



Course Outline

Training Needs Analysis (TNA610S)

STATEMENT ABOUT ACADEMIC HONESTY AND INTEGRITY

All staff and students of the Polytechnic of Namibia, upon signing their employment contracts and registration forms, commit themselves to abide by the policies and rules of the institution. The core activity of the Polytechnic is learning and in this respect academic honesty and integrity is very important to ensure that learning is valid, reliable and credible.

The Polytechnic therefore does not condone any form of academic dishonesty, including plagiarism and cheating on tests and assessments, amongst other such practices. The Polytechnic requires students to always do their own assignments and to produce their own academic work, unless given a group assignment.

Academic Dishonesty includes, but is not limited to:

- Using the ideas, words, works or inventions of someone else as if it is your own work.
- Using the direct words of someone else without quotation marks, even if it is referenced.
- Copying from writings (books, articles, WebPages, other students' assignments, etc.), published or unpublished, without referencing.
- Syndication of a piece of work, all or part of an assignment, by a group of students, unless the assignment was a legitimate group assignment.
- The borrowing and use of another person's assignment, with or without their knowledge or permission.
- Infringing copyright, including documents copied or cut and pasted from the internet.
- Asking someone else to prepare an assignment for you or to write or sit an assessment for you, whether this is against payment or not.
- Re-submitting work done already for another course or programme as new work, so-called self-plagiarism.
- Bringing notes into an examination or test venue, regardless of whether the notes were used to copy or not.
- Receiving any outside assistance in any form or shape during an examination or test.

All forms of academic dishonesty are viewed as misconduct under the Polytechnic Student Rules and Regulations. Students who make themselves guilty of academic dishonesty will be brought before a Disciplinary Committee and may be suspended from studying for a certain time or may be expelled. All students who are found guilty of academic dishonesty shall have an appropriate endorsement on their academic record, which will never be erased.

COURSE INFORMATION

Course Code and Title:

TNA 610S, Training Needs Analysis

School:

School of Human Sciences

Department:

Education and Languages

Programme:

Diploma: Vocational Education and Training Management

Contact Hours:

2 hrs/week Ministry of Defence Diploma Students

3 hrs/week Vocational Education and Training (VET) Students

NQF Level and Credit:

10 Credits on NQF Level 5

Course Description:

The aim of this course is to promote and enhance adequate analytical skills within the individual students that will enhance the process of providing relevant training through conducting a training needs analysis within an education and training environment.

Unit Standards:

The unit standard for the course, Training Needs Analysis specifies the following competencies required to undertake organisational training needs analysis

- identifying organisational or client needs;
- conducting training needs analysis; and
- providing advice to clients.

This unit standard is intended for entry level managers, heads of departments and leaders involved in evaluating, planning, managing and supporting education, training and development within the Vocational and Education and Training (VET) sector

Pre-Requisites:

None

Course Delivery Methods:

This course will run on part time and distance mode in 2015, only in the first semester. Students are expected to have regular Internet access to successfully complete this course. In addition to face-to-face lectures, this course will make use of the Polytechnic of Namibia's eLearning platform, MOODLE for its teaching and learning purposes.

Effective Date:

4 February 2015

Lecturer Information:

- **Name:** Ms. L. Kloppers
- **E-mail:** lkloppers@polytechnic.edu.na
- **Office Phone:** 061-2072200
- **Office Location:** Room 27, Technical Education Building
- **Consultation Hours:** During stipulated consultation hours and/or by appointment.

Student Commitments and Contact Times:

All students are expected to:

1. Attend all classes according to the time table.
2. Take part in all the class activities and be committed to their studies.
3. Use MOODLE to access course resources and communicate with lecturer and other students.
4. Inform their lecturer if they are unable to attend classes.
5. Set aside time for regular self-study and come prepared for classes.
6. Complete all the formal assessments and provide a doctor's certificate or death certificate as proof for failure to complete any of the assessments.

Course Resources:

All course materials will be made available on MOODLE.

Recommended Reading: Opperman, C., and Meyer, M. (2008). *Integrating Training Needs Analysis, Assessment and Evaluation*. Knowres Publishing: South Africa.

