



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

FACULTY OF COMMERCE, HUMAN SCIENCE AND EDUCATION

DEPARTMENT OF TECHNICAL, VOCATIONAL EDUCATION AND TRAINING

QUALIFICATION: DIPLOMA IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING: MANAGEMENT	
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FIRST OPPORTUNITY EXAMINATION QUESTION PAPER	
EXAMINER(S)	DR. N SISINYIZE
MODERATOR:	MS CLAUDIA MARITSHANE

INSTRUCTIONS	
<ol style="list-style-type: none">1. Answer ALL the questions.2. Read all the questions carefully before answering.3. Number the answers clearly	

THIS QUESTION PAPER CONSISTS OF 5 PAGES (Including this front page)

QUESTION 1

[26]

1. Identify the definition that most accurately describes a policy
 - a. A set of guidelines established by government officials
 - b. A formal statement of intent by an organization to guide decisions and achieve desired outcomes.
 - c. A temporary course of action implemented by an individual or group.
 - d. A reactionary measure taken in response to unexpected events.

 2. Which of the following best describes the purpose of a policy?
 - a. To dictate specific actions of individuals within an organization.
 - b. To provide a framework for decision-making and behaviour.
 - c. To ensure compliance with legal regulations.
 - d. To control and restrict the freedom of individuals.

 3. What is the most accurate definition of public policy?
 - a. Decisions made by government officials on foreign affairs.
 - b. A set of principles guiding interactions between businesses and consumers.
 - c. Government actions aimed at addressing societal problems and achieving public goals.
 - d. Strategies adopted by political parties to gain electoral advantage.

 4. Which of the following best describes a policy instrument?
 - a. The legal framework upon which a policy is based.
 - b. The specific actions or tools used to achieve policy objectives.
 - c. The budget allocation for implementing a policy.
 - d. The political ideology guiding policy development.

 5. Which of the following is NOT a policy instrument commonly used in TVET?
 - a. Subsidies
 - b. Accreditation
 - c. Curriculum development
 - d. Privatization

 6. How do organizational policies differ from organizational procedures?
 - a. Policies are more detailed and specific than procedures
 - b. Policies provide guidelines for decision-making, while procedures outline steps for implementation.
 - c. Procedures are legally binding, while policies are not.
 - d. Policies are developed by employees, while procedures are developed by management.
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7. During which stage of the public policy cycle are laws or regulations officially enacted?
 - a. Policy Adoption
 - b. Policy Termination
 - c. Policy Implementation
 - d. Policy Formulation

8. What is the purpose of problem definition in policy analysis?
 - a. To identify potential solutions
 - b. To understand the causes and consequences of an issue
 - c. To determine the stakeholders involved
 - d. To articulate the specific issue or challenge that requires policy attention

9. Which of the following is NOT a key component of policy analysis?
 - a. Problem identification
 - b. Policy formulation
 - c. Policy advocacy
 - d. Policy evaluation

10. Identify the statement that best describes the role of policies in organizations
 - a. To stifle innovation and creativity
 - b. To set expectations and standards for behaviour and decision-making
 - c. To maintain a chaotic environment
 - d. To discourage employee participation

11. Explore role of policies in risk management?
 - a. They exacerbate risks by creating more regulations
 - b. They provide a framework for identifying, assessing, and mitigating risks
 - c. They ignore potential risks to focus solely on profits
 - d. They prioritize risk-taking over organizational stability

12. Which of the following is NOT a role of policies in shaping organizational culture?
 - a. Reinforce desired behaviours and values
 - b. Foster a sense of accountability and responsibility
 - c. Promote discrimination and bias
 - d. Establish norms and expectations

13. Examine how policies contribute to fostering ethical behaviour
 - a. Encourage dishonesty and corruption
 - b. Establish standards of conduct and accountability
 - c. Prioritize profit over ethical considerations
 - d. Promote discrimination and bias

14. The role of stakeholders in policy development is
 - a. Passive observers
 - b. Decision-makers
 - c. Advocates for change
 - d. Policy analysts

15. What role does public participation play in policy development?
 - a. Ensures that policies reflect the preferences and needs of the public
 - b. Limits the influence of policymakers
 - c. Delays the policy development process
 - d. Minimizes stakeholder engagement

