## Assessment 2: Project

You have to analyse education, training and development needs of members of your section/department and record the results of the analysis.

Using your organisation’s talent management strategy, conduct a training needs analysis in order to determine the skills gaps and training needs of staff in your department.

Remember to integrate the results from the recent performance appraisal in your training needs analysis.

Once the training needs analysis has been conducted, consult with all stakeholders to discuss the analysis in order to reach agreement on the interpretation of the results. Stakeholders should include, where applicable: other leaders in the section/department, employee representatives, HRD practitioners and the Skills Development Facilitator

Write a report about the analysis and the results of the analysis.

Record the development needs of staff to be addressed through training and non-training interventions in the report.

In your report, you also have to relate the development needs of individual staff members to the development of their career paths as well as the requirements of your organisation.

Make sure that individual and organisational needs in the report are linked to the talent management strategy of your organisation.

Develop a distribution list and distribute the report to all stakeholders.

Attach copies of minutes of meetings with stakeholders, documentation used for your analysis, your report as well as the distribution list to your assessment.

## Assessment 3: Work Sample

For this assessment you have to compile a people development plan for your section/department and then you have to manage the implementation of the development plan in your section/department. To fulfil the requirements of the unit standards, you have to provide documentary evidence that you implemented at least two interventions: one must be a formal credit-bearing learning programme and one a workplace-based programme.

#### Compile a people development plan

Identify the types of learning programmes that will suit your needs for the development of your staff.

Motivate your choice of learning programmes in terms of the development needs identified through the training needs analysis that you conducted. These learning programmes could include learnerships, skills programmes, apprenticeships, internships, non-credit-bearing short courses, mentoring, coaching and continuous professional development, depending on your needs.

Make sure that you link the needs that were identified during the training needs analysis to the objectives and desired outcomes of the planned learning programmes.

Develop and action plan to allocate the responsibilities for the implementation of the plan and time frames to specific people to enhance effective implementation. These responsibilities could include:

* preparation
* administration and logistics
* programme design and development
* facilitation
* coaching
* mentoring
* assessment and moderation
* recording and reporting learner achievements, and
* the quality assurance and evaluation of the implementation

Describe how your plan is aligned to the legal framework as well as internal organisational requirements relating to skills development. Make sure that you include details of how your plan is aligned to:

* outcomes-based education and training
* applied competence
* the National Qualifications Framework
* internal and external assessment
* moderation
* Recognition of Prior Learning and
* quality assurance processes

Explain how your development plan reflects a commitment to promoting lifelong learning within a learning culture.

Use practical examples to describe the role that the section/department manager plays in relation to talent management and people development.

Compile a report containing all the above information and attach the report to your assessment.

#### Manage implementation

Remember that you have to implement at least two interventions: one must be a formal credit-bearing learning programme and one a workplace-based programme. For example, the workplace-based programme could be a coaching activity, while the formal credit-bearing learning programme could be an outside training intervention that is based on unit standards.

Develop an implementation plan that will enable you to:

* Monitor the implementation of these interventions in order to track progress against your people development plan as well as the quality requirements of the national skills development system.
* Receive feedback from stakeholders
* Ensure that implementation reports are submitted regularly
* Analyse and evaluate whether the planned objectives and outcomes were achieved
* Identify problems early so that corrective action can be taken
* Note corrective actions that were taken
* Evaluate how effective corrective actions were
* The value of the training interventions

At the end of the implementation compile a report that has to be sent to all stakeholders. The report must include:

* Evaluation of learners
* Effectiveness of the training interventions
* Whether planned objectives and outcomes were achieved
* Problems experiences
* Recommendations for future improvements

Develop a distribution list and distribute the report to stakeholders.

Attach copies of the following to your assessment:

* The people development plan
* The implementation plan
* Minutes of meetings
* Final evaluation report
* Distribution list
* Any other relevant documentation

## Assessment 4: Oral Assessment

Prepare a presentation to deliver to your facilitator about the following subjects:

The principles and role of Human Resource Development in building a competent workforce by explaining what your own goals regarding career development are. Develop a career plan for yourself and align this plan to the talent management plan of your organisation by illustrating your proposed career path.

Explain your understanding of the BBBEEE scorecard by referring to the scorecard developed by your organisation as well as the notes in the learner guide.

Explain the main features of the following delivery modes of learning programmes:

* One-on-one training
* Classroom training

Distance education

* Name and explain at least four of the following types of distance education:
* Correspondence conducted through regular mail
* Internet (e-learning)
* Telecourse/Broadcast, in which content is delivered via radio or television
* CD-ROM, in which the student interacts with computer content stored on a CD-ROM
* PocketPC/Mobile Learning where the student accesses course content stored on a mobile device or through a wireless server
* Integrated distance learning, the integration of live, in-group instruction or interaction with a distance learning curriculum
* Video training
* Computer-based training

Describe the principles and features of a learning organisation, learning culture and lifelong learning.

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