



Education Training and Development Practices Sector Education and Training  
Authority

MARKING MEMORANDUM  
EXTERNAL INTEGRATED SUMMATIVE  
ASSESSMENT

**Occupational Certificate: Training and  
Development**

**SAQA ID: 101321**

**NQF Level 5**

**Credits: 190**

**Total Marks: 200**

**Time: 3 Hours**

**This marking memorandum consists of 27 pages.**

## 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 learning 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 **(1)**  
includes:
- 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 **(1)**  
conducive learning environment?

- 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 for 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)

- Consider the objectives and goals of the National Qualification Framework (NQF)
- Consider the organization's vision, mission, values, and strategic objectives
- Assess the training needs of employees
- Creating a learning and development plan
- Identifying relevant learning and development programmes to address the skills needs identified that will benefit the employers (company), learners and employees and the organisation (e.g., skilling, upskilling and reskilling employees as well as providing career development paths
- Coordinating and managing the implementation of learning and development interventions
- Evaluate the success of training

**Note to Marker: One (1) mark for each point mentioned.**

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
<b>Personal Average Score:</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>2</b>

- 1.2.1 What is the competence level of the department? (1)  
**Basic capability level**
- 1.2.2 How many employees require training? (1)  
**3 employees**
- 1.2.3 Identify **THREE** (03) priority areas of training required by the identified employees. (3)
- **Public speaking**
  - **Negotiation skills**
  - **Decision-making skills**

**Total Marks for 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)
- Identify the jobs/roles

- Analyse the existing job information, such as job descriptions and skills/ titles matrices
- Identify one job incumbent for each role and arrange interview time
- Briefly explain purpose of interview, then obtain information to be included in the job profile from the job incumbent.
- Identify standard applicable to each job through scrutinising information gathered.
- Job incumbent needs to be specific skills experience underlying knowledge and personal attributes.
- Identify the organisational values and behavioural indicators applicable to each position.
- Consolidate all information into a single job profile document as per agreed format
- Verify job profiles with supervisors/ management and make adjustments where necessary. This is vital step in the process as on incumbents often exaggerate or conversely limit their responsibility.
- Ensure job profiles are aligned to organisational strategy.

**Note to Marker: One mark for eight points given by the candidate**

2.1.2 Explain the process-steps to develop an effective learning and development plan.

**(10)**

- Analyse, interpret and identify the role profiles that exist within the organisation that reflects the current skills requirements of all employees in relation to your organisation's strategic objectives. (Skills Development Analysis/Training Needs Analysis results)
- Profile the target audience and determine the type of training and objectives
- Priorities and compile specific skills set required in the organisation at individual and group levels
- Define the knowledge, skills and behaviours required
- Map appropriate learning and development interventions to meet organisational needs
- Determine resources required for learning and development implementation
- Develop/adapt impact measurement tool
- Identify key stakeholders and defining roles and responsibilities of each stakeholder
- Develop a schedule of learning and development implementation with clear timeframes



- Implement and measure the impact of the learning and development intervention to business

**Note to Marker: One (1) mark for ten points mentioned by a candidate.**

**Total Marks for 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 requests you to guide her on key topics to be covered in the presentation. **(5)**

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

- Results of the Training Needs Analysis,
- Type of training required for the employees,
- Learning and development intervention/programme covering the learning and development objectives and outcomes aligned with business outcomes,
- Resources required for the implementation of the learning and development intervention, lessons and training methods to be used, and
- Measurement indicators to determine the effectiveness and impact on the business.

**Note to Marker: One (1) mark for each point given by the candidate**

3.2 You are required to assist the quality team to sufficiently identify and define the key 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. **(15)**

List policies that must be in place to meet statutory compliance requirements to ensure quality learning and development in an occupational or vocational context.

- Human Resources Policy
- Finance Policy

- Assessment Policy
- Moderation Policy
- Administration Policy
- Recognition of Prior Learning (RPL) Policy
- Learner Management Policy
- Learner Support Policy
- Occupational Health and Safety Policy
- e'-Learning Policy
- Certification Policy
- Complaints and Appeals Policy
- Marketing Policy
- Learning and Development Policy
- Monitoring and Evaluation Policy

Note to Marker: One (1) mark for policy mentioned by the candidate

**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)**

- Group Activities – Classroom based Interventions in which individuals work in groups to learn
- Support – Oriented Activities – Interventions where individuals assist one another. i.e. on-the job training
- Self -Directed Activities – Interventions in which an employee working strictly alone can undertake activities.

