NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

Teaching, Learning and Assessment Policy



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

TEACHING, LEARNING AND ASSESSMENT POLICY

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ABBREVIATIONS AND ACRONYMS

Abbreviation	Meaning
ADS-TLT	Academic Development and Support -Teaching, Learning, and Technology
AI	Artificial Intelligence
TLA	Teaching, Learning, and Assessment

Acronym	Meaning
NUST	Namibia University of Science and Technology

DEFINITIONS

Term	Definition
Assessment	Assessment is the systematic collection, review and use of information about learners' progress and achievement in order to improve teaching and learning. It helps determine whether the learning outcomes have been met and informs future teaching strategies. It includes formative and summative assessment.
Constructive Alignment	It is an integrated system representing consistency between desired learning outcomes, teaching methods, learning processes, and assessment tasks/criteria.
Deep Learning	It is the process where students deepen the acquired knowledge and skills through critical, creative, innovative thinking and problem-solving skills in a real-life context.
Facilitate Learning	The process of guiding learning activities involves the academics playing the role of a coach or guide.
Formative Assessment	An assessment that primarily takes place during the process of learning and leads to students' holistic development.
Learning Styles	They are Individual preferences in how students learn based on their abilities and capabilities. Assessment and teaching should accommodate diverse learning styles.
Lifelong learning	It is the process of continuous learning that is consistent in addressing new trends and developments. It involves the process of learning, unlearning, and relearning due to an ever-evolving world.
Scholarship of teaching	It is a process of researching matters related to teaching, learning, and assessment in a specific discipline with the goal of improving education outcomes.
Summative Assessment	Assessment conducted at the end of sections of learning, at the end of a whole learning programme, or at any point in the learning programme, to evaluate learning related to a particular qualification, part-qualification, or professional designation.

1. PREAMBLE

The Namibia University of Science and Technology (NUST) established in 2015 is committed to learner-centred, open, and inclusive education in teaching excellence, learning, and assessment. This policy is informed by learning theories, research, and the principles of academic integrity, accessibility, and innovation.

In response to global shifts, digital transformation, and the impact of the Fourth Industrial Revolution including artificial intelligence NUST embraces technology-enhanced, blended, hybrid and online learning. Teaching approaches promote collaboration, interdisciplinary, and diverse delivery modes to meet the needs of a dynamic and diverse student body.

This policy supports high academic standards and student success, preparing graduates for participation in a constructive and complex, changing world.

1.1 Purpose

The purpose of this policy is to provide direction for the development and implementation of all teaching, learning, and assessment (TLA) initiatives, aligning with high academic standards and the University's commitment to excellence. The policy seeks to establish a framework for TLA practices that promote inclusivity, equity, and diversity among the student population to ensure a supportive and fair learning environment for all.

1.2 Background

NUST has a reputation for academic excellence and remains committed to advancing effective TLA across all programmes. The University has continually invested in strengthening its academic practices to promote quality and relevance in higher education.

To enhance teaching quality, NUST adopted the TLA Framework, which guides instructional models, strategies, methods, and techniques. The framework sets expectations for academic staff to implement innovative, inclusive, and effective teaching practices that foster and support active student engagement and graduate employability.

In support of quality learning, the framework promotes learner-centred approaches that empower students to take ownership of their learning process. It encourages the creation of inclusive and flexible learning environments that accommodate diverse learning needs, enhance knowledge construction, and the required competencies to respond to industry needs.

Assessment at NUST plays a central role in the teaching and learning processes by evaluating students' understanding, guiding their academic progress, and preparing graduates for the real-world application of knowledge. Initially centred only on traditional methods, assessment practices have evolved to incorporate digital tools, diverse formats, and continuous feedback mechanisms.

The NUST strategic plan (2021–2025) is aligned with 21st-century requirements and leverages its digital transformation agenda to align with the 4IR and beyond. Therefore, this policy aims to consolidate and integrate the TLA practices to ensure consistent quality, relevance, and inclusiveness across the institution.

