NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

EMPLOYABILITY POLICY



EMPLOYABILITY POLICY

Policy Number	*17/P/12/COUN/ADS*	
Coordinating SENEX Member	*Deputy Vice-Chancellor: Teaching, Learning and Technology (DVC-TLT)*	
Policy Custodian	*Director: Academic Development and Support (ADS)*	
Contact Person and Contact Details	*Director: ADS* *+264612072779*	
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	Namibia Qualifications Authority Act (Act No. 9 of 1996) *Higher Education Act (Act No. 26 of 2003)* *Namibia Copyright and Neighbouring Rights Protection (Act No. 6 of 1994)* *Vocational Education and Training Act (Act No.1 of 2008)* *Draft Namibia National Work-Integrated Learning Policy Framework (2024)* *Namibia Affirmative Action (Employment Act, 1998)*	*Namibia University of Science and Technology Act (Act No. 7 of 2015)* *Statutes, Rules, and Regulations, 2016* *Cooperative Education Policy* *Cooperative Education Procedures and Guidelines* *NUST Curriculum Framework, 2019* *Quality Management Policy, 2019* *Teaching, Learning and Assessment Framework, 2017* *NUST OER Policy, 2024* *NUST eLearning Policy, 2009* *Policy on Policy Development and Review, 2024* Guidelines for Reviewing and Developing Policies, 2024 *Policy on the Delivery of Industry Credentialed Courses and Qualifications* *Programme Development and Review Policy* *Quality Management Policy, 2019*

AUTHENTICATION

Vice-Chancellor's Signature: _____ Date: 25/11/2024

Registrar's Signature: _____ Date: 20/11/2024

University Seal:

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ABBREVIATIONS AND ACRONYMS

Abbreviations	Meaning
4IR	Fourth Industrial Revolution
ADS-TLT	Academic Development and Support - Teaching Learning and Technology
CE	Cooperative Education
DVC-TLT	Deputy Vice-Chancellor – Teaching, Learning and Technology
NDP5	National Development Plan Five
QA	Quality Assurance
SDGs	Sustainable Development Goals

Acronyms	Meaning
NUST	Namibia University of Science and Technology
WIL	Work Integrated Learning

DEFINITIONS

Term	Definition
Employability	The skills and abilities that allow NUST graduates to create or obtain and retain employment for their personal and the country's economic benefit.
Graduate Attributes	The qualities, skills, and levels of understanding that students should develop during their time with the Institution. These attributes go beyond the disciplinary expertise or technical knowledge that traditionally form the core of most university courses.
Innovation	Ability to create new ideas, improve processes, add value, introduce new techniques, or establish successful ways of doing things.
Entrepreneurship	The skills/attributes that a NUST graduate should possess to be able to establish, develop and manage a business.
Stakeholders	NUST staff and students, industry or statutory bodies that perform an active role in the university.
Work Integrated Learning	A structured form of work in a learning programme that focuses on the application of theory in the context of an authentic or simulated setting.

1. PREAMBLE

This policy guides the Namibia University of Science and Technology (NUST) to produce graduates with employability skills that enable them to create their own employment through innovation, become adaptive to the ever-changing world of employment, or obtain and retain employment.

1.1 Purpose

This policy aims to enable the university to integrate and implement effective employability initiatives in teaching, learning, assessment, research, and technology innovation. It will equip students with the required technical and transferable skills to increase their chances of obtaining and retaining employment and/or creating employment.

It enables graduates to develop 21st-century skills, ensure that the university's programmes are relevant to industry demands, and foster the employability of graduates. It supports lifelong learning, innovation and entrepreneurship and enables students to achieve lasting career success.

1.2 Background

As a higher education institution, the university is expected to contribute to the effective accumulation of requisite skills and a demand-driven education system that is responsive to the economic transformation agenda of the country. Through this policy, the university commits itself to provide opportunities for students to enhance their employability by offering responsive curricula that will aid in producing highly skilled graduates in strategic growth areas and support the Sustainable Development Goals (SDGs).