**Note to Marker: One (1) for mentioned intervention given by the candidate**

4.2 Identify resources would be required for effective learning and development intervention implementation? **(3)**

- Human resources (Facilitators, Assessors, Moderators, and stakeholders to monitor and evaluate the effectiveness indicators are identified and given opportunities to contribute to the process of developing the indicators including the quality team).
- Finance (Budget to implement learning and development programmes)
- Facilities (e.g., classroom, visual aids, e-learning systems, etc)

**Note marker: One (1) for each resource equipment given by the candidate**

4.3 Your organisation has implemented a learning and development intervention last year. **(10)**

Outline **TEN** (10) indicators to measure the effectiveness of the learning and development intervention.

- Comparison between actual vs. planned learner numbers, actual vs. planned expenditure, numbers of qualifications and/or Unit Standards achieved vs. planned numbers, etc.)
- measures of the impact on knowledge, skills, and attitudes in the organisation for each skills development intervention identified in the organisation's skills plan
- Employee productivity improvement
- Improvement in process/product/service quality
- Customer satisfaction.
- The effectiveness indicators relate to the Standards e.g., NQF Qualifications linked to each learning intervention.
- The identified effectiveness indicators relate to the objectives set by the organisational skills plan at organisational, team and individual level for each learning intervention.
- The identified effectiveness indicators cover reporting requirements set at national, sectorial and organisational levels by relevant legislation and organisational policies.
- The proposed indicators are justified in terms of the values of actively affirming target groups of learners and avoiding unfair discrimination against any learners.
- The proposed indicators and measurement procedures are validated for appropriateness and practicality with stakeholders before submitting them for approval.

**Note to Marker: One (1) mark each indicator given by the candidate.**

**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)

**Step 1 – Choose realistic learning goals**

Before you begin planning you need to know what specific skills and knowledge you want your learners to develop during one single lesson or unit. Making two separate lists helps to have a clear picture of what you are trying to achieve, and it is also necessary as skills and knowledge are two completely different things. Facilitators often focus too much on knowledge forgetting about developing long-term skills is more important than knowing mere facts. So don't plan too much as it may be impossible to achieve. It's much better to plan less and cover it adequately allowing your learners enough time to digest and absorb new information their way.

**Step 2 – Pick exciting topics or learning contexts**

Even if you have a curriculum to cover that tells you what specific topics to teach and they do not seem super interesting, try to find something unique and fascinating about them. There is always a way to make even the most boring topic appealing to your learners. The best way to do so is to look for some meaningful connections between the topic and your learners' current interests. For example, a specific historical character might have had some unusual hobbies, little secrets, pets, toys, or favourite songs that can seem funny or maybe even disgusting, repulsive or controversial.

**Step 3 – Know your learners' needs and talents**

This is an absolute that will help you choose your learning goals, topics, and teaching approaches adequately. You need to know well what your learners are good at, what skills they need to develop, what fascinates them the most, and what their preferred learning styles are. Their special requirements related to disabilities, delays, and special talents should be taken into consideration when you plan your lessons. Remember that you need to prepare your lessons with all your learners in mind and that

your main goal should be to meet their needs and offer them enabling environments to learn in their preferred way.

#### **Step 4 – Use a range of teaching approaches and methods**

Choosing various methods of delivery will not only make your lessons more dynamic, but it will also facilitate the learning process as this way you are more likely to appeal to individual learners' preferences. One of the most effective and preferred approaches in modern teaching are experiential/hands-on learning, multi-sensory learning, collaborative learning, entrepreneurial education, and project-based learning just to name a few. Introducing movement, music, discussions, brainstorming sessions, multimedia, projects or teamwork will help you cater to different learning styles, offer equal opportunities to all your learners, and enable them to learn through their talents.

#### **Step 5 – Select appealing resources**

Whether you teach pre-school children or school learners, they all are very tactile. This means they learn by touching and manipulating things and objects. So make sure you provide enough opportunities for your learners to have their hands on various interesting objects and resources to facilitate the learning process. Accompanying your lessons with various audio-visual materials will additionally help your learners make sense of what you are trying to teach them. Always choose good quality resources that come from reliable sources, and make sure they are safe for your learners to use, touch, smell, or work with. Also, using authentic and multi-cultural resources will add extra educational value to your lessons.

