



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, INNOVATION, YOUTH, SPORT, ARTS AND CULTURE

**MINIMUM STANDARDS FOR HIGHER EDUCATION
INSTITUTIONS IN NAMIBIA**

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LIST OF ABBREVIATIONS

FTE	Full-time Equivalent
HE	Higher Education
HEI	Higher Education Institution
IQA	Internal Quality Assurance
MIS	Management Information System
NAMCOL	Namibia College of Open Learning
NCHE	National Council for Higher Education
NQA	Namibia Qualifications Authority
NQF	National Qualifications Framework
NSSCAS	Namibia Senior Secondary Certificate Advanced Subsidiary
NSSCH	Namibia Senior Secondary Certificate High Level
NSSCO	Namibia Senior Secondary Certificate Ordinary Level
QA	Quality Assurance
RPL	Recognition of Prior Learning
STEM	Science, Technology, Engineering and Mathematics

PREFACE

Launched in the 1980s, the evolution of formal higher learning in Namibia has been prominent with the diversification of provisions to pursue national priorities, such as inclusion, equity, relevance, and enhanced access to quality education. To set the national agenda on higher education, in 1993, the Government of the Republic of Namibia laid the foundations for the regulation of HE through its policy document, *Toward Education for All*, which provided a roadmap for education and training in post-independent Namibia.



Accordingly, national-level frameworks promoting quality, relevance and recognition of qualifications were launched in 1996 through the Namibia Qualifications Authority Act, Act No. 29 of 1996 by establishing the Namibia Qualifications Authority (NQA) with a responsibility to, amongst others, set occupational and curriculum standards and evaluate the training provided accordingly. In accordance with its mandate, two sets of regulations were gazetted under the NQA Act in 2006: the Regulations for the Accreditation of Persons, Institutions or Organisations and the Regulations setting up the National Qualifications Framework (NQF). This was followed by another set of regulations outlining the processes for evaluating qualifications in 2007.

Another key achievement in promoting national-level priorities for equal access to quality education was the establishment of the National Council of Higher Education (NCHE) under the Higher Education Act, Act No. 26 of 2003. The role of NCHE, among others, is to promote quality assurance in higher education through programme accreditation and institutional audits. The Higher Education Act also provides for the establishment of private higher education institutions and is supported by the Regulations for the Registration of Private Higher Education Institutions.

In addition to the national qualifications and quality assurance frameworks, various Professional Bodies established policies and regulatory instruments to ensure the quality of professional programmes in the country. These bodies work closely with the national regulatory bodies and relevant higher education institutions to regulate the offering of professional programmes, thus playing a key role in promoting relevance.

The Namibian higher education quality assurance system has come to a juncture of maturity that requires a more proactive role from the Government in promoting inclusion, equity, relevance, and equal access to quality education. Hence, supplementary measures are required to enhance quality assurance approaches, ensuring that the ever-diversifying and expanding Namibian higher education system is appropriately equipped to meet the expectations set upon it.

These Minimum Standards for Higher Education Institutions represent a unified framework for setting baseline requirements for all types of higher education providers. Let us all now work together

in promoting inclusion and enhanced equal access to quality education while ensuring integrity and trust in higher education performance locally, regionally, and globally.

Hon. Dr Sanet Steenkamp (MP)

Minister of Education, Innovation, Youth, Sport, Arts and Culture

December 2025

1. INTRODUCTION

The Higher Education Act, 2003 (Act No. 26 of 2003) refers to higher education (HE) as:

“programmes leading to qualifications higher than grade 12 or its equivalent” but does not include “vocational training provided by a vocational training centre registered under the National Vocational Training Act, 1994 (Act No. 18 of 1994) or open learning provided by the Namibian College of Open Learning [NAMCOL], established by the Namibian College of Open Learning Act, 1997 (Act No. 1 of 1997)”.

These Minimum Standards for HE Institutions in Namibia shall be used as supplementary and complementary tools alongside the existing regulatory frameworks such as the Higher Education Act (Act 26 of 2003), the Regulations for Registering Private Higher Education Institutions (2009), the Namibia Qualifications Act (Act 29 of 1996), the Regulations for Accreditation of Persons, Institutions or Organisations (2006) and the Quality Assurance System for Higher Education in Namibia (2009) and laws regulating quality of professional academic programmes.

2. PURPOSE

A robust HE quality assurance system is imperative to ensure the integrity of qualifications and the maintenance of academic standards in the country. Hence, the purpose of the minimum standards is as follows:

- (i) To safeguard the students, the academic and administrative staff by ensuring sustainable HE operations in Namibia
- (ii) To ensure consistency, quality compliance and transparency while sustainably enhancing and promoting articulation among HE institutions
- (iii) To supplement the current QA system with a robust set of metrics, which also ensure sustainable operations of HEIs.

3. PRINCIPLES

The Minimum Standards for HE Institutions in Namibia are guided by the following principles:

- (i) **Inclusiveness:** the minimum standards ensure access to learning opportunities and resources to diverse groups of prospective students (regardless of age, gender, socio-economic status, race, nationality and any other distinction or special talent), including the ones that might otherwise be excluded or marginalised.
- (ii) **Equal access to quality education:** the minimum standards set baseline requirements for quality education across all the HE providers in the country to ensure that youth and adults have equal access to quality HE and lifelong learning, enabling them to acquire knowledge, skills, and competencies to achieve their full potential, contribute meaningfully to societal development, and participate proactively in the world of work.
- (iii) **Efficiency:** the minimum requirements are designed in a way to support the efficiency of the overall HE system and that of

individual HE institutions by providing relevant and measurable metrics, which consider both the local needs of the HE system in Namibia and, to the extent possible, align with the internationally compatible norms and trends.

- (iv) **Consistency:** consistency is paramount in the type of evaluation, including HE providers, to ensure fair judgement as per pre-defined profiles. Applying the stated minimum requirements consistently across all the HE providers instils trust and credibility in the system performance.
- (v) **Accountability:** the minimum requirements are designed in a way to ensure accountability of all types of HE providers regardless of their legal status. It ensures that public, private and government investment into higher education is allocated in a way that safeguards students and families from potential fraud and system abuse.
- (vi) **Transparency:** establishing a common, system-wide understanding of the diverse measurements ensures validity and accuracy in evaluations. Transparent operations through setting and reporting per the minimum requirement enlighten all the HE stakeholders about the evaluation methodologies and metrics that drive decision-making on HE operators in Namibia, thereby enhancing trust in external evaluations.

4. SCOPE

The Minimum Standards evolve around the following pillars and dimensions of evaluation:

Institution	Programme	Research	Resources
Institutional Designation/ Nomenclature	Admission & Enrolment	Research Capacity	Infrastructure & Facilities
Governance & Administration	Curriculum		Finances
Internal Quality Assurance	Academic & Administrative Staff		Student Support Services
	Progression & Graduation		
	Records Management & Phase Out		

The rationale behind each pillar is as follows:

Institution

Post-secondary education in Namibia loosely follows the Australasian model with a single-line ministry responsible for both higher and vocational education, but distinct statutory bodies are mandated to regulate each of these two sectors. However, the lack of clear minimum HE standards in general and guidelines for institutional designations/ nomenclature in particular has resulted in a fuzzy post-secondary landscape.

Furthermore, the different legal provisions for the establishment of HEIs in Namibia contribute to the diversity of loosely defined postsecondary institutional types and different higher education operational frameworks. A coordinated HE system responsive to the needs of the country necessitates standardised guidelines for identifying and defining HEIs and their operations.

To provide guidance on an institutional typology for Namibia, the minimum standards focus on the broad categories of institutional designations and the requirements to be met per each type of designation and respective governance provisions. In line with the regional developmental trends, the country's size and needs, and the current HE landscape, broad categories of HEIs are proposed for Namibia, including cross-border provisions. There are requirements for each type of provider in terms of governance, administration and quality assurance.

