NCHE
EQUITABLE ACCESS TO QUALITY HIGHER EDUCATION

NATIONAL COUNCIL FOR HIGHER EDUCATION

"A Tier 3 Public Enterprise in terms of Public Enterprise Governance Act, 2019 (Act 1 of 2019)"

INTEGRATED STRATEGIC BUSINESS PLAN 2022/23 - 2026/27

NOVEMBER 2022

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Our Logo embodies the following:

- The 'hut' symbolises a pyramid of which the 'sticks' represent the different academic streams which lead to excellence,

- The different academic streams join and guarantee 'shelter' for the nation,

- The 'hut' also symbolises unity through binding the different academic streams together,

- This unified effort emphasizes coordination among our higher education institutions.

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Executive Summary

In the implementation of the 2017/18 to 2021/22 strategic plan, NCHE had to navigate the challenges presented by increasing private higher education provision, diminishing resources for public higher education institutions and the emergency response to the global COVID-19 pandemic.

The last months of the strategic plan period were characterized by a plethora of unregistered higher education institutions. This development, if not nipped in the bud, has the potential to reverse gains made towards higher education quality assurance. The 2022/23 to 2027/28 Integrated Business Strategic Plan will have to address this challenge early on.

Amid the above challenges, NCHE managed to register notable successes in the quest for a coordinated higher education system, increased access of students to higher education and quality assurance in the sector.

Having taken stock of the challenges and opportunities that the implementations of the previous strategic plan the NCHE have developed a stakeholder focused Integrated Strategic Business Plan for the period 2022/23 – 2027/28. The strategic plan is anchored on four strategic themes, i.e. Quality assurance compliance, Research and policy planning, Funding for higher education and Organisational performance.

Finally, during the development of the current Integrated Strategic Business Plan Council noted the grave-shortage of human resources secretariat within the Secretariat to execute the functions of NCHE. Hence, a commitment to work with the MHETI to remedy the situation soonest.

This Integrated Strategic Business Plan (2022/23 – 2027/28) was approved by the 5th NCHE Board at its 3rd Ordinary Meeting on 17 November 2022.

Glossary of Terms Used in the Strategic Business Plan

Strategic Objective	A specific formulation of a strategy for achieving a strategic goal within a specific period.
Programme	A group of related projects and recurrent activities managed in a coordinated way to obtain results and control that would not be achievable from managing them individually.
Project	A planned set of interrelated tasks to be executed over a fixed period and within certain cost and other limitations.
Output	The final products, goods and services produced for delivery.
Key Performance Indicator (KPI)	A pre-determined signal that is used to assess the achievement of results in relation to the stated objective.
Action Steps	The processes or actions that use a range of inputs to produce the desired output.
Baseline	A description of the status quo, usually statistically stated, that provides a point of comparison for future performance.
Target	A specific measure of the output to be achieved within the specified period.
Actual	A specific portion of the output that has been achieved.
Progress	An indicator of the extent to which the 'Actual' measure is achieving the set 'Target' measure. Also referred to as execution rate.
Budget	An estimate of costs of planned activities over a specified period.

1. Purpose, Vision and Strategy

1.1 Purpose

NCHE mandate is defined by the Higher Education Act, 2003, (Act No 26 of 2003). NCHE exists to; promote the establishment of a coordinated higher education system, advance the access of students to higher education institutions and to further quality assurance in higher education. The institution is also responsible for providing advice on the allocation of public funds.

Organizational Overview and Functions
The Higher Education Act, 2003 empowers NCHE to accredit, with the concurrence of NQA, programmes provided at higher education institutions. The agency is further tasked with the promotion of a coordinated higher education system, monitoring of quality assurance mechanisms of higher education institutions, the promotion of access of students to higher education institutions and the undertaking of research with regards to its mandate. In addition, NCHE is required to advise the minister responsible for higher education on the structure, governance, quality assurance, allocation of public moneys and any other aspect relating to higher education.

1.2 Vision, Mission and Core Values

Vision
NCHE aspires,

To be a valued leader and partner in coordinating quality higher education in pursuit of a knowledge-based society.

Mission
NCHE exists,

To ensure a coordinated and a responsive higher education system through equitable access and quality service delivery.

