



**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	
QUALIFICATION CODE: 06DTVT	LEVEL: 6
COURSE CODE: HTV510S	COURSE NAME: HISTORY OF TVET
SESSION: JUNE 2022	PAPER: (PAPER 1)
DURATION: 2 HOURS	MARKS: 100

FIRST OPPORTUNITY EXAMINATION QUESTION PAPER	
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INSTRUCTIONS
1. Answer ALL the questions. 2. Read all the questions carefully before answering. 3. Number the answers clearly

THIS QUESTION PAPER CONSISTS OF 6 PAGES (Including this front page)

Question 1**(20)**

Match the items under column A with the items under column B. Write only the correct answer.

Column A	Column B
Trainees in the dual system spend part of each week at a vocational school and the other part at a company	Zimbabwe TVET System
System was based on breaking down skills into smaller steps and then teaching each of these steps in the appropriate order or sequence	Master Craftsman
Technical and Further Education (TAFE) is the largest provider of post-secondary education	The Russian System of Mechanical Arts
Public Further Education Training (FET) colleges started changing its name to TVET Colleges	Australian TVET System
With new inventions, machines and mass production there was a need and demand for more skilled workers, such as engineers and machinists	South African TVET System
Formal vocational education and training started with the Brigade movement	German TVET System
Since 2016 the Minister of Higher and Tertiary Education, Science and Technology adopted the Competency-Based Education and Training (CBET) training system	18 th and 19 th Century
Workers were trained in a specific skill and not in a complete trade anymore	Botswana TVET System
A young person (normally a boy) learns certain skills from an older person who is an expert in a specific field	Assembly line
Person who is a master or an expert in his specific trade	Apprentice

(10 x 2 = 20)

Question 2**(30)**

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

2.1 'Learner' or 'to learn' defines:

- a. Apprentice
- b. Journeyman
- c. Master Craftsman
- d. Guild

2.2 Moving from town to town to gain experience of different workshops describes:

- a. Master Craftsman
- b. Apprentice
- c. Journeyman
- d. Guild

- 2.3 Namibia's TVET Policy (2021) consists of the following policy objectives.
- To improve 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; and
 - To diversify sources of funding and equitable financing of TVET programmes
 - None of the above
 - All of the above
- 2.4 Settling in a workshop of the guild and after some many more years being allowed to make a masterpiece and present it to the guild. Only with consent would one be allowed to be promoted to a?
- Master Craftsman
 - Journeyman
 - Apprentice
 - Guilds
- 2.5 The assembly line forced workers to:
- Work at a certain pace with very repetitive motions
 - Have specialized knowledge of the task that they were responsible for
 - Have the characteristics of accuracy and concentration
 - None of the above
 - All of the above
- 2.6 The main aims of the Namibian TVET Act, Act No 1 of 2008, were to:
- Establish the Namibia Training Authority, the Board of the Namibia Training Authority and the National Training Fund
 - Regulate the provision of vocational education and training
 - Provide for the funding of vocational education and training
 - Provide for the imposition of vocational education and training levy
 - Provide for the appointment of inspectors and designation of quality system auditors
 - None of the above
 - All of the above
- 2.7 In the _____ teachers are involved in the theoretical part of TVET that is taught in schools, while trainers are responsible for the practical component in companies.
- Botswana TVET system
 - Zimbabwe TVET system
 - German TVET system
 - South African TVET system
 - Australia TVET system

- 2.8 The characteristics of Competency-Based Education and Training (CBET) are:
- Competencies identified by industry experts
 - Learner-centred
 - Assessment of knowledge, skills and attitudes
 - Criterion-referenced assessment
 - Demonstration of competence
 - All of the above
 - None of the above
- 2.9 In the _____, the minimum qualifications for TVET teachers/FET college lecturers are a diploma in vocational education and an advanced diploma in vocational teaching.
- Botswana TVET system
 - Zimbabwe TVET system
 - German TVET system
 - South African TVET system
 - Australia TVET system
- 2.10 Namibia's TVET Policy (2021) is aligned to the following national frameworks:
- Namibian Constitution
 - Vocational Education and Training Act, (Act No. 1 of 2008)
 - Namibia Qualifications Authority Act, (Act No. 29 of 1996)
 - Basic Education Act 2020, (Act No. 3 of 2020)
 - Higher Education Act 2003, (Act No. 26 of 2003)
 - Research, Science and Technology (Act No. 23 of 2004).
 - Harambee Prosperity Plan
 - Fifth National Development Plan
 - None of the above
 - All of the above
- 2.11 The _____ brought change to society as well as education.
- Industrial Revolution
 - Assembly Line
 - 18th and 19th Centuries
 - 20th Century
- 2.12 The _____ forced workers to work at a certain pace with very repetitive motions.
- Apprenticeship
 - Assembly Line
 - The Russian System of Mechanical Arts

- d. Industrial Revolution
- e. World War I and World War II

2.13 Technical and Further Education (TAFE) is the largest provider of post-secondary education in _____

- a. Botswana
- b. Zimbabwe
- c. South African
- d. Germany
- e. Australia

2.14 _____ are developed by a group of specialists who have in-depth knowledge of the occupational area, including representatives from both industry and education.

- a. Competency-Based Education and Training
- b. Competency Standards
- c. Demonstration of Competence
- d. Unit Standards

2.15 The _____ set and validate competency standards.

- a. Namibia Training Authority
- b. National Qualifications Framework
- c. Namibia Qualifications Authority
- d. Ministry of Higher Education, Training and Innovation
- e. National Council for Higher Education

(15 x 2 =30)

Question 3 (20)

Namibia's National TVET Policy, 2021 outlines five policy objectives. Discuss Policy Objective number 2 "To Enhance Quality and Relevance of TVET Programmes".

(10 x 2 = 20)

Question 4 (10)

Mention five key stakeholders important in the implementation of Namibia's TVET Policy (2021)

(5 x 2 =10)

Question 5 (10)

Explain any five challenges facing TVET in Namibia.

(5 x 2 = 10)

Question 6

(10)

Mention five differences between Traditional Training and Competency-Based Education and Training (CBET).

(5 x 2 = 10)