1.3 Objectives

The objectives of the Employability Policy are to guide the university to:

1.3.1 Ensure that graduate attributes are incorporated into the curriculum.

1.3.2 Produce graduates with the attributes required to succeed in the 21st Century and fulfil the demands of the Fourth Industrial Revolution (4IR) and beyond.

1.3.3 Improve Work Integrated Learning (WIL) initiatives to promote and support the achievement of work readiness and graduate employability.

1.3.4 Strengthen local and international partnerships to promote its reputation through its graduates.

1.3.5 Facilitate graduate employment initiatives to ensure graduates are highly employable regionally, nationally, and internationally.

1.3.6 Promote enterprise base learning, apprenticeship in all programmes including professional degrees up to Doctorate level.

2. SCOPE OF APPLICATION

This policy applies to the academic and non-academic staff.

3. POLICY STATEMENT

The university strives to improve graduate employability through continuously exploring ways to align curricular with labour market needs. This Employability Policy aids the university to embed employability skills in academic programmes, inculcate an employability culture amongst staff and students to support innovation and entrepreneurship. Furthermore, it provides a platform for students to engage early in their course of study with employability prospects.

4. LEGAL FRAMEWORK

This policy is guided by the following legislation:

- Cooperative Education Policy
- Cooperative Education Procedures and Guidelines
- Curriculum Framework, 2019
- Draft Namibia National Work-Integrated Learning Policy Framework, 2024
- Policy on Policy Development and Review, 2024
- Guidelines for Reviewing and Developing Policies, 2024
- NUST eLearning Policy, 2017
- Harambee Prosperity Plan II
- Higher Education Act (Act No. 26 of 2003)
- Namibia Affirmative Action (Employment Act, 1998)
- Namibia Copyright and Neighbouring Rights Protection (Act No. 6 of 1994)
- Namibia Qualifications Authority Act (Act No. 9 of 1996)
- Namibia University of Science and Technology Act (Act No. 7 of 2015)
- Namibia Vision 2030
- National Development Plan Five (NDP5)
- National Human Resources Plan 2010-2025

- NUST Quality Management Policy, 2019
- NUST Statutes, Rules, and Regulations, 2016
- Policy on the Delivery of Industry Credentialed Courses and Qualifications
- Policy Writing Framework and Guidelines
- Programme Development and Review Policy
- Quality Management Policy
- Teaching, Learning and Assessment Framework
- Vocational Education and Training Act (Act No.1 of 2008)
- NUST Teaching, Learning and Assessment Framework

5. PRINCIPLES GUIDING EMPLOYABILITY PRACTICES AT NUST

NUST's employability practices are guided by the following principles:

5.1 Employability integration: Integrate employability initiatives into all the university's programmes and are aligned with the strategies of both individual faculties and that of the university.

5.2 Shared responsibility: Students and staff work together to execute, review, and evaluate the policy to ensure its goals are achieved.

5.3 Inclusivity: To ensure students' employability needs and interests are met, provide equal access to opportunities and resources for all students.

5.4 Holistic student experience: The policy implementation plan incorporates academic learning experiences and aspects of student life.

5.5 Diversification: Create a flexible student-centred plan of action to accommodate varying individual students' employability needs.

5.6 Stakeholder engagement: Engage stakeholders and ensure their needs are incorporated into the university's employability practices.

5.7 Responsive to change: Adapt to changing industry demands and those of the global context.

5.8 Articulate the alignment between the employability components within NUST apprenticeship programmes, industry credential courses, Professional Doctorate degrees and work-integrated learning programmes.

5.9 Provide a comprehensive pathway to employability to help students identify job market opportunities, develop essential competencies, and secure meaningful employment.

6. POLICY CONTEXT

The supply of human resources must be relevant to the country's needs as delineated in key national policy directives such as Namibia Vision 2030, the Harambee Prosperity Plan II, National Human Resources Plan 2010-2025 and the National Development Plan Five (NDP5). The NUST Employability Policy builds on these national development documents' directives/strategic imperatives. In particular, NDP5 addresses the issue of graduate employability in alignment with the Triple Helix model of university-industry-government

partnership. As prescribed in the NUST Curriculum Framework, this policy also supports the inculcation of critical employability attributes that graduates must be equipped with when entering the job market.

