Contents

The Campus Community ................................................................. 4
Foreword ..................................................................................... 6
Review ....................................................................................... 8

Academic Affairs and Research .................................................. 10
• Vice-Recto: Academic Affairs and Research ............................ 11
• Registrar ................................................................................. 12
• Programme Development and Registration ......................... 14
• Library .................................................................................. 20

Administration and Finance ..................................................... 22
• Vice-Recto: Administration and Finance ................................. 23
• Office of the Bursar ................................................................ 25
• Human Resources .................................................................. 28
• Computer Services .................................................................. 29
• Student Affairs ....................................................................... 31

Faculties/Schools ........................................................................ 33
• School of Economics and Finance ........................................ 34
• School of Engineering ............................................................ 37
• School of Health and Applied Sciences ................................. 42
• School of Humanities .............................................................. 46
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Information Technology</td>
<td>51</td>
</tr>
<tr>
<td>School of Management</td>
<td>56</td>
</tr>
<tr>
<td>Harold Pupkewitz Graduate School of Business</td>
<td>58</td>
</tr>
<tr>
<td>School of Natural Resources and Tourism</td>
<td>61</td>
</tr>
<tr>
<td><strong>Centres of Excellence</strong></td>
<td>65</td>
</tr>
<tr>
<td>Centre for Open and Lifelong Learning</td>
<td>66</td>
</tr>
<tr>
<td>Centre for Teaching and Learning</td>
<td>70</td>
</tr>
<tr>
<td>Centre for Entrepreneurial Development</td>
<td>72</td>
</tr>
<tr>
<td>Centre for Cooperative Education</td>
<td>74</td>
</tr>
<tr>
<td>Namibia Business Innovation Centre</td>
<td>76</td>
</tr>
<tr>
<td>Namibian-German Centre for Logistics</td>
<td>79</td>
</tr>
<tr>
<td>Renewable Energy and Energy Efficiency Institute</td>
<td>82</td>
</tr>
<tr>
<td><strong>Professional Support Departments</strong></td>
<td>86</td>
</tr>
<tr>
<td>Planning and International Relations</td>
<td>87</td>
</tr>
<tr>
<td>Quality Assurance</td>
<td>92</td>
</tr>
<tr>
<td>Communications and Marketing</td>
<td>94</td>
</tr>
<tr>
<td>Project Services</td>
<td>96</td>
</tr>
<tr>
<td><strong>Governance</strong></td>
<td>98</td>
</tr>
<tr>
<td><strong>Financial Statements</strong></td>
<td>99</td>
</tr>
<tr>
<td><strong>Council</strong></td>
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</tr>
<tr>
<td><strong>Management</strong></td>
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</tr>
<tr>
<td><strong>Main Campus Map</strong></td>
<td>102</td>
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</table>
The Polytechnic of Namibia follows its mandate by producing graduates with the required technological and scientific skills and competencies, thus connecting the Polytechnic as a part of the national system of higher education with the strategic intent of the Namibian government. As a university of science and technology our key performance areas, namely tuition, applied research and service compare well with other institutions of tertiary learning in the region. Our web presence can be noted on the following site: http://www.webometrics.info/top_continent.asp?cont=afirica.

### History & Profile

- **Institution established**: 1996 (autonomy)
- **Number of Academic Departments**: 30
- **Number of Schools**:
  - Economics and Finance
  - Engineering
  - Health and Applied Sciences
  - Humanities
  - Information Technology
  - Management
  - Natural Resources and Tourism

### Campus & Growth

- **Replacement value of buildings and equipment**: N$ 1 052 315 048
- **Total Revenue**: N$ 471 611 107
- **Subsidy**: N$ 253 431 280
- **Tuition**: N$ 161 253 623
- **Number of employees**: 745 (full-time)
- **Library acquisition budget**: N$ 5 481 709
- **Volumes added to the library**: 5 921
- **Printed volumes in the library**: 72 446
- **Subscription to e-journals**: 60 557
- **Research seed funding (institutional)**: N$ 688 000
- **International partnerships/co-operations**: 98

### History & Profile

- **Total student enrolment**: 13 130
- **Number of countries represented by student body**: 26
- **Gender ratio**: 55.3% female : 44.7% male
- **Number of degrees/diplomas awarded**: 22 841

### Campus & Growth

- **Average cost per student**: N$ 39 336
- **State subsidy (average per student)**: N$ 19 302
- **State subsidy as percentage of total income**: 57%
- **Tuition revenue as percentage of total income**: 35%

### Graduation Statistics

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### Enrolment Statistics

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<td></td>
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<td>GRAND TOTAL</td>
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<td>7 261</td>
<td>5 869</td>
<td>13 130</td>
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</table>

### Gender Ratio

- Male: 45%
- Female: 55%

### Enrolment by Offering Mode

- Part-time: 25%
- Distance: 22%
- Full-time: 53%
Foreword

Each year this Institution finds itself having to face new set of challenges. In the previous year the Institution focused its attention on improving effectiveness and efficiencies in its operations. However this year the focus shifted to issues relating to the Institution’s transformation to university.

The institution’s agenda for the year was determined by two key issues. First, in December 2012, Government had pronounced, as part of its comprehensive review of the higher education system in Namibia, its approval of the renaming of the Polytechnic to the Namibia University of Science and Technology (NUST). Second, the third Strategic Plan (PSP-3) was expiring at the end of the year. As a result the Institution not only had to explore thoroughly the implications and imperatives of the proposed name change, but also needed to develop a new strategic plan for the next five years.

It thus became clear that the confluence of the name change and strategic plan dictated a reconceptualisation of what the new institution will be and what vision and agenda it will have for the future. Consequently, the two processes (name change and strategic planning) could not be disjointed; thus they were consolidated into a ‘Strategic and Transformation Plan’. With this in mind, the institutional theme selected for the year, “Building Sustainable Futures” was, indeed, appropriate.

Therefore, for the better part of the year all stakeholders in the Institution were preoccupied with developing the plan for the transformation of the Polytechnic. Consequently, the Council approved the strategic and transformation plan of the Institution (PSP-4) in November. This document identifies, amongst others, the key strategic goals in the next five years: excellence in teaching, research and service; student centredness; good governance and management; strong collaboration; and contribution to national development. I have no doubt that the Institution has put together a sound plan which, when implemented fully by the new institution and adequately resourced by the Government, should deliver quality education. This will truly empower the students and graduates with knowledge, skills and attributes that will make them productive citizens social, political, economic and technological development of our country.

One of the prerequisite steps in the transition to university was the reviewing of the Polytechnic Act, which would lead to the development of the new establishing Act, whose enactment will be facilitated by the Law Reform and Development Commission (LRDC). By end of May the Polytechnic had provided the LRDC its proposals for the new establishing Act, so that following stakeholder consultations the new Bill would go through the parliamentary process. It is hoped that by the new Act (for NUST) will be promulgated next year. In the meantime, the institution continued with the preparation of the new brand and this will be finalised at the beginning of 2014.
Governance matters also received attention. A key milestone was the approval of the following key documents by the Council: Institutional Rules, Institutional Delegation Framework, Council Governance Assessment, Council Code of Conduct and Council Performance Agreement. The governance and decision-making responsibilities are better stipulated and therefore Council and officials and managers at different levels of the organisation carry well-defined responsibilities and accountability.

In view of the fact that the term of service of the Council was coming to an end in August, a new Council was reconstituted through re-appointment by Cabinet. Before the expiry of its term, the Council re-appointed Prof Tjama Tjivikua as Rector for another 5-year term. He will thus serve his fifth term and usher in the new institution and dispensation.

I would like express appreciation for the hard work the Polytechnic community under the capable leadership of the Rector, towards building a solid foundation for the new university. I would also like to thank government for its support and my fellow Council members for making this year a success.

Faithfully

Mr Niilo Taapopi
Chairperson of Council
Review

When the history of this Institution is written, it will be remembered for being a forward-looking, high-performing and respected university. This is a commendable feat in the highly competitive and dynamic global higher education environment. Indeed, the Polytechnic’s phenomenal evolution – its growth and success - is an excellent case study for new and emerging universities.

Tangible progress has been made over the past 17 years. The local and international recognition and awards received from year to year are testimony to our endeavours and culminated in the Cabinet directive of December 2012 to rename the Polytechnic as Namibia University of Science and Technology.

The directive came at an opportune time as we began designing a new strategic and transformation plan for the next five years. Thus an extensive, exhaustive and comprehensive review of the Institution was undertaken to craft the vision and profile of the new university. The new paradigm and growth - in terms of programmes, enrolments, staffing, infrastructure, and so on - are clearly mapped out.

Other key recommendations of the Cabinet factored into the planning process are, that i) all certificate and diploma courses be phased out within five years; ii) qualifications in the Science, Technology, Engineering and Mathematics (STEM) areas be increased; iii) student enrolment in the STEM areas be increased; iv) post-graduate enrolment be expanded; and v) the Polytechnic assists the Ministry to establish a college system.

Thus the Cabinet directive aims to create a radically different institution and validated the strategic direction we embarked on since inception of the Institution in 1996 in the pursuit of becoming a technological university. On the larger scale, the new university brings about a diversification of the higher education landscape and a focus on S&T, in order to enhance national competitiveness.

Extensive consultations were held with internal stakeholders on the Draft Bill for the new university. Similar consultations with external stakeholders commenced through the Law Reform and Development Commission.

Supporting the change, a new brand was being developed as identity for the new university. Here, too, extensive consultations with internal and external stakeholders created a sample of the new identity.

Over the year, the Institution’s profile grew in many respects and firmed up the foundation for the new university. Accordingly, more under- and post-degree STEM programmes were approved for implementation in 2014, resulting in immediate growth in the STEM profile. These are, for instance, in the natural sciences (biology, chemistry and physics).
The immense interest in the institution, demonstrated by the huge demand for applied (technical and vocational) and professional careers, as well as the large number of local and international partnerships, are in part measures of the growing need for the new type of university.

Regrettably, the government funding has not kept pace with our growth. It is therefore hoped that the funding framework, based on the Higher Education Act (2003), which embody the principles of equity, transparency and fairness, will be implemented sooner than later. It is also clear that the new mandate and profile of the Institution will require significant and appropriate investments in terms of funding, personnel, infrastructure and other resources. Therefore, without additional resourcing it is difficult to conceive how any progress on the expanded mandate and transformation could be realised.

We present to government and other stakeholders this Annual Report with an unqualified financial audit, as a standard practice over the past 17 years. The Polytechnic rests on a sound foundation and I thank the government, Council and all other stakeholders for their support and faith in our university and in my leadership.

Faithfully

Tjama Tjivikua BA, MS, PhD (Chem), DSc (honoris causa), DLitt (honoris causa)
Founding Rector
ACADEMIC AFFAIRS AND RESEARCH

• Vice-Rector: Academic Affairs and Research
• Registrar
• Programme Development and Registration
• Library
Office of the Vice Rector: Academic Affairs and Research

This academic year brought to this Office an interesting combination of transformation activities and work such as ensuring, pursuing and sustaining the quality of intellectual life associated with the institution. Maintaining academic programmes and providing an environment within which best teaching, learning and research can be nurtured, respected and enriched, and also ensuring that engagement with the communities (local, national and global) remained high on the agenda.

For student centeredness, the teaching and learning environment - including infrastructure, was maintained to the satisfaction of students. By year’s end, 95% of classrooms were equipped with modern technology such as smart boards. Efforts were also made in enhancing facilities of the HP-GSB. A survey of student satisfaction indicated that more than 60% were satisfied with the institutional teaching and learning environment.

In the context of the institutional transformation into NUST, staff development remained high on the agenda. About 35% of Namibian faculty staff were enrolled for higher qualifications. Unfortunately, due to poor public funding, not all academics motivated to pursue higher qualifications could be catered for, and only 45% of open faculty positions could be filled, thus the overloading in some cases and the heavy reliance on part-time lecturers.

This Office also carried administrative responsibilities for some academic appointments by reviewing recommendations prior to approval by the Rector. The Office also monitored academic workloads, and participated in the review of the institutional academic workload policy within an environment of diverse teaching, learning and assessment. Consensus on the major workload factors was reached and the policy document was eventually ready for submission for approval early in the new year.

Progress in facilitating the development of new graduate academic programmes (Masters and PhD), and promoting interdisciplinary collaboration and curricular innovations at the graduate level were other important achievements of note.

The use of e-learning technology and online programmes was expanded. Hence about 40% of Work Integrated Learning (WIL) modules are incorporated into the Centre for Open Lifelong Learning (COLL) programmes to include regional Centres and about 35% of courses are offered online through the Moodle facility. Finally, writing retreats and the ‘Great Teachers’ workshop were conducted to enhance research and teaching capacity of researchers and lecturers, respectively. Next year, the primary focus of the Office will be the review of academic policies and procedures to meet the requirements of NUST.
Office of the Registrar

**Strategic Management**

The Registrar successfully led the institution’s thematic workgroup on Governance and Management in the development of the PSP-4. Each department developed its own unit plan, from which the overall plan for the Office was compiled and submitted in July. The Registrar further participated in and contributed to the development of the draft NUST Bill.

**Faculty Administration**

Faculty Administration is a function that consists mainly of on-going activities, such as student registration, maintaining academic records, promotion of students, and so forth. Continuous improvements were being made in business processes, where the academic structure setup was improved, the transition to the new academic structure facilitated and online registration further improved and streamlined.

The institution also signed two agreements with Qualifications Verifications Systems (QVS) (Pty) Ltd, and Managed Integrity in Education (MIE) (Pty) Ltd, respectively, for the delivery of qualification and enrolment verification services to employers, students, graduates, donors and all other interested parties. These agreements have resulted in faster, cheaper verification services to customers, while also helping to combat fraud or attempted fraud involving Polytechnic qualifications.

**Applications, Admissions and Registration**

Recruitment activities were somewhat curtailed by lack of funding. However, recruitment materials and forms were made available on time and were distributed to all senior secondary schools and at important shows and career fairs.

An on-line application system was successfully implemented for the first time and generated approximately 3 000 of the 11 600 applications received. Feedback from the users of the on-line application system was positive and it will be more aggressively rolled out in 2014, while improvements are being continually carried out.

A draft *Policy on Admission of Students* was developed in consultation with stakeholders, which will be tabled for approval at the relevant bodies in early 2014.

On-line registration was once again implemented very successfully, and is growing in leaps and bounds. All senior students registered online in 2013, while 3 635 new students were registered manually.

Of note is that the institution concluded an agreement with Nam-mic Payment Solutions (Pty) Ltd to convert the Polytechnic student card into a combined student-bank-loyalty card. This agreement will be implemented in 2014, when all students will be issued with the Polytechnic/NPS student/cellcard.
Governance and Committee Work

The function of this department is to provide secretarial services to Governance bodies, as well as committees of such bodies. The unit experienced a steep increase in the number of meetings of governance bodies, with many special and extraordinary meetings of Council being held.

The terms of both the Council and the Rector expired. The Council was re-appointed (to the Seventh Council) as was the Rector, the latter for another three- and five-year terms in accordance with the Polytechnic Act.

The department facilitated the approval and implementation of the following core governance documents: Institutional Rules; Council Code of Conduct; Council Performance Assessment Instrument; and Delegations of Authority Framework.

The department is also responsible for student disciplinary cases, where this year saw a further reduction in the number of cases to less than 40. A draft Policy on Plagiarism was developed which will be tabled at decision-making bodies early next year.

Assessment Administration

The department is responsible for arranging and facilitating all institutional summative assessments, as well as certification of graduates. It facilitated and administered 77 758 examinations over two sessions (June and November) consisting of 18 days each and each day having three examination sessions. The introduction of the Special Rector’s Examination (SRE) meant that the department facilitated another session in August, with 249 examinations. The pass rate in the SRE was 53%, which enabled these students to graduate in the October ceremony.

The department also began the review of the Certification System of the institution, with a view to further strengthen the security of its certificates and to prepare for the transition to NUST. This review will be completed early next year.

Institutional Timetabling

Continuous improvements were made to the institution’s timetabling system in the form of timetable audits, production of utilisation reports, training of timetablers, and the publication of timetables on the web.

Central Records and Archives

A new Head: Central Records and Archives (CRA) was appointed in September and the following were the main activities and outputs in this department:

- The Documents and Records Management Policy was reviewed and approved;
- The Draft Institutional Filing Plan was drawn up through a consultative process;
- Improvement in confidentiality of records and documents, through training of staff and the introduction of a secrecy and confidentiality declaration for CRA staff;
- A Records Management Framework was produced, which guides the work of the department; and
- Records and documents were disposed of as per the guidelines approved by the National Archives.
Programme Development and Registration

This Unit has overall responsibility for coordinating and managing programme (curriculum) development activities in the institution and ensuring the registration of qualifications on the National Qualifications Framework (NQF).

Programme (curriculum) development

The Unit continued to assist academic departments in their endeavours to develop new programmes and/or re-curriculate existing programmes. Assistance was provided in a number of ways, including the facilitation of training sessions for faculty on the Polytechnic Curriculum Framework and the NQF, as well as rigorous review of draft programme documents. Above all, guidance to faculty was aimed at ensuring compliance with relevant institutional policies and national imperatives.

The following are new/revised programmes approved by Senate:

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<th>School</th>
<th>Undergraduate/Postgraduate</th>
<th>Programme Title</th>
<th>Status (New/Revised)</th>
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<td></td>
<td></td>
<td>Doctor of Philosophy in Informatics</td>
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<td>Status (New/Revised)</td>
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<td></td>
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</table>

**NQF registration of qualifications**

All educational higher education institutions in Namibia are required to register their existing qualifications on the NQF by January 2015. The Polytechnic has submitted a further 25 qualifications to the NQA during the year in order to ensure compliance with this requirement. This brings the total number of qualifications submitted for NQF registration to 100, of which the following 75 are currently registered on the NQF:
### Qualifications registered on the NQF (as at 30 November 2013)

<table>
<thead>
<tr>
<th>School</th>
<th>Undergraduate/Postgraduate</th>
<th>NQF ID</th>
<th>Qualification Title</th>
<th>NQF Level</th>
<th>NQF Credits</th>
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<td>Q0265</td>
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<td></td>
<td>Q0285</td>
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## School: Natural Resources and Tourism

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<td>Q0229</td>
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<td>Q0294</td>
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<td>Q0255</td>
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<td></td>
<td></td>
<td>Q0274</td>
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</tbody>
</table>

The Polytechnic has 118 qualifications and is, therefore, well-positioned to meet the January 2015 deadline of the NQA for NQF registration of all existing qualifications.

Finally, the Unit developed a comprehensive Strategic Plan to guide its activities over the next five years. The planned initiatives of the Unit are aligned with the Polytechnic’s strategic goals, as contained in the PSP-4, and are aimed at optimising its contribution to the transformation agenda of the institution.
Library

As an integral part of the institution, the Library was also swept up in the anticipation and excitement of the change to university status, as well as involved in the preparation of the new strategic plan. The year was very busy, but productive and has brought about the paradigm shift which will lead the Library into becoming a better and more respected university library.

The Library continued to be the nexus that supports education, research and innovation. To sensitise faculty about copyright and intellectual property, for instance, the Library arranged a workshop on the topic in July, for academic and academic support staff. The facilitator is a well-known expert in the field of copyright and IP and has been Copyright Librarian for many years.

An international library conference, the Namibia Library Symposium, took place in October under the heading “Strong libraries, strong societies: the role of libraries in socio-economic development”. This Library was co-organiser and participated in the sessions.

The Technology Day, held in October, was a first for the institution and focused on the use of technology in education. The Library was co-organiser and also presented a paper on “Polytechnic library support for eLearning” on the day.

The Library and Information Skills Training (LIST) is an important part of the Library’s teaching, learning and research support. Through LIST, students are taught how to search for, evaluate and cite information, which helps them to become life-long learners. Therefore, it was very encouraging to note a 20% increase in the number of students and faculty that received LIST, compared to 2012.

Through the Library Services Committee certain issues were raised, enabling the Library to deal with them in a satisfactory manner. The rule regarding cellular phone usage has been changed to allow students to search for information on their phones when they do not have computer access and will be
implemented in 2014. Also, due to a request for extended library hours, a small survey was conducted among students to determine their needs regarding their usage over weekends. Stakeholders will be consulted before a decision is made and change of hours implemented.

