higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

PERSONNEL TRAINING N6

28 May 2021

This marking guideline consists of 8 pages.

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SECTION A (COMPULSORY)

QUESTION 1

1.1	1.1.1	facilitator		
	1.1.2	learning		
	1.1.3	participation		
	1.1.4	Process		
	1.1.5	examples		
	1.1.6	expert		
	1.1.7	Procedure		
	1.1.8	relax		
	1.1.9	facilitate		
	1.1.10	preparation		
			(10 × 1)	(10)
1.2	1.2.1	minimal prompts		
	1.2.2	closed-ended questions		
	1.2.3	probing		
	1.2.4	immediacy		
	1.2.5	empathy		
	1.2.6	advanced listening		
	1.2.7	open-ended questions		
	1.2.8	feedback loop		
	1.2.9	open		
	1.2.10	active listening		
			(10 × 1)	(10)
1.3	1.3.1	B		
	1.3.2	B		
	1.3.3	A		
	1.3.4	D		
	1.3.5	C		
	1.3.6	B		
	1.3.7	B		
	1.3.8	D		
	1.3.9	C		
	1.3.10	C		
			(10 × 2)	(20)
				[40]

TOTAL SECTION A: 40

SECTION B

QUESTION 2

2.1 2.1.1 Training is the transfer or gain of technical knowledge, related skills, values and attitudes to develop proficiency and natural aptitudes and other abilities to improve the capabilities of an employee.

2.1.2 Competence means having the ability to do something.

2.1.3 Performance criteria are the descriptions of previously set standards against which the performance of a person is measured and judged.

2.1.4 Training module refers to a small part of a complete training programme.

2.1.5 Elements of competence are the actions, behaviour or outcomes that a person must be able to demonstrate.

(5 × 2) (10)

2.2 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 the chosen group.
Step 9: Apply remedial methods to those who do not acquire the competency.

(9 × 2) (18)

2.3 2.3.1 Norm-based
2.3.2 Norm-based
2.3.3 Competency-based
2.3.4 Competency-based

(4 × 1) (4)

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2.4
- Summarise what a trainee has said to check that the correct assumptions have been made.
- Ask the trainee to explain himself/herself more fully if there is a misunderstanding.
- Compliment an interesting or well-thought out statement.
- Add to statements by giving 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 how the group can reach a solution together.
- Use different methods.
- Summarise and write down the final ides from the discussion. (Any 8 × 1) (8)

[40]

QUESTION 3

3.1
- Reason for using training media: Media are used to assist the trainer, facilitate presentation and as an equal part of the presentation.
- Audience characteristics: The trainer needs to keep the background, age and size of the audience in mind when choosing the medium.
- Trainer factors: The trainer must be able to use the medium and want to use the medium.
- Training objectives: The trainer must choose a medium considering the knowledge, skill or attitude that he/she wishes to train trainees in.
- Training environment: The area in which training is held will influence the choice of medium. The size, shape, lighting and acoustics of the area must be considered.
- Production: The number of copies to be made, price per copy and method of copying plays a role in the choice of medium.
- Cost-effectiveness: A medium that is expensive can only be used when the expense can be evened out by registration fees.
- Unique characteristics of each medium: The use of media must enhance the training.
- Availability/Accessibility: Whether or not the medium is available.
- Physical condition: Colour, letter, size and graphics must be of high quality.
- Simplicity of design: It must be easy to use and understand.
- Time available: Some media runs for a long time.
- Content: The medium chosen must cover the objective adequately.
- Choice of delivery system: In the choice of delivery system, the trainer must ensure that there is a balance and variety in the types of media chosen and that the media complement and not duplicate each other. (Any 10 × 2) (20)

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3.2 Step 1: Examine each learning objective and decide which knowledge, skills and attitudes must be included.
Step 2: Submit the outline to subject experts to check validity and accuracy.
Step 3: Revise the outline.
Step 4: Prepare detailed content.
Step 5: Eliminate duplication.
Step 6: Compare rewritten content with performance objectives and ensure that the content covers the required performance objectives.
Step 7: Submit to subject experts again.
Step 8: Make final revisions. (8 × 2) (16)

3.3
- Trainees make a smooth transition from one learning objective to another.
- It ensures that the necessary skill, units of knowledge and attitudes are acquired before new skills, attitudes and knowledge are required.
- It saves time.
- It prevents confusion and failure. (4)

[40]