7. STRUCTURES GOVERNING THE POLICY

The office of the Deputy Vice-Chancellor: Teaching, Learning, and Technology will oversee the development, implementation, and review of the Employability Policy.

8. IMPLEMENTATION

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 NUST Employability Policy.

8.1.3 ADS-Cooperative Education (CE) is responsible for overseeing the implementation, monitoring, evaluation, and review of the policy in collaboration with faculties and all stakeholders, as described in further detail in the Employability Procedures and Guidelines.

8.2 Support and Advice

ADS-CE is the primary contact point for support and advice related to the policy.

8.3 Communication

This policy is accessible via the NUST staff intranet.

9. COMMENTS

Stakeholders may submit any proposal for the improvement of this policy to the ADS-CE. Any major amendment to this policy, where it implies substantial changes to its objectives, is subject to the approval of the Council.

10. REVIEW

This policy shall be subject to review every five (5) years or as directed by the Council.

PROCEDURES AND GUIDELINES

EMPLOYABILITY POLICY PROCEDURES AND GUIDELINES

Approval Authority	*Deputy Vice-Chancellor: Teaching, Learning and Technology*
Procedures/Guidelines Custodian	*Director: Academic Development and Support*
Status	*Approved*
Date Procedures/Guidelines Approved and Take Effect	*27 June 2028*
Date Scheduled for Review	*Every Five Years: June 2029*
Contact Person(s) and Contact Details	*Director: Academic Development and Support* *+264 61 2072779*

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ABBREVIATION AND ACRONYMS

Abbreviations	Meaning
ADS-TLT	Academic Development and Support-Teaching Learning and Technology
ADS-CE	Academic Development and Support-Cooperative Education
HEIs	Higher Education Institutions
KPIs	Key Performance Indicators
ADS-PDQA	Academic Development and Support-Programme Development and Quality Assurance

Acronyms	Meaning
NUST	Namibia University of Science and Technology
WIL	Work Integrated Learning

DEFINITIONS

Term	Definition
Employability	The skills and abilities that allow NUST graduates to create or obtain and retain employment for their personal and the country's economic benefit.
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Innovation	Ability to create new ideas, improve processes, add value, introduce new techniques, or establish successful ways of doing things.
Entrepreneurship	The skills/attributes that a NUST graduate should possess to be able to establish, develop and manage a business.
Stakeholders	NUST staff and students, industry or statutory bodies that perform an active role in the university.
Work Integrated Learning	A structured form of work in a learning programme that focuses on the application of theory in the context of an authentic or simulated setting.

1. INTRODUCTION

These procedures and guidelines are aligned with the Namibia University of Science and Technology (NUST) Employability Policy and intend to guide stakeholders in supporting and enhancing students' employability. They are developed in line with NUST's strategic objectives to produce employable graduates. The document outlines the purpose, scope of application, procedures and guidelines, and roles and responsibilities for implementation of the policy. Annexures, which provide additional information, are appended to this guidelines document.

2. PURPOSE

The main purpose of these procedures and guidelines is to provide support and guidance to the University stakeholders on their role in ensuring that NUST graduates are adequately prepared to deal with the challenges in the changing work environment. It supports lifelong learning, innovation and entrepreneurship and enables students to achieve career success. The procedures and guidelines enable graduates to develop 21st-century skills, ensure NUST programmes are relevant to industry demands, and foster the employability of graduates.

