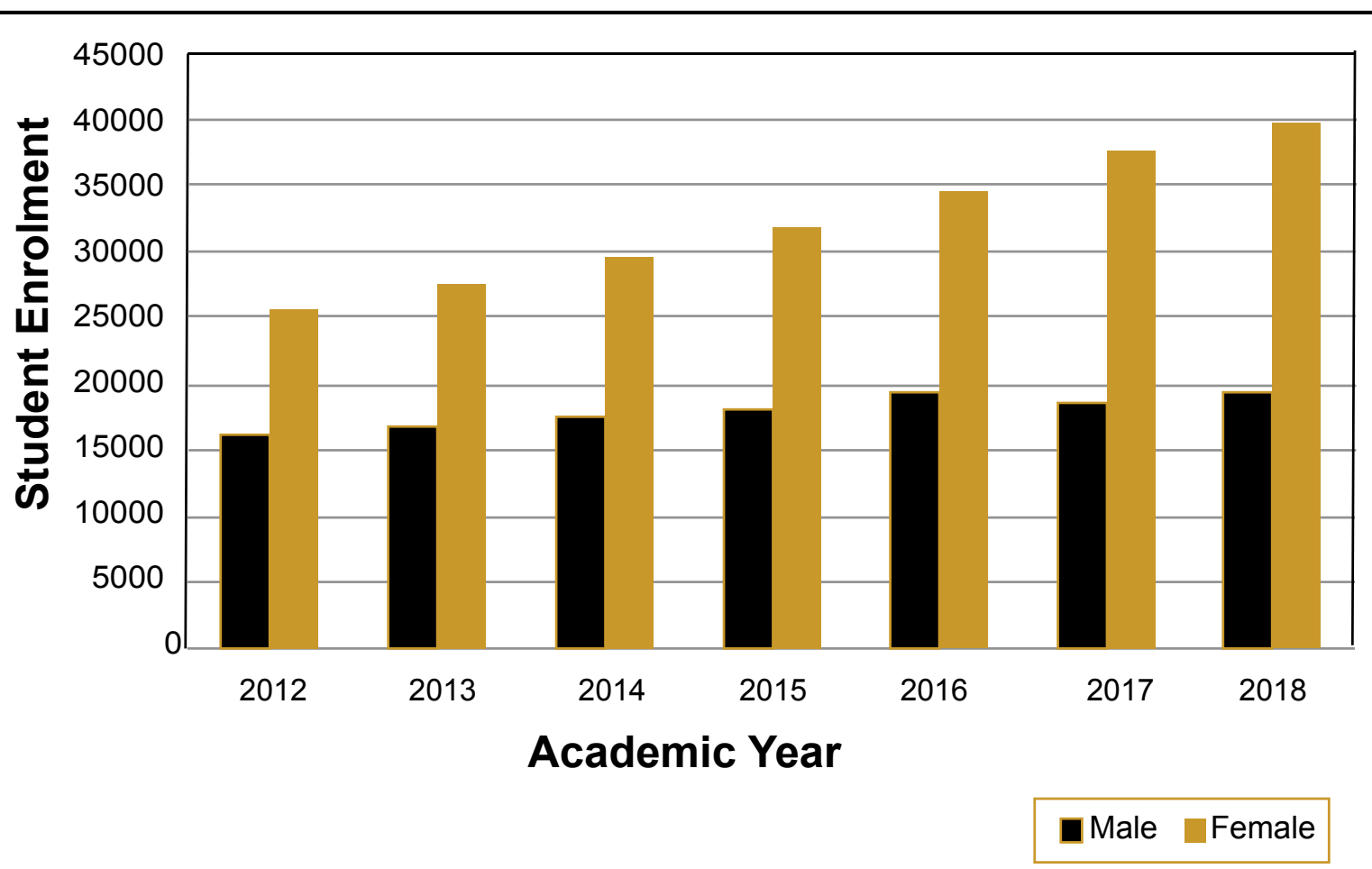


NATIONAL COUNCIL FOR HIGHER EDUCATION



2018

NAMIBIA HIGHER EDUCATION STATISTICAL YEARBOOK
(NHESY)

THE PUBLISHER

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LIST OF ABBREVIATIONS /ACRONYMS

ALI	African Leadership Institute
HEADSTART	Headstart Montessori Teacher Training College
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
IOB	Institute of Bankers
IOL	Institute for Open Learning
IUM	International University of Management
LINGUA	International Training College Lingua
MHETI	Ministry of Higher Education, Training and Innovation
MONITRONIC	Monitronic Success College
NAMCOL	Namibian College of Open Learning
NCHE	National Council for Higher Education
NETS	Namibia Evangelical Theological Seminary
NHESY	Namibia Higher Education Statistical Yearbook
NQA	Namibia Qualifications Authority
NQF	National Qualifications Framework
NS	Not Stated
NUST	Namibia University of Science and Technology
PHILIPPI	Philippi Trust Namibia
STEM	Science, Technology, Engineering and Mathematics
ST. CHARLES	St. Charles Lwanga Major Seminary
TRIUMPHANT	Triumphant College
TULIPOHAMBAMBA	Tulipohamba Training & Assessment Institute
PAULINUM	United Lutheran Theological Seminary Paulinum
UNAM	University of Namibia
WELWITCHIA	Welwitchia Health Training Centre

PREFACE

The National Council for Higher Education (NCHE) is pleased to present the Namibia Higher Education Statistical Yearbook (NHESY). NHESY provides statistics on the student and staff members in higher education in Namibia.

National data on education alone cannot reveal the full picture of the diversity that exists between the public and private sectors, regions, institutions, fields of learning, qualification types and other categories that may be used to analyse student enrolment and progression as well as characteristics of staff members.

NHESY is an annual publication. The 2018 NHESY is the sixth publication in this series.

Each publication is based on the most recent completed academic year with selected comparisons of changes over a five-year period. The analyses are supported by a range of tables and figures which are designed to highlight variations amongst higher education key indicators. The publication provides a major tool for policy and decision-makers, at multiple levels.

It can answer questions such as: Are students opting for private or public institutions? Are female students moving into fields traditionally dominated by male students? Are some fields of learning or qualifications more in demand than others? What are the gender dimensions of different indicators?

Despite the thorough efforts made by NCHE in collecting and collating data, credit also goes to our strategic partners, the Higher Education Institutions in Namibia who supply NCHE with datasets required for this publication.



We are grateful to these institutions for their cooperation.

The content of the Yearbook is continuously reviewed to improve utility and user needs.

We therefore welcome feedback or suggestions from our readers on the content and form of this book to assist in improving our services to meet their expectations and future requirements.

Kindly send comments or views to our email address, hemis@ncche.org.na

This publication can also be accessed under 'Publications' on the NCHE website, www.ncche.org.na.

A handwritten signature in black ink, appearing to read 'Sylvia Demas', with a long horizontal flourish extending to the right.

SYLVIA DEMAS
DEPUTY EXECUTIVE DIRECTOR

INTRODUCTION

In the Namibian context, Higher Education refers to all learning programmes that lead to qualifications equivalent to National Qualifications Framework (NQF) level 5 and higher, and are offered by Higher Education Institutions as defined in the Higher Education Act, Act 26 of 2003. Consequently, this document includes student enrolment and graduation statistics from HEIs that deliver programmes registered by the Namibia Qualifications Authority (NQA) on the NQF. It also presents statistics on staff members within those institutions. The report excludes students studying at foreign institutions.

This Sixth NHESY publication draws on data collected through the Higher Education Management Information System (HEMIS) for the 2018 academic year. HEMIS incorporates different kinds of data from higher education institutions in various datasets, such as students, subjects, staff and facilities. However, this publication only reports on students and staff members. To ensure data integrity, NCHE verified and validated the data with source institutions.

The statistics are cross-tabulated by the NQF qualification type; the NQF field of learning; the offering type; the students' nationality; age and sex; the region in which the students completed Grade 12; examination results, progression status; status in the academic year (first-timers or repeaters); and financial sponsors.

The publication is divided into three chapters and several annexures. Chapter 1 presents student enrolment; Chapter 2 is about the examination results obtained at the end of the academic year; and Chapter 3 focuses on the characteristics of the staff members such as; type of staff, mode of teaching (full- or part-time), and highest qualifications. There are annexures on graduates by sex, graduates by qualification type, graduates by field of learning, graduate by region of origin, variable in the student database, variables in the staff database and the glossary.

NHESY publications can be accessed through www.nche.org.na. Data related enquiries especially on data not included in the Statistical Yearbook should be forwarded to the HEMIS help desk (hemis@nche.org.na)

NOTES TO THE DATA

1. Missing data are indicated as 'Not Stated' (NS).
2. An academic year normally starts in January and ends in December. Some institutions have more than one intake per year.
3. Tables and Figures include only those students enrolled under the specified NQF Level.
4. Data presented in this yearbook are for Higher Education Institutions with programmes registered on the NQF. Enrolment of students studying with Institutions outside Namibia are not part of this report.
5. The terms and categories used in this publication are defined in the Glossary.
6. Higher Education theoretical age is the age corresponding to the first five years (i.e. 19-23 years of age) after leaving secondary school.

NAMIBIA HIGHER EDUCATION KEY INDICATORS

Indicator		2014		2015		2016		2017		2018	
		Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Number of Higher Education Institutions	Total HEIs	12		14		14		16		17	
	Public HEIs	3	25.0%	3	21.4%	3	21.4%	3	18.8%	3	17.6%
	Private HEIs	9	75.0%	11	78.6%	11	78.6%	13	81.3%	14	82.4%
Number of students	Total Students	46,963		49,678		53,661		56,047		59,208	
	Enrolment by Sector										
	Public HEIs	33,338	71.0%	34,917	70.3%	39,659	73.9%	39,689	70.8%	42,519	71.8%
	Private HEIs	13,625	29.0%	14,761	29.7%	14,002	26.1%	16,358	29.2%	16,689	28.2%
	Enrolment by Sex										
	Male	17,343	36.9%	17,868	36.0%	19,316	36.0%	18,492	33.0%	19,587	33%
	Female	29,612	63.1%	31,784	64.0%	34,345	64.0%	37,555	67.0%	39,621	67%
	Enrolment by Offering Type										
	Full-time	28,604	60.9%	29,199	59.4%	31,837	59.9%	32,857	58.6%	33,717	56.9%
	Part-time	7,321	15.6%	6,550	13.3%	6,620	12.5%	8,291	14.8%	9,111	15.4%
	Distance	10,753	22.9%	13,395	27.3%	14,702	27.7%	14,899	26.6%	16,351	27.6%
	Not Stated	285	0.6%	534	*	502	*	-		29	0.0%
	Enrolment by NQF Field of Learning										
	Agriculture and Nature Conservation	916	2.0%	1,046	2.1%	1,136	2.1%	1,102	2.0%	1,049	1.8%
	Business, Commerce and Management Studies	19,425	41.4%	20,005	40.3%	19,416	36.2%	16,899	30.2%	15,093	25.5%
	Communication Studies and Language	1,289	2.7%	1,459	2.9%	1,734	3.2%	1,601	2.9%	1,690	2.9%
	Culture and the Arts	952	2.0%	72	0.1%	72	0.1%	56	0.1%	38	0.1%
	Education, Training and Development	12,347	26.3%	14,039	28.3%	17,426	32.5%	22,552	40.2%	26,215	44.3%
	Manufacturing, Engineering and Technology	1,803	3.8%	1,493	3.0%	1,686	3.1%	1,499	2.7%	1,719	2.9%
	Human and Social Studies	898	1.9%	1,708	3.4%	1,931	3.6%	1,939	3.5%	1,801	3.0%
	Law, Military Science and Security	1,291	2.7%	1,404	2.8%	1,325	2.5%	1,434	2.6%	1,773	3.0%
	Health Sciences and Social Services	2,899	6.2%	3,159	6.4%	3,614	6.7%	3,852	6.9%	4,842	8.2%
	Physical, Mathematical and Computer Sciences	4,051	8.6%	4,085	8.2%	4,172	7.8%	4,141	7.4%	3,684	6.2%
	Physical Planning and Construction	449	1.0%	742	1.5%	819	1.5%	729	1.3%	1,009	1.7%
	Services and Life Sciences	643	1.4%	466	0.9%	330	0.6%	243	0.4%	295	0.5%

*Calculated excluding Not Stated

NAMIBIA HIGHER EDUCATION KEY INDICATORS

Indicator		2014		2015		2016		2017		2018	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
		1,630	3,171	1,880	3,523	3,211	6,677	3,248	6,539	3,607	7,184
Graduates	Total Graduates	4,801		5,403		9,888		9,786		10,791	
	Graduates by NQF Field of Learning	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
	Agriculture and Nature Conservation	138	2.9%	191	3.5%	216	2.2%	251	2.6%	207	1.9%
	Business, Commerce and Management Studies	1,722	35.9%	2,162	40.0%	5,241	53.0%	3,794	38.8%	3,634	33.7%
	Communication Studies and Language	188	3.9%	248	4.6%	259	2.6%	323	3.3%	347	3.2%
	Culture and the Arts	121	2.5%	13	0.2%	18	0.2%	15	0.2%	9	0.1%
	Education, Training and Development	962	20.0%	905	16.7%	1,444	14.6%	2,913	29.8%	3,602	33.4%
	Manufacturing, Engineering and Technology	187	3.9%	168	3.1%	267	2.7%	276	2.8%	333	3.1%
	Human and Social Studies	165	3.4%	325	6.0%	243	2.5%	333	3.4%	334	3.1%
	Law, Military Science and Security	206	4.3%	202	3.7%	262	2.6%	323	3.3%	372	3.4%
	Health Sciences and Social Services	430	9.0%	500	9.3%	910	9.2%	650	6.6%	808	7.5%
	Physical, Mathematical and Computer Sciences	543	11.3%	490	9.1%	834	8.4%	710	7.3%	755	7.0%
	Physical Planning and Construction	68	1.4%	142	2.6%	152	1.5%	140	1.4%	216	2.0%
	Services and Life Sciences	71	1.5%	57	1.1%	42	0.4%	59	0.6%	67	0.6%
	Graduates by NQF Qualification Type										
	Certificate	359	7.5%	196	3.6%	1,439	14.6%	927	9.5%	986	9.1%
	Diploma	793	16.5%	1,025	19.0%	2,451	24.8%	2,692	27.5%	2,983	27.6%
	Bachelor Degree	1,759	36.6%	1,650	30.5%	1,629	16.5%	1,547	15.8%	1,666	15.4%
	Bachelor Honours Degree	612	12.7%	1,728	32.0%	2,707	27.4%	3,403	34.8%	3,451	32.0%
	Professional Bachelor Degree	1,235	25.7%	535	9.9%	1,436	14.5%	621	6.3%	736	6.8%
	Post-graduate Certificate/Diploma	34	0.7%	194	3.6%	98	1.0%	324	3.3%	480	4.4%
	Masters Degree	9	0.2%	69	1.3%	126	1.3%	251	2.6%	476	4.4%
	Doctoral Degree	-	0.0%	6	0.1%	2	0.0%	22	0.2%	13	0.1%

