



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	
QUALIFICATION CODE: 06DTVM	LEVEL: 6
COURSE CODE: BMT620S	COURSE NAME: BUDGET AND ASSET MANAGEMENT
SESSION: NOVEMBER 2023	PAPER: 1
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)

Case Study: Managing Assets and Budgets in the TVET Sector

In the TVET sector, the relationship between assets and budgeting management is critical for delivering quality education and training. The **case study** below of a hypothetical TVET institution, known as *Teach4Africa* highlights the important connection between assets and budgeting management in the context of the TVET sector in Namibia.

The *Teach4Africa* Institute is a reputable TVET institution that offers a range of vocational programmes. To ensure its continued success, the institution must manage its assets and budget effectively. The institution owns state-of-the-art equipment and facilities necessary for hands-on training, and these assets are essential for delivering high-quality education. However, maintaining and upgrading these assets can be expensive and requires careful budgeting.

The relationship between assets and budgeting management at the *Teach4Africa* Institute can be seen in several scenarios. For instance, the need to replace outdated machinery in the automotive workshop presents a significant budgeting challenge. The *Teach4Africa's* budget must allocate funds for new equipment, taking into account the impact on the overall financial plan. Similarly, the institution must budget for regular maintenance to keep the assets in excellent condition to ensure the safety and learning experience of the students.

The *Teach4Africa* Institute must balance investments in asset acquisition and maintenance with other budgetary needs, such as staff salaries, programme development, and student support services. Effective budgeting decisions are made by considering the institution's long-term goals, the expected lifespan of assets, and the potential impact on programme quality.

Now, answer the questions below.

QUESTION 1: (15 marks)

1.1 Briefly explain **THREE** factors that demonstrates that a relationship between assets and budgeting management exists in the TVET context of your centre. Provide relevant examples to support your answer. (15)

QUESTION 2: (15 marks)

2.1 *Teach4Africa* Institute is planning to expand its programme offerings by adding a new engineering department. Briefly explain **THREE** strategies how the centre should approach budgeting to accommodate the costs of setting up the department while ensuring the effective management of existing assets. Provide recommendations for balancing budget allocations in this scenario. (15)

QUESTION 3: (30 marks)

- 3.1** Identify and provide a summary overview of any **FOUR** key principles and regulations outlined in the Public Procurement Amendment Act No. 3 of 2022 that govern the acquisition of assets by public institutions such as your TVET centre. Provide **TWO** examples to support your answer. **(10)**
- 3.2** Explain the **TWO** benefits and **TWO** challenges associated with the implementation of the Public Procurement Amendment Act No. 3 of 2022 in the TVET centres in Namibia. Support your answer with real-world examples of how the Public Procurement Act has influenced asset procurement practices in your TVET centre. **(10)**
- 3.3** Describe **FOUR** key asset management strategies that your institution can implement to optimise the use of assets and support your centre's educational mission. Provide **TWO** real-world examples to illustrate how you might successfully implement these strategies in your TVET centre. **(10)**

QUESTION 4: (20 marks)

- 4.1** Briefly highlight how classifying assets based on their characteristics, such as tangible and intangible, current and non-current, can help your TVET centre make informed decisions regarding procurement, maintenance, and resource allocation. **(10)**
- 4.2** Discuss any **FOUR** different types of assets that are commonly found in your TVET centre and their respective roles in supporting your institution's mission. Provide real-world examples to illustrate the significance of each asset type within the context of the programmes and services offered in your TVET centre. **(10)**

QUESTION 5: (20 marks)

- 5.1** Explain any **FOUR** key arrangements and procedures involved in the procurement and supply of assets to your TVET centre. Provide specific examples of how these arrangements and procedures have ensured the effective supply of assets to support programmes in your centre. **(10)**
- 5.2** Briefly explain the **FOUR** stages of the budget negotiating process within an educational institution, such as your TVET centre. Describe the key stages involved, including budget planning, proposal submission, negotiation meetings, and final approval. Provide specific examples to support your answer. **(10)**

TOTAL: 100