



**PAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION

DEPARTMENT OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

QUALIFICATION: DIPLOMA IN VOCATIONAL EDUCATION AND TRAINING: MANAGEMENT	
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COURSE CODE: QMS620S	COURSE NAME: QUALITY MANAGEMENT SYSTEMS
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DURATION: 3 HOURS	MARKS: 100

FIRST OPPORTUNITY EXAMINATION QUESTION PAPER	
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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 _3_ PAGES (Including this front page)

QUESTION 1: Match the concepts in **Column B** to their correct definitions in **Column A**. Write **ONLY ONE** correct letter in **Column C** for each of the corresponding definitions in Column A. [10]

Column A (Definitions)	Column C (Letter, e.g., 1. G)	Column B (Concepts)
1. In the TVET context in Namibia this concept means centre managers encourage a systematic process for assessing their institution's strengths, weaknesses, opportunities, and threats to inform improvement strategies.		Continuous improvement: A
2. In the TVET context in Namibia this concept means centre managers foster the process of making regular, incremental changes and enhancements to programmes, services, and operations to achieve higher quality and efficiency.		Institutional self-assessment: B
3. In the TVET context across Namibia this concept means the quality assurance departments in the centres involve various parties with vested interests, such as students, faculty, and industry partners, in the assessment and decision-making process.		Transparency: C
4. In the TVET context across Namibia this concept means centre managers taking responsibility for their actions and being answerable for the outcomes, ensuring that obligations are met.		Stakeholders' engagement: D
5. In the TVET context in Namibia this concept means centres are operating in an open and transparent manner, providing clear and accessible information to stakeholders about actions, decisions, and results.		Sustainability: E
6. In the TVET context this concept means employees in all public and private centres in Namibia strive to meet the needs of the present without compromising the ability of future generations to meet their own needs.		Continuous feedback loop: F
7. In the TVET context in Namibia this concept means centres promote the practice of comparing an institution's performance and practices with those of peers or industry leaders to identify best practices.		Collaboration: G
8. In the TVET context in Namibia this concept means centres undertake a cyclical process of collecting and analysing data, obtaining feedback, and making adjustments to improve programmes and services continuously.		Evidence-based approach: H
9. In the TVET context in Namibia this concept means centres carry out an ongoing assessment of progress and results, typically based on pre-determined criteria and performance indicators.		Monitoring & Evaluation: I
10. In the TVET context in Namibia this concept means centre managers promote a systematic and structured method of decision-making and problem-solving that relies on high-quality, reliable, and relevant evidence or data to inform and support the decision or action taken.		Benchmarking: J
		Accountability: K

QUESTION 2: (10 marks)

2.1 Institutional self-assessment is a crucial process for continuous improvement in TVET across the world. Identify and briefly describe **THREE** key challenges that TVET centres in Namibia may face when conducting self-assessment, and provide potential strategies to address the identified challenges.

QUESTION 3: (20 marks)

3.1 Benchmarking is mandatory across institutions of education and training Namibia. Identify and briefly discuss the **FOUR** important reasons why your TVET centre should constantly undertake the benchmarking exercise. Provide an example of how your institution may use benchmarking to identify best practices and enhance its programmes and services.

QUESTION 4: (20 marks)

4.1 TVET institutions often face resource constraints. Identify and briefly explain **FOUR** strategies on how your TVET centre can strategically allocate limited resources to address the critical issues that were recently identified in your institutional self-assessment. Provide a real-world example to support your answer.

QUESTION 5: (20 marks)

5.1 Key performance indicators (KPIs) play a vital role in institutional self-assessment in the TVET sector. List and briefly explain any **FOUR** KPIs and the role they can play in the management of your TVET centre. Provide specific examples to support your answer.

QUESTION 6: (20 marks)

6.1 Continuous improvement and enhancement are integral part of any TVET institutional self-assessment, involving ongoing efforts to maintain and enhance educational quality. Name and briefly explain any **FOUR** strategies on how you centre can foster the concept of continuous improvement and enhancement in the context of the recent TVET institutional self-assessment recommendations. Provide relevant examples to support your answer.

TOTAL: 100