3. SCOPE OF APPLICATION

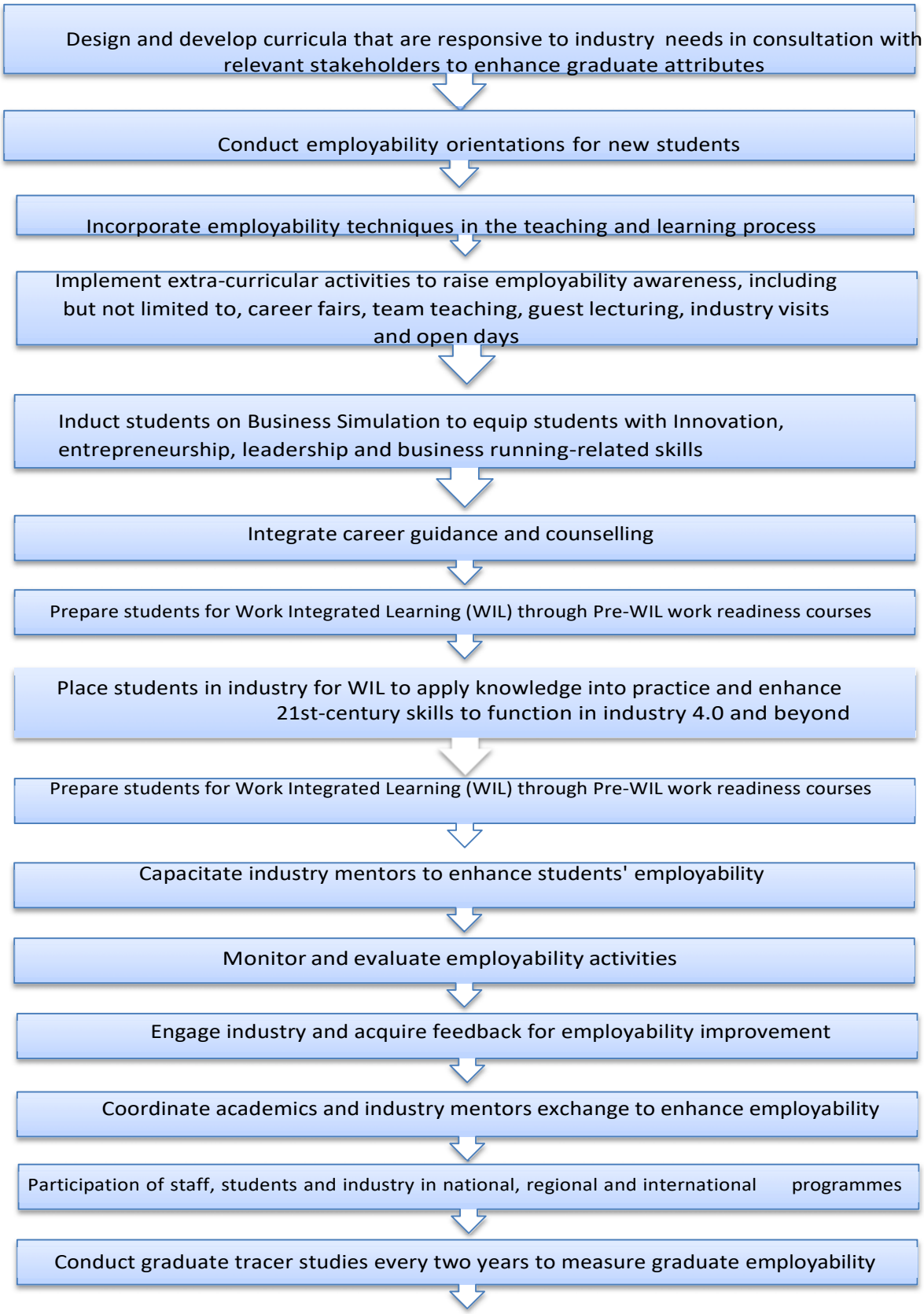
These procedures and guidelines apply to all the University's academic and administrative departments/support/units/ centres/institutes, including student affairs.

4. PROCEDURES/GUIDELINES

Figure 1 shows the steps that guide the University to impart employability competencies and skills to students.

Figure 1.

Steps to Impart Employability Competencies and Skills to Students



The University has introduced strategies to guide the incorporation of employability in teaching and learning. ANNEXURE A provides details on the University's Employability Guidelines.

5. ROLES AND RESPONSIBILITIES

5.1 Deputy Vice-Chancellor: Teaching, Learning and Technology

5.1.1 Oversees the Employability Policy's development, implementation, amendment, and review.

5.1.2 Reports to EXCO about progress on the Key Performance Indicators (KPIs) as reflected in ANNEXURE B.

5.2 Director: ADS

5.2.1 Is responsible for the implementation of the Employability Policy across the University.

5.2.2 Reports to the DVC-TLT about progress in imparting students' employability skills.

5.2.3 Establishes a monitoring and evaluation mechanism that will facilitate regular review and progress towards achieving Employability Guidelines and the KPIs.