As part of the Library’s transformation, it was realised that a large part of it can only be accomplished through the implementation of a new library management platform. This will not only improve the back office workflows, but also the end-user experience for students and faculty. Therefore, the Library started investigating the systems available for possible implementation in 2014.

Due to the growing number of post-graduate students, the Library reconsidered the services it offers to this category of students. To give them access to more information resources, an agreement was drafted that would allow them to apply for membership at the UNAM Library free of charge, with the hope that it can be implemented at the beginning of 2014.

The Archive Services of the Library created the Polytechnic Curriculum and Syllabus Digital Collection. The old issues of the Prospectuses and Curricula and Syllabi publications between 2001 and 2007 were scanned and processed to become fully searchable and available on the Polytechnic’s Intranet. The new curricula and syllabi are added as they become available.

Another cut to the Library’s acquisitions budget has impaired its ability to provide additional information resources and maintain what are currently available. Printed journals had to be cancelled in favour of those online, while mainly prescribed textbooks were purchased.

The chart on the right shows a 14% decrease in acquisitions budget from 2011 to 2012 and a 21% decrease from 2012 to 2013. A continuous reduction in this budget, together with limited Internet bandwidth must have dire implications for our student community. Despite these limitations, the Library remained positive by developing the services that are not influenced by the budget in order to be the key support structure expected of a university library.
ADMINISTRATION AND FINANCE

- Vice-Rector: Administration and Finance
- Office of the Bursar
- Human Resources
- Computer Services
- Student Affairs
Office of the Vice-Rector: Administration and Finance

This Office provides support to the Rector in the formulation of policies and procedures and the implementation of and compliance with the rules. It assists the Rector in his endeavours to lead the institution in a manner that enhances accountability, effectiveness, efficiency and fiscal discipline.

The primary responsibility of the office includes management and oversight of Finances, Facilities, Auxiliary Services, Human Resources and Student Services.

The Polytechnic’s response to the ever-increasing demand for applied, technology-orientated training and the policy directives of broadening higher education in specific priority fields results in substantial higher operational costs yearly.

This year again the Polytechnic had to cope with serious financial challenges due to the inexplicable underfunding of the institution by the Government which is the main financier of the Institution. This obviously had a very negative effect on the operations of the institution. Large budgetary readjustments had to be made by freezing vacant posts and drastically reducing the budgets for long overdue refurbishment of older physical facilities and urgently needed state-of-the-art computer and laboratory equipment. In spite of all these challenges the Polytechnic managed to provide quality services while keeping its tuition fees competitive in the SADC region.

In 2012 the average cost per student at the institution was N$ 37 286 and the average subsidy received from the Government was only N$ 12 572; this means a 30% cost coverage, creating a funding deficit of about N$ 25 000 per student. In 2013 the average cost per student increased to N$ 42 500 of which the Government covered N$ 19 285 or 45.4% of cost. This underfunding unfortunately is the result of the higher education sector operating without a funding formula.

No wonder the NDP-4 is highly critical about the performance of our education system when stating that:

“Since independence, the Namibian education system has often failed to deliver quality in its graduates. Issues surrounding quality of education provision persist at practically every level and almost every type of training institution. Passing standards are generally low, and the knowledge required to achieve these marks is often considered insufficient by global standards.” (NDP-4, p. 46)
The quality of graduates from a tertiary institution is not only determined by excellent management but also hinges primarily on adequate and realistic funding to enable the appointment of highly skilled and experienced academics, the provision of state-of-the-art equipment and an appropriate infrastructure. Underfunding of these three cost items will negatively affect the quality of teaching, learning and innovative research outputs which are a *sine qua non* for the achievement of the goals of NDP-4 and Vision 2030.

In terms of resources management, the Institution continued to improve its capacity and the delivery of services. The inexplicable underfunding of the Polytechnic, however, could thus not prevent the institution from being named for the tenth successive year by PMR Africa as the best managed tertiary institution in Namibia as well as to receive the Diamond Arrow in the Business Sector: Institutions for Higher Education/Tertiary Institutions in Namibia. The purpose of this award by an independent South African agency is to celebrate excellence. This excellence - the top prize in the form of the Diamond Arrow for the fifth consecutive year - has been achieved through sacrifices, professional business process planning, exemplary performance, high ethical standards and the efficient use of scarce resources by the Polytechnic team.
Office of the Bursar

The Institution continued to face yet another year operating under extremely strenuous financial conditions, as it had especially for the past few years. To remain afloat the Institution was forced to drastically cut or defer expenditure on both operational and expansionary projects as a means of survival. It is thus still essential that strict budgetary control and prudent financial management measures are timely and consistently applied throughout the year.

The Institution is committed to conducting its operations to fulfill the mandate given to it by the people through the government as the main stakeholder. In adhering to the culture of good corporate governance, the Institution ensures compliance with the regulatory requirements and being aware of community demands and expectations. We remain dedicated and committed to maintaining the highest standards of corporate governance. This is confirmed by the well-timed auditing of the accounting records which are consistent in compliance with the international regulatory standards and developments. The Institution ensures that the pillars of corporate governance are observed at all levels throughout its operations. Thus we adopt sound policies, procedures and rules to ensure that the operations are built on and grow from firm foundations. Internal audit and control systems provide safeguards against risks and protect the assets, whilst also ensuring that policies and management practices are implemented as planned, and wherever necessary changes are identified and approved.

Statement of Comprehensive Income

Revenue

From 2012 the total revenue increased by 22.2% to N$ 471 611 107. Government subsidy was the highest contributor at N$ 253 431 280 as first-stream income, followed by tuition fees at N$ 161 253 623 as second-stream income. The latter increased by 9.1% from the previous year. In the third-stream income category, the highest revenue component was the extra-curricular income, i.e. income from various sources - donor funds and income raised through the revenue-generating units.
Expenditure

This expenditure component comprises the following:

1. **Employment and personnel related costs**
   Like in prior years, personnel and related costs made up the highest component at 71.7% of the total expenditure of N$ 518 898 023. In the personnel cost is included provision for post retirement medical aid, currently standing at a whooping N$ 64 million, of which N$ 10 million was passed through the income statement this year alone. In the same light, the provision for leave benefits accruing to the personnel members stood at N$ 11 million for the current year.

2. **Administrative and other costs**
   The administrative and other cost component stood at N$ 104 897 326, representing 20.2% of the total expenditure. The main contributors were the cost of utilities and maintenance with a combined value of around N$ 30 million.

3. **Depreciation and cost of amortisation**
   The cost of amortisation stood at N$ 41.83 million up from N$ 35.4 million. This is attributable to the new additions to buildings.

4. **Supplies and services**
   This increased by 7.3% to N$ 483 415 043.
Statement of Financial Position

The total asset base shrank by a small margin from the prior year, from N$ 1.047 billion to N$ 1.046 billion in the current year. Although there was growth in the value of non-current assets, the value of the current assets decreased just by a higher margin, which if netted, brought down the total amount.
Human Resources

The Human Resources Strategic Plan supports the strategic goals of the Institution to develop and deliver quality services by attracting, developing and retaining a diverse workforce within a supportive working environment.

Our main challenge remained the prevailing lack of highly qualified human resources in Namibia to fill academic posts especially in the disciplines of engineering, science, technology, logistics and criminal justice. The decrease in government subsidy has had a negative effect on the recruitment and retention strategy and the development of our human capital and as a result the number of vacancies that were filled was reduced significantly. The department managed to fill 68 academic posts and 40 administrative posts out of a total of 94 and 58 vacancies, respectively.

The continued decrease in subsidy will further result in remuneration not being competitive in the market, which would influence the retention of staff and the affordability to attract scarce skills.

The department supports the creation of an environment where professional growth and development are valued and pursued during employment. With the transition, activities are primarily focused on the development of staff to increase the proportion of faculty holding Masters and Doctorates.

The department continued to expand the piloting of a Performance Management System for the second year. This project was piloted at senior management in 2012 and was then extended to middle management level in 2013. This project will be extended to all staff in 2014 and be formally rolled out in 2015. The reason for extending the pilot for another year is to ensure that all staff have had an opportunity to give their inputs during the roll-out phase so that there is buy-in by all staff for the performance management system to be formally implemented in 2015.

**Staffing as at 31 December**

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent: Academic</td>
<td>97</td>
<td>122</td>
<td>219</td>
</tr>
<tr>
<td>Permanent: Administrative Support</td>
<td>219</td>
<td>135</td>
<td>354</td>
</tr>
<tr>
<td>Full-time Contract Faculty</td>
<td>32</td>
<td>119</td>
<td>151</td>
</tr>
<tr>
<td>Commercial Units</td>
<td>11</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>359</strong></td>
<td><strong>386</strong></td>
<td><strong>745</strong></td>
</tr>
</tbody>
</table>

The department also reviewed its business processes to develop best practices and leading edge techniques that will improve service delivery. This exercise together with the approved delegation of authority framework of the Institution has contributed to the empowerment of staff in managerial posts and this has had a positive influence on the morale of staff and contributed to a more positive working environment.
Computer Services

The year under review can be summarised as “Going further mobile”. Against the odds of continuously inadequate funding, the Bureau managed to improve infrastructure and systems by enabling students, staff and guests in their quest for better access to information.

Mobile Voting

Students turned to cellular phones, smartphones and laptops to vote in new members to the Students’ Representative Council (SRC) and Students’ Residence Housing Committee Members (HC) in elections held in September and October, respectively.

As far as could be ascertained, albeit on a small scale, it was the first time in Namibia that an election of this nature (e-voting) was conducted, in which students could vote via their mobile devices, from wherever and at any time during the election period. What also stood out from this system was the availability of the results immediately following closure of the event. Additional security measures allowed for a group of authorisations to sign on before elections results were made official, thereby eliminating the concern that one person could manipulate the results. The Rector, Director: Bureau of Computer Services, Dean of Students and outgoing SRC President were the four authorising authorities. The SRC election was reported widely in local and in several international news sites.

On-line Meal Booking System

In the past, Hostel students could only book or cancel meals via a stand-alone PC situated in the dining hall. The new online meal-booking system enables the booking or cancellation of meals at any time via mobile devices.

Availability of Student Academic Documents in PDF Format

Enhancing the availability of a student self-help facility to be able to access their examination timetables and results, academic records and proof of registration greatly diminishes unnecessary human intervention. This allows Polytechnic students from wherever to have access to these documents in PDF format through the online system, thus avoiding long queues to collect their documents from the Examinations or Student Records departments.

Acquisition of EVASYS Survey Software

EVASYS is a survey software that can be used for survey design (both paper-based and online), data entry/scanning, analysis and reporting. Following advanced training, the following survey projects were conducted by the Management of Information and Institutional Research (MIIR) section: Lecturer Evaluation Report (Pilot study), and a Library study hours survey. The EVASYS system is now fully functional.
National Higher Education Management Information System (HEMIS) and Funding Framework (FF)

The MIIR Office continued to provide technical support for the establishment of the National HEMIS and the system for the developing FF. This system is expected to be fully functional in 2014.

Graduate Tracer Survey

In collaboration with the Centre for Cooperative Education (CCE), the MIIR Office was involved with the Graduate Tracer Study, by providing technical assistance in terms of questionnaire and database design, sampling and data collection. The study will provide information about the employability of the Polytechnic graduates.

Multirank Project

In collaboration with the Planning and International Relations department, the MIIR Office collected data for the Multirank project, which is a universities ranking system that takes into account the quality of degree programmes, the teaching and learning experience amongst other criteria.

Qualification Verification

The MIIR Office continued to update the Qualification Verification System. This will be an ongoing activity after each registration and graduation.

Wireless Infrastructure

Foundational changes were made to improve the reliability and speed of the wired and wireless networks to better handle the demand imposed by the growing number of mobile devices such as smartphones and tablets. It is anticipated that these devices will become more cost effective in future and as such will further increase the demands placed on the Polytechnic network. More than 20,000 devices are expected to be operational and connected on the Polytechnic campus network by the year 2017.

The campus wireless coverage was extended and the total number of wireless access points rose to 142. The wired network was not neglected though and the total amount of wired network points increased to 7,072.

Internet Bandwidth

Total Internet bandwidth increased by 30% to a combined total of 87 Mbits/sec, but was still well below acceptable levels to cater for the needs of the Polytechnic users. It is hoped that additional funding will allow the purchase of more bandwidth next year.

Virtualisation

The virtualisation exercise undertaken in 2012 was completed, leading to increase reliability of servers and better disaster recovery.
Student Affairs

The Student Affairs division provides numerous services and facilitates activities that cater for the social and academic well-being of students whilst pursuing their studies. Because of the expansive nature of the programmes tailored for the students, the current report will highlight a few of activities that took place.

New Student Orientation

This programme is offered prior to the commencement of the academic year. It is a critical exercise as it, through general as well as academic orientation, prepares new, transfer and international students for their academic studies in a new environment. Information about registration policies and procedures, academic advisement, academic support services and residential life is disseminated to students. Students were accommodated in large multiple venues technologically linked to the main presentation hall.

Student Leadership 2013

This is an important programme that empowers student leaders to be effective in their roles and was organized by the Unit Student Counselling and HIV/AIDS Coordination Services. Various presentations were made on the following topics: What is leadership? Leadership styles and team roles, The ABC of planning, Smart writing, Event management, Code of conduct of the SRC, and Conflict management.

Cultural Festival

The much anticipated Festival kicked off with the spectacular parade from downtown on Independence Avenue. This brought mid-town to a pause, with amazed on-lookers all the way. The Festival can be pronounced as one of the best ever held by the institution. The theme coined by a student “Sada !Gaob !Gaob, Sada #Nisasib, Sada !Goaxa //aeb (our roots, our pride, our future) caused the winner a prize. The Minister of Youth, National Service, Sport and Culture, was the keynote speaker at the official opening. The highlights included events like traditional dance performances; gospel music show; stilt walkers and dancer parades; the international cuisine; Miss and Mr Polytechnic beauty pageant; local bands; and fun games and competitions. The main sponsorship of N$ 60 000 came from FNB and other sponsors included Coca-Cola, Rent-A-Drum, Millennium 2000 Computers, DSTV Mobile, Scooters Pizza, Exclusive Health and Wellness, Mshasho, Shandonai Beauty School and Markhams.
Career Fair

This is an event organised by this Office in conjunction with other role-players to create a platform for students to network, seek employment and interact with the employees from different companies. Under the theme: “Building Sustainable Futures” the Executive Chairman of the National Youth Council of Namibia, delivered the keynote address at the event that had attracted 40 exhibitors and 13 high schools from as far as Rehoboth and Otjiwarongo. At the close of the event 4 000 students had attended. A live broadcast by NBC took place on the first day whereas the Poly Campus Radio broadcast the fair live on the second day. Best exhibitors were recognised for their inspiration and contribution towards the development of the Namibian youth. In the category of Government and Agencies the awards went to Ministry of Health and Social Services (1st), Ministry of Information and Communication Technology (2nd) and the Ministry of Safety and Security (3rd).

In the category of Corporate Companies the awards went to Scorpion Zinc (1st), Telecom Namibia (2nd) and Twincore Investment and Watkins Valeur (3rd). The best internal exhibitors were the School of Natural Resources and Tourism (1st), School of Health and Applied Sciences (2nd) and School of Engineering (3rd).

SRC Electronic Elections

The Students’ Representative Council (SRC) has instituted an election map with the guidance of this Office. The map indicates what activities were to take place during the voting period. Furthermore, the SRC in conjunction with the BCS engaged in the electronic elections which took place for a week in September. The counting of ballot papers and the release of the final results were all done live electronically by the BCS to a packed Auditorium North in the presence of executive staff and the SRC President. Students were very excited and satisfied with the e-voting system and release of results, and endorsed the system.

Trophy Award Ceremony

This Ceremony, at which student achievements in sports and culture are recognised, took place in October. The Deputy Minister of National Youth, National Sport and Culture was the guest speaker. Seventy five trophies were awarded in the different categories of most committed player, most improved player and player of the year. The Sports Woman and Man of the Year were Maggy Paulus and Jethro Kwenani, respectively.
FACULTIES/SCHOOLS
• School of Economics and Finance
• School of Engineering
• School of Health and Applied Sciences
• School of Humanities
• School of Information Technology
• School of Management
• Harold Pupkewitz Graduate School of Business
• School of Natural Resources and Tourism
School of Economics and Finance

The School, together with the School of Management, emerged from the School of Business and Management, and comprised of three academic departments, namely Accounting, Economics and Marketing.

The School actively participated in the strategic planning process as well as advancing teaching and learning, curriculum development, faculty research, international relations and partnerships, and community engagement.

The School provided opportunities to many students to pursue studies in Accounting, Auditing, Taxation, Economics, Marketing and Business Management related fields. The educational experience aims at intellectual flexibility for graduates to be successful in a dynamic business environment, following a first common-year.

Notwithstanding continuous limitations of funding and because of limited availability of skilled personnel in the market, the School encourages staff members to improve their academic qualifications. Four faculty members with professional accounting qualifications obtained their master’s degree in Accounting, as did two others in Marketing who obtained their master’s degrees. Another four registered for their doctorates and six who were already registered were vigorously pursuing their studies. That brings the total number of faculty registered for doctorates to ten in the School.

The two students from Accounting and one from Economics were engaged by Credit Suisse in Switzerland for their industrial attachment (WIL) through the B360 education partnerships collaboration. These students were selected after successfully sailing through a number of highly competitive assessments.

Although the staffing situation improved, the School still relied on a significant number of part-time lecturers to augment teaching and learning. The School is making a deliberate attempt to reduce the relatively high engagement of part-time lecturers. Eleven new faculty members were recruited at various levels.

Selected Publications


International Visitors

The table below indicates the number of international visitors to the School.

<table>
<thead>
<tr>
<th>Expert</th>
<th>Institution/Affiliation</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Laurent Bouvier</td>
<td>B360 assignment: MD of Credit Suisse Investment Banking division in London</td>
<td>Conducted lectures for 4th year Economics students on operations of stock markets and investment.</td>
</tr>
<tr>
<td>Mr Markus Strusser</td>
<td>University of Vienna</td>
<td>Organised a group of 23 university students from Austria, Germany and Switzerland to attend the 6th Summer School (16 July to 14 August).</td>
</tr>
<tr>
<td>Prof Guenter Buerke</td>
<td>Ernst-Abbe University of Applied Sciences, Jena, Germany</td>
<td>Accompanied 13 students to participate in the Summer School.</td>
</tr>
<tr>
<td>Mr Hans-Jurg Schär</td>
<td>Former CEO of Swatch and Smart Car</td>
<td>B360 assignment: Taught Marketing and Branding at 4th year level. Presented a paper at the Marketing Innovation Interface workshop.</td>
</tr>
</tbody>
</table>

SEF and School of Management (SOM) jointly organised a successful Research Day. The presentations consisted of multidiscipline topics and a poster presentation of students’ outstanding research projects in 2012. A booklet containing the abstracts, faculty research publications and profiles was published. Mr Tarife Sunde won the Best Researcher Award for 2012. Professor Alaphia Wright, Director of UNESCO (Namibia) and Ms Evangelina Nailenge, Acting Director of Research at Bank of Namibia, presented papers on “The Namibian Vision 2030 and NDP-4: Challenges for the academic fraternity” and “Importance of Research to the Namibian Economy” respectively. Research outputs were displayed and presented by faculty and students.

As part of the process of promoting research, the School introduced a weekly research seminar for faculty and staff aimed at improving research output in the years to come. Ten weekly research seminars were held during the reporting period covering topical issues like proposal writing, literature review, research methodology; a couple of individuals presented their publications. At the research seminar the following were achieved:

- Novice researcher mentored through the seminars, published paper presentations;
- Doctoral theses presented and critiqued.

In fulfilling the national developmental agenda, the School’s research focus was on poverty and employment creation, provision of quality service, public and private partnership and indigenous technology.
Summer School for International Students

As in previous years, the faculty continued to offer its Summer School programme “Doing Business in Africa”. Two Summer School programmes were held for students from Vienna University and Ernst-Abbe University of Applied Sciences (Germany), with 35 students attending from the two institutions. The topics were Doing Business in Africa, Namibia Government and Politics, and Namibia and SADC Economy.