NAMIBIA HIGHER EDUCATION KEY INDICATORS

Indicator		2014		2015		2016		2017		2018	
		Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Staff	Academic	2,570	56.5%	3,055	65.2%	3,133	59.0%	3,369	60.9%	3,686	63.5%
	Non-Academic	2,001	43.5%	1,630	34.8%	2,174	41.0%	2,167	39.1%	2,118	36.5%
	Total Staff	4,611		4,685		5,307		5,536		5,804	
	Academic Staff by Highest Qualification										
	Diploma	55	2.1%	119	10.3%	79	2.5%	101	3.0%	356	9.7%
	Bachelor Degree	391	15.2%	572	18.7%	419	13.4%	227	6.7%	672	18.2%
	Bachelor Honours & Professional Degree	217	8.5%	183	6.1%	471	15.0%	930	27.6%	481	13.0%
	Masters Degree	999	38.9%	989	32.4%	1,087	34.7%	947	28.1%	1,500	40.7%
	Doctoral Degree	365	14.2%	400	13.1%	457	14.6%	540	16.0%	624	16.9%
	Not Stated	535	20.8%	595	19.5%	620	19.8%	624	18.5%	53	1.4%

CHAPTER 1: STUDENT ENROLMENT

This chapter provides information on student enrolment. The following 17 Higher Education Institutions (three public and fourteen private) supplied the data:

Public Institutions

NAMCOL ¹	Namibian College of Open Learning
NUST	Namibia University of Science and Technology
UNAM	University of Namibia

Private Institutions

ALI	African Leadership Institute
HEADSTART	Headstart Montessori Teacher Training College
IOB	Institute of Bankers
IOL	Institute of Open Learning
IUM	International University of Management
LINGUA	International Training College LINGUA
MONITRONIC	Monitronic Success College
NETS	Namibia Evangelical Theological Seminary
PHILIPPI	Philippi Trust Namibia
ST. CHARLES	St. Charles Lwanga Major Seminary
TRIUMPHANT	Triumphant College
TULIPOHAMBAMBA	Tulipohamba Training & Assessment Institute
PAULINUM	United Lutheran Theological Seminary Paulinum
WELWITCHIA	Welwitchia Health Training Centre

1.1 Enrolment Growth

Table 1.1 below shows that in 2018, a total population of 59,208 students were enrolled in higher education programmes, registered at NQF level 5 and above, leading to a qualification. This total includes full-time, part-time and distance students. Sixty-seven per cent of the total students were female and 33 per cent male students.

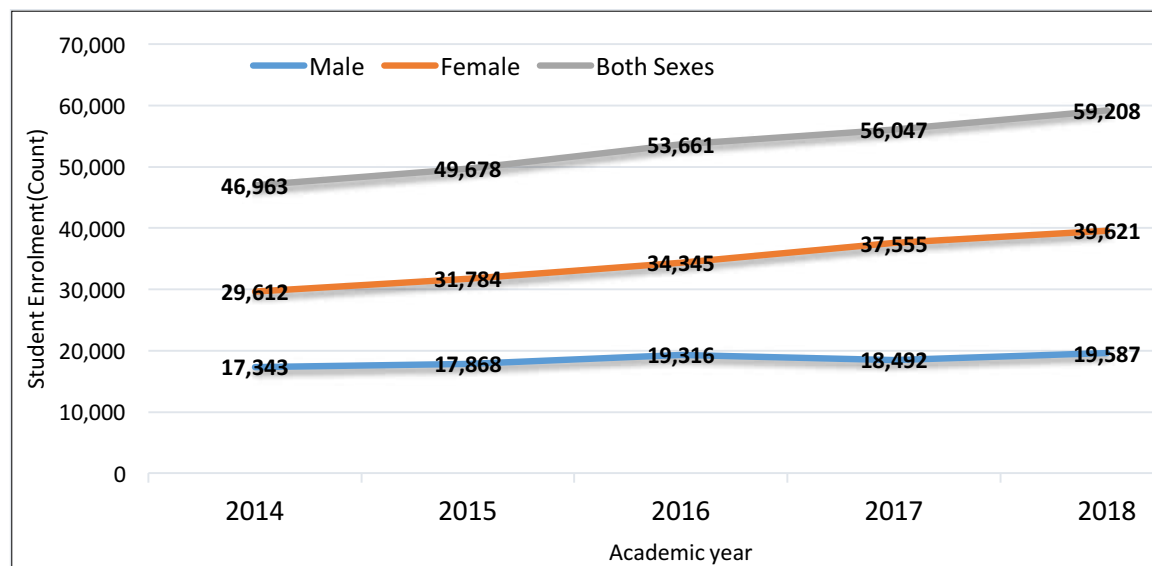
Table 1.1 Enrolment by Academic Year and Sex

Year	Population Group Aged 19–23 Years*			Student Enrolment in Local HEIs			Gross Enrolment Ratio		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes
2014	114,061	118,369	232,430	17,343	29,612	46,963	15.2%	25.0%	20.2%
2015	115,318	118,727	235,045	17,868	31,784	49,678	15.5%	26.8%	21.1%
2016	116,482	120,783	237,265	19,316	34,345	53,661	16.6%	28.4%	22.6%
2017	117,515	121,548	239,063	18,492	37,555	54,047	15.7%	30.9%	22.6%
2018	118,317	121,948	240,265	19,587	39,621	59,208	16.6%	32.5%	24.6%

¹ Even though NAMCOL is not classified as a Higher Education Institution, it is included in this publication because of the higher education programmes it offers.

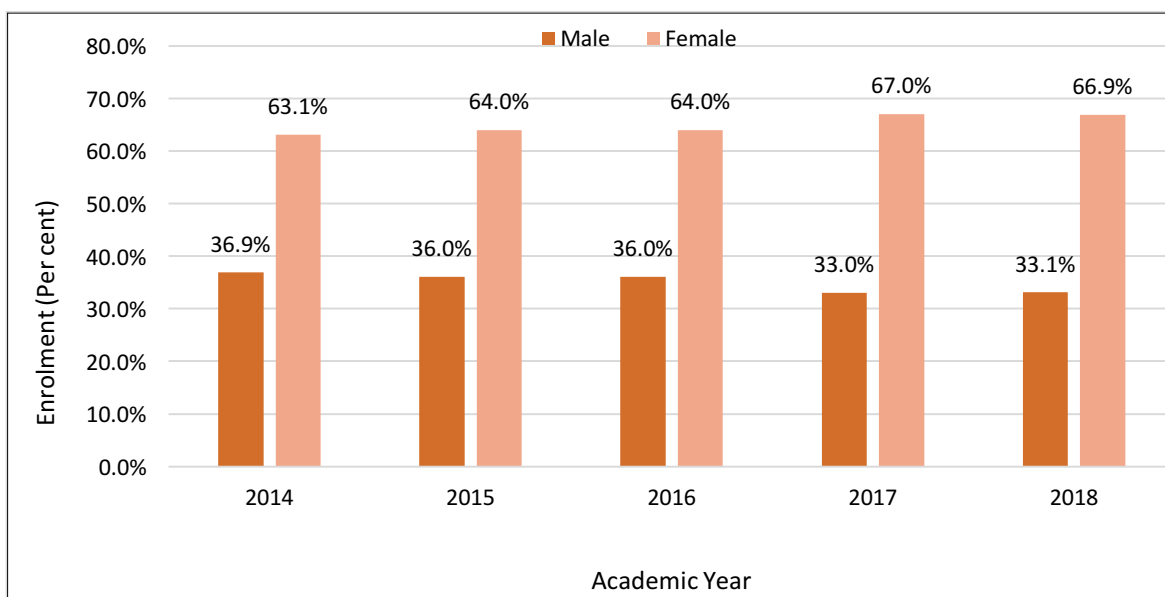
The total enrolment increased from 46,963 students in 2014 to 59,208 in 2018, resulting in an average annual increase of 6 per cent. The female student enrolment has increased from 29,612 in 2014 to 39,621 in 2018 while the male students increased from 17,343 in 2014 to 19,587 in 2018. Figure 1.1 illustrates a significant increase in total enrolment over five academic years, mainly attributed to the female students.

Figure 1.1 Enrolment Trend (2014 – 2018)



The female student enrolment increased from 63 per cent in 2014 to 67 per cent in 2018 whereas male student enrolment decreased from 37 per cent to 33 per cent over the same period (Figure 1.2), marking a widening gap between male and female student enrolment proportions.

Figure 1.2 Student Enrolment by Sex and by Academic Year (Per cent), 2014-2018



1.2 Gross Enrolment Ratio

Gross Enrolment Ratio (GER) generally measures the extent of access to higher education. GER measures the access level by calculating the ratio of persons in all age groups enrolled in various programmes to the total population in the age group of 19 to 23 years. In 2014, the Gross Enrolment Ratio was 20.2 per cent, which increased to 24.6 per cent in 2018, showing an average annual increase of about one (1) per cent. This increase can be attributed to the steep rise in female enrolment that recorded 7.5 per cent increase over the five-year period compared to 1.4 per cent of the male students (Table 1.2).

Table 1.2 Gross Enrolment Ratio (GER) by Sex, 2014–2018

Year	Population Group Aged 19–23 Years*			Student Enrolment in Local HEIs			Gross Enrolment Ratio		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes
2014	114,061	118,369	232,430	17,343	29,612	46,963	15.2%	25.0%	20.2%
2015	115,318	118,727	235,045	17,868	31,784	49,678	15.5%	26.8%	21.1%
2016	116,482	120,783	237,265	19,316	34,345	53,661	16.6%	28.4%	22.6%
2017	117,515	121,548	239,063	18,492	37,555	54,047	15.7%	30.9%	22.6%
2018	118,317	121,948	240,265	19,587	39,621	59,208	16.6%	32.5%	24.6%

Source: * 2011 Namibia Housing and Population Census based Population Projections, NSA

1.3 Enrolment by Higher Education Institution

In 2018, there were 42,519 (71.8 per cent) students in public institutions and 16,689 (28.2 per cent) students in registered/ accredited private institutions. Table 1.3 presents the distribution of the student enrolment in public Higher Education Institutions at 71.8 per cent compared to 28.2 per cent in private Higher Education Institutions. Almost half (46.3 per cent) of all students were enrolled at UNAM. IUM and IOL continued to accommodate large numbers of students enrolled in private institutions.

Table 1.3 Enrolment by Higher Education Institution, 2018

Higher Education Institutions	Number of Students	Per Cent
NAMCOL	4,335	7.3%
NUST	10,761	18.2%
UNAM	27,423	46.3%
Total Public HEIs	42,519	71.8%
ALI	168	0.3%
HEADSTART	515	0.9%
IOB	218	0.4%
IOL	4,967	8.4%
IUM	7,753	13.1%
LINGUA	725	1.2%
MONITRONIC	458	0.8%
NETS	21	0.0%
PHILIPPI TRUST	5	0.0%
ST.CHARLES	40	0.1%
TRIUMPHANT	1,430	2.4%
TULIPOHAMB	60	0.1%
PAULINUM	30	0.1%
WELWITCHIA	299	0.5%
Total Private HEIs	16,689	28.2%
Grand Total	59,208	100.0%

1.4 Enrolment by Higher Education Institutions and by Sex

Table 1.4 presents the enrolment by institution and by sex. The number of female students (39,621) was twice their male counterparts (19,587). In other words, for every male student, there were two female students in higher education for 2018 academic year. In terms of Gender Parity Index (GPI), for every 100 male students, there were 202 female students enrolled in Namibia in 2018. While enrolment was in favour of female students in the majority of Higher Education Institutions, enrolment at some faith-based colleges such as NETS, ST. CHARLES were in favour of male students. Some institutions such as NUST and ALI had a balanced gender distribution proportion.

