higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE

PERSONNEL TRAINING N6

(4110476)

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE
PERSONNEL TRAINING N6
TIME: 3 HOURS
MARKS: 200

NOTE: If you answer more than the required number of questions, only the required number of questions will be marked. All work you do not want to be marked, must be clearly crossed out.

INSTRUCTIONS AND INFORMATION

1. Answer all the questions in SECTION A.
2. Answer any FOUR questions in SECTION B.
3. Read all the questions carefully.
4. Number the answers according to the numbering system used in this question paper.
5. Start each question on a new page.
6. Use only blue or black pen.
7. Write neatly and legibly.

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SECTION A

QUESTION 1

Complete the following sentences by filling in the missing word or words. Write only the word or words next to the question number (1.1–1.10) in the ANSWER BOOK.

1.1 Competency-based training measures competency against previously set …

1.2 Training is the transfer or gaining of technical knowledge, related skills, … and attitudes.

1.3 The competence approach to training describes the … needed for a specific job.

1.4 A training module must be clear, … and applicable.

1.5 CBMT stands for competency-based … training.

1.6 In … training, all trainees in the course pass and results are based on the number of learning objectives achieved or not achieved.

1.7 In competency-based training, learners must achieve … to continue to the next objective.

1.8 Competency-based training objectives are reached by means of … and are trainee-centred.

1.9 The aim of testing in competency-based training is to compare the performance of the learner with the previously stated …

1.10 The emphasis of norm-based training is on the …

(10 × 2) **[20]**

QUESTION 2

Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'True' or 'False' next to the question number (2.1–2.5) in the ANSWER BOOK.

2.1 Elements of competence refer to the description of the controlled situation under which the learner is trained.

2.2 Traditional training concentrates on training of an employee in a specific situation to achieve a specific set of competencies/skills.

2.3 Competency-based training instructors are evaluated according to the percentage of learning objectives achieved and in terms of their motivation of the trainees.

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2.4 Competency-based training courses and test content are set and evaluated by subject specialists who are removed from the individual trainee.

2.5 The aim of testing in norm-based training is to determine the level of acquired knowledge and to compare the learners in the group with one another.

(5 × 2) **[10]**

QUESTION 3

Choose a term from COLUMN B that matches a description in COLUMN A. Write only the letter (A–G) next to the question number (3.1–3.5) in the ANSWER BOOK.

COLUMN A		COLUMN B	
3.1	Training module	A	descriptions of previously set standards against which the performance is measured
3.2	Performance criteria	B	it must be simple and easy to understand
3.3	Norm-based training	C	learning time is kept constant
3.4	Elements of competence	D	minimal prompts
3.5	Competency-based training	E	interpretation of verbal and non-verbal signals
		F	learning time is varied
		G	actions, behaviour, or outcomes that a person must be able to demonstrate

(5 × 2) **[10]**

TOTAL SECTION A: 40

SECTION B

QUESTION 4

4.1 The development of a competency-based modular training consists of nine steps that training program developers need to adhere to.

Listed below is the incorrect order of the steps.

Rearrange the steps into the correct order.

Step 1: Train group

Step 2: Develop the modules

Step 3: Choose a group to train

Step 4: Test the modules

Step 5: Analyse the duties and tasks of a job

Step 6: Apply remedial methods to those who do not reach competency

Step 7: Sequence the skills, units of knowledge and attitudes in a logical order

Step 8: Describe measurable skills, units of knowledge and attitudes applicable to the duties and tasks in terms of training objectives

Step 9: Analyse the duties and tasks of a job

(9 × 2) (18)

4.2 Give ONE word or term for each of the following descriptions. Write only the word or term next to the question number (4.2.1–4.2.5) in the ANSWER BOOK.

4.2.1 Each learner is trained in the manner which suits the learner best

4.2.2 This term means that both the trainer and the trainee are actively involved in the learning process

4.2.3 The facilitator must be able to interpret the words of trainees correctly

4.2.4 This is also called advanced understanding

4.2.5 Questions that will prompt the trainees to offer their interpretations and ideas

(5 × 2) (10)

4.3 State SIX values of the training media for the trainee. (6 × 2) (12)

[40]

QUESTION 5

5.1 Indicate whether the answer to the following statements is TRAINER or FACILITATOR. Choose the answer and write only 'Trainer' or 'Facilitator ' next to the question number (5.1.1–5.1.8) in the ANSWER BOOK.

5.1.1 Stands amongst the group

5.1.2 Groups are not cohesive

5.1.3 Guides discussions to discover facts

5.1.4 Encourages participation

5.1.5 Main goal is teamwork

5.1.6 Gives information

5.1.7 Stays on the background

5.1.8 Co-ordinates group's learning activities

(8 × 2) (16)

5.2 In order to make sure that discussion flows during the learning process, the facilitator must make use of certain facilitation techniques.

List SEVEN facilitation techniques. (7 × 2) (14)

5.3 Name FIVE evaluation instruments used by the trainer in collecting data systematically. (5 × 2) (10)

[40]

QUESTION 6

6.1 The training model of Nadler is a general model for training and describes training as a process which has to undergo specific steps.

List TEN steps in the designing of a training programme. (10)

6.2 It is important to identify enterprise needs because they have to be linked to the needs of the employee/individual and the external forces that affect the enterprise.

List and explain SEVEN individual needs. (7 × 3) (21)

6.3 Management uses a formula to identify the performance gap of employees.

6.3.1 State this formula. (3)

6.3.2 State what each aspect of the formula represents. (6)

[40]

QUESTION 7

7.1 The development of a training programme is the most crucial part in the planning of a training programme. Without proper planning, the training programme will not be a success.

List EIGHT general guidelines in the development of a training programme. (8)

7.2 Prolonged exposure to stress uses up available energy within an individual and may lead to lack of productivity.

List and explain FIVE consequences of stress (5 × 3) (15)

7.3 In order for the training programme to be successful, detailed planning has to take place. This ensures that all the many administrative details which result in a productive training session, are paid attention to and dealt with. This can be done through the use of different checklists.

List NINE items to be included in the checklist for equipment and materials. (9)

7.4 A management by objectives approach can be used for the purpose of evaluation of training in the enterprise.

Describe FOUR distinctive parts of the MBO approach. (4 × 2) (8)

[40]

QUESTION 8

8.1 There are various strategies that can be used for evaluation of training, one of them being management by objectives (MBO) strategy.

List EIGHT benefits of the MBO strategy. (8 × 2) (16)

8.2 There is a variety of methods to be followed when drawing up training budgets. Each enterprise has to choose the most suitable budgeting style that fits the organisation.

Describe FIVE steps that could be followed in order to get the most out of the training budget. (5 × 2) (10)

8.3 Internal training records must be managed by the training department. Therefore, all administrative activities such as budgeting, accounting, records, collating of course material, training requirements and the processing and interpreting of statistics must be managed by means of a suitable system.

List SEVEN purposes of record-keeping. (7 × 2) (14)

[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200

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