16. The primary objective of the National TVET policy of Namibia is to
 - a. Centralize TVET institutions under government control
 - b. Prioritize theoretical education over practical skills training
 - c. Enhance the quality and relevance of TVET programs
 - d. Limit access to vocational education for certain groups

17. The National TVET policy of Namibia primarily target the following level of education:
 - a. Primary education
 - b. Secondary education
 - c. Tertiary education
 - d. Lifelong learning

18. What role does industry collaboration play in the implementation of the National TVET policy of Namibia?
 - a. It is not considered important in the policy framework
 - b. It serves as a key component for curriculum development and skills training
 - c. It is solely responsible for funding TVET institutions
 - d. It is limited to providing internships for TVET students

19. A key focus area of the National TVET policy of Namibia is to:
 - a. Promote gender discrimination in vocational education
 - b. Encourage early dropout rates from TVET programs
 - c. Emphasize outdated training methods
 - d. Enhance the employability of TVET graduates

20. How does the National TVET policy of Namibia address issues of equity and inclusivity?
 - a. It limits access to TVET programs based on socioeconomic status
 - b. It promotes equal opportunities for all individuals, regardless of background
 - c. It favours certain groups over others in skills development initiatives
 - d. It excludes marginalized communities from vocational training

21. What is the significance of the National TVET policy of Namibia in the context of the country's socio-economic development?
- It perpetuates poverty and unemployment
 - It contributes to economic growth and human capital development
 - It restricts access to education for the majority of the population
 - It undermines the importance of vocational skills in the labour market
22. The following stakeholders are involved in the implementation of the National TVET policy of Namibia?
- Government agencies
 - Government, industry, civil society, and educational institutions
 - Only TVET students
 - Only private sector entities
23. Which international policy framework emphasizes the importance of technical and vocational education and training (TVET) for sustainable development?
- The United Nations Educational, Scientific and Cultural Organization (UNESCO)
 - The World Trade Organization's (WTO) trade agreements
 - The International Monetary Fund's (IMF) economic stabilization programs
 - The United Nations Convention on the Rights of the Child
24. How do the Sustainable Development Goals (SDGs) align with the objectives of the National TVET Policy of Namibia?
- Prioritize economic growth over social and environmental concerns.
 - Emphasize traditional education over technical and vocational training.
 - Promote inclusive and equitable quality education and lifelong learning opportunities.
 - Focus solely on environmental conservation without considering socio-economic development.
25. How does the National TVET Policy of Namibia contribute to the aspirations of African Agenda 2063?
- It promotes gender discrimination in technical and vocational education
 - It limits access to TVET programs for certain demographic groups
 - It aligns TVET programs with the skills needs of the continent's development priorities
 - It excludes industry stakeholders from participating in TVET curriculum development
26. What role do trade unions typically play in the implementation of the National TVET Policy in Namibia?
- Provide funding for TVET programs
 - Advocate for policy changes and improvements
 - Conduct skills assessments for TVET students
 - Administer TVET institutions

QUESTION 2

[43]

1. Mention **four (4)** major policies that serves as instruments for educational policies in Namibia (4)
2. Briefly describe the role of Development Partners and Donor Agencies in implementing the Namibia' national TVET Policy (4)
3. Outline at least **five (5)** reasons why policies may be changed (5)
4. The Ministry of Higher Education, Training and Innovation (MHETI) recognises the diversity and complexity of the TVET sector and, based on that understanding, the implementation of TVET policy shall be aligned with other stakeholders. Mention at least **six (6)** key stakeholders in implementing the National TVET policy in Namibia (6)
5. Mention at least **five (5)** key capabilities of policy analysts. (6)
6. List and explain **four (4)** categories of policy instruments (8)
7. Briefly explain the primary purpose of policy instruments in the context of public policy, and how they contribute to achieving policy objectives? Provide examples to illustrate your answer. (10)

QUESTION 3

[31]

1. Discuss the stages of the public policy cycle and explain the significance of each stage in the policymaking process. Support your explanation with examples. (15)
 2. Discuss the pivotal roles played by the Namibia Training Authority (NTA) in executing the Namibia National TVET Policy (16)
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