Table 1.4 Enrolment by Higher Education Institutions and by Sex, 2018

Higher Education Institutions	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
NAMCOL	414	3,921	4,335	10%	90%	100%
NUST	5,386	5,375	10,761	50%	50%	100%
UNAM	9,180	18,243	27,423	33%	67%	100%
Total Public HEIs	14,980	27,539	42,519	35%	65%	100%
ALI	85	83	168	51%	49%	100%
HEADSTART	16	499	515	3%	97%	100%
IOB	58	160	218	27%	73%	100%
IOL	861	4,106	4,967	17%	83%	100%
IUM	2,405	5,348	7,753	31%	69%	100%
LINGUA	234	491	725	32%	68%	100%
MONITRONIC	207	251	458	45%	55%	100%
NETS	17	4	21	81%	19%	100%
PHILIPPI TRUST	-	5	5	0%	100%	100%
ST.CHARLES	39	1	40	98%	3%	100%
TRIUMPHANT	613	817	1,430	43%	57%	100%
TULIPOHAMBA	7	53	60	12%	88%	100%
PAULINUM	14	16	30	47%	53%	100%
WELWITCHIA	51	248	299	17%	83%	100%
Total Private HEIs	4,607	12,082	16,689	28%	72%	100%
Grand Total	19,587	39,621	59,208	33%	67%	100%

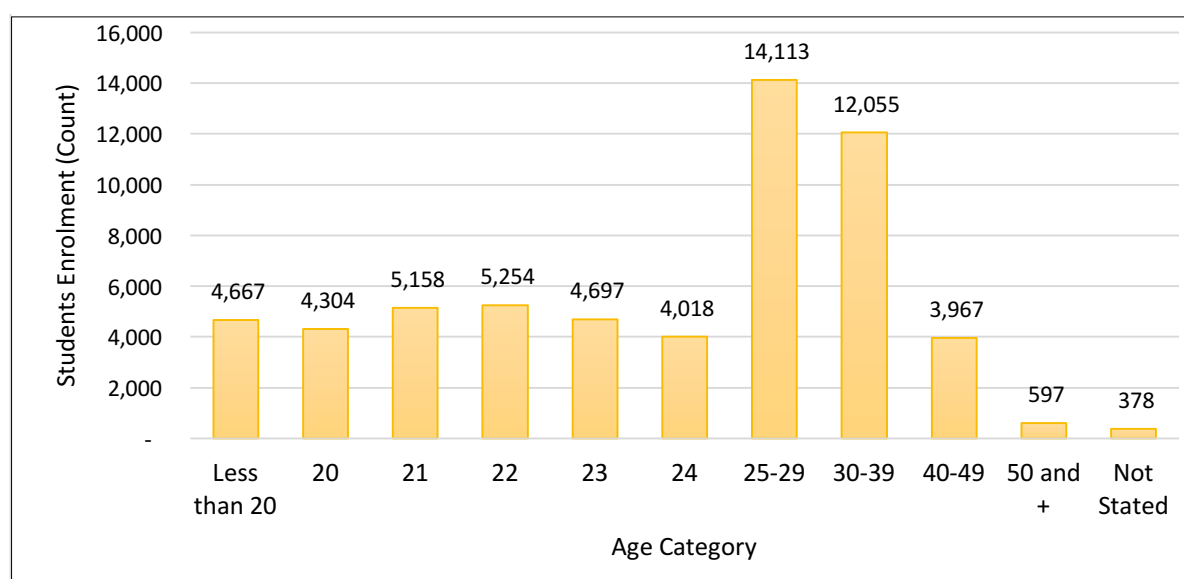
1.5 Enrolment by Age

Table 1.5 and Figure 1.3 show enrolment by age. Students within the maximum higher education theoretical age of 23 years constituted 40.7 per cent of the total enrolment. It is also worth noting that almost half (48 per cent) of the total students were 24 years old or younger.

Table 1.5 Enrolment by Age, 2018

Age Group	Number of Students	Per Cent	Cumulative Per Cent
Less than 20	4,667	7.9%	7.9%
20	4,304	7.3%	15.2%
21	5,158	8.7%	23.9%
22	5,254	8.9%	32.7%
23	4,697	7.9%	40.7%
24	4,018	6.8%	47.5%
25-29	14,113	23.8%	71.3%
30-39	12,055	20.4%	91.7%
40-49	3,967	6.7%	98.4%
50 and +	597	1.0%	99.4%
Not Stated	378	0.6%	100.0%
Total	59,208	100.0%	

Figure 1.3 Enrolment by Age, 2018



1.6 Enrolment by Age and by Sex

Table 1.6 presents the age of the students, disaggregated by sex. The results show that female enrolment remained above 60 per cent in all age groups, a trend similar to the gender representation of the overall total.

Table 1.6 Enrolment by Age and by Sex, 2018

Age	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Less than 20	1,629	3,038	4,667	34.9%	65.1%	100.0%
20	1,590	2,714	4,304	36.9%	63.1%	100.0%
21	1,935	3,223	5,158	37.5%	62.5%	100.0%
22	1,955	3,299	5,254	37.2%	62.8%	100.0%
23	1,826	2,871	4,697	38.9%	61.1%	100.0%
24	1,517	2,501	4,018	37.8%	62.2%	100.0%
25-29	4,599	9,514	14,113	32.6%	67.4%	100.0%
30-39	3,239	8,816	12,055	26.9%	73.1%	100.0%
40-49	1,083	2,884	3,967	27.3%	72.7%	100.0%
50 and +	195	402	597	32.7%	67.3%	100.0%
Not Stated	19	359	378	5.0%	95.0%	100.0%
Grand Total	19,587	39,621	59,208	33.1%	66.9%	100.0%

1.7 Enrolment by Offering Type and by Sex

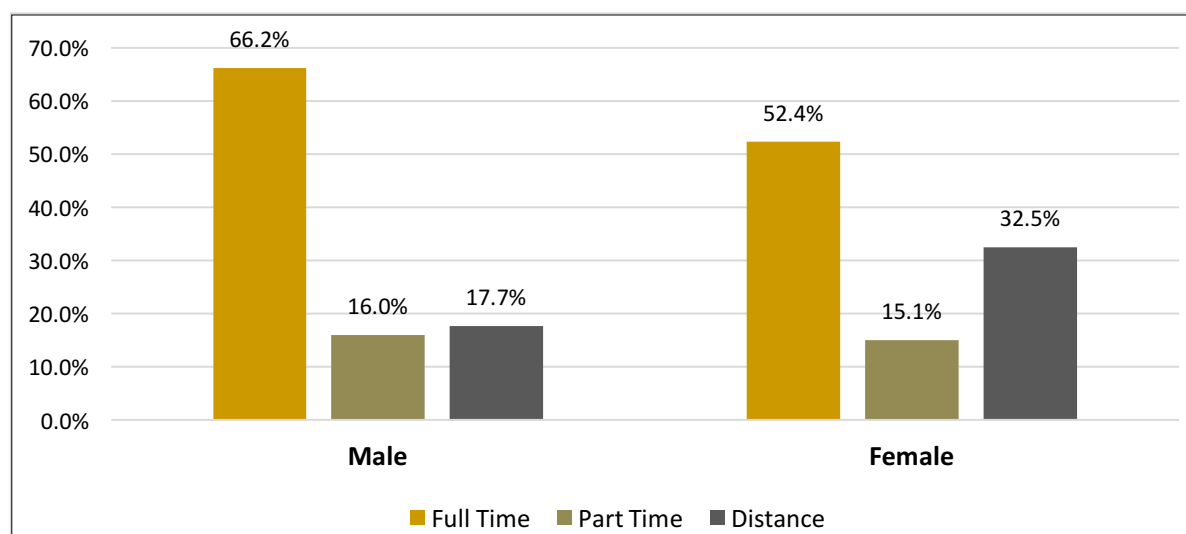
In general, higher education may be offered in three different modes, namely full-time, part-time and distance. In 2018, more students were enrolled for full-time study (56.9 per cent), followed by distance education (27.6 per cent), as reflected in Table 1.7.

Table 1.7 Enrolment by Offering Type and by Sex, 2018

Offering Type	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Full Time	12,969	20,748	33,717	66.2%	52.4%	56.9%
Part Time	3,133	5,978	9,111	16.0%	15.1%	15.4%
Distance	3,473	12,878	16,351	17.7%	32.5%	27.6%
Not Stated	12	17	29	0.1%	0.0%	0.0%
Grand Total	19,587	39,621	59,208	100.0%	100.0%	100.0%

It is however worth noting that of all male students, about two thirds (66.2 per cent) were studying full-time, slightly higher than female students at 52.4 per cent). In contrast, only about 18 per cent of male students were studying through distance compared to about 33 per cent of female students (Figure 1.4).

Figure 1.4 Enrolment by Offering Type, 2018



When the mode of study (offering type) was disaggregated by the Higher Education Institutions, majority of the full time (93 per cent) and part time (89 per cent) students were in the three universities (UNAM, NUST and IUM), while 85 per cent on distance were from IOL, UNAM and NAMCOL. Institutions such as NAMCOL, IOL and ALI only offers qualifications through distance mode of learning whereas faith-based HEI's such as ST. CHARLES, PAULINUM and NETS only offers education through full-time mode.

Table 1.8 Student Enrolments by Higher Education Institution and by Offering Type, 2018

HEIs	Number				Per Cent			
	Full time	Part time	Distance	Total	Full time	Part time	Distance	Grand Total
UNAM	19,794	3,074	4,555	27,423	58.7%	33.6%	27.9%	46.3%
NUST	5,905	2,828	2,028	10,761	17.5%	30.9%	12.4%	18.2%
LINGUA	394	231	100	725	1.2%	2.5%	0.6%	1.2%
IOB	58	54	106	218	0.2%	0.6%	0.6%	0.4%
MONITRONIC	390	51	17	458	1.2%	0.6%	0.1%	0.8%
TRIUMPHANT	1,173	182	75	1,430	3.5%	2.0%	0.5%	2.4%
IUM	5,541	2,212	-	7,753	16.4%	24.2%	0.0%	13.1%
HEADSTART	13	502	-	515	0.0%	5.5%	0.0%	0.9%
NETS	20	1	-	21	0.1%	0.0%	0.0%	0.0%
PHILIPPI TRUST	-	5	-	5	0.0%	0.1%	0.0%	0.0%
ST. CHARLES	40	-	-	40	0.1%	0.0%	0.0%	0.1%
TULIPOHAMB	60	-	-	60	0.2%	0.0%	0.0%	0.1%
PAULINUM	30	-	-	30	0.1%	0.0%	0.0%	0.1%
WELWITCHIA	299	-	-	299	0.9%	0.0%	0.0%	0.5%
NAMCOL	-	-	4,335	4,335	0.0%	0.0%	26.5%	7.3%
IOL	-	-	4,967	4,967	0.0%	0.0%	30.4%	8.4%
ALI	-	-	168	168	0.0%	0.0%	1.0%	0.3%
Grand Total	33,717	9,140	16,351	59,208	100.0%	100.0%	100.0%	100.0%

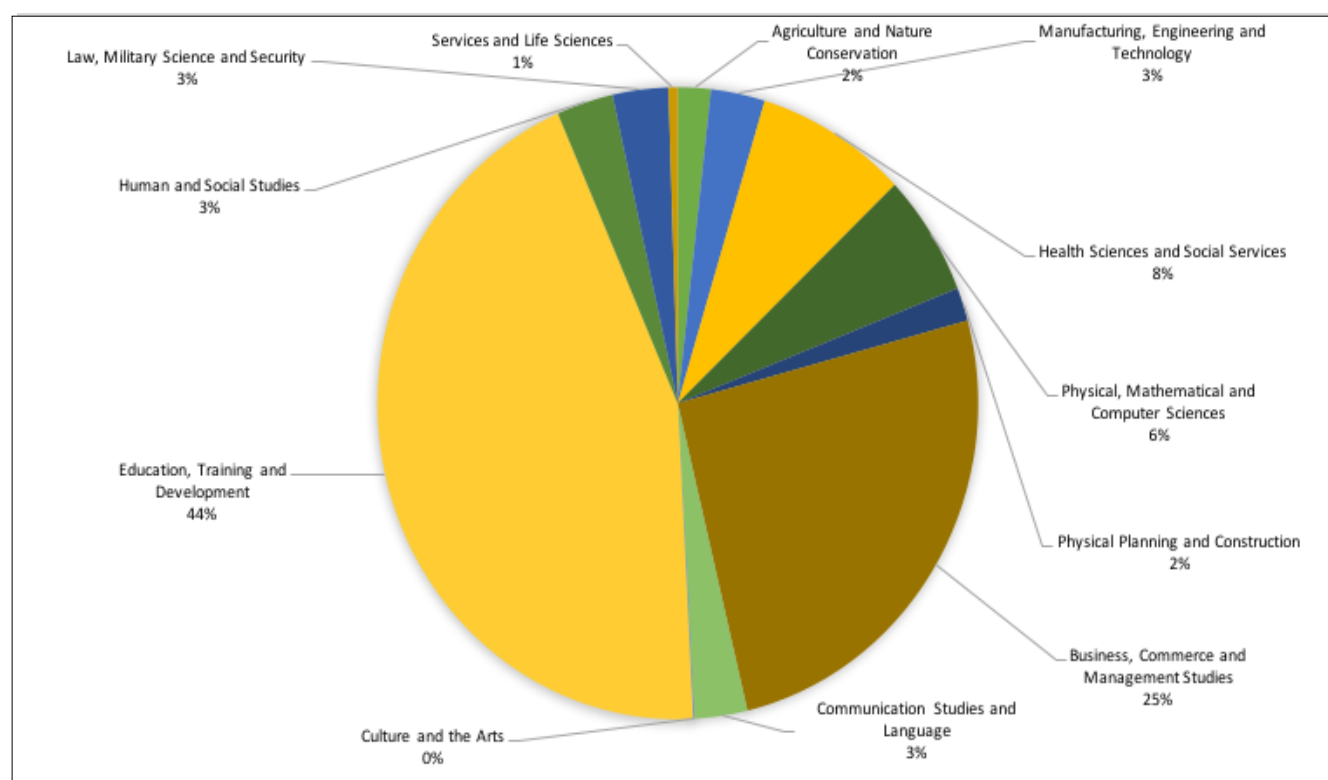
1.8 Enrolment by NQF Field of Learning

Table 1.9 and Figure 1.5 present the distribution of students across the various NQF Fields of Learning by Sex. Female student enrolment was highly dominant in fields such as Education, Training and Development (76.5 per cent), Health and Social Services (75.0 per cent), Human and Social studies (68.7 per cent) and Communication studies and Language (67 per cent). Male students on the other hand highly dominated the STEM fields such as Manufacturing, Engineering and Technology (76.0 per cent), Physical Planning and Construction (62.5 per cent) and Physical, Mathematical and Computer Sciences (57.2 per cent).

