CENTRE FOR EXTERNAL STUDIES

POLICY ON OPEN AND DISTANCE LEARNING
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>The Mission of the University of Namibia</td>
<td>2</td>
</tr>
<tr>
<td>The guiding principles of the Centre for External Studies (CES)</td>
<td>3</td>
</tr>
<tr>
<td>CES working culture and values</td>
<td>4</td>
</tr>
<tr>
<td>CES goals</td>
<td>4</td>
</tr>
<tr>
<td>Scope of the policy on open and distance learning at UNAM</td>
<td>4</td>
</tr>
<tr>
<td>Section 1 Developing open and distance learning programmes, their management and reviews</td>
<td>5</td>
</tr>
<tr>
<td>Section 2 Designing, developing and distributing study materials</td>
<td>7</td>
</tr>
<tr>
<td>Section 3 Developing and maintaining sound student learning systems</td>
<td>8</td>
</tr>
<tr>
<td>Section 4 Developing and maintaining an efficient student administrative, record and assessment systems</td>
<td>9</td>
</tr>
<tr>
<td>Student administration and record systems</td>
<td>9</td>
</tr>
<tr>
<td>Student assessment and success</td>
<td>10</td>
</tr>
<tr>
<td>Section 5 Developing an effective staff development system</td>
<td>11</td>
</tr>
<tr>
<td>Section 6 Establishing and maintaining a sound research and evaluation system on ODL</td>
<td>11</td>
</tr>
<tr>
<td>Section 7 Creating and maintaining healthy community relations and linkages</td>
<td>12</td>
</tr>
<tr>
<td>Section 8 Investing and developing infrastructure and equipment to support ODL activities</td>
<td>13</td>
</tr>
<tr>
<td>References</td>
<td>14</td>
</tr>
</tbody>
</table>
Introduction

1. Worldwide, institutions of higher learning have realised that distance education may not be controlled by traditional academic policies and have developed policies that fit into the operating environment of open and distance learning (ODL). Open and distance learning are approaches to learning that open up learning opportunities to many people who are interested in furthering their education but unable to do it on a full-time basis. The approaches require lecturers and professors to develop innovative modalities of teaching and University administrators to provide infrastructures that could appropriately support teaching and learning at a distance. Since its inception the Centre for External Studies (CES) has been developing flexible and open learning methods that cater for the educational needs of people who, for a variety of reasons, cannot come full-time to any of the University campuses to further their studies. However, the Centre also realised that in order for its work to be effective there is a need for policy guidelines to be in place. This document presents policy on open and distance learning of the Centre for External Studies at the University of Namibia.

The Mission of the University of Namibia

2. In terms of Section 4 of the UNAM Act, the University aims, among other things, are “to provide higher education, to undertake research, to provide extension services, to further training and continuing education, to contribute to the social and economic development of Namibia and to foster relationships with any person or institution, both nationally and internationally”. The creation of CES, the open and distance learning arm of the University of Namibia, plays a major role in fulfilling the University’s mission and achieving its goals, by making higher education accessible and responsive to the needs of society. This policy therefore begins by locating the Centre for External studies within the vision and overall mission of the University by stating that, visionary the Centre for External Studies strives to become the leading open and distance learning Centre in the country and beyond by enabling people to achieve their full potential through accessible, innovative and flexible learning. Its mission is to provide accessible quality higher education and create opportunities for professional development to adult members of the community by the provision of open learning through distance and continuing education programmes.