The premise on which the standards were built is that HEIs bear the ultimate responsibility for the quality of their offerings and services; hence, internal accountability should be the focus of every institution. While minimum national standards for internal QA are essential, the principle of fitness of purpose dictates that individual HEIs should contextualise and align their specific strategies and operations to their unique needs. Therefore, HEIs should focus on effective internal QA processes as guided by the national quality assurance policies and guidelines.

Programme

Academic programmes are at the heart of the operations of HEIs – as such, minimum programme standards at a generic level are essential for a coordinated higher education system.

In the Namibian HE, the Regulations for Setting up the National Qualifications Framework for Namibia: NQA Act of 1996 prescribe three broad categories of qualifications recognised by the NQA, namely degrees, diplomas and certificates. In addition, five types of degrees are defined – Bachelor degrees, Bachelor Honours degrees, Professional Bachelor degrees, Master degrees and Doctoral degrees. According to these regulations, both certificates and diplomas may be either stand-alone qualifications or form an integral part of degrees. Both may also be awarded as postgraduate qualifications.

The programme standards offer a framework for assuring transparency and equity and provide specific guidance to those involved in the recruitment, selection and admission of students for higher education programmes. The standards are also helpful to prospective students and their career advisers, and current students who are considering further studies. As guided by the Regulations for the Accreditation of Persons, Institutions and Organisations: NQA Act of 1996, the minimum admission requirements intend to provide enrolled students with a reasonable chance of success. Standards on credit transfer between the different HEIs and alternative pathways are also included.

The minimum programme standards are introduced to ensure clear directives on curriculum design to enable a balanced approach in the distribution between theory and practice. Other important areas covered by the minimum standards for programmes include progression and graduation.

The quality of teaching, research and engagement in HEIs is largely determined by the quality of academic staff (those whose primary role is teaching, research or the support of teaching or research). These sentiments are supported by the Quality Assurance System for Higher Education (2009) which contains several criteria for assuring the quality of staff. The general attributes covered by these criteria include relevant subject knowledge, the ability to pass on knowledge effectively to students across different delivery modes, teaching competence as well as research experience and research output for those teaching in degree programmes. Typically, in HEIs, academic staff are supported by those providing professional academic, health and social support to students, those involved in the management and administration of institutions, and personnel who support the maintenance and operations of institutions (security, ancillary services). The minimum programme standards guide the recruitment and retention of adequate numbers of qualified and competent staff to achieve the mission of the HEI and allow such to effectively carry out their mandate. The standards outline the requirements of academic, support and administrative staff. In addition, broad guidelines on the qualifications of academic staff and specific standards for the award of professorships are also included. Staff development is also addressed.

Timely and reliable data is crucial for planning, policy development, performance monitoring, evaluation and feedback in HEIs. A functional management information system (MIS) is thus essential not only to identify and address issues successfully but also to provide critical information to policymakers and regulatory bodies to improve HEIs' development strategies. However, for this to be effective, the format for data submission needs to be standardised across all HEIs. The programme standards focus on minimum requirements for a sustainable, comprehensive and appropriate education MIS, data security and integrity. It further outlines the minimum requirements for collecting, analysing, and using information related to student data, academic programme data, scholarly output data, staff data and financial data. The standards also include an annexure summarising the formulas for calculating these MIS indicators.

Research

One of the key missions of a HEI is to engage in research, which is an element of profound learning and discovery. In turn, a successful research function, if implemented meaningfully, has the potential to feed back directly and indirectly into the primary mission of teaching, hence enhancing student learning and making the HEI more relevant. HEIs in Namibia, with the exception of the ones dedicated exclusively to undergraduate teaching and the ones with no degree awarding power, have as a critical part of their mission in the pursuit of scholarship. This can be in the form of fundamental or applied research, research-based scholarly activity, or creative activity. Hence, first-hand exposure of students to academic staff

who are engaged at the leading edge of their fields, through their research and scholarly work, is paramount for student success.

Through the minimum standards, an endeavour is made to advance a meaningful contribution of HEIs to the body of knowledge. An attempt is also made to promote a HE setting where students develop breadth and depth of knowledge in foundational and advanced subjects, where the skills for knowledge acquisition and understanding (including contextualization, interpretation, and inference) are honed, and where students are educated, trained, and otherwise prepared for successful careers.

Resources

Modernisation of the Namibian higher education system relies on the efforts and competencies of academic and administrative staff, improved working conditions, better initial training and continued professional development, and greater recognition of teaching and research excellence. All these are essential to ensure HEIs are empowered to produce, attract and retain the relevant number and quality of academic and staff it needs.

The quality of academic and other support provided to students directly impacts student success. Minimum standards regulating resources thus include guidelines to ensure student success instils a sense of integrity and for general well-being.

5. IMPLEMENTATION STRATEGY

The Minimum Standards for HE Institutions in Namibia will be applied in the following circumstances:

- (i) Establishment of public higher education institutions;
- (ii) Registration of private higher education institutions;
- (iii) Funding for students enrolled in higher education institutions;
- (iv) Institutional accreditation, re-accreditation, quality audit and authorisation of expansion;
- (v) Programme accreditation; and
- (vi) Other, as quality enhancement initiatives as required by the line Ministry.

Existing higher education institutions that do not conform to the minimum standards shall be accorded a period of three (3) years to align their structures and operations with the relevant requirements under the respective standards.

New institutions would be expected to conform to the Minimum standards from the outset.

To ease enforcement of conformity to quality standards by all higher education institutions, some of the standards shall be regulated. The standards to be regulated are as follows:

- (i) Institutional designation;
- (ii) Admission to academic programmes;
- (iii) Record management and phase out; and
- (iv) Finances

6. DEVIATION

Any deviation from these standards shall only be effective upon approval by the Minister responsible for higher education.

7. REVIEW OF STANDARDS

The standards will be reviewed as and when the need arises.

8. CONFLICT WITH LAWS

Any content of these standards, which contravene any law, will automatically be overwritten by such legislation.

9. THE MINIMUM STANDARDS

A. The Institution

All HEIs operating in Namibia, regardless of their legal status, must be designated in accordance with the nomenclature for HEIs specified in this document.

This section provides the terms associated with HE provisions and providers in Namibia. Given the ever evolving HE landscape and related diversification, exceptions are possible provided these are pre-approved by the line Minister. The section also addresses the diversity of the Namibian HE landscape by classifying the HE providers as per their mission, breadth and depth of operations. Hence, a nomenclature for the typology, governance and internal quality assurance of HEIs in Namibia are laid out. Each category provides key characteristic and requirements based on which a HEI is defined and evaluated.

Term	Definition
For-Profit Institution	An institution created privately by private individuals or businesses. The earned revenue is returned to non-educational expenses and investors.
Non-profit Institution	An institution organised and operated exclusively for educational purposes. The profits from these institutions are invested back into the enhancement of education and research.
Public	An institution operating (partly or fully) on government funds.
Private	An institution operating fully on private investments.
Cross-border education	The delivery of education beyond the country borders/ jurisdictions within which the higher education provider/ the qualification awarding body is legally incorporated. A cross-border institution can take the form of an independent HE operator or delivery of programmes jointly with a Namibian HEI.

Term	Definition
Higher education institution	Any institution that provides higher education and which is established by or under any law; or registered as a private higher education institution under the Higher education Act, 2003.
University	A HEI whose key attributes revolve around higher learning, generation of new knowledge and services to society. A university typically offers programmes across all the higher education qualification levels as per the NQF. It has degree-awarding powers. It delivers education and conducts both fundamental and applied research in diverse fields of learning.
Applied University ¹	A higher education institution whose key attributes revolve around higher learning, generation of new knowledge and services to society. It offers programmes across all the higher education qualification levels as per the NQF. It has degree-awarding powers. It predominantly delivers education and conducts research of an applied nature.
Graduate University	A higher education institution whose key attributes revolve around postgraduate education, generation of new knowledge and services to society. It has degree-awarding powers. It offers postgraduate programmes as per the NQF - most commonly Master and Doctoral programmes and conducts both fundamental and applied research.
Institute/Academy	A higher education institution whose key attributes revolve around higher learning, applied research and services to society. An institute/academy focuses on a specific field of learning, research area or discipline, predominantly offering professionally oriented undergraduate and postgraduate degrees as per the NQF. It has degree-awarding powers predominantly in one field of learning.
Conservatorium	A higher education institution whose key attributes revolve around higher learning, applied research and services to society predominantly in the field of music. It has degree-awarding powers.

