

UNIVERSITY OF SWAZILAND



FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT
FOR
INSTITUTE OF POST GRADUATE STUDIES
MAY 2017
MASTER OF EDUCATION (M.Ed.)

COURSE CODE : EFM 622
TITLE OF PAPER : PROGRAMME DEVELOPMENT AND DELIVERY
TIME ALLOWED : THREE (3) HOURS
TOTAL MARK ALLOCATION : 100 MARKS

INSTRUCTIONS

ANSWER SECTION A AND B AND THEN CHOOSE OTHER ONE QUESTION OF YOUR CHOICE FROM SECTION C (SECTION A AND SECTION B ARE COMPULSORY QUESTIONS).

DO NOT OPEN THIS QUESTION PAPER UNTIL YOU ARE TOLD TO DO SO BY THE CHIEF INVIGILATOR

SECTION A

CHOOSE THE CORRECT ANSWER AND WRITE THE LETTER ONLY. EACH CORRECT ANSWER WEIGHS 2 MARKS. (For questions 14 and 15, refer to the case study below).

1. Which one is not a correct example of a benchmark goal to evaluation?
 - a) To learn how to market oneself in a job interview
 - b) To develop clear and more positive self-concept
 - c) To identify and discard the irrational beliefs that a client holds that are preventing him/her from being able to formulate career goals and move ahead with them.
 - d) To develop a career proposal for university students.

2. Three of the following are strategies for minimising the likelihood of counsellors behaving in ways that are insensitive to clients' values. Which one is the odd one?
 - a) Become informed about the variety of values held in society.
 - b) Read widely to gain highest qualifications
 - c) Beware of your own values
 - d) Be committed to the client's freedom of choice.

3. In career development interventions, all are principles used by a counsellor to resolve ethical decisions except one. Which one is not an ethical principle?
 - a) Competence
 - b) Autonomy
 - c) Justice
 - d) Fidelity.

4. Which one is not a model of organizational change?
 - a) Power-Coercive Change
 - b) The Rational Approach to change
 - c) The Normative-Re-educative Approach to change
 - d) Attention to Person-Social change Development

5. Which of the following is a theme underlying perceptions of the meaningfulness of a career?
 - a) Work-life balance
 - b) Helping other people
 - c) Achievement of goals
 - d) Skills, experience and competence.

6. According to Holland's six RIASEC types of modal-personal orientations, which of the following personality type describes an individual who likes routine and structure?
 - a) Social
 - b) Artistic
 - c) Realistic
 - d) Conventional

7. In career assessment all of the following are correct except –
- a) Counsellors must be mindful of the fact that clients' culture plays a significant role throughout all phases of assess process.
 - b) Counsellor must ensure that the instrument is valid, reliable and appropriate for the client's cultural and linguistic context.
 - c) Clients must be aware of counsellors' historical and personal background
 - d) Counsellors should be aware of their own worldview as well as clients' worldview.
8. The following are important properties to be considered by a counsellor when selecting an instrument in order to ensure quality except-----.
- a) Validity
 - b) Reliability (often called test re-test reliability)
 - c) Fairness related to diversity
 - d) Geographical location
9. Advancement in work and having a sense of stability at work is typical of the ---life stage as conceptualised by Super in his life stage model.
- a) growth
 - b) Establishment
 - c) exploration
 - d) maintenance
10. What is a career development programme?
- a) It is a systematic attempt to influence the career development of students and adults
 - b) A systematic programme of counsellor-coordinated information and experiences designed to facilitate individual career development
 - c) Formal relationship in which professional counsellor assist a client
 - d) Any activities that empower people to cope effectively with career development tasks.
11. Career development support on the part of the employer, include all except.....
- a) Recruitment, selection, placement and staffing
 - b) Compensation and benefits
 - c) Training and development
 - d) Job hunting for employees
12. refers to the psychological bond and employee has towards the organisation, in terms of emotional attachment, economic necessity and moral obligation.
- a) Employability
 - b) Emotional Intelligence
 - c) Organisational commitment
 - d) Psychological career resources

13. In Super's life stage model, advancement in work and having a sense of stability at work is a typical of the Life stage.
- a) Growth
 - b) Exploration
 - c) Maintenance
 - d) establishment