3. As a result, the Centre for External Studies (CES) is committed to providing accessible and quality higher education through flexible and mixed mode approaches and systems. Through open and distance approaches CES aims to provide ongoing learning opportunities for its students and the community at large. In its teaching and learning activities, CES employs constructivist learning theory and designs guidelines to link the student’s experience and content to be learned, so that the learning outcomes are constructed by the students themselves and are beneficial to their area of work and practice. In providing an enabling environment and leadership through innovative methods of learning for its students CES has enabled the University to increase its student numbers. Having 45% of its student body studying through open and distance learning, leads UNAM to be considered as dual mode institution.
The guiding principles of the Centre for External Studies

4. This policy recognises that full time distance education academic staff will spend most of their time on managing and developing learning processes and systems to ensure the provision of quality teaching and learning services at a distance. The following 10 guiding principles provide a detailed inventory of intentions, operating environment and approaches that characterize the Centre for External Studies and guide the development and sustainability of open and distance learning within a full time University environment:

- CES will develop ODL programmes on a cost-effective basis, and through its programme development will endeavour to exemplify and promote values that are consonant with the University’s vision and the country’s ‘Vision 2030’.
- CES will strive to develop greater capacity to design an effective learning system and ensure that distance education and open learning is fully integrated in the mission of the University.
- CES will provide flexible modes of delivery in both its formal and non-formal programmes, and will endeavour to provide multiple entry and multiple exit points.
- CES will sustain and increase support to learners and develop an academic support system that accommodates diverse learning needs and styles.
- CES will develop the capacity to maintain sound technological plans and human interfaces and put mechanisms in place that sustain an administrative and organisational commitment to quality in distance education.
- Recognising that, for cost-effectiveness, dual (mixed) mode institutions tend to have a small number of full time academic staff involved in distance education activities, CES will continue to cultivate working relationships within and outside the university and encourage full time colleagues to assist with most of the teaching and learning activities.
- CES will endeavour to make innovations in the area of open and distance learning through ongoing research and development as well as through collaboration and partnerships.
- CES will endeavour to advance the inclusion of long range planning, budgeting and policy development on open and distance learning in the University’s overall strategic planning to ensure quality and sustainability of such activities.
- CES will ensure that the university management develops a commitment to make a reasonable allocation of resources that are essential to the viability and effectiveness of open and distance learning programmes and courses.
- Finally, CES recognises that the power of providing quality teaching and learning to students scattered all over the country lies in the capacity to effectively manage the following interfaces:
  1. programme and course materials development and supply,
  2. people – both full time and part time staff,
  3. information and information flows – communication to staff and students,
  4. the process of student learning, and
  5. innovation, research and change.
CES working culture and values

5. In tandem with the culture and values of the University of Namibia CES is committed to serving open and distance students, the University of Namibia community and society at large. Thus, in working towards developing a centre of excellence in open and distance learning at the University of Namibia the following core values are epitomized by:

- **How we treat others** – Since the university supports the general principles of equal opportunities and social justice we will treat others with fairness, respect and politeness by being caring, loyal, supportive and responsive to the needs of our students, clients and partners.

- **Our work ethics** – The achievement of our mission requires that we remain committed to high intellectual ideals and ethical standards so we will pursue excellence, commitment, professionalism and dedication, and will be industrious in all we do.

- **Quality and standards of our work** - We will strive to produce quality and achieve efficiency in our work.

- **How we work** - Teamwork, collaboration and cooperation will characterise the way we approach our duties and we will strive to be open, transparent, accessible and credible in all our dealings with others.

CES goals

6. The strategic goals of CES are designed to articulate with the University’s vision, mission and academic framework. CES would like to attain the following goals:

- Create a system of regular programme and curricular reviews, after every four years, to ensure quality higher education through open and distance learning.

- Establish and maintain self-improvement and self-sustaining learning processes and systems as a way of ensuring the quality of distance education programmes and services.

- Establish partnerships between UNAM, internal faculties as well as other tertiary education institutions for the purpose of sharing resources, and between UNAM and private and public sectors for the purpose of creating relevant programmes that address specific needs of the Namibian society.

- Considering that information flow is a very important aspect of the successful implementation of open and distance education programmes CES will establish mechanisms and put into place action plans to ensure that information and other learning elements are properly communicated to students, part-time and full time staff.

- Create and maintain a national facility for research and evaluation in open and distance learning.

- Develop CES into a centre of excellence in open and distance learning at the University of Namibia.