¹ A sub-category of an applied university is an Open University and a fully virtual university with the key attributes pertaining to the respective modalities as per this category definition. Due to the specific approaches to student admission (e.g. open admissions), curriculum design (e.g. free style predominantly driven by individual student needs) and methods of delivery (e.g. predominantly distant and online), Open University categories stand out and the minimum standards for those modalities will be defined separately.

Term	Definition
College	A higher education institution whose key attributes revolve mainly around education and services to society. It offers higher education qualifications as per NQF in more than one field of learning equivalent to Diplomas and Certificates. It has degree-awarding powers.
Specialised College	A higher education institution whose key attributes revolve mainly around education and services to society. It offers higher education qualifications as per NQF, predominantly in one field of learning, equivalent to Diplomas and Certificates. It has degree-awarding powers.
Online/blended	A higher education institution or programme that is operated online fully or in blended mode.
Residential Institution	A HEI that provides dormitories for students and housing for staff. This can be any of the above institutions.
Field of Learning	The following are NQF fields of learning: 1. Agriculture and Nature Conservation 2. Business, Commerce and Management Studies 3. Communication Studies and Language 4. Culture and the Arts 5. Education, Training and Development 6. Manufacturing, Engineering and Technology 7. Human and Social Studies 8. Law, Military Science and Security 9. Health Sciences and Social Services 10. Physical, Mathematical and Computer Sciences 11. Physical Planning and Construction 12. Services and Life Sciences

Term	Definition
Qualification Types	The following are NQF qualification types: 1. Certificate (Certificates may be awarded at more than one level of the NQF between Levels 1 and 8 inclusive) 2. Diploma (Diplomas may be awarded across more than one level of the NQF between Levels 5 and 8 inclusive) 3. Bachelor degree (NQF Level 7) 4. Bachelor Honours degree (NQF Level 8) 5. Professional Bachelor degree (NQF Level 8) 6. Master degree (NQF Level 9) 7. Doctoral degree (NQF Level 10)
NQF Qualification Levels	The NQF is made up of ten levels, each representing a different level of difficulty in learning and/or the application of knowledge and skills learnt (the outcomes of learning). NQF levels 5 and above refer to higher education, excluding equivalents in vocational education.

A.1 Institutional Designation/ Nomenclature

Standard	Type of HEI	Minimum requirements	Evidence
A.1.1 HEIs must be designated according to the respective types of institutions as stipulated and recognised by the Namibian government.	University	Mission revolves around: – Undergraduate and postgraduate degrees as per the NQF – Research – Services to society Fields of learning: 4 or more At least 3000 students, out of whom at least 1% are doctoral students in 50% of the fields of learning	Establishment decree Student enrolment per qualification level Student enrolment per qualification type Student enrolment per field of learning
	Applied University	Mission revolves around: – Undergraduate and postgraduate degrees as per the NQF – Predominance of applied research – Services to society Fields of learning: At least 75% of programmes are in one field of learning. At least 1500 students, out of whom 1% are doctoral students	Establishment decree University Charter Student enrolment per qualification level Student enrolment per qualification type Student enrolment per field of learning
	Graduate University	Mission revolves around: – Postgraduate degrees as per the NQF – Research	Establishment decree University Charter

Standard	Type of HEI	Minimum requirements	Evidence
		– Services to society Fields of education: one or more At least 200 students, 20% of whom are doctoral students	Student enrolment per qualification level Student enrolment per qualification type Student enrolment per field of learning
	Institute	Mission revolves around: – Undergraduate and postgraduate degrees as per NQF – Predominance of applied research – Services to society Field of learning: At least 75% of programmes are in 1 field. At least 200 students, out of whom 2% or more are at postgraduate level	Establishment decree The Charter of the HEI Student enrolment per qualification level Student enrolment per qualification type Student enrolment per field of learning
	Academy	Mission revolves around: – undergraduate and postgraduate degrees as per NQF; – applied research; – formal and technical performance and innovation; and – services to society.	Establishment decree The Charter of the HEI Student enrolment per qualification level

Standard	Type of HEI	Minimum requirements	Evidence
		Teaching, learning, production and research are all in one of the following fields (and other relevant fields) or more than one related field(s): – Arts – Fine and performing arts (e.g. hands-on practice and outputs, including exhibitions and other demonstrations of arts) – Sport – Military – Police – Air force Field of learning: 90% (or more) of programmes are in 1 field of learning. At least 200 students, out of which 2% (or more) are at postgraduate level.	Student enrolment per qualification type Student enrolment per field of learning
	Conservatorium	Mission revolves around: – Undergraduate and postgraduate degrees as per NQF – Formal and technical performance and innovation – Applied research – Services to society The field of learning is predominantly in music. Field of learning: 90% (or more) of programmes are in 1 field of learning. At least 200 students	Establishment decree The Charter of the HEI Student enrolment per qualification level Student enrolment per qualification type Student enrolment per field of learning
	College	Mission revolves around: undergraduate and postgraduate levels as per NQF.	Establishment decree The Charter of the HEI

Standard	Type of HEI	Minimum requirements	Evidence
		Field of learning: 4 or more At least 500 students At least 75% of students enrolled in undergraduate-level programmes	Student enrolment per qualification level Student enrolment per qualification type Student enrolment per field of learning
	Specialised College	Mission revolves around: undergraduate and postgraduate levels as per NQF. Field of learning: At least 75% of programmes are in 1 field of learning. At least 50 students At least 75% of the students enrolled in undergraduate-level programmes	Establishment decree The Charter of the HEI Student enrolment per qualification level Student enrolment per qualification type Student enrolment per field of learning
	Cross-border provider	The cross-border providers shall offer an equivalent or higher quality of education and research as in the home country. They can take any of the designations relevant to the Namibian nomenclature for HEIs, or they can deliver programmes jointly with a public or a HEI registered in Namibian, hence abiding by the minimum standards pertinent to the designation.	

A.2 Governance & Administration

Standard	Type of HEI	Minimum requirements	Evidence
A.2.1 The Governance model is fit for the HEI mission. The representation and composition of decision-making bodies provide for objective and independent decision-making.	University	The organisational structure is bicameral with two decision-making bodies: – For strategic, organisational and financial matters, the responsibility falls under the Council. – For academic matters, the decision-making is with the Senate. Chancellor: – The Chancellor, who is the titular head of the University and external to the University, is elected to the office by the Council in the manner prescribed in the institutional statutes. – The Chancellor holds office for a period of five years and shall be eligible for re-election at the expiration of his or her term of office. Number of Council members: at least 15 The Council composition: – University staff plus student representatives: not less than 30%, – Industry representatives: not less than 20%, and – Founding members/owners: not more than 40% Term of office for Council: 3 years	The Charter of the HEI Report on the procedures for Council and Senate selection and formation Minutes of the meeting or decision on the Council formation Minutes of the meeting and decision on the Senate formation Report on the selection procedures for the Chancellor, Vice-Chancellor, Chairperson of the Senate Minutes of the Council and Senate meeting reflecting

Standard	Type of HEI	Minimum requirements	Evidence
		Senate Composition: all full professors are members of the Senate, and at least 1 student. Chairperson of the Senate: Vice-Chancellor. Term of office for Senate: 3 years Executive head of a university: Vice-Chancellor: A distinguished academician with a minimum of 10 years of experience as professor in a university system or 10 years of experience in an equivalent position in reputed research and/or academic administrative organisation	appointment of the Chancellor, decision made on Vice-Chancellor and Senate Chairperson
	Applied University	The organisational structure is bicameral with two decision-making bodies: – For strategic, organisational and financial matters the responsibility falls under the Council. – For academic matters, the decision-making is with the Senate. Chancellor: – The Chancellor who is the titular head of the University and external to the University is elected to the office by the Council in the manner prescribed in the statutes. – The Chancellor holds office for five years and shall be eligible for re-election at the expiration of his or her term of office.	The Charter of the HEI Report on the procedures for Council and Senate selection and formation Minutes of the meeting or decision on the Council formation Minutes of the meeting and decision on the Senate formation