Invaluable inputs to the programme were made by the Ministry of Trade on EU Trade with Namibia, and the NCCI who presented on “Prospects of the Namibian Business Environment”, while the Bank of Namibia made a presentation on Namibia’s competitive advantage.

A number of visits and excursions to various industries and sectors in Windhoek and the country in general anchored the academic programme in real-life situations. Visits were organized to the National Assembly, Heroes Acre, Khomas Governor’s office, an orphanage, Namibia Brewery and Beverages, etc.

The two Schools consider public lectures as an essential part of their operations. Six public lectures were organised and they were well attended by faculty, students, and the public at large. One such was held in October with Mihe Gaomab II, CEO of Namibia Competition Commission, as speaker on “The Victory over Walmart for the Namibian Economy”. He was supported by Tembi Bonakele, Deputy Commissioner: Competition Commission of South Africa, who spoke on the South African view of Walmart’s case.

The Marketing Department organized a one-day workshop on Marketing and Innovation that brought together Marketing practitioners and academics to foster good relationships and to promote the Marketing profession in Namibia. The function was well attended and a number of presentations were made. The attendees ended up forming the Namibian Chapter of the Namibia Marketing Association.

Namibia Graduate School of Accounting (NGSA)

The NGSA continued to provide training to young Namibians in the Chartered Accounting Professional Accounting programme. NGSA was established in collaboration with the Institute of Chartered Accountants in Namibia (ICAN) in 2006 in response to the national need for a steady supply of Chartered Accountants (CAs) more affordably. The NGSA is providing training in the Advanced Diploma in Theory of Accounting (ADTA).

The ADTA is a fully fledged Polytechnic programme, as a preparatory or intermediate course developed in conjunction with ICAN and other roleplayers in 2011. The programme was approved in June 2011 by Senate for implementation in 2012. This programme became imperative since none of the tertiary education institutions in Namibia is accredited with the South African Institute of Chartered Accountants (SAICA). The programme caters for students from institutions not accredited by SAICA and or ICAN and who completed their BTech or BComm qualifications at level 7 or equivalent within the last three years and those that could not obtain the minimum admission requirements for the CTA programme at South African residential universities.

Seventeen students fully qualified as Chartered Accountants. Two candidates who passed part 1 and 2 will write part 1 Qualifying exams in June 2014.
School of Engineering

The year started with change in leadership in the School. Dr Zaccheus Oyedukun who had served as the Dean for about eight years handing over the baton to Dr Samuel John.

The former Dean had been instrumental in the evolution of the School and key amongst his achievements were the introduction of the Architectural programme and several Bachelor and Master of Engineering programmes. Also noteworthy is the accreditation visit by the Engineering Council of South Africa (ECSA) in 2011.

Since inception, the School has done extremely well by providing the technical and professional human power in the economy. The School has developed rapidly and hence it is ready for the institution’s transformation. The transformation will boost the confidence of our vibrant team of professionals, whose passion lies in pursuing cutting edge research in the areas of renewable energy, water resources management, manufacturing systems and sustainable mining practices, amongst others.

Credible academic standards are maintained by international benchmarking. As a result our “products” - the graduates, are accepted for postgraduate studies at various internationally recognised universities.

The industry fully collaborates and recognises the efforts of the School, while the latter derives great pride from the impressive industry feedback about our graduates who pay unusual high attention to detail, show initiative and, indeed, display expertise that matches or surpasses that of graduates from other universities. Here is a sample of feedback from industry:

“These two young professionals are just so hard-working and dependable! We all love them here and it is testimony to an excellent coach and lecturers to have yielded these two graduates who have no noticeable knowledge gaps and have such a productive approach to work!”

Teaching and Learning Activities

Since producing the first Bachelor graduates in Civil Engineering in 2012, the School achieved another milestone with the graduation of the first set of Bachelor of Engineering students in the fields of Electrical and Telecommunications, Mechanical and Mining Engineering.

These mining students had an opportunity to present their WIL projects to the mining stakeholders at an important occasion attended by dignitaries such as the Minister of Mines and Energy, and CEOs of Namdeb, Epangelo Mining and the Namibian Chamber of Mines as well as Managers from Okorusu Fluorspar Mine, Langer Heinrich, Rössing Uranium, Skorpion Zinc and Rosh-Pinah Zinc Mine. The students’ presentations were well received while noting that 50% of the students already had job offers before graduating and the remaining number was to be contacted for possible employment opportunities.
In another event, four second-year Architecture students participated in a design competition held at the 8th Forum for Architecture, hosted by the Faculty of Architecture, University of Angola in Luanda under the theme *Slum Development*. The students had only 24 hours for the conceptual design proposal and were competing against some of the oldest Architectural departments in the region. The team took second place in the competition.

Various innovative teaching pedagogies are being introduced in the teaching of engineering, to make it attractive to the young generation. *Project-based* learning, which enables the synthesis of concepts from several courses in a project was well accepted and advanced. For example, mechanical engineering students developed *water rockets* based on sound mathematical and scientific principles covered in two courses, namely Fluid Mechanics and Thermodynamics. The testing of such a water rocket can be seen in the picture.

**Community Engagement**

The School initiated a community engagement scheme, which is aimed at helping high-school learners achieve high grades in science and mathematics. In this scheme, engineering students provide regular tutorial classes to grades 10 to 12 learners at a high school in our neighbourhood throughout the year, guided by one of our best teaching award winners of the year. Feedback from the high school has indicated an improvement in the pass rate of learners in science and mathematics. The School intends to maintain and expand this scheme to other high schools in the less-privileged communities.

The Department of Mining and Process Engineering conducted an Environmental Management Course, attended by about 30 delegates from all thirteen regions of the country, including delegates from the Ministry of Environment and Tourism and the Ministry of Regional and Local Government, Housing and Rural Development. The Environmental Commissioner then proposed that the course should be offered annually and that the delegates should be empowered to conduct environmental audits upon successful completion of the course.

**Research**

The research activities of the School are carefully chosen to respond to national imperatives. Global trends and our in-house capacity, coupled with a broad-spectrum of support from numerous national and international partners informed the broad research fields, which are:

- **Renewable energy**: This research group focuses on the development, analysis, design and implementation of renewable energy systems and technologies. The group also researches efficient ways of energy usage and sustainability.
- **Water resource management group**: This group looks at efficient ways of generating, distributing and re-using water resources.
- **Manufacturing systems group**: This group spans interests from manufacturing systems in the fields of mechatronics, control systems to the development, design and manufacturing of appropriate technologies. This group also tailors its activities to support small and medium-scale manufacturing industries.
• **Sustainable mining practices**: This is a new research group which focuses on risk and safety management and environmental issues relating to mining and other industrial activities.

• **Windhoek and its environs—Architectural perspective**: The Architectural Department conducted research on the architectural landscape of Windhoek and its environs.

The School believes in the sustainability of these research activities, and in this light, has developed graduate programmes in Industrial Engineering, Integrated Water Management and Transportation Technology. A Master’s degree in Renewable Energy, Mechatronics and Mining Engineering is planned in the near future.

**Selected Publications and Proceedings**


### International Visitors

<table>
<thead>
<tr>
<th>Expert</th>
<th>Institution / Affiliation</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof Godfrey Dzinomwa</td>
<td>University of Zimbabwe, Paarsol Resources</td>
<td>Taught Mineral Processing</td>
</tr>
<tr>
<td>Mr Amit Agasty</td>
<td>Clausthal Technical University, Germany</td>
<td>Taught Mine Ventilation and Climate Conditioning 424 (VCC 420S) Course</td>
</tr>
<tr>
<td>Emeritus Laureate Professor John Ralston</td>
<td>Ian Wark Research Institute, University of South Australia</td>
<td>Provided strategic advice and direction to the Department</td>
</tr>
<tr>
<td>Dr John Glen-Swanson</td>
<td>Clausthal Technical University, Germany</td>
<td>Taught Conveying and Hauling Technology</td>
</tr>
<tr>
<td>Prof Helmut Mischo</td>
<td>Freiburg Technical University, Germany</td>
<td>Taught Shaft Sinking and Deep Foundations</td>
</tr>
<tr>
<td>Dr David Laurence</td>
<td>University of New South Wales, Australia</td>
<td>Taught Health and Safety Protection in Mining</td>
</tr>
<tr>
<td>Prof Sanga Tangchawal</td>
<td>Mahidol University, Thailand</td>
<td>Taught Rock Engineering</td>
</tr>
<tr>
<td>Mr Godknows Njowa</td>
<td>Venynmn Deloitte, South Africa</td>
<td>Taught Mine Economics &amp; Mine Valuation</td>
</tr>
<tr>
<td>Prof Michael Hegemann</td>
<td>Technical University of Georg Agricola</td>
<td>Taught Mine Survey</td>
</tr>
<tr>
<td>Mr Lawrence Madziwa</td>
<td>University of Zimbabwe</td>
<td>Taught Mine Planning and Design</td>
</tr>
<tr>
<td>Prof Lambertus van Bunningam</td>
<td>FH Aachen University of Applied Sciences, Aachen, Germany</td>
<td>Taught Construction Materials &amp; Technology II; Construction Materials &amp; Technology III; Co-taught Construction Materials and Technology IV (advanced level topics for the course) Participated in: Supervision of Graduation Design Projects and Staff mentorship programmes</td>
</tr>
<tr>
<td>Prof Sigurd Scheuermann</td>
<td>Aachen University of Applied Sciences, Aachen, Germany</td>
<td>Co-Teaching and Design Studio work: Architectural Design I &amp; II Facilitated lecturer support: worked with staff responsible for Applied Building Science, Building Structures I/II, Environmental Technology</td>
</tr>
<tr>
<td>Prof Dr Gerhard Albert</td>
<td>Competence Centre, Environmental Planning &amp; Design</td>
<td>Signing of MoU to develop Master’s curriculum on Landscape Architecture and as a Visiting Professor to be funded by DAAD</td>
</tr>
<tr>
<td>Dr Anna Rynkowska-Sachse</td>
<td>Faculty of Architecture, Urban Planning and Interior Design at Sopocka Szkota Wyszsa (Sopot College)</td>
<td>Voluntary Tutoring of Students on: Mini-Thesis; Graduation Design Projects and Collaborated in Research as a freelance researcher</td>
</tr>
<tr>
<td>Prof Tapio Katko</td>
<td>UNESCO-Chair on sustainable capacity building in water management services at Tampere University of Technology, Finland</td>
<td>Taught Utilities module in MIWRM. Discussion on the Keetmanshoop water demand management project funded by the EU</td>
</tr>
<tr>
<td>Expert</td>
<td>Institution /Affiliation</td>
<td>Activity</td>
</tr>
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<td>-------------------------------------------------</td>
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</tr>
<tr>
<td>Prof Markus Gehnen</td>
<td>University of Applied Sciences Bochum, Germany</td>
<td>Taught Power System Operation &amp; Control courses.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presented a public lecture on “A User-Centric Approach to Building Energy Management Systems (BEMS)”.</td>
</tr>
<tr>
<td>Prof Dr Felix Huber</td>
<td>Bergische Universität Wuppertal, Germany</td>
<td>Facilitated and finalised regulations towards the PhD research supervision of three full-time faculty members</td>
</tr>
<tr>
<td>Prof Dr-Ing Hartmut Johannes Beckedahl (Pavement Research expert)</td>
<td>Dept. of Civil Engineering, Bergische Universität Wuppertal, Germany</td>
<td>Facilitated and finalised procedures towards the PhD research supervision of three full-time faculty members</td>
</tr>
<tr>
<td>Prof Dr-Ing Andreas Schlenkhoff</td>
<td>Department of Civil Engineering, Bergische Universität Wuppertal, Germany</td>
<td>Facilitated and finalised procedures towards the PhD research supervision of three full-time faculty members</td>
</tr>
<tr>
<td>Mr Niels Wiefferring</td>
<td>Cape Peninsula University of Technology</td>
<td>Taught Rehabilitation and Repair of Concrete Structures in the BEng. programme</td>
</tr>
<tr>
<td>Prof Dr-Ing Jörg Laumann</td>
<td>FH-Aachen, Germany</td>
<td>Taught Structural Analysis course in the BTech. programme</td>
</tr>
<tr>
<td>Mr Heinz Scheurer</td>
<td>Retired Engineer, Switzerland</td>
<td>B360 education partnerships: Taught Geotechnical Engineering related courses in the BEng. programme</td>
</tr>
<tr>
<td>Prof Adeola Adedeji</td>
<td>University of Ilorin, Nigeria</td>
<td>On one-year sabbatical, taught Structural Engineering related courses in the BEng. and BTech. programmes</td>
</tr>
<tr>
<td>Dr Webster Gumindoga</td>
<td>University of Zimbabwe</td>
<td>Taught in the MIWRM programme</td>
</tr>
</tbody>
</table>
School of Health and Applied Sciences

The School like the rest of the institution was intensely engaged in the design of the PSP-4. A bottom-up approach involved all staff at departmental level, and departmental strategic plans fed into the School’s strategic plan that in turn provided part of the substance for the definition of overall institutional plan. New faculty members attended the CTL orientation session in preparation for full participation in the Institution’s activities.

Academic Achievements

The Bachelor: Pre-Hospital Emergency Medical Care (B.PEMC) was launched in February with an intake of 15 students. Four of these students were from our National Higher Certificate: Emergency Medical Care.

The curriculum for the Bachelor of Biomedical Science was revised to include the Cytology and Histology components, for submission to Senate in 2014, and for implementation in 2015.

Programme structure and rules of combinations of majors and minors for Natural Sciences (Biology, Chemistry, Physics and Mathematics) were approved by Senate in October, and the new Science programme will commence in 2014.

Thirty one students graduated with the Bachelor of Environmental Health Science, 21 with the Bachelor of Biomedical Science, eight with the Higher National Certificate in Emergency Medical Care, 17 with the Bachelor of Mathematics and Statistics and 10 with the Bachelor Honours in Mathematics and in Statistics. Student Cara-Mia Dunaiski from Biomedical Science received the Rector’s medal for overall best performing student for 2012.

The new Health and Applied Sciences building to house the Faculty of Health and Applied Sciences was completed and will be occupied in the new year. The research laboratory for the department was also fully equipped and will be ready for inauguration in early 2014.

The School had yet another successful research day and two regional top researchers from South Africa and Zimbabwe were guest speakers at this event with staff and former and current students participating maximally.

Research and Publications

The following articles were published during the reporting period:


**Papers and Posters Presented**

- Ms De Waal-Miller and Ms Tijjenda: a poster at the Institute for Biomedical Sciences (IBMS) conference in England.
- Prof Moyo: a paper at the 10th International Meeting on Microbial Epidemiological Markers (IMMEM-10) in France in October.
- Dr Kwaambwa: (oral paper) at the 12th International Chemistry conferences (ICC) on Peculiar physicochemical properties of water purification proteins from *Moringa* seeds, University of Pretoria in South Africa in July.

**International Visitors**

<table>
<thead>
<tr>
<th>Expert</th>
<th>Institution/Affiliation</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Winnie Nhlengetwa and</td>
<td>Southern African Nazarene University,</td>
<td>Benchmarking new Medical Laboratory Science programme</td>
</tr>
<tr>
<td>delegation</td>
<td>Swaziland</td>
<td>at SANU</td>
</tr>
<tr>
<td>Mr Aretha Anagram, Mr</td>
<td>Durban University of Technology, South</td>
<td>Attendance of the Advisory Board Meeting</td>
</tr>
<tr>
<td>Sageshin Anuran</td>
<td>Africa</td>
<td></td>
</tr>
<tr>
<td>Dr Glenda Davison</td>
<td>CPUT, South Africa</td>
<td>Moderation of Biomed WIL projects and practical examinations</td>
</tr>
<tr>
<td>Prof David Denning</td>
<td>University of Manchester, UK</td>
<td>Discussion on establishment of the Namibia Infectious Disease Research Unit (NIDRI)</td>
</tr>
<tr>
<td>Expert</td>
<td>Institution/Affiliation</td>
<td>Activity</td>
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</tr>
<tr>
<td>Mr Ajeth Gangaram, Mr Sageshin Naguran</td>
<td>Durban University of Technology, South Africa</td>
<td>Moderation of EMC WIL and attendance of the Advisory Board meeting</td>
</tr>
<tr>
<td>Prof Sehaam Khan</td>
<td>CPUT, South Africa</td>
<td>Moderation of research projects and presentations</td>
</tr>
<tr>
<td>Prof Archal Garg</td>
<td>Fulbright Fellow</td>
<td>Teaching and research</td>
</tr>
<tr>
<td>Dr Reto Battaglia</td>
<td>B360 education partnerships</td>
<td>Teaching in Food Health &amp; Safety</td>
</tr>
<tr>
<td>Ms Sabina Balmer</td>
<td>B360 education partnerships</td>
<td>Collaboration arrangements and discussions</td>
</tr>
<tr>
<td>Prof Wei Zheng</td>
<td>Purdue University</td>
<td>Collaborative visit</td>
</tr>
<tr>
<td>Dr Johannes McGllothin</td>
<td>Purdue University</td>
<td>Collaborative visit</td>
</tr>
<tr>
<td>Prof Johannes Mockenhaupt</td>
<td>Bonn-Rhein-Sieg University of Applied Sciences</td>
<td>Teaching and student exchange, biomedical science</td>
</tr>
<tr>
<td>Dr Andreas Kranig</td>
<td>Bonn-Rhein-Sieg University of Applied Sciences</td>
<td>Collaboration</td>
</tr>
<tr>
<td>Prof Esther Schüting</td>
<td>Bonn-Rhein-Sieg University of Applied Sciences</td>
<td>Collaboration in Environmental Health</td>
</tr>
<tr>
<td>Mr Thomas Lüthi</td>
<td>B360 education partnerships</td>
<td>Teaching</td>
</tr>
<tr>
<td>Mr Francois Suppiger</td>
<td>B360 education partnerships</td>
<td>Teaching</td>
</tr>
<tr>
<td>Dr Eeva-Liisa Viskari</td>
<td>Tamk University of Applied Sciences, Tampere</td>
<td>Student exchange in Environmental Engineering</td>
</tr>
<tr>
<td>Prof Daniel Makinde</td>
<td>CPUT, South Africa</td>
<td>External Assessment</td>
</tr>
<tr>
<td>Dr Nancy Stiegler</td>
<td>UWC</td>
<td>External Assessment</td>
</tr>
</tbody>
</table>

**Student Exchanges**

- The Department hosted an exchange student from the Jena University of Applied Sciences (Germany) from February to July.
- Four meritorious students from the Biomedical Science programme visited CPUT on the annual educational visit in September.
- Two 4th year Environmental Health Sciences students visited Metropolia University, Finland on an exchange programme.
- One 4th year Environmental Health Sciences student worked at IQAM laboratory on B360 initiated industry attachment programme.

**Staff Exchanges**

Mr Innocent Maposa, Department of Mathematics and Statistics, visited the Center for Economic Analysis and Risk (CEAR), Georgia State University (USA).

**Community Engagement**

Staff in Biomedical Sciences have been actively involved in the leadership and initiatives of the Namibia Association for Medical Laboratory Science (NAMLS). Through collaboration with this association, the
Department hosted the first-ever Laboratory Practice Seminar in Windhoek. This seminar was a huge success with participants coming from all over Namibia and the intention is to make it an annual event.

The Department of Biomedical Science continued to offer service to the Cancer Association of Namibia by doing cytological examination of Pap smear slides.

The Emergency Medical Care unit was engaged in several community activities, including a presentation to kindergarten children and staff, provision of food and blankets to the poor through KCC community church and Delta primary school. The emergency response vehicle, which will offer service to the community and expose EMC students to real-life emergencies, was ready for launching early next year.

The community engagement by Environmental Health Science included the following:

a. Soup kitchen by 1st year students at an orphanage in Windhoek in June.

b. Health Promotion at pre-primary schools 2nd year students at Schools around Windhoek.

c. TB contact tracing at Katutura Hospital by 3rd year students.

d. Occupational Health and Safety Risk assessment by 4th year EHS students at various workplaces around Windhoek.

e. The Mathematics and Statistics department provided the following services:
   - Data entry and analysis for the Situation and Needs Assessment in Namibian Prison Institutions - HIV and related Communicable diseases for UNODC through the CED.
   - Data entry, analysis and report writing for the Electoral Commission of Namibia (ECN) National Electoral and Democratic Processes Baseline Survey through the CED.
   - Edited the 2011 Population and Housing Census Regional Profiles of Khomas and Ohangwena region for the Namibia Statistics Agency (NSA).