1.3 Objectives

The objectives of this policy are to:

1.3.1. Guide decision-making on Teaching, Learning and Assessment (TLA) in alignment with the University's vision, mission, strategic directives, and evidence-based educational practices that promote academic excellence.

1.3.2. Support student success by enhancing learning performance, improving retention and throughput rates, and ensuring accessible, inclusive, and relevant learning opportunities.

1.3.3. Promote transformative, innovative, and technology-driven TLA practices that foster a conducive learning environment and improve the quality of teaching and learning across all programmes.

1.3.4. Provide guidance for the implementation of TLA practices, including the application of well-researched learning dimensions, instructional frameworks, and clear formative and summative assessment requirements.

1.3.5. Advance the professionalisation of academics in their teaching role and promote a culture of scholarship in teaching, learning, and assessment.

1.3.6. Strengthen institutional capacity to address TLA challenges through monitoring, evaluation, quality assurance mechanisms, and the upholding of academic integrity and standards.

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

This policy is required to ensure that NUST upholds academic standards and accountability in the TLA practices. It provides a structured framework to promote teaching excellence, support student learning, and guide effective, value-driven assessment practices. Grounded in the philosophy that all individuals have the right and potential to learn and succeed, the policy aligns with the University's strategic objectives to foster excellence in TLA. In addition, it supports the development of inclusive, innovative educational environments that unlock human potential.

4. LEGAL FRAMEWORK

This policy is undermined by the following legal context:

- Namibia University of Science and Technology Act (Act No. 7 of 2015)
- Higher Education Act (Act No. 26 of 2003)
- Namibia Copyright and Neighbouring Rights Protection Act (Act No. 6 of 1994)
- NUST Strategic Plan (2021-2025)
- UNESCO's Sustainable Development Goals (SDGs)
- National Qualifications Framework (NQF) (No 125 of 2006)
- National Council for Higher Education ACT 26 (2003)
- Quality Assurance System for Higher Education in Namibia (2009)
- National digital strategy for Namibia (2025)
- National Human Resources Plan 2010-2025

5. PRINCIPLES GUIDING PRACTICES AT NUST

Through this policy, NUST will ensure that practices are guided by the following principles:

5.1 General TLA Principles

These general principles apply to teaching, learning and assessment components.

5.1.1 Constructive Alignment

Teaching, learning outcomes, content, graduate attributes, and assessments must be constructively aligned within all courses in all programmes to ensure the coherence and effectiveness of the intended, implemented, and attained curriculum.

5.1.2 Inclusivity and Responsiveness

TLA practices must be inclusive, adaptive, personalised, and responsive to the diverse backgrounds, needs, and learning styles of students, as well as the demands of the discipline, society, and industry.

5.1.3 Student-Centred and Active Learning

Educational approaches must promote student-centred, active, and deep learning to foster critical engagement through innovative assessment, including self-evaluation, meaningful knowledge construction, and application.

5.1.4 Lifelong Learning

Promote lifelong learning by embedding transferable skills and competencies and continuous personal growth to prepare academics and students for evolving societal and labour market needs.

5.1.5 Academic Freedom

Academic freedom must be upheld to support the academic growth of faculty and students in line with institutional policies and strategic goals.

5.1.6 Quality Assurance

Robust quality assurance processes must be implemented and maintained to ensure the integrity, relevance, and support a culture of continuous improvement of teaching, learning, and assessment.

5.1.7 Innovation and Technology-Enhanced Learning

TLA must be supported by appropriate and innovative pedagogies that facilitate learning and instructional activities through the integration of technological platforms e.g. LMS, virtual labs, simulations) to enhance access, engagement, and real-world problem-solving skills.

5.1.8 Entrepreneurship

TLA approaches should engage students to cultivate entrepreneurial competencies by fostering creativity, innovation, initiative, and problem-solving skills for value creation.

5.1.9 Academic Excellence and Relevance

Promote a culture of high academic standards, evidence-based, and aligned with global academic and industry expectation.

5.1.10 Work-Integrated and Experiential Learning

Integrate real-world applications through internships into the curriculum to enhance employability and innovation opportunities in partnership with industries.