Standard	Type of HEI	Minimum requirements	Evidence
		Number of Council members: at least 15 The Council composition: – University staff plus student representatives: not less than 30%, – Industry representatives: not less than 20%, – Founding members/owners: not more than 40% Term of office for Council: 3 years Senate Composition: all full professors are members of the Senate, and at least 1 student. Chairperson of the Senate: Vice-Chancellor Term of office for Senate: 3 years Executive head of a university: Vice-Chancellor A distinguished academician with a minimum of 10 years of experience as a professor in a university system or 10 years of experience in an equivalent position in a reputed research and/or academic administrative organisation.	Report on the selection procedures for the Chancellor, Vice-Chancellor, and Chairperson of the Senate Minutes of the Council and Senate meeting reflecting appointment of the Chancellor, decision made on Vice-Chancellor and Senate Chairperson.
	Graduate University	The organisational structure is bicameral with two decision-making bodies: – For strategic, organisational and financial matters the responsibility falls under the Council.	The Charter of the HEI Report on the procedures for Council

Standard	Type of HEI	Minimum requirements	Evidence
		- For academic matters, the decision-making is with the Senate. Chancellor: - The Chancellor who is the titular head of the University and external to the University is elected to the office by the Council in the manner prescribed in the statutes. - The Chancellor holds office for five years and shall be eligible for re-election at the expiration of his or her term of office. Number of Council members: at least 15 The Council composition: - University staff plus student representatives: not less than 30%, - Industry representatives: not less than 20%, - Founding members/owners: not more than 40% Term of office for Council: 3 years Senate Composition: all full professors are members of the Senate, and at least 1 student. Chairperson of the Senate: Vice-Chancellor. Term of office for Senate: 3 years	and Senate selection and formation Minutes of the meeting or decision on the Council formation Minutes of the meeting and decision on the Senate formation Report on the selection procedures for the Chancellor, Vice-Chancellor, and Chairperson of the Senate Minutes of the Council and Senate meeting reflecting appointment of the Chancellor, decision made on Vice-Chancellor and Senate Chairperson

Standard	Type of HEI	Minimum requirements	Evidence
		Executive head of a university: Vice-Chancellor A distinguished academician with a minimum of 10 years of experience as a professor in a university system or 10 years of experience in an equivalent position in a reputed research and/or academic administrative organisation	
	Institute Academy Conservatorium	The organisational structure is bicameral with two decision-making bodies: – For strategic, organisational and financial matters, the responsibility falls under the Council. – For academic matters, the decision-making is with the Senate. Chancellor: – The Chancellor who is the titular head of the Institute/Academic/Conservatorium and external to the institution is elected to the office by the Council in the manner prescribed in the statutes. – The Chancellor holds office for a period of five years and shall be eligible for re-election at the expiration of his or her term of office. Number of Council members: at least 15 The Council composition: – University staff plus student representatives: not less than 30%, – Industry representatives: not less than 20%, – Founding members/owners: not more than 40%	The Charter of the HEI Report on the procedures for Council and Senate selection and formation Minutes of the meeting or decision on the Council formation Minutes of the meeting and decision on the Senate formation Report on the selection procedures for the Chancellor, Vice-Chancellor, and Chairperson of the Senate

Standard	Type of HEI	Minimum requirements	Evidence
		Term of office for Council: 3 years Senate Composition: all full professors are members of the Senate, and at least 1 student. Chairperson of the Senate: Rector. Term of office for Council and Senate: 3 years Executive head: Rector A distinguished academician with a minimum of 10 years of experience as a professor in a university system or 10 years of experience in an equivalent position in a reputed research and/or academic administrative organisation	Minutes of the Council and Senate meeting reflecting appointment of the Chancellor, decision made on Vice-Chancellor and Senate Chairperson
	College/ Specialised College	The organisational structure is bicameral with two decision-making bodies: – For strategic, organisational and financial matters, the responsibility falls under the Governing Board (GB). – For academic matters, the decision-making is with the Academic Council. Number of GB members: at least 15 The GB composition: 35% internal to HEI including a student representative, 40% industry representatives, 25% founding members Term of office for GB: 3 years	The Charter of the HEI Report on the procedures for GB and Academic Council selection and formation Minutes of the meeting and decision on the GB formation Minutes of the meeting and decision

Standard	Type of HEI	Minimum requirements	Evidence
		Number of Academic Council members: at least 10 Chairperson of the Academic Council: at least a Master degree holder as elected by the Academic Council members and approved by the GB Academic Council composition: All academic staff members, and at least 2 students Term of office for Academic Council: 3 years Executive Head: Director A Master degree holder in a relevant field with a minimum of 5 years in a leadership role and a minimum of 2 years of working experience as an executive head	on the Academic Council formation Report on the selection procedures for the GB and Academic Council Chairpersons Minutes of the GB and Academic Council meeting reflecting the appointment of the Principal, and decision made on GB and Academic Council's Chairpersons.
A.2.2 The Administration of the HEI is efficient and effective for the programmes offered and qualifications awarded.	University/ Applied University/ Graduate University	Administrative staff to Academic staff (FTEs) ratio: 1:4 Committee structures for the development, monitoring and review of programmes: - 80% of internal academic staff/administrative staff - 10% of students - 10% of externally invited academic staff and administrative staff	The decision on the Committee formation and minutes of the meeting.

Standard	Type of HEI	Minimum requirements	Evidence
	Institute/ Academy/ Conservatorium	Administrative staff to Academic staff (FTEs) ratio: 1:4 Committee structures for the development, monitoring and review of programmes: - 80% of internal academic staff/administrative staff - 10% of students - 10% of externally invited academic staff and administrative staff	The decision on the Committee formation and minutes of the meeting.
	College/ Specialised College	Administrative staff to Academic staff (FTEs) ratio: 1:4 Committee structures for the development, monitoring and review of programmes: - 80% of internal academic staff/administrative staff - 10% of students - 10% of externally invited academic staff and administrative staff	The staff recruitment policy The hiring plan Hiring records Actual staff register
A.2.3 The HEI has the essential up-to-date technology to ensure effective delivery of the academic content in an online and blended modality, which is equivalent or superior to the face-to-face modality.	All types of HEIs	Minimum technology requirements: - Must cover the whole student journey, including admission, enrolment, progression, graduation, links with alumni, and employment - An up-to-date Enterprise Resource Planning system (ERP) to manage staff - Technology to manage assessment, including online assessment and a robust proctoring system - Security measures for the online modalities - Integrity policy and measures, including student and academic staff authentication system	Strategy for online and blended delivery Policy on securing the required technology Register of facilities

Standard	Type of HEI	Minimum requirements	Evidence
		The technology packages must be in line with the number of students planned for enrolment in online and blended modalities. At least 1 FTE administrative staff per department/ school to manage the online/blended modality. At least 1 FTE contact person per programme to ensure technical support to students.	