**External Grant Applications Funded**

- Prof Sylvester R Moyo, Prof Larry C Obi, Dr Rooyen T Mavenyengwa (N$ 220 000) - the Joint NRF South Africa-Namibia Research Fund.
- Prof Sylvester R Moyo, Prof Sehaam Khan, Ms Evelyn Breurer (N$ 190 000) - the Joint NRF South Africa- Namibia Research Fund.
- Dr Habauka Kwaambwa, Prof Rennie, Dr Bonang Nkoane: (SK 300 000) - SIDA, for Colloidal Science.
- The Department of Biomedical Science received a grant of about N$ 3 million to support programme development and capacity building.
School of Humanities

A lot of our activities were around transformation and the development of the Strategic plan for our school, feeding into the PSP-4. Following extensive consultations, a new name was agreed for the School henceforth the School of Human Sciences, with three departments: the Departments of Communication; Languages; and Education and Social Sciences. In the view of the transformation, many structures and programmes were revisited to rationalise and streamline processes, whilst upholding our core functions of teaching, research and community engagement.

Emphasising research in the context of institutional transformation, ten papers from the four Departments were presented at the Research Day. The different papers reflect the research niches of the institution. Of particular significance are the papers presented by faculty who are at different stages of their master’s and doctoral programmes, of which seven were presented by Namibians.

Faculty Capacity Building Activities

Addressing the need for further training and capacity development for its own staff members a number of workshops were conducted:

ZOTERO training workshop by Patrick Graz, in the use of software for developing reference and bibliography for Master’s and Doctoral level research. More than 20 staff members benefited from this training.

An Article Writing workshop conducted by Dr Katherine Carter, the English Language Fellow in the Department of Languages was mainly to help staff to work on articles for publications. This workshop was very successful and we intend to repeat it next year as well.

Sexual Harassment workshop: During the period set aside for the annual ‘16 Days of Activism Against Gender-Based Violence’, the Department Media Technology – in partnership with Gender Links – organised a one-day Sexual Harassment workshop for a multi-disciplinary group of staff members and Journalism students at the Polytechnic of Namibia.

The National and Regional Gender Summits: The staff and students in Media Technology participated in this national event, which attracted representatives of government, media houses and Local Authorities from across the country. The National Summit was organised by Gender Links Namibia, while the Regional Summit was organised by Gender Links Head Office in Johannesburg. Since mainstreaming of gender into the Journalism curriculum is of utmost importance, students were actively involved in taking photographs as well as writing articles for the *Echoes* newspaper as well as a regional Summit Newspaper.
The Global Forum and Conference on Media and Information Literacy: UNESCO Headquarters extended an invitation to the Head of Media Technology to present a paper at the above Conference, which took place in Abuja, Nigeria. The three-day conference saw academics/researchers address the topic of “Promoting Media and Information Literacy as a Means to Cultural Diversity”. Ms Emily Brown’s paper was entitled “Namibia’s Oral Tradition, Cultural Diversity and Information Literacy”. At the end of the Conference, the Global Forum on Media and Information Literacy was established.

Dr Stefan Schulz, together with Profs John A Winterdyk (Mt Royal University, Canada) and Etannibi Alemika (University of Jos, Nigeria) co-facilitated a one-day Consultative Workshop with stakeholders in the Namibian criminal justice system. A follow-up workshop is planned for mid-2014.

Empirical Research

The Department of Criminal Justice and Legal Studies is pursuing various research projects that include profiling of the inmate population in Namibian correctional facilities; determining the volume of inmates who could be under correctional supervision outside correctional facilities; the Namibian Age-crime-distribution from various magisterial districts; and Fear of Crime and Punitivity Study.

Conferences

The following papers were presented at various conferences by the faculty members of the School of Humanities:

• Dr Rewai Makamani, “A comparative analysis of the linguistic and discursive configuration of Zimbabwe’s anti-HIV and AIDS programme and views of the Zimbabwean people: what insights can be drawn towards the total eradication of the pandemic?” at the Fifth Annual Research Colloquium at UNAM in Windhoek, 1 August.

• Dr Sarala Krishnamurthy, “Literature and the Teaching of Stylistics: An investigation of the meta-discourse of teaching and learning literature in the Namibian context”, at the Annual PALA Conference in Heidelberg, 30 July - 3 August.

• Dr Josephine Ola-Busari, “What is in a Name? An Examination of Owe Indigenous Personal Names” at the University of Botswana English Department’s 7th International Conference themed “Language, Literature, Theatre and Indigenous Knowledge”, Gaborone, 12 - 14 July.

• Dr Josephine Ola-Busari, “Revitalizing Owe Language: Exploring the Owe Forum on Facebook and Catholic Liturgical Hymns and Other Songs,” at the Joint West African Languages Congress (WALC) and the 26th Conference of the Linguistic Association of Nigeria (26 CLAN) held at the University of Ibadan, Ibadan, Nigeria, 29 July - 02 August.

• Dr Josephine Ola-Busari, “From Errors of Lower Level Syntactic Concepts to Analytical Teaching” and also “The State of English Language Teaching and Learning in Nigeria and Namibia: Implication for National Development” at the UNISA School of Arts Conference, South Africa, 10 - 11 October.

• Mr Nelson Mlambo, Critical reflections on surviving against all odds in Tagwira’s The Uncertainty of Hope at the UNISA School of Arts Conference, South Africa, 10 - 11 October.

• Mr Elphas Iwos-Oab, “The impact of case withdrawal on the morale of traffic law enforcement and the current state of traffic adjudication in Namibia”, at the National Road Safety Conference, Seaside Hotel in Swakopmund, 02 September.

• Ms Saara Mungungu, “Errors in the Writing of English as a Second Language (ESL) of Grade 12 Namibian Learners: A Quantitative Approach”, at the 2nd National Continuing Professional Development Conference for Educators (CPDAE), Windhoek, 31 July - 2 August.

• Ms Elizabeth Namundebo, “Communicative language approach: The use of drama activities and techniques to foster teaching English language” at the 2nd National Continuing Professional Development Conference for Educators (CPDAE), Windhoek, 31 July - 02 August.

Publications

This was a busy year in terms of publications by the staff. Bachelor students were also very active and worked on a poetry journal called Polysb. As a student-lead initiative, Polysb has set up an online forum for publication and increasing its social media presence. In addition to a Facebook page, Polysb has set up a blog and a Twitter account to reach Poly students and the greater Namibia community.

Makamani, R. (2013). Preserving oral traditions: Some reflections on student’s performances during cultural festivals held at the Polytechnic of Namibia (Namibia University of Science and Technology) from 2009-2012, NAWA 7(1), 1-12.
Community Engagement

The community service offered in the various departments the School of Humanities continues to prosper.

The Languages and Communication rendered support to the Namibian English Teachers’ Association for a workshop held in Keetmanshoop in March. This event also saw the launch of an independent NETA South. Further, NETA was also launched in the Zambezi region in October. NETA membership has grown to 1 000 with five branches in different regions of Namibia.

The Criminal Justice and Legal Studies (DCJLS) was represented at the inauguration of the National Academy of Corrections (Omaruru), as well as the inauguration of the Prison Farm Scott (near Tsumeb) in April and December, respectively. From mid-year onwards, Dr Stefan Schulz served on the multi-agency task force of the Ministry of Justice for the Review of the Draft Child Justice Bill (2004). He further made a presentation entitled The Child in the Namibian Criminal Justice System to Social Workers at a MGECW training workshop in August in Swakopmund.

Others

The School is very proud to have acquired a new video conferencing system. This was made possible through a US$ 20 000 grant from OSISA as a result of having hosted the OSISA Journalism Summer School in 2012. This will bring a new dimension to communication within the Polytechnic and will, hopefully, reduce costs often arising from travel and accommodation.

International Visitors

<table>
<thead>
<tr>
<th>Visitor</th>
<th>Institution/Affiliation</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Mvulaya Nangolo</td>
<td>Special Advisor to the Minister: Information &amp; Communication Technology</td>
<td>A renowned Namibian poet who discussed his poetry with the students and staff members.</td>
</tr>
<tr>
<td>Dr Helmit Lauschke</td>
<td></td>
<td>Addressed Bachelor of English and Bachelor of English Honours students about his newly published book, <em>On the Path to Freedom: The Forgotten Years and Heroes</em>.</td>
</tr>
<tr>
<td>Sr Dipty Naran</td>
<td>University of Johannesburg, also an Education-Wellness coach in South Africa</td>
<td>Motivational presentations with (1) our current second-year students in preparation for the 2014 Work Integrated Learning semester; and also (2) the staff members of the Department of Languages. Both presentations were extremely well received by all.</td>
</tr>
<tr>
<td>Ms Laura Sassman</td>
<td><em>Gender Links</em></td>
<td>Screened a CD, <em>Killing her Softly</em>. A large number of students attended this event. Afterwards, time was allowed for questions and comments, completion of an evaluation document, to be processed by <em>Gender Links</em>;</td>
</tr>
<tr>
<td>Prof Camille Dungy</td>
<td>US-based poet</td>
<td>Presented to staff members and students on “African-American Women Poets/ Black Nature poetry”, which was most exciting.</td>
</tr>
</tbody>
</table>
### Visitor | Institution/Affiliation | Activity
--- | --- | ---
Ms Semokoliso Gono | Director Strategic Business Development/Marketing, Women’s University in Africa (WUA) | Spent a month in which she made several presentations on Gender issues.
Mr Werner Hadorn | B360 education partnerships, Switzerland | Workshop on Science Journalism for students of Media Technology.
Dr Frank Porporino (Adjunct Prof. DCILS) | P-3 Consultants, Canada | Facilitated meetings between the lecturers (Team Correctional Management) with Senior Officials of NCS on future cooperation.
Prof John Winterdyk (Adjunct Prof. DCILS) | Mt Royal University, Canada | Offered block lectures to Criminal Justice Honours students during the 2nd semester 2013; Co-Facilitated the Criminal Justice Stakeholder Workshop.
Prof Etannibi Alemika | University of Jos, Nigeria | Co-Facilitated the Criminal Justice Stakeholder Workshop, hosted by the Department of Criminal Justice and Legal Studies.
School of Information Technology

The Institution’s transformation process resulted in the decision to reshape and rename this faculty to the School of Computing and Informatics (SCI) with two departments, namely Computing, and Informatics, in 2014. The School also reshaped the qualifications to offer four undergraduate and four graduate programmes including, for the first time Masters and Doctoral studies by research only.

There was thus an alignment of the new programmes according to the guidelines of international bodies such as ACM-IEEE-CS-AIS with focus on its latest curriculum guide. This also informed the migration of two institutional core courses (CUS411S and ICT521S) to the School of Humanities.

A staffing complement of 42 recorded a number of academic achievements, and a continuous staff development programme allowed a number of junior staff and lecturers to embark on doctoral studies, and for some, their Masters. The number of PhD holders increased from 5 to 11, with expectation to grow to 16 early in the new year.

Great improvement was achieved in teaching and learning with an enrolment of 931, and 98 graduates in October. The introduction of e-learning platform to two major core institutional courses (CUS411S and ICT521S) is another highlight. CUS411S received the best e-learning (blended mode) course award on the Technology Day at which occasion Johnson Shimaneni was awarded the best e-learning course developer prize for “Accounting Information Systems” (AIS811S).

The entire faculty relocated to a newly acquired building, called Information Technology House, and the departments worked diligently with all institutional stakeholders to successfully complete the 4th Institutional Strategy Plan (PSP-4).

Research and Projects of Note

Research was within the following research groups: Community-Centred Localisation led by Dr Heike Wunschiers-Theophilus; Mobile Content and Applications for Entrepreneurship Development led by Professor Hippolyte Muyingi; Computer Forensics led by Professor Jill Slay; Mobile Sensor Data Processing led by Dr Klaus Wieder; and Health Information Systems led by Professor Tiko Iyamu, the latter who for the second consecutive year, received the best researcher of the Institution.

The followings are selected projects undertaken within the clusters:

Dr Heike Wunschiers-Theophilus (contact: hwunschiers@polytechnic.edu.na): Indigenous Knowledge Management System. In collaboration with the University of Aalborg, Denmark, Meraka Institute, South Africa, University of Cape Town, South Africa and Universiti Malaysia Sarawak, Malaysia.
Prof Hippolyte Muyingi (contact: hmuyingi@polytechnic.edu.na): Computer Technology Disruption in the class room – Cross-cultural studies: Namibia, Uganda, USA Case Studies. In collaboration with the University of Creighton, USA, and Makerere University, Uganda.

Computer Science and Culture:
1) Persuasive Computing for Cultural Institution and Creative Industry. In collaboration with the University of Applied Science, Berlin, Germany; and
2) Culturally persuasive digital games for Mathematics learning. In collaboration with Rhodes University, South Africa.
3) Crowd Source Systems for Social Behavior Exploration: City Crimes and Violence. In collaboration with the University of Cape Town, South Africa.

Research activities included a number of visits to our international partner institutions including, Flensburg University of Applied Sciences, Germany; Iowa State University, USA; University of Malaysia, Sarawak; University of Applied Sciences, Berlin, Germany; Rhodes University, South Africa; University of South Australia, just to name a few.

Prof Jill Slay (contact: jslay@polytechnic.edu.na): Resilient Cyber Systems. In collaboration with the University of South Australia IA research group; Idaho State University, USA, and the International Information Systems Security Certification Consortium.

Prof Tiko Iyamu (contact: tiyamu@polytechnic.edu.na): A Framework for the Adoption of Enterprise Resource Planning (ERP) Systems in Developing Countries: A Case of Namibia; and Computing Systems for Healthcare Processes and Activities in Namibia Cluster: Health Information Systems.

Dr Klaus Wieder (contact: kwieder@polytechnic.edu.na): Acquisition and Application of Mobile Sensor-generated Spatial Data - A Pilot Study, Cluster: Mobile Sensor Data Processing; and Supporting the Optimisation of the Land-Based Transportation Infrastructure of Namibia - A Pilot Study, cluster: Mobile Sensor Data Processing.

Ms Fungai Bhunu-Shava (contact: fbshava@polytechnic.edu.na): Investigating the Effects of Usability in Client-side Applications Security on Overall Network Security. In collaboration with the Nelson Mandela Metropolitan University, South Africa.

Selected Publications and Presentations


Community Service

- The School offered technical assistance to the Namibia Training Authority and the Namibia Qualifications Authority for content auditing and qualification evaluations.

- Community-based localisation cluster research assisted the Namibian Knowledge Portal Project in rural activities including Wikipedia community training in Gobabis.

- The school participated in the Career Fair event. Information was made available to prospective students who aspire to enter the field of IT.

- A few staff members were developing the websites for the Parliament of the Republic of Namibia and for the National Electoral Commission, respectively.

- Phase I of the University of Washington I-TECH (UW I-TECH) Namibia Database project for the Ministry of Defense (MoD) of the Republic of Namibia was nearing completion.

- NBIC activities have received continuous support from the School, namely the successful Mobile Innovation Hackathon and Competition 2013.
Local Partnership

The School rebranded its image and re-established good relationships with local ICT industry as well as government institutions including the Offices of the President, Prime Minister, and Ministry of ICT. A number of new partnerships for student for work integrated learning were concluded with the local ICT industry including these companies: Interactive IT Solutions, Cornastone, Modus Consulting, Salt Essentials, New Point IT Solutions, and BIX IT Solutions, Headway Consulting and Clipping Namedia.

International Visitors

<table>
<thead>
<tr>
<th>Expert</th>
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<th>Activity</th>
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<tbody>
<tr>
<td>Prof Neil Jensen</td>
<td>Ostfalia University of Applied Science, Faculty of Computer Science, Germany</td>
<td>Taught Community-Based Software Engineering Masters course; public talk during Technology Day, and ran a workshop on e-learning.</td>
</tr>
<tr>
<td>Dr Krycia Lindan</td>
<td>University of California at San Francisco (UCSF)</td>
<td>Collaboration visit for the joint Health Information Systems education programme with the School of Health and Applied Sciences.</td>
</tr>
<tr>
<td>Dr Jeff Mandel</td>
<td></td>
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</tr>
<tr>
<td>Prof Peter Songan</td>
<td>University of Malaysia, SARAWAK</td>
<td>Collaboration visit with the Community-based Localisation Research Cluster.</td>
</tr>
<tr>
<td>Prof Alvin Yeo Wee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr Gratitude Kudyachete</td>
<td>CISCO Academy Southern Africa, Nelson Mandela Metropolitan University (NMMU), South Africa</td>
<td>Collaborating visit to the Cisco National Academy housed in the Computer Systems and Networks department, and training of Cisco instructors.</td>
</tr>
</tbody>
</table>
School of Management

This School, being the largest faculty of the Polytechnic with approximately 5 000 students (39%), it is the choice of many students.

Stimulating curricula are offered through the academic departments: Human Resources Management, Business Management, Transport and Logistics Management, Office Management and Technology, and Public Management.

The faculty emphasise the fact that teaching and learning must be student-centred, therefore create pathways for individuals, and public and private sector organisations to achieve both personal and societal goals by providing an environment that facilitates and values initiative and innovation.

The programmes and courses have been designed to be responsive to the changing needs of the labour market and geared to providing employers with a pool of skilled graduates. The School is also involved in the provision of continuing education courses and consulting services through the Enterprise Centre (CED). This approach enables the institution to make effective contribution to the up-skilling and re-training of employees through specifically designed and tailored industry programmes.

Exciting curricula activities took place during the reporting period. The Business Management curricula for the Bachelor and Bachelor Honours were approved by Senate for implementation in 2014. The Bachelor and Bachelor Honours curricula for Entrepreneurship were still being developed for implementation in 2015. Senate granted permission to develop curricula for the introduction of certificate, diploma and bachelor degree programmes in Sports Management, for implementation in 2015. The need was expressed by the Namibia Football Association (NFA) and FIFA. This was followed by a survey carried out by the School to solicit the views of the other sports organisations in the country. The outcome positively supported the mounting of such programmes in Namibia.

Four faculty members obtained their Masters degree in various areas in Management. Six faculty members registered for their doctorates, which brings the total number of faculty registered at this level to twelve.

The School experienced some improvement in staffing levels through local and international recruitment. However, the heavy reliance on sessional and part-time lecturers continues to present significant challenges for programme design, curriculum development and course delivery. There is thus a deliberate attempt to reduce the engagement of part-time lecturers. Seven new faculty members were recruited while three were promoted to the respective ranks of associate professor and senior lecturers.
International Visitors

The international visitors hosted by the School and their activities are as indicated in the table below.

<table>
<thead>
<tr>
<th>Expert</th>
<th>Institution/Affiliation</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Urs Kohler</td>
<td>B360: Business Simulation Expert</td>
<td>Taught Business Simulation and facilitated in Advanced Simulation.</td>
</tr>
<tr>
<td>Mr Markus Strusser</td>
<td>University of Vienna</td>
<td>Coordinated Summer School for EU students.</td>
</tr>
<tr>
<td>Ms Anette Isenschmidt</td>
<td>B360: Consultant Leadership &amp; Personal Growth</td>
<td>Co-taught Advanced Organisational Development &amp; Change. Conducted w/shop with CED on Organisational Development. Also conducted another workshop on Women in Development, in the Karas Region.</td>
</tr>
<tr>
<td>Prof Guenter Buerke</td>
<td>Ernst-Abbe University of Applied Sciences</td>
<td>Coordinated student engagement in the Summer School.</td>
</tr>
<tr>
<td>Mr Hans-Jurg Schär</td>
<td>B360: Former CEO of Swatch and Smart Car</td>
<td>Lectured at 4th year level on “Strategic Human Resources Management”</td>
</tr>
</tbody>
</table>

Research, Innovation and Other Activities

The management is cognisant of the lack of research activities in the School and therefore established a research forum for regular (weekly) research seminars to boost the interest of beginners, acknowledge research-active staff and engage in publicising faculty research activities during the year. SOM and School of Economics and Finance (SEF) jointly organised a successful Research Day and several other activities reported under SEF.

