investment will be. A better question would be "how much will it cost us if we don't train?"

Organisations who do not hold their fingers on the pulse of their training budgets often find that they spend too much on one particular program and that funds are thereafter limited for the rest of the financial year. It also happens that due to a lack of commitment to training, training funds are spending irresponsibly (or sometimes not at all).

Training used to be a centralised function and the responsibility of the training or human resource department. It is often argued that better control can be applied in the case of centralised budgets. This may be true, but commitment is better when training becomes a shared responsibility. Many progressive companies are now realising that training is the responsibility of line management than that the training function is there to support and facilitate learning interventions. It is therefore important that the training function is involved in the strategic planning of the organisation to ensure that training objectives underline the strategic direction of the organisation.

Working out a training budget is not always as easy as it may appear at first. This is because of the difficulty of deciding what should be included in the costs. Should one include the salaries of trainers if internal trainers are used? Should one include loss of production during training? What is the cost of in-service training? Many organisations work on a cost-recovery principle, whereby the training department runs training as a business unit and training is "sold" to other departments. Eskom and Transnet, among others, have training centres where

this principle is applied. The decision to form a training business unit is a brave one, but certainly has its advantages and disadvantages. The biggest challenge of business units is undoubtedly marketing themselves, thus being able to run profitably.

The size of the budget determines how much of the organisation's training needs will be addressed, according to Wills (1993:128). Appleby (1999:62) says before even starting to think about venues, location, trainers etc the budget must be established. He defines the budget as a quantitative goal which states the financial confines in which you are working. Although a budget should be set at the start of the project, it can be altered and monitored as you proceed.

Often these estimates will be based on an analysis of actual expenses of previous training activities adjusted for current costs and taking into account the scale of the planned for operations.

When compiling a training budget it is important to realise that costs can be divided into fixed and variable costs. Fixed costs are those costs that will be encountered irrespective of the number of employees who may attend. It may include

- Course development
- Trainer and guest speakers
- Facilities or Venue hire
- Equipment hire

Variable costs are those which vary according to the number of employees who attend e.g.

- Printing of training manuals
- Catering or Refreshment expenses
- Stationery
- Per diem expenses
- Administrative costs
- Traveling expenses
- Accommodation expenses

Depending on a decision made during the planning phase, you may decide to make use of professional trainers or consultants. It is important that rates are discussed beforehand, and agreed to in writing. Professionals usually charge extra for travel, so keep it in mind and negotiate all fixed and variables with the service provider. It is vital that the agreed costs and conditions are set out in a written agreement with external providers.

Remember to play safe and to build a contingency fund into the budget. This will cover unforeseen expenses and will help to ensure that your budget does not get out of control. A rule of thumb is that 10% of budget is a comfortable contingency amount.

Locations

Learning normally takes place whilst the learner is undertaking their job ('on-the-job training') and away from the job through planned training activities ('off-the-job training').

On-the-job training takes place in the workplace on employer's premises whilst off-the-job training may take place in either the workplace, or at the premises of a training provider or other training establishment. For learners who are not yet ready to enter the workplace all of their learning is likely to take place 'off-the-job'.

Techniques

There are a wide variety of techniques which can be used to train. Their appropriateness is often determined by the location in which they are used, and the learning style of the learner. On-the-job techniques include demonstration, coaching, job rotation or planned experience and mentoring. Off-the-job techniques include lectures, discussions, group exercises, case studies, role-plays, simulation, workshops, distance learning and outdoor learning. Techniques for use in either situation will include instruction, question and answer, assignments, projects, guided reading, computer based training, video and interactive video.

Trainers

On-the-job training is provided by staff within the workplace and involves the learner's supervisor. It may also involve colleagues who are assigned as mentors to guide and advise learners. Off-the-job training is provided by staff from training providers or other training establishments responsible for providing specific aspects of training.

Timing

Certain training activities such as workshops, lectures, group activities or job rotation, take place at scheduled times and are agreed with the learner. Activities such as coaching and mentoring take place on a continuous basis and are less clearly defined in terms of timing, apart from when specific meetings take place. Demonstration activities should be scheduled in advance where possible but should not prevent learning opportunities which occur naturally within the workplace being seized upon when they arise. Where learners undertake training

activities in their own time without supervision, for example guided reading, they need to be prepared for this.

Planning the Venue

One of the keys to effective training is a positive learning environment. Although the physical environment does not teach individuals, it makes it easier or harder to learn. If learners are comfortable, they will be able to concentrate on what is being learned. Choosing the right venue for the learning event is important. Only a few organisations have training facilities that are adequate for learning. It is often reasoned that enough money is spent on development and facilitation and that using a conference room on the premises can save some costs.