A.3 Quality Assurance

Standard	Type of HEI	Minimum Requirements	Evidence
A.3.1 The internal quality assurance system is robust and enables coverage of key functions.	All types of HEIs	There must be: – A designated function or unit for quality assurance directly reporting to the Vice-Chancellor/ Rector/ Director – A designated person or function for quality assurance per an administrative unit – At least 1% of the budget allocation for the QA functions, which excludes salaries for QA function of positions. – Established QA mechanisms and matrices to support annual self-reviews.	The QA policy, including the structure and staff Budget allocation Annual QA reports
A.3.2 The internal quality assurance system enables the successful achievement of the strategic priorities, mission and vision.	All types of HEIs	Annual self-evaluation reports on institutional/ departmental performance, which include the following: – Quantitative and qualitative analysis of the institutional/ departmental performance per each key function and in line with the approved strategic plan – Major findings – Recommendations for enhancement. The annual self-evaluation reports should demonstrate: – A causative link between the strategic plan, budget allocation, QA and actions . – Links between the recommendations in the annual report and GB's actions.	Annual QA reports Decisions of the Council/ GB
A.3.3 The IQA of the HEI takes full account of the distinctive requirements	All types of HEIs	The following minimum arrangements must be in place prior to launching an online/ blended provision:	Budget allocation

Standard	Type of HEI	Minimum Requirements	Evidence
for fully online and blended provisions.		– The HE provider must clearly define and specify approaches to online/ blended provisions and communicate the requirements and policies relevant to online/ blended programmes to prospective and current students. – Must make publicly available and regularly update (at most every five years) its policy on academic integrity, verification of student identity, and data security and privacy of their online/ blended education provisions. – Relevant student identity authentication tools and other organisational capacities to provide online/ blended education – Special budget allocation for the purchase of relevant resources (e.g. technology and infrastructure), upskilling the staff – Policy on and arrangements for data security and protection – At least 1 qualified FTE staff dedicated to supervising and monitoring education quality in an online/ blended programme – Measures taken for recognition of the conferred qualification nationally or internationally must be considered in the policies and procedures.	Student and academic staff authentication/ verification tools Proctoring policy or respective records Policy on Integrity Recognition mechanisms

B. Programme

This section sets minimum requirements for the establishment and operationalisation of an HE programme in line with the NQF. In broad terms, these standards are aligned with the directives as included in the Regulations for Setting up the National Qualifications Framework for Namibia, the Regulations for Accreditation of Persons, Institutions and Organisations, and the Quality Assurance for Higher Education in Namibia. The standards complement and supplement the existing directives by further refining the requirements into measurable metrics.

B.1 Admission and Enrolment

Standard	Type of HEI	Minimum Requirements	Evidence
B.1.1 The admission requirements enable students a smooth learning journey and progression from one level of education to another.	Undergraduate programmes	General admission criteria based on Namibian Senior Secondary Certificates Advanced Subsidiary (NSSCAS) Level/ Namibian Senior Secondary Certificates Ordinary (NSSCO) Level or Namibian Senior Secondary Certificates Higher (NSSCH) Level/ NSSCO Level shall not be less than the following: Professional Bachelor degree programmes (NQF Level 8) Subject to regulations and guidelines from the relevant professional body, the minimum requirement for entrance to a professional Bachelor degree programme shall be 30 points in 5 different subjects, including English, obtained as a combination of Higher Level (NSSCH) and Ordinary Level (NSSCO) or Advanced Subsidiary Level (NSSCAS) and Ordinary Level (NSSCO). English must be at a minimum of C grade at NSSCO Level. Bachelor degree programmes (NQF Level 7) Subject to Faculty/ School/ Departmental/Relevant Professional Body Special Regulations, the minimum requirement for entrance to	Programme documentation General Information and Regulations Prospectus Admissions policy Faculty/ School prospectuses Registrar records

Standard	Type of HEI	Minimum Requirements	Evidence
		undergraduate degree programmes shall be 25 points in 5 different subjects, including English, all on Ordinary Level (NSSCO). English must be at a minimum of D grade. Diploma programmes (NQF Level 6) Subject to Faculty/School/Departmental/Relevant Professional Body Special Regulations, the minimum requirement for entrance to undergraduate Diploma programmes shall be 22 points in 5 different subjects, including English, all on Ordinary Level (NSSCO). English must be at a minimum of E grade. Certificate programmes (NQF Level 5) Subject to Faculty/School/Departmental/Relevant Professional Body Special Regulations, the minimum requirement for entrance to undergraduate certificate programmes shall be 18 points in 5 different subjects, including English, all on Ordinary Level (NSSCO). English must be at a minimum of G grade. The Namibia Higher Education Evaluation Point Scale (Annexure A) is to be used to evaluate the Namibian and foreign school-leaving Certificates against the minimum admission criteria.	

Standard	Type of HEI	Minimum Requirements	Evidence
		Admission based on the completion of post-secondary school qualifications including Technical and Vocational Education and Training (TVET) subject to Faculty/School/Departmental Special Regulations, the normal basic requirement for entrance A student who successfully completed NQF Level 3 qualification at a recognised institution may be considered for admission into an undergraduate Certificate (NQF Level 5) programme. A student who successfully completed NQF Level 4 qualification at a recognised institution may be considered for admission into an undergraduate Certificate (NQF Level 5) or Diploma (NQF Level 6) programme. A student who successfully completed NQF Level 5 qualification at a recognised institution, registered on the NQF, may be considered for admission into an undergraduate Bachelor degree (NQF Level 7) programme.	

Standard	Type of HEI	Minimum Requirements	Evidence
	Postgraduate Programmes	Postgraduate Diploma (NQF Level 8) or a Bachelor Honours degree (NQF Level 8) A student who completed an undergraduate bachelor degree at NQF Level 7 with an average of 60% or higher may be considered for admission into a Postgraduate Diploma (NQF Level 8) or a Bachelor Honours degree (NQF Level 8). Master degree (NQF Level 9) A student who completed a postgraduate diploma (NQF Level 8), a Bachelor Honours degree (NQF Level 8) or a Professional Bachelor degree (NQF Level 8) with an average of 60% or higher may be considered for admission into a Master degree (NQF Level 9). Doctoral degree (NQF level 10) A student who successfully completed a Master degree (NQF Level 9) with an average of 60% or higher may be considered for admission into a Doctoral degree (NQF Level 10).	Programme documentation General Information and Regulations Prospectus Admissions policy Faculty/School prospectuses Registrar records
	Alternative pathways	Recognition of Prior Learning (RPL) No more than 40% of the education obtained outside formal education can count towards a full qualification, provided: – The obtained knowledge, competence and skills are at an equivalent level with the NQF qualification towards which the RPL should take place. – There is a portfolio of evidence or assessment report. – The non-formal training provider demonstrates evidence of robust quality assurance of its training/education provisions.	RPL policy Articulation procedure and mechanisms Minutes of the meetings and decision-making of the RPL Committee

Standard	Type of HEI	Minimum Requirements	Evidence
		The certificate awarded is delivered/ validated by a recognised education/ training provider. The HEI must have a special admission policy and procedures for applicants who do not qualify through normal admission requirements (including mature age entry) by admitting through alternative pathways. Admission through alternative pathways shall not account for more than 10% of the total students admitted in the respective programme for that academic year.	Registrar records
B.1.2 The HEI must provide for transfers within and from outside the institution.	Credit transfer	Ensure that a student who intends to transfer his/ her credits for purposes of graduating in a receiving institution shall be required to earn at least 50% of the total credits during the programme in that institution. Transfer of credits shall be within a period not exceeding five (5) years from the time the credits were earned.	Credit transfer policy
2.1.3 The HEI ensures effective and efficient delivery of the programmes by securing the required number of academic staff and students per programme.	All types of HEIs	Student to Academic staff ratio Undergraduate level: - All programmes: 35:1 - Except: - Laboratory and studio based: 15:1 - Clinical health sciences programmes: 15:1 - Medical programmes: 10:1 - Arts: 7:1	Enrolment policy Registrar records on enrolments Faculty register Scholarship opportunities

Standard	Type of HEI	Minimum Requirements	Evidence
		– Graduate level: 10:1 – Doctoral: 5:1 Total number of students per undergraduate programme in full operation: at least 50 Number of students per newly launched undergraduate and postgraduate (excluding doctoral) programme: at least 10	

B.2 Curriculum

Standard	Type of Qualification	Minimum Requirements	Evidence
B.2.1 The curriculum design enables a balanced approach in the distribution between theory and practice, hence enhancing the relevance of the programme. Theory/Practice	Undergraduate	Theory/practice weight: 60/40	Policy on programme development
	Postgraduate	Theory/practice weight: 60/40 Research methods: 20% of the curriculum	Sample curriculum
	Doctorate	At least 80% of the time is spent on research. The rest must cover courses in research methods (e.g. quantitative, qualitative), if required.	Sample syllabi
	Professional Doctorate	At least 80% of the time is spent on research, out of which 60% is applied research in related industries. The rest must cover courses in research methods (e.g. quantitative, qualitative), if required.	