Selected Publications


Harold Pupkewitz Graduate School of Business

The Graduate School developed in line with its vision to become an internationally recognised Business School competitive with Africa’s best. This position was strengthened by Education Universal Ranking naming the GSB the best business school in Namibia. Even more appreciable is that 20 Master students graduated during the year.

Two graduate programmes were developed according to the highest international standards. These, the EMBA and MBA, are scheduled to commence in May 2014. With the addition of Prof Grafton Whyte, the capacity for research had been enlarged significantly.

Academic Programmes

The strategic plan was formulated within the context of the transition. The strategy focuses on core competencies and by establishing a qualitative difference between the GSB and all competitors active in the Namibian market.

Therefore a Master of Business Administration and an Executive Master of Business Administration Programme have been prepared for introduction in 2014. These are underpinned by certain quality markers designed to attain and maintain the highest international standards for graduates, namely: (1) A computer-based admission test modelled after the US standard Graduate Management Admission Test - GMAT®, (2) a unified solution-oriented and mainly case study-based method of teaching in all new programmes, (3) continuous assessment and integration of research and research-relevant lecture material for all new courses.

Research

Research discipline will now permeate all programmes, thereby encouraging a solution-oriented approach to management practice through the application of science, concentrating on behavioural and institutional approaches to management and organisational research. The fruitfulness of this paradigm shift towards a systematic and complementary approach in research and teaching has been documented in recent faculty publications and is also showing the first positive effects on students’ research work.

Executive Trainings, Management Development Programmes, Consulting and Community Services

The GSB is an entity to be branded and associated with a quality-focused strategy and operation. Bottlenecks in capacity and staffing, both academic and administrative, would have made large scale activities unattainable. Having its core activities in teaching and research successfully restructured, new activities can be launched in the new year.

Based on the content of the flagship programme, the EMBA, a portfolio of Executive Trainings has been developed and is also planned to be implemented in 2014. MDP’s have been discussed with potential customers like Energy suppliers and Ministries and would be offered as custom tailored and on request.
Internationalisation

International recognition and impact is a highly prioritised strategic goal of the GSB. Based on an MOU with Kuehne Logistics University, the School received a German guest student who completed a full term at the GSB successfully. Students of the Berlin School of Economics and Law have applied for admission in 2014. It is intended to profile the GSB as a partner for international student exchange and to reach the number of approximately 30 guest students in its programmes.

In cooperation with the Institute for International Business Studies, Steinbeis University Berlin, Shanghai Normal University and the Business Faculty of Concordia University, Irvine it has been agreed to edit a joint working paper series and an international peer reviewed Journal, the *Journal of International and African Business Studies (JIABS)*. Preparations for the first edition in 2014 were running. Unique for Namibia, the new EMBA programme will provide students with international exposure, through a two-week international management and leadership experience residency in Berlin. During the visit of Prof John Board, Dean of Henley School of Business, both schools agreed on the establishment of far-reaching joint cooperation in operations and strategic development.

Marketing

The GSB developed an integrated media communication concept for the Internet, website and presence on YouTube, LinkedIn, Radio and Print Media. A prototype has been created and will be used for the promotion of the admission test and new programmes. Aside from paid advertising, the School featured several times in the Namibian press.

Selected Faculty Publications

Faculty Supervised Research


International Visitors

<table>
<thead>
<tr>
<th>Expert</th>
<th>Institution/Affiliation</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof Dr Dr h.c. Dirk Linowski</td>
<td>Director Institute for International Business Studies, Steinbeis University Berlin, Shanghai Normal University</td>
<td>Consultations on Curriculum Development EMBA</td>
</tr>
<tr>
<td>Prof Dr John Board</td>
<td>Dean - Henley School of Business, University of Reading, UK</td>
<td>Public Lecture ‘Financial Markets Competence and Crises’ – Insights on the Future of Banking</td>
</tr>
<tr>
<td>Dr Angela Clarke</td>
<td>University of Warwick, UK</td>
<td>Taught modules on the MIB programme: Innovation and Process Management; and High Performance Management</td>
</tr>
<tr>
<td>Dr Susan Grinsted</td>
<td>University of Birmingham, UK</td>
<td>Taught Global Supply Chain Management on the MIB</td>
</tr>
<tr>
<td>Dr Strinivasan Pillay</td>
<td>Durban University of Technology, South Africa</td>
<td>Taught Sustainable Corporate Strategy on the Master of Leadership and Change Management (MLCM)</td>
</tr>
<tr>
<td>Prof Trevor Lake</td>
<td>Wits Business School, South Africa</td>
<td>Facilitated the following modules - Business Process Management and Sustainable Project Management in the MLCM programme</td>
</tr>
<tr>
<td>Dr Drikus Kriek</td>
<td>Wits Business School, South Africa</td>
<td>Facilitated the module – Leadership in the MLCM programme</td>
</tr>
<tr>
<td>Dr Thabo Mosala</td>
<td>Wits Business School, South Africa</td>
<td>Facilitated the module – Financial Risk Management on the MIB</td>
</tr>
</tbody>
</table>
School of Natural Resources and Tourism

The importance of this School continues to grow as it becomes more important a roleplayer in an environment of many challenges but limited human resources.

With an enrolment of 1 200, academic programmes and qualifications were developed and implemented to satisfy industry demands.

The following are highlights:

- Four post-graduate programmes were developed, while the first cohort of post-graduate students graduated in 2013;
- Research projects and output doubled over the period, with over 20 publications;
- Internationalisation took centre stage with 20 students and 10 faculty exchanges and over 20 international arrivals, as well as community engagement and projects; and
- Increase in faculty numbers and qualification profile with a faculty: student ratio stabilised under 1:20.

In addition, planning for PSP-4 was finalised with a major decision taken to focus on post-graduate and research growth to position the School to participate effectively in shaping the future of natural resources and spatial planning in an ever-changing environment.

Teaching and Learning

Embedded in our strategy to increase efficiency and quality of our programmes and delivery, a number of programmes were revised and streamlined. Academic programmes approved for implementation in 2014 include: Bachelor of Agriculture; Bachelor Honours of Agriculture with specialisation in Agribusiness and Sustainable Agriculture, Geoinformation Technology, Regional and Rural Development Honours; and Master programmes in Agribusiness Management, Natural Resources Management and Spatial Science, respectively.

The faculty component increased to 80, with over 80% holding doctoral and master’s degrees, while six members were in the final stages of doctoral studies.

International Cooperation

Our efforts to be visible internationally intensified and a number of agreements were reviewed, revived and/or consolidated in order to increase the contribution to our academic outputs. Below are some of the highlights:

- The President of Potsdam University with his delegation visited to formalise and expand the ongoing collaboration with different schools;
• The President of the Millennium Institute to discuss the development of the Global Change and Sustainability Institute at Polytechnic of Namibia;
• The President of Justus Liebig Giessen University and his delegation visited to review the ongoing cooperation in order to intensify and diversify areas of cooperation;
• Michigan State University delegation visited to finalise and sign an MoU to start the Ongombo West Sustainable Agriculture project; this is to help the resettled war veterans;
• A delegation from Barcelona that included the former Mayor and President of Olaf Palme Foundation visited to evaluate the Spanish-sponsored project in Hospitality and Tourism;
• Delegation from Hamburg University visited to develop a student and faculty exchange programme to implement the Bachelor Plus exchange programme; and
• Hosted over 20 exchange students from Finland at the Hotel school, Land Management from Germany and Austria.

In addition, the School hosted a number of scholars sponsored by Fulbright Programme, DAAD (Germany), Spain, Finland and the EU. Several students were also sent on different exchange programmes to Spain, USA, Germany, South Africa and Malaysia in different fields.

**Faculty and Staff Recruitment and Development**

After serving the Polytechnic community for over 30 years, Dr Willem Jankowitz bid farewell to the School. He held various positions including being the longest serving dean in the School. His contributions have been invaluable to the institution and we are pleased that he will continue serving as adjunct professor. Six faculty members joined various departments to bring the total number of faculty and staff to 80, including Prof Jim Juvik, Fulbright Fellow, who joined the School from the University of Hawaii.

In terms of staff development, four faculty submitted their PhD theses; two completed their Masters with four new Doctoral and three Master’s enrolments.

**Research and Publications**

Signing of SASSCAL contracts brought much-needed funding to increase student participation in research projects. A number of scholarships were planned in most tasks and these were awarded to students to work on different research topics. There was also a significant increase in the number of proposals submitted to the Institutional Research & Publications Committee (IRPC) with new entrants motivated by their mentors.

There was an increase in the number of publications by faculty that never published before. This indicates the positive impacts that the efforts of clustering and research seminars held during the year have made in promoting a research culture. Ms Grace Kangueehi, from the Department of Agriculture contributed to a chapter in a text book publication led by the University of Florida. This is the first comprehensive introductory book titled *Community-based Natural Resources Management in Southern Africa: An Introduction*, published by Author House in USA. The book is now distributed to NGOs, ministries, universities, National Library and internally to various departments.

Staff from the Property Studies section in collaboration with the Ministry of Lands and Resettlement published a booklet titled “Land Taxation as an Instrument of Land Reform: Learning from Experience in Namibia”. The booklet was launched by the same Ministry.
Mr Morgan Hauptfleisch was awarded the School Researcher of the Year Award for leading the Wildlife and Aircraft Research Namibia (a.k.a WARN) Project. This project is conducted in partnership with the Namibian Airports Company and avails opportunities for students to participate as well. The work of two students Kefiwé Mogotsi (Bachelor’s) and Christa D’Alton (Honours) on aircraft-wildlife collision as a result of his leadership featured in local newspaper articles in The Namibian (2 July 2013) and the New Era (3 July 2013).

The Ongombo West Sustainable Agriculture Research Project and all the SASSCAL sponsored projects picked up momentum in the last quarter with continued field visits and data collection. Several workshops with stakeholders were held also with a few training sessions to explain the benefits of projects at local level.

Below is a list of selected research output in 2013:


**Community Service and Local Partnerships**

Community engagement and partnerships are crucial to achieving the objectives of developing applied and soft skills and the ability to translate theory into practice for students, and to related better to real life. A number of activities were conducted by staff and students and below is a representative list:

- The Department of Agriculture conducted a landscape literacy course for 13 agricultural extension workers, nine from the Ministry of Agriculture, Water and Forestry, two from Desert Research Foundation of Namibia and another two from Integrated Rural Development and Nature Conservation.
Rangeland Science students undertook some restoration work at Farm Krumhuk, as part of the SASSCAL task on Landscape Literacy.

Agriculture Department presented a second training course to agricultural technicians and researchers on sustainable and environmentally friendly agriculture in Otjiwarongo.

Department of Nature Conservation continue to operate the Bird Strike Centre at Eros airport – providing pilots, airlines and airport personnel with advice regarding conflict with birds.

Master of Integrated Land Management students submitted the Strategic Environmental Assessment (SEA) of the Tourism Sector for the Windhoek Green Belt Landscape Report to the Ministry of Environment and Tourism.

The Planning Section collaborated with the Omusati Regional Council and the Omakange Traditional Authority to prepare a development plan for the village of Omakange. The Development Plan provides the much-needed guidelines and information to support consistent and rational informed decision-making in spatial development.

Two colleagues continue to assist the NTA in Assessment & Moderation of Portfolio’s of Evidence with regards to Recognition of Prior Learning (RPL) in Hospitality and Food Production.

A group of urban and regional planning students assisted in an informal settlement upgrading project in Gobabis. This project was in collaboration with the Namibia Housing Action Group and the Shack Dwellers Federation of Namibia.

Nature Conservation Honours students, under the supervision of faculty, helped conservancies in the Greater Waterberg area in undertaking vegetation and wildlife surveys to contribute towards the development of the conservancy’s management plans. This cooperation was initiated in a meeting with NAMPLACE and the Director of Parks and Wildlife of the Ministry of Environment and Tourism to plan support to the four Otjozondjupa communal conservancies.

Conferences, workshops, short courses and public lectures

The Earth Observation and Satellite Application Research and Training Centre (EOSA-RTC) hosted the 2nd Bi-Annual Symposium on the topic “Towards a Vision for Space Science at the Polytechnic of Namibia” in June. The symposium was attended by delegates from the academia, private sector, space industry and government locally with international delegates from the Tokyo Metropolitan University, the South African Space Agency and Cape Peninsula University of Technology.

EOSA-RTC also hosted several interdisciplinary technical training seminar series on various topics in Species Distribution Modelling (SDM) and Geo-statistical Analysis using R software.

The School hosted a regional refresher course in conjunction with the University of Twente, Faculty of Geoinformation Science and Earth Observation, ITC. This course, sponsored by the Dutch NFP programme, brought together 20 Southern African UT-ITC and this School’s alumni and professionals to attend a course titled “Use of social media, crowd-sourcing and web-mapping to enable a spatial web presence for the private sector in Southern Africa”.

Four members joined the Fourth APEDIA Curriculum Development Workshop held at the Justus Liebig University of Giessen, Germany, in August to record lectures digitally as part of an international postgraduate module on Sustainable Land Use.

The Hotel School training kitchen hosted the FBI (Food Beverage Institute) Chef School and Patisserie Academy from South Africa for a one day workshop in sugar art with 25 participants from Windhoek’s Hotels and Restaurants, with a follow-up workshop in advanced Chocolate and Desserts later in the year.
CENTRES OF EXCELLENCE

- Centre for Open and Lifelong Learning
- Centre for Teaching and Learning
- Centre for Entrepreneurial Development
- Centre for Cooperative Education
- Namibia Business Innovation Centre
- Namibian German Centre for Logistics
- Renewable Energy and Energy Efficiency Institute
Centre for Open Lifelong Learning

The Centre took great strides with regard to eLearning, starting with a request to jointly organise and host the eLearning Africa Pre-Conference Workshop with Deggendorf University of Applied Sciences, Germany, funded by the German Academic Exchange Service (DAAD). The workshop aimed to train African-German Alumni to use eLearning in their professional practice. The pre-conference workshop was attended by 20 participants from various African countries. Three COLL staff members took actively part in the workshop and were invited as guest speakers to share their experience of using eLearning and social media in Open and Distance Learning (ODL). This successful event resulted in an MOU being signed between this Institution and Deggendorf University of Applied Sciences to advance the joint development and delivery of eLearning courses and apply the latest ICTs for course delivery and facilitation of guest lectures, amongst others.

COLL’s professional staff development course, “eLearning Course for Online Course Developers and Online Tutors” was entered for the World Summit Award (WSA) competition, passing the first round to be selected as one of 400 excellent ventures from around the world. After being nominated as best eContent in Namibia by WSA, COLL is now entitled to use the WSA official logo on the Polytechnic-COLL Course Certificates to further promote, market and put COLL on the world map.

The COLL professional staff development course now also features on YouTube http://www.youtube.com/watch?v=m6WbiHBUSB&feature=youtu.be after the WSA requested that a promotional video be produced and uploaded on YouTube.

Another milestone for COLL was the request by the SADC - Centre for Distance Education (SADC-CDE) to adapt and offer the COLL professional staff development course, “eLearning Course for Online Course Developers and Online Tutors” as a short course to train and capacitate ODL Practitioners in SADC countries. As such, SADC-CDE awarded the eLearning Capacity Building Contract to COLL with the first training of 20 participants from Namibia and Botswana that is scheduled to take place in January 2014. The COLL Director and the Vice-Rector: Academic Affairs and Research, were part of the delegation hosted by the Lüderitz Waterfront Development Company (LWDC) in June, to present the strategic position of the Polytechnic Satellite Campus as well as the programmes to be delivered at this campus. The COLL Director represents the Institution on the Inter-Ministerial Technical Committee with monthly meetings to keep the momentum for the successful implementation of this project. Official site handover took place in June, which marks the very first establishment of the Institution’s Satellite Campus.
The COLL Director was part of the team that explored the establishment of a Satellite Campus in Walvis Bay, following the allocation of land to the Institution for this purpose, by the Town Council.

Thirty three students were registered for eLearning courses, which is more than the number of students registered the previous year. eLearning was implemented at the Regional Centres, with the Coordinators being trained to use MOODLE as an eLearning Platform and to support distance education students during scheduled orientation sessions and when otherwise needed. COLL further developed six new online courses.

The steep increase in student enrolment and programme diversification needed the support of 896 part-time staff, in addition to the 38 full-time staff complement, including 348 marker-tutors, 10 eLearning course developers and tutors, 118 research supervisors, 54 course writers, 46 content editors, three instructional designers, three language editors, four radio producers, two DVD producers, 120 regional face-to-face tutors, 172 face-to-face tutors in Windhoek to offer weekend tutorials, nine student support assistants and nine maintenance assistants at the Regional Centres.

Course enrolments stood at 37 906, which is an increase of 6.7% from the 35 534 in 2012. The course enrolment is again an indication of many full-time and part-time students who also register for some of their courses on the distance education mode, classifying the Polytechnic as a dual-mode institution, thus offering flexibility through blended learning, which is in line with trends at universities worldwide. Notable, too, is the increase of 17.5% enrollment at the main campus in Windhoek.

The Centre’s programme portfolio diversified further with the launch of the 1st year qualification for the Bachelor of Logistics and Supply Chain Management; Bachelor of Economics; and the Certificate in Vocational Education & Training, while the 2nd years of the Bachelor of Accounting (General); Bachelor of Accounting (Chartered); Bachelor of Marketing; Bachelor of Marketing Honours; and Bachelor of Office Management and Technology degrees were also introduced in January, bringing the total number of programmes on the distance education mode to twenty one.

**Collaboration**

COLL’s broad expertise offers training, design and development of eLearning courses, the Coordinators for Educational Technology and Courseware Development, responsible for training of faculty to develop eLearning, Open Educational Resources (OERs), multi-media and print-based instructional material, using MOODLE as an eLearning Platform and various in-house templates and house style manuals. The Commonwealth of Learning (COL) requested the Centre to offer a skills development workshop in eLearning with specific focus on Technical and Vocational Education and Training (TVET).

COL hosted its **Seventh Pan-Commonwealth Forum on Open Learning (PCF7)** in Abuja, Nigeria in December, in partnership with the Federal Ministry of Education and the National Open University of Nigeria (NOUN). The Forum addressed “Open Learning for Development: Towards Empowerment and Transformation” through five themes: “Girls’ and Women's Education”, “Skills Development”, “Promoting OERs”, “Innovation and Technology” and “Institutional Development”. The opportunity to conduct an international skills development workshop afforded COLL the unique position to not only receive funding, but also share its models, knowledge and expertise in distance education and eLearning.
As Country Representative for the SADC Technical Committee on Open and Distance Learning (SADC-TCODL), the Director collaborated with SADC-TCODL and COL to host delegations from Mozambique and Ghana for study visits during April and September. COLL was identified as the hosting institution in SADC where ODL and eLearning methodologies are fully matured and best practices are realised. COLL received commendation on the strides taken to implement eLearning and processes are underway for a MOU with the Koforidua Polytechnic, Ghana, to benefit from a partnership.

Together with the Centre for Teaching and Learning (CTL), COLL presented a Senate submission to integrate technology in teaching, learning and assessment. This submission further served as guidelines for the implementation of eLearning as part of the 4th Strategic Plan. COLL and CTL further collaborated successfully in hosting the first Institutional Technology Day, which was a resounding success.

COLL has teamed up with the Centre for Cooperative Education (CCE) and the North-West University, South Africa and received funding from the Ministry of Education for a joint research project to carry out a study on: “Exploring Work Integrated eLearning (eWIL) in Open and Distance Learning: Human Resource Development in Emerging Countries”. As such, COLL attended the 18th World Conference on Cooperative and Work Integrated Education in Durban, South Africa, to foster networks, benchmark regional and national research practices, and engage with senior managers and practitioners on challenges, benefits and global best practices.

The Director, including the NOLNet Board of Trustees Members, has been tasked by the Minister of Education to revise the draft National ODL Policy to bring it in line with the approved SADC Regional ODL Policy and to incorporate the latest developments in ICTs. The first workshop on this task was held in June, with a concluding workshop in September.

Innovation

Five instructional videos were developed to support the use of MOODLE as the Institution’s eLearning Platform, i.e. one to help students navigate through MOODLE, while three videos are targeted to help traditional print-based distance education students access multi-media and supplementary course materials on MOODLE. One instructional video is targeted to help students and lecturers access material on eBrary.