Core Values

In the execution of our mandate and the pursuit of our strategic pillars, we are inspired and guided by the following values;

Accountability	We take responsibility for our policies, decisions and actions and report, explain and answer for resulting consequences.
Professionalism	We exercise high levels of competence in our work and avoid compromises to our set standards and values.
Integrity	We exhibit the quality of an intuitive sense of honesty and truthfulness with regards to our behaviour and motivation for our actions.
Innovation	We strive for continuous learning, seek creative ways to change, solve problems and find better solutions in the execution of our mandate.
Empathy	We endeavour to cultivate empathy amongst ourselves, customers and stakeholders, with a view to building positive relationships and boost productivity.

1.3 Strategy

The strategy herein is informed by the policy direction from Vision 2030, NDP5 and the Harambee Prosperity Plan II 2021 – 2025.

Secondly, NCHE employed a number of tools to analyse the prevailing environment that will impact on the operations of the organisation as well as to align its services to the needs of the industry and comply with the national and international industry standards.

Based on the above, NCHE identified strategic issues that are critical for the successful execution of its mandate in the next five years.

The NCHE mission and vision statements are supported by four strategic themes; research and policy planning, quality assurance, funding for higher education and organisational performance.

Strategic Interventions
● We shall improve the quality of higher education through accreditation of education programmes, audit of higher education institutions and through monitoring and enforcement of compliance.

- We shall promote evidence-based planning by undertaking research and feasibility studies.

- We shall endeavour to ensure affordable access and equitable allocation of funds to public higher education through advocacy, policy advise and the application of the funding framework.

- NCHE will review its current performance management methodology to the new strategic direction. NCHE will further instil organisational values in its staff members. New ways of leadership dialogue and collaboration will be introduced to transform the organisational communication culture.

The strategic themes, objectives and corresponding programmes are as follow:

Strategic Theme	Strategic Objective	Programmes
Quality assurance compliance	Enforce higher education regulatory framework	Administration of the registration of private higher education institutions regulations
	Improve the quality of higher education	External quality assurance
Research and Policy Planning	Promote evidence-based policy planning	Research and feasibility studies
Funding for Higher Education	Advise on affordable access and equitable allocation of funds to public higher education	Higher education funding strategy
Organisational performance	Enhanced organisational performance	Performance Improvement

2. Governance, Organisation and Management

NCHE is a non-commercial public enterprise in terms of section 2(2)(c) of the Public Enterprise Governance Act, 2019 (Act 1 of 2019) and reports to the Minister responsible for higher education who must cause a copy of the annual report to be laid before the National Assembly.

2.1   Council

Council members are appointed by the minister responsible for higher education in terms of section 8 of the Public Enterprise Governance Act, 2019 and serve for a period of three years. NCHE may establish one or more committees to advise on matters relating to its functions in a more focused and structured manner.

NCHE is obliged through section 11 of the Public Enterprise Governance Act, 2019 to enter into a written governance agreement with the minister responsible for higher education. Moreover, NCHE has a responsibility of submitting to the minister and the relevant minister, within six months after the end of each financial year, the Annual Report including the audited financial statement on the operations of NCHE.

To carry out its functions, the Council is assisted by a secretariat comprising staff members of the ministry responsible for higher education who have been designated by the Executive Director to provide secretarial and administrative services and technical assistance as may be required by NCHE or any of its committees.

To execute the strategy, the council ensures deliverables through clear consequence management and holding the secretariat accountable to increase agility.

Figure 1: Interface between Layers of NCHE Governance Structures
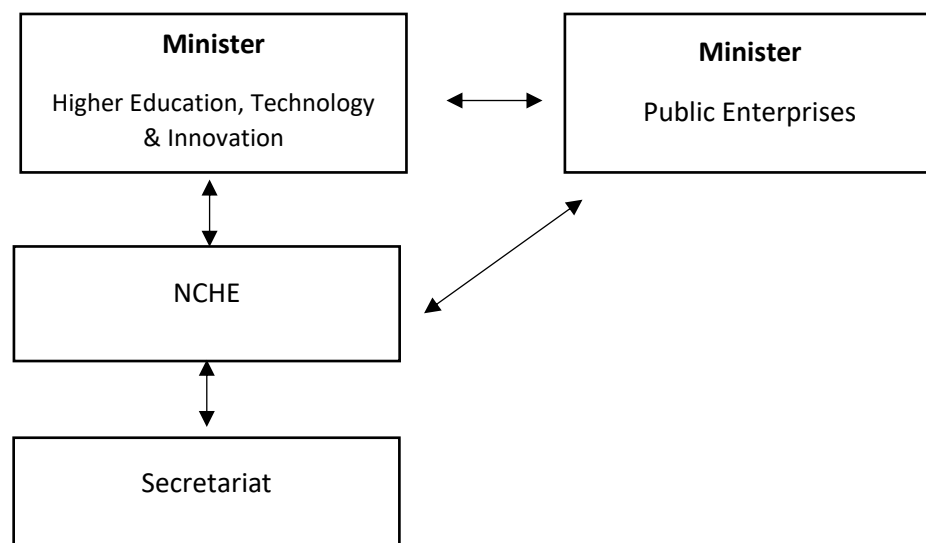
2.2   Secretariat

