



**NAMIBIA 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: 06DVM	LEVEL: 6
COURSE CODE: QMS620S & QAMS620S	COURSE NAME: QUALITY MANAGEMENT SYSTEMS & QUALITY ASSURANCE MANAGEMENT SYSTEMS
SESSION: JANUARY 2023	PAPER: 2ND OPPORTUNITY PAPER
DURATION: 3 HOURS	MARKS: 100

SECOND OPPORTUNITY EXAMINATION QUESTION PAPER	
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MODERATOR:	Ms Kristofina Junias

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)

Institutions of learning, including vocational training centres exist to fulfil a mandate explained through their clearly defined vision, mission and value statements. However, quality is at the heart of every education and training institution because quality influences a) what students learn, b) how well they learn, and c) what benefits they draw from their education. Fundamentally, quality ensures that students achieve learning outcomes and acquire values and skills that help them play a positive role in their personal lives and local communities within a globalised environment.

1. *Technical and Vocational Educational and Training (TVET) managers may desire to implement a comprehensive management system that promotes quality teaching, learning and assessment in their centres. However, evidence shows that managers experience numerous challenges that stop them from implementing an effective quality management system that has the potential to promote and improve student learning outcomes.*

Name and briefly discuss five challenges which stops TVET managers from institutionalising an effective quality management system in their centres. For each identified challenge, suggest one action that as a centre manager yourself you could implement to mitigate the negative impact of your identified challenge. Use relevant examples to support your answer. (15)

2. Stakeholders argue that teaching and learning institutions should invest time and money in three areas, namely a) inputs, b) processes and c) outputs to achieve quality in their education and training activities. Briefly discuss what teaching and learning institutions should do for each of the three areas to meet and satisfy stakeholders' concept of quality teaching and training. Use relevant examples to support your responses. (10)

3. *A general understanding exists among many quality assurance practitioners that the eight principles of quality management are used to a) determine a Quality Management System of an institution and b) assist an institution to achieve its goals and objectives.*

Briefly describe how your institution has used the following principles to provide quality education and training services to stakeholders in your region. Use the value statements of your institution to respond to this question.

- a. Leadership (10)
- b. Involvement of people (10)
- c. Continual improvement (10)
- d. Customer-focused (10)
- e. Data-driven decision-making (10)

4. Imagine that you are the manager of an underperforming vocational training centre in your region. Briefly explain how you will use the following instruments to improve the internal quality of teaching, learning and assessment in your centre. Use relevant examples to support your answers. (25)

- a. Student Progress Reports
- b. Pass Rate Drop-out Rate
- c. Feedback from the Labour Market and Alumni
- d. Student Self-Evaluations
- e. SWOT Analysis