5.2.4 Facilitates continuous stakeholders' feedback to improve the implementation and review processes.

5.2.5 Liaises with ADS-CE to develop employability implementation plans that cover the KPIs.

5.3 ADS-Cooperative Education

5.3.1 Improves the WIL programme to enhance and support the achievement of work readiness and graduate employability.

5.3.2 Empowers WIL Coordinators and industry mentors to develop and support students during industry attachment.

5.3.3 Prepares students for work placements through taught modules, co-curricular activities, and mentoring programmes.

5.3.4 Capitalises on local, regional and international partnerships to promote the reputation of NUST and its graduates' employability.

5.3.5 Integrates employability into NUST Open Days and Orientation Week presentations.

5.3.6 Includes employability in academic staff inductions in collaboration with ADS-TLT.

5.4 Student Services

5.5 Coordinate career fairs, innovation, and entrepreneurial activities in

collaboration with industry to develop a shared understanding of employability.

5.6 Faculty

5.6.1 Includes graduate attributes in all programmes of study in consultation with stakeholders (ADS-PDQA, ADS-CE, industry, and students).

5.6.2 Adopts assessment methods requiring employability skills in all programmes.

5.6.3 Promotes an employability culture throughout NUST to support innovation and entrepreneurship.

5.6.4 Provides a platform for students to engage early in their course of study with employability prospects.

5.6.5 Provides ongoing employability support to students performing below industry expectations during WIL.

5.6.6 Uses the Employability Guidelines (see ANNEXURE A) to measure progress in integrating employability attributes in their programme offerings and submit progress reports to ADS: Director.

5.6.7 Develop employability implementation plans that cover the KPIs (see Appendix B).

5.6.8 Monitors progress on the KPIs on an ongoing basis and submits progress reports to ADS: Director.

5.6.9 Participate in academic-industry exchange programmes to stay abreast with current and emerging trends in the field of specialisation.

5.7 Students

5.7.1 Engage proactively in their study programmes seeking to develop as individuals in their areas of interest to be empowered to perform effectively in the workplace.

5.7.2 Participate in leadership and career development programmes to enhance their employability skills.

5.7.3 Participate in national, regional, and international exchange programmes and opportunities to adapt to the needs of the 21st century workplace.

5.8 Industry

5.8.1 Collaborate with Faculty to benchmark employability outcomes and realign curricula to key employability strategy objectives.

5.8.2 Participate in employability initiatives to create awareness about workplace expectations for students.

5.8.3 Participate in curriculum review engagements to support and

improve graduate employability.

5.8.4 Provide opportunities for students to undertake WIL.

6. REVIEW

These procedures/guidelines are reviewed every five years and amended from the implementation date or as required by the Council.

ANNEXURE A: NUST Employability Guidelines

Employability Guideline	Sources of Evidence
Creative and Innovative Problem-Problem-solving skills Curriculars are designed to support the problem-solving skills and creativity required in the industry.	• Learning outcomes (curriculum document and course outlines) • Curriculum Framework document • Curriculum document • Teaching and learning policy/strategy Course outlines • Student work samples • Assessment strategies/policy • Examiners/Moderators' reports
Teamwork Work independently and in teams to manage their own learning and work and take responsibility for self while contributing to teams.	• Teaching and Learning Policy • Course outlines • Learning activities (e.g., group work, peer assessments, collaborations, discussion forums, inter alia) • Sample student work (e.g., group work outputs, group projects, inter alia) • Evidence of use of technology (e.g., log files, group work reports as digital outputs, etc.)
Communication Skills Demonstrate proficiency in verbal and written communication, using a range of media.	• Diversified learning activities and work- integrated assessment strategies used • Course outline or map and assignment samples • Self-assessment portfolios based on a communication skills inventory triangulated with interviews • Use of Learning Management Systems (LMS) to assess level of interaction (or tracking learning metrics in LMS with focus on level attained in communication skills' development) • Continuous liaison with industry for employability focused, technology-based assessments/tasks