Scope of the policy on open and distance learning at UNAM
7. This Policy describes the major issues involved in offering open and distance learning (ODL) programmes at the University of Namibia. For the purpose of this policy distance education is defined as a formal educational process characterised by the ‘teaching and learning situations where the students and the teacher are geographically separated’ most of the time. Open learning is defined as ‘the mode by which an individual studies at his or her own pace and at the time and place convenient to the individual’. The policy is developed with the purpose of guiding the work of the Centre for External Studies and to ensure that quality ODL programmes are developed, managed, delivered and that graduates from such programmes are comparable to graduates who have undertaken their studies through a full time mode of study. Furthermore in developing this policy it is recognised that policies are developed to ensure the provision of quality teaching and learning and for the ODL environment policies need to address the following eight areas:

1. Developing open and distance learning programmes, their management and reviews
2. Developing, designing and distributing study materials
3. Developing and maintaining student learning systems
4. Developing and maintaining administrative and academic systems
5. Developing an effective staff development system
6. Establishing and maintaining a sound research and evaluation system on ODL
7. Creating and maintaining healthy community relations and linkages
8. Investing and developing infrastructure and equipment to support ODL activities.

We elaborate each of the eight (8) areas as follows:

**Section 1 Developing open and distance learning programmes, their management and reviews**

1.1. The aim of distance education programmes is to cater for adult learners, the majority of whom will be working or participating in developmental activities in their communities. The development of programmes will take into account the employers and employees’ needs, the minimum academic requirements for certification and the future trends and needs in the sector relevant to the programme. The programme development process will also recognise the fact that to date most CES students are working people and therefore such a process will continue to cater for the needs of the working people, addressing current and immediate identified needs as well as future needs of the target audience. For that reason a thorough needs assessment will be conducted for each programme to be developed and the results will be shared with stakeholders before the programme development process is finalised.

1.2. Considering that programmes are aimed at developing people who could clearly articulate their own needs, the design and approval system for new programmes will take into account the aspirations of the target audience, industry requirements, the mode in which the programme would be offered and the viability of the programme. To properly address these elements the University will strive to develop curricula that are more relevant to the identified needs. The academic process that would be followed in approving new programmes would therefore be informed by the knowledge that working people take up further studies for the purpose of improving performance and growing in their jobs.
1.3. For programmes that are only offered by distance and to better facilitate the development of quality open and distance learning programmes the Faculty/CES Liaison Committees will act as springboards for the development of new distance education programmes and CES Board of Studies, which will have community representation, will act as the approval body of such new programmes before they are discussed at Academic Planning Committee and Senate. Since all faculties are represented on the CES Board of Studies this process will enable an efficient and better discussion and consultation, and ensure that all academic processes and systems of open and distance learning environment are satisfied. For programmes that are already offered full time, the Liaison Committees will initiate the discussion and design of programmes for distance, the CES Board of Studies will approve the distance offering of a full time programme.

1.4. Cross teaching and learning activities between CES and internal faculties will be recognised in line with the UNAM policy on full time equivalency (FTE) and student staff ratio (SSR). Academic departments providing services to CES, other than the writing of study materials, will be awarded FTE credits as per agreed calculations and procedures. Individual full time academic staff providing services to CES over and above their normal duties will be remunerated according to approved tariffs.

1.5. The quality of distance education programmes lies in the provision of an organised and well structured management systems. For that reason no new programmes will be launched until all first and second year course materials and assignments are completed and ready to be dispatched to students at registration. Such a process will enable students to be provided with learning materials on time, preferably at registration, and ensure that students adhere to all the rules and regulations, to successfully completing a particular qualification.

1.6. The open and distance programmes will be managed by CES academic staff. In liaison with the relevant faculties, CES will ensure curriculum and academic quality of study materials and assessment instruments. CES will also ensure relevance of content to the needs of the target audience through learning materials and systems, tutorials, assessment and all other service provisions.