Standard	Type of Qualification	Minimum Requirements	Evidence
Face-to-face/online/on-job	Undergraduate	Face-to-face/online/on-job training weight: 60/20/20	
	Postgraduate	Face-to-face/online/on-job training weight: 50/30/20	
	Professional Doctorate	Face-to-face/online/on-job projects weight: 10/50/40	
Fully online programme/on-job	Undergraduate	Online/on-job training weight: 80/20	
	Postgraduate	Online/on-job training weight: 80/20	
	Professional Doctorate	Online/on-job projects weight: 60/40	

B.3 Academic and Administrative Staff

Standard	Type	Minimum Requirements	Evidence
B.3.1 The HEI secures an adequate number of qualified academic staff to ensure effective delivery of academic content and research strategies.	All types of HEIs	Full-time academic staff to part-time academic staff ratio: 3:1 FTE academic staff per FTE total staff: 60%	Faculty handbook Faculty registers per programme Faculty distribution institutionally
	Undergraduate	65% of academic staff with a terminal degree in the subject-specific area	Faculty handbook

Standard	Type	Minimum Requirements	Evidence
		At least 4 FTE academic staff per programme At least 1 qualified industry professional with a Master degree in a relevant subject-specific area Administrative staff to FTE academic ratio: 1: 4	Faculty registers per programme Faculty distribution institutionally
	Master	90% of academic staff with a terminal degree in the subject-specific area At least 4 FTE academic staff per programme At least 1 qualified industry professional with a Master degree in a relevant subject-specific area Administrative staff to academic staff ratio: 1:4	Faculty handbook Faculty registers per programme Faculty distribution institutionally
	Doctoral	100% of academic staff with a terminal degree in the specific area At least 1 professor per research area At least 1 primary (must be a professor) and 1 secondary supervisor per doctoral student Maximum 5 doctoral students per primary supervisor Adjunct academic staff to permanent academic staff ratio 1:4 Administrative staff to academic staff ratio: 1:4	Faculty handbook Faculty registers per programme Faculty distribution institutionally

Standard	Type	Minimum Requirements	Evidence
B.3.2 The HEI provides for a clear approach to ensuring an adequate level of academic ranks supported by a robust academic staff promotion pathway.	Lecturer	For all fields: A lecturer must hold a minimum qualification of one NQF level higher than the exit level in the teaching module Workload allocation: – Teaching/research/community engagement: 80/10/10	Faculty handbook Policy on academic ranks Policy and procedure for promotions Decisions of Senate/Academic Council on promotions List of qualified candidates for the last 3 years
	Senior Lecturer	For all fields: A senior lecturer must hold a minimum qualification of one NQF level higher than the exit level in the teaching module. Workload allocation: – Teaching/research/community engagement: 70/20/10 An academic staff member qualifies for promotion to the level of senior lecturer if such a staff member has: – A doctoral degree – At least 3 years of service as a lecturer at the particular institution	Faculty handbook Policy on academic ranks Policy and procedure for promotions Decisions of Senate/Academic Council on promotions

Standard	Type	Minimum Requirements	Evidence
		– Proof of national and international reputation as a scholar or professional – A high degree of teaching proficiency and commitment – Evidence of impactful community engagement – At least 1 publication per year. –	List of qualified candidates for the last 3 years
	Associate Professor	Workload allocation: – Teaching/ research/ community engagement: 60/30/10 An academic staff member qualifies for promotion to the level of associate professor if such a staff member has: – A Doctoral degree – At least 3 years of service as a senior lecturer at the particular institution – Proof of national and international reputation as a scholar or professional – A high degree of teaching proficiency and commitment – Evidence of impactful community engagement – Indexed publications resulting in a Scopus h-index of at least 1. All promotions to the level of Associate Professor must be externally reviewed by peer experts.	Faculty handbook Policy on academic ranks Policy and procedure for promotions Decisions of Senate/ Academic Council on promotions List of qualified candidates for the last 3 years
	Professor	Workload allocation: – Teaching/research/administrative: 50/40/10 An academic staff member qualifies for a promotion to the level of Professor if such a member has:	Faculty handbook Policy on academic ranks

Standard	Type	Minimum Requirements	Evidence
		– A doctoral degree – At least 3 years of service as an Associate Professor at the particular institution – A distinguished record of accomplishment that leads to an international or, as appropriate, national reputation in the teaching and research field – Impactful community engagement relevant to the area of expertise – Indexed publications resulting in a Scopus h-index of at least 2. All promotions to the level of Professor must be externally reviewed.	Policy and procedure for promotions Decisions of Senate/ Academic Council on promotions List of qualified candidates for the last 3 years
B.3.3 The HEI takes relevant measures to ensure its staff are continuously well-equipped to meet the set expectations in the programmes and research to be delivered.	For all types of HEIs	For all academic staff: – At least 2% of the overall workload of an academic staff member should be allocated for annual professional development (e.g. workshops, training) and training on diverse teaching, learning and assessment methodologies and new technologies. – The professional development must culminate in assessment. – Participation in at least 1 conference related to the field of learning annually – Membership to an association, if applicable. For junior professionals: – At least 6 months of mentoring prior to assigning a junior lecturer's workload unless the junior professional is a	Faculty handbook Policy on professional development Decisions of Senate/ Academic Council on professional development needs List of professional development opportunities

Standard	Type	Minimum Requirements	Evidence
		doctoral student of the given HEI and has been holding a junior/ assistant lecturer position for at least 1 year. – At least 8 hours of training on diverse student teaching, learning and assessment methodologies for the first three years of employment. – At least 8 hours of training on advanced research methodologies. For all staff: – At least 8 hours of training on quality assurance annually.	

B.4 Progression and Graduation

Standard	Type	Minimum Requirements	Evidence
B.4.1 The HEI provides for the necessary arrangements to ensure the students' progression throughout the education pathway	Undergraduate programmes	Attainment of at least 66% of the prescribed credits for a particular year.	Student attrition rate Student progression data
	Postgraduate (Master)	Attainment of at least 66% of the prescribed credits for a particular year.	Student progression data
	Postgraduate (Doctoral)	The theoretical framework and the methodology are approved by the end of year 1 At least 1 article submitted to an internationally peer-reviewed journal with a high impact factor by the end of year 3	Registrar reports University log of submitted publications
B.4.2 The HEI sets clear minimum requirements for graduation, which instils trust in its graduates and enables recognition of qualifications awarded.	Undergraduate	Maximum time to graduate: Twice the programme duration Capstone projects and/ or examination	Graduation policy Minimum requirements for graduation Registrar reports
	Postgraduate (Master)	Maximum time to graduate: Twice the programme duration Capstone project or thesis	Graduation policy Minimum requirements for graduation Registrar reports
	Postgraduate (Doctoral)	Maximum time to defence: Twice the programme duration.	Graduation policy

Standard	Type	Minimum Requirements	Evidence
		At least 1 article published, 1 accepted and 1 submitted in an internationally peer-reviewed journal with a high impact factor to be eligible to submit a dissertation for defence.	Minimum requirements for graduation Registrar reports Publications

B.5 Records Management and Phase Out

Standard	Type of HEI	Minimum Requirements	Evidence
B.5.1 The HEI ensures accurate record keeping and management while ensuring security and adequate availability of critical information and documentation.	All types of HEIs	Record management throughout the student's learning journey and beyond (admission, enrolment, progression, graduation, alumni life, and employment): – The HEI should keep a full student record for six years after the end of the academic year in which the students graduate or leave a HEI. – After six years, an HEI shall retain only the data necessary to identify the student and to confirm the dates studied at an HEI, the qualification and classification awarded and a transcript of marks. All other personal data on student records shall be disposed of in a secure manner. – An HEI should keep full records of academic programme data, research data, staff data and financial data. Refer to Annexure B for formulas for calculating higher education indicators.	Records management policy and procedure Data Protection Policy Information Security Classification, Ownership and Secure Information Handling standard operating procedure Information Governance guidance IT Security guidance
B.5.2 The HEI ensures a feasible phase-out plan, supported by respective financial arrangements to secure the enrolled students proper graduation and recognition of qualifications.	All types of HEIs	Respective transition arrangements, including a detailed phase-out plan ensuring all currently enrolled students are secure after institutional closure.	A detailed phase-out plan

C. Research

Based on the typology of the HEIs defined in this document, this section provides minimum requirements for research type and respective allocations and commitments to ensure adequate performance per type of HEI and contribution to the body of knowledge.

