NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

eLearning Policy



Department of Academic Development and Support (Teaching, Learning and Technology)

NUST ELEARNING POLICY

Policy Number	***17/P/6/COUN/ADS***	
Policy Custodian	*Director: Academic Development and Support*	
Contact Person and Contact Details	*Director: Academic Development and Support (ADS)* *+264 61 207 2779*	
Status	*Approved Policy*	
Legal Scrutiny	*Chief Legal Advisor*	
Date of Approval by Senate	*16 June 2025*	
Date of Approval by Council	*25 June 2025*	
Effective Date	*25 June 2025*	
Date of Review	*25 June 2029*	
Related Policies and Other Documents (Internal and External)	***External***	***Internal***
	• *NOLNet National Open and Distance Learning Policy 2016* • *Namibia Qualifications Authority Act (Act No. 9 of 1996)* • *Namibia Copyright and Neighbouring Rights Protection Act (Act No. 6 of 1994)* • *UNESCO's Sustainable Development Goals 2015 (SDGs)*	• *NUST Curriculum Framework (2019)* • *NUST Teaching, Learning and Assessment Framework (2022)* • *NUST OER Policy (2024)* • *NUST Programme Development and Review Policy (2020)* • *NUST Flexible Hybrid Learning Policy (2024)* • *NUST Quality Management Policy (2021)* • *NUST Intellectual Property Policy (2023)* • *NUST Quality Management Policy (2021)* • *NUST Quality Management Framework (2020)* • *NUST Strategic Plan (2021-2025)* • *Namibia University of Science and Technology Act (Act No. 7 of 2015)* • *Higher Education Act (Act No. 26 of 2003)*

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AUTHENTICATION

Vice-Chancellor's Signature: _____ Date: 25/06/2026

Registrar's Signature: _____ Date: 11/06/2026

University Seal:



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ABBREVIATIONS AND ACRONYMS

Abbreviation	Meaning
ADS-TLT	Academic Development and Support -Teaching, Learning, and Technology
TLA	Teaching, Learning, and Assessment
VLE	Virtual Learning Environment

Acronym	Meaning
NUST	Namibia University of Science and Technology

DEFINITIONS

Term	Definition
Blended Learning	Is a teaching approach that combines face-to-face classroom instruction with online learning, allowing students to engage with course content both in person and through digital platforms.
eLearning	A learning method using digital resources like text, audio, video, and simulations via electronic devices. It can be delivered online in real-time (synchronous) or at the learner's own pace (asynchronous) and may also be offered offline.
Hybrid learning	It is an instructional model that integrates in-person and online learning experiences, where some students attend class physically while others participate remotely at the same time. It provides flexibility and supports the continuity of learning regardless of location.
Technology enhanced learning (TEL)	The use of ICT to enrich education through access to digital content, instruction, and assessment. TEL includes platforms like LMS, Artificial Intelligence (AI), and Virtual Reality (VR), aiming to improve student engagement and learning through innovative methods.

1. PREAMBLE

The Namibia University of Science and Technology (NUST) recognises the vital role of Information and Communication Technologies (ICTs) in transforming teaching and learning for the 21st century. The COVID-19 pandemic underscored the need for resilient, flexible, and inclusive education systems beyond traditional models. As a premier technological university committed to innovation and national development, NUST embraces eLearning as a strategic approach to enhance access, equity, and academic excellence. This policy affirms the University's dedication to implementing effective online, blended, hybrid learning environments that support student success, align with the demands of the Fourth Industrial Revolution (4IR) and beyond, and contribute to achieving the Sustainable Development Goals (SDGs), ensuring that no student is left behind.

1.1 Purpose

This policy provides key guidance on the coordination of the appropriate development, efficient delivery, and quality use of eLearning to ensure effective technology innovation in teaching, learning, and assessment at NUST.

1.2 Background

NUST began its eLearning journey in 2004 with a small-scale project that has since evolved into a university-wide integration of ICT in teaching and learning. Following research by the Faculty of Computing and Informatics, various Virtual Learning Environments (VLEs) were piloted, including Moodle, KEWL, and Chisimba, with Moodle being re-adopted in 2012 as the official institutional Learning Management System (LMS) due to its reliability, adaptability, and strong global support. The COVID-19 pandemic further accelerated the need for resilient, technology-driven education systems, prompting NUST to strengthen its digital learning infrastructure. This policy is developed in a context where higher education must respond to global uncertainty and prepare graduates for the demands of the Fourth Industrial Revolution (4IR) and beyond. Therefore, the eLearning policy is strengthening the position of educational technology implementation to enhance teaching, learning, assessment, research, and community engagement goals in line with its 2021–2025 Strategic Plan.

1.3 Objectives

The general objective of this policy is to guide academic excellence through the effective use of digital platforms and the fostering of innovation in course delivery to support students in achieving their learning goals.

The specific objectives of this policy are to:

This policy enables NUST to:

1.3.1 Guide adherence to best practices in the development, delivery, management, implementation, and use of eLearning and educational technologies across the University.

1.3.2 Promote the effective, efficient, and innovative adoption and use of technology-enhanced teaching, learning, assessment, and research in support of the University's learning goals and graduate attributes.

1.3.3 Support continuous capacity development in digital and technological competencies required for teaching, learning, assessment, and the effective use of educational technologies.

1.3.4 Provide agile guidance and support to Faculties, Departments, Centres, and Units responsible for the management, implementation, and utilisation of eLearning and educational technologies.

1.3.5 Promote equitable access to quality university education through technology-enhanced learning, while fostering research, innovation, and development in educational technology.