1.7. In line with the University’s programme review process, all CES academic programmes will be reviewed after every four years and ensure that employers’ needs are well addressed. All distance programmes will be subjected to a review exercise, even if such programmes were similar to existing campus-based programmes and the review processes will take into considerations the employers’ needs. Therefore and in addition to selected Faculty and CES staff members the Review Team would include persons with authority on university level distance education and community/industry representatives.

1.8. In the curricular review process, the overall programme and the study materials should demonstrate that they meet quality standards as set out by the University and ODL quality assurance mechanisms within the SADC region. Study materials should also demonstrate that they provide opportunities for students to
discover knowledge and must add value to individual student experience for work, practice and lifelong learning.

1.9 In developing open and distance learning programmes, CES will make use of delivery methods that are most appropriate, feasible and accessible to the majority of CES students. Such delivery methods will include print and electronic learning materials and support services, occasional face-to-face meetings, video (including interactive video conference), audio (including radio), and other delivery methods that enable many people in the country (including rural people) to access quality higher education.

Section 2 Designing, developing and distributing study materials

2.1. For open and distance learning, the most part of teaching and learning is achieved through course materials. Recognising that teaching and learning in the ODL environment is different and more innovative in nature than in the full time environment CES academic staff will be well trained in the area of learning materials development and the provision of academic support.

2.2. In order to achieve its objectives therefore CES course materials development process would include putting into place mechanisms that ensure the development of quality open and distance learning materials. The preferred method is to develop materials that could be offered in a variety of environments as well as teaching and learning interfaces/situations including print, online, video and audio.

2.3. The training of writers and editors to develop interactive course materials that are suitable for self–study as described in the CES writers’ guide will take precedence over academic freedom to present study materials in anyway a course developer prefers. Guidelines for writers will be strictly adhered to and will require that all course materials have the same format and presentation style to ensure easy access to students of varying learning needs and styles. All study materials will be edited externally to ensure that they cover the content as stipulated in the course outline. CES will have the responsibility of providing professional editorial guidance for all distance education study materials and performing quality control over the design, development and production processes. That means all study materials developed will follow a CES house style.

2.4. Additionally, all study materials, among other things, will build in self-assessment activities and feedback mechanisms. For practical courses such as science, teaching practice and others, CES will develop lab manuals, simulations and will provide kits that could be used by individual students at their work place, home and/or study environment.

2.5. The recruitment processes and contracts for writers will be managed by CES and will be compensated according to tariffs as approved by the University Finance Committee. All materials created under these contracts become the property of CES and may not be used for financial gain, delivered outside of the University of Namibia or published without prior approval by CES. Also, the University shall not agree in contract with any private or public entity to offer or deliver open and distance
programmes or courses developed by CES without the prior approval of the Centre for External Studies.

2.6. Materials developed will contribute publication points for promotion purposes as agreed by the Academic Staff Appointments, Promotion and Appraisal Committee (ACSAPAC). Publication points’ allocation to study guides for both part time and full time materials writers will be weighted 0.5 – 3 points depending of course on their assessment by the relevant review committees. This way of rewarding part time writers will contribute significantly towards motivation of University academic staff and encourage them to participate in the development of study materials for distance education programmes.

2.7. Recognising that developing distance education materials is a costly undertaking, sharing of CES study materials with other ODL institutions will be done at cost and prices as determined and approved by the CES management. The revenue generated from study materials will be invested in infrastructure and equipment that could be used by both distance and full time students of the University of Namibia. Such equipment and infrastructure will be distributed proportionally to all university campuses and centres which are utilised by distance education students (according to the number of distance students registered at a particular campus or centre).

Section 3 Developing and maintaining sound student learning systems.

3.1. Another important mandate of CES is to provide timely and well articulated academic support to students. In order to accomplish this mandate there is a need to put in place academic support services and equipment that contribute to the effective teaching and learning of ODL students.

3.2. Academic support will be offered to students in different ways including tutoring, academic counselling of students about study plans and progression strategies, timely answering students queries about academic matters as well as discussion of marked assignments. For such a process to function properly it requires that proper referral systems are in place to ensure that students receive immediate assistance.