Table 1.9 Enrolment by NQF Field of Learning and by Sex, 2018

Qualification Field of Learning	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Agriculture and Nature Conservation	515	534	1,049	49.1%	50.9%	100.0%
Business, Commerce and Management Studies	5,530	9,563	15,093	36.6%	63.4%	100.0%
Communication Studies and Language	554	1,136	1,690	32.8%	67.2%	100.0%
Culture and the Arts	13	25	38	34.2%	65.8%	100.0%
Education, Training and Development	6,162	20,053	26,215	23.5%	76.5%	100.0%
Manufacturing, Engineering and Technology	1,306	413	1,719	76.0%	24.0%	100.0%
Human and Social Studies	563	1,238	1,801	31.3%	68.7%	100.0%
Law, Military Science and Security	902	871	1,773	50.9%	49.1%	100.0%
Health Sciences and Social Services	1,211	3,631	4,842	25.0%	75.0%	100.0%
Physical, Mathematical and Computer Sciences	2,108	1,576	3,684	57.2%	42.8%	100.0%
Physical Planning and Construction	631	378	1,009	62.5%	37.5%	100.0%
Services and Life Sciences	92	203	295	31.2%	68.8%	100.0%
Total	19,587	39,621	59,208	33.1%	66.9%	100.0%

Figure 1.5 Enrolment by NQF Field of Learning (per cent), 2018



In total, approximately 21 per cent of students were enrolled in the Science, Technology, Engineering and Mathematical (STEM) fields (Table 1.10). About 30 per cent of all male students were enrolled in STEM fields compared to only 17 per cent of all female students. Female students in STEM were mainly concentrated in Health Sciences and Social Services (9 per cent), of whom most were in Nursing.

Table 1.10 Enrolment by STEM and Non-STEM NQF Fields of Learning, 2018

Qualification Field of Learning	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Agriculture and Nature Conservation	515	534	1,049	2.6%	1.3%	1.8%
Manufacturing, Engineering and Technology	1,306	413	1,719	6.7%	1.0%	2.9%
Health Sciences and Social Services	1,211	3,631	4,842	6.2%	9.2%	8.2%
Physical, Mathematical and Computer Sciences	2,108	1,576	3,684	10.8%	4.0%	6.2%
Physical Planning and Construction	631	378	1,009	3.2%	1.0%	1.7%
Total STEM Fields	5,771	6,532	12,303	29.5%	16.5%	20.8%
Business, Commerce and Management Studies	5,530	9,563	15,093	28.2%	24.1%	25.5%
Communication Studies and Language	554	1,136	1,690	2.8%	2.9%	2.9%
Culture and the Arts	13	25	38	0.1%	0.1%	0.1%
Education, Training and Development	6,162	20,053	26,215	31.5%	50.6%	44.3%
Human and Social Studies	563	1,238	1,801	2.9%	3.1%	3.0%
Law, Military Science and Security	902	871	1,773	4.6%	2.2%	3.0%
Services and Life Sciences	92	203	295	0.5%	0.5%	0.5%
Total Non-STEM Fields	13,816	33,089	46,905	70.5%	83.5%	79.2%
Grand Total	19,587	39,621	59,208	100%	100%	100%

1.9 Enrolment by NQF Qualification Type and by Sex

More than half (54.6 per cent) of the students enrolled for Bachelor (including Professional and Honours) Degrees, followed by Certificates/Diplomas (40.2 per cent). Of all male students, almost two thirds (64.7 per cent) were enrolled for Bachelor/ Professional/ Honours degrees compared to female students who represented 49.6 per cent for the same qualifications. A large proportion (45.7 per cent) of female students were enrolled for certificates and diplomas. Masters and Doctoral Degrees totals 3.7 per cent of the total enrolment (Table 1.11).

Table 1.11 Enrolment by NQF Qualification Type and by Sex, 2018

Qualification Type (NQF Level)	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Pre-Engineering (Level 5)	103	46	149	0.5%	0.1%	0.3%
Certificates/Diplomas (level 5-7)	5,673	18,105	23,778	29.0%	45.7%	40.2%
Bachelor Degree (level 7)	4,836	5,649	10,485	24.7%	14.3%	17.7%
Bachelor Honours Degree (Level 8)	5,904	11,008	16,912	30.1%	27.8%	28.6%
Professional Bachelor Degree (Level 8)	1,940	2,973	4,913	9.9%	7.5%	8.3%
Post-graduate Certificates/Diploma (Level 7-8)	242	496	738	1.2%	1.3%	1.2%
Masters Degree (Level 9)	795	1,241	2,036	4.1%	3.1%	3.4%
Doctoral Degree (Level 10)	94	103	197	0.5%	0.3%	0.3%
Grand Total	19,587	39,621	59,208	100.0%	100.0%	100.0%

1.10 New and Repeating Students by Sex

The progression and repetition rates determine the internal efficiency of an education system. Table 1.12 indicates that about 84 per cent of the students were either in their first year or had progressed to the next year of study, while about 16 per cent were repeating a year of study. The information shows that the total number of repeaters was more than 9,000 students out of a student population of 59,208. When compared within sexes, male students showed a five per cent higher repetition rate than female students.

Table 1.12 New and Repeating Students by Sex, 2018

New and repeater	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
New	15,848	33,857	49,705	80.9%	85.5%	83.9%
Repeater	3,693	5,628	9,321	18.9%	14.2%	15.7%
Not Stated	46	136	182	0.2%	0.3%	0.3%
Total	19,587	39,621	59,208	100.0%	100.0%	100.0%

1.11 New and Repeating Students by Year of Study and by Sex

Table 1.13 presents the percentage of repeaters within each year of study by sex. Besides the first year students, there was a marked incline in repetition as students progressed from second year to the fourth year of study. Male students were more prone to repeating compared to female students.

Table 1.13 New and Repeating Students by Year of Study and by Sex, 2018

Year of Study		Number			Per Cent		
		Male	Female	Total	Male	Female	Total
Year 1	New	6,402	13,481	19,883			
	Repeater	1,355	2,041	3,396	17.5%	13.1%	14.6%
	Total	7,757	15,522	23,279			
Year 2	New	4,597	10,072	14,669			
	Repeater	800	1,272	2,072	14.8%	11.2%	12.3%
	Not Stated	12	45	57			
	Total	5,409	11,389	16,798			
Year 3	New	3,226	6,422	9,648			
	Repeater	952	1,277	2,229	22.6%	16.4%	18.6%
	Not Stated	34	91	125			
	Total	4,212	7,790	12,002			
Year 4	New	1,388	3,079	4,467			
	Repeater	581	1,033	1,614	29.5%	25.1%	26.5%
	Total	1,969	4,112	6,081			
Year 5	New	95	502	597			
	Repeater	5	5	10	5.0%	1.0%	1.6%
	Total	100	507	607			
Year 6	New	39	245	284			
	Repeater	-	-	-	0.0%	0.0%	0.0%
	Total	39	245	284			
Not Stated	New	101	56	157			
	Total	101	56	157			
Total	New	15,848	33,857	49,705			
	Repeater	3,693	5,628	9,321	18.9%	14.2%	15.7%
	Not Stated	46	136	182			
	Total	19,587	39,621	59,208			

1.12 Enrolment by Region of Origin

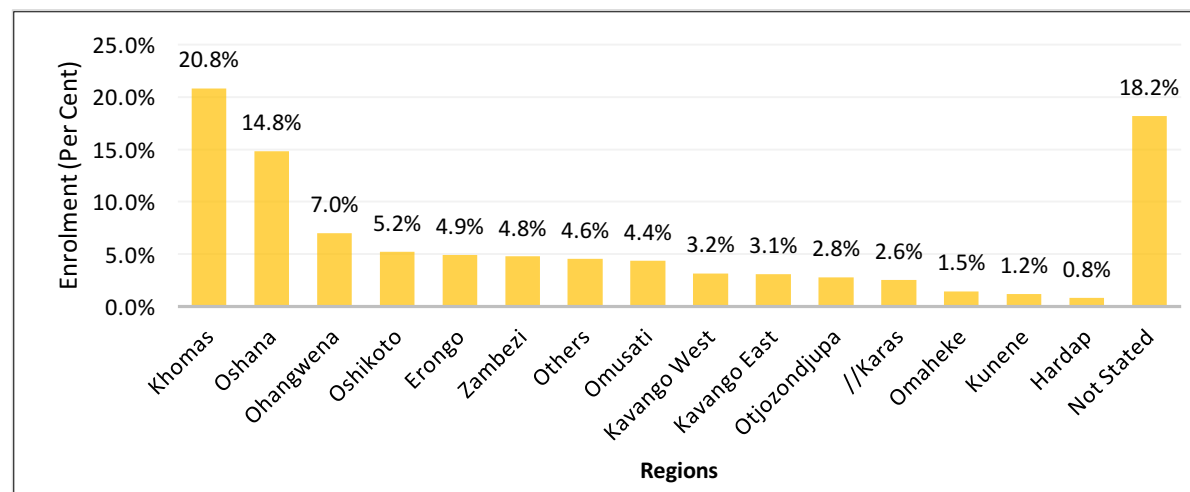
The region in which students completed Grade 12 was used as a proxy for the Region of Origin. Table 1.14 and Figure 1.6 presents enrolment by region. It was observed that students from Khomas Region represented the highest proportion (21 per cent) of students in Higher Education Institution, followed by Oshana Region with about 15 per cent. Students from Hardap accounted for less than 1 per cent. The large proportion of students with missing region of origin ('Not Stated') 18 per cent underestimates the enrolment, especially of populous regions such as Khomas and Oshana.

Table 1.14 Enrolment by Region of Origin, 2018

Region of Origin (Home)	Number	Per Cent	Cumulative Per Cent
Erongo	2,911	4.9%	4.9%
Hardap	485	0.8%	5.7%
//Karas	1,512	2.6%	8.3%
Kavango East	1,851	3.1%	11.4%
Kavango West	1,888	3.2%	14.6%
Khomas	12,325	20.8%	35.4%
Kunene	729	1.2%	36.7%
Ohangwena	4,166	7.0%	43.7%
Omaheke	869	1.5%	45.2%
Omusati	2,601	4.4%	49.5%
Oshana	8,792	14.8%	64.4%
Oshikoto	3,097	5.2%	69.6%
Otjozondjupa	1,665	2.8%	72.4%
Zambezi	2,836	4.8%	77.2%
Others	2,723	4.6%	81.8%
Not Stated	10,758	18.2%	100.0%
Total	59,208	100.0%	

*Region of origin is the Region in which students completed Grade 12

Figure 1.6 Enrolment by Region of Origin, 2018



The 1.13 Enrolment by NQF Field of Learning and by Region of Origin

There was no major difference in preference of Field of Learning by students from respective regions. This observation holds true for both STEM and Non-STEM Fields (Tables 1.15a & b). However, majority of students from Hardap, Khomas, Erongo and Otjozondjupa regions preferred Business Commerce and Management field of study.

Table 1.15(a) Enrolment by Region of Origin and by NQF Field of Learning, 2018

Region of Origin (Home)	Number	Per Cent	Cumulative Per Cent
Erongo	2,911	4.9%	4.9%
Hardap	485	0.8%	5.7%
//Karas	1,512	2.6%	8.3%
Kavango East	1,851	3.1%	11.4%
Kavango West	1,888	3.2%	14.6%
Khomas	12,325	20.8%	35.4%
Kunene	729	1.2%	36.7%
Ohangwena	4,166	7.0%	43.7%
Omaheke	869	1.5%	45.2%
Omusati	2,601	4.4%	49.5%
Oshana	8,792	14.8%	64.4%
Oshikoto	3,097	5.2%	69.6%
Otjozondjupa	1,665	2.8%	72.4%
Zambezi	2,836	4.8%	77.2%
Others	2,723	4.6%	81.8%
Not Stated	10,758	18.2%	100.0%
Total	59,208	100.0%	

Table 1.15(b) Enrolment Percentage by Region of Origin and by NQF Field of Learning, 2018

Region of Origin (Home)	Agriculture and Nature Conservation	Business, Commerce and Management Studies	Communication Studies and Language	Culture and the Arts	Education, Training and Development	Manufacturing, Engineering and Technology	Human and Social Studies	Law, Military Science and Security	Health Sciences and Social Services	Physical, Mathematical and Computer Sciences	Physical Planning and Construction	Services and Life Sciences	Grand Total
Erongo	1.1%	34.5%	2.6%	0.1%	32.7%	3.5%	4.0%	3.4%	7.8%	8.0%	1.8%	0.5%	100.0%
Hardap	0.2%	46.0%	2.5%	0.0%	22.7%	2.9%	5.4%	3.7%	6.4%	6.4%	2.1%	1.9%	100.0%
//Karas	1.4%	29.9%	3.7%	0.1%	34.7%	1.7%	5.2%	3.9%	12.6%	4.7%	1.8%	0.3%	100.0%
Kavango East	1.5%	30.6%	1.9%	0.0%	41.2%	3.4%	0.8%	2.1%	12.5%	4.9%	1.0%	0.3%	100.0%
Kavango West	1.3%	17.3%	1.3%	0.0%	60.9%	1.6%	2.0%	1.2%	10.2%	3.9%	0.3%	0.0%	100.0%
Khomas	1.3%	40.6%	4.9%	0.1%	18.2%	3.2%	4.7%	5.3%	8.9%	8.7%	3.3%	0.9%	100.0%
Kunene	5.1%	23.5%	2.9%	0.0%	44.6%	2.1%	2.5%	2.3%	9.9%	6.2%	0.8%	0.3%	100.0%
Ohangwena	1.9%	18.8%	2.5%	0.0%	51.0%	2.9%	2.7%	2.4%	9.9%	6.6%	0.8%	0.6%	100.0%
Omaheke	2.8%	30.0%	4.4%	0.1%	38.2%	1.7%	5.4%	3.2%	8.6%	4.3%	0.9%	0.3%	100.0%
Omusati	3.3%	28.9%	3.3%	0.0%	31.0%	7.2%	2.2%	2.3%	11.3%	7.2%	2.6%	0.5%	100.0%
Oshana	2.5%	20.8%	2.3%	0.1%	49.1%	2.1%	2.6%	2.0%	10.6%	6.5%	1.1%	0.2%	100.0%
Oshikoto	2.7%	26.7%	3.4%	0.0%	34.3%	5.2%	3.1%	2.6%	10.4%	8.6%	2.3%	0.5%	100.0%
Otjozondjupa	2.7%	33.7%	2.6%	0.0%	28.3%	3.2%	5.0%	4.2%	9.6%	8.1%	1.9%	0.7%	100.0%
Zambezi	2.8%	19.4%	3.3%	0.0%	51.2%	2.0%	3.1%	3.5%	7.5%	5.7%	1.3%	0.2%	100.0%
Others	3.2%	43.1%	5.0%	0.1%	7.2%	7.6%	7.2%	1.8%	7.9%	12.4%	3.4%	1.2%	100.0%
Not Stated	0.4%	5.7%	0.5%	0.0%	87.3%	0.8%	0.2%	1.9%	1.7%	0.9%	0.4%	0.2%	100.0%
Grand Total	1.8%	25.5%	2.9%	0.1%	44.3%	2.9%	3.0%	3.0%	8.2%	6.2%	1.7%	0.5%	100.0%

1.14 Enrolment by Region of Campus and by Sex

Higher Education Institutions are represented in most regions, by either a campus or a distance education centre. The highest proportion of students (61.4 per cent) was enrolled in Khomas region where Namibia's capital city is situated, followed by Oshana Region at 19.5 per cent (Table 1.16).

