higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

PERSONNEL TRAINING N6

14 November 2022

This marking guideline consists of 7 pages.

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SECTION A

QUESTION 1

1.1 Standards
1.2 Values
1.3 Outcome/result
1.4 Concise
1.5 Modular
1.6 Competency
1.7 Competency
1.8 Individualisation
1.9 Objective
1.10 Trainer

(10 × 2) **[20]**

QUESTION 2

2.1 False
2.2 False
2.3 True
2.4 False
2.5 True

(5 × 2) **[10]**

QUESTION 3

3.1 B
3.2 A
3.3 C
3.4 G
3.5 F

(5 × 2) **[10]**

TOTAL SECTION A: 40

SECTION B

QUESTION 4

4.1
STEP 1: Analyse the duties and tasks of a job
STEP 2: Describe measurable skills, units of knowledge and attitudes applicable to the duties and tasks in terms of training objectives
STEP 3: Sequence the skills, units of knowledge and attitudes in a logical order
STEP 4: Develop the modules
STEP 5: Test the modules
STEP 6: Develop the management system of the implementation of the programme
STEP 7: Choose a group to train
STEP 8: Train group
STEP 9: Apply remedial methods to those who do not reach competency
(9 × 2) (18)

4.2
4.2.1 Individualisation
4.2.2 Facilitation
4.2.3 Active listening
4.2.4 Empathy
4.2.5 Open-ended questions
(5 × 2) (10)

4.3
- Complements the training content.
- Ensures that there is no misunderstanding.
- Focuses the attention of the trainees.
- Keeps the attention of the trainees.
- Explains and so avoids unnecessary questions.
- Saves training time.
- Assists with communication, which results in better interaction.
- Makes training productive. (6 × 2) (12)

[40]

QUESTION 5

5.1
5.1.1 Facilitator
5.1.2 Trainer
5.1.3 Facilitator
5.1.4 Facilitator
5.1.5 Facilitator
5.1.6 Trainer
5.1.7 Facilitator
5.1.8 Facilitator
(8 × 2) (16)

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5.2
- Summarising what the trainee has said in order to check that correct assumptions have been made.
- Ask the trainee to explain him-/herself more fully if there is a misunderstanding.
- Compliment an interesting or well-thought out statement.
- Add to statements by means of examples.
- Suggest alternatives to statements to stimulate further discussion.
- Add humour or a fun exercise if the discussion gets too slow or if the trainees become stuck in the discussion.
- Immediately diffuse a contentious statement.
- Put different ideas together to show the group can reach a solution together.
- Use different methods.
- Summarise and write down the final ideas from the discussion. (Any 7 × 2) (14)

5.3
- Observation
- Interviews
- Questionnaires
- Tests
- Recording (5 × 2) (10)

[40]

QUESTION 6

6.1 Step 1: Determination of needs: enterprise-wide and individual
Step 2: Collection of data, analysis of data and type determination
Step 3: Determine training programme/syllabus
Step 4: Formulate aims and objectives
Step 5: Select content
Step 6: Select methods
Step 7: Select media
Step 8: Develop material
Step 9: Pilot programme
Step 10: Evaluation and feedback (10)

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6.2
- Stated needs:✓ – These needs are identified when the job analysis is done and consequently the needs will become the needs of a person employed in the position.✓✓
- Implied needs:✓ – These needs arise from a situation that a person finds him-/herself in.✓✓
- Felt needs:✓ – These needs are felt by the individual when he/she realises that he/she does not have the necessary competencies to do a particular job.
- Normative needs:✓ – When the performance of a group or individual falls short of the acceptable standard.✓✓
- Needs based on demand:✓ – This type of need arises when employees want something and will create a demand for it.✓✓
- Comparable needs:✓ – When a person or group compare him-/herself with others, feels that he/she is missing out on something and request training in that area.✓✓
- Future/anticipated needs:✓ – The training department foresees a future demand and schedule training ahead of time.✓✓ (7 × 3) (21)

