



**NATIONAL COUNCIL  
FOR HIGHER EDUCATION**

**Executive Summary  
of the  
Institutional Audit  
of  
Welwitchia University**

**CITY CAMPUS  
KATIMA MULILO CAMPUS  
NKURENKURU CAMPUS  
OUTAPI CAMPUS  
KOMBAT CAMPUS  
WALVIS BAY CAMPUS  
LAFRENTZ SITE  
LADY POHAMBA SITE**

**MARCH 2025**

## 1. Introduction

Welwitchia University commenced operations in September 2013 under Welwitchia Health Training Centre. Subsequently, the institution was upgraded and registered as a university in 2024, published in the Government Gazette 8336 on 28 March 2024. The University focuses on health, social, and management sciences to address skill shortages in Namibia and beyond by complementing government efforts. The institutional audit of Welwitchia University was conducted from 11 to 28 November 2024, following a quality audit request by NCHE.

The audit panel consisted of:

1. Prof Austin Njiribeako Nosike, Chairperson, Deputy Vice Chancellor-Academics & Research, International University of Equator Management/ Governance;
2. Dr Nita Lawton-Misra, Member, Registrar, University of the Western Cape, Management/ Governance;
3. Prof Obert Sifile, Member, former Finance Director, Chinhoyi University of Technology, now Senior Lecturer in Accounting and Finance, Finance;
4. Ms Lynette G. Kisaka, Member, Retired: Deputy Director, Quality Audit, Commission for University Education, Quality Assurance;
5. Ms Lucia Oarum, Chief Education Officer, Quality Assurance, NCHE Secretariat, Quality Assurance; and
6. Ms Martha Nameya Shoopala, Member, Welwitchia University, final year student.

## 2. Audit Commendations

Welwitchia University is commended for:

### ***Theme 1: Institutional Vision, Mission and Goals, and General Management Processes***

- (i) The vision and mission are articulated well, with the vision demonstrating an aspirational focus and action-oriented mission.
- (ii) The nine goals captured in the IP are sound and provide a good framework for the execution of the institution's strategic and operational plans.
- (iii) Prevalence of policies such as Petty Cash Management, Procurement, Payables, and Receivables/ Debtors shows a robust financial management system.

- (iv) There is evidence that campuses are involved in the preparation of the main budget through Excel spreadsheets.
- (v) Prevalence of the SAGE 300 system allows for viewing student debts and statements.
- (vi) A comprehensive and duly approved Quality Assurance (QA) Policy is in place, built on seven foundational principles that underpin the institution's quality assurance processes.
- (vii) The Quality Management Structure is well-established across institutional, campus, departmental, and unit levels, with clearly defined roles and responsibilities ensuring systematic quality oversight.
- (viii) Student evaluation of teaching and learning is carried out, and reports are compiled for implementation and quality improvement.
- (ix) The provision of staff benefits reflects a commitment to employee welfare.
- (x) The institution's facilities are consistently clean and well-maintained, showcasing a high standard of care and operational excellence.
- (xi) Acquisition of land in various towns to construct facilities.
- (xii) The spacious and well-ventilated halls at the Outapi campus provide an excellent environment for learning and gatherings.

### ***Theme 2: Teaching and Learning***

The University is commended for:

- (i) Running a multi-campus institution with robust classroom facilities.
- (ii) The adoption of creative approaches to both formative and summative assessment of learning outcomes, which focus on deep learning rather than rote learning and minimise opportunities for misconduct and breaches of academic integrity.
- (iii) The development of the mechanisms and tools that will allow staff and students to make data-informed decisions and promote student success.
- (iv) Availability of strong rooms for storing examination and other security items.
- (v) The prevalence of student-centred policies, namely the Assessment Policy, and the Policy and Guidelines to Examination Moderation.
- (vi) Excellent online application and registration processes for first-year students.
- (vii) The one-stop shop concept for returning students' registration at the Lafrenz site.