Table 1.16 Enrolment by Region of Campus and by Sex, 2018

Region of Campus	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Erongo	564	1,685	2,249	2.9%	4.3%	3.8%
//Karas	225	871	1,096	1.1%	2.2%	1.9%
Kavango East	1,398	2,353	3,751	7.1%	5.9%	6.3%
Kavango West	216	223	439	1.1%	0.6%	0.7%
Khomas	13,082	23,274	36,356	66.8%	58.7%	61.4%
Kunene	30	55	85	0.2%	0.1%	0.1%
Ohangwena	55	138	193	0.3%	0.3%	0.3%
Omaheke	41	76	117	0.2%	0.2%	0.2%
Omusati	145	184	329	0.7%	0.5%	0.6%
Oshana	2,708	8,851	11,559	13.8%	22.3%	19.5%
Oshikoto	109	222	331	0.6%	0.6%	0.6%
Otjozondjupa	197	467	664	1.0%	1.2%	1.1%
Zambezi	817	1,222	2,039	4.2%	3.1%	3.4%
Grand Total	19,587	39,621	59,208	100.0%	100.0%	100.0%

1.15 Enrolment by Financial Sponsor

Funding of higher education is regarded as one of the main factors that limits access to higher education. Table 1.17 illustrates the distribution of financial sponsors by sex. In the year under review, 58.5 per cent of students were either self-funded or funded by parents or guardians, while the Namibia Student Financial Assistance Fund (NSFAF) funded about 38 per cent and 1.8 per cent by Other Public Institutions. Private Institutions funded only 1.3 per cent of the students.

Table 1.17 Enrolment by Financial Sponsor and by Sex, 2018

Financial Sponsor	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Parent or Guardian/Self-Funded	10,869	23,776	34,645	55.5%	60.0%	58.5%
NSFAF	7,931	14,435	22,366	40.5%	36.4%	37.8%
Other Public	327	768	1,095	1.7%	1.9%	1.8%
Private	349	408	757	1.8%	1.0%	1.3%
Others	78	116	194	0.4%	0.3%	0.3%
Not Stated	33	118	151	0.2%	0.3%	0.3%
Grand Total	19,587	39,621	59,208	100.0%	100.0%	100.0%

1.16 Enrolment by Nationality

Approximately 95 per cent of the students were Namibians (Table 1.18). The rest were mainly from Zimbabwe (1.8 per cent) and Angola (1.2 per cent). Students from Other SADC Countries and Other African countries, constituted 0.7 per cent, whereas those from abroad represented 0.2 per cent.

Table 1.18 Enrolment by Nationality, 2018

Country	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Namibia	18,146	38,245	56,391	92.6%	96.5%	95.2%
Angola	437	303	740	2.2%	0.8%	1.2%
Botswana	20	28	48	0.1%	0.1%	0.1%
South Africa	33	44	77	0.2%	0.1%	0.1%
Zambia	187	183	370	1.0%	0.5%	0.6%
Zimbabwe	510	531	1,041	2.6%	1.3%	1.8%
Other SADC Countries	135	123	258	0.7%	0.3%	0.4%
Other African Countries	81	86	167	0.4%	0.2%	0.3%
European Countries	3	19	22	0.0%	0.0%	0.0%
American Countries	16	32	48	0.1%	0.1%	0.1%
Asian and Oceanic Countries	16	15	31	0.1%	0.0%	0.1%
Others	2	6	8	0.0%	0.0%	0.0%
Not Stated	1	6	7	0.0%	0.0%	0.0%
Grand Total	19,587	39,621	59,208	100.0%	100.0%	100.0%

1.17 Enrolment by Nationality and by Sex

Of the total non-Namibians, male students outnumbered female students, 51 per cent compared to 49 per cent (Table 1.19).

Table 1.19 Enrolment by Nationality and by Sex, 2018

Nationality	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Namibian	18,146	38,245	56,391	32.2%	67.8%	100.0%
Non-Namibian	1,441	1,376	2,817	51.2%	48.8%	100.0%
Grand Total	19,587	39,621	59,208	33.1%	66.9%	100.0%

CHAPTER 2: EXAMINATION RESULTS

This chapter focuses on the examination results for 2018 by NQF Fields of Learning, Offering Type and NQF Qualification Type, both for public and private Higher Education Institutions.

2.1 Examination Results by Sex Compared to Enrolment

Table 2.1 presents examination results within the examination categories. By comparing the percentage of students completing studies to those enrolled, male students had similar percentage of completing studies (33.4 per cent) compared to proportions of total enrolled male students (33.1 per cent). This comparison also holds true for female students (66.6 per cent) versus (66.9 per cent) in the category of those who passed a year of study, female students progressed better than male students (71.1 per cent of females compared to 28.9 per cent of males). The failure rate was high for both male and female students. The comparison within the public and private institutions followed the same trend as the total.

Table 2.1 Examination Results by Sex, 2018

Examination Results	Number			% within Examination Results		
	Male	Female	Total	Male	Female	Total
Completed Studies	2,479	4,906	7,385	33.6%	66.4%	100.0%
Pass	6,350	13,677	20,027	31.7%	68.3%	100.0%
Fail	4,384	5,904	10,288	42.6%	57.4%	100.0%
Continuing (Masters and PhD)	209	343	552	37.9%	62.1%	100.0%
Absent	1,558	2,709	4,267	36.5%	63.5%	100.0%
Public HEIs Total	14,980	27,539	42,519	35.2%	64.8%	100.0%
Completed Studies	1,128	2,278	3,406	33.1%	66.9%	100.0%
Pass	2,551	8,248	10,799	23.6%	76.4%	100.0%
Fail	404	829	1,233	32.8%	67.2%	100.0%
Continuing (Masters and PhD)	12	10	22	54.5%	45.5%	100.0%
Absent	480	643	1,123	42.7%	57.3%	100.0%
Not Stated	32	74	106	30.2%	69.8%	100.0%
Private HEIs Total	4,607	12,082	16,689	27.6%	72.4%	100.0%
Completed Studies	3,607	7,184	10,791	33.4%	66.6%	100.0%
Pass	8,901	21,925	30,826	28.9%	71.1%	100.0%
Fail	4,788	6,733	11,521	41.6%	58.4%	100.0%
Continuing (Masters and PhD)	221	353	574	38.5%	61.5%	100.0%
Absent	2,038	3,352	5,390	37.8%	62.2%	100.0%
Not Stated	32	74	106	30.2%	69.8%	100.0%
Total HEIs	19,587	39,621	59,208	33.1%	66.9%	100.0%

2.2 Examination Results by Sex, 2018

Table 2.2(a) and (b) present examination results within the sex categories. In 2018 academic year, 18.2 per cent of the total students completed studies (obtained qualifications). Slightly above half (52.1 per cent) of the students progressed to the next year of study and approximately 20 per cent failed their examinations. No differences recorded within sexes between the proportion of male and female students who completed studies in 2018, namely 18.4 per cent for male students compared to 18.1 per cent for female students (Table 2.2 (a)).

It is important to note that most private institutions do not have the same standards like public institutions on progression status. While public higher education institutions have pre-requisites for most of the modules in the next year of study, students at most private colleges are allowed to proceed to enrol for modules in the next year of study while repeating the modules they have failed. This approach makes it impossible to compare the indicators between public and private institutions except the graduation rate.

Table 2.2(a) Examination Results by Sex, 2018

Examination Results	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Completed Studies	2,479	4,906	7,385	16.5%	17.8%	17.4%
Pass	6,350	13,677	20,027	42.4%	49.7%	47.1%
Fail	4,384	5,904	10,288	29.3%	21.4%	24.2%
Continuing (Masters and PhD)	209	343	552	1.4%	1.2%	1.3%
Absent	1,558	2,709	4,267	10.4%	9.8%	10.0%
Public HEIs Total	14,980	27,539	42,519	100.0%	100.0%	100.0%
Completed Studies	1,128	2,278	3,406	24.5%	18.9%	20.4%
Pass	2,551	8,248	10,799	55.4%	68.3%	64.7%
Fail	404	829	1,233	8.8%	6.9%	7.4%
Continuing (Masters and PhD)	12	10	22	.3%	.1%	.1%
Absent	480	643	1,123	10.4%	5.3%	6.7%
Not Stated	32	74	106	.7%	.6%	.6%
Private HEIs Total	4,607	12,082	16,689	100.0%	100.0%	100.0%
Completed Studies	3,607	7,184	10,791	18.4%	18.1%	18.2%
Pass	8,901	21,925	30,826	45.4%	55.3%	52.1%
Fail	4,788	6,733	11,521	24.4%	17.0%	19.5%
Continuing (Masters and PhD)	221	353	574	1.1%	.9%	1.0%
Absent	2,038	3,352	5,390	10.4%	8.5%	9.1%
Not Stated	32	74	106	.2%	.2%	.2%
Total HEIs	19,587	39,621	59,208	100.0%	100.0%	100.0%

Table 2.2(b) focuses on examination results by higher education institutions. Among the large institutions (with more than 1,000 enrolment), IUM had a higher proportion of students who completed studies (22.8 per cent) followed by Triumphant (21.7 per cent) and NUST (19.6 per cent). The proportion of UNAM (16.6 per cent) and IOL (8.8 per cent) students were below 20 per cent.

Table 2.2(b) Examination Results by HEIs and by Sex, 2018

HEIs	Examination Results	Number			% within Institution		
		Male	Female	Total	Male	Female	Total
NAMCOL	Completed Studies	63	561	624	15.2%	14.3%	14.4%
	Pass	266	2,824	3,090	64.3%	72.0%	71.3%
	Fail	85	536	621	20.5%	13.7%	14.3%
	Total	414	3,921	4,335	100.0%	100.0%	100.0%
NUST	Completed Studies	987	1,227	2,214	17.5%	21.7%	19.6%
	Pass	2,064	2,000	4,064	38.7%	37.7%	38.2%
	Fail	2,191	2,055	4,246	41.0%	38.7%	39.9%
	Absent	144	93	237	2.8%	1.9%	2.3%
	Total	5,386	5,375	10,761	100.0%	100.0%	100.0%
UNAM	Completed Studies	1,429	3,118	4,547	15.6%	17.1%	16.6%
	Pass	4,020	8,853	12,873	43.8%	48.5%	46.9%
	Fail	2,108	3,313	5,421	23.0%	18.2%	19.8%
	Continuing (Masters and PhD)	209	343	552	2.3%	1.9%	2.0%
	Absent	1,414	2,616	4,030	15.4%	14.3%	14.7%
	Total	9,180	18,243	27,423	100.0%	100.0%	100.0%
IUM	Completed Studies	567	1,202	1,769	23.6%	22.5%	22.8%
	Pass	1,234	3,205	4,439	51.3%	59.9%	57.3%
	Fail	246	443	689	10.2%	8.3%	8.9%
	Continuing (Masters and PhD)	12	10	22	0.5%	0.2%	0.3%
	Absent	346	488	834	14.4%	9.1%	10.8%
	Total	2,405	5,348	7,753	100.0%	100.0%	100.0%
IOL	Completed Studies	76	363	439	8.8%	8.8%	8.8%
	Pass	758	3,617	4,375	88.0%	88.1%	88.1%
	Fail	27	126	153	3.1%	3.1%	3.1%
	Total	861	4,106	4,967	100.0%	100.0%	100.0%
TRIUMPHANT	Completed Studies	188	123	311	30.7%	15.1%	21.7%
	Pass	271	524	795	44.2%	64.1%	55.6%
	Fail	74	83	157	12.1%	10.2%	11.0%
	Absent	80	87	167	13.1%	10.6%	11.7%
	Total	613	817	1,430	100.0%	100.0%	100.0%
Other HEIs	Completed Studies	297	590	887	40.8%	32.6%	34.9%
	Pass	288	902	1,190	39.6%	49.8%	46.9%
	Fail	57	177	234	7.8%	9.8%	9.2%
	Absent	54	68	122	7.4%	3.8%	4.8%
	Not Stated	32	74	106	4.4%	4.1%	4.2%
	Total	728	1,811	2,539	100.0%	100.0%	100.0%

The Examination results of the students are also disaggregated by financial sponsor to establish if the results were being influenced by source of funding. Students who failed a year of study were mainly self/parent funded (Table 2.3). However, students with NSFAP also constituted substantial proportion (29.2 per cent) of those who failed.