A Power Point presentation with Voice Over was created to promote eLearning during the Ongwediva Trade Fair, which is also used at Shows, Career Fairs and during Registration and Student Recruitment to market COLL’s eLearning Courses.

A Facebook Page and Group as well as digital video tutorials have been added to the academic support services provided by the Centre. The Facebook Group has been successful in helping students air their concerns and receive relevant and support promptly. The digital video tutorials help distance education students to access the eLearning platform, MOODLE and library eResources. It further allows distance education students to have access to the same eResources as on-campus students.

Advances in Mobile Learning (mLearning) were made when COLL’s Coordinator for Educational Technology administered a focus-group with 10 students registered for Professional Communication. The response was very positive and students found MOODLE easy to use. They are of the opinion that mLearning greatly increased the tutorial support with their online tutors, which they need to successfully complete their studies.
Professional Development Activities And Research

The Coordinator for Courseware Development received sponsorship from COL to represent Namibia at the SADC Regional Open Educational Resources (OERs) Policy Forum in Johannesburg in May, to discuss the development of country and regional OER policies for Southern Africa.

The same Coordinator also received a sponsorship from the SADC-Centre for Distance Education to attend the Open Educational Resources (OERs), Distance Education Association for Southern Africa (DEASA) Pre-Conference Workshop in Botswana.

The COLL Director, who is now the DEASA Country Representative for Namibia for the period 2013-2015, attended the DEASA Conference and AGM in Botswana in September, to present the Country Report on behalf of Polytechnic-COLL, UNAM-CES, NAMCOL and IUM.

The Coordinator: Educational Technology's abstract "The Potential of Social Networks in Universities of Technology to Support Learning - A Case Study from the Polytechnic of Namibia", was accepted at the 6th Annual SATN conference. Her research paper “Assessing the Effectiveness of Online Role Plays as an Assessment Method in the Training of Online Tutors” was accepted for a presentation at the Research Week hosted at the Polytechnic.

The Educational Technologist submitted a research paper “The Role of Social Media in Education” which was accepted for the Open Research Day hosted by the Institution. The Coordinator: Educational Technology is in her 4th and final year of reading for her PhD through Lancaster University (UK).
Centre for Teaching and Learning

The Centre provides professional development opportunities with the aim to advance the work of faculty throughout their teaching careers. Learning new ways of doing things in the academic sphere helps them to progress and incorporate ever evolving best practices that support student learning.

The Faculty Induction workshop for new staff was held at the beginning of the year to orient them to a wide variety of institutional practices and policies, and setting a direction for their teaching paths to make a positive impact throughout their careers.

The Centre also offered a three-day workshop to all teaching staff of the SHAS on teaching, learning, assessment and technology, and similar workshops were subsequently extended to the rest of the Schools in March.

The annual Great Teachers’ Workshop was held in July with 30 participants in this professional development exercise. This workshop examines issues of teaching, learning and technology and provides an opportunity for faculty to engage in discussions on the challenges they face and the successes they carry in their daily instructional endeavours while devising strategies with regard to the former to deal with them effectively. The weekly academic sessions focused on the new Course Evaluation Tool, Ideas for Student Engagement, the Use of Open Educational Resources in Higher Education, Enhancing Research Skills. The Teaching Excellence Awards were awarded for the first time in the Polytechnic in three categories, namely Early Career Teaching Award, Mid-Career Teaching Award and Advanced Career Teaching Award.

The Writing Centre, established to help students improve and excel in their academic writing, i.e. language and research, responded to a special request to conduct an Academic Writing Workshop for students in the Media Technology Honours programme during May and June. The English language in general poses challenges to students as far as syntax and organisation of theses, and other matters are concerned. The Centre has an open-door policy to assist students and help them become better writers while improving in their academic work.
The Centre was at the forefront of promoting the opportunities of eLearning, and managed to deploy 1,400 courses offered on the Learning Management System, thus effectively establishing a Web-presence for all. The Instructional Technology office trained more than 160 faculty on the use of the eLearning platform and Interactive White Boards (IWBS) in teaching and learning in the classroom. Most notable, 45 teaching staff participated in training on the second level advanced usage of the IWBS.

A series of mini-workshops were targeted at developing the capacity of teaching staff on the technical aspects of eLearning. The Centre worked collaboratively to introduce Moodle to online tutors as well as training faculty on the use of varied features of the eLearning platform. In collaboration with COLL, the two centres made strides in raising awareness and familiarising stakeholders about instructional technology within the institution at various platforms such as the New Student Orientation.

This collaboration resulted in the very first Technology Day, which provided a wonderful opportunity to showcase progress made regarding the use of technology at the Institution, *inter alia* through presentations and highlighting communications from international partners concurring with the Institution as to the importance of integrating technology in teaching, learning and assessment. Faculty who excelled in the use of technology were recognised and received awards for their innovative use of technology.
Centre for Entrepreneurial Development

The Centre constantly strives to partner with international institutions to bring internationally accredited training programmes to Namibia. The Centre was particularly successful in this endeavour.

Thus, in order to ensure international certification of its clients, CED formed partnerships with Certiport Test Centre, Cisco Networking Academy (CNA), CompTia Training Partner, ICDL Test Centre, Microsoft IT Academy, Pearson VUE Test Centre and Prometric Test Centre.

The International Test Centres are fully operational at CED, which has become the leader in International Certifications in Namibia. More than 200 candidates have achieved international certification.

Training in Microsoft System Administration as well as various other Microsoft products was presented to 263 students. Approximately 460 students were trained on CCNA Modules 1-4 during the year. CED acquired the status of CompTia Training Partner and is geared to service the public. A total of 12 Short Learning Programmes were presented to 221 participants.

The Institution, through CED, hosted the 6th International Conference on Engineering and Business Education themed “Innovation, Entrepreneurship and Sustainability”. Participants from 14 countries made significant contributions to this conference that brought academics, researchers, scholars and industry closer together.

The SME Development and Support unit experienced an exceptionally active year with skills training through the following programmes:

- Training and mentorship to Women Micro-businesses across Namibia under agreement with Old Mutual Namibia. Twenty eight women have benefitted since 2010.
- Training and mentorship under the Ministry of Trade and Industry Business Support Services Programme (BSSP) in the Khomas Region. One hundred and eight entrepreneurs gained skills in areas of general management, marketing, accounting and record keeping.
- SME seminars and workshops in partnership with “B360 education partnerships”. This Swiss foundation arranges that professionals join the Institution as volunteer guest lecturers for a number of weeks to facilitate knowledge sharing partnerships.
Basic training in semi-precious stone cutting and polishing, basic jewellery design and entrepreneurship took place at the Keetmanshoop Gemstone Centre. The Institution in cooperation with Kristallen Lannavaara Sweden, Offshore Development Company, in the Ministry of Trade and Industry, Keetmanshoop Town Council, and Partnership for Local Development Democracy and Social Innovation (Finland) entered into an agreement for capacity development, diversification and value addition for the semi-precious stone industry in the Hardap and Karas Regions. Under the Phase 1 intake, 13 trainees were awarded certificates and another 15 were recruited under Phase 2 of the project.

The Industry-focussed Academy concentrates on imparting relevant business process management knowledge as well as management development knowledge and skills to industry. This year marked the ninth intake of students for the Commercial Advancement Training Scheme (Certificate in Business Process Management). The programme was adapted from the German Dual System, and it integrates theoretical learning with practical experience within the workplace. The unit developed the Certificate in Supervisory Skills Development NQF Level 5. Training is to commence in 2014. The first intake for the Management Development Programme NQF Level 7 in partnership with Wits University commenced with 18 participants in October 2013.

The second intake (2012-2013) for the Postgraduate Certificate in ICT Policy and Regulation NQF Level 8 produced four students that graduated in October 2013. The program will be offered for the third time in 2014.
Centre for Cooperative Education

The Centre continued to invest in promoting the employability of students and graduates, of which 798 students were absorbed in the Work Integrated Learning (WIL) programme. The Centre also hosted interns, seven from the School of Management and one from the School of Humanities.

The Centre saw a record number of 423 student walk-ins, requesting assistance with the editing or updating of their CVs, applying for advertised internships or acquiring information to general internship queries. In addition, students are able to utilise the office equipment to immediately amend their CVs and submit applications, after a quality screening by staff, to industry partners.

Following the signing of a MoU between the Institution and the United States Embassy in Namibia, four Polytechnic students were placed within the US Embassy framework for the purpose of WIL.

The Centre together with the PIR department facilitated the second intake for the Service Learning project. Service learning is a method of teaching that combines classroom instruction with meaningful community service. This can be demonstrated with the example of Ms Ashley Harbin, a student from Park University in Kansas City, Missouri, USA, who while pursuing a Bachelor Degree in Mathematics and Statistics, came to Namibia for Service Learning at N/a’ankuse Wildlife Sanctuary through the Study Abroad to Africa’s partnership with the Polytechnic. Her interest specifically was to conduct statistical research on the population growth of wildlife as a result of poaching.

Conferences and Workshops

The 6th International Conference on Engineering and Business Education (ICEBE) was hosted by the Institution in October. The Centre coordinated the first Multi-disciplinary Student Research Team (MSRT) project in Namibia and two student research teams hosted by Hangana Seafood and Ad Force presented their findings, namely marketing segmentation and improving processing standards, at the Conference.

The Institution participated in the 3rd Institute for People Management (IPM) Convention, held in Windhoek, where the Centre also exhibited under the theme “Charting the way for Cooperative Education” with the sub-topic “Partnership Engagements” focussed on instilling the need for industry engagement with CCE to foster partnerships and to streamline the placement process of student interns within industry. Through its membership and active engagement and collaboration, the Centre continues to forge relationships with members of the Institute.

The Director of the Centre was appointed as member of the World Association for Cooperative Education (WACE) Board at the 18th World Conference held in Durban, South Africa in June under
the theme “‘WIL-POWER’ Fuelling the Future Work-force”. He also serves as a member of the WACE International Strategic Planning Commission. As a Board member he will play an active role in the formation of WACE policies that promote the global development and growth of Cooperative Education and internship programmes in support of industry needs. The conference provided a platform for academics, practitioners, learners, industry, community partners and other stakeholders to critically engage in the key focus areas of Cooperative Education and WIL. The Centre also presented a paper at the Conference based on the Service Learning project.

Other Activities

The Industry Liaison Officers met with industry partners in Gobabis, Walvis Bay and Swakopmund, Keetmanshoop, Otjiwarongo, Otavi and Okahandja to facilitate new internship agreements, re-visiting old ones and cemented relations to ensure placements for students on WIL.

The Centre participated in the Cultural Festival parade with the sub-theme of “PROFESSIONAL FUN”. The purpose was to market CCE’s activities to students and industry and to market the MSRDT project that the Centre has launched in partnership with Wismar University, Germany. Preparation for the event was facilitated by CCE staff, interns and three additional students who were named CCE ambassadors. The truck was decorated in CCE colours and posters and was named “THE INTERN”. An office was constructed on top of the truck, where the CCE team demonstrated the activities and services offered at the Centre.

A WACE team visited the Institution and was tasked with formulating and submitting a Cooperative Education WACE-Namibia National Strategy document. The Ministry of Education availed a budget and the Working group (made up of the Polytechnic, NCCI, UNAM, NTA, MoE, NQA, and IUM) endorsed contracting WACE, thus enabling their visit to Namibia to conduct investigative research towards drafting a report to be submitted to the Ministry of Education.

The WACE team consisted of the following members: Dr Paul Stonely, WACE CEO; Mr Marty Ford, WACE Director for Global Partnerships; Dr Richard Porter, Chair of Mathematics Department & former V.P. for Cooperative Education, North-Eastern University; Dr James Stellar, Provost, Queens College, CUNY & WACE Board; Mr Shakeel Ori, Director: Cooperative Education, Durban University of Technology & WACE Board Member.

The Centre hosted a number of academics collaborating on various projects, namely Sr Dipty Naran from the University of Johannesburg, Ms Angela Samuels from the Engagement Office and Industry Scholarships, University of Newcastle in Australia and Dr Ronel Blom from the University of Witwatersrand.

Other activities of the Centre included the following facilitation of the Knowledge, Integration and Transparency in Education (KITE) project with the support of the Erasmus Mundus Programme of the European Union, thus providing both staff and academics the opportunity of studying abroad; Paper presentation and chairing of a session at the Southern Africa Technology Network Conference (SATN) held in Pretoria; Staff Strategic Alignment workshop with the Centre for Lifelong Learning (COLL); Employability skills survey conducted at the 18th Graduation Ceremony in April and October; Tracer study meetings and workshop with NCHE; German and Agra networking breakfasts; participation at the Ongwediva and Windhoek Agricultural Shows; radio interviews for Cooperative Education and the SRDT project and Director of Ceremonies at the Polytechnic AIDS Awareness Campaign.
Namibia Business Innovation Centre

The Centre’s mission is to stimulate, engage and motivate economic development through various workshops and mentorship programmes on innovation and entrepreneurship. These activities, complementing entrepreneurial development build the cornerstone to help ease the unemployment challenge currently faced by Namibia. This is achieved through various platforms.

Innovation Marketplace (I’M)

One of I’M’s main aims is to scout for innovative people with ideas and motivate them to participate in Institute’s activities in order to start innovative businesses. I’M is one of the “feeders” for the other Institute’s programmes.

The Idea Creation Workshop is an excellent tool because of its nature as well as popularity. The purpose of the Idea Creation Workshops is to teach participants the tools and techniques of how to generate a viable (innovative) business idea. Fourteen Idea Creation Workshops were offered, which attracted 308 participants.

Idea Assessment Workshops where offered to about 63 participants, including the Hackathon and the RLabs participants. About 40 participants graduated to the pitch presentations for the Bootcamp. It is worth noting that I’M has finally developed an online Idea Assessment that can be utilised by the people that are far from Windhoek.

Business Idea Competition

This Competition draws the interest of the general public to creative and design thinking in order to establish viable and sustainable businesses. The 6-week competition had 79 entries, of which 55 were from Windhoek and 24 from other regions. The outcome of the Business Idea Competition was as follows:

- 1st Prize went to Twihendeni Isreal of Otshimana Farming Trading Enterprises cc for the Beans processing project;
- 2nd Prize went to Simon Eben Haihambo of Ad+ Mobile for the Mobile Application project;
- 3rd Prize went to Lindsay Thabo, of Dlamini Investment for the Bus Service for Government Schools project;
- 4th Prize went to Ndeyapo Elizabeth Mupetami of H-tebaziE Trading Enterprises for the Oshikundu/ Ontaku Energy project; and
- 5th Prize went to Drink & Soft Drink, Fenny Nashilundo & Maria Shipanga of Amazing Kids Hair Salon for the Kiddie’s Hair Salon project.
Entrepreneurship and Incubation

The Entrepreneurship and Incubation (E&I) pillar supports entrepreneurs from the initial business idea to the establishment of their company and the subsequent growth phase, through mentoring, training and incubator services.

Entrepreneurs Circle

Through the Entrepreneurs Circle, the Institute has created a platform that brings together aspiring entrepreneurs over lunch to discuss entrepreneurship topics and to network. At these forums young aspiring entrepreneurs are addressed on different topics regarding entrepreneurship followed by a discussion on that particular topic. The Entrepreneurs Circle takes place once a month on a Wednesday at the NBIC Innovation Village. Six Entrepreneurs Circles were held and brought together over 140 attendees.

Business Plan Competition

The launch of the annual business plan competition took place in May and the awards ceremony was held in October with the following winners:

- The 1st Prize of N$ 17 000, sponsored by Development Bank of Namibia, was awarded to the Tika Tuka Piggery, represented by Mr Sakeus Kafula.
- The 2nd Prize of N$ 10 000, sponsored by First National Bank, was won by the Enviro-Alchemic Sustainable Investments, represented by Mr Winfred Tangeni Ndimfitu.
- The 3rd Prize of N$ 7 000 sponsored by Namib Mills, was received by the Innov8 Technologies CC, represented by Mr Eben Haihambo.

Twenty eight business plans were submitted and the NBIC team pitched in to shortlist the top 10. External judges were from FNB, Namib Mills and Agra who judged and selected the winners in September. Three of the 10 finalists had participated in the Bootcamp competition and one secured the third place.

Incubation and Co-Working Space

There are currently two incubatees in the incubation centre who are being mentored on a regular basis depending on their needs. While the co-working spaces are being utilised on a regular basis by aspiring entrepreneurs who rent a table and chair on a short-term basis and make use of available free internet connection.

A project was initiated in July with a time-frame of five months to re-work and establish an IncuLab in April 2014.

Research and Development

The Research and Development (R&D) pillar fosters partnerships between established companies and Namibian academic institutions as well as start-up companies. It targets researchers interested in commercialising their ideas and companies looking for technologies to solve challenges they face or develop innovative products and services. Currently R&D covers the Mobile Lab, RLabs Namibia, Technology Transfer and FabLab Namibia.
Mobile Lab

This provides a platform for local software developers to learn, develop and commercialise their mobile applications. So far the Lab has hosted eight developer circle sessions, where a group of 33 software developers have collaborated on their projects and received support from peers. During the Developer Circle sessions, three presentations were made by industry which were looking for new applications.

Two teams worked on the presented app ideas, with one of those projects being managed by NBIC. The Mobile Lab also hosted a mobile innovation Bootcamp and Hackathon in March, which produced seven app concepts, which are expected to be developed further. In September, the Institute partnered with Northgate Technologies to host the first ever Mobile Innovation Challenge, aiming to seek for the three best mobile applications throughout Namibia. The Mobile Innovation Challenge top prize of N$ 50 000 was won by CrowdAds, whose concept was to connect buyers and sellers of goods and services through the application.

RLabs Namibia

The RLabs training equips participants with marketing skills using social networking tools, and was facilitated by three graduates of the first social networking training. The academy also offers social media marketing consultations for businesses in Namibia. RLabs Namibia was officially launched in April during the NBIC Innovation Week. This academy was established from the collaboration of the RLabs Academy in Cape Town, which has branches worldwide.

Technology Transfer

As initiated by the Institute, through the Southern Africa Innovation Support Programme (SAIS), the Technology Transfer Office (TTO) aims to commercialise ideas and to stimulate disclosures, integrate with existing initiatives across the broad economic landscape of the SADC region. The TTO will also offer coordination between academia, industry, public sector and civil society to increase the competitiveness of the regional economy. A joint project proposal was submitted by the Institute in collaboration with Botswana and Zambia.

FabLab Namibia

A team of two technologists has been working with the Ministry of Trade and Industry (MTI) since end year 2011 to set up the FabLab. The Department of Trade Promotion was originally mandated to assist in the funding and partnership needed to set up the lab. In January connection was facilitated between FabLab and the Directorate of Industrial Development, through which the FabLab Namibia team compiled and submitted a proposal to MTI. Funding to the value of N$ 7 million for a period of 12 months was approved by the MTI. However, this is subject to a further 5-year partnership during which to set up 13 regional Technology Centres (TC)/FabLab. This will be preceded by setting up the first MTI TC pilot project aka FabLab Namibia, training of 4-6 MTI trainees for the first regional TC/FabLab, carrying out research and development on the first TC as well as the possibility for a bar-coding centre for Namibia.
Namibian-German Centre for Logistics

The Centre was created through a partnership between the Institution and Flensburg University of Applied Science in Germany, with funding by the German Academic Exchange Service (DAAD). The programme is part of the “Aktion Afrika” programme of the German Foreign Office. After a successful funding period from 2009-2013 the NGCL secured new funding for a new cycle (2014-2018).

To intensify operations, the Centre has divided its activities into two departments, namely a research unit and commercial unit.

The Research Unit

Academic programmes

The Centre supported the implementation of the following programmes:
• Bachelor of Logistics and Supply Chain Management;
• Bachelor of Transport Management; and
• Bachelor of Logistics Honours.

Master of Logistics and Supply Chain Management

The Centre initiated managing and coordinating the new Master of Logistics and Supply Chain Management programme, to be transferred to the School of Management once imbedded in the Department of Logistics. The first year of the curriculum was completed. Feedback from the first cohort of students all suggest that they have enjoyed the course and are stimulated by this unique experience, especially by the use of “real-life” case studies and the opportunity to attend the Annual Logistics and Transport Workshop at Walvisbay. Together with the cohort of students, two German exchange students from Reutlingen University took a number of the second semester modules.

