



**NATIONAL COUNCIL
FOR HIGHER EDUCATION**

**Executive Summary
of the
Institutional Audit
of
St. Charles Lwanga Major Seminary
Windhoek**

JUNE 2025

1. Introduction

St Charles Lwanga Major Seminary is a private higher education institution in Namibia, registered by the Ministry of Higher Education, Technology and Innovation in June 2016 (Government Gazette No. 6024). It was opened as an Archdiocesan Seminary for the philosophical and theological training of the future priests and lay leaders of the Archdiocese of Windhoek of the Roman Catholic Church on 28 January 1997. As a Catholic institution, primarily for training ministers, it is run per the norms and regulations of the Roman Catholic Church. The Namibian Catholic Bishops Conference (NCBC) is directly responsible for its operation, and it guides, regulates, and recruits staff and students. It also takes care of the finances and maintenance of the Seminary.

The Seminary offers four accredited programmes: Bachelor of Philosophy (NQF Level 7), Bachelor of Theology (Level 7), Diploma in Philosophy (Level 6), and Diploma in Theology (Level 6). The current student enrolment stands at 50.

The Quality Assurance System for Higher Education in Namibia stipulates that NCHE audits registered higher education institutions at intervals of five years. The Secretariat notified the Seminary of the planned institutional audit and conducted an induction session in April 2024. The Seminary subsequently compiled an Institutional Portfolio (IP), a critical self-evaluation benchmarked against NCHE criteria and supported by documentary evidence.

Following an initial review by the Secretariat, the institutional audit took place from 17 to 19 March 2025. NCHE assembled a panel of six independent experts, taking the institution's context into account. The panel included specialists in higher education governance, quality management, and finance, along with a final-year student representative. Panel member credentials were shared with the institution for 'no objection' to ensure impartiality.

The Audit Panel consisted of:

1. Prof Ranga Zinyemba, Chairperson, Rector, Catholic University of Zimbabwe, Management/ Governance;
2. Rev Dr Caswell Johannes Ntseno, Member, Vice-Principal and General Manager, South African Theological Seminary, Management/ Governance;
3. Ms Johanna Rulien Nortje, Member, Senior Accountant, International University of Management, Finance;
4. Mr Simon Nyanyukweni Simon, Member, Quality Assurance Coordinator, University of Namibia (UNAM), Quality Assurance;

5. Mr Erich Katjipi, Member, Senior Education Officer, Quality Assurance, NCHE Secretariat, Quality Assurance; and
6. Mr Fredrich Katombela, Member, St Charles Lwanga Major Seminary, final year student.

2. Audit Commendations

Theme 1: Institutional vision, mission and goals, and general management processes

- i. The dedication of academic and support staff and the Seminary's commitment to professional growth through external training and educational opportunities.
- ii. The efforts to support staff growth through training and academic opportunities
- iii. The provision of residential staff quarters and a student hostel reflects a commitment to staff and students' welfare.
- iv. The institution's facilities are sufficient, clean and well-maintained, showcasing a high standard.
- v. The installed palisade fencing and surveillance cameras around the campus enhance student safety and protection.
- vi. Classrooms equipped with fixed LCD projectors significantly enhance teaching and learning.

Theme 2: Teaching and learning

- i. Provision of counselling to students and the teaching staff.
- ii. Learning is well-aligned with the institution's vision and mission, supported by qualified lecturers and ongoing staff development initiatives.

Theme 3: Research

NCHE commends the institution for encouraging research by its academic staff and making financial provisions.

Theme 4: Community Engagement

- i. Incorporating community outreach programmes into theological training.
- ii. The active participation of students in community service.
- iii. The efforts of formators in equipping students with the required pastoral skills.