#### **Step 6 – Fair assessment**

Assessment is a very important part of your planning, and I do not mean testing here. Checking your learners' understanding at the end of the lesson may not be the best idea if you hadn't observed them during the whole session and adjusted your teaching accordingly. In the end, your student's understanding will be as good as your delivery. A reflective facilitator uses observation skills during the entire session to make sure if their planning needs changes. This is necessary as it may turn out that your session is too difficult or too easy for your learners, requires more or less time to cover, that your learners may have interesting suggestions that need to be taken into consideration immediately, etc. So, it is wise to think about the assessment as an ongoing observation rather than just a single test. If you need to introduce tests or similar forms of assessment, you may as well do so but make sure it is not the only method you use.

#### **Step 7 – Evaluation**

Every single lesson is a chance for the facilitator to improve their facilitation practice. For this reason, it is good to make a habit of analysing your lessons and finding out how your learners responded to certain activities, resources, or methods you have used. It always helps when you try to identify the most effective tools that are worth using and those that may need modification.

5.1.2 Identify **FIVE** (5) resources to be coordinated for the facilitation of implementation of learning and development programme. **(5)**

- Learning materials/Textbooks/Workbooks
- Digital library of resources such as videos, audio equipment, Personal Computer (PC), tablet, animations, and images (multimedia)
- White board and screens
- Cameras
- Microphones
- Screens
- Slides
- Cartoons
- Films (current, from archives – standard package from suppliers)
- Real objects/minute
- Plays

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)**

- Identify the key purpose of each role by asking: What is it the training programme trying to achieve?
- Identify clusters of knowledge and skills items by asking: What do you need to know to be able to do in order to achieve your purpose?
- What results are you expected to deliver?
- What regulations and codes of practice must you adhere to? Do these knowledge and skills link to the role and purpose?

- Generate Titles/ Outcomes by asking (In relation to knowledge and skills identified): Why is it important that you are able to do this? What do you use this knowledge /skill to achieve?

**Note to Marker: One (1) mark for each of the aspects mentioned by the candidate**

1.2.2 Learning outcome (4)

- Describe what the learner will be able to do at the end of learning
- Identify the level of knowledge and skills required
- Use action verbs and be realistic about what the learners can achieve
- Add criteria to indicate how and when the outcome will be observable
- Are the titles/Outcomes in line with SAQA policy and criteria? Always ask why an activity is undertaken in order to get to the outcome/ result of that activity)

**Note to Marker: One (1) mark for each of the aspects mentioned by the candidate.**

5.3 Give **FIVE (5)** benefits of implementing Recognition of Prior Learning (RPL) in an organization. (10)

- Maximises the effective use of the education and training resources.
- Meets the needs of individual clients and candidates better.
- Motivate their clients or employees to participate more willingly in, and to complete, programmes.
- Provides equal opportunities to a greater range of clients.
- Integrates assessment with on-going services or programmes.

**Note to Marker: Two (2) points for each benefit given by candidate**

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 and development. (5)

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.

- To create a supportive environment
- To emphasise personal benefits of training
- To use training methods that require active participation
- To use a variety of training methods
- To provide structured learning opportunities
- To provide immediate feedback on practice
- To meet trainer's individual learning needs
- To make course content relevant and coherent allowing the learners to share their indigenous knowledge and experiences

**Note to Marker: One (1) for any of the five methods provided by the candidate**

**Total Marks Question 5**

**[38]**

#### **Question 6**

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

- Build positive relationship with management and staff
- Help create a pool of better-prepared, high performing, motivated employees
- Knowledgeable and skilled employees
- Improve employee retention and morale
- Value-added, quality service

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

- Identify the stakeholders needed to assist with the WBL activities
- Collect information on employees' skills needs/use the skills audit results to plan the coaching activity
- Motivate the employees to participate in the WBL activities
- Keep all key stakeholders informed at each stage of implementation
- Ensure the availability of resources (human, finance and time) as well as logistics (venues, equipment, etc) for WBL implementation
- Ensure that everyone involved in the implementation of the coaching plan understand their roles and responsibilities



- Carry out the activities and document it with photos, attendance registers and other appropriate means
- Provide structured opportunities for employees to reflect on what they have learned and how they can apply or have applied the knowledge and skills acquired
- Assist the learners to collect the required evidence by using various evidence collection methods
- Obtain feedback from stakeholders to be utilised for continuous improvement
- Quality assurance policies and procedures

**Note to Marker: One (1) for each of the points provided by the candidate.**

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)

Possible Answer:

SOPs, Work instructions, checklists, Policies etc.