- (viii) Acquiring a new student system to cover all needs, including a student portal.
- (ix) Providing students and staff with SIM cards and data.
- (x) IT technicians and IT laboratories at all campuses, except the Lafrenz site.
- (xi) Providing e-resources which enable access to e-books for study purposes.
- (xii) Providing audio-visual equipment to facilitate learning and teaching, e.g. projectors.
- (xiii) The simulation rooms at all campuses that are well-equipped and have dedicated and suitably trained staff managing them.
- (xiv) Procedures relevant to the Simulation Centre, such as capturing clinical hours stipulated by the Health Professions Council of Namibia, are well managed.
- (xv) Psychosocial support for students that exists at various campuses through social workers or mental health specialists.

### ***Theme 3: Research***

- (i) The University is commended for entering into partnership agreements with several institutions.
- (ii) The University is commended for the development of a robust Research Ethics Policy, which resonates with the Namibian National Development Plan (NDP), Vision 2030 and the University Strategic Plan, 2024-2029.
- (iii) The University ensures that undergraduate and postgraduate research is well coordinated and monitored, enabling students to complete their research on time.

### ***Theme 4: Community Engagement***

- (i) The participation of students at all campuses in one or more community service initiatives, e.g. cleaning campaigns, visits to orphanages and old age homes.
- (ii) Exposure of students to philanthropic activities embedding the need to give back to the community.

### **3. Audit Recommendations**

The following recommendations are for quality improvement:

#### ***Theme 1: Institutional Vision, Mission and Goals, and General Management Processes***

##### ***a) Vision and mission***

- (i) Articulate in more definitive terms the concept of "excellence" as stated in the vision; and
- (ii) Workshop the vision, mission and goals (the strategic plan) of the university across campuses to ensure buy-in from all stakeholders – both as the strategic plan is being developed, as well as when it reaches the end of its cycle, and before the new plan is conceptualised.

##### ***b) Internal quality assurance management system***

- (i) Ensure that the Campus Quality Assurance Committee (CQAC) stipulated in the QA Policy is fully established and operational;
- (ii) Review and align all policies to reflect WU and not Welwitchia Health Training Centre; and
- (iii) Regularise stakeholder experience surveys in line with the QA Policy implementation strategies.

##### ***c) Human resource management system***

- (i) Institute a staff performance appraisal system consistently across campuses;
- (ii) Develop a structured training programme covering job-specific skills (e.g. IT training for support staff, resource management training for librarians) and customer service for all front-office staff;
- (iii) Benchmark staff benefits with other higher education institutions to provide market-related remuneration packages to staff;
- (iv) Appoint more cleaning staff where infrastructure is expanded, as well as technical maintenance teams on all campuses;
- (v) Introduce regular and role-specific Continuous Professional Development (CPD) programmes to enhance skills and knowledge; and
- (vi) Ensure that faculty-specific minimum requirements for performance appraisal, promotion and appointment are updated to include the decision that teaching and learning should be considered in the evaluation for promotion.

***d) Financial Resources management systems***

- (i) Establish an internal audit system and develop a Financial Regulations Manual that encompasses systems and procedures for the accounting and finance cycle;
- (ii) Assign administrative staff with accounting or financial background to take leadership roles in the accounting and finance functions at the campus level;
- (iii) Improve the capacity of the procurement office to prevent delays in procurement activities; and
- (iv) Diversify sources of revenue to avoid over-dependence on student fees.