3. Audit Recommendations

Key recommendations for improvement

Theme 1: Institutional vision, mission and goals, and general management processes

The Seminary should:

a) Institutional vision, mission and goals

- i. Clearly define what performance indicators are used to monitor the progress towards the institution's goals and how these are aligned with both educational outcomes and broader strategic objectives.
- ii. Develop detailed descriptions of strategies or initiatives to address identified risks, gaps, or challenges, showing proactive management and adaptation.
- iii. Expand on how the governance and management structures specifically support achieving high-quality academic outcomes, including examples of best practices in educational governance.
- iv. Develop plans and strategies for incorporating technological advancements and innovative teaching methods in theological and philosophical education to stay relevant in a rapidly changing educational landscape.

b) Institutional quality assurance management system (IQAMS)

- i. Develop and implement an IQAMS that includes clearly articulated and approved policies, procedures, and mechanisms to guide quality assurance processes effectively.
- ii. Allocate a dedicated academic budget to support the operational needs of the IQAMS.
- iii. Introduce a structured system for critically monitoring and analysing feedback from internal and external evaluations.

c) Human resource management system (HRMS)

- i. Formulate and document comprehensive HR policies covering all aspects of the employment lifecycle, including recruitment, retention, performance management, and staff development.
- ii. Introduce a formal performance management system with regular appraisals, constructive feedback, and clear career advancement criteria.

- iii. Create and regularly review a competitive and fair compensation and benefits framework that aligns with service industry standards to attract and retain top talent.

d) Financial Resource Management

- i. Develop financial policies and procedures to serve as a financial management and reporting guideline.
- ii. Develop internal control policies and procedures governing proper monitoring and accurate reporting.
- iii. Define, document and implement financial strategies.
- iv. Prepare and submit quarterly financial management reports to the management.
- v. Review and enhance income generation strategies.

e) Facilities management system

- i. Develop policies and guidelines for the Security and Maintenance of facilities.
- ii. Provide an updated valid fitness certificate from the City of Windhoek.
- iii. Improve the Wi-Fi connectivity.

Theme 2: Teaching and learning

The Seminary should:

a) Planning and approval of academic offerings

- i. Develop Formal Policies, Procedures, and Strategies to document all processes related to the planning, development, and approval of new and revised academic programmes.
- ii. Establish an Academic Review Committee whose task should be to regularly conduct curriculum reviews and updates independent of external religious oversight, ensuring alignment with religious and academic standards.

b) Enrolment planning

- i. Formalise the enrolment system to document strategies, policies, and procedures for managing enrolment, including the institution's targeted recruitment system.
- ii. Implement a Systematic Enrolment Review to regularly assess and adjust enrolment strategies based on data analysis and institutional goals.

c) Student enrolment management system (SEMS)

Establish a Comprehensive SEMS, which includes detailed SEMS policies and procedures that ensure efficient management of student information and support the entire student lifecycle from admission to graduation.

d) Academic support services

Develop and document a monitoring and evaluation standard operation procedure (SOP) to support, guide, counsel and tutor students.

e) Facilitation of learning

Develop a policy on monitoring and evaluating teaching and how to address grievances raised against lecturers through students' evaluation.

f) Assessment and Certification of Student Learning

- i. Establish comprehensive policies and procedures for student assessment and certification, focusing on secure data management and monitoring practices.
- ii. Develop a systematic approach to monitor and evaluate the student assessment and certification systems per international best practices.
- iii. Review and update systems regularly to identify and address risks and gaps, ensuring continual improvement in academic quality and integrity.
- iv. Develop a data management system that will include upgrades to the security features of the certificates.

g) Tracking, review and feedback systems

Develop comprehensive policies and documentation of procedures for the tracking, review, and feedback systems.

Theme 3: Research

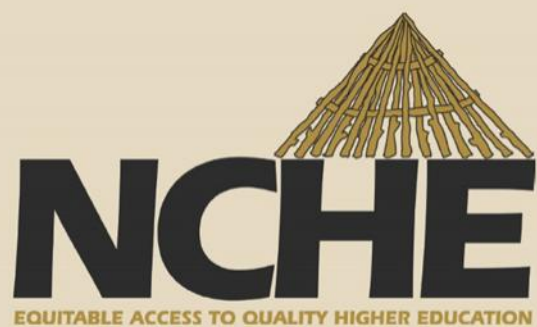
a) The research management system

The Seminary to establish a research board whose task will be to develop a Research Policy and Procedures for academic staff and administer research processes in the Seminary, guided by provisions of the Research Policy and Procedures document.

Theme 4: Community Engagement

a) The community engagement planning and management system

Develop a community engagement policy and plan, and implement effective guidelines.



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