6.3.2 How can work instructions or standard operating procedures be of assistance during workplace learning? (1)

Possible Answer:

Use as workplace learning guides for demonstrating skills and assessing the learner later.

6.3.3 What summative assessment activity could the facilitator have used for evidence generation of the learner's Health & Safety competence? (1)

Possible Answer:

A Test or Exam; or Incident Report.

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)

Possible Answer:

Employee (learner) or needs analysis or Job profile or job descriptions

6.3.4 Complete the workplace facilitation/coaching plan given below for your improvement on the learning activity based on the case study above. (1)

Possible Answer

Employee (learner) or needs analysis or Job profile or job descriptions

**Total Marks Question 6 [20 Marks]**

**Note to Marker: One (1) mark for each of the responses provided by the candidate.**

<b>Workplace facilitation / coaching Plan:</b>	
<b>Learner's Name and Responsibilities</b>	<p><b>Possible Answer</b> Learners to complete according to their particulars</p> <p><b>Possible Answer (Responsibilities)</b> Willingness to learn</p>
<b>Name of Workplace facilitator/coach and Responsibilities</b>	<p><b>Workplace Coach responsibilities:</b></p> <p><b>Possible Answer (Responsibilities):</b> As a subject expert being flexible, prepared, patient and a Competent role model</p>
<b>Special learner requirements (Barriers to learning) Support &amp; Remedial assistance</b>	
<b>Resources required for the learning (People, equipment, venue etc)</b>	
<b>Legislative requirements</b>	
<b>Health &amp; Safety requirements for the workplace:</b>	

<b>Workplace facilitation / coaching Plan:</b>					
<b>Possible Answer:</b>  June 2022	Operating a sewing machine	Demonstration, practice and assessment	Effective operation a of sewing machine	Garment sewed to standard.	<b>Signatures Learner &amp; Workplace Coach</b>

### **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)**

<b>Category</b>		<b>Learning Outcomes (Please Fill In)</b>
Upon completion of this programme, the learner will be able to:		
1	Collaboration and Teamwork	<p><b><u>Provide your answer</u></b></p> <p><b><u>Answer must be relevant to the learners' justification</u></b></p> <ol style="list-style-type: none"><li>1. Build effective collaborative working relationships with colleagues and customers</li><li>2. Work with diverse teams</li><li>3. Learns from and works collaboratively with individuals representing diverse cultures</li></ol>
2	Creativity and Innovation	<p><b><u>Provide your answer</u></b></p> <p><b><u>Answer must be relevant to the learners' justification</u></b></p> <ol style="list-style-type: none"><li>1. Demonstrate originality and inventiveness in work</li><li>2. Discover and communicate new ideas to others</li><li>3. Integrate knowledge across different disciplines</li></ol>
3	Workplace Context and Culture	<p><b><u>Provide your answer</u></b></p> <p><b><u>Answer must be relevant to the learners' justification</u></b></p> <ol style="list-style-type: none"><li>1. Understand the workplace's culture, etiquette and practices</li><li>2. Knowledge on how to navigate the organisation</li><li>3. Understand how to build, utilise, and maintain a professional network of relationships</li></ol>

**Total Marks Question 7 [09 Marks ]**

### **Question 8**

8.1 Evaluate and complete the form below for Work-Based Learning activities to generate workplace Health & Safety competence. (5)

<b>Learning Activity</b>	<b>Rate the effectiveness of the workplace learning activity: 1 weak to 5 strong</b>	<b>What Evidence may be generated</b>
<p><b>Using a work procedure (checklist or Standard Operating Procedure (SOP)) to coach learners in a skill.</b></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><b>Possible Answer:</b> 5</p>	<p><b>Possible Answer:</b> Checklist or SOP is scored according to learners achievements</p>
<p><b>Written questions</b></p> <p>Written questions are given for individuals to answers on an answer sheet provided</p>	<p>4</p>	<p><b>Possible Answer:</b> Test answer sheet</p>
<p><b>Verbal questioning</b></p> <p>Questions are answered by learners</p>	<p>2</p>	<p><b>Possible Answer:</b> Recorded evidence</p>

