JUNE 2013 EXAMINATION
DATE: 12 JUNE 2013
TIME: 09H00 – 12H00 TOTAL: 100 MARKS
DURATION: 3 HOURS PASS MARK: 40%

(BUS-TM1)
HUMAN RESOURCES DEVELOPMENT 1

THIS EXAMINATION PAPER CONSISTS OF 4 SECTIONS:

SECTION A: CONSISTS OF:
(i) 10 MULTIPLE-CHOICE QUESTIONS (10 MARKS)
(ii) 5 TRUE OR FALSE QUESTIONS (10 MARKS)
(iii) 10 MATCHING-STATEMENT QUESTIONS (10 MARKS)
ANSWER ALL THE QUESTIONS

SECTION B: CONSISTS OF 3 SHORT QUESTIONS
ANSWER ALL THE QUESTIONS (10 MARKS)

SECTION C: CONSISTS OF 4 LONG ANSWER QUESTIONS
ANSWER ALL THE QUESTIONS (40 MARKS)

SECTION D: CONSISTS OF 3 INTERPRETATIVE QUESTIONS
ANSWER ANY ONE OF THE QUESTIONS (20 MARKS)

INSTRUCTIONS:
1. Read the following instructions carefully before answering the paper, as failure to act upon them will result in a loss of marks.
2. Write your answers in your answer book, which is provided in the exam.
3. Ensure that your name and student number are clearly indicated on your answer book.
4. Write your answers in either blue or black ink in your answer book.
5. Read each question very carefully before you answer it and number your answers exactly as the questions are numbered.
6. Begin with the question for which you think you will get the best marks.
7. Note the mark allocations for each question – give enough facts to earn the marks allocated. Don't waste time by giving more information than required.
8. You are welcome to use diagrams to illustrate your answers.
9. Please write neatly – we cannot mark illegible handwriting.
10. Any student caught cheating will have his or her examination paper and notes confiscated. The College will take disciplinary measures to protect the integrity of these examinations.
11. If there is something wrong with or missing from your exam paper or your answer book, please inform your invigilator immediately. If you do not inform your invigilator about a problem, the College will not be able to rectify it afterwards, and your marks cannot be adjusted to allow for the problem.
12. This paper may be removed from the examination hall after the examination has taken place.
(i) MULTIPLE-CHOICE QUESTIONS

Choose the correct option for each of the following. Write only the question number and your chosen answer. For instance, if you think that the correct answer for number 1 is (a), then write it as 1. (a).

1. A training system aims to:
   (a) ensure that all learners pass the training course.
   (b) provide further assistance to employees who do not succeed.
   (c) ensure that the pass standard is attainable.
   (d) All of the above.

2. Training needs can be determined by applying the _____ model.
   (a) Michalak and Yager
   (b) Graham and Bell
   (c) Yager and Yager
   (d) Manager's

3. The role of a training practitioner is that of:
   (a) manager.
   (b) evaluator.
   (c) marketer.
   (d) All of the above.

4. Which NQF level reflects ABET?
   (a) Levels 2 to 4
   (b) Levels 5 to 7
   (c) Levels 8 and 9
   (d) Level 10

5. The abbreviation ABET stands for:
   (a) A Basic Education and Training plan.
   (b) Adult Basic Education and Training.
   (c) Adult Basic Education and Teaching.
   (d) A Basic Education and Teaching plan.

6. The demand for labour is affected most by:
   (a) poverty.
   (b) technology.
   (c) computers.
   (d) workers.
7. Which principle is required to underpin qualifications?
   (a) relevance  
   (b) integrity  
   (c) credibility  
   (d) All of the above.

8. The ETQAs are responsible for:
   (a) identification of subfields of learning.  
   (b) national stakeholder involvement.  
   (c) establishment of standard-generating bodies.  
   (d) certificate learners.

9. The Skills Development Act was signed by the president of the Republic of South Africa on the:
   (a) 20 October 1995.  
   (b) 20 October 1998.  
   (c) 20 October 2001.  
   (d) 20 October 1980.