Should the conference room be adequate in terms of the facilitator and learner needs, it can certainly be used. The room should also be disturbance free to ensure maximum concentration.

Appleby (1999:19) identifies the following considerations:

- Modern, purpose-built conference centres have the latest in audio-visual equipment.
- Training centres belonging to large organisations (e.g. Eskom Training Centre, Transnet's Esselen Park) are rented out when not in use.
- Out-of-town venues offer numerous outdoor activities within their grounds.
- Hotels have the benefit of overnight accommodation and leisure facilities for employees.

Selecting the Right Venue

It is important to select the most appropriate venue for a learning event. Several factors need to be considered when selecting a venue:

- **Course specifications** – specifications about the facilities, materials and equipment that are needed to run the program (Wills, 1993:118).
- **Target group** – your employees could co-determine the choice of a 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 your budget will greatly determine the choice of a venue
- **Location** – when your employees have their own transport you have a bigger choice of venues than when employees make use of public transport
- **Equipment** – should the training require specialised equipment, your venue should accommodate it
- **Catering** – when employees are expected to be present for more than a few hours, it is expected to provide a meal.

It is furthermore important that your employees are comfortable. If learners are comfortable they will concentrate on the learning process. Mitchell (1995:289) and Wills (1993:121) consider the following comfort factors as important:

- **Temperature** – a few things kill a seminar faster than a room that is too hot or too cold. If it is too hot, employees struggle to stay awake and when the room is too cold people are too uncomfortable to learn. For optimum learning it is probably better to have a slightly cool than a slightly warm temperature.
- **Lighting** – many training rooms have far too low a level of lighting. It is also possible to have too much light, making 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 employee. You want employees to take in as much as possible, therefore make it easy for them to take notes. It is also uncomfortable to sit too close to the next employee.
- **Sightlines** – when employees can't see the trainer or the visual aids they will eventually lose interest in the training. Also ensure that nobody has a blocked view due to seating arrangements or equipment.

Venue Checklist

The use of checklists is extremely helpful when selecting a venue and when doing a last-minute check-up. An example of a venue checklist is depicted in this table. This checklist is compiled based on the perspectives of Appleby (1999:24) and Wills (1993:119).

An example of a venue checklist

Important points	Specific requirements	Due date	Done
Location of 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 work space for			

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

It is vital that the course organiser visits the chosen venue. Although modern technology makes it very easy to make bookings from an office, it is no guarantee that everything will be to the liking of the facilitator or the employees. It is also important to confirm all the arrangements in writing.

Ensure that employees know exactly where the venue is. Starting late due to employees getting lost is a waste of valuable time and money. Ensure that maps are attached to confirmation letters. It is also useful to provide the telephone number of the venue in case even a map is not enough to let a employee find the venue. The arrangement of chairs and tables is another aspect of venue planning. Seating arrangements can vary according to the structure of the training session. The following illustrations are only some examples of seating arrangements.

The Review Process

The learner's progress review is the main method of monitoring progress towards achieving the objectives set out in their individual learning plan. It is also a means of identifying additional learning and support needs, resolving problems facing the learner and setting new targets for the learner to achieve. It is the primary means of managing the learner's whole learning programme.

The learning plan may need to be amended during the progress review. Effective learning plans are living, working documents that are regularly used by training providers, employers and learners. Certain elements of all plans are likely to need regular updating as targets are achieved and new targets are set.

Each learner's progress should be reviewed at least once every three months as a minimum. The frequency should be increased to meet the needs of the learner at particular points in the programme, such as at the beginning, near the end or if a learner has a particular problem or if additional learning needs are identified.

For learner's following pre-vocational learning programmes their progress may need to be reviewed on a weekly basis.

The purpose of reviews is to consider progress in both on- and off-the job training compared with the plan. It checks the outcomes of planned assessments, any problems or unresolved issues facing the learner and that there are no obstacles towards completing their learning programme. The outcome of the review may influence future on- and off-the-job training requirements and the timing of future assessments, in which case it results in changes to the individual learning plans. It may be useful therefore to keep records of learner reviews with their individual learning plan.

Reviews should involve learners, training providers and employers. The benefit of involving employers is that they will be better able to understand the needs of the learner, to arrange on-the-job training and agree the need for off-the-job training.

Writing a Training Report

When evaluating training before an evaluation has taken place, there should be discussions with stakeholders to assess their information needs. The evaluation should be conducted with these needs in mind and the training report should be written in a manner that is comprehensible to the stakeholder and presents the information they require clearly and effectively. A good training report can also be used as a tool for gaining future support for changes to the training, e.g. increased budget for better venue. Once the trainer knows what changes are required, based on the evaluation findings, then they can gauge how best to present this information so that suggestions and recommendations receive the support they require.