Twenty-two staff members have been assigned by the Executive Director of the Ministry of Higher Education, Technology and Innovation to provide secretarial and administrative services and technical assistance to the council. The secretariat has been organised (by Council) to provide services in line with the mandate and functions of the organisation as per the organisational structure below. A need exists to further strengthen the NCHE human capital plan and structure in line with the strategic objectives of the organisation.

Figure 2: Organogram of NCHE Secretariat
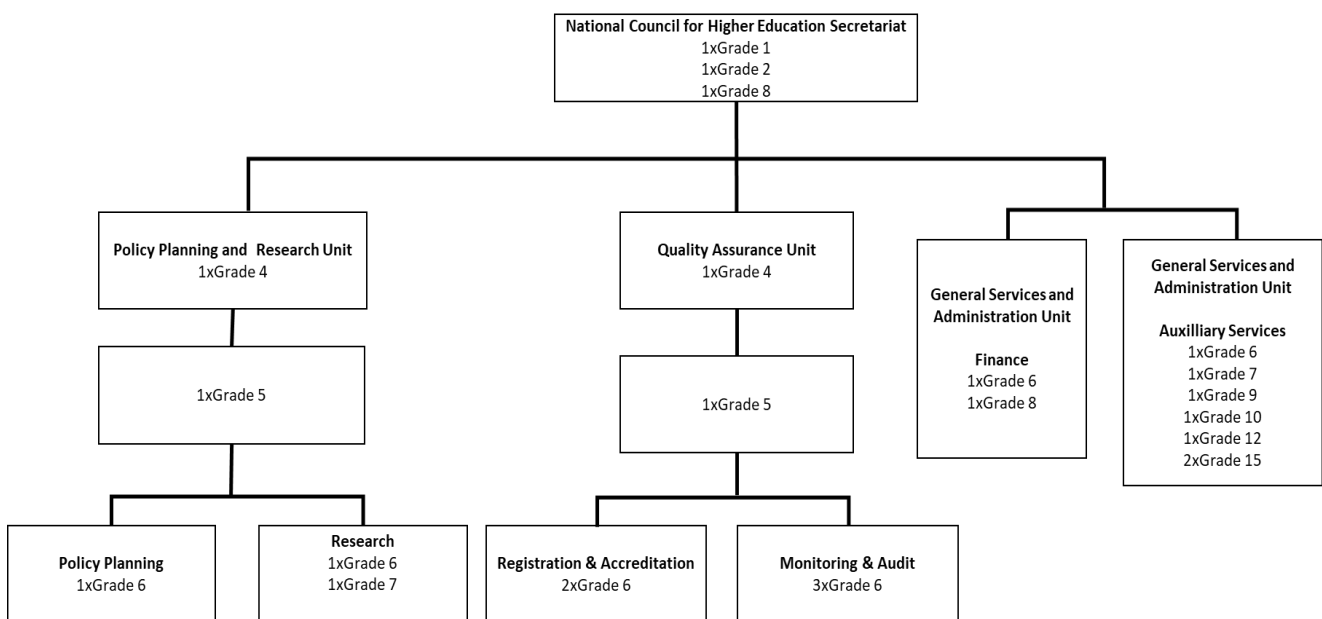
3. Planning Matrix (Objectives, Programmes, Projects, Key Performance Indicators and Targets)