<p><b>Observed Simulation</b></p> <p>Learners are put in a life and death situation and asked to make important decisions</p>	<p>4</p>	<p><b>Possible Answer:</b></p> <p>Testimonials from other learners and Coach</p>
<p><b>Sabotages case study:</b></p> <p>Learners are given a case study with numerous irregularities and issues to solve</p>	<p>5</p>	<p><b>Possible Answer:</b></p> <p>Solution to the problem</p>

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

1. Time to proficiency
2. Knowledge gain in practice
3. Knowledge retention
4. Participant satisfaction evaluations
5. Training performance
6. Employee engagement
7. Stakeholder satisfaction
8. Training performance vs performance of the organisation

**Total Marks Question 8 [15 Marks]**

**Note to Marker: Two (2) marks for each indicator mentioned by the candidate**



## **Question 9**

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

- Holistic, integrated assessment
- Cost-effectiveness of assessments
- Special needs of learners
- Previous assessment practices
- Assessment plan and assessment context
- Assessment activities and suitable resources
- Assessment of reflexive competence of learners
- Physical and psycho-social safety including accessibility of the assessment environment
- Administration and record-keeping
- Recognition of Prior Learning assessment process

**Total Marks Question 9 [10 Marks]**

**Note to Marker: One (1) mark listed and explained consideration provided by the candidate.**

## **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)**

1. Review the programme/course learning objectives and learning outcomes
2. Choose and design assessments
3. Review the assessment tasks and select the assessment methods
4. Choose the evidence collection tools/instruments
5. Develop assessments criteria and rubrics
6. Determine the feedback strategy

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

No.	Learning Objective	Formative Assessment	Rate Yes / No	Summative Assessment	Rate Yes / No	Blooms Taxonomy
1	Identify what does customer complain about?	Role Play ½		Face-to-face ½		Comprehend
2	Design a set of typical questions you would ask your clients regarding the complaint.	Questionnaire Interview, ½		Face-to-face and telephone call ½  List ½		Knowledge
3	Identify the type of customer you are dealing with.	Profiling ½		Completion of Standard Form ½		Analysis
4	Respond to the customer quickly.	Verbal/ Written ½		Face-to-Face Interviews ½		Comprehend
5	Present a solution, and verify that the problem is solved, thereafter record the complaint.	Role Play Demonstration ½		Verbal, Recording in logbook ½		Application

**Note to Marker: (1/2 marks for each section responded to by the candidate)**

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 assessments.

10.4 Identify and explain how key assessment principles apply in assessments of learner competence.

- **Validity:** Valid assessment design engages learners in tasks aligned with the module's intended learning outcomes and measures learner's achievement of those learning outcomes.

- Authenticity: The assessor is satisfied that the work being assessed is attributable to the person being assessed.
- Consistency: There must be a measure of the consistency of assessment results from one judgement to another.
- Currency: Currency refers to the applicability of skills, knowledge and understanding in the present circumstances.
- Sufficiency: The evidence collected establishes that all criteria have been met and that performance to the required standard can be consistently repeated.
- Fairness: The method of assessment does not present any barriers to achievements

**Note to Marker: Two (2) marks for any of the 5 principles listed and explained will earn a candidate.**

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

- Feedback received from all parties (learners and moderators) relating to assessments will enable the assessor to identify the strengths and weaknesses in the assessment design
- Feedback received from all parties (learners and moderators) relating to assessments will enable the assessor to identify the strengths and weaknesses in the assessment process.
- It will enable the assessor to make recommendations on the possible review of the organisation's assessment policy,
- It will enable the assessor to make recommendations on the possible review the assessment instruments
- It will enable the assessor to make recommendations on the possible review and methods

- It will enable the assessor to make recommendations on the possible review for the purposes of improvement on the system.
- It will assist the assessor to develop your own action plan
- It will assist the assessor to to improve your assessment practices.

**Note to Marker: One (1) mark for each of the possible answers provided by the candidate.**

**Total Marks for Question 10**

**[29]**

**END**