



Education Training and Development Practices Sector Education and Training
Authority

EXTERNAL INTEGRATED SUMMATIVE
ASSESSMENT QUESTION PAPER

**Occupational Certificate: Training and
Development**

SAQA ID: 101321

NQF Level 5

Credits: 190

Total Marks: 200

Time: 3 Hours

This question paper consists of 18 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of **TWO** sections:
 - Section A (15 Marks)
 - Section B (185 Marks)
2. Answer ALL the questions.
3. Read ALL the instructions carefully and take note of what is required.
4. Start EACH question on a NEW page.
5. Rule off after each question.
6. Number the answers correctly according to the numbering system used in this question paper.
7. Use the mark allocation and nature of each question to determine the length and depth of an answer.
8. Pay special attention to spelling and sentence construction.
9. Write neatly and legibly.

Section A

Question 1

Choose the correct answer from the following Multiple-Choice Question. Write the correct later matching the answer.

1. Which of the following statements relates to the prioritisation of learning and development interventions in an organisation? (1)
 - A) National Skills Development Strategy priority within organisations are met through efforts of learning and development practitioners.
 - B) There is no need to prioritize and align skills required in an organisation to occupations.
 - C) None of the above.

2. Determining skills needs in an organisation involves: (1)
 - A) Identifying roles in an organisation and the key purpose for each role.
 - B) Identifying clusters of knowledge and skills required to achieve the purpose and expected results are in line with codes of best practice.
 - C) All the above.

3. Stakeholders to engage as partners in the development of a learning and development plan, includes: (1)
 - A) The learning and development practitioner can develop a learning and development plan without the involvement of the key stakeholder.
 - B) Training Committee/Manager, Human Resources, Facilitator, Assessor, and internal and external moderator.
 - C) None of the above.

4. Which of the following statements is correct? (1)
 - A) Quality learning and development plan allows for organisational skills development priorities and employee skills match.

- B) Skills development can be implemented without a plan as long as financial resource are available.
- C) None of the above.
5. The success on the implementation of the learning and development plan depends on: **(1)**
- A) Clearly defined roles and responsibilities for those involved in the implementation.
- B) Availability of senior management.
- C) None of the above.
6. A coherent, practical, and effective learning and development plan reflects: **(1)**
- A) Dedicated resources and logistical arrangements and stakeholder involvement.
- B) A considerable number of learning and development interventions irrespective of numbers of employees to be trained.
- C) Facility and food costs to be incurred during the implementation of a leaning and development plan.
7. Linking training needs to learning outcomes involves: **(1)**
- A) Collaboration between the employer and other partners in skills development.
- B) Clearly defined learning outcomes related to occupational standards or curriculum.
- C) A learning and development intervention which was successfully implemented in the previous year.
8. Resources to be included in the workplace learning plan would _____ **(1)**
- A) be the same for everyone.
- B) have to be actual equipment used in real life.
- C) include budgetary restraints.
- D) include people, equipment, venue, etc.
9. A comprehensive facilitation/coaching plan for workplace learning should include: **(1)**
- A) Strategic objectives of the organisation.

- B) Workplace standards relevant to assess learner performance.
 - C) Formative assessment.
 - D) Documents that assure workplace productivity.
10. The purpose of identifying Learning barriers in a plan is to: **(1)**
- A) highlight issues in the learning process.
 - B) negotiated solutions to overcome these barriers.
 - C) learn other work skills.
 - D) none of the above.
11. Work-based learning is an opportunity for learners to **(1)**
- A) Use their actual workplace equipment.
 - B) Be coached in the practical application of their learning.
 - C) Learn other workplace skills.
 - D) None of the above.
12. The benefits of “Well-planned work-based learning” to employers includes: **(1)**
- A) Improves employee retention and morale.
 - B) Enhances employee performance and increased wages to trained staff.
 - C) None of the above
13. Classroom assessment is generally divided into **(1)**
- A) Assessment for learning.
 - B) Assessment of learning.
 - C) Assessment as learning.
 - D) All of the above.
14. The Main objective of feedback on assessments is to **(1)**
- A) Justify to candidates how their mark/rating/grade was derived.
 - B) Identify and reward specific qualities in candidate performance

- C) Guide learners on what steps to take to improve and motivate them to act on their assessment
- D) All of the above.
15. Which of the following facilities should a learning facility include in order to produce a conducive learning environment? **(1)**
- A) The temperature is according to Occupational Health and Safety (OHS) guidelines.
- B) Adequate space to accommodate learners.
- C) Both A & B.
- D) None of the above.

Total Marks Section A

{15}

Section B

Question 1

1.1 The National Skills Development Strategy III (NSDS III) places great emphasis on relevance, quality, and sustainability of skills development. Organisations must ensure that learning and development priorities and interventions are aligned with national priorities.

1.1.1 Explain the process to be followed to set priorities for learning and development in an organisation? **(5)**

1.2 The Human Resource Development (HRD) department of Aiwa Creative Arts company has conducted training needs analysis (TNA) during February 2021 to prioritise the skills development needs for its employees. The core group for skills analysis was drawn from the Sales and Marketing department.