Strategic Objective	Programme	Key Performance Indicator (KPI)	Indicator Definition	Indicator Type	Base-line	Yearly Targets					Project	Responsible Unit
						Y1 (2022/23)	Y2 (2023/24)	Y3 (2024/25)	Y4 (2025/26)	Y5 (2026/27)		
Enforce higher education regulatory framework	Administration of the registration of private higher education institutions regulations	% towards establishment of an automated registration management system	Proportion of activities implemented in the development of the registration management system	Incremental	0	5%	25%	75%	100%		Registration management system	Quality Assurance
		% of registration application processed	The proportion of all registration application received in a given year, processed	Absolute	40%	85%	85%	85%	85%	85%	Registration of private higher education institutions	
Improve the quality of higher education	External quality assurance	% of stakeholder satisfaction rate	Perception of stakeholders of the quality assurance standards	Incremental	0	30%	50%	70%	90%	100%	Strengthening of the national QA system	Quality Assurance
		Number of higher education institutions audited	Institutions audited per annum	Absolute	4	2	2	1	1	1		
		% of processes fully completed for academic	Activities completed for programmes to be accredited	Incremental	49	20	40	60	80	100		

Strategic Objective	Programme	Key Performance Indicator (KPI)	Indicator Definition	Indicator Type	Base-line	Yearly Targets					Project	Responsible Unit
						Y1 (2022/23)	Y2 (2023/24)	Y3 (2024/25)	Y4 (2025/26)	Y5 (2026/27)		
		programmes to be accredited										
Promote evidence-based policy planning	Research in Higher Education[1]	Number of reports for higher education policy planning	Reports include: biennial public lecture, statistics, graduate surveys, employer surveys, higher education action research and feasibility studies	Absolute	0	4	3	3	2	2	Research and Feasibility study	Policy, Planning & Research
Advise on affordable access and equitable allocation of funds to public higher education	Public higher education Funding Framework	% of funding allocated equitably to Public Higher Education Institutions (HEIs)	Funds allocated as GRN subsidy as % of the Funding Formula estimated subsidy	Absolute	0%	100%	100%	100%	100%	100%	Higher education funding strategy	Policy, Planning & Research
Enhance organizational performance	Performance Improvement	% overall strategy execution	Extent of execution of the strategic plan	Incremental	0%	20%	40%	60%	80%	100%	Performance management system	Finance & administration

(i)   [1] Details of reports to be produced are set out in the respective Annual Business Plans.

Strategic Objective	Programme	Key Performance Indicator (KPI)	Indicator Definition	Indicator Type	Base-line	Yearly Targets					Project	Responsible Unit
						Y1 (2022/ 23)	Y2 (2023/ 24)	Y3 (2024/ 25)	Y4 (2025/ 26)	Y5 (2026/ 27)		
		% of staff with expertise	Proportion of staff members with post graduate specialisation in areas of operation	Incremental	30%	50%	55%	60%	70%	75%		
		% stakeholder satisfaction	Proportion of stakeholder satisfied with NCHE services	Incremental	83%	90%	100%	-	-	-	Administration	Finance & administration
		Financial execution rate	Proportion of expenditure	Absolute	57%	100%	100%	100%	100%	100%		
		Clean audit	Occurrence of unqualified audit report	Absolute	N	Y	Y	Y	Y	Y		
		% of key services accessed online	Degree to which key services are completed. Key services include: E-procurement, Application for registration & quality assurance, Automation of HEMIS	Incremental	0	25%	50%	75%	100%	-		

4. Five-Year Business Implementation Plan

NCHE has been declared a Non-Commercial Public Enterprise in terms of section 2 of the Public Enterprise Governance Act, 2020.

Funds for NCHE operations are obtained from moneys appropriated by Parliament to promote -
   (i)   the establishment of a co-ordinated higher education system;
   (ii)   the access of students to higher education institutions; and
   (iii)   quality assurance in higher education; and
(b)   to advise on the allocation of moneys to public higher education institutions.