3.3. Since most of the academic support is usually provided by part time staff who on many occasions might be too far from CES full time academic staff, to be able to do on-the-spot evaluation, it is necessary to develop evaluation systems and mechanisms that ensure the provision of outstanding academic support services. This will be accomplished by putting into place a well structured management system of teaching and learning activities.

3.4. The training of tutors is compulsory for all CES part time tutors. Every year CES will engage in training and retraining contract tutors and tutor-markers so that they are well versed in effective teaching of students at a distance. Tutors and tutor markers will only be employed once they have gone through proper training. Furthermore tutors, tutor-markers and CES academic staff as well as the process of providing academic support services will be subjected to student evaluation on an annual basis.
3.5 The recruitment processes and contracts for tutors, tutor-markers and examiners will be managed by CES and if tutors are contracted from outside of the University will be compensated according to CES tariffs as approved by the University Finance Committee. Full time employees of the University would only be compensated if the tutoring or assessment work were done over and above their normal duties otherwise full time equivalency (FTE) credits will be awarded to the department or Faculty concerned.

3.6 Tutors and tutor-markers are recruited to carry out the functions in whole as stipulated on the contracts. The evaluation of tutors and tutor markers takes into consideration whether work has been carried out satisfactorily and whether the academic standards for that particular course have been satisfied. CES reserves the right to dismiss tutors and tutor-markers who are not adhering to the performance standards set by CES.

3.7 Quality assurance for programme and materials development, tutoring, assessment of student learning outcomes as well as student retention and student satisfaction will be built-in the evaluation systems for educational effectiveness. Moreover, University standards and structures will be followed in setting work loads for tutors, tutor-markers and examiners who are full time employees of the University.

Section 4 Developing and maintaining an efficient student administrative, record and assessment systems

Student administration and record systems

4.1 Without an organised student administrative system there is no way that distance education can ensure the quality of its graduates. Well managed admission and registration processes and the overall student record systems are very important to the quality assurance of distance learning. Record keeping must be done timely and correctly if the academic standards of CES programmes are to be assured.

4.2 Accurate advertising, recruitment and admission information will be provided to prospective students and counselling services will be made available to all would be students. Information will be provided to students adequately and accurately, and such information will describe the programmes and their requirements. Furthermore, prior to registration students will be provided with adequate access to the range of information to enable them to make informed decisions about course choices and ensure that students admitted to the University’s distance education programmes are those with the capacity to succeed and benefit from such programmes.

4.3 Assistance provided to students and the handling of students’ enquiries is as important as students passing a test or an examination. CES will have a system in place that deals adequately with student complaints. Proper and honest communication will be kept between CES and students to avoid negotiating assignment deadlines with tutors and many other things that students tend to blame on an unorganised administrative system.

4.4 Student registration will be well organised and students will be properly advised before coming to the registration. Adult learning means providing students
with opportunities to discover knowledge and truths about many things including courses choices and registration processes. It is recognised that distance education is a form of adult learning and for that reason students who are able to register on their own will be encouraged to do so and staff time will be concentrated on those students who need assistance.

4.5. As it is required for students to adhere to deadlines it will also be required for staff to adhere to deadlines. Registrations and entering of student continuous assessment marks and other related information on the system would be completed within a specified timeframe.

**Student assessment and success**

4.6. Student assessment is a very important aspect of learning because it ensures that students have achieved the learning objectives set out in every programme and individual courses. For CES, assessment will be carried out in two forms – assignments/practical activities and examinations. In order to ensure quality of learning at distance all forms of student assessment must be handled with the utmost care.

4.7. Assignments will be distributed to students together with the study materials at registration to enable students to adhere to the deadlines. In addition, assignment marks will be entered on the system as soon as they are received and a control check carried out to ensure that each student receives a mark for each assignment submitted. Since assignments are used as a tutoring tool, marked assignments are returned to students on regular basis so that students can use tutors’ comments to assist in further learning and understanding of the course content and materials.