10. What percentage (%) of an employer's total remuneration bill must be paid as the skills development levy?
   (a) 10%  
   (b) 1%  
   (c) 0.5%  
   (d) 3%  

(ii) **TRUE OR FALSE QUESTIONS**

Indicate whether the following statements are True or False. Rewrite the false statements to make them true.

1. One of the objectives of the NQF is to redress future unfair discrimination.

2. The higher education band comprises NQF levels 5 to 10.

3. ETQAs deal with the certification of learners.

4. The Minister of Finance may establish a SETA.

5. All employers are required to pay skills development levies to SARS.  

   [5 × 2 = 10]
(iii) **MATCHING-STATEMENT QUESTIONS**

Match the statements in Column B to the statements in Column A. Write down the answers only, for example 1. (a).

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ABET</td>
<td>(a) Calculates competency status of an individual</td>
</tr>
<tr>
<td>2. objective of the national skills development strategy</td>
<td>(b) Critically collecting, evaluating and analysing information</td>
</tr>
<tr>
<td>3. GET</td>
<td>(c) Need for safety and security</td>
</tr>
<tr>
<td>4. training records</td>
<td>(d) NQF levels 2 to 4</td>
</tr>
<tr>
<td>5. skills audit and needs analysis</td>
<td>(e) Workplace skills plan</td>
</tr>
<tr>
<td>6. CCFO</td>
<td>(f) NQF level 1</td>
</tr>
<tr>
<td>7. Graham and Mihal</td>
<td>(g) Promoting and accelerating quality training for all in the workplace</td>
</tr>
<tr>
<td>8. FET</td>
<td>(h) Determine training needs for managers</td>
</tr>
<tr>
<td>9. Maslow</td>
<td>(i) Human resource planning data</td>
</tr>
<tr>
<td>10. assessor</td>
<td>(j) NQF levels 5 to 10</td>
</tr>
</tbody>
</table>
SECTION B: SHORT QUESTIONS (10 MARKS)

ANSWER ALL THE QUESTIONS

QUESTION 1
Define a training plan. [2]

QUESTION 2
List two pros and two cons of e-learning. [4]

QUESTION 3
Identify two methods of evaluating a learner’s performance / knowledge and provide an example of each. [2 × 2 = 4] [10]
SECTION C: LONG ANSWER QUESTIONS (40 MARKS)

ANSWER ALL THE QUESTIONS

QUESTION 1
List and briefly explain five macro-factors that affect training in South Africa.  

[5 × 2 = 10]

QUESTION 2
Explain the purpose of keeping training records.  

[5 × 2 = 10]

QUESTION 3
The role of the training specialist within an enterprise is of the utmost importance. Name and describe five different roles of the training practitioner in the enterprise.  

[5 × 2 = 10]

QUESTION 4
List and describe the information that should be contained in a 'workplace skills plan'.  

[5 × 2 = 10]

[40]
SECTION D: INTERPRETATIVE QUESTIONS (20 MARKS)

ANSWER ANY ONE OF THE QUESTIONS

QUESTION 1
You are a trainer at Metropolitan Life and have to conduct safety training. It is important that the right climate is established. An important aspect in creating a learning environment is to notify the learners about the training.

(a) List five checks that the trainer should make in advance with regard to the facilities and media required for the training session. (5 × 2 = 10)

(b) Describe five criteria for the evaluation of the training facility. (5 × 2 = 10) [20]

OR

QUESTION 2
Training practitioners need to take the unique characteristics of the adult learner into account in their presentation of the training material. Name and discuss the characteristics of the adult learner. [20]

OR

QUESTION 3
It is important for the skills development facilitator to conduct a training needs analysis before the start of any training session.

(a) List five methods of conducting a training needs analysis. (5)

(b) Identify the three role-players in the needs analysis process and briefly discuss their roles. (6)

(c) As part of completing a workplace skills plan, the skills development facilitator needs to conduct a skills audit. Explain the steps involved. (9) [20]

[20]