The financial projections in the Operations Plan are limited to funds anticipated to be allocated by Parliament in the next five years.
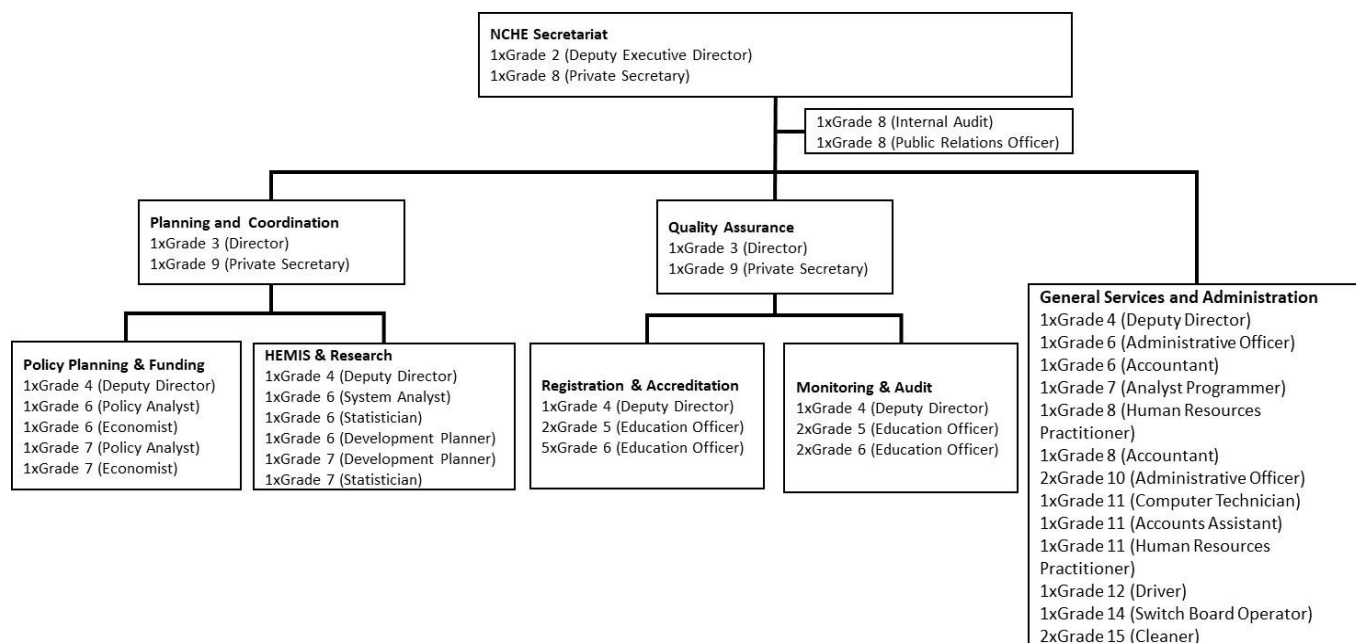
4.1   Operations Plan and Financial Projections

Strategic Objective	Programme	Project	Yearly Budget					Total Budget (2022-2027)
			Y1	Y2	Y3	Y4	Y5	
			(2022/23)	(2023/24)	(2024/25)	(2025/26)	(2026/27)	
Improve the quality of higher education	External quality assurance	Strengthening of the national QA system	4,065,000	2,985,000	1,790,000	1,625,000	1,605,000	12,070,000
Promote evidence-based policy planning	Research in higher education	Research and Feasibility study	5,650,669	1,286,000	1,708,900	1,965,235	1,708,900	12,319,704
Ensure affordable access and equitable allocation of funds to public higher education	Public higher education funding framework	Higher education funding strategy	60,000	60,000	60,000	60,000	60,000	300,000
Enhance organizational performance	Performance improvement	Performance management system	14,875,000	15,618,750	16,399,688	17,219,672	18,080,655	82,193,765
		Administration	10,345,000	3,890,250	4,084,763	4,289,001	4,503,451	27,112,465
Annual Budget			**34,863,263**	**23,840,000**	**24,043,351**	**25,158,908**	**25,958,006**	**133,995,934**

4.2   Work Force Plan and Skills Development (Transfer) Plan

NCHE endeavours to have 70% of its staff with expert skill or knowledge in their field of operation. Expert skill or knowledge is for this purpose defined as a postgraduate qualification in a discipline related to the staff member's duty sheet. The target will be reached through a date-driven inventory and schedule of qualifications that must be attained by individual staff members combined with a targeted recruitment drive.