5.1.11 Academic Integrity and Ethics

Uphold the highest standards of honesty, fairness, and responsibility in teaching, learning, and assessment to reinforce academic honesty.

5.2 Teaching Principles

These principles apply to teaching components only.

5.2.1 Reflective and Evidence-Informed Practice

Teaching must be informed by continuous reflection, evaluation, and the incorporation of peer and student feedback to enhance instructional quality and effectiveness.

5.2.2 Continuous Professional Development

Support continuous professional growth of academic staff through training, mentorship, and scholarly activities and recognition of excellence in teaching.

5.2.3 Psychologically Safe Learning Environment

Teaching must occur in a supportive and inclusive environment that ensures the psychological safety and well-being of all students.

5.2.4 Research-Informed Teaching

Teaching must be grounded in and appropriately linked to current and relevant subject-specific research to promote academic depth, critical inquiry, and disciplinary relevance.

5.2.5 Stimulating and Challenging Experiences

Academics must ensure that learning experiences are stimulating, challenging, and relevant to support the achievement of defined learning goals.

5.2.6 Inclusive Learning Design

Learning activities must be designed to meet the diverse needs of all students, incorporating inclusive strategies that support participation and engagement, including those students at risk.

5.3 Learning Principles

These principles apply to learning component only.

5.3.1 Equity and Empowerment

All students should use the given opportunities to succeed and be empowered to fulfill their academic, personal potential, and goals.

5.3.2 Learning Ownership

Students must take ownership of their learning by setting goals, making informed choices, engaging in self-directed learning, and reflecting on their progress to achieve academic and personal growth.

5.3.3 Development of Learning Skills

Students must develop effective study habits, critical thinking, and lifelong learning skills essential for academic and career success.

5.3.4 Varied Learning Methods

Students must participate actively in learning activities that promote engagement, collaboration, and the practical application of knowledge to achieve the learning goals.

5.3.5 Competency and Progression Focus

Students should use the learning experiences to develop knowledge, skills, behaviours, and competencies aligned to industry and societal needs, keeping a progressive approach to learning.

5.4 Assessment Principles

5.4.1 Clarifying Purpose, Standards, and Expectations

Assessment must clearly communicate the purpose, expectations, and clarify what constitutes good performance by providing clear goals, criteria, and performance standards to guide student efforts.

5.4.2 Learning-Oriented Assessment

Assessment must align with, support, and promote effective student learning, through practices that constructively influence how and what students learn.

5.4.3 Fair and Objective Evaluation

Assessment decisions must be valid, reliable, fair, and feasible, ensuring objectivity and consistency in marking wherever possible.

5.4.4 Academic Integrity and Ethical Practice

Assessment integrity must be safeguarded through measures that prevent and address plagiarism, cheating, and unethical use of AI.

5.4.5 Authentic Assessment Design

Authentic assessment tasks must focus on real-world skills and contexts, reducing opportunities for academic dishonesty and enhancing learning relevance.

5.4.6 Use of Oral Assessment

Oral assessments must be recognised as authentic, secure, and flexible methods that complement written and digital assessment formats.

5.4.7 Embedded Formative Feedback

Timely, learning-centred formative assessment and feedback must be embedded in teaching to help students identify gaps and refine learning strategies.

6. POLICY CONTEXT

This policy aligns with all relevant NUST policies, which commit to ensuring that the implemented teaching, learning, and assessment modalities are of high quality and appealing to all students, including those with special needs. The policy is within a higher education setting and enables NUST to position its teaching, learning, and assessment modalities to meet Sustainable Development Goal 4 and the requirements of the 21st century.

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 TLA 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 Teaching, Learning, and Assessment Policy.

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

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

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 Senate 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.

To promote policy ownership and effective implementation, the Department of Academic Development and Support will provide awareness-raising workshops with the Faculties and Academic Departments, who are responsible for implementing and communicating the policy to their students and staff members.

9. COMMENTS

Any member of staff or student at NUST may submit comments or questions with respect to the application of this policy to the ADS-TLT. Stakeholders may submit any proposal for the improvement of this policy to the 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 shall be subject to review every five (5) years or as the need arises.



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