



**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 : TRAINER	
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COURSE CODE: HTV510S	COURSE NAME: HISTORY OF TVET
SESSION: JULY 2022	PAPER: (PAPER 2)
DURATION: 2 HOURS	MARKS: 100

SECOND 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 5 PAGES (Including this front page)

Question 1**(20)**

Read the following statements and indicate **true** if you agree with the statement and **false** if you don't agree.

- 1.1 Formal vocational education and training in Zimbabwe started with the Brigade movement in 1963.
- 1.2 The formal TVET system in South Africa allows universities to accept students without matric but with a National Certificate Vocation (NCV) level 4.
- 1.3 In Australia, the vocational education and training system is also known as the dual training system.
- 1.4 The main characteristic of the dual training system of Germany is the cooperation between mainly small and medium sized companies, on the one hand, and public funded vocational schools on the other hand.
- 1.5 The Russian System of Mechanical Arts was based on breaking down skills into smaller steps and then teaching each of these steps in the appropriate order or sequence.
- 1.6 Vocational teachers and trainers in Germany are involved in the theoretical part of TVET that is taught in schools, while trainers are responsible for the practical component in companies.
- 1.7 Since 2016 the Minister of Higher and Tertiary Education, Science and Technology in Zimbabwe, adopted the Competency-Based Education and Training (CBET) training system to produce practically orientated graduates from public and non-government TVET institutions.
- 1.8 Public Further Education Training (FET) colleges in South Africa started changing its name to TVET colleges, since the FET colleges already focused on the same kind of skills development that TVET is meant to promote.
- 1.9 Technical and Further Education (TAFE) is the largest provider of post-secondary education in Australia.
- 1.10 One of the main aims of the Namibian TVET Act, Act No 1 of 2008 was to establish the Namibia Training Authority, the Board of the Namibia Training Authority and the National Training Fund.

(10 x 2 = 20)

Question 2**(20)**

Answer the following Multiple Choice Questions. Write down the correct answer only.

- 2.1 A young boy was attached to a master craftsman for example a chairmaker, a baker, a shoemaker through a binding contract, describes:
- Journeyman
 - Apprenticeship system
 - Masters' Craftsmen
- 2.2 A _____ describes the standard of performance that is required to be deemed competent.
- Competence unit
 - Competence standard
 - Unit standard
- 2.3 After completion of the contract period the apprentice would receive \$20 to \$40, a new suit of clothes called a "freedom" suit and perhaps a set of tools, depending on the type of craft, describes:
- Apprenticeship system
 - Journeyman
 - Master's Craftsmen
 - Guilds
- 2.4 The _____ system has two components: classroom study in specialised trade schools and supervised, on-the-job work experience.
- The German TVET system
 - The Zimbabwean TVET system
 - The Australian TVET system
 - The South African TVET system
 - The Botswana TVET system
- 2.5 In the _____ all VET trainers and assessors must have a Certificate IV in Training and Assessment and/or a qualification in adult education at a diploma or higher level.
- The German TVET system
 - The Zimbabwean TVET system
 - The Australian TVET system
 - The South African TVET system
 - The Botswana TVET system

- 2.6 Essential characteristics of the Competency-Based Education Training include:
- Competencies identified by industry experts
 - Learner-centred
 - Assessment of knowledge, skills and attitudes
 - Criterion-referenced assessment and demonstration of competencies
 - None of the above
 - All of the above
- 2.7 In the _____ trainees received theoretical classes in the classroom and training in an instructional workshop.
- Apprenticeship system of training
 - The Russian System of Mechanical Arts
 - Training in the 20th Century
 - Training during WWI and WWII
- 2.8 Workers trained in a specific skill and not in a complete trade anymore, refers to _____
- The Assembly Line
 - The Russian System of Mechanical Arts
 - The Apprenticeship System of Training
 - Competency-Based Education and Training
- 2.9 Namibia's National TVET Policy (2021) outlines five policy objectives:
- To improve the governance and management of the TVET sector
 - To enhance quality and relevance of TVET programmes
 - To increase access and equity in TVET programmes
 - To promote research, innovation and entrepreneurship in TVET and its initiatives
 - To diversify sources of funding and equitable financing of TVET programmes
 - None of the above
 - All of the above
- 2.10 In _____ training methods are largely learner-centred.
- Traditional training
 - Competency-Based Education and Training
 - Unit standards
 - Competence standards
 - Demonstration of competence

(10 x 2 = 20)

Question 3 (22)

3.1 Discuss the apprenticeship system of training:

- a. Apprenticeship (3)
- b. Journeyman (3)
- c. Master Craftsman (3)
- d. Guilds (3)

3.2 Mention five differences between the TVET training systems in the SADC region and the TVET training system of Australia. (5 x 2 = 10)

Question 4 (10)

Explain five challenges facing TVET in Namibia. (5 x 2 = 10)

Question 5 (20)

Namibia's National TVET Policy (2021) outlines five policy objectives. Discuss Policy Objective 2: *"To Enhance Quality and Relevance of TVET Programmes"*.

Question 6 (8)

Discuss at least two roles of each of the following TVET stakeholders in Namibia in the implementation of the Namibian TVET Policy, 2021.

- 6.1 Ministry of Higher Education, Training, and Innovation
- 6.2 Namibia Training Authority
- 6.3 Namibia Qualifications Authority
- 6.4 TVET Training Providers

(4 x 2 = 8)