



**NAMIBIA UNIVERSITY  
OF SCIENCE AND TECHNOLOGY**

**FACULTY OF COMMERCE, HUMAN SCIENCE AND EDUCATION  
DEPARTMENT OF GOVERNANCE AND MANAGEMENT SCIENCES**

<b>QUALIFICATION: BACHELOR OF HUMAN RESOURCES MANAGEMENT</b>	
<b>QUALIFICATION CODE: 07BHRM</b>	<b>LEVEL: 7</b>
<b>COURSE CODE: ETD 711S</b>	<b>COURSE NAME: INTRODUCTION TO EDUCATION, TRAINING &amp; DEVELOPMENT</b>
<b>SESSION: NOVEMBER 2024</b>	<b>PAPER: THEORY</b>
<b>DURATION: 3 HOURS</b>	<b>MARKS: 100</b>

<b>FIRST OPPORTUNITY EXAMINATION PAPER</b>	
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<b>INSTRUCTIONS</b>
1. Answer ALL the questions. 2. Write clearly and neatly. 3. Number the answers clearly.

**PERMISSIBLE MATERIALS**

1. Examination paper.
2. Examination script.

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

## **SECTION A**

### **QUESTION 1 – Multiple Choice Questions**

**[10 marks]**

Read the questions below and choose the best possible answer by selecting the letter that responds to your choice.

- 1.1 What is the rule for developing an ETD manual record-keeping system?
- a) Minimising the number of elements involved/ the simpler the system, the more it will be utilised.
  - b) Design a system as it was intended for computer implementation.
  - c) Simplify the documents
  - d) All of the above
- 1.2 An individual budget for training and development is controlled by the:
- a) Training manager
  - b) Training practitioner
  - c) Line managers
  - d) Training facilitator
- 1.3 Determining the cost of training and development is which step of the cost-effectiveness analysis?
- a) 4
  - b) 2
  - c) 1
  - d) 5
- 1.4 Which factor below does not describe the issues in the labour market?
- a) Poverty
  - b) Income equality
  - c) Unemployment
  - d) Low cost of labour

- 1.5 The following category of employers is not exempted from paying the Levy according to the Levy's act.
- a) Any public service employer in the national or provincial government.
  - b) Any religious or charitable institution which is exempt from income tax.
  - c) Any national or provincial entity that receives 80% or more of its funds from parliament.
  - d) All of the above.
- 1.6 Which data collection tool is most effective for gathering in-depth qualitative information during a Training Needs Analysis?
- a) Surveys
  - b) Interviews
  - c) Observation
  - d) Tests and Assessments
- 1.7 What type of needs assessment best describes the following statement: "needs that are related to a number of employees doing the same type of work who lack certain skills, and refer to a specific job level or category of employee. This category of needs should enable the training and development practitioner to identify requirements in respect of specific job-related training, interventions such as team-building programmes, leadership and management training".
- a) Group needs assessment
  - b) Individuals need assessment
  - c) Job needs assessment
  - d) National and sectoral needs assessment
- 1.8 What type of need best describes the following definition: "the needs that stem from organisational contributions that add measurable value to society and external clients, i.e. value that the organisation adds outside itself."
- a) Micro
  - b) Macro
  - c) Meso
  - d) Mega
9. What is the primary purpose of a Workplace Skills Audit?

- a) To determine employee satisfaction levels
  - b) To identify the skills employees currently possess and compare them to the skills required
  - c) To assess the profitability of an organisation
  - d) To evaluate the effectiveness of current marketing strategies
- 10 According to adult learning principles, which of the following factors is most important to adult learners?
- a) Learning is self-directed and relevant to their personal or professional lives.
  - b) Learning is conducted in a traditional classroom setting
  - c) Learning is primarily focused on theory without practical application
  - d) Learning is delivered in a lecture format with minimal interaction

## QUESTION 2

Decide whether the statement is True or False based on your understanding. [10 marks]

- 2.1 Facilitation is directed at questioning and listening skills, as well as providing the students with critique.
- 2.2 The annual training plan can also be referred to as an operational strategic plan.
- 2.3 Funding for vocational education and training falls under the VET Act 1 of 2009.
- 2.4 A learner who knows his/her learning style and what conditions of learning are necessary or preferred for his/her success, is more likely to succeed than others who are still finding their way.
- 2.5 Effective learning takes place when one memorises and engages with what is being learnt.
- 2.6 The formula to determine the training need is  $P - KD = N$
- 2.7 We usually refer to those activities that provide the knowledge, skills, and moral values that individuals will need in the ordinary courses of their lives 'as education'.
- 2.8 Strategic training and development only benefit new employees, as existing employees already possess the necessary skills for their roles.



- 2.9 Training Needs Analysis is conducted to identify both the skills gap and training requirements for individual employees and the organisation as a whole.
- 2.10 Surveys and questionnaires are the only data collection tools used during a Training Needs Analysis.

## **SECTION B**

### **QUESTION 3**

Read the case scenario and answer the questions below.

[24 marks]

#### **NUST Internship plan**

Gloria Matheus works for MNV Enterprises in the Human Resources Management Department as a training assistant. She has worked in the position for the past 4 years and is now considering growing her career. She feels it is time for self-development. As the department has become increasingly busy, MNV Enterprises is continuously hiring new people and is often looking for HR professionals. Her manager has discussed this with her and told her that she will need to study further to achieve her dreams. After careful consideration, Gloria has decided she would like to become an HR specialist and enrolled at NUST for a Bachelor's in HRM. In her 3<sup>rd</sup> year, she is informed that she must go on the work-integrated learning/internship programme before she completes the degree and graduates. She has put in a request to his employer to consider her for the internship programme in the company.

Gloria's manager has never heard of WIL/internships and has requested more information on the matter.

- 3.1 Put together a short presentation on WIL/internships as an education and training programme. (10)
- 3.2 It is important for you as the training manager to understand the learning styles of your participants. You will know what works best for them and can adapt their education experience accordingly.
- a) Discuss the learning styles under which the general levels of learning are incorporated. (3x2=6)
- b) Demonstrate your understanding of the four personality learning styles. (8)

### **QUESTION 4**

- 4.1 Discuss the objectives of the Namibian Qualifications Authority Act 29 of 1996. (9)

- 4.2 As the Human Resource Development manager, briefly explain the steps you would follow to develop an overall training facility strategy. (7)

### QUESTION 5

- 5.1 Discuss the relationship between the training needs assessment process and a workplace skills plan (WSP). (4)
- 5.2 Differentiate between the concepts of job analysis and task analysis. (2)
- 5.3 A job analysis is the first and most crucial step in the development of an instructional or learning system and the data collected during this activity provides the basis for the instructional system. Identify the recommended guidelines for conducting a job analysis. (10)

### QUESTION 6

Below are six important macro issues that may have an influence on training and development in an organisation. Discuss them. [6x4=24]

- |    |                                  |     |
|----|----------------------------------|-----|
| a) | Population Profile               | (4) |
| b) | Education Levels                 | (4) |
| c) | Unemployment                     | (4) |
| d) | The supply and demand for labour | (4) |
| e) | Technological acceleration       | (4) |
| d) | HIV and AIDS                     | (4) |
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