6.3 6.3.1 P✓ – KD ✓= N✓ (3)

6.3.2
- P – represents the job performance/output in terms of skills, knowledge and attitudes that is required from the employee.
- KD – represents what the worker knows and can do in terms of skills, knowledge or attitudes.
- N – represents the training need. (3 × 2) (6)

[40]

QUESTION 7

7.1
- Develop systematically
- Standardise the steps of the development
- Be comprehensive
- Ensure internal consistency
- Be reliable
- Be applicable to jobs
- Be applicable to people
- Be applicable to training needs
- Be job-related
- Have relevance to enterprise
- Be effective (Any 8 × 1) (8)

7.2
- Physiological symptoms:✓ This includes the changes in metabolism, increased heart and breathing rates, increased blood pressure, which causes headaches and brings on heart attacks.✓✓
- Psychological symptoms:✓ Stress causes dissatisfaction with the situation causing stress.✓✓
- Behavioural symptoms:✓ Symptoms include changes in productivity, absence and turnover, as well as changes in eating habits, increased smoking or consumption of alcohol, rapid speech, fidgeting, and sleep disorders.✓✓
- Cognitive effects:✓ Inability to make decisions and concentrate, frequent forgetfulness, hypersensitivity to criticism and mental blocks.✓✓
- Work-related effects:✓ Absenteeism, poor industrial relations and poor productivity, high accident and labour turnover rates.✓✓ (5 × 3) (15)

7.3
- Computer equipment for computerised integrated presentations
- Overhead projectors
- Extension chords
- Flip-charts with enough paper
- White-boards
- Pointers, pens and dusters
- Video recorder and TV set
- Required number of notes
- Telephones
- Recording equipment
- Public address system
- Participant files
- Flowers, plants, etc.
- Photographer
- Assignment of someone to clear room and lock away equipment after training
- Guards
- Method of dealing with lost property (Any 9 × 1) (9)

7.4
- Goal-setting✓ – where the goals that are set must be objective, measurable, specific and understandable.✓
- Participation✓ – where employees are part of the process of reaching the goals of the enterprise.✓
- Time limit✓ – within which the employee must accomplish his/her goals.✓
- Assessment✓ – where employees are measured against the standards which they helped establish.✓ (4 × 2) (8)

[40]

QUESTION 8

8.1
- Better management, since it forces managers to think in terms of results, and not only to plan activities and delegate tasks.
- Higher productivity, since it allows management to discover problems and deficiencies in the enterprise.
- Enhanced communication between management and the worker.
- Personal commitment, since each individual employee needs to commit him-/herself to attaining personal goals, and also contribute to the attainment of the department's and ultimately the enterprise's goals.
- Effective control, since work is broken down into measurable units.
- Opportunity for creative thinking and personal involvement on the part of the employees.
- It promotes participation and co-operation between individual workers and different sections in order to reach a common goal.
- Co-ordination of the enterprise as a whole since all are working towards reaching the ultimate goals of the enterprise. (8 × 2) (16)

8.2
- Calculate the training costs by considering all costs involved in the training and development process.
- Determine the losses resulting from training.
- Estimate the financial value to each person who has completed the training after the training is completed.
- Weigh up the cost of training with its benefits by subtracting costs and losses from the results.
- Control throughout. (5 × 2) (10)

8.3
- It will ensure that the training manager has accurate, reliable and timely information to make effective strategic training decisions.
- To improve and develop the employee performance.
- Serving as official use in applying for subsidies from the Department of Labour.
- Providing information of apprentice training required by the Manpower Training Act.
- Providing official information regarding current status of training required by the Skills Development Act.
- Providing information regarding costs of various items involved in training that are tax deductible for the enterprise.
- Used during performance appraisals.
- Forming the basis of reports. (7 × 2) (14)

[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200

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