Table 2.3 Examination Results by Financial Support, 2018

Financial Sponsor	Examination Results						Total
	Completed Studies	Pass	Fail	Continuing (Master/PHD)	Absent	Not Stated	
Self-funding/Parents	57.0%	54.4%	67.5%	62.5%	64.8%	87.7%	58.5%
NSFAF	38.3%	41.9%	29.2%	29.8%	33.2%	0.9%	37.8%
Other Public Institution	1.4%	2.2%	1.9%	1.0%	0.7%	0.0%	1.8%
Private Institution	2.0%	1.0%	1.0%	6.6%	1.3%	3.8%	1.3%
Others	1.1%	0.2%	0.1%	0.0%	0.0%	7.5%	0.3%
Not Stated	0.2%	0.3%	0.3%	0.0%	0.0%	0.0%	0.3%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

2.3 Completion of Studies by NQF Field of Learning and by Sex

As it was the case with enrolment, the students who completed studies in 2018 were mainly from Business, Commerce and Management Studies (34.0 per cent), followed by Education, Training and Development (33.4 per cent); Health Sciences and Social Services (7.6 per cent); and Physical, Mathematical and Computer Sciences (7.2 per cent) field of learning (Table 2.4). When grouped, students completing studies in STEM fields were 22.1 per cent and 77.9 per cent for Non-STEM fields compared to enrolment of STEM (20.8 per cent) and Non-STEM (79.2 per cent), showing a balanced throughput for both STEM and Non-STEM fields.

Table 2.4 Students Completing Studies by NQF Field of Learning and by Sex, 2018

Qualification Field of Learning	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Agriculture and Nature Conservation	89	130	219	2.5%	1.8%	2.0%
Manufacturing, Engineering and Technology	273	77	350	7.6%	1.1%	3.2%
Health Sciences and Social Services	179	639	818	5.0%	8.9%	7.6%
Physical, Mathematical and Computer Sciences	422	353	775	11.7%	4.9%	7.2%
Physical Planning and Construction	139	86	225	3.9%	1.2%	2.1%
STEM Fields Total	1,102	1,285	2,387	30.6%	17.9%	22.1%
Business, Commerce and Management Studies	1,213	2,455	3,668	33.6%	34.2%	34.0%
Communication Studies and Language	95	254	349	2.6%	3.5%	3.2%
Culture and the Arts	3	6	9	0.1%	0.1%	0.1%
Education, Training and Development	887	2,715	3,602	24.6%	37.8%	33.4%
Human and Social Studies	94	240	334	2.6%	3.3%	3.1%
Law, Military Science and Security	193	180	373	5.4%	2.5%	3.5%
Services and Life Sciences	20	49	69	0.6%	0.7%	0.6%
Non-STEM Fields Total	2,505	5,899	8,404	69.4%	82.1%	77.9%
Grand total	3,607	7,184	10,791	100.0%	100.0%	100.0%

2.4 Completion of Studies by Offering Type

About 55 per cent of students completed studies through full-time mode, followed by distance and part-time, both about 22 per cent (Table 2.5).

Table 2.5 Students Completing Studies by Offering Type and by Sex, 2018

Offering Type	Number			% within Offering Type			% within Sex		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Full Time	2,184	3,782	5,966	36.6%	63.4%	100.0%	60.5%	52.6%	55.3%
Part Time	877	1,490	2,367	37.1%	62.9%	100.0%	24.3%	20.7%	21.9%
Distance	540	1,899	2,439	22.1%	77.9%	100.0%	15.0%	26.4%	22.6%
Not Stated	6	13	19	31.6%	68.4%	100.0%	0.2%	0.2%	0.2%
Total	3,607	7,184	10,791	33.4%	66.6%	100.0%	100.0%	100.0%	100.0%

2.5 Completion of Studies by Type of Institution Type and NQF Qualification Type

The total number of students who completed studies at public Higher Education Institutions stood at 7,385 or 68.4 per cent in 2018 [Table 2.6(a)]. All the Professional Bachelor and Doctoral Degrees were from the public HEIs.

Table 2.6(a) Students Completing Studies by Institution Type

Qualification Type NQF	Number			Per Cent		
	Public HEIs	Private HEIs	Total	Public HEIs	Private HEIs	Total
Certificates/Diplomas (Level 5-7)	2,477	1,492	3,969	62.4%	37.6%	100.0%
Bachelor Degree (Level 7)	1,383	283	1,666	83.0%	17.0%	100.0%
Bachelor Honours Degree (Level 8)	2,387	1,064	3,451	69.2%	30.8%	100.0%
Professional Bachelor Degree (Level 7-8)	736	-	736	100.0%	0.0%	100.0%
Post-graduate Certificates/Diploma (Level 7-8)	212	268	480	44.2%	55.8%	100.0%
Masters Degree (Level 9)	177	299	476	37.2%	62.8%	100.0%
Doctoral Degree (Level 10)	13	-	13	100.0%	0.0%	100.0%
Total	7,385	3,406	10,791	68.4%	31.6%	100.0%

Table 2.6(b) presents the distribution of students who completed studies by NQF Qualification Type. About 37 per cent of students obtained Certificates and Diplomas. Students who obtained Bachelor, Professional and Honours Degrees represented 54.2 per cent of the total graduates. About 4.4 per cent obtained Post-graduate Certificates/ Diploma and Only 4.5 per cent obtained Masters and Doctoral Degrees.

Table 2.6(b) Students Completing Studies by NQF Qualification Type and by Sex, 2018

Qualification Type NQF	Number			Per Cent		
	Male	Female	Total	Male	Female	Total
Certificates/Diplomas (Level 5-7)	654	1,823	2,477	26.4%	37.2%	33.5%
Bachelor Degree (Level 7)	649	734	1,383	26.2%	15.0%	18.7%
Bachelor Honours Degree (Level 8)	779	1,608	2,387	31.4%	32.8%	32.3%
Professional Bachelor Degree (Level 8)	250	486	736	10.1%	9.9%	10.0%
Post-graduate Certificates/Diploma (Level 7-8)	74	138	212	3.0%	2.8%	2.9%
Masters Degree (Level 9)	69	108	177	2.8%	2.2%	2.4%
Doctoral Degree (Level 10)	4	9	13	0.2%	0.2%	0.2%
Public Total	2,479	4,906	7,385	100.0%	100.0%	100.0%
Certificates/Diplomas (Level 5-7)	498	994	1,492	44.1%	43.6%	43.8%
Bachelor Degree (Level 7)	88	195	283	7.8%	8.6%	8.3%
Bachelor Honours Degree (Level 8)	353	711	1,064	31.3%	31.2%	31.2%
Post-graduate Certificates/Diploma (Level 7-8)	85	183	268	7.5%	8.0%	7.9%
Masters Degree (Level 9)	104	195	299	9.2%	8.6%	8.8%
Private Total	1,128	2,278	3,406	100.0%	100.0%	100.0%
Certificates/Diplomas (Level 5-7)	1,152	2,817	3,969	31.9%	39.2%	36.8%
Bachelor Degree (Level 7)	737	929	1,666	20.4%	12.9%	15.4%
Bachelor Honours Degree (Level 8)	1,132	2,319	3,451	31.4%	32.3%	32.0%
Professional Bachelor Degree (Level 8)	250	486	736	6.9%	6.8%	6.8%
Post-graduate Certificates/Diploma (Level 7-8)	159	321	480	4.4%	4.5%	4.4%
Masters Degree (Level 9)	173	303	476	4.8%	4.2%	4.4%
Doctoral Degree (Level 10)	4	9	13	0.1%	0.1%	0.1%
Grand Total	3,607	7,184	10,791	100.0%	100.0%	100.0%

Approximately 29 per cent of the students who completed undergraduate qualifications were within the age of 23 years, the maximum hypothetical age of higher education. As it would be expected, those who completed with Masters Degree were between the ages of 25 and 49 years old. On the other hand, majority of the students that completed studies with Doctoral Degree were between the ages of 30 and 50.

Table 2.7 Students Completing Studies by Age Group and NQF Qualification Type, 2018

Age Group	Qualification Type							Grand Total
	Certificates/ Diplomas	Bachelor Degree	Bachelor Honours Degree	Professional Bachelor Degree	Post- graduate Certificates/ Diplomas	Masters Degree	Doctoral Degree	
Less than 20	0.9%	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%
20	2.3%	7.3%	0.1%	0.7%	0.0%	0.0%	0.0%	2.1%
21	6.4%	12.5%	2.7%	6.7%	0.4%	0.0%	0.0%	5.6%
22	7.9%	12.9%	11.2%	21.3%	1.7%	0.2%	0.0%	10.0%
23	8.2%	10.9%	15.3%	19.2%	2.1%	0.2%	0.0%	11.0%
24	7.1%	9.2%	15.8%	15.2%	4.8%	2.1%	0.0%	10.4%
25-29	25.8%	23.3%	34.0%	23.2%	46.9%	26.1%	15.4%	28.8%
30-39	27.0%	17.5%	15.5%	11.1%	31.7%	43.3%	23.1%	21.7%
40-49	9.1%	4.3%	4.8%	2.2%	9.8%	23.1%	38.5%	7.2%
50 and +	1.8%	0.4%	0.6%	0.4%	2.7%	5.0%	23.1%	1.3%
Not Stated	3.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

CHAPTER 3: STAFF MEMBERS

This chapter presents information on staff members. It provides an overview on the Types of Staff (academic or non – academic) with more focus on the characteristics of the academic staff members. Higher Education Institutions, sex, qualification and employment status, also compare the staff information. While the role of staff is much more defined in large institutions, especially the three universities, in smaller private Higher Education Institutions, some staff are responsible for multiple roles, making it difficult to classify them.

3.1 Type of Staff Member by Higher Education Institutions

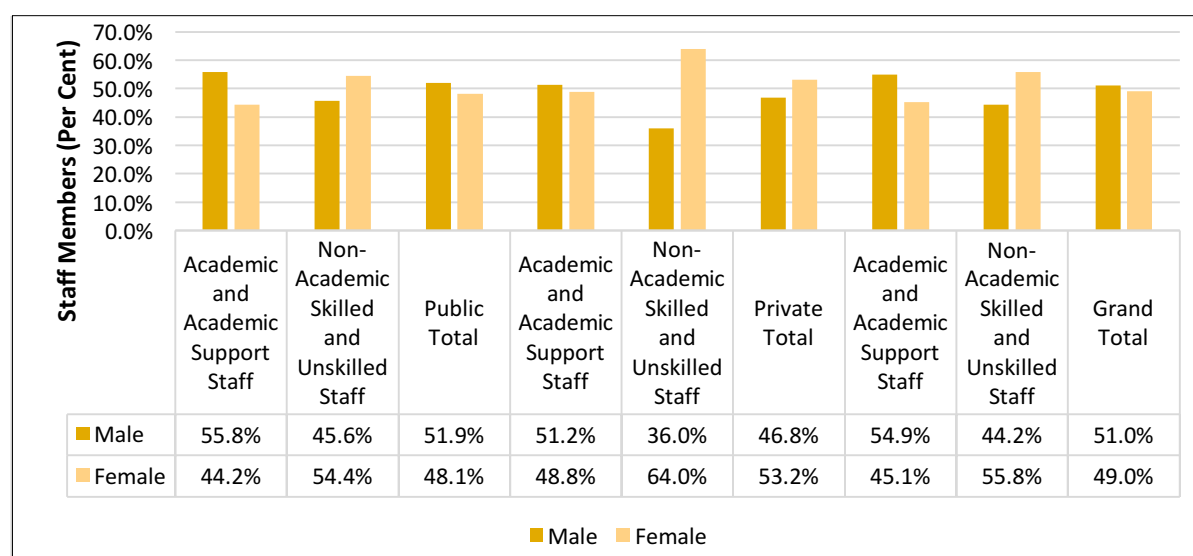
Table 3.1 shows that Higher Education Institutions in Namibia employed 5,804 staff members. Of these, 4,759 or 82 per cent were in public Higher Education Institutions, whereas 1,045 or 18 per cent were in private Higher Education Institutions. This means that for every four staff members in public Higher Education Institutions, there was one staff member in private Higher Education Institutions. Some of the Higher Education Institutions such as ALI, IOL and PAULINUM had outsourced services, usually provided by unskilled administration staff.

