

## BTD (HRD) CURRICULUM LAYOUT

### 1 st Year

Module	Credits	Name of module
<b>1 st Semester</b>		
OPLN 111	16	Communication in training
OPLN 112	8	Intro to ETD/HRD practices
ENGL 113	8	Interactive English
IOPS 111	12	Intro to Industrial Psychology
LARM 111	12	Intro to Industrial Sociology
PSDT 111	12	Professional Skills Development studies
<b>* AGLE 111</b>	<b>12</b>	<b>Academic literacy (Language proficiency test will determine exemption or not)</b>
<b>2 nd Semester</b>		
OPLN 121	32	Analysing & Design of training material
OPLN 122	24	Present, Facilitate & Evaluate training material
AGLE 122	12	Academic literacy
IOPS 121	12	Occupational Health
	<b>148+12*</b>	

### 2 nd Year

Module	Credits	Name of module
<b>1 st Semester</b>		
OPLN 211	24	Assessment in ETD
OPLN 212	24	Skills Development Facilitation in ETD
IOPS 211	16	Personnel Psychology
<b>2 nd Semester</b>		
OPLN 221	8	Research Methodology
OPLN 222	16	Learner Support & Guidance
OPLN 223	16	Moderation in ETD
OPLN 224	8	Intro to Adult Education in ETD
WVOS 221	8	Philosophy of the world of work
IOPS 221	16	Occupational Psychology
	<b>136</b>	

### 3 rd Year

Module	Credits	Name of module
<b>1 st Semester</b>		
WVOS312	8	Philosophy of the world of work
OPLN 311	16	Learner Facilitation
OPLN 312	24	HR/Occupational Development
OPLN 313	16	Guidance & Counseling
OPLN 314	8	Adult Learning in ETD practices
<b>2 nd Semester</b>		
OPLN 321	16	Research Methodology
OPLN 322	16	Learning Program Design
OPLN 323	16	Evaluation of an ETD provider
OPLN 324	32	Establish & maintain a QMS
	<b>152</b>	
<b>TOTAL</b>	<b>436+12*</b>	

## Prominent models adopted by trainers

The systematic training model	This model regards training as a series of sequential steps or stages. In its simplest expressions, these steps identify training needs, designing training, delivering training and evaluating training outcomes. Other expressions are extensions or developments of this basic sequence.
Knowledge/skills/judgement	This is a categorisation of ‘what can or should be taught or learned in the workplace’ into knowledge/skills/judgement or knowledge/skills/judgement/attitudes – sometimes behaviours can be included in the list. The important point is that different outcomes will need different processes for learning.
A scale of competence	The idea of learner competence levels has been widely used as an illustration of the way in which interventions can help learners to move towards mastery of a skill. The levels generally used are: unconscious incompetence; conscious incompetence; conscious competence; unconscious competence.
Learning cycle	In a 1984 book, David Kolb introduced the concept of the learning cycle: at stage one a person starts off with an experience; stage two of the cycle is to observe and reflect on that experience; stage three is to develop certain principles and concepts from that reflection; stage four is to test these principles and concepts either by replicating the initial experience or by trying out the principles in new circumstances. This will produce a new experience (stage one again) and the cycle continues.

<p>Informal learning (learner retention)</p>	<p>A widely quoted rubric is that people learn (or recall/remember): 10% of what they read; 20% of what they hear; 30% of what they see; 50% of what they hear and see; 70% of what they say (and write); 90% of what they say as they do a thing.</p>
<p>Learning styles and preferences</p>	<p>Learning styles are generally regarded as consist of three inter-related elements for an individual: information processing – habitual modes of perceiving, storing and organising information; instructional preferences – predispositions towards learning in a certain way or in a certain setting (e.g. time of day, environment); learning strategies – adaptive responses to learning specific subject matter in a particular context.</p> <p>There are a number of different perspectives available but the Honey and Mumford Learning styles questionnaire has been particularly popular in the UK.</p>
<p>The learning organization</p>	<p>The interest in the concept of the learning organization can be dated to the publication in 1990 of a book by the US commentator Peter Senge (Senge, 1990). Senge differentiated learning organizations from traditional authoritarian ‘controlling organizations’. He argued that a number of new ‘component technologies’ or disciplines were converging to innovate learning organizations – the most important of which was ‘systems thinking’, the capacity for putting things together and seeking holistic solutions.</p>
<p>Hierarchical evaluation</p>	<p>There are a number of hierarchical evaluation models. The best known was that proposed by Donald Kirkpatrick which consisted of four levels: Reaction – how well did training participants like the programme? Learning – what knowledge (principles, facts and techniques) did participants gain from the programme? Behaviour – what positive changes in participants’ job behaviour stemmed from the training programme? Results – what was the impact of the training on the organization’s performance. This literature has Subsequently been expanded since by US commentator Jack Phillips, on return on investment (ROI).</p>

## ANNEXURE REPORT FROM WORKPLACE MENTOR

A copy of this report must be attached to every assignment and filed under Annexure A

**Initials and Surname of mentor:**

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**Contact details of Mentor:**

<b>Telephone Number / Cell Phone number</b>	
<b>E-mail Address</b>	

**1. Your opinion on the Assignment presented to you by the Student.**

**1.1 Are you satisfied that the assignment was completed by the student?**

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**1.2 Are you satisfied that the assignment reflects theory and practical components relevant to the questions and the workplace?**

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**1.3 Has the learner kept you informed of all the requirements for the assignment?**

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**2. What must the learner focus on to ensure that this Assignment will be applied in his/her workplace?**

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**3. Kindly provide suggestions to the Faculty of Education Sciences at North-West University to ensure that this Assignment will be more learning full and practical in the workplace:**

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**Signature of Mentor**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Student**

\_\_\_\_\_  
**Student no**

\_\_\_\_\_  
**Date**