



**NATIONAL COUNCIL
FOR HIGHER EDUCATION**

**Executive Summary
of the
Institutional Audit
of
Philippi Trust Namibia (PTN)
Windhoek Campus**

NOVEMBER 2023

1. Introduction

Philippi Trust Namibia (PTN) is striving to provide a professional level of counselling and training to the Church and community in Namibia. The institution was registered as a 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 e. The institutional audit of PTN was conducted from 27 to 29 July 2023, following a quality audit request by NCHE.

The audit panel consisted of:

1. Dr Rose A. Otieno, Chairperson, Kisii University, Kenya, Management/ Governance;
2. Mr Nathan L. Odede, Member, Stellenbosch Theological Institute, South Africa, Management/ Governance;
3. Dr Caswell J. Ntseno, Member, South African Theological Seminary, South Africa, Quality Assurance;
4. Ms Johanna Rulien Nortje, Member, International University of Management, Namibia, Finance;
5. Ms Astrid Mughongora, NCHE Secretariat Representative, Quality Assurance; and
6. Ms Katrina Nangolo, a final-year student.

2. Commendations

PTN is commended for:

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

- (i) The institution's description and values are well-articulated.
- (ii) The institution provides free counselling services for staff.
- (iii) The facilities are well-maintained.
- (iv) Financial management practices and procedures are clearly stated in the financial policy.

Theme 2: Teaching and Learning

- (i) Students highly commend their trainers for their support and availability.
- (ii) Ramps are available for wheelchair access.

- (iii) The institution uses practising specialised counsellors as adjunct trainers and supervisors
- (iv) Students expressed appreciation for their trainer's follow-ups on their personal and academic issues.

Theme 3: Research

None

Theme 4: Community Engagement

Low-cost and free counselling services, and short training that the institution provides to the community are commendable.

3. Audit Recommendations

The following recommendations are for quality improvement:

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

- (i) There is a need to develop a Safety Health and Environment Policy.
- (ii) Maintenance, and expansion of buildings and facilities must be budgeted for.
- (iii) There is a need to recruit additional security officers to ensure student safety during the daytime.
- (iv) The institution should review the vision by focusing on what the institution intends to see itself become in future. The mission needs to focus on how it will achieve the vision. Both statements should be aligned to national strategic goals and stakeholder needs.
- (v) Goals should be clear, specific, measurable and aligned with the vision, mission, and national goals. Development of such goals should involve review and consolidation of the numerous goals and objectives featured on different documents.
- (vi) The institution should consider separating the counselling practice and training into two entities or identifying as a training institution whose community engagement is counselling services.
- (vii) The strategic plan should be reviewed to reflect a post-COVID-19 response.
- (viii) There must also be a strategic review of the management structure and facilities.
- (ix) The institution should develop an internal quality assurance management system, fit for an academic institution.

- (x) There is a need to develop new and review existing policies and strategies following best practices on policy formulation and management (e.g. Quality Assurance, Human Resources, Finance, Teaching and Learning, Programme Planning and Design policies).
- (xi) A progressive view on the role of government in counselling education and training through the NCHE standards should be adopted.
- (xii) Documents such as employment contracts, job descriptions, recruitment guidelines, staff development strategies, etc., should be reviewed for clarity for an academic institution.
- (xiii) The institution should establish an efficient document management system.
- (xiv) The leadership of the institution should be reviewed to fit an academic purpose.
- (xv) An Academic Dean and team are ideal to drive the agenda for the institution.
- (xvi) The financial policy should be realigned to clearly differentiate between policy statements and procedures.
- (xvii) Performance management reports should be prepared quarterly and submitted to the Board of Trustees.
- (xviii) Income generation strategies and accounting capacity should be reviewed and enhanced.
- (xix) The institution may consider exploring options for additional funding for both counselling and training programmes.

Theme 2: Teaching and Learning

- (i) Certificate holders may require more hours of counselling experience in the field (as per professional standards) to be enrolled in the offering.
- (ii) The institution should consider recruiting more trainers, especially with the envisioned Bachelor programme.
- (iii) The Diploma curriculum and content should be reviewed for consistency with its designated focus on Supervision and for introduction of additional modules on Supervision. The programme should also be contextualised to meet the counselling needs of Namibian society.
- (iv) The Diploma programme may need to be subjected to an NCHE re-accreditation review process, with a primary focus on transforming the programme from its occupational orientation in line with the Namibia Training Authority framework to academic orientation in line with the NCHE framework.

- (v) The trainers should be involved in planning, designing and reviewing programmes and courses.
- (vi) The institution should consider developing more programmes in counselling, e.g. Diploma in Counselling or, Bachelor in Counselling.
- (vii) Course guides should be reviewed by incorporating all required details.
- (viii) There is a need to develop an enrolment plan, benchmarked with other institutions.
- (ix) Academic entry requirements should be established for each programme.
- (x) There should be consistency in the criteria for student selection and enrolment.
- (xi) The institution should develop a marketing strategy and review its effectiveness periodically.
- (xii) A Dean of Students should be formally appointed.
- (xiii) There is a need to review the student support policy.
- (xiv) Students should be motivated to use the NETS library, e.g. through assessments such as group research projects.
- (xv) The institution should review the support for students with special needs, especially during lectures, e.g. support for visually impaired students.
- (xvi) Incorporation of extracurricular activities should be considered.
- (xvii) The assessment of programme and course learning outcomes should be benchmarked on best practices to improve evaluations.
- (xviii) The institution should establish a proper tracking, review and feedback system that can be used for reference and analytical reviews.
- (xix) Trainers should have a qualification one level above the programmes they teach on the NCHE framework.
- (xx) A robust teaching and learning policy should be developed, incorporating learning activities and responsibilities of major parties involved, such as the Training Manager, Trainers, Assessors, Moderators, Students and Support Services.

Theme 3: Research

The institution is encouraged to promote staff capacity in research.

Theme 4: Community Engagement

- (i) There is a need to develop a comprehensive community engagement policy and action plan for reference and review.
- (ii) Student activities during internships and the contribution of these activities to the student's learning experience should be recorded.



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