Table 3.1 Type of Staff Member by Higher Education Institutions, 2018

HEI	Type of Staff				Total
	Academic	Academic Support	Skilled Admin	Unskilled Admin	
UNAM	1,115	412	788	206	2,521
NUST	600	613	626	54	1,893
NAMCOL	180	24	140	1	345
Public HEI Total	1,895	1,049	1,554	261	4,759
ALI	11	0	6	0	17
HEADSTART	9	3	2	2	16
IOB	3	3	1	1	8
IOL	140	51	42	0	233
IUM	234	54	85	52	425
LINGUA	30	37	16	14	97
MONITRONIC	34	3	6	4	47
NETS	9	6	4	2	21
PHILIPPI TRUST	6	0	4	3	13
ST.CHARLES	19	0	2	1	22
TRIUMPHANT	55	3	23	14	95
TULIPOHAMBAA	8	0	9	1	18
PAULINUM	6	0	0	0	6
WELWITCHIA	13	5	5	4	27
Private HEIs Total	577	165	205	98	1,045
Total	2,472	1,214	1,759	359	5,804

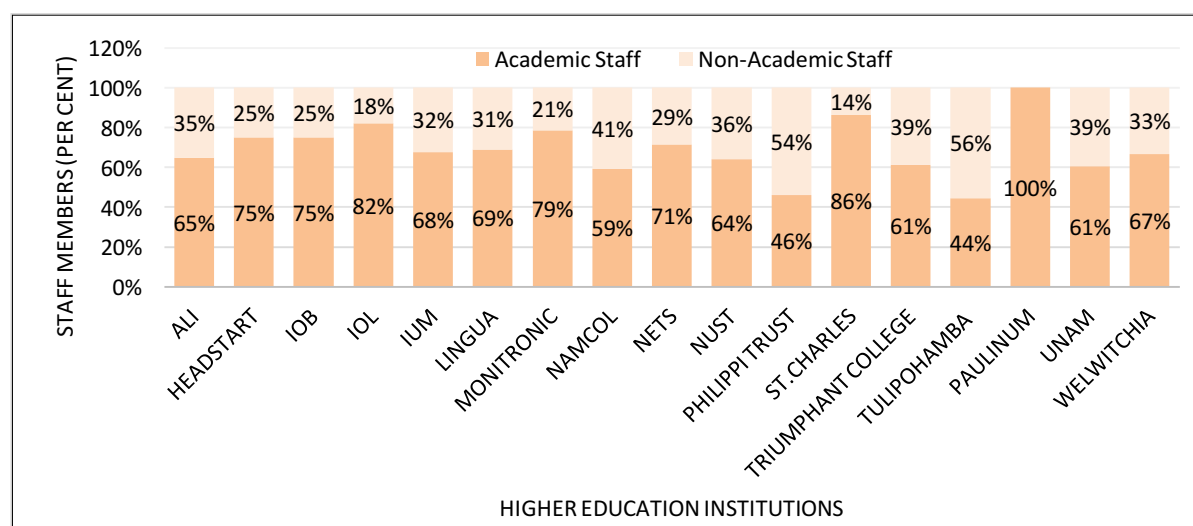
There appears to be a balance between male and female staff members' proportions, 51 per cent for males and 49 per cent for females. When zooming into type of staff member, male academic and academic support staff members were dominant by 5 per cent, both in public and private Higher Education Institutions (Figure 3.1). Conversely, female non-academic staff members were dominant by 5 per cent when compared to their male counterparts.

Figure 3.1 Staff Members by Type of Staff Members (Per cent), 2018



On average, the proportion of academic staff members was 63.5 per cent, compared to 36.5 per cent of non-academic staff members. Higher Education Institutions, which predominantly offers distance education such as IOB, PHILIPPI TRUST, HEADSTART, NAMCOL and IOL had substantive proportions of non-academic staff (Figure 3.2).

Figure 3.2 Staff Members by Higher Education Institution (Per cent), 2018



3.2 Academic and Academic Support Staff Members by Highest Qualification

Majority (40.7 per cent) of Academic and Academic Support Staff members, both in private and public Higher Education Institutions, were in possession of a Masters Degree as highest qualification (Table 3.2). Doctoral Degree holders constituted 16.9 per cent of the total, many of them being at public Higher Education Institutions. The remaining, 42.4 per cent held qualifications at Bachelor Honours or lower.

Table 3.2 Academic and Academic Support Staff Members by Highest Qualification, 2018

Highest Qualification	Number			% within Public and Private HEIs		
	Public	Private	Total	Public	Private	Total
Up to a Diploma	236	120	356	8.0%	16.2%	9.7%
Bachelor Degree	579	93	672	19.7%	12.5%	18.2%
Bachelor Honours Degree	271	131	402	9.2%	17.7%	10.9%
Professional Honours Degree	12	67	79	.4%	9.0%	2.1%
Masters Degree	1,228	272	1,500	41.7%	36.7%	40.7%
Doctoral Degree	569	55	624	19.3%	7.4%	16.9%
Not Stated	49	4	53	1.7%	0.5%	1.4%
Total	2,944	742	3,686	100.0%	100.0%	100.0%

3.3 Academic and Academic Support Staff Members by Full/Part-time Employment Status

Academic and Academic Support Staff members may be employed on a full or part-time basis.

Table 3.3 presents the distribution of staff members by their employment status.

Full-time academic staff members in public Higher Education Institutions were 51.7 per cent compared to 48.3 per cent part-time staff members. Of the NAMCOL employees, about 96 per cent were part time staff members, due to fact that their students were mainly on distance mode of learning.

Private Higher Education Institutions had much higher proportion of full-time staff members (64.3 per cent), mainly attributed to IUM, Monitronic and Triumphant.

Table 3.3 Academic and Academic Support Staff Members by Employment Status, 2018

HEI	Number			% within HEI		
	Full-time	Part-time	Total	Full-time	Part-time	Total
NAMCOL	9	195	204	4.4%	95.6%	100.0%
NUST	473	740	1,213	39.0%	61.0%	100.0%
UNAM	1,039	488	1,527	68.0%	32.0%	100.0%
Public HEIs Total	1,521	1,423	2,944	51.7%	48.3%	100.0%
ALI	4	7	11	36.4%	63.6%	100.0%
HEADSTART	5	7	12	41.7%	58.3%	100.0%
IOB	1	5	6	16.7%	83.3%	100.0%
IOL	86	105	191	45.0%	55.0%	100.0%
IUM	204	84	288	70.8%	29.2%	100.0%
LINGUA	35	32	67	52.2%	47.8%	100.0%
MONITRONIC	37	0	37	100.0%	0.0%	100.0%
NETS	9	6	15	60.0%	40.0%	100.0%
PHILIPPI TRUST	3	3	6	50.0%	50.0%	100.0%
ST.CHARLES	9	10	19	47.4%	52.6%	100.0%
TRIUMPHANT	57	1	58	98.3%	1.7%	100.0%
TULIPOHAMB	8	0	8	100.0%	0.0%	100.0%
PAULINUM	5	1	6	83.3%	16.7%	100.0%
WELWITCHIA	14	4	18	77.8%	22.2%	100.0%
Private HEIs Total	477	265	742	64.3%	35.7%	100.0%
Grand Total	1,998	1,688	3,686	54.2%	45.8%	100.0%

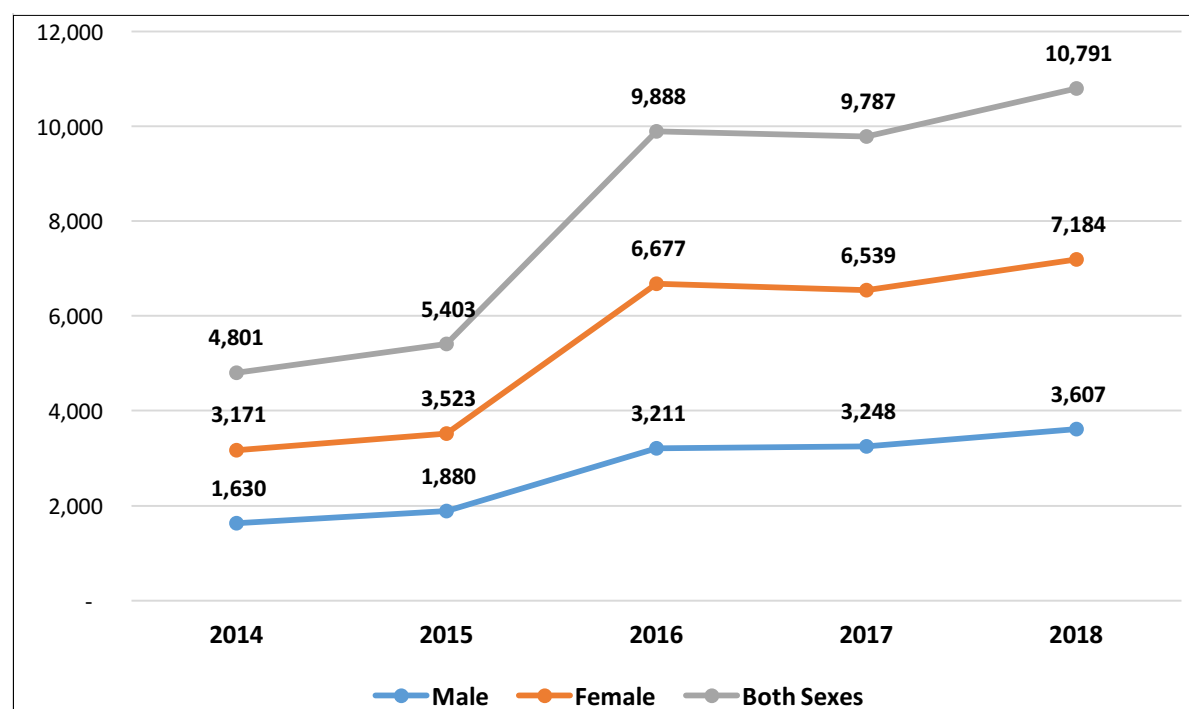
ANNEXURES

Annexure A: List of Variables in the Student Database

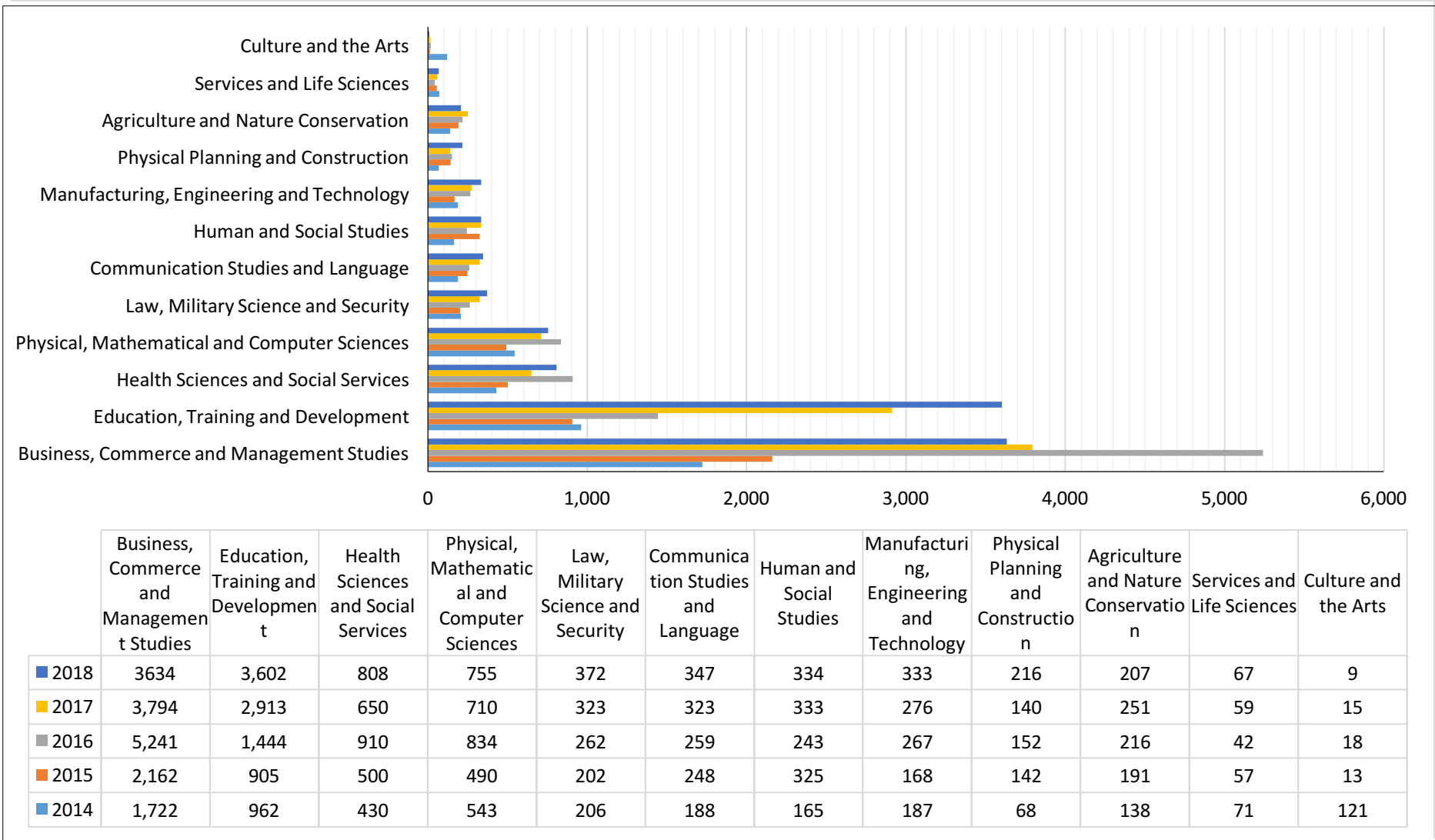
Variable name	Categories	Notes to the Variables
NQF Qualification Type	<ol style="list-style-type: none"> 1. Certificates 1. Diplomas 2. Bachelor Degree 3. Bachelor Honours Degree 4. Professional Bachelor Degree 5. Post-graduate Certificate/Diplomas 6. Masters Degree 7. Doctoral Degree 	This refers to the NQF Classification of Qualifications (www.namqa.org)
Qualification level (NQF)	The 10 levels of the NQF Level 5 - 10	This variable includes NQF levels 5 to 10 for Higher Education
NQF Field of Learning	<ol style="list-style-type: none"> 1. Agriculture and Nature Conservation 2. Business, Commerce and Management Studies 3. Communication Studies and Language 4. Culture and the Arts 5. Education, Training and Development 6. Manufacturing, Engineering and Technology 7. Human and Social Studies 8. Law, Military Science and Security 9. Health Sciences and Social Services 10. Physical, Mathematical and Computer Sciences 11. Physical Planning and Construction 12. Services and Life Sciences 	For the definition of each specific Field of Learning refer to NQF classification of Field of Learning.
Offering Type	<ol style="list-style-type: none"> 1. Full-time 2. Part-time 3. Distance 	This is the mode of delivery of instruction
Year of Study	1 st Year, 2 nd Year, 3 rd Year, 4 th Year etc.	
New/repeater	<ol style="list-style-type: none"> 1. New 2. Repeater 	New or Repeater refers to the student's status in the Year of Study.
Sex	<ol style="list-style-type: none"> 1. Male 2. Female 	
Region	<ol style="list-style-type: none"> 1. Erongo 2. Hardap 3. Karas 4. Kavango East 5. Kavango West 6. Khomas 7. Kunene 8. Ohangwena 9. Omaheke 10. Omusati 11. Oshana 12. Oshikoto 13. Otjozondjupa 14. Zambezi 15. Others (Foreign) 16. Not Stated 	Others refers to Foreign