Student Learning:

By the end of this course of study, you should be able to:

- *evaluate* the importance of doing a training needs analysis
- *distinguish* between environmental analysis and situational analysis
- *conduct* an environmental analysis and a situational analysis
- *distinguish* between a job analysis, a duty analysis and a task analysis
- *design* proper needs assessment methods for data gathering
- *conduct* a training needs analysis
- *evaluate* training programmes

Course Schedule:

Please note that this is a tentative course schedule. This schedule is subject to change based on the needs of the students at the lecturer's prerogative. Students will be notified ahead of time of any changes.

Date	Topic	Assessment
4/02 to 6/02	Introduction to MOODLE	
9/02 to 20/02	Introduction to Training Needs Analysis	End of topic activity on MOODLE and Assignment 1
23/03 to 13/03	Different analysis supporting Training Needs Analysis	End of topic activity on MOODLE and Assignment 2
16/03 to 2/04	Job Analysis for Training Purposes	
7/04 to 10/04	Recess	
13/04 to 17/04	Job Analysis for Training Purposes (continued)	End of topic activity on MOODLE and Assignment 3
20/04 to 8/05	Training Needs Analysis Process	End of topic activity on MOODLE and Assignment 4
11/05 to 22/05	Evaluation of Training	End of topic activity on MOODLE and Assignment 5
28/05 to 30/05	Writing of summative test	
01/06 to 5/06	Finalisation of portfolios	

Important Dates:

NOTE: The following dates are subject to change based on the needs of the students at the lecturer's prerogative. Students will be notified ahead of time of any changes..

Date	Important Information
3 March 2015	Assignment 1 is due
16 March 2015	Assignment 2 is due
17 April 2015	Assignment 3 is due
11 May 2015	Assignment 4 is due
26 May 2015	Assignment 5 is due
28-30 May 2015	Test 1 will be written

Assessment and Evaluation:

All assessments will be accompanied and marked by a rubric. Weights allocated to competencies will be indicated on the rubric. The rubric will assess the following competencies:

Assessment weights are based on the following competencies	Weight
1. accurately interpreted evidence and questions	20%
2. key issues accurately presented	20%
3. arguments is presented in a logical and coherent manner	20%
4. appropriate practical examples where applied	20%
5. structure of the assignment	5%
6. language and grammar	5%
7. referencing and acknowledgement	10%
Total:	100%

- All assessments carry the same weight.
- The minimum pass requirement for this course: 50% in each assignment/assessment/ task must be obtained

Course Policies:

General Academic Policies: It is the student's responsibility to be familiar with and adhere to the Polytechnic's Policies. These Policies can be found in the Polytechnic Prospectus or online at www.polytechnic.edu.na/prospectus.

Supplementary Policies:

1. Submissions of assessment tasks: Must be submitted on the due date.
2. Late assignments, No late submissions will be assessed unless valid reason can be given and only 50% will be given
3. Correct reference methods must be used
4. There will be no second opportunities for tests and only one second chance will be given for an assignment. Marks allocated for a second opportunity is 50%
5. If any student is found guilty of plagiarism he/she will fail the assignment/test and no second opportunity will be given
6. If a student is found guilty of copying another student's work no marks will be given and no second opportunity will be given
7. No second opportunities will be given for students who fails to write a test except if he/she has a valid reason such as death in the family or he/she is sick. In both cases proof must be submitted.

Date Revised: 28 January 2015

Failure to Pay Fees:

A student who fails to pay his/her fees may not be allowed to write the examination and if allowed, the results will be withheld until all outstanding fees are paid in full.

