



PAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION

DEPARTMENT OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

QUALIFICATION : DIPLOMA IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING : MANAGEMENT	
QUALIFICATION CODE: 06DTVM	LEVEL: 6
COURSE CODE: QMS620S	COURSE NAME: QUALITY MANAGEMENT SYSTEMS B
SESSION: NOVEMBER 2025	PAPER: 1
DURATION: 3 HOURS	MARKS: 100

FIRST OPPORTUNITY EXAMINATION QUESTION PAPER	
EXAMINER(S)	DR GODFREY M TUBAUNDULE
MODERATOR:	DR NICO SISINYIZE

<p style="text-align: center;">INSTRUCTIONS</p> <ol style="list-style-type: none">1. Answer ALL the questions.2. When writing take the following into account. The style should inform than impress, it should be formal, in third person, paragraphs set out according to ideas or issues and the paragraphs flowing in a logical order. Information provided should be brief and accurate.3. Please ensure that your writing is legible, neat and presentable.
--

THIS QUESTION PAPER CONSISTS OF _2_ PAGES (Including this front page)

SCENARIO

Please read the scenario and answer the questions that follow:

The Ministry of Education, Innovation, Youth, Sport, Arts and Culture (MEIYSAC) has recently mandated all public and private TVET centres in Namibia to develop comprehensive Internal and External Quality Management Systems (QMS) to ensure continuous improvement in teaching, learning, and institutional performance.

One such institution, NamTech Vocational Training Centre (NTVTC), has embarked on developing its Internal Quality Assurance (IQA) and aligning it with national External Quality Assurance (EQA) standards guided by the Namibia Training Authority (NTA) and Namibia Qualifications Authority (NQA).

The Centre's management has introduced tools such as lesson observation templates, student feedback surveys, and employer feedback forms, while also engaging in external audits and benchmarking visits. Despite these efforts, challenges persist; some trainers resist change, external audits are viewed as bureaucratic, and maintaining a strong quality culture across departments remains difficult.

As a **Quality Assurance Officer** at NTVTC, you are requested to respond to the following questions.

QUESTION 1

(60 Marks)

- 1.1 In your own words, explain how internal quality assurance (IQA) enhances trainees' learning and success. Use two concrete examples to support your claims. **(10)**
- 1.2 Critically discuss why there are criticisms of external quality assurance (EQA) in TVET institutions. Cite two concrete examples to support your response. **(10)**
- 1.3 Describe what is meant by a "quality culture" in the Namibian TVET context. Suggest and explain two strategies that can be implemented to foster a positive culture shift within TVET institutions. Use two examples to support your discussion. **(10)**
- 1.4 Present an argument for continuous improvement in TVET institutions. Explain, using two real-life examples, how continuous improvement benefits institutional performance and trainee outcomes. **(10)**
- 1.5 In your own words, explain how benchmarking contributes to strengthening internal quality assurance (IQA) systems in TVET institutions. Use two examples to support your claim. **(10)**

1.6 Explain the importance of evaluation and auditing in ensuring quality within TVET institutions. Use two practical examples to support your explanation. **(10)**

QUESTION 2

(40 Marks)

2.1 Discuss the core argument for the shift from “assurance” to “enhancement” in quality management. In your response, distinguish clearly between the two concepts and explain why TVET centre managers should lean towards enhancement in their institutions. Use four concrete examples to support your discussion. **(20)**

2.2 In the context of Namibia, critically explain the concept of Total Quality Management System (TQMS) as applied in TVET institutions. Provide four examples to illustrate how TQMS principles can be implemented to improve institutional performance and trainee outcomes. **(20)**

TOTAL: 100

[END OF THE PAPER]