Variable name	Categories	Notes to the Variables
Citizenship	<ol style="list-style-type: none"> 1. Namibian 2. Angolan 3. Botswana 4. South African 5. Zambian 6. Zimbabwean 7. Other SADC countries 8. Other African countries 9. European countries 10. American countries 11. Asian and Oceanic countries 12. Not Stated 	
Financial Sponsor	<ol style="list-style-type: none"> 1. Self-funding/Parent/Guardian 2. NSFAP 3. Other Public Institution 4. Private Institution 5. Others 	The Financial Sponsor is a person or an institution paying or funding the tuition fees of the student.
Examination Result	<ol style="list-style-type: none"> 1. Obtained Qualification 2. Passed 3. Failed 4. Continuing (Masters and Doctoral only) 5. Absent 	

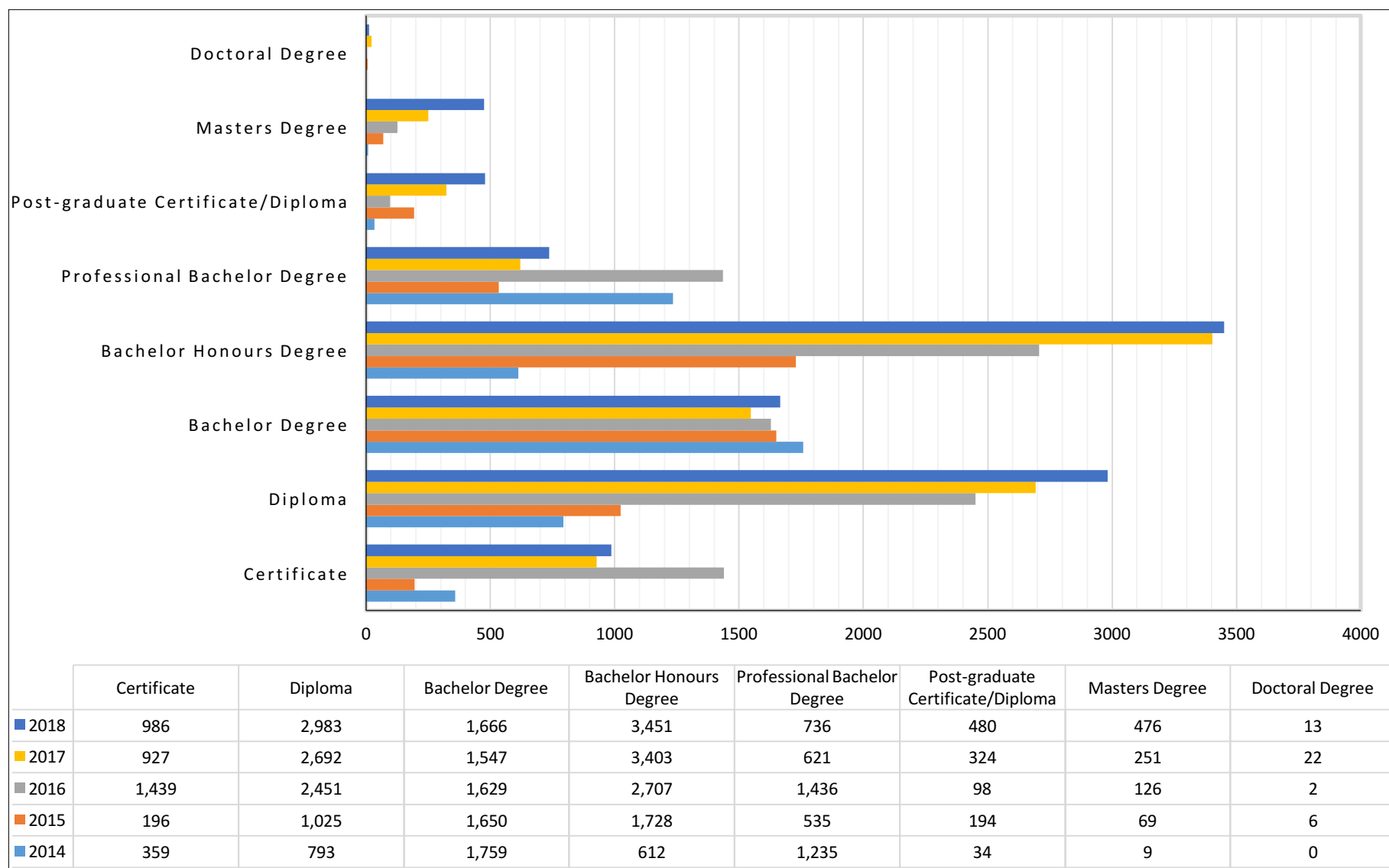
Annexure B: Graduates by Sex, 2014 -2018



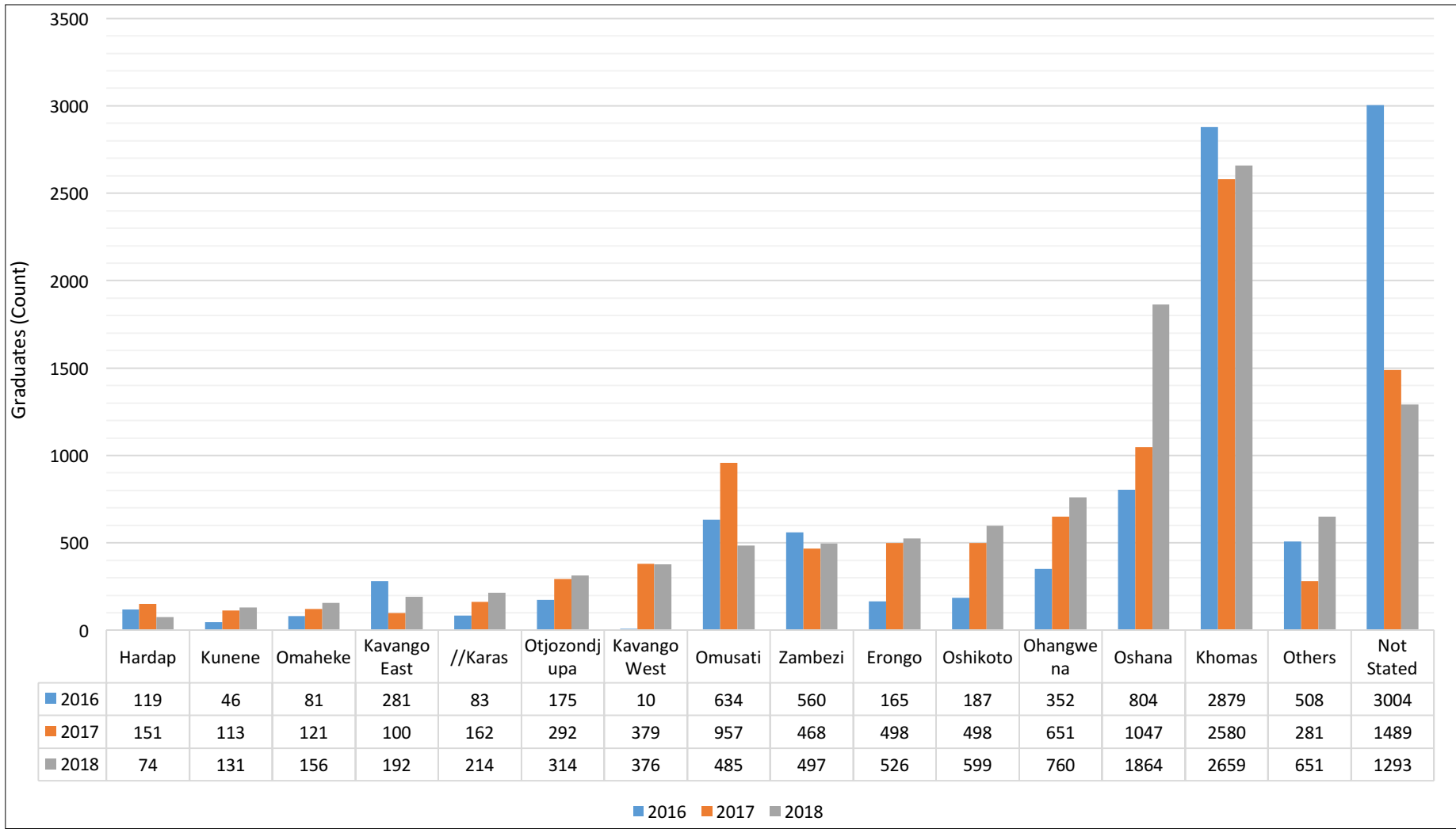
Annexure C: Graduates by Field of Learning, 2014-2018



Annexure D: Graduates by Qualification Type, 2014-2018



Annexure E: Graduates by Region of Origin, 2016 - 2018



Annexure F: List of Variables in the Staff Members Database

Variable Name	Categories	Notes to the Variables
Type of staff member	<ol style="list-style-type: none"> 1. Academic 2. Academic Support 3. Non-Academic Skilled Admin 4. Non-Academic Unskilled Admin 	
Full/Part-time	<ol style="list-style-type: none"> 1. Full-time 2. Part-time 3. Other 	A part-time member of staff is a member whose number of hours worked per week is lower than what is normally required for the position occupied.
Highest Qualification Type	<ol style="list-style-type: none"> 1. Primary school or lower 2. Junior secondary school 3. Secondary school 4. Certificate 5. Diploma 6. Bachelor Degree 7. Bachelor Honours Degree 8. Professional Bachelor Degree 9. Masters degree 10. Doctoral Degree 11. Not Stated 	

ANNEXURE G: GLOSSARY

Absent: Students who have not written their examinations but have not cancelled their registration.

Academic Year: Annual teaching or examination period during which students attend courses or take final examinations, not considering minor breaks. It is typically 12 months from January to December.

Academic staff: These are staff members who are responsible for direct teaching of students namely lecturers, researchers.

Academic Support Staff: These staff members support the work of the academic staff members such as tutors, laboratory technicians, academic and related staff.

Continuing: A term for students to whom failure is irrelevant. This is specifically the case of students registered for Masters (inclusive of writing their thesis) and Doctoral degrees. It may also be used for distance students who for instance a one-year workload is spread over two or more years.

Distance Mode of Learning: The mode of delivering educational instruction, to students who are mostly not present physically in a traditional setting such as a lecture room.

Field of Learning: The broad domain, branch or area of content covered by an educational programme, course or module. It may also be referred to as a Field of Study or Field of Education. For the definition of each specific Field of Learning, refer to the NQF (National Qualifications Framework) Classification of Field of Learning.

Full-time: A normal full-time undergraduate programme of study consists of 120 credits per academic year. Programmes consisting of more than 80 credits in an academic year would still be considered as full-time. Programmes that involve a minimum of 24 weeks of study or placement per academic year.

Gross Enrolment Ratio: This entails the total enrolment ratio in tertiary education in the age group of 19-23 years five years after leaving secondary school, expressed as a percentage of the total population.

New Entrant: An individual enrolling at the beginning of an education level, set of levels, programme, or stage or module thereof, regardless of age.

Non-Academic Staff: Staffs members who are employed by educational institutions but have no instructional responsibilities. Although this definition might vary from one country to the next, non-teaching staff members generally include the Vice-Chancellor and Vice-Rector, and other administrators of Higher Education Institutions such as librarians or educational media specialists, as well as staff members responsible for building operations and maintenance, security personnel, transportation workers and catering staff.

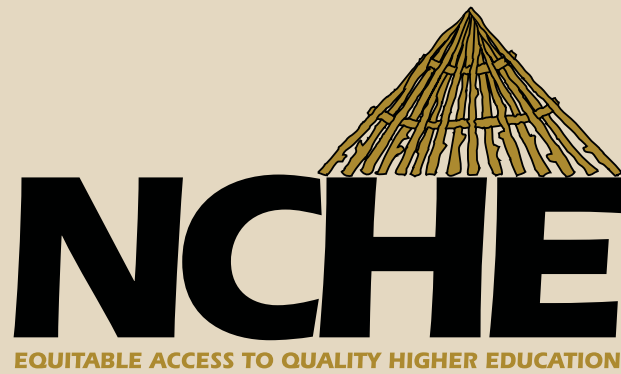
Repeater: A student registered in the same year of study as in the previous academic year, regardless of the qualification.

Part-time: Programmes consisting of 80 credits or less in an academic year. Programmes that involve less than 24 weeks of study or placement per academic year.

Professional Bachelor Degree: This degree represents a substantial attainment of a body of outcomes of learning greater than and in advance of a Bachelor degree. These degrees normally entail a substantial element of 'learning by doing' and are often focused on preparation for entry into a professional field of practice. (Source: NQA).

Skilled Administrative Staff: These are trained staff members who have no instructional responsibilities and work as supporting departments such as Vice-chancellor Office, Finance, HR, IT etc. It includes professional, technical staff, computer operators and clerical staff.

Unskilled Administrative Staff: These are manual staff including among others Cleaners, Drivers, Security and Gardeners.



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