Evaluate the skills development needs analysis (also known as *Training Needs analysis* (TNA) matrix below and answer the questions that follow:

Results of Skills Development Needs Analysis Matrix									
Aiwa Creative Arts Pty (Ltd)			Sales and Marketing						Competence Average
Competence level rating scale:		5. Expert	4. Fully competent	3. Moderate capability		2. Basic capability		1. No skills	
Core Group	Jerry (Sales Director)	Kgotso (Sales Manager)	Pule (Sales Rep)	Susan (Senior Manager)	Claudia (Head of Dept)	Tom (Assistant Sales Rep)	Jay (Trainee Sales Rep)	Juan (Trainee Sales Rep)	
Competence area									
Strategic Planning and resourcing	4	5	2	4	3	3	1	1	3
Presentation skills	2	4	2	2	5	2	3	3	3
Customer focus	3	4	1	3	2	2	3	4	3
Public speaking	1	1	1	1	1	1	1	1	1
Negotiation skills	3	2	1	4	2	1	2	3	2
Time Management	3	2	2	3	3	4	2	4	3
Decision-making	3	2	1	3	3	2	2	2	2
Personal Average Score:	3	3	1	3	3	2	1	3	2

- 1.2.1 What is the competence level of the department? (1)
- 1.2.2 How many employees require training? (1)
- 1.2.3 Identify **THREE** (03) priority areas of training required by the identified employees. (3)

Total Marks Question 1

[10]

Question 2

2.1 You have been appointed as a Training and Development Practitioner at **Company X** and responsible for facilitating the process of the development and implementation of the learning and development plan.

- 2.1.1 Explain how to profile the target audience to develop the required skills of employees? (8)
- 2.1.2 Explain the process-steps to develop an effective learning and development plan. (10)

Total Marks Question 1

[18]

Question 3

3.1 Your supervisor is expected to present to the key stakeholders of the company the learning and development intervention to close the skills gaps of employees. She (5)

requests you to guide her on key topics to be covered in the presentation.

Which **FIVE** key topics would you suggest being covered in the presentation of a learning and development plan?

3.2 You are required to assist the quality team to sufficiently identify and define the key **(15)** processes in the organisation that will critically influence quality standards related to the learning and development interventions identified in the organisation's learning and development plan.

List policies that must be in place to meet statutory compliance requirements to ensure quality learning and development in an occupational or vocational context. Briefly discuss the purpose of each.

Total Marks Question 3

[20]

Question 4

- 4.1 Identify **THREE** (3) learning and development interventions that may be considered to meet employee and business requirements. (3)
- 4.2 Identify resources would be required for effective learning and development intervention implementation? (3)
- 4.3 Your organisation has implemented a learning and development intervention last year. Outline **TEN** (10) indicators to measure the effectiveness of the learning and development intervention. (10)

Total Marks Question 4 [16]

Question 5

5. 1 Your training supervisor has asked you to develop a facilitation plan that can be used for a generic training intervention.
- 5.1.1 What are the **SEVEN** (7) elements to be taken into account to develop an effective facilitation plan? (7)
- 5.1.2 Identify **FIVE** (5) resources to be coordinated for the facilitation of implementation of learning and development programme. (5)
- 5.2 You are required to align and set learning objectives and outcomes of the learning and development intervention in line with the organisational needs. Briefly explain how to write the following:
- 5.2.1 Learning objectives. (4)
- 5.2.2 Learning outcome (4)
- 5.3 Give **FIVE (5)** benefits of implementing Recognition of Prior Learning (RPL) in an organization. (10)
- 5.4 You have been told by the Training Manager that the target audience for the training to be conducted are employees in the Banking environment who are predominantly adult learners. He advised you to apply adult learning principles when facilitating learning (3)

and development.

Which **FIVE** (05) facilitation methods/techniques would you apply to achieve the best learning conditions for adult learners?

5.5 Not all people learn the same way, and many has different learning styles which are influenced by personality, education, intelligence, experiences, culture, sensory and cognitive preferences. **(5)**

Identify **FIVE** (5) facilitation methods you will use to communicate information to different learners with different learning styles.

Total Marks Question 5

[38]

Question 6

6.1 Describe FIVE (5) possible benefits of a well-planned Workplace Based Learning (WBL) intervention. **(5)**

6.2 Explain the steps you will follow to implement the activities of the coaching plan. **(10)**

6.3 Analyse the case study below and complete a workplace facilitation / coaching plan for your improvement on the Learning activity.(Use

Ensure the following are included:

- Dates Planned
- Workplace standards, policies & procedures required for the learning, Workplace learning activity
- Goals or outcomes to be achieved with dates.
- Evidence of Competence produced.

Signatures and Learner & Workplace Coach responsibilities

Case Study: Scenario: “Health & Safety” effectiveness required in a manufacturing organisation.