When writing a report it is important to:

- Keep it as short as possible
- Plan the contents carefully so it is easy to read and understand
- Create a 'presence' for it. Present the report yourself and be sure to follow up with stakeholders once they have had time to read the report.

The language used in the report should be simple and if any technical terms or 'jargon' are mentioned then their meanings should be explained. Additionally, any acronyms should be written out in full the first time they are used with the acronym given afterwards in brackets. Make sure the style, formatting and tense are consistent throughout the document. Vary the

layout of the report. Intersperse pictures, graphs or tables where appropriate. Include learner comments in the report to highlight outcomes or to add weight to conclusions and recommendations.

Once the report has been drafted check the spelling and grammar, then ask a colleague to proofread the report and provide comments.

Cover Page

A cover page can make a training report look more professional. It should include the name of the organization conducting the training; the full name of the training course, with any acronyms given in brackets. Logos of sponsors should be included along with logos of the training organization. The name of the person(s) writing the report should also be included if this person is someone other than the primary course facilitator. Using colours in the cover page or even a photograph or illustration can make the report look more interesting.

Table of Contents

A table of contents with page numbers allows stakeholders reading the report to find the information they are most interested in quickly and easily. It also provides a quick reference to the overall content and length of the report.

Acknowledge

If appropriate, the author should extend thanks to those who helped to conduct the training or the evaluation of the training.

Executive Summary

This section should include a short summary of the key points and descriptions that have been outlined under the headings in the main report. The following headings could be used as a basis:

- Activity
- Evaluation
- Constraints
- Lessons learned
- Recommendations

Training Goals and Objectives

Name of training course:

Give the full name of the training course (with any abbreviations given in brackets), the name of the organization conducting the training and the name of the funding organizations or sponsors.

Some introductory information can be included in this section, such as the reasons why training was conducted and other contextual information. This can include who has compiled the report, if a number of people were involved, and who the report is written for.

Training goals:

Outline the main goals or aims of the course.

Training objectives:

These can be itemized in bullet points or simply written in a paragraph.

Implementation of Training

Timeframe:

Outline the duration of the training programme or session, the dates that the training was conducted and indicate whether training days were full or half days.

Venue:

Provide information about the venue where the training was conducted. This may be important information if evaluation results indicate that the facilities were not suitable for the training.

Trainers:

A short background description should be given of the primary trainers, their experience, their positions and place of employment. If there were many trainers then this information may best be included as a table and included in an appendix.

If appropriate the sessions led by each trainer should also be included. In many cases the information is contained in the course program and this document can be referred to.

Learners:

Outline how many learners attended the session or course. If there were specific criteria for learners attending the course then this should be documented so that the reader is given more contextual information. A list of learners should be drawn up, including the learners' title, first name, last name, position and place of employment. This information may best be presented in table format or in an appendix.

Course content:

A short description of the course content should be given along with information about the education methodologies and technologies used. The reader should be referred to the course programme for a more detailed outline of course content, which could be included as an appendix to the report.

Constraints

In this section a brief description should be given of problems encountered or any factors that impacted on the running of the session or course. This may include barriers to implementation, e.g. facility unable to be used, faulty equipment, and loss of learner handouts. Some of the learners may not have been able to attend all sessions and this may have impacted upon the ability to successfully run activities for those sessions i.e. if those learners had been assigned group-work. It could also include instances where training did not run to schedule and reasons why this might have occurred, e.g. learners were particularly interested in a particular session and asked many questions making the presentation run over time. If there were instances where learners felt uncomfortable, due to the nature of the course content, the way it was delivered or even due to disagreements amongst learners or between learners and trainers, then these also should be discussed.

Evaluation

This section should include a short description of:

Evaluation methods used:

- What was being evaluated, e.g. increase in learner's knowledge, improved attitude, development of new skills, and satisfaction with the training.
- The evaluation tools used, e.g. pre-and post-course task.
- The way the tool was administered e.g. each learner was asked to complete a pre-test questionnaire before the first session and a post-test questionnaire before the closing ceremony.
- Copies of the questionnaires or evaluation tools used should be included as an appendix.

Data Analysis

This section should include detailed information about how the data was collated and analysed, who was responsible, how the analysis was done, e.g. by hand or using software packages such as Word or statistical packages.

Results of Evaluation

There should be a clear statement about whether the evaluation results indicated that the training objectives had been met or not. Then a detailed breakdown can be given of aspects of the training that had been evaluated, e.g. knowledge increase amongst learners, learner's satisfaction with training.

Qualitative information should be present in a summary. If the qualitative analysis was fairly long but contained valuable information then the complete analysis may be included in the appendix section.

