



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

FACULTY OF COMMERCE, HUMAN SCIENCE AND EDUCATION

DEPARTMENT OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

QUALIFICATION : DIPLOMA IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING: TRAINER	
QUALIFICATION CODE: 06DTV	LEVEL: 6
COURSE CODE: PSL620S	COURSE NAME: PSYCHOLOGY OF LEARNING B
SESSION: JAN 2024	PAPER: 2
DURATION: 3 HOURS	MARKS: 100

SECOND OPPORTUNITY EXAMINATION QUESTION PAPER	
EXAMINER(S)	MS R. QUEST
MODERATOR:	DR I. DE WALDT

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. Multiple Questions. Choose one correct answer and write the correct letter next to the number.
(5 x 2 = 10)

1.1 According to the *medical* model (Rieser, 2001), disability is understood as an:

- A. Individual problem
- B. Common problem
- C. Social problem
- D. All of the above

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

- A. Education,
- B. Employment,
- C. Public transport,
- D. All of the above

1.3 Good communication depends on:

- A. Careful observation,
- B. Accurate listening and
- C. Correct interpretation of a client's feelings
- D. All of the above

1.4 The National Disability Council Act 26 (2004) states that the government shall promote the vocational integration of people with disabilities based on:

- A. Whatever the origin,
- B. Nature
- C. Degree of their disability
- D. All of the above

1.5 In Namibia, inclusive education is a process of addressing the diversity of needs in TVET for all:

- A. Special children
- B. Some Youths
- C. Special trainees
- D. Working Adults

2. What is the difference between equity and equality? (4)
3. Differentiate between inclusive education and special education (4)
4. Noessel (2003) said learner needs can be Cognitive, Social, Affective and Psychomotor. Choose the appropriate learner's need to correspond with the relevant behaviour. (8)
- 4.1 Communicate with peers. -
- 4.2 Provide and be open to feedback from others -
- 4.3 Practice problem solving –
- 4.4 Manage time and tasks. –
- 4.5 Have adequate energy level -
- 4.6 Have access to equipment and tools -
- 4.7 Give and receive support -
- 4.8 Attain goals -
5. How do learners with disabilities communicate verbally with one another? Name only five facts. (5 x 2 =10)
6. Name and explain the three broad reasons why Namibian VTCs should adopt inclusive education. (3 x 3 =9)
7. What are the reasons for introducing inclusive education in TVET? Provide five reasons. (5 x 2 =10)
8. Skills amongst others such as Focusing, Questions, Silence, Immediacy and Building rapport are needed to perform your counselling responsibilities. Briefly describe each skill a future trainer or teacher should need for effective counselling. (5 x 3 = 15)
9. Miller's model of a framework for clinical competence distinguishes four hierarchical layers of competence: Knowledge, Competence, Performance and Action according to the figure below. Explain each layer in detail. (4 x 2 = 8)



10. Provide a suggested process that technical schools might adopt or adapt to facilitate the effective keeping and management of records of learners and trainees with disabilities. (12)

11. Smith, Polloway, Patton and Dowdy (2018) said a learning disability is a cognitive disability.
Provide five types of categories for learners with disabilities. (5 x 2 =10)

[Total:100]
END OF PAPER