Moreover, the NCHE Board has noted the need for harmonisation of the organisational structure to the functions of NCHE. The harmonisation exercise should support the implementation of the 2022/23 - 2027/28 Integrated Strategic Business Plan. The estimate financial implications of the harmonisation/restructuring would be N$21,383,829.77 compared to the current N$9,845,194.20 annual expenditure on renumeration. The Board will engage the responsible minister with an aim to empower the NCHE Secretariat to be responsive to support the NCHE functions as assigned in the Higher Education Act, No. 26 of 2003.

Figure 3: Schematic representation of NCHE functions with ideal post designations

NCHE Secretariat
1xGrade 2 (Deputy Executive Director)
1xGrade 8 (Private Secretary)

1xGrade 8 (Internal Audit)
1xGrade 8 (Public Relations Officer)

Planning and Coordination
1xGrade 3 (Director)
1xGrade 9 (Private Secretary)

Quality Assurance
1xGrade 3 (Director)
1xGrade 9 (Private Secretary)

General Services and Administration
1xGrade 4 (Deputy Director)
1xGrade 6 (Administrative Officer)
1xGrade 6 (Accountant)
1xGrade 7 (Analyst Programmer)
1xGrade 8 (Human Resources Practitioner)
1xGrade 8 (Accountant)
2xGrade 10 (Administrative Officer)
1xGrade 11 (Computer Technician)
1xGrade 11 (Accounts Assistant)
1xGrade 11 (Human Resources Practitioner)
1xGrade 12 (Driver)
1xGrade 14 (Switch Board Operator)
2xGrade 15 (Cleaner)

Policy Planning & Funding
1xGrade 4 (Deputy Director)
1xGrade 6 (Policy Analyst)
1xGrade 6 (Economist)
1xGrade 7 (Policy Analyst)
1xGrade 7 (Economist)

HEMIS & Research
1xGrade 4 (Deputy Director)
1xGrade 6 (System Analyst)
1xGrade 6 (Statistician)
1xGrade 6 (Development Planner)
1xGrade 7 (Development Planner)
1xGrade 7 (Statistician)

Registration & Accreditation
1xGrade 4 (Deputy Director)
2xGrade 5 (Education Officer)
5xGrade 6 (Education Officer)

Monitoring & Audit
1xGrade 4 (Deputy Director)
2xGrade 5 (Education Officer)
2xGrade 6 (Education Officer)

4.3   Risk Management

The implementation strategy for the Strategic Plan 2022/23 – 2027/28 encompasses critical factors that must be managed for the strategy to succeed. Failure to attend to these critical success factors timeously might result in the achievement of the set targets being compromised.

- *Stakeholder management:* Achievement of the stated objectives requires the active participation of higher education institutions and that of the agencies with contributory mandates. Non-compliance with regulations by higher education institutions, lack of participation and limited buy-ins in NCHE projects should be anticipated and appropriately managed through increased stakeholder consultations, awareness raising and capacity building.
- *Data management*: Data on higher education is key to informed decisions on access to higher education programmes, orientation, quality and output. It is of critical importance that research and feasibility studies be conducted in a participatory manner as a strategy to keep stakeholders involved and constantly aware of developments in this sphere.
- *Funding framework buy-in*: The Funding Framework provides a mechanism for determining operational funds, funding for additional facilities and for arriving at differentiated programme cost and tuition fees component. The previous reporting period has revealed gaps in communication amongst stakeholders tasked with the implementation of the Funding Framework. Targeted actions to enhance the understanding of the framework at high levels should be initiated at the beginning of the strategic planning period.
- *Alignment of NCHE structure to the mandate and plan*: A mismatch between the plan and availed resources to implement the plan is a plan to fail. Council will prioritize high level discussions to adequately provide for the necessary resources on the structure.

Risk Management Plan

Strategic objective	Risk	Who/ what is affected	Risk control already in place	Risk assessment	Further action to control risk
1. Improve the quality of higher education	• Non-compliance to registration regulations	QA in higher education institutions	Promotion of QA activities	High	• Increased stakeholder consultations, • Awareness creation and capacity building • Partnership with law enforcement agencies
	• Lack of participation of HEIs in QA activities	QA in higher education institutions	Promotion of QA activities	High	• Capacity building for private HEIs • Awareness creation in QA activities
	• Limited buy-in in the minimum standards for higher education	Students	None	Moderate	• Stakeholder consultations, • Awareness creation
2. Promote evidence-based policy planning	• Delay in submission of statistical data and responses	Planners and policy makers	Institutional visits and workshops	High	• Continuous awareness raising
3. Ensure affordable access and equitable allocation of funds to public higher education	• Limited State Revenue funds • Unwillingness of HEIs to provide information • Limited buy-in by line Ministry • Students/ public petitioning NCHE	Public HEIs	• Submission of budget recommendations to MHETI • Promotion of the funding framework	Moderate	• Continuous promotion of the implementation of the funding framework • Promote higher education diversification • Engage education ministries (MEAC & MHETI) on challenges faced by students in accessing higher education