Quantitative findings are best presented as tables or as graphs with a short explanatory note given. Remember that the results should be expressed in a way that is appropriate for the stakeholders who will be reading the reports.

A summary paragraph could be used to identify successes and failures of the training and to explain possible reasons for these.

Lessons Learned

In this section of the report the author should identify lessons learned from the training for consideration in future planning, implementing and evaluating or the training. These could include aspects of the training that require improving, from inputs of training through to outcomes of training.

Recommendations

Recommendations need to be linked to the findings of the evaluation, lessons learned, barriers and constraints. Recommendations should be very specific. Make sure the recommended action is stated clearly, that a specific person or group responsible for implementation of the action is identified and the costs and implications are discussed. Where possible a timetable for implementations should be included.

Further Action

Any activities following on from the training should be outlined in this section. If the training organization plans to undertake an independent external valuation of the learners six months after the training to assess the degree to which training outcomes have been met, then this should be specified in this section. Additionally any activities that learners shall be required to undertake post-training should be described in this section, e.g. 'In the next six months, before the external evaluation, learners will be expected to conducted at least one training session and to undertake a self-assessment using the criteria provided in the 'self-assessment sheet' and documented in a reflective journal'.

Cost of Training

Some stakeholders, e.g. the organizational purchasing the training, will be specifically interested in how cost-effective the training has been. If the report is to be purchasing organization then budgetary information should be discussed in this section. This information is best presented in table format.

Conclusions

This section of the report allows the author to present a summary of the main points across in the conclusion section. The case for supporting strategies for implementation of recommendations should be made clear so that stakeholders are aware of their importance.

Disseminating the Training Report

Once an evaluation of the training has been completed and the report written, the information should be disseminated to the appropriate stakeholders. There are several ways in which the report may be disseminated:

- Arrange a formal presentation with all stakeholders present. This could include a PowerPoint presentation or simply an informal discussion.
- Send out the report to stakeholders then arrange to meet them afterwards to discuss the report.
- Send out the executive summary only and invite comments.
- Conduct an in-service within the training organization.

Acronyms and Abbreviations

NQF	The National Qualifications Framework
ACE	ACE Advanced Certificate in Education
CHE	Council for Higher Education
CTS	Conformance to Specifications
DoE	Department of Education
DoL	DoL Department of Labour
ETD	Education, Training and Development
ETQA	Education and Training Quality Assurance body
FET	Further Education and Training
HEQC	Higher Education Quality Committee
HI-EDQC	HI-EDQC (proposed) Higher Education and Training Qualifications and Quality Assurance Council
HRDS	HRDS Human Resource Development Strategy
HSRC	HSRC Human Sciences Research Council
ISO	International Standards Organisation
MoU	MoU Memorandum of Understanding
NAP	NAP (draft) A New Academic Policy for Programmes and Qualifications in Higher Education
NLRD	NLRD National Learners' Records Database
NQF	National Qualifications Framework
NSA	National Skills Authority
NSB	NSB National Standards Body
NSDS	NSDS National Skills Development Strategy
NSP	NSP National Skills Plan
OBE	Outcomes-based Education
QC	QC Qualifications and Quality Assurance Council
QMS	Quality Management Systems
RPL	RPL Recognition of Prior Learning
SAQA	South African Qualifications Authority

SDF	SDF Skills Development Facilitator
SETA	SETA Sector Education and Training Authority
SGB	Standards Generating Body
SMME	SMME Small-, Medium- and Micro Enterprise
SO	Specific outcome
SSP	SSP Sector Skills Plan
TOP	TOP (proposed) Trade, Occupational and Professional Qualifications and Quality Assurance Council
TQM	Total Quality Management
TUP	TUP Training of Unemployed Persons
US	Unit standard
WSIP	WSIP Workplace Skills Implementation Plan
WSP	WSP Workplace Skills Plan

References

Web Resources

The National Skills Accord may be accessed by following the below link:

<http://www.info.gov.za/view/DownloadFileAction?id=149083>

http://www.cipro.gov.za/info_library/sic_codes.asp

<http://siccode.com/en/siccode/list/lookup>

<http://siccode.com/en/pages/what-is-a-sic-code>

<http://cipd.co.za>

Book Resources

Skills for an Effective Trainer (Dr. M Schutte)

ETD Practice Handbook

South African Development Toolkit

South African Management Development Institute (SAMDI)

Boydell T and Leary M (Identify Training Needs), London CIPD

Cathseta Skills Development Facilitator Handbook 2013

Paper Resources

Government Notice R. 990 in Government Gazette No. 35940 of 3 December 2012

National Skills Framework Department of Labour

National Skills Development Strategy III

Skills Development Act NO.97 of 1998