Research

State of Logistics Survey

The main thrust continues to establish and monitor the state of logistics in Namibia. The survey is being used for various purposes including investigating the requirements for and potential benefits of Walvisbay becoming a logistics hub for Namibia and the neighbouring SADC countries.

The output from this work has been promulgated through a number of channels including:
• Academic papers / articles in Botswana, South Africa and the UK.
• Presentations in Botswana, UK and at our own Logistics and Transport Workshop in Walvisbay as well as to the Pan-African Parliament.
Endowed Chair

The NGCL received a grant of N$ 3 million from Namport to recruit an expert, an endowed chair for transport and logistics. The Namport Endowed Chair will be assigned to support and conduct research, business outreach and teaching in the Polytechnic and for the Transport and Logistics industry. The position will enable the person to work in the NGCL and the Department of Transport and Logistics in the Polytechnic, as a business development manager, researcher and lecturer respectively. With logistics and transport as an enabler for economic growth, the position will focus on establishing links between academia and industry to solve logistics and transport related problems in Namibia and the region.

The 5th Annual Logistics and Transport Workshop

The flagship event of the NGCL was the 5th Annual Logistics and Transport Workshop which took place in Walvisbay in September. The Workshop recorded 108 participants and attracted speakers from around the globe as well as local dignitaries. The event has grown since it was first held in 2009.

List of Main Publications

During the 2013 academic year the Centre staff produced 13 publications including the following:


The Commercial Unit

Short courses training

The International Diploma in Logistics and Transport, is aimed at candidates holding middle management positions in specialist functional areas such as Supply-Chain Management, Transport Operations, Transport Planning, Warehousing, Procurement, Production Planning and Inventory Management.
It was offered twice a month during weekends in Windhoek, Walvisbay and Lüderitz with a total enrolment of 70 students.

Following a successful marketing campaign at the Ongwediva Annual Trade Fair in August coupled with previous interests from private and public sectors as well as including individuals, a cost-benefit ratio analysis was conducted to establish the possibility of opening training centres in Keetmanshoop, Ongwediva/Oshakati, East/West, Grootfontein/ Tsumeb, Zambezi and Kavango Regions.

Learners Licensing for Roads Authority

The Centre continued to support the Roads Authority with the design, quality assurance and printing of the learner’s license question papers, thus supporting the Roads Authority to revamp the learners licensing process in the country and to introduce written learner’s license testing in all regions in the country. The system is now more robust in terms of fraud prevention and quality assurance.

Staff and Student Exchange

On an annual basis the Centre sends and receives a number of interns to and from Germany. The three interns from Germany covered research projects at TransNamib, NGCL Research Department and the Namibia Breweries under supervision.

Furthermore, six Logistics students were sent to the first Flensburg Autumn School in September, of which three stayed on for a semester abroad and an internship in Germany. As part of the staff exchange initiatives between the partner universities, a staff member was seconded to Flensburg (Germany) for three months.

Other Achievements

A number of key achievements that would improve the profile of the Centre were realised. The Director represented the Centre on various committees in industry, such as the Namibia Standards Institution, Namibia Training Authority and Namibia Qualifications Authority. The Centre has also been engaged regionally and internationally through its various partnerships and collaborations in research and training.
Renewable Energy and Energy Efficiency Institute

The Renewable Energy and Energy Efficiency Institute (REEEI) is a national institute that was established in 2006 through a cooperation agreement between the Ministry of Mines and Energy (MME), as the main financier, and the Polytechnic of Namibia. Its main functions are the promotion of awareness, uptake of renewable energy technologies and adoption of energy efficiency measures by the Namibian population, thereby increasing their access to modern energy options.

REEEI’s experience and service delivery is rooted in Namibia, but benchmarked internationally. Since 2006 the REEEI has played a pivotal role in the development of renewable energy sector in Namibia through liaison with local and international stakeholders. The centre is grateful for the collaboration with its partners, including consultants that have participated in our various projects.

REEEI Transformation to Namibia Energy Institute (NEI)

The Cabinet of the Government of the Republic of Namibia (GRN) authorised the transformation of the REEEI to NEI in December 2012, the latter to carry a new mandate that includes the establishment of four centres, viz.: Centre for Renewable Energy and Energy Efficiency; Centre for Petroleum (Oil and Gas); Centre for Electricity Supply; and Centre for Nuclear Sciences. A five year strategic action plan for the NEI was finalised and plans are at an advanced stage to launch the Namibia Energy Institute early 2014.

Projects

In 2013, REEEI has managed a number of projects in order to address the strategic goals of the Institute, as follows:

Off-grid Energisation Master Plan (OGEMP)

The OGEMP is an MME initiative to increase access to modern energy in off-grid areas through the solar revolving fund, where qualifying Namibians can apply for low interest loans to install solar photovoltaic home systems, solar water heating, or solar water pumping systems at their homes. The REEEI participated by providing technical advice for increased quality of service delivery and trained more than 50 technicians to install solar home systems in Namibia. OGEMP also deals with electrification of public institutions, which are in off-grid areas, with solar photovoltaic power. The REEEI assisted the MME by providing technical assistance in the design and commissioning of containerised solar systems. Eight such systems each with capacity of 2.88 kWp photovoltaic (PV) systems were installed at public institutions in Omusati region. REEEI has established 13 Energy Shops in 12 regions of the country in order to bring closer to the population, the spares and service they may need for their renewable
energy and energy efficiency systems. An assessment of the project was initiated at the end of 2013, which will inform the way forward while launching the second phase of the Energy Shop project in 2014.

Southern African Solar Thermal Training and Demonstration Initiative (SOLTRAIN)

Soltrain is a joint project between the Institute of Sustainable Technologies (AEE INTEC) of Austria, and partners in four SADC countries including Mozambique, Namibia, South Africa, and Zimbabwe, with the aim of promoting the use of solar energy for heating and cooling applications. In Namibia, the Soltrain activities are managed by REEEI since 2009. In 2013 a second phase of the project was launched. The 60 technicians trained under the Soltrain project are encouraged to source business and their clients can benefit from up to 50% co-financing from the Soltrain Project. Supplementary funding for the Soltrain project was secured from the OPEC Funding for International Development (OFID), under the leadership of AEE INTEC. A Solar Thermal Technology Platform (STTP) was founded to map the future for solar thermal technology in Namibia. A vision of providing hot water for all Namibians through solar water heating by 2030 has been mooted, and is being developed. The REEEI has been confirmed as a Centre of Excellence in solar thermal technologies in Namibia, working together with satellite centres such as Vocational Training Centres (VTC’s) throughout the country, as well as industry and other academic institutions. Six VTC’s will each receive demonstration systems from funds sourced by REEEI, and provided by the Soltrain project, OFID, MME, and the Environmental Investment fund (EIF).

Namibia Energy Efficiency Programme in Buildings (NEEP)

The NEEP is a 3-year project (2011-13) funded by the Global Environment Facility (GEF) and implemented by the United Nations Development Programme (UNDP), through management by REEEI on behalf of the MME. Energy saving opportunities in buildings have been studied and quantified through the training of energy auditors, and conduction of energy audits in twelve buildings benchmarked as high (and inefficient) consumers of energy in Namibia. A combined energy saving opportunity of up to 3GWh annually at an investment cost of about N$ 5.5 million is feasible, with payback periods less than five years, and amounting to N$ 40.7 million cumulative savings net present value over 10 years. The NEEP commissioned a study on the Revision of National Building Codes to incorporate Energy Efficiency (EE) and Renewable Energy (RE) Principles, which was completed in 2013. The legal building codes in Namibia are more than 40 years old, and are thus outdated. This demands a holistic revision of the same before incorporation of EE and RE principles. Other completed studies include the annual national survey that was done to assess the impacts of various energy efficiency interventions so far carried out in Namibia. The NEEP project established the Green Building Council of Namibia (GBCNA), with REEEI as the Secretariat. The GBCNA, now registered as a Trust with the High Court of Namibia, will run the Green Building Rating System. An Office Rating Tool adopted from the GBC of South Africa (GBCSA), was contextualized to Namibia. The GBCNA hosted a 3-day training workshop in July 2013 aimed at creating local capacity of professionals able to assess green buildings and commemorated the green building week through a workshop organised at the Habitat Research Development Centre (HRDC).

Namibia Wind Resource Assessment Project (NWRAP)

REEEI manages the collection of wind energy data at 11 sites south and west of Namibia with the aim of developing a wind energy atlas for Namibia. Partners to this project include REEEI, NamPower, MTC, Masdar Institute (UAE), and IRENA. Lecturers from the School of Engineering of this Institution have participated actively in this project since inception in 2011. An MOU was signed this year with Masdar
Institute paving the way for the Institution to receive laser-based wind energy resource assessment equipment (LIDAR) while validating the data collected from non-conventional masts. The LIDAR was received in November and will be deployed early 2014.

**Concentrated Solar Power Technology Transfer in Namibia (CSP TT NAM)**

After a successful pre-feasibility study completed in 2012, funding to embark on a full feasibility study was secured from GEF, and a signing ceremony in August signalled the beginning of CSP TT NAM. REEEI looks forward to hosting the Project Management Unit (PMU) of the CSP TT NAM on behalf of the MME for the next three years.

**EU – ACP EDULINK Projects**

REEEI provides administrative support to, and is the overall coordinator of, sustainable energy related EDULINK projects at the Institution and works closely with the Projects Service Centre and the International Relations Office, as well as the School of Engineering. Three projects were approved for funding: *Southern African Sustainable Energy Initiative (SASEI); Programme on Energy Efficiency in Southern Africa (PEESA); and Participatory Integrated Assessment of Energy Systems to promote Energy Access and Efficiency (PARTICIPIA)*. Up to 14 lecturers from the School of Engineering participate in these projects. Research teams were set up comprising at least four academic staff members for each project and all are ready to embark on their tasks.

**Renewable Energy Procurement Process**

REEEI holds the Chair of the Project Management Unit (PMU) of the Renewable Energy Procurement Process Project established by MME since 2012. The PMU provides technical advice on large renewable energy project development in Namibia to the Project Steering Committee (PSC) which comprises of MME, Electricity Control Board (EBC), and NamPower. REEEI also assisted the ECB with the development of net-metering rules for roof-top based photovoltaic systems.

**Minigrids Project**

In November, REEEI was nominated to become Chair of the Project Management Unit (PMU) of the PSC on Minigrids in Namibia. The PSC comprises of MME, NamPower, EBC, ERONGORED, CENORED and NORED.

**Training and Capacity Building**

REEEI assisted KAYEC, a youth training centre located in Katutura, to write a training manual on solar PV and solar water heating for technicians. The REEEI trained 50 service providers for the Solar Revolving Fund, in PV technologies (solar PV home systems, solar water pumping, and solar water heating), installation and maintenance. Sixty service providers were trained on solar water heating technologies, design, installation, and maintenance, under the Soltrain project. Two lecturers from the Department of Mechanical Engineering were at various stages of advancement with their Doctoral studies, within the NWRAP project run by REEEI.
Completed Studies

• Revision of National Building Codes to Incorporate Renewable Energy and Energy Efficiency Principles (April 2013);
• Energy Efficiency Audit of 12 Buildings in Namibia (October 2013);

Conference and Workshop Presentations

The REEEI participated in various national and international conferences, participated in three trade Fairs, and has been highlighted in both local and international press more than 20 times. Some of the presentations are given below:


A staff member attended a SADC meeting on validation of the project document on ‘Steps Towards Establishment of the SADC Centre for Renewable Energy and Energy Efficiency (SACREEE)’ in July. REEEI has since participated in the formulation of Namibia’s bid to host the SACREEE in Windhoek.
PROFESSIONAL SUPPORT UNITS
• Planning and International Relations
• Quality Assurance
• Communications and Marketing
• Project Services Centre
Planning and International Relations

The Polytechnic Strategic Plan (PSP-4)/ Transformation Plan

The third Strategic Plan, PSP-3 (2009-2013) expired in December. Therefore, the development of the fourth Plan (PSP-4) was earmarked as a key activity during this academic year. Since government has approved the renaming of the Polytechnic to NUST, the PSP-4 will also serve as the university’s Transformation Plan.

Just before the Cabinet decision to rename the Institution, on 28 November 2012, this Department invited the campus community to a session on the framing of the new plan. At this session all staff had the opportunity to:

a. Discuss and approve the strategic issues that emerged from the surveys conducted by Deloitte & Touche in June 2012;
b. Discuss the strategic planning approach and process proposed;
c. Agree on the timelines for the development of PSP-4; and
d. Comment on the date proposed to launch the development of the PSP-4 (18 January 2013).

Strategic Issues

In the surveys conducted by Deloitte & Touche in 2012 the staff, students and stakeholders identified a number of issues they believed would require urgent attention during the PSP-4 period. The issues were categorised and culminated in nine provisional themes. These were further refined by the Extended Management of the Polytechnic and consequently on 28 November 2012 the campus community approved the following themes as basis for the development of the plan:

Teaching, Learning and Research; Student Centeredness; Institutional Sustainability; Stakeholders and Partnerships; and Governance and Management

Launch of the PSP-4

The PSP-4 was officially launched in January. The planning process commenced across campus soon thereafter. In April, a transformation budget was submitted to the Minister of Education, reflecting the costs of key new activities to be undertaken during the next five years.
Planning Process and Timeline

For the development of the PSP-3, Council adopted a planning model driven on three levels.

1. Polytechnic Planning Committee

2. Thematic Cross-Functional Work Groups

   A  B  C  D  E

3. Schools, Departments, Units, Centres

   A  B  C  E  F  G  H

The model set out above consists of three tiers:

- At the first tier, the Polytechnic Planning Committee (PPC) was responsible for the overall alignment of institutional strategic and national goals. The PPC consisted of the Rector, Vice-Rectors, Registrar, Chief Librarian, Director: Communications and Marketing, Director: Facilities, Dean of Students, and Director: Planning and International Relations.

- At the second tier the five Thematic Cross-Functional Workgroups (TCFW), appointed by the Rector on 17 January, were each given one issue to address, viz:
  
  a. Teaching, Learning and Research;
  b. Institutional Sustainability;
  c. Stakeholders Relations and Partnerships;
  d. Student Centeredness; and
  e. Governance and Management.

Each workgroup consisted of a minimum of 20 members each, comprising the following: Chairman; Deputy Chairman; 2 members per School (14); and 4 staff members representing administrative departments.

The members of the workgroups were nominated by their immediate supervisors. Each workgroup had a clear mandate and guidelines and followed the same approach in the planning. The Chairpersons of the TCFW’s presented their draft reports to the PPC on 29 April and to the Polytechnic Community on 05 June, at an open campus meeting, at which time the faculty provided feedback on the reports.

- At the third tier, Schools, Departments, Units and Centres were actively engaged in the development of their respective plans. The Heads of Department (HoDs) presented their Strategic Plans to the Polytechnic community on 27 June, whereas the Directors, Managers, Librarian and Registrar presented their plans on 04 and 11 July, respectively. The Deans combined their Departmental plans into School Plans and presented same to the Steering Committee. The Deans also presented their action plans for the 2014 Academic Year to the Steering Committee on 04 December 2013.

Throughout the planning process the guiding principles for the development of the plan were adhered to. These are inclusiveness, reflection and critical analysis. The process involved faculty and staff across different levels of the institution.
a. The HoD Planning Forum was established to provide a platform for HoDs to raise key challenges and propose solutions to the issues affecting their respective planning processes. The forum was held on a monthly basis.

b. The Academics Planning Forum drew on expertise within the institution to assist management with the formulation of the new academic structure, the formulation of research niches, establishing the nexus between teaching and research, and defining the institution’s rationale and approach to internationalisation. The forum met on a monthly basis.

c. The Steering Committee met every Tuesday and often on Thursdays, to discuss and resolve key issues pertaining to the planning process and the plan. The Committee consisted of the Rector, Vice-Rectors, Registrar, Special Advisor to the Rector, Deans, Workgroup Chairs and Director: Planning and International Relations. Topics discussed included the formulation of the mandate and key pillars of the NUST, defining the academic structure, size and shape of the institution, the review of the programme and qualifications mix, enhancing sustainability, the review of the workload formula and staffing for NUST.

d. The Polytechnic Extended Management met three times during the process to discuss and clarify issues pertaining to the planning process and the strategic direction.

e. Progress on the individual departmental strategic plans were discussed at all Boards of Studies (BOS) meetings held in the first quarter. Furthermore, special BOS meetings provided another platform for the Rector to address Schools individually, on the transformation and the strategic direction of NUST. Faculty also had the opportunity to raise and discuss issues of concern and make recommendations directly to the Rector.

The Director presented the first draft of the PSP-4 to the Steering Committee in October and it was approved at a Senate meeting later that month. The revised draft was presented and approved at Council on 25 October.

The planning process has been highly consultative and inclusive and it has enjoyed participation from top, senior and middle management as well as academics and administrative staff. The process has been focused on the decision for the institution to transform into a university of science and technology.

International Relations

Institutional cooperation is crucial in developing and sustaining quality higher education. In any society, academics and students are at the forefront of promoting mutual, in particular inter-cultural, understanding as they shape political, cultural, academic and development goals of their nations.

The Institution therefore constantly encourages students to take advantage of exchange opportunities and enrol in foreign educational programmes and institutions to be better prepared for the future, be it abroad or at home. Given that national economies are intertwined as never before, no matter in which sector one works, internationally trained and exposed employees are in great demand.

In view of the above, the Institution has prioritised internationalisation of its academic programmes and activities. As a result, it has signed a number of MOUs that have resulted in sizeable on-campus projects which are of benefit to the nation.

One of the notable examples of outcomes is the expansion of the Polytechnic Hotel School. Cemented eight years ago, the partnership between the University School of Hotel Management and Tourism (CETT) at the University of Barcelona (UB) was funded by a grant from the Spanish Agency for International Development Cooperation (AECID) and financially managed by the Olaf Palme International Foundation. Through the Polytechnic–CETT-UB partnership which ended this
year, the expansion of Hotel School took place by adding a restaurant, a swimming pool, 13 classrooms, 18 offices and four boardrooms to the existing infrastructure. In addition, fifteen students and staff benefitted through study tours and exchanges to the University of Barcelona.

Noteworthy and in the same league as the aforesaid example, is the fact that the Institution could strengthen its key role in positioning Namibia as a logistics hub. This area has been identified as one of the national priority goals in the current national development programme, NDP-4. With sponsorship from the German Academic Exchange Service (DAAD) and also through a long standing academic relationship with Flensburg University of Applied Sciences in Germany, the Institution established the NGCL, which has developed a variety of logistics and transport courses aimed at imparting knowledge and skills to employees involved in the logistics and transport value chain. A new five-year funding cycle will commence in 2014.

One of the other highlights of the department has been to internationalise the local environment through outreach programmes on campus. This year working with the different Schools we were able to co-host a number of public lectures, which attracted notable public interest:

- **Leading Change more Effectively** by Ms Annette A. Isenschmid from Isenschmid Consulting, Zurich, Switzerland, a boutique consultancy specialising in Change Management.
- **Global Risk Appetite: Fear Greed, Respect and Embarrassment** – A review of the relationship between macroeconomics, market parameters and corporate decision making – by Mr Laurent Bouvier, Managing Director of Credit Suisse: Investment Banking Division, London.
- **Solar Chimney Power Technology for Countries with High Solar Irradiations** by Prof Dr Ing Reinhard Harte, Wuppertal University, Germany.
- **Landscape Architecture** by Prof Dr Gerhard Albert from Competence Centre Environmental Planning and Design, Ethiopian Institute of Architecture Construction and City Development (EIABC).

Other outreach programmes that targeted the campus and other sectors included the following:

- DAAD and Chevening Scholarships sessions whereby the Department created an interactive platform aimed at informing the campus community on various study opportunities offered by DAAD in Germany and Chevening in the United Kingdom.
- National Youth Symposium, organised in collaboration with the National Youth Council, for mainly Windhoek-based youth organisations to discuss the importance of information technology in education. In attendance were students representatives from the Polytechnic, UNAM, and Namibia National Students Organisation (NANSO).
- International Social Women’s project organised an event to sensitise the campus community on gender-based violence by showing videos and reciting poems.
A celebration of the 50-year anniversary of Dr Martin Luther King’s famous “I have a Dream” was held in conjunction with the United States Embassy in Windhoek. A debate ensued between Unam and Polytechnic students on what has been achieved or not achieved since Martin Luther’s speech in 1963. This event coincided with the arrival of Ms Priscilla Ann Hernandez, the new US Embassy’s Public Affairs Officer.

