higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

JUNE EXAMINATION

PERSONNEL TRAINING N6

28 MAY 2013

This marking guideline consists of 7 pages.

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SECTION A (COMPULSORY)

QUESTION 1

1.1 False

1.2 False

1.3 False

1.4 False

1.5 False

1.6 True

1.7 True

1.8 True

1.9 True

1.10 True

(10 × 2) (20)

QUESTION 2

2.1 2.1.1 **Type A individual:** the individual is characterised as aggressive, impatient, competitive and explosive.

2.1.2 **Process:** is a logical sequence of steps, phases or stages.

2.1.3 **Checklist:** pencil and paper exercises.

2.1.4 **Procedure:** describes events or phases which the facilitator needs to be made aware of.

2.1.5 **Type B individual:** is less stressed and more relaxed

(5 × 2) (10)

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2.2 2.2.1 A

2.2.2 B

2.2.3 C

2.2.4 D

2.2.5 E

(5 × 2) (10)
[20]

TOTAL SECTION A: 40

SECTION B

Answer any FOUR questions in this section.

QUESTION 3

3.1
1. Identify and define the problem
2. Describe the reason for the research
3. Analyse the situation, decide and plan which method will be used
4. Collect data
5. Analyse and process data
6. Interpret/process data
7. Compile information into a report
8. Solve the problem identified

(8 x 2) (16)

3.2
- Basic/ explanatory
- Operational/ applied

(2 × 2) (4)

3.3
- Saves training time
- Makes training productive
- Minimise misunderstandings
- Keeps and focuses on the attention of trainees
- Complements the training content
- Explains and avoids unnecessary questions
- Learners know exactly what the trainer wants to teach
- Replaces passive learning and leads to more dynamic learning
- Assists with communication, which results in better interaction

(Any 5 × 2) (10)

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3.4
- It measures the amount of learning by learners
- Evaluation is conducted before and after training
- Evaluates the knowledge, skills and attitudes and the employees must be able to perform their work better after training

(Any 2 x 2) (4)

3.5
- Known as product evaluation and directed at final examination of the training course. (Takes place at the end of the training course)
- Determines the effectiveness of the training programme as a whole
- To compare various training programmes with one another

(3 x 2) (6)
[40]

QUESTION 4

4.1
- Ability of the learner to master specific work-related skills.
- Trainers facilitate and motivate learners.
- Learners get continuous feedback.
- Different training methods are used to achieve competency.
- Provide for practice and revision.
- Clearly defined learning objectives.
- Principle of individualisation is followed.
- Learners determine their own pace of learning.
- Learners are held responsible for mastering of their learning skills.
- Emphasis is on the exit requirements (achievement of competency) rather than admission requirements.

(Any 5 x 2) (10)

4.2 4.2.1 Costs that are related to a specific training project and are referred to as variable costs. E.g. training material, stationery, photocopies.
(2 x 2) (4)

4.2.2 Costs that are unavoidable which are recurrent in training. E.g. indirect costs of errors made, utilities, and salaries of training staff.
(2 × 2) (4)

4.3 **Stress**
We feel and think we cannot handle the aspects of a particular situation. (2)

4.4
- Planning
- Organising
- Controlling
- Directing/Leading/Supervising
- Staffing

(5 × 2) (10)

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4.5
- Career paths
- Skills inventory
- Needs analysis
- Purchase of material
- Evaluation of course

(5 × 2) (10)
[40]

QUESTION 5

5.1
- Closing the programme should be well planned.
- Consolidation and reinforcement should take place.
- The training experience should continue to the actual working situation and that all new knowledge, skills and attitudes need to be applied.
- Recognition should be given to participants in the form of an attendance certificate and a ceremonial closing ceremony.
- The trainer must be thanked and acknowledged by means of a letter if external, a report and a letter of appreciation to the immediate superior.

(5 × 2) (10)

5.2
- Use different methods.
- Add to statements by means of examples.
- Immediately diffuse a contentious statement.
- Ask the trainee to explain him/herself fully if there is a misunderstanding.
- Summarise and write down the final ideas from the discussions.

(5 × 2) (10)

5.3
- Minimal prompts
- Open-ended questions
- Close-ended questions
- Probing
- Listen actively
- Paraphrasing
- Summaries
- Interpretation of verbal and non-verbal signals

(ANY FIVE) (5 x 2) (10)

5.4
5.4.1 Competency-based training

5.4.2 Norm-based training

5.4.3 Competency-based training

5.4.4 Norm-based training

5.4.5 Competency-based training

(5 x 2) (10)
[40]

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QUESTION 6

6.1
- Decrease in labour turnover
- Decrease in absenteeism
- Decrease in accidents
- Decrease in wastage
- Increase in quality of output
- Increase in quantity of output (higher productivity)
- Increase in job satisfaction amongst employees
- Develop every member of staff to his full potential

(ANY FIVE) (5 × 2) (10)

6.2
i. Analyse task
ii. Determine need
iii. Formulate objectives
iv. Select content
v. Select training method
vi. Select training media
vii. Implement training programme
viii. Assess trainees competencies
ix. Evaluate training
x. Improvement of programme

(10 x 2) (20)

6.3
- Always review the training that has happened during the previous year
- Review whether general training should be concurrent (repeated routinely)
- Take into account the new employees
- Consider that innovation in many areas might require re-training
- Plan for training of employees that are being transferred and promoted
- Keep in touch with all supervisors and managers who undertake performance appraisals
- Be actively involved in employee development programmes

(5 x 2) (10)
[40]

QUESTION 7

7.1
- **Performance**: (1)
  Stated in terms of what the learner will be able to do by the end of the training programme. (2)
- **Condition**: (1)
  Specifies the limitations under which the performance is expected to take place. (2)
- **Criteria:** (1)
  Indicate the acceptable level of performance the trainee should attain performing. (2)

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7.2 **Checklist:**
Is called pen and paper exercises, used to list all the details that have to be presented (2)

7.3
- Motivating the group so that all will participate
- Directing the activities of the group's members
- Managing the group processes
- Keeping the members involved as a group
- Summarising and making the learning experience meaningful

(5 x 2) (10)

7.4
- Do adequate preparation
- Do not overload with facts
- Take frequent breaks
- Remind the trainees to take notes
- Encourage participation by all
- Do not judge any statement
- Be aware of non-verbal behaviour
- Ask open-ended questions
- Do not ask close-ended questions

Any FIVE (5 x 2) (10)

7.5
- **Occupational level**

Macro-level: Refers to the needs on a national and international level,
Determine the aims and objectives of the enterprise.

- **Organisational level**

Meso-level: Refers to the needs of the enterprise as a whole, OR
To a group with the same job classification.

- **Individual level**

Micro-level: Refers to the needs of the individual or a very small group.
Determine the specific problem area in terms of the "performance gap".

(3 x 3) (9)
[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200

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