



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

FACULTY OF COMMERCE, HUMAN SCIENCE AND EDUCATION

DEPARTMENT OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

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| QUALIFICATION: DIPLOMA IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING: TRAINER | |
| QUALIFICATION CODE: 06DTVT | LEVEL: 6 |
| COURSE CODE: PSL620S | COURSE NAME: PSYCHOLOGY OF LEARNING B |
| SESSION: NOVEMBER 2024 | PAPER: 1 |
| DURATION: 3 HOURS | MARKS: 100 |

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| FIRST OPPORTUNITY EXAMINATION QUESTION PAPER | |
| EXAMINER(S) | MS R. QUEST |
| MODERATOR: | DR O. KACHEPA |

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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 4 PAGES (Including this front page)

1. How did Smith, Polloway, Patton and Dowdy (2018) define learning disability? (2)

2. Multiple Questions: For each statement, select the option that best answers the statement.
(2 x 3 = 6)

2.1 Which barriers prevent people with disabilities from gaining equal access to information:

- A. Education
- B. Employment
- C. Public transport
- D. All of the above
- E. None of the above

2.2 A person with disabilities can take part in the following activities underneath:

- A. Vocational,
- B. Educational and
- C. Recreational
- D. All of the above
- E. None of the above

2.3 Good communication depends on:

- A. Careful observation,
- B. Accurate listening and
- C. Correct interpretation of a client's feelings
- D. All of the above
- E. None of the above

3. Read the following statements about assessment in education. Indicate True if you agree with the statement and False if you do not agree. (5 x 2 = 10)

3.1 Assessment of counselling and communication skills assist the administrators in recording the student's problem and referring them to the experts.

3.2 Social factors of disability include social perceptions towards people with a disability.

3.3 The four broad categories of learning disabilities are spoken, written, reasoning and mobility.

3.4 Only a trained expert in counselling should handle counselling matters or issues in the educational context.

3.5 Trainer competency means that instructors should possess good teaching skills and abilities that could enhance the performance of learners with barriers

4. In the context of counselling trainees with disabilities, non-verbal communication is used to let them know that they are being attended to, heard, and understood. Provide at least six (6) non-verbal communication signs used by trainers so counsellors can effectively perform their counselling responsibilities. (6 x 2 = 12)

5. Match the domain with the learner's need. Write the need next to the number. For example:

B5 or A6

(4 x 2 = 8)

| DOMAIN | NEED |
|----------------|--|
| A. Cognitive | 1. Create work products |
| B. Social | 2. Explore and challenge conventions |
| C. Affective | 3. Define and respond to position of control |
| D. Psychomotor | 4. Exercise |

6. List only ten different types of learning disabilities we have discussed from the video "Students with Disabilities: Special Education Categories". (10 x 2 = 20)

7. Explain the main aims of the following national documents. (3 x 2 = 6)

7.1 Education and Training Sector Improvement Programme (ETSIP, 2007).

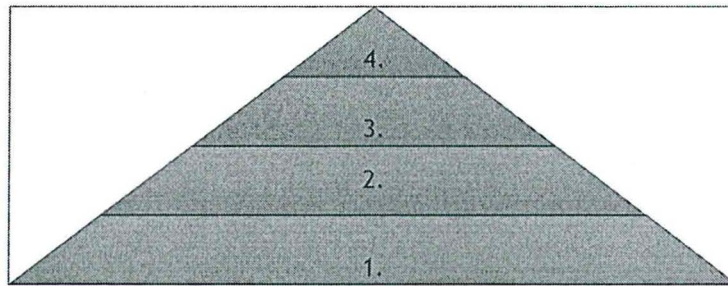
7.2 Education Sector Policy for Orphans and Vulnerable Children (2008).

7.3 Ministry of Education Strategic Plan (2012-2017).

8. Why should vocational training centres conduct an assessment of their counselling and communications skills? Provide six (6) reasons. (6 x 2 = 12)

9. Miller's model of a framework for clinical competence distinguishes four hierarchical layers of competence according to the figure below. Name and explain each layer in detail.

(4 x 3 = 12)



10. Briefly discuss the following common classroom challenges of learners with disabilities.

(3 x 4 = 12)

- A) Academics
- B) Language difficulties
- C) Social and emotional problems
- D) Memory

[Total: 100]

END OF PAPER