QUESTION 4

4.1
- Creates interest
- Keeps the attention and interest of trainees
- Limits explanations
- Illustrates abstract concepts
- Combines different senses
- Involves the trainee and leads to creative learning
- Differentiation due to individualised sessions
- Caters for different aptitudes
- Results in variation and motivation
- Encourages creative thinking (10)

4.2
- Performance: Description of the skill, attitude or knowledge that the employee will be able to do or use after completion of training
- Condition: Description of the prerequisites required of the situation under which the employee will be expected to perform after training
- Criteria: Performance measurement an employee must reach after training (3 × 2) (6)

4.3
- Cognitive aims which refer to knowledge that an employee must attain
- Affective aims which refer to changed emotions and beliefs
- Psychomotor aims which refer to acquired manual skills (3 × 2) (6)

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4.4
- Objective of the training session
- Participants
- Trainer
- Senses
- Time
- Combination of technique
- Nature of knowledge, skills or attitudes
- Culture of the enterprise
- Instructional space, facilities, equipment and material
- Cost-effectiveness (10)

4.5
- Use capital letters.
- Use clear lettering.
- Make lettering big enough to read from a distance.
- Use only keywords.
- Use only six words per line.
- Only use five to nine lines per page.
- Use a heading on each new page.
- Use colour.
- Use bullets to distinguish between points.
- Use graphics/pictures.
- Do not make mistakes.
- Make it neat.
- Ensure it is well structured.
- Make it logical. (Any 8 × 1) (8)

[40]

QUESTION 5

5.1
- Improved selection and job placement strategies
- Realistic goal setting
- Redesigning of jobs
- Increased employee involvement
- Improving enterprise communication by opening up channels
- Establishment of corporate wellness programmes
- Training
- Team-building exercises
- Daycare facilities
- Employee assistance programmes
- Mentoring (10)

5.2
- Physiological symptoms: This could include changes in metabolism, increased heart and breathing rates, gastrointestinal disorders and increased blood pressure leading to headaches and heart attacks.
- Psychological symptoms: Stress causes dissatisfaction with the situation that is causing stress, for example, tension, anxiety, irritability and boredom.
- 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, poor enterprise climate, antagonism at work and job dissatisfaction. (5 × 2) (10)

5.3
- Number of rooms
- Type of rooms
- Room rates
- Number of VIP rooms
- Method of paying for rooms
- Available meeting or conference areas
- Confirmation of reservation
- Date of arrival and departure
- Types and frequency of meals and refreshments
- Transport to town or city
- Reservation of transport confirmed
- Transport to venue if venue is not at hotel
- Type of parking required (12 × 1) (12)

5.4
- Records of the course: The purpose of presenting the course to a specific group of trainees, the duration of the presentation and the various sections of the course, the sections that were difficult, the way in which achievement and progress were determined, feedback, information collected after the course and information on where and how the course could be changed should be kept.
- Records of the persons attending the course: These are records of what the needs of the trainees had been in terms of which knowledge and technical skills that a trainee had possessed before a training programme which is compared with the application of newly acquired knowledge, insights and skills immediately after training.
- Records on trainers: Information about trainers is important to identify successful performance by trainers.
- Records regarding the methods and media used: Suitability of methods and media, contribution made to quality of training methods and media used.

(4 × 2) (8)

[40]

QUESTION 6

6.1
- It must be ongoing and not only done at the end of the course.
- It should be done logically and directed towards a specific goal and objectives.
- Accurate and appropriate measuring instruments must be used.
- It must control quality.
- It must evaluate students and the wider training system as whole. (5 × 2) (10)

6.2
- Goal-setting: The goals that are set must be objective, measurable, specific and understanding.
- Participation: Employees are part of the process of reaching the goals of the enterprise.
- Time limit: The employee must accomplish his/her goals within the set limit.
- Assessment: Employees are measured against the standards which they helped to establish. (4 × 2) (8)

6.3
- What were the initial training objectives and which criteria had been set to evaluate the successful reaching of the objectives?
- Which content, methods and media had been used to reach the objectives?
- Which evidence exists to prove that objectives had been reached? (3 × 2) (6)

6.4 Step 1: Identify and define the problem by describing it in detail./Determine the need for the information.
Step 2: Explain the reason for the research.
Step 3: Analyse the situation and decide and plan which procedure/method/ sources will be used to get more information.
Step 4: Collect data by writing down all the information from the personnel records and combining it with the information from the interviews.
Step 5: Analyse and process the information acquired from the personnel records and interviews.
Step 6: Interpret/Analyse the data by making deductions.
Step 7: Compile all information into a report to be presented.
Step 8: Solve the problem by proposing ways to solve it. (8 × 2) (16)
[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200

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