NCHE

EQUITABLE ACCESS TO QUALITY HIGHER EDUCATION

NATIONAL COUNCIL FOR HIGHER EDUCATION

Executive Summary

Of the

Institutional Audit

Of

AFRICAN LEADERSHIP INSTITUTE

Rock Lodge

Okahandja Campus

NOVEMBER 2023

1. Introduction

African Leadership Institute (ALI) exists to inspire and enable Africans to lead transformation, to equip leaders with the power to perform towards higher productivity and the power to transform communities. The institution was registered as private higher education institution by the Ministry of Higher Education, Technology, and Innovation (MHETI) in June 2016 and gazetted as per Government 6024 No.116. The institutional audit of ALI was conducted from 31 July to 02 August 2023, following a quality audit request by NCHE.

The audit panel consisted of:
1. Prof Erika Maass, Chairperson, Registrar, University of Namibia University Management/Governance;
2. Dr Lindsay van den Berg, Member, Founder and Principal, Headstart Montessori Teacher Training College, Management/Governance;
3. Ms Anneley Marita Willemse, Member, Senior Quality Assurance Officer, Namibia University of Science and Technology, Quality Assurance;
4. Ms Algene van Wyk, Member, Finance Manager, Institute for Open Learning, Finance;
5. Ms Bertha Njembo, Member, Deputy Director- Quality Assurance, NCHE Secretariat, Namibia, Quality Assurance; and
6. Ms Esther Kalwenya, Member, Second-year student: Certificate in Transformational Leadership Programme (CTL), ALI, (Student).

2. Commendations

Ali is commended for:

Theme 1: Institutional Vision, Mission and Goals, and General Management Processes
(i)   The passion of the staff and students for the Institution and its programmes is admirable and testifies to their belief in the impact they are making.
(ii)   The programmes offered by ALI are unique in the country and region and fill a niche in the market.
(iii)   The number of policies in place, inclusive of a quality assurance policy and a very detailed HR policy.
(iv)   Availability of study loans to eligible staff members.
(v)   The maintenance of healthy finances.

(vi)   The good relationship with Rock Lodge that extends to the management and acquisition of needed facilities.

Theme 2: Teaching and Learning
(i)   The founder and senior staff of ALI are passionate about their contribution to the development of the country and are certain of what needs to be achieved in future;

(ii)   The testimonies of the students on the transformational changes in their own and business lives support the passion and vision of the institution.

(iii)   The established enrolment objectives and targets.

(iv)   The functioning mentoring programme in place.

(v)   The provision of students with the necessary training material.

(vi)   The availability of a number of academic policies.

(vii)   The student records system in place.

Theme 3: Research
This theme was not included in the review.

Theme 4: Community Engagement
ALI's engagement in community services, including the youth training intervention to equip high school learners with basic leadership and life skills; the gap-year programme, for post grade 12 learners who do not have immediate future plans after school; training on ethics; and marriage seminars, is commendable.

3. Audit Recommendations

The following recommendations are for quality improvement:

Theme 1: Institutional Vision, Mission and Goals, and General Management Processes
(i)   The Governance and Management system (and resulting organogram) needs to be reviewed and aligned to sound corporate governance principles.

(ii)   The vision and mission statements need to reflect a timeframe, be formally approved by the Board, and be shared widely with staff and students through various means. Risks, gaps, and challenges in achieving the stated goals must be identified and acted upon.

(iii)   The quality assurance policy must be benchmarked with local higher education institutions and at least with higher education institutions in

the Southern African Development Community to ensure an effective policy is implemented and revised to ensure alignment with the Quality Assurance system for Higher Education in Namibia. Additionally, there is a need for the appointment of a dedicated quality assurance person.

(iv) Guidelines must be developed for writing effective policies and procedures, including related implementation tools, such as a template for policies to ensure standardisation. Subsequently, all policies must be developed, approved, implemented, and reviewed according to these guidelines. Policy development and review must allow broad input from staff at all levels.

(v) Recruitment procedures should follow commonly accepted processes, allowing for fairness and equity and remuneration packages and benefits must be reviewed to ensure staff retention and sustainability.

(vi) A financial manager must be appointed to prevent circular reporting, and all staff should be involved in compiling the budget.

(vii) A facility management system needs to be put in place for procuring and maintaining facilities at both locations, and provision should be made for the needs of persons with disabilities.

(viii) Students should be made aware of the available library facilities and subscriptions to e-resources that students can access beyond the printed material and a dedicated, well-equipped study area.

Theme 2: Teaching and Learning

(i) Policies for programme development, review and approval, articulation, and evaluation must be developed and implemented and reviewed in line with national requirements and standards and must be informed by research and allow for wide input from staff at different levels.

(ii) Institutional data must be analysed and used to accurately plan and identify risks, gaps, and challenges across all areas (programme offerings, student enrolment and planning, academic support, learning facilitation, assessment and certification of learning, etc.)

(iii) The admissions policy must be strengthened to include an academically sound rationale and processes for module exemptions.

(iv) Admission criteria for all programmes must be aligned to the demands of the programmes and the target market and discrepancies between admission criteria as reflected in different documents/website must be resolved.

(v) The moderation and other quality assurance processes must ensure alignment between the approved outcomes, and the offerings during the face-to-face session's assessments.

(vi) Structured pedagogy training by experts in Higher Education must be provided to all staff involved in teaching and assessment (full-time and part-time) and the evaluation system for lecturers must be reviewed and aligned to best practices in higher education.

(vii) A strategy for more permanent, full-time academic staff must be developed and implemented.

(viii) A retention and succession plan for key positions such as the facilitator must be developed and implemented. The appointment of additional, full-time academic staff to lead the institution in the design, planning, and approval of academic offerings should be a priority.

(ix) Stakeholder engagements and feedback received from such engagements must be documented and implemented.

(x) The examination setting, marking, and moderation must be improved and aligned to sound higher education principles, and a system for providing students with feedback on completed assignments must be developed.

Theme 3: Research
This theme was not included in the review.

Theme 4: Community Engagement
The institution should develop a community engagement policy with effective implementation guidelines.

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