Case study for answering question 14 and 15

Jack and Sarah chat over tea break about their ideal work places. Jack emphasises that he must work in a place where he can make use of his expertise, while Sarah indicates that she prefers an environment that allows her to help people and give back to the community. With your knowledge of how personality (career anchors) influence career choices it is apparent to you that Jack's self-perceived talent and influence ability is.....(Question 14), while Sarah's self-perceived talent and ability is..... (Question 15)

- a) independence
- b) service/dedication to a cause
- c) general managerial competence
- d) technical/functional competence

For Questions 1-15, each correct answer weighs 2 points. 15 x2= (30Marks)

SECTION B (answer all questions in section B)

QUESTION 1

- a) Explain the importance of the following counselling principles when designing a career counselling programme for University students (10 Marks).

- i) Autonomy
 - ii) Non-maleficence
 - iii) Beneficence
 - iv) Justice
 - v) Fidelity
- (10 Marks)**

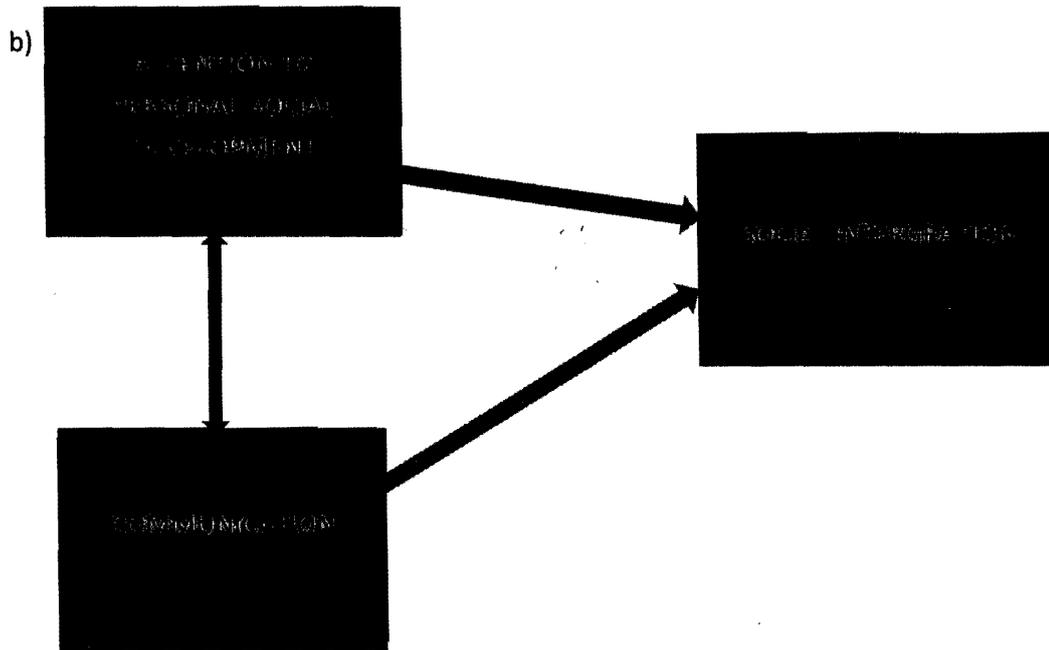


Figure 3.1

With reference to Model of Social Integration on Figure 3.1, clearly explain the relevance of the model when developing and delivering a counselling program among diverse groups in schools **(10 Marks)**.

c) Using the counselling skills you acquired from the programme development and delivery course, explain how you would include the following points when offering help to a client in a university or school:

- i) Establishing rapport
- ii) Assess client's career concerns
- iii) Setting goals
- iv) Demonstrate empathy to client
- v) Evaluate client's progress

(10 Marks)

d) Narrate how you have used the knowledge and skills you gained during your course, programme development and delivery, to demonstrate advocacy for the academic success in your school/university **(10 Marks)**

(Total Marks-40)

SECTION C

ANSWER ANY ONE QUESTION FROM THE THREE QUESTIONS IN SECTION C

QUESTION 1.

With reference to Fiedler's (2000) Model, examine the applicability of his five steps model to counsellors engaging in advocacy for special students and their families. **(30 Marks).**

QUESTION 2

Discuss the procedure for developing a suitable counselling program for learners in a College or University using practical examples **(30 Marks).**

QUESTION 3

With the aid of real life situations, discuss the factors influencing school counsellors' roles and internal relationships in organisations. **(30 Marks).**