Standard	Type of HEI	Minimum Requirements	Evidence
C.1 The HEI ensures the necessary capacity to contribute to the body of knowledge as per its strategic priorities.	University/ Applied University/ Graduate University	Academic staff productivity: number of publications per academic staff member (2/1). Ratio of research-active academic staff to overall FTE academic staff: 2:5 Ratio of research-active academic staff/overall FTE academic staff: 1:5 (e.g. research active academic staff are ranked academic staff members whose contributions to scholarly, theoretical, and creative research results in the development of original ideas within the discipline, as well as enhance the visibility, reputation, and prestige of the university/college/department through public dissemination, distribution, and display of their work. Predominantly, the scope of workload for this category of academic staff revolves around engagement in research grants, projects with industry and the like). At least 2 post-doctoral positions per field of learning. Fundamental to applied research projects ratio: 2:1	Approved Faculty budgets Faculty Annual Reports Faculty handbook Institutional KPIs
	Institutes/ Academies/ Conservatorium	Academic staff productivity: number of publications per academic staff member (2/1).	HEIs Annual Reports Faculty Annual Reports

Standard	Type of HEI	Minimum Requirements	Evidence
		The ratio of research-active academic staff to overall FTE academic staff: 1:7.	Faculty handbook
	College/ Specialised Colleges	At least 2 post-doctoral positions per field of learning The ratio of academic staff engaged in the relevant pedagogy research: overall FTE academic staff: 1:15.	HEIs Annual Reports Faculty Annual Reports Faculty handbook

D. Resources

This section specifies measurements for enabling higher education provisions in diverse modalities, such as face-to-face, online and blended.

D.1 Infrastructure and Facilities

Standard	Type	Minimum Requirements	Evidence
D.1.1 The HEI provides for the necessary infrastructure to accommodate the projected number of students in its full operation.	All types of HEIs	Refer to Annexure C & D for: – FTE Students/classroom seats ratio – FTE students/laboratory seats ratio – FTE student/non-instructional infrastructure ratio – FTE academic staff/infrastructure ratio	Facilities' Inventory Database Learning management system (LMS) Student information system (SIS)
	Residential HEIs	At least 10% of students be secured with dormitories	Facilities' Inventory Database
D.1.2 The HEI has up-to-date facilities for delivering its programmes to the target student population both in face-to-face and online modality.	Software and Hardware	Student/computer equipped with basic software packages (learning and research purposes): 5/1	Learning management system (LMS)
	Internet	Full access for 100% of academic staff, administrative staff, and students to high bandwidth internet inside the campus	Learning management system (LMS)
	Library	Access to online resources: - Access to at least 1 online library related to the field of learning - At least 1 online resource per discipline-specific area	A list of electronic journals and online database subscriptions

Standard	Type	Minimum Requirements	Evidence
		- Access to at least 1 internationally acknowledged source of literature - All students and academic staff must have free access to the relevant library source	
D.1.3 The HEI has the required and relevant technologies to support its operations.		A HEI must have a robust management information system which enables accurate data collection at least per semester.	Learning management system (LMS) Student information system (SIS) Course management system Alumni tracing system
D.1.4 The HEI ensures a well-balanced study-life opportunity for its students, and academic and administrative staff through relevant sport and recreation opportunities.		Sports and recreational facilities must accommodate at least 50% of the overall institutional population in its full capacity of operation.	HEIs Facilities Database Facility partnership/ rental agreement

D.2 Finances

Standard	Type of HEI	Minimum Requirements	Evidence
D.2.1 The HEI demonstrates a healthy, stable and sustainable financial model for operations contributing to its strategic priorities and mission.	All types of HEIs	For new HEIs: financial guarantee equivalent to projected tuition fees income/tuition fees actual income for the first year Proof of funds to operate for the next 3 years. At least 6% of the budget allocation to research for universities and institutes	Financial projections Revenue model Bank statements Audited financial statements. Surety/guarantee letter

D.3 Student Support Services

Standard	Type of HEI	Minimum Requirements	Evidence
D.3.1 The HEI has relevant arrangements in place to prepare students for success in their chosen careers.	All types of HEIs	At least 1 qualified FTE career service officer per 1000 FTE students At least a 6-hour service per student planned and implemented annually (e.g. training, workshops)	Learning management system Faculty handbook
D.3.2 The advisory services are designed to instil confidence in students in their academic performance as well as a sense of integrity.		At least 1 FTE qualified academic advisor per 1000 students on the following: – Academic writing – Techniques to ensure academic integrity	Learning management system Faculty handbook Prospectus Annual report

Standard	Type of HEI	Minimum Requirements	Evidence
D.3.3 The HEI provides the necessary services to ensure students' well-being and mental health.		At least 1 qualified FTE Counsellor for mental health and well-being services per 1000 students	Learning management system Faculty handbook Prospectus Annual report

ANNEXURES

Annexure A: Namibia Higher Education Evaluation Point Scale

Points	Namibia Senior Secondary Certificate (NSSC) / Cambridge GCSE			Cambridge General Certificate of Education (GCE)			Senior Certificate			International Baccalaureate (IB)		Arbitur
	Advanced Subsidiary (AS) Level	Higher Level/ HIGCSE	Ordinary Level/ IGCSE	A-level	AS-Level	O-Level	High Grade	Standard Grade	Low Grade	Higher Level	Standard Level	
10				A						7		14&15
9	a	1		B	a		A			6		12 & 13
8	b	2	A*	C	b	A*	B			5	7	10 & 11
7	c	3	A	D	c	A	C	A		4	6	8 & 9
6	d	4	B	E	d	B	D	B		3	5	6 & 7
5	e		C	'N' OR 'O' OR 'SUBSIDIARY'	e	C	E	C	A	2	4	4&5
4			D			D	F	D	B	1	3	
3			E			E		E	C		2	
2			F			F		F	D			
1			G			G			E & F			

NB: For a student to articulate into a higher education programme, total admission points should be based on 5 subjects only.

Annex B: Formulas for Calculating HE Indicators

Type of Data	Indicators	Formula
Student data formulas	a) Admissions rate	The number of students admitted as a percentage of the applications received.
	b) Net Enrolment Rate (NER)	The number of students enrolled per age group as a percentage of the national population of that age group.
	c) Gross Enrolment Ratio (GER)	Total enrolment (all ages) as a percentage of the population in the higher education ideal age group (19-23 years old). The ideal group represent five years immediately following the upper secondary graduation age, which is 18 years of age.
	d) First-time entry rate into tertiary education	The sum of age-specific ratios obtained by dividing the number of individuals entering higher education for the first time at each age divided by the total population of that age. This provides an estimate of the probability that a person will enter tertiary education at least once during their lifetime.
	e) Full-time Equivalent	The total study load (credits) of all students (Full-time+Part-time+Distance) divided by the standard full-time study load (credits) for one student during a given academic year.
	f) Progression rate	The number of students who are promoted to the next level of study (e.g. 2 nd year level) as a percentage of total enrolment in the specific lower level.
	g) Dropout rate	A percentage of students who did not get an award and did not return to study in the following academic year.