Important Student Services at PoN

There are a variety of services which you can use at the PoN. These services are to your advantage – Use them!!! They include the following:

- Student Counseling and Career Development - Dean of Students Office.
- Writing centre and student academic problems – Centre for Teaching & Learning (CTL)
- Campus Health and Wellness Centre (CHWC) - Dean of Student's office/ PoN Clinic

Authorisation:

This course is authorised for use by:

Head of Department

Date

ACKNOWLEDGEMENT BY STUDENT

(To be completed by all students on the course, detached from the course outline and kept on record in the department)

I,
(Student
number),.....
hereby acknowledge that I have received this course outline for course title: **Training Needs Analysis**, code: **TNA610S**, and that I have familiarised myself with its content, in particular the statement about academic honesty and integrity. I agree to abide by the Policies and arrangements spelt out in this course outline.

Signature of student

Date

Domain	VOCATIONAL EDUCATION AND TRAINING - MANAGEMENT	Unit ID: 798
Title:	Undertake organisational and/or clients training needs analysis in a vocational education and training environment	
Level: 5		Credits: 10

Purpose

This unit standard specifies the competencies required to undertake organisational training needs analysis. It includes identifying organisational and/or client needs; conducting training needs analysis; and providing advice to organisation and/or clients. This unit standard is intended for entry level managers, heads of departments and leaders involved in evaluating, planning, managing and supporting education, training and development within the vocational education and training (VET) Sector.

Special Notes

1. Entry information:

Prerequisites

 - Unit 608 *Apply first aid in a vocational education and training environment*
 - Unit 610 *Implement and maintain a safe vocational education and training environment* or demonstrated equivalent knowledge and skills.
2. Compliance with the requirements for appointment and registration as a trainer and/or assessor as prescribed by the Namibia Training Authority.
3. Assessment evidence may be collected from a real workplace or an appropriate simulated realistic environment in which vocational education and training practices are carried out.
4. Learning programmes and courses associated with this unit standard are to be assessed in context of vocational education and training practices and should be assessed through an integrated approach in conjunction with all related unit standards.
5. All inspection, operation and maintenance procedures associated with the use of tools and equipment shall comply with organisational procedures and manufacturer's instructions.
6. Safe working practices include: day to day observation of safety policies and procedures, legislative requirements and professional requirements.

7. Performance of all elements in this unit standard must comply with all relevant workplace requirements, organisational procedures and/or manufacturer's specifications.
8. Regulations and legislation relevant to this unit standard include the following:
 - Namibia Qualifications Authority Act 29 1996;
 - Vocational Education and Training Act, 1 of 2008,
 - Regulations Setting-up the National Qualifications Framework for Namibia: Namibia Qualifications Authority Act 1996;
 - Regulations for the Accreditation of Persons, Institutions or Organisations: Namibia Qualifications Authority Act 1996;
 - Environmental Management Act 7, 2007;
 - Higher Education Act 26, 2003;
 - Polytechnic of Namibia Act 33, 1994;
 - University of Namibia Act 12, 1992;
 - Affirmative Action (Employment) Amendment Act, No. 6
 - Labour Act, No. 11 of 2007, especially Chapter 4: Health, Safety and Welfare of Employees, Regulations under the Act including Occupational Health and Safety Regulations No. 18, 1997
 - Social Security Act, No. 34 of 1994
 - HIV Code on Employment
 - Namibia Vision 2030: Policy Framework for Long-term National Development, Office of the President, Windhoek 2004;
 - Anti-corruption Act, 8 of 2003
 - Copyright Act, 6 of 1994
 - Namibian HIV/AIDS charter of rights.

Quality Assurance Requirements

This unit standard and others within this subfield may be awarded by institutions which meet the accreditation requirements set by the Namibia Qualifications Authority and the Namibia Training Authority and which comply with the national assessment and moderation requirements. Details of specific accreditation requirements and the national assessment arrangements are available from the Namibia Qualifications Authority and the Namibia Training Authority.

Elements and Performance Criteria

Element 1: Identify organisational and/or client needs.

Range

Client objectives and expectations may include but are not limited to: focus on individual trainee objectives including new skills; specific competencies; target qualifications; career advancement; focus on productivity improvement; focus on administrative and records management systems; focus on satisfying legislative or government regulatory requirements; involve a specific learning support systems; reflect individualised organisational training and assessment requirements; be affected by national and other policy and funding parameters.