***e) Facilities Management System***

- (i) Provide support for student accommodation along the lines of a public-private partnership model;
- (ii) Improve WiFi facilities, especially for campuses offering blended learning;
- (iii) Provide reception areas with receptionists at the Main Campus, Lafrenz and Lady Pohamba sites;
- (iv) Provide larger simulation rooms, libraries, pharmacy and computer laboratories to accommodate large groups;
- (v) Designate assembly points with signage, and branding and signage on all campuses;
- (vi) Provide an online portal for the students to access results and perform online registrations for returning students;
- (vii) Provide adequate furniture as infrastructure expands (e.g., Katima Mulilo and Lafrenz);
- (viii) Install security systems at the entrances of libraries to control the theft of books;
- (ix) Increase student extra-curricular activities;
- (x) Provide additional spaces for student-lecturer consultations; and
- (xi) Improve the provision of audiovisual resources, such as projectors, screens and smart boards and provide more hardcopy books and journals in remote campus libraries.

***Theme 2: Teaching and Learning***

*It is recommended that the University should:*

***a) Planning and approval of academic offerings***

- (i) Revise its policies for educational programme design, development and provision to capture enhanced approaches to teaching and learning, including flexible learning and Open Educational Practices (OEP).
- (ii) Establish an integrated system for clinical instructors for the main campus to access student clinical hours for all campuses.
- (iii) Involve more academic staff in curriculum development and reviews, training, and performance review processes to foster a more engaged and effective workforce.

***b) Enrolment planning and management system***

- (i) Institute campus-specific enrolment plans emanating from the WU Enrolment Plan, addressing enrolment targets and resource provision required for each campus in consultation with the campus management teams.
- (ii) Ensure an effective system of processing and issuing student cards on all campuses.
- (iii) Fully implement the MOODLE software so that students can register, access teaching materials, share notes, and view results.
- (iv) Ensure that there is effective communication between staff and returning students on procedures for enrolment.
- (v) Consider allowing students to continue with their programmes during the academic year and not block them because of outstanding fees.

***c) Academic support services***

- (i) Strengthen the IT enterprise architecture across all campuses and consider appointing more than one IT expert at each campus.
- (ii) Ensure that libraries at all campuses remain open throughout the day, alternatively, consider making sites available for students wanting to access quiet spaces or study rooms after working hours; make provision for libraries at Lafrenz and Lady Pohamba sites.

***d) Facilitation of learning***

- (i) Ensure that there is effective time management in all teaching and learning activities.
- (ii) Purchase more projectors to facilitate teaching and learning.
- (iii) Strengthen peer evaluation of teaching and learning across the campuses.

***e) Assessment and certification of student learning***

Install cameras in the strong rooms at all campuses.

***f) Tracking, review and feedback systems***

- (i) Revise the policy about student feedback on modules, lecturers and programmes so that new academic staff are evaluated for all modules.
- (ii) Strengthen the data analyst function, leverage technology to conduct regular stakeholder experience surveys and provide actionable feedback to relevant offices.
- (iii) Ensure that faculties develop and implement mechanisms to solicit information from their alumni and industry, and that this information is available during curriculum review.
- (iv) Improve channels for staff to provide feedback on institutional policies and decisions to enhance job satisfaction and instructional quality.

***g) Management of postgraduate studies***

Increase support for staff training on research supervision, assessment methods, management of postgraduate studies and learning materials.

***Theme 3: Research***

It is recommended that the University should:

- (i) Provide an effective environment that promotes productivity in Research, Innovation and Consultancy.
- (ii) Spearhead the sourcing of consultancy opportunities.
- (iii) Administer and manage Research Grants and Contracts.
- (iv) Ensure quality research outputs and publications in high-impact journals.
- (v) Develop Innovation Hubs, Business Incubators and Industrial Parks in the University.
- (vi) Ensure high research standards by adhering to ethics and reporting standards of all funders.
- (vii) Facilitate the establishment of research infrastructure.
- (viii) Foster strong linkages with industry for research, innovation and consultancy purposes.
- (ix) Organise conferences, seminars, and workshops to build on the institution's research capacity.

***Theme 4: Community Engagement***

- (i) A policy on community engagement needs to be developed.



- (ii) Research projects relevant to specific communities that are conducted in collaboration with local communities and focused on empowering them and enabling sustainability are recommended.



## CONTACTS

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