Strategic objective	Risk	Who/ what is affected	Risk control already in place	Risk assessment	Further action to control risk
4. Enhanced organisational performance	• Slow recruitment process of staff and inadequate organisational structure • Vulnerable IT system • Incomplete office building structure	All Units	None	Severe	• Obtain MHETI buy in with regard to an improved NCHE structure • Strengthen IT security • Commence Phase 2B construction

5. Supporting Documentation

5.1   Analysis of Past Performance

Coordinated Higher Education System
Policy interventions: Higher education in Namibia is expanding rapidly. This expansion requires adequate policy instruments to ensure quality and avoid unnecessary duplications. In addition, there is a need to have differentiated higher education provisions to students exiting at various levels of secondary education in line with the skills requirements of the country. The above call for policy certainty.

The National Policy on Higher Education, drafted through NCHE in the previous strategic plan reporting period should provide the much-needed direction in the planning and coordination of the rapidly expanding higher education sector. NCHE further initiated a policy level intervention to enhance differentiation in higher education provision through the development of a concept note that provides an overview of the institutional landscape, the critical success factors for the role of higher education in economic development and the differentiation of higher education in the public sector. Adoption and implementation of the above policy instruments will go a long way in ensuring a coordinated higher education sector.

NCHE is involved in the drafting of the National Human Resources Development Strategy. Following the procurement of the necessary expertise and the mobilization of initial inputs from various stakeholders, the draft strategy is set to be produced in the second quarter of the 2022/23 financial year. By matching industry needs to the supply of human resources, the strategy will complement NCHE efforts in making higher education responsive to the needs on the ground. NCHE role in coordinating this project towards finalisation and approval of the strategy will continue into the next strategy implementation period.

Higher Education Statistics: Information is critical to the management and coordination of the higher education sector. NCHE keeps policy makers and stakeholders informed of the growth, completion rates and teaching and research resources through the publication of the Namibia Higher Education Statistical Yearbook. NCHE reports growing higher education numbers and declining financial allocation for the sub-sector. The scenario demands advocacy for adequate financial allocation to higher education, the full implementation of

the funding framework and increased adherence to the quality assurance system.

Quality Assurance: Quality assurance in higher education is pursued through programme accreditation and regular institutional audits. In the last five years, four private higher education institutions were registered. Forty-seven education programmes were reviewed for accreditation and quality audits were carried out at four institutions. The absence of uniform standards for smooth administration of higher education was addressed through a project that resulted in a draft General Minimum Standards for Higher Education in November 2021.   The minimum standards are expected to result in a smooth and efficient quality assurance regime.

Partnerships: In pursuit of harmonisation of quality assurance systems and processes, memoranda of agreement with four local professional bodies, namely: Institute of Chartered Accountants of Namibia (ICAN); Namibia Veterinary Council (NVC); Engineering Council of Namibia (ECN); and Namibia Health Professionals Councils (HPCNA) were entered into. In addition, NCHE assumed the responsibility of hosting the Southern African Quality Assurance Network (SAQAN) Secretariat for a period of four years, starting 2020.

Funding Framework: In the last five years, the funding framework matured into an instrument for enhancing planning, equity and efficiency in public higher education institutions as well as a tool to render higher education accessible. NCHE consistently recommended an average tuition fee within the threshold of the 25 per cent of GDP per capita. There is however a need for an intensive advocacy and marketing intervention within government to ensure full implementation of the funding framework.

Challenges confronted NCHE and more challenges are bound to emerge. The outbreak of COVID-19 compelled changes in how NCHE conduct its business. Alternative modes of quality assurance were explored and implemented. A helping hand was extended to government in the development and implementation of national higher education COVID-19 mitigating strategies. Moving forward into the next planning period, the pandemic has prompted renewed questions concerning the fundamental nature of higher education. In this dynamic setting, NCHE is expected to respond with appropriate and relevant tools with a view to enhancing quality and maintain standards.