Type of Data	Indicators	Formula
	h) Attrition rate	The number of students who dropped out as a percentage of the original number that enrolled students for the programme or institution for any reason (drop-out, transfer and interruption).
	i) Completion rate	The number of students who graduated as a percentage of the original number (cohort) that enrolled for the programme.
	j) Throughput rate	The total number of graduates who completed the qualification within the minimum period as a percentage of the original number (cohort) that enrolled for the programme.
	k) Graduation rate	The total number of graduates as a percentage of the total number of students registered in the final year of a given academic year.
	l) Graduate employment rate	Percentage of graduates who searched and secured employment in a given period out of a total sample.
	m) Employer satisfaction rates	Percentage of employers who are satisfied with the products or services of the institution out of a total sample.
	n) Employment search period	Duration taken to secure employment by a given cohort of graduates.
Staff data formulas	a) Staff Headcount by Calendar Year	Number of staff at the HEI.
	b) Staff Full-time Equivalent Count	Total number of work hours of part-time staff divided by the average number of work hours per full-time staff.
	c) Research Staff Headcount by Institution by Calendar Year	Number of full-time research-active academic staff in the HEI.

Type of Data	Indicators	Formula
		Number of part-time research-active academic staff in the HEI.
	d) Administrative Staff Headcount by Institution by Calendar Year	Number of full-time administrative staff in the HEI.
		Number of part-time administrative staff in the HEI.
	e) Part-time to Full-time Staff Ratio by Calendar Year	Number of part-time staff divided by full-time staff.
	f) Full-time Administrative to Full-time Academic Staff Ratio by Calendar Year	Number of full-time administrative staff divided by full-time academic staff.
	g) Academic Staff Workloads per Rank by Calendar Year	Average hours per academic staff rank divided by the hours provided in the general academic staff contract.
	h) Master degree to full-time Academic Staff	Number of full-time Academic Staff with a Master degree divided by the total number of full-time academic staff.
	i) Doctorate degree to full-time academic staff	Number of full-time Academic Staff with a Doctoral degree divided by the total number of full-time academic staff.
	j) Master degree to full-time senior Administrative Staff	Number of full-time senior Administrative Staff with a Master degree divided by the total number of full-time senior administrative staff.
	k) Doctoral degree to full-time senior administrative staff	Number of full-time senior Administrative Staff with a Doctoral degree divided by the total number of full-time senior administrative staff.
	l) Proportion of full-time academic staff promoted	Number of academic staff promoted from a lower rank to a higher rank divided by the number of full-time Academic Staff.

Type of Data	Indicators	Formula
	m) Proportion of full-time administrative staff promoted	Number of administrative staff promoted from a lower rank to a higher rank divided by the number of full-time Administrative Staff.
	n) Proportion of full-time academic staff who resigned	Number of academic staff who resigned divided by the number of full-time academic staff.
	o) Proportion of full-time administrative staff who resigned	Number of administrative staff who resigned divided by the number of full-time administrative staff.
Scholarly Output data formulas	a) Refereed Journal Articles	Count of the number of journal articles by full-time staff.
	b) Conference Papers	Count of the number of conference papers by full-time staff.
	c) Chapters in Books	Count of the number of book chapters by full-time staff.
	d) Books & Monographs	Count of the number of books and monographs by full-time staff.
	e) Per capita productivity of scholarly output	Number of scholarly output data divided by the number of full-time academic staff.

Annexure C: Assigned Square Meter Per FTE Student by Field of Learning, Qualification Type, Space Use Category and Offering Mode

Field of Learning	Qualification Type*						
	1-3,5	4,6	1-6	1-6		1-7	
	Classroom Facilities (m ³)			Class/Open Laboratory Facilities (m ³)		Office Facilities (m ³)	
	Contact	Distance	Distance	Contact	Distance	Contact	Distance
1. Agriculture and Nature Conservation	1.0278	0.7722	0.0550	3.0000	0.1042	1.5000	0.3750
2. Business, Commerce and Management Studies	1.1389	0.8556	0.1225	0.3000	0.0140	0.7500	0.1875
3. Communication Studies and Language	0.9722	0.7306	0.0825	0.7500	0.0500	0.7500	0.3000
4. Culture and the Arts	0.6667	0.5000	0.0950	5.0000	0.1330	1.2500	0.7500
5. Education, Training and Development	1.0000	0.7500	0.0550	0.8750	0.0251	0.7500	0.2143
6. Manufacturing, Engineering and Technology	1.5556	1.1667	0.0550	4.5500	0.1353	1.5000	0.3750
7. Human and Social Studies	1.0556	0.7917	0.0550	0.3500	0.0190	0.7500	0.1875
8. Law, Military Science and Security	1.1944	0.8972	0.0550	0.3667	0.0293	0.7500	0.1875
9. Health Sciences and Social Services	1.1944	0.8972	0.0400	3.2500	0.0942	1.5000	0.2143
10. Physical, Mathematical and Computer Sciences	1.3889	1.0417	0.0400	2.3333	0.0240	0.7500	0.2500
11. Physical Planning and Construction	1.2222	0.9167	0.0550	4.1167	0.1484	1.5000	0.3750
12. Services and Life Sciences	1.0000	0.7500	0.0400	2.5000	0.1000	1.0000	0.2500

*Qualification types: 1=Certificate, 2=Diploma, 3=Bachelors, 4=Professional Bachelors, 5=Honours, 6=Masters, 7=Doctorate

Annexure D: Assigned Square Meter Per FTE Student by Non-Instructional Programmes/ Sub-programmes, Space Use Category and Offering Mode

Space Use Programme/ sub-programme ²	Research/Non-class Laboratory Facilities (m ³)		Office Facilities (m ³)		Study Facilities (m ³)		Special Use, General Use & Supporting Facilities (m ³)		Health Care Facilities (m ³)	Residential Facilities (m ³)	
	Contact	Dist.	Contact	Dist.	Contact	Dist.	Contact	Dist.	Contact	Contact	Dist.
2.0 Research	0.8	0.03									
4.0 Academic Support											
4.1 Library Services			0.1	0.05	1.45	0.4					
4.2 Museum Services							0.075	0.03			
4.3 Educational Media Services			0.01	0.01			0.072	0.015			
4.4 Academic Computing Support			0.02	0.008			0.047	0.001			
4.5 Ancillary Support			0.075	0.038			0.425	0.035			
4.6 Academic Administration			0.1	0.05							
4.7 Course and Curriculum Development			0.005								
4.8 Academic Personnel Development			0.005								
5.0 Student Services											
5.1 Student Services Administration			0.008								
5.2 Social and Cultural Development			0.06				0.927	0.02			
5.3 Counselling and Career Guidance			0.02								
5.4 Student Health Services									0.016		
6.0 Institutional Support											
6.1 Executive Management			0.02	0.01			0.042	0.006			

² Only space categories relevant to this document are listed. The code numbers applied are standard, hence the numbering is not in logical order.

Space Use Programme/ sub-programme ²	Research/Non-class Laboratory Facilities (m ³)		Office Facilities (m ³)		Study Facilities (m ³)		Special Use, General Use & Supporting Facilities (m ³)		Health Care Facilities (m ³)	Residential Facilities (m ³)	
	Contact	Dist.	Contact	Dist.	Contact	Dist.	Contact	Dist.	Contact	Contact	Dist.
6.2 Financial Administration			0.05	0.025				0.006			
6.3 Financial Aid Administration			0.0015								
6.4 General Administration and Logistical Services			0.06	0.03			0.516	0.371			
6.5 Student Admissions, Records and Examination			0.03	0.02							
6.6 Administrative Computing Support			0.025	0.019			0.019	0.015			
6.7 Public Relations/Fund-Raising			0.03	0.03							
6.8 Staff Social and Cultural Development			0.015								
7.0 Operation and Maintenance of Plant			0.03	0.005			0.27	0.06			
9.0 Auxiliary Enterprises											
9.1 Student Housing Services ³							2.104			11.8	
9.2 Student Food Services ³							1.689				
9.3 Staff Housing Services										0.2	0.02
9.4 Other Food Services ³							0.462	0.04			
9.5 Other Auxiliary Enterprise				0.01			0.044	0.005			
9.6 Operation and Maintenance of Plant for Aux. Ent. ³			0.03				0.107				

³ Sub-programme 9.1, 9.2 and 9.6 apply to FTE students using institutional housing and sub-programme 9.4 to FTE students not using institutional housing.

[illegible]



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