1.3.6 Ensure quality assurance, regulatory compliance, and the monitoring and evaluation of eLearning management, implementation, and usage to enhance institutional effectiveness and continuous improvement.

2. SCOPE OF APPLICATION

The Policy is applicable to:

2.1 academics, non-academic staff, students, and external stakeholders involved in teaching, learning, and assessment at NUST.

2.2 all programmes and courses at the university.

3. POLICY STATEMENT

NUST recognises eLearning as a vital tool for enhancing the knowledge and development of both academic and students. In line with its 2021–2025 Strategic Plan, the University has adopted a hybrid/blended learning approach to ensure flexible, responsive, and inclusive education. This policy is promoting excellence in education and lifelong learning opportunities for all.

4. LEGAL FRAMEWORK

This policy must conform to the following legal and policy context:

4.1 Namibia University of Science and Technology Act (Act No. 7 of 2015)

4.2 Higher Education Act (Act No. 26 of 2003)

4.3 Namibia Copyright and Neighbouring Rights Protection Act (Act No. 6 of 1994)

4.4 NUST Strategic Plan (2021-2025)

4.5 UNESCO's Sustainable Development Goals (SDGs)

4.6 National Qualifications Framework (NQF) (No 125 of 2006)

4.7 National Council for Higher Education ACT 26 (2003)

4.8 Quality Assurance System for Higher Education in Namibia (2009)

4.9 National digital strategy for Namibia (2025)

5. PRINCIPLES GUIDING PRACTICES AT NUST

5.1. Diverse Learning Needs: Ensure that eLearning implementation meets and will continue fulfilling the needs of a diverse range of flexible and independent learning experiences.

5.2. Technology Innovation and Engagement: Research, explore, and exploit the range of technologies used in the area of eLearning to engage all stakeholders to achieve its strategic imperatives and directives.

5.3. Easy Access: Ensure that academics and students have easy access to eLearning platforms and eResources.

5.4. High Quality Standards: Ensure that eLearning deployment meets the high standards expected by all stakeholders, as prescribed by its Quality Assurance framework.

5.5. Capacity Development: Ensure that content developers and academics are empowered to innovate and apply their professional skills to support students' academic success.

5.6. Scholarship of Teaching: Promote action research, and the adoption of innovative and digital pedagogies to address the evolving learning needs of a diverse student population, including those with special needs.

5.7. Platform Monitoring and Evaluation: Regularly monitor and evaluate the eLearning platform to ensure its adaptability, effectiveness, and responsiveness to emerging challenges and opportunities.

5.8. Sustainable Resource Provision: Provide the necessary human, technical, financial, and infrastructural resources to ensure the effective implementation and long-term sustainability of eLearning.

6. POLICY CONTEXT

The policy aims to enhance the quality of eLearning at NUST by effectively using technology to meet students' needs, providing robust support services, and ensuring a resilient digital learning ecosystem. It promotes excellence in both on campus and off-campus learning, equal access for all students, and the integration of eLearning with the University's digital transformation efforts to improve enrolment, retention, and cost-efficiency through automation and system integration.

7. STRUCTURES GOVERNING THE POLICY

The office of the Deputy Vice-Chancellor: Teaching, Learning, and Technology (DVC-TLT) will oversee the development, implementation, and review of the eLearning Policy.

8. IMPLEMENTATION

The implementation of this policy will follow the University's established procedures, incorporating specific roles and responsibilities as outlined below.

8.1 Roles and Responsibilities

8.1.1 Council: The NUST Council is responsible for the final approval of this policy.

8.1.2 Deputy Vice-Chancellor: Teaching, Learning, and Technology (DVC-TLT): is the coordinating SENEX member of the eLearning Policy.

8.1.3 The Academic Development and Support in Teaching Learning and Technology (ADS-TLT) is responsible for the development, promotion, and review of the policy. It is also responsible for managing the eLearning platform and capacitating the implementers, in this case, the academic staff involved in teaching, learning, and assessment.

8.1.4 The Department of Digital Transformation and Business Services (DTBS) is responsible to provide the infrastructure hosting the eLearning ecosystem and its maintenance.

8.1.5 Faculties are responsible for the implementation of the policy, including its monitoring and internal evaluation.

8.1.6 The Department Academic and Administrative Student Support are responsible for supporting students with the challenges related to eLearning.

8.1.7 NUST Library is responsible for providing additional resources accessible through the library website or links provided within the eLearning courses.

8.2 Support and Advice

The Academic Development and Support -Teaching Learning and Technology (ADS-TLT) is the primary contact point for support and advice to both internal and external stakeholders on the implementation of this policy.

8.3 Communication

The standard policy communication strategy of NUST will be employed in the notification of this policy, via different platforms made available by the university. This policy is accessible via the NUST portal. Once Council approval of this policy is obtained, the Office of the Registrar will authenticate and publish the policy and issue a joint circular with the Office of the DVC: TLT about its approval to the NUST community.

The Department of Academic Development and Support will provide awareness-raising workshops with the Faculties and Academic Departments responsible for implementing and communicating the policy to their students and staff members.

9. COMMENTS

Any staff member or student at NUST may submit comments or questions with respect to the implementation of this policy to ADS-TLT. Stakeholders may submit any proposal for the improvement of this policy to ADS-TLT. Any major amendment to this policy, which implies substantial changes to its objectives, is subject to the approval of the Council and Senate.

10. REVIEW

This Policy is reviewed at least every five years from its effective date, with the review commencing in the fourth year of implementation so that a revised version can be approved by the fifth year. The Policy may be reviewed earlier if a need is identified.



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