Organisational requirements may include but are not limited to: quality assurance; policies; procedures manuals; goals, objectives, plans, systems and processes; legal and organisational policy guidelines and requirements; recording and reporting procedures; business and performance plans; access and equity principles and practices; confidentiality requirements; ethical standards; collaborative and/or partnership arrangements; occupational health and safety policies, procedures and programs; quality and continuous improvement processes and standards and defined resource parameters.

Existing or potential issues may include but are not limited to: time to release employees from work to attend consultations; access to a range of employees; individual concerns or issues that may be brought to consultation session.

Resources may include but are not limited to: people; finances; business or organisational needs; equipment; technology.

Relevant persons may include but are not limited to: clients; employees; government agencies; organisational managers and supervisors; organisational training and assessment coordinators; industry groups; employer or employee representatives; national registering body representatives; external consultants.

Performance Criteria

- 1.1 Appropriate communication and interpersonal skills are used to develop a professional relationship with the client.
- 1.2 Client and/or organizational objectives, expectations and requirements are confirmed through discussions held.
- 1.3 Existing or potential issues to be addressed are identified and analysed to determine their impact on client and/or organizational objectives and requirements.
- 1.4 Resources for implementing of organisational and/or client objectives are identified and accessed.
- 1.5 A consultation plan is developed with relevant persons and is negotiated and agreed by the client and/or organisation.

Element 2: Conduct training needs analysis.

Range

Methods for collecting information and data may include but are not limited to: surveys, interviews, discussions, focus groups; critical incident technique; observations of personnel at work; accessing relevant government legislation, policies and practices; analysing industry and/or enterprise skills audit reports; analysing human resource management records and/or performance management records; reviewing industry publications or reports; concept mapping; job and task analysis; analysing assessment and/or training records.

Data analysis methods may include but are not limited to: qualitative or quantitative processes; feedback on results; review of previous research; peer review; data sampling; statistical analysis.

Performance Criteria

- 2.1 Reliable and appropriate methods and tools for collecting information and data on current, emerging and future training needs are employed which make efficient use of resources.
- 2.2 Methods and tools are distinguished between and used in line with fit for purpose principles.
- 2.3 Work is analysed to determine skills and competency profiles required for effective performance now and into the future.
- 2.4 Information and data are gathered to determine current skills and/or competency profiles of staff.
- 2.5 Conclusions on organisational and/or client training needs are supported by verifiable evidence and are consistent with research objectives.

Element 3: Provide advice to organisation and/or clients.

Range

Advice may relate to but is not limited to: short-term and long-term recommendations; specified outcomes and strategies; resource requirements; provision of training and/or assessment services; design or review of training programs; contextualization of industry competency standards to meet client goals; administrative and management systems; statutory and mandatory requirements; competency standards and performance assessment systems; national standards; performance management systems; training and professional development principles; reporting and accountability requirements and processes.

Options for addressing identified issues may include but are not limited to: developing in-house capacity to meet identified needs; identifying training and/or assessment organisations to meet needs; identifying specific units of competency, qualifications, programmes and/or courses to meet needs; timelines.

Presentation of report may include but is not limited to: visual, audio-visual, graphics, multimedia; demonstrations; written text or equivalent medium; plans, diagrams, charts, posters.

Legal requirements may include but is not limited to: confidentiality and privacy requirements; scope of registration; relevant legislation from all levels of government that affects business operation, including Occupational Health and Safety (OHS) issues; environmental issues; equal opportunity; relevant industry codes of practice.

Performance Criteria

- 3.1 Clients and/or organisations are provided with clear advice and recommendations on training and assessment needs.

- 3.2 Clients and/or organisations are provided with options for meeting identified training needs.
- 3.3 Feedback and comments on suitability and sufficiency of advice and recommendations are obtained.
- 3.4 Final report is completed and presented to the clients and/or organisations and processed in accordance with legal and client and/or organisational requirements.

Registration Data

Subfield:	Education and Training
Date first registered:	18 November 2010
Date this version registered:	18 November 2010
Anticipated review:	2013
Body responsible for review:	Namibia Training Authority