5.2   Stakeholder Analysis

Summary of Stakeholder Expectations and Expected Impact (market analysis)

Name of stakeholder	What are their need(s) and expectation(s)	What do you expect from them	What is the impact of your relation
Regulators			
MHETI	Policy advice, statistical and research information, accountability	Guidance and decision making	• Coordinated HE system • Improve QA in HE
Ministry of Justice	Supportive information on institutional registration	Gazetting of private HEIs and regulations	Legal operation and compliance of private HEIs
Office Attorney General	Compliance with relevant laws	Consultations, legal advice	Adherence and compliance with legal provisions
Ministry of Finance	Compliance with the Public Procurement Act, No. 15 of 2015, its regulations and guidelines.	• Allocation of funds • Approval of procurement structure • Advice on procurement related queries/ procurement law and refresher trainings	Adherence and compliance with the procurement law
	Adherence to State Finance Act and Treasury Instructions	Advise on asset management	• Budget control • Reduced wastage and unauthorised expenditure
Ministry of Public Enterprise	Compliance to Public Enterprise Governance Act 1 of 2019	Advice on governance	Full compliance
Employees	• Conducive working environment • Professional Growth	• Commitment • Professionalism	• Improved performance • Improved service delivery • Implementation of the strategic plan
Clients			
HEIs (public and private)	• Guidance and support	Adherence to HE policies	Quality higher education

Name of stakeholder	What are their need(s) and expectation(s)	What do you expect from them	What is the impact of your relation
Strategic Partners			
Ministry of Education, Arts and Culture	• Information on higher education quality standards • Feedback on graduate tracer studies for career guidance	Information on secondary school output	• Alignment between education levels
NQA	Joint quality assurance activities	• Joint quality assurance activities • Information exchange	Harmonised processes
Professional Bodies	Joint quality assurance activities	• Joint quality assurance activities • Information exchange	Harmonised processes
Industry	Information on the state of higher education	• Labour market information • Serve on quality assurance review panels	Responsive higher education
Suppliers	• Fair and transparent bidding processes • Timely payment of invoices	Timely execution of contracts	Enhanced organisational performance
Pressure Groups			
General public	Information on the state of higher education	Provide feedback on the quality of higher education	Responsive higher education
Students	• Access to quality higher education • Information on the state of higher education	Provide feedback on the quality of training and institutions	Responsive higher education

5.3 SWOT Analysis Worksheet

Strengths	Weaknesses
• Motivated, dedicated and adaptable team • Functioning performance management system • Staff development opportunities • Enabling legislations, policies and guidelines in place • Well managed finances • Functional implementation of the QA system • Teamwork • Staff professionalism • Improved office space	• Structural challenges with the potential of loss of critical skills • Unclear classification of the institution • Limited staff capacity (quantity) • Lack of publicity • Limited career advancement opportunities • Internal communication challenges • Reactive approach to administering the registration of private HEIs
Opportunities	**Threats**
• Opportunities for undertaking research in HE • Partnership with other institutions/strategic partners • Membership to international networks • Growing Higher Education landscape	• Overlapping functions with other QA agencies • Unregistered private higher education institutions and unaccredited programmes on offer • Vacuum in governing structures • Natural disasters such as pandemics • Limitation in funding

5.4 PESTLE Analysis

Factor	Implications
Political • Political stability • Geopolitical wars	• Conducive operational environment • Disruption in international partnerships
Economic • Economic downturn and reduced budgets	• Increased tuition fees, leading to decreased student enrolment • Reduced subsidy
Sociological • Outbreak of pandemics (e.g. COVID-19)	• Restrictions of health and environmental law prevents carrying limits implementation of some activities • The need to develop flexible QA mechanisms
Technological • Poor IT facilities in remote areas	• Student inability to access online teaching and learning materials leading to poor higher education outcomes
Legal Emerging needs for new regulations under the Higher Education Act	• Loopholes in the coordination of high education addressed
Environmental • Natural disasters • Climate change	• Reduced funding due to government response to natural disasters • The need to reduce carbon footprint

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