The Department as part of our internationalisation strategy continued to drive vigorously both outgoing and incoming exchange programmes for students and faculty. In the course of the year a total of ten partner universities - mainly European universities, sent a total of 63 exchange and summer school students to the polytechnic, whereas the latter, in turn, sent out 16 students to European partner institutions. Some of the exchanges were for exposure of students to a different academic and social environment, while others additionally provided students experiential learning opportunities.

In July, Erasmus Mundus Programme announced that the Institution together with FH Joanneum and the World University Service Committee in Austria, the University of Alicante in Spain, Vorenezhy State University in Russia, University of International Business and Economics in China, Instituto Tecnologico de Estudios Superiores de Monterrey in Mexico, Birla Institute of Management Technology in India and Aston University in the United Kingdom were successfully awarded funds to implement the University Quality Exchange (UNIQUE) project, as per our joint application. This 30-month project aims to improve services for international students; promote joint programmes for students; and enhance the international dimension of quality assurance. Through this programme which kicked off in October, the Institution aims to increase the number of students participating in exchange programmes.
Quality Assurance

The primary goal of the Unit is to ensure that the quality of education and services offered by the Institution is of high standard and that the students receive the best possible educational opportunities available. Like all other departments and units in the institution, the QA Unit started the year with redefining its vision and mission in the light of a transformation, through the identification of key strategies for enhancing institutional quality assurance and management, this culminating in the development of the Unit’s strategic plan contribution towards PSP-4.

Quality Assurance Framework

The Draft Quality Assurance Framework (QAF) was finalised through a consultative process with both internal and external key stakeholders in April. Comments on the Draft QAF were received from other experts in South Africa, United Kingdom and Australia. A number of programmes were targeted for a pilot study, to ensure that all major challenges are considered and addressed before the actual implementation of the QAF, of which two programmes, namely Environmental Health Science and Public Management were finalised. The other targeted programmes will be finalised in 2014.

Pilot Programme Reviews

The Pilot Programme Reviews for the first two programmes, i.e. Environmental Health Science and Public Management were completed and the reports have been shared with the departments. A number of consultative workshops/meetings were held with internal stakeholders in an effort to create awareness of the Self-Evaluation Preparatory Instrument (SEPI). The departments were expected to conduct a self-evaluation on the basis of the SEPI and the draft guidelines on programme reviews.

Enhancing Activities at Institutional Level

Workshop on Short Courses

The department organised an institutional workshop on the quality assurance of short courses, facilitated by Christa North of the North West University in South Africa.

Programmes Review

The evaluation of newly developed academic programmes before they are submitted to Senate for approval is one of the key services provided by the QA Unit. During the quarter of May to August, the department evaluated the following programmes:

- Master of Spatial Science
- Bachelor of Sciences
- Bachelor of Agriculture
- Certificate in Supervisory Development
- Bachelor of Gender Studies
- Bachelor of Business Management
- Bachelor of Informatics
- MBA and EMBA
- Master of Informatics
- Bachelor of Computer Science Honours
- Bachelor of Computer Science
- Foreign Languages
- Introduction to Science, Technology, Engineering and Mathematics (InSTEM)
International Partnerships and QA Support to Other Regional Institutions

*International HESA/SA-EU Strategic Partnership Quality Assurance Colloquium (3-5 April)*

Two staff members participated in the above SA-EU Partnership sponsored workshop in Stellenbosch, which addressed amongst others, the following:

- Benchmarking practices in areas such as quality assurance, continuous quality improvement, curriculum development, assessment, institutional systems and governance and didactic interventions; and
- Enhanced networking and collaboration in higher education quality assurance.

University Quality Exchange (UNIQUE) Project

The QA Unit (see also the report by the PIR Department in this issue) is strategically involved in the UNIQUE project. One staff member participated in the kick-off meeting of the UNIQUE project at the University of Alicante in Spain in October.

Partnerships with and other QA Support Services to Local Institutions

In addition to its core functions the QA Unit provides advisory services to a number of local stakeholders in various capacities. The following are some of the institutions associated with these services: Ministry of Defence; Namibian Standards Institution (NSI); NSI Technical Committee for Quality Management; Standards, Assessment and Certification Council (SACC); NOLNET; Curriculum Advisory Committees.
Department Communications and Marketing

In line with the transformation, the Department had to line up a series of activities as part of the rebranding process, resulting in extensive planning for the roll-out of the new brand.

Two staff members attended a training workshop in rebranding of higher education institutions. The workshop covered topics such as branding for the future - sustainability and strategic planning, online higher education branding, quality standards and accessibility, brand power measurement, communication and value proposition, internationalisation and cooperation, branding for collaboration and research funding, among others.

The Polytechnic maintained a high level of public presence as well as a favourable public perception through consistent provision of news primarily via Poly News, a full-page weekly supplement, as well as updating of the Polytechnic’s web news, in addition to regular public events.

Marketing and Publicity

Another platform where the Institution enhanced its image and visibility was at the various trade fairs and exhibitions, arranged by the Regional Education Directorates in each of the 13 regions. Parents and prospective students had opportunities to interact with the staff of the Institution.

In addition, the Institution exhibited at various expos and agricultural shows such as the annual National Youth Festival arranged by the National Youth Council, the Mining Expo and other exhibitions held in Windhoek, Okahandja, Okakarara, Ongwediva, and Katima Mulilo.

Institutional Events

The Department organised a number of high profile and statutory events, including the Institution’s Academic Welcome, Official Opening of the Academic Year, Awards Ceremony and the Graduation Ceremonies. These events attracted significant media attendance and coverage. The department participated in organising a number of symposia, conferences and workshops, for example ICEBE Conference, EOSA Symposium, etc.

The Polytechnic has become a place where debate is nurtured and this is evident in the high number of Public Lectures and Seminars held throughout the year.

Publicity through advertising
The Polytechnic advertised in several high profile advertising magazines such as *Focus 2030, Prime Focus, PMR, Trade Directory, Who’s Who, Consumer news, Insight* magazine, and many more.

**Online Presence**

The Institution subscribed to leading online media monitoring agency, Meltwater, to maximise its brand reach and to remain connected to its stakeholders. The service provided by Meltwater allows us to effectively monitor the Institution’s media presence so as to efficiently engage media influencers.

**Social Media**

The Institution has intensified the use of social media and the department managed content on relevant sites such as LinkedIn, which shows the breakdown of industries in which our alumni are involved. The Institution increased its followership on the site by approximately 603 in last two months of the year. The Facebook page had 1,805 followers, most of whom have joined in the last two months of the year as well, while experiencing an average engagement of 59% with our followers on a daily basis.

**Internal Communications**

The Department addressed the issue of internal communications by implementing some aspects of the Communications Protocols, which for example guide how and when the Rector communicates with the community. The Department also introduced an internal newsletter on a pilot basis that was well received by the community, and carries soft news such as promotions, births, weddings, HR matters etc, informing the staff of happenings inside the Institution. This initiative is meant to give the staff a platform to share issues and to be kept abreast of internal developments.

**Graphic Support**

The Department was instrumental in designing of marketing materials in the form of publications, adverts and notices e.g. new advert templates, invitations, folders, graduation booklets, awards booklets, light boxes, designed logos for NUST, UNCCD COP 11 marketing materials and more.
Project Services Centre

The importance of project management cannot be over emphasised as it is the driving force behind any venture. The Centre promotes, supports and facilitates client-focused grant and project management services to enhance strategic multi-disciplinary research capacity, innovation and development in the relevant fields of applied science and technology. For this purpose, the Centre is divided into the following units:

- **Resource mobilisation**: This unit is primarily responsible for third-party grants identification, application and acquisition, including identifying strategic partnerships and networking opportunities.
- **Monitoring and evaluation**: This unit is responsible for grant management, monitoring and evaluation of acquired projects, including risk and quality control as well as research impact analysis.

The following six major projects with total value of €2.2 million were successfully acquired:

<table>
<thead>
<tr>
<th>Donor</th>
<th>Objective</th>
<th>Project Name</th>
<th>Project Owners</th>
<th>Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa, Caribbean and Pacific (ACP) - European Union (EU) Cooperation Programme in Higher Education (EDULINK II)</td>
<td>To foster capacity building and regional integration in the field of higher education through institutional networking in the thematic area of renewable energy</td>
<td>Southern African Sustainable Energy Initiative (SASEI)</td>
<td>Coordinated by REEII and implemented by School of Engineering</td>
<td>National University of Lesotho; University of Botswana; and Hochschule Darmstadt – University of Applied Sciences (Germany)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participatory Integrated Assessment of Energy Systems to Promote Energy Access and Efficiency (PARTICIPIA)</td>
<td></td>
<td>Universitat Autónoma de Barcelona (Spain) – applicant; University of Bergen (Norway); University of Stellenbosch; and University of Botswana</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Programme on Energy Efficiency in Southern Africa (PEESA)</td>
<td></td>
<td>Wismar University of Business Engineering and Design – Germany (applicant); Cape Peninsula University of Technology; Vaal University of Technology; and Tshwane University of Technology</td>
</tr>
<tr>
<td>Donor</td>
<td>Objective</td>
<td>Project Name</td>
<td>Project Owners</td>
<td>Partners</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>ACP-EU Science and Technology Programme II</td>
<td>To promote innovation and the application of knowledge gained from Science and Technology (S&amp;T) to ultimately develop appropriate technologies, which could be effectively deployed within the context of local needs and resources in the energy and agricultural sectors</td>
<td>Network of Excellence in Renewable Energy Technologies for Development (NEED)</td>
<td>Ingolstadt University of Applied Sciences – Centre of Excellence for Renewable Energy research – Germany; Botswana International University of Science and Technology; Gobabeb Research &amp; Training Centre – Namibia; Okavango Research Institute (ORI) – Botswana; University of Zambia</td>
<td></td>
</tr>
<tr>
<td>Higher Education Institutions Institutional Cooperation Instrument of Finland</td>
<td>To improve the maritime education of Namibia at higher educational level of Namibia to a level that can be approved by the International Maritime Organization (IMO)</td>
<td>Maritime Education in Namibia (MARIBIA)</td>
<td>School of Engineering</td>
<td>Satakunta University of Applied Sciences – Finland and Namibia Fisheries Institute</td>
</tr>
<tr>
<td>European Union-Erasmus Mundus Programme</td>
<td>To address international quality assurance and international student exchange processes.</td>
<td>University Quality Exchange (UNIQUE)</td>
<td>Quality Assurance Department and International Relations</td>
<td>FH Joanneum Graz – Austria; World University Service – Austria; Universidad de Alicante – Spain; Voronezh State University – Russia; University of International Business and Economics – China; Instituto Tecnologico y de Estudios Superiores de Monterrey – Mexico; Birla Institute of Management Technology – India and Aston University – UK</td>
</tr>
</tbody>
</table>

The Monitoring Unit had 17 projects for which it was accountable and were implemented by various schools and centres. The unit is in the process of developing project tracking and reporting frameworks to ensure that projects are implemented according to approved proposals. The essence of monitoring is to ensure accountability and to provide the basis for evaluation and learning.

The PSC plays a critical role in providing broker services between researchers and funding agencies, promoting interdisciplinary research and knowledge management. The focus is on the science-policy-development interface providing ongoing technical, institutional and global analysis on key issues and translating them into demand-based projects.
GOVERNANCE

- Financial Statements
- Council
- Management
- Main Campus Map
Revenue & Expenditure Statement for the years ended 31 December 2013 and 2012

<table>
<thead>
<tr>
<th></th>
<th>2013 N$</th>
<th>% of Income (approx)</th>
<th>2012 N$</th>
<th>% of Income (approx)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subsidy</td>
<td>253 431 280</td>
<td>54</td>
<td>163 000 720</td>
<td>44</td>
</tr>
<tr>
<td>Tuition fees</td>
<td>161 253 623</td>
<td>34</td>
<td>147 762 854</td>
<td>40</td>
</tr>
<tr>
<td>Residence income</td>
<td>11 803 394</td>
<td>3</td>
<td>10 462 229</td>
<td>3</td>
</tr>
<tr>
<td>Other income</td>
<td>40 386 037</td>
<td>9</td>
<td>45 829 799</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>466 874 334</td>
<td></td>
<td>367 055 602</td>
<td></td>
</tr>
<tr>
<td><strong>EXPENDITURE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel &amp; related costs</td>
<td>382 803 351</td>
<td>71</td>
<td>348 428 791</td>
<td>72</td>
</tr>
<tr>
<td>Administrative &amp; other costs</td>
<td>115 556 471</td>
<td>21</td>
<td>99 615 459</td>
<td>21</td>
</tr>
<tr>
<td>Depreciation</td>
<td>41 834 300</td>
<td>8</td>
<td>35 370 793</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>540 194 122</td>
<td></td>
<td>483 415 043</td>
<td></td>
</tr>
<tr>
<td><strong>DEFICIT</strong></td>
<td>(73 319 788)</td>
<td>(16)</td>
<td>(116 359 441)</td>
<td>(33)</td>
</tr>
</tbody>
</table>

**Cost and Subsidy Analysis**

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsidy per student</td>
<td>20 020</td>
<td>12 572</td>
</tr>
<tr>
<td>Cost per student</td>
<td>42 673</td>
<td>37 286</td>
</tr>
<tr>
<td>Subsidy as % of total revenue</td>
<td>54.3</td>
<td>44.4</td>
</tr>
<tr>
<td>Tuition as % of total revenue</td>
<td>34.5</td>
<td>40.3</td>
</tr>
<tr>
<td>Student-to-faculty ratio</td>
<td>37.8</td>
<td>36.3</td>
</tr>
</tbody>
</table>

Average exchange rate for 2013: US$ 1.00 = N$ 10.30
2013 ANNUAL REPORT
Polytechnic of Namibia

Council

(09 August 2013 – 08 August 2016)

External Members

<table>
<thead>
<tr>
<th>Organisation / Constituency</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chamber of Mines in Namibia</td>
<td>Ms Meriam Kahitu*</td>
</tr>
<tr>
<td>Engineering Council of Namibia</td>
<td>Mr Erastus N. Ikela*</td>
</tr>
<tr>
<td>Women</td>
<td>Ms Katrina Liswani*</td>
</tr>
<tr>
<td>Namibia Agricultural Union</td>
<td>Dr Louis Burger*</td>
</tr>
<tr>
<td>Namibian Employers’ Federation</td>
<td>Ms Evelyn Breuer* (Appointed as Chairperson on 14.02.2014)</td>
</tr>
<tr>
<td>Namibia National Teachers Union</td>
<td>Ms Loide Shaanika*</td>
</tr>
<tr>
<td>Public Service Commission</td>
<td>Ms Florence Munyungano*</td>
</tr>
<tr>
<td>NCCI</td>
<td>Mr Silas-Kishi Shakumu (appointed on 31.10.2013) Appointed as Vice-Chairperson on 14.02.2014</td>
</tr>
<tr>
<td>City of Windhoek</td>
<td>Mr Josua Amukugo (appointed on 31.10.2013)</td>
</tr>
<tr>
<td>Council Appointment</td>
<td>Prof Brian de Lacy Figaji (appointed on 08.10.2013)</td>
</tr>
<tr>
<td>Council Appointment</td>
<td>Ms Rebecca Iyambo (appointed on 08.10.2013)</td>
</tr>
</tbody>
</table>

*re-appointment

Internal Members

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rector</td>
<td>Prof Tjama Tjivikua</td>
</tr>
<tr>
<td>Vice-Rector: Administration &amp; Finance</td>
<td>Dr Gert Günzel</td>
</tr>
<tr>
<td>Vice-Rector: Academic Affairs &amp; Research</td>
<td>Dr Andrew Niikondo</td>
</tr>
<tr>
<td>Senate Representative to Council</td>
<td>Mr Charl-Thom Bayer</td>
</tr>
<tr>
<td>Students’ Representative Council (SRC) President</td>
<td>Mr Sylas Mungoba (until December 2013) Mr Paulus Nakale (from January 2014)</td>
</tr>
<tr>
<td>Registrar (Secretary to Council)</td>
<td>Mr Corneels Jafta</td>
</tr>
</tbody>
</table>
# Management

<table>
<thead>
<tr>
<th>The Executive and Senior Management</th>
<th>Directors and Heads of Units and Centres</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rector</strong></td>
<td><strong>Rectorate Affairs</strong></td>
</tr>
<tr>
<td>Prof Tjama Tjivikua</td>
<td>Vacant</td>
</tr>
<tr>
<td><strong>Vice-Rector: Administration and Finance</strong></td>
<td><strong>Planning and International Relations</strong></td>
</tr>
<tr>
<td>Dr Gert Günzel</td>
<td>Ms Neavera Olivier</td>
</tr>
<tr>
<td><strong>Vice-Rector: Academic Affairs and Research</strong></td>
<td><strong>Quality Assurance</strong></td>
</tr>
<tr>
<td>Dr Andrew Niikondo</td>
<td>Ms Himeesora Kaimu</td>
</tr>
<tr>
<td><strong>Registrar</strong></td>
<td><strong>Bureau of Computer Services</strong></td>
</tr>
<tr>
<td>Mr Corneels Jaffa</td>
<td>Mr Laurent Evrard</td>
</tr>
<tr>
<td><strong>Deputy Registrar</strong></td>
<td><strong>Communications and Marketing</strong></td>
</tr>
<tr>
<td>Mr Gerard Vries</td>
<td>Mr Kaitira Kandjii</td>
</tr>
<tr>
<td><strong>Bursar</strong></td>
<td><strong>Centre of Teaching and Learning</strong></td>
</tr>
<tr>
<td>Ms Mamijoo O. Tjejamba</td>
<td>Dr Michael Tjivikua</td>
</tr>
<tr>
<td><strong>Deputy Bursar</strong></td>
<td><strong>Centre for Open and Lifelong Learning</strong></td>
</tr>
<tr>
<td>Ms Justine Shingenge</td>
<td>Dr Delvaline Möwes</td>
</tr>
<tr>
<td><strong>Dean of Students</strong></td>
<td><strong>Centre for Entrepreneurial Development</strong></td>
</tr>
<tr>
<td>Ms Frieda Shimbuli</td>
<td>Ms Margaret Bennett</td>
</tr>
<tr>
<td><strong>Chief Librarian</strong></td>
<td><strong>Centre for Cooperative Education</strong></td>
</tr>
<tr>
<td>Ms Judy Grobler</td>
<td>Mr Carva Pop</td>
</tr>
<tr>
<td><strong>Director: Human Resources</strong></td>
<td><strong>Renewable Energy and Energy Efficiency Institute</strong></td>
</tr>
<tr>
<td>Ms Riëtte Duvenhage</td>
<td>Dr Zivayi Chiguvare</td>
</tr>
<tr>
<td><strong>Deans of Schools</strong></td>
<td><strong>Namibian-German Centre for Logistics</strong></td>
</tr>
<tr>
<td><strong>Economics and Finance</strong></td>
<td>Mr Neville Mbai</td>
</tr>
<tr>
<td>Mr Kofi Boamah</td>
<td><strong>Namibia Business Innovation Centre</strong></td>
</tr>
<tr>
<td><strong>Management</strong></td>
<td>Ms Dorothea Westhofen-Kunz</td>
</tr>
<tr>
<td>Acting: Mr Kofi Boamah</td>
<td><strong>Projects Service Centre</strong></td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>Dr Anna Matros-Goreses</td>
</tr>
<tr>
<td>Dr Sarala Krishnamurthy</td>
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<tr>
<td><strong>Engineering</strong></td>
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<tr>
<td>Dr Samuel John</td>
<td></td>
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<tr>
<td><strong>Health and Applied Sciences</strong></td>
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<tr>
<td>Prof Sylvester Moyo</td>
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<td><strong>Information Technology</strong></td>
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<tr>
<td>Dr Jill Slay</td>
<td></td>
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<tr>
<td><strong>Natural Resources and Tourism</strong></td>
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<tr>
<td>Mr Lameck Mwewa</td>
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