4.8. Furthermore, rigorous and carefully moderated examinations are important demonstrations of the standard and quality of the degrees conferred. For that reason examinations should be regarded as a significant and important aspect of academic quality of our programmes. CES will strive to have most of its examinations externally moderated.

4.9. For such a quality to be assured examination papers will be set and properly moderated two months before commencement of the examinations. For every examination period the Examination Department will carry out a control check to ensure that there is an examination paper for each course students are registered for. It will be a normal practice that examination papers are delivered to the centres at least two weeks before examinations commence. The examination timetable and the admission letters will also be sent to students and centres at least three weeks before examinations commence to ensure that each student knows the examination date and time for each course for which she is registered.

4.10. Even though the regional centres are responsible for recruiting invigilators the Examination Department will work together with regional staff in training invigilators. Training materials for invigilators will be developed and the Examination Department will play an important role in ensuring that all invigilators are well trained. Invigilators will be evaluated after every examination session and where
appropriate they will be penalised for allowing students to cheat and those that catch examination offenders will be rewarded.

4.11. Monitoring of assessment procedures is a very important activity of the CES Student Support Department and provides CES with proof that contract staff are doing their work according to procedures as described in the assessment guide to students and the tutors’ manual, and that the assessment of distance students is up to standards. Monitoring of assessment and evaluation of tutor-markers and examiners will be carried out at regular intervals.

Section 5 Developing an effective staff development system

5.1. Open and distance learning is sustained by a commitment to develop quality programmes, learning materials and support structures. That commitment requires continuous staff development and rewards and requires that an effective staff development system is in place. CES staff (academic and administrative) will be offered opportunities for development in areas related to the activities that they are involved in. Staff development opportunities will be improved to enable all CES staff to develop superior systems and structures that are necessary for enhancing and maintaining quality open and distance learning activities.

5.2. A working staff development plan will be in place for each department and unit of CES and adequate financial resources are allocated. In addition to soliciting funds from the University’s own staff development budget, CES will engage in seeking grants and other forms of support for staff development purposes. The CES staff development plan will be reviewed on an annual basis.

5.3. While all CES academic staff will be encouraged to obtain higher degrees (masters and doctorates) training and linkages of short term nature will be cultivated with institutions involved in similar activities to enable CES staff to acquire specific skills that might not be obtained through higher degree programmes such as masters and doctorates.

5.4. Furthermore, it is necessary to design staff development strategies that enable the development of staff competencies especially of academic staff so that they are well versed in teaching and learning in the ODL environment. There will be a continuous training of University full time academic staff serving as materials developers, tutors, tutor-markers and examiners to ensure that quality materials and academic support services are provided to students.

Section 6 Establishing and maintaining a sound research and evaluation system on ODL

6.1. Through research CES will be enabled to evaluate its services and experiment with new ways of teaching and learning through open and distance modes. Research activities will therefore be developed with the aim of providing CES with opportunities to develop and sustain innovative ways of facilitating learning at a distance. Furthermore, CES will support research projects that will demonstrate scholarly work and address critical areas of continuing education, open, distance and lifelong learning. Furthermore, CES will seek to conduct its research activities in
teams as well as collaboratively with internal faculties, and local and international ODL institutions.

6.2. CES will also strive to provide technological, financial and academic support to its staff to engage in research and community service projects that are necessary for the University in general and CES in particular, to achieve the education, service and development mission.

6.3. In order for CES to develop its research capacity there is a need to develop a system of applying for research grants from national and international research bodies and foundations that support ODL activities. On an annual basis requests for funding will also be made to the University’s Research and Publications Committee.