A workplace learning intervention was facilitated according to the above outcome. Learning methods and activities involved follow:

Introduction:

The Facilitator introduced the learning with a video presentation on health and safety in the workplace. He then gave copies of the OHS&W manual to learners, who were told to find and highlight pages relevant to the topic. Learners were then instructed to read the sections they had highlighted. The Facilitator then asked questions to check their understanding of the topic.

Learning activities:

Working in pairs learners listed the pros and cons of not using Health & Safety equipment in the workplace. One learner from each pair then read aloud their pros and cons to the class, so that the facilitator could check their understanding

Problems that the facilitator had identified in terms of understanding the information were written on the board and clarified with the group. Learners role-played a worker, a supervisor and an OHS&W officer discussing the reasons for following Health & Safety procedures.

Conclusion of learning facilitation:

The facilitator summarised the reasons for effective Health & Safety in the workplace, on flipchart.

- 6.3.1 What workplace documentation should be available for learners to reference during workplace learning of Health & Safety? (1)
- 6.3.2 How can work instructions or standard operating procedures be of assistance during workplace learning? (1)

- 6.3.3 What summative assessment activity could the facilitator have used for evidence generation of the learner's Health & Safety competence? (1)
- 6.3.4 Employee training requirements are established for the Skills Development Plan (SDP) in each department. What would you use to determine learner requirements for facilitation of Health and Safety during workplace learning requirements. (1)
- 6.3.5 Complete the workplace facilitation/coaching plan given below for your improvement on the learning activity based on the case study above. (1)

Total Marks Question 6 [20]

Workplace facilitation / coaching Plan:					
Learner's Name and Responsibilities					
Name of Workplace facilitator/coach and Responsibilities					
Special learner requirements (Barriers to learning) Support & Remedial assistance					
Resources required for the learning (People, equipment, venue etc)					
Legislative requirements					
Health & Safety requirements for the workplace:					
2 Workplace Learning Dates: Planned	Workplace standards, policies & procedures required for the learning	2 Workplace learning activity	2 Goals or outcomes to be achieved with dates	Evidence of Competence produced	Signatures Learner & Workplace Coach

Question 7

You have received Skills Audit results from Human Resources department and decided to use it to integrate work-based learning work processes into learning outcomes. Read the following chart and fill in the empty space with at least **THREE** (3) learning outcomes in each category of the identified skills needs. **(9)**

Category		Learning Outcomes (Please Fill In)
Upon completion of this programme, the learner will be able to:		
7.1	Collaboration and Teamwork	
7.2	Creativity and Innovation	
7.3	Workplace Context and Culture	

Total Marks Question [7]

Question 8

8.1 Evaluate and complete the form below for Work-Based Learning activities to generate workplace Health & Safety competence.

(5)

Learning Activity	Rate the effectiveness of the workplace learning activity: 1 weak to 5 strong	What Evidence may be generated
<p>Using a work procedure (checklist or Standard Operating Procedure (SOP)) to coach learners in a skill.</p> <p>The coach shows the learner what to do in a step-by-step manner according to the process on the SOP.</p> <p>The learner then attempts the process and after practice, using relevant equipment and checklists, becomes ready for workplace assessment and evidence generation.</p>		
<p>Written questions</p> <p>Written questions are given for individuals to answers on an answer sheet provided</p>		

<p>Verbal questioning Questions are answered by learners</p>		
<p>Observed Simulation Learners are put in a life and death situation and asked to make important decisions</p>		
<p>Sabotages case study: Learners are given a case study with numerous irregularities and issues to solve</p>		

8.2 What are the key indicators that can be used to measure learning and development interventions effectiveness? (10)

Total Marks Question 8 [15]

Question 9

Identify and explain key issues to be considered when designing assessment instruments. (10)

Total Marks Question 9 [10]

Question 10

You have been appointed as a Facilitator and has facilitated learning and development programme. Part of your job description is to conduct assessments of all training you have conducted.

10.1 What six steps would you take to develop an assessment plan? **(6)**

10.2 Analyse the table below and adapt evidence collection methods, tools, and instruments for assessment. **(5)**

No.	Learning Objective	Formative Assessment	Rate Yes / No	Summative Assessment	Rate Yes / No	Blooms Taxonomy
1	Identify what does customer complain about?					Comprehend
2	Design a set of typical questions you would ask your clients regarding the complaint.					Knowledge
3	Identify the type of customer you are dealing with.					Analysis
4	Respond to the customer quickly.					Comprehend
5	Present a solution, and verify that the problem is solved, thereafter record the complaint.					Application

10.3 Assessments of learner competence is an integral component of the learner experiences of learning and a key driver to learner activity. Therefore, assessment practices must always adhere to key assessment principles for quality assessment.

10.4 Identify and explain how key assessment principles apply in assessments of learner competence. **(10)**

10.5 You have conducted assessment and submitted the assessment results. Briefly explain the purpose of reviewing assessment practices. **(8)**

Total Marks Question 10

29

