higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE

PERSONNEL TRAINING N6

(4110476)

19 November 2019 (X-Paper)
09:00–12:00

This question paper consists of 8 pages.

Copyright reserved

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 will be marked. Clearly cross out ALL work you do NOT want to be marked.

INSTRUCTIONS AND INFORMATION

1. SECTION A is compulsory and must be answered by ALL the candidates.
2. Answer any FOUR questions from SECTION B.
3. Read ALL the questions carefully.
4. Number the answers according to the numbering system used in this question paper.
4. Write neatly and legibly.

Copyright reserved

SECTION A

QUESTION 1

1.1 Choose a description from COLUMN B that matches a term in COLUMN A. Write only the letter (A–P) next to the question number (1.1.1–1.1.15) in the ANSWER BOOK.

COLUMN A		COLUMN B	
1.1.1	Active listening	A	gives facts/information
1.1.2	Closed-ended questions	B	short responses that a facilitator makes to indicate that he/she is listening to what the trainee is saying
1.1.3	Trainer	C	facilitator's body must face the body of the person he/she is communicating with
1.1.4	Facilitator	D	way in which the facilitator uses his/her body during facilitation
1.1.5	Process	E	facilitator will hear what is not being said in words
1.1.6	Advanced listening	F	facilitator asks questions that will prompt trainees to offer their interpretation and ideas
1.1.7	Procedure	G	facilitator must be able to interpret the words of the trainees correctly
1.1.8	Feedback loop	H	measures trainee behaviour
1.1.9	Immediacy	I	facilitator reacts instantly and appropriately to what is being said to him/her
1.1.10	Facilitation technique	J	do ice-breakers for members of the team to get to know one another
1.1.11	Facilitation guideline	K	result of a process will now be applied to the problem
1.1.12	Open-ended questions	L	guides discussion to discover facts
1.1.13	Minimal prompts	M	immediately diffuse a contentious statement
1.1.14	Square	N	specific and detailed description of every step, stage, event or phase
1.1.15	Non-verbal skills	O	facilitator can use questions to which the answers are yes or no
		P	logical sequence of steps, events, phases or stages

(15 × 1) (15)

Copyright reserved

1.2 Give ONE word or term for each of the following descriptions by choosing a word or term from the list below. Write only the word or term next to the question number (1.2.1–1.2.16) in the ANSWER BOOK.

technical needs; statistics; cognitive aims; felt needs; job needs assessment; stated needs; goal; psychomotor aims; criteria; normative needs; sequencing; non-technical needs; affective aims; training media; macro-level of needs; micro-level of needs; objective; P – KD = N

1.2.1 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.

1.2.2 These needs arise when the performance of a group or individual falls short of the acceptable standard.

1.2.3 It is the analysis of individual jobs and tasks to determine what type of training should be provided for any person who is appointed to a position.

1.2.3 These needs are directly related to the job that the employee needs to do.

1.2.4 Knowledge which an employee must attain.

1.2.6 The order in which the content has to follow.

1.2.7 It is used to identify performance gap of the employees.

1.2.8 These are needs that are additional to the specific job that he employee needs to do.

1.2.9 This refers to the performance level that an employee must reach after training.

1.2.10 This refers to changed emotions and beliefs.

1.2.11 It includes all audio-visual and other equipment used to ensure that all the senses of the trainees are involved in the training process.

1.2.12 When the individual realises that he/she does not have the necessary competencies to do a particular job and feels that he/she needs training.

1.2.13 Needs on a national or international level.

1.2.14 A broad statement of intent.

1.2.15 A narrower statement of intent.

Copyright reserved

1.2.16 Need which exists only for one person.

(16 × 1) (16)

1.3 Indicate whether each of the following sentences describes the behaviour of a TRAINER or a FACILITATOR. Write only the word 'Facilitator' or 'Trainer' next to the question number (1.3.1–1.3.9) in the ANSWER BOOK.

1.3.1 He/she allows learners to follow their own pace.

1.3.2 He/she pushes change. 

1.3.3 He/she expects the right answer.

1.3.4 Trainees are unaware of the learning process and others.

1.3.5 He/she co-ordinates the group's learning activities.

1.3.6 He/she stands amongst the group. 

1.3.7 He/she assesses the needs of the trainees.

1.3.8 He/she sets goals and objectives. 

1.3.9 He/she guides discussion to discover facts.

(9 × 1) (9)

[40]

TOTAL SECTION A: 40

SECTION B

Answer any FOUR questions in this section.

QUESTION 2

2.1 There are nine steps to be followed when developing a competency-based modular training programme. The steps listed below are arranged incorrectly.

Arrange them in the correct order.

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

2.2 Define the following terms.

2.2.1 Training module

2.2.2 Elements of competence

2.2.3 Training

2.2.4 Performance criteria

2.2.5 Competence

2.2.6 Trainer

2.2.7 Facilitator

(7 × 2) (14)

2.3 What does the acronym SOLER stand for? (5)

2.4 List THREE advanced facilitation skills. (3)

[40]

QUESTION 3

3.1 List TEN steps to follow when designing a training programme. (10)

3.2 List TEN guidelines to be followed when sequencing the learning content. (10 × 2) (20)

3.3 List TEN guidelines to follow when developing a training programme. (10)
[40]

QUESTION 4

4.1 List TEN indicators that show that training is needed. (10)

4.2 List FIVE advantages/value of using training media for the trainer. (5 × 2) (10)

4.3 List TEN guidelines to be followed when developing transparencies/flip-charts/blackboards. (10)

4.4 Name TEN factors to be considered when selecting training media. (10)
[40]

QUESTION 5

5.1 List TEN individual ways of overcoming stress. (10 × 2) (20)

5.2 Name SIX enterprise factors that cause stress. (6)

5.3 Describe the differences between the following terms:

5.3.1 Stress

5.3.2 Burnout

(2 × 3) (6)

5.4 Evaluation of training consists of five levels, namely evaluating reaction, evaluating learning, evaluating behaviour, evaluating job performance and evaluating the impact of training on the enterprise.

In detail, explain the evaluation of the training's impact on the enterprise. (8)
[40]

Copyright reserved

QUESTION 6

6.1 List FIVE guidelines for evaluation. (5 × 2) (10)

6.2 List FIVE guidelines for evaluating reaction. (5 × 2) (10)

6.3 List any FOUR instruments used when developing evaluation. (4)

6.4 List FIVE managerial tasks/principles that every manager, including a training manager, should be engaged in. (5)

6.5 There are TWO types of research that exists, namely basic and applied research.

What is another term/word used for *basic research?* (1)

6.6 Define the following types of training costs found in the training budget.

6.6.1 Capital costs

6.6.2 Start-up costs

6.6.3 Recurrent costs

6.6.4 General overheads

6.6.5 Variable costs

(5 × 2) (10)
[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200

Copyright reserved