Self-management Skills Learning experiences promote students' ability to work autonomously, take initiative (be proactive) and be self-directed in undertaking tasks.	• Case studies, mini-projects • Training documents • Content in the programmes of study, hours/credits of learning allocated • Self-evaluation tools (Wellness wheel), skills audit documents, psycho-social student support services • Self-managed e-Portfolios • Data on the use of and interaction on social media platforms
Entrepreneurship Skills Demonstrate entrepreneurial, innovative and professional skills to recognise opportunities and transform them into ideas for enterprises.	• Involvement of professionals and employees in programme design, development and review work placement initiatives • Reports by students and records following placements • Project-based assignments • Trade fairs • Industry visits • Teaching and learning policies • Visiting guests' exposure • Assessment/evaluation of stalls during career fairs
Technology Skills Students utilise ICT tools in a way that contributes to the effective and efficient execution of tasks.	• Agreements with national providers in place; purchase licences or further development and customisation of open-source software equivalents • Field reports about WIL and internship exposure (portfolios of evidence) • Site visits to assess fitness of purpose • Evidence of bringing your own device (BYOD) with support and subsidy from the University to ensure that the cost of operating in such an environment is not passed on to students • Policies in place at the level of the University to assess attainment of minimum computer skills (e.g., general education course on introduction to computers)
Creative Networking Skills WIL experiences provide a conducive environment to build and sustain networking, to enhance professional relationships and career opportunities.	• Curriculum documents • Learning outcomes • Learning activities (e.g., attachments) • Evidence of engagement • Evidence of dialogue between institutions and industry – stakeholder engagement reports, minutes of continuous industry engagement • Assess actual network engagements and evidence of collaboration with external stakeholders such as business forums. • Assess the use and interaction on social platforms (e.g., LinkedIn, Twitter, Facebook, etc.). • Assess portfolios or reports demonstrating interaction with regard to real industry problems and community engagement.

Integrated Career Guidance and Counselling The University provides holistic career guidance to students.	• Availability and use of Career Guidance and Counselling Centre or mechanism • Career handbooks • Existence of a virtual Career Guidance Office with current and updated data on career opportunities • Information on how to access institutional websites • Records of career awareness days • Invitation letters • Open Days • Career counselling by alumni and other visiting guests from the industry/profession
Graduate Attributes University education prepares students for the skills needed to profile themselves positively to potential employers.	• Samples of students' written work • Samples of e-portfolios reflecting skills gained from orientation up to graduation • Results of interviews conducted with students from the University • Reports on graduates from employers • Tracer study results • Students' initiative in showcasing their personal CVs on recruiter's platform
Internationalisation The University has a systematic strategy for creating social awareness, multicultural tolerance, openness and inclusivity as core values in students.	• Programme document • Student/staff exchange programmes • Access to e-information and collaboration reports • Cultural exchange/enrichment initiatives • Extra-mural activities to enhance intercultural skills • Multicultural and diversity guides • Community engagement assignments

ANNEXURE B: Key Performance Indicators, Employability

	KPIs	NUST Employability Strategy Objectives
Externally defined measures	KPI 1: Employment measures a) Employment at graduation b) Employers satisfaction surveys	Inculcate employability culture
	KPI 2: Projects are undertaken between departments and the NUST innovation centre KPI 3: Number of innovations from NUST graduates commercialised	Promote innovation and entrepreneurship
Internally defined measures	KPI 4: Increase in the number of students with established career goals	Embed employability in all programmes
	KPI 5: Revised curricula with employability competencies include in learning outcomes	
	KPI 6: Student satisfaction a) Tracer study of alumni b) End-of-semester evaluation feedback	
	KPI 7: Employability activities a) Number of students engaged in employability activities b) Partnership agreements with employers signed	Enhance placement-based learning activities

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NAMIBIA UNIVERSITY
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EMPLOYABILITY POLICY GUIDELINES

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