Section 7 Creating and maintaining healthy community relations and linkages

7.1. Even though the mandates of universities are about education, research and training, universities must recognise that they live in communities and interact with community members in the education research and training business. Education can only contribute to better jobs and better living conditions if there is a healthy interaction between society and universities. For the nature of its work CES needs to constantly engage and form links with national bodies such as NGOs, government agencies, the private sector, employers’ associations, employees associations and/or unions in order to be conversant with society’s training needs and future trends in societal development. Furthermore and in order to learn from the experiences of other countries CES will also initiate and maintain linkages with international organisations and institutions. In so doing CES will be enabled to develop programmes that will contribute to the knowledge based economy.

7.2. Community engagement and activities will enable CES to respond to the immediate needs of society by providing tailor-made courses and programmes as well as finding ways of improving and making its programmes and processes relevant to the needs of society and enable the University to offer programmes through open and distance learning as self-sustaining activities of the university. Regular consultation with the Namibian public will ensure that tailor-made courses developed are suited to the identified training needs.

7.3. Healthy relations will also enable CES to engage in constant evaluation of the impact and relevance of its courses and programmes, and to develop mechanisms through which quality assurance of short and tailor made courses can be measured. Furthermore, through relationships and linkages CES will be enabled to improve communication of its mission, goals and accomplishments to management and staff of the university as well as to external constituencies.

7.4. The creation of healthy relations will include CES being constantly engaged in discussions with all internal faculties to be able to make more educational programmes available to the Namibian public. In addition, alliance with schools and other institutions will be strengthened in order to increase educational opportunities for younger people graduating from secondary schools. Linkages with civic, business, community, government agencies and nongovernmental organisations as well as
relevant international universities and organisations will also be strengthened in order to develop programmes that could make a contribution to economic and community development activities.

7.5. CES will also strive to increase and reward the successful involvement of its academic staff in outreach activities that address economic, educational and social issues and challenges.

Section 8 Investing and developing infrastructure and equipment to support ODL activities

8.1. Equipment most suitable to developing programmes and delivery of learning will always be higher on the priority list of CES. At large centres such as Oshakati and Rundu classroom facilities and laboratories are most needed and CES will work closely with the University’s Estate Services to ensure that facilities at these two centres are adequate.

8.2. In putting the needed infrastructure and equipment into place CES will concentrate on those most suitable to address the needs of a distance learner, but where possible infrastructures for dual mode will be considered.

8.3. The impact of Information and Communications Technologies (ICT) on the delivery of education at a global level has the potential to be both a threat and an opportunity for CES. Every day in the newspaper we read about degrees offered by e-universities and on-line courses. Many of these degrees cannot be trusted but since Namibians are in need of relevant higher education programmes they tend to register and invest money in such courses. If the University of Namibia has to compete with other open and distance learning institutions in the world then the capacity, in both human resources and infrastructure to support distance and online learning needs to be developed. CES will develop programmes that are needed by Namibians and such programmes will be offered in modes that enable busy adults to participate in higher education programmes.

8.4. Developing online courses and supplementary materials is becoming important as CES tries to maintain its students who are constantly lured to e-universities and institutions that offer shorter and more relevant programmes to what CES is offering. In order to develop online support, CES and the centres will require additional hardware and software. The number of computers, especially at the centres, is inadequate, and the computers used by many of the CES staff, especially administrative and regional centre staff are six to seven years old and do not have sufficient capacity to be utilised for on-line learning.

8.5 In the meantime, CES will require to produce CDs to enable online materials to be distributed to regional centre libraries. A policy will be put in place to enable students who would like to have their own copies to be made at cost recovery basis.

8.6. Furthermore, CES will develop a system whereby computer equipment is rotated on a three year cycle and that suitable equipment will be kept within CES until such equipment no longer satisfies CES needs. Given the current financial constraints
at the University, equipment which is no longer suitable for staff would be transferred
to centres’ computer labs/libraries and be available for use by distance students.

8.7. Video recordings are suitable for many of CES courses, especially medical
and science related courses. As study materials are developed, whether print or online,
video would be made part of the package. Ways and means will be found to make the
current equipment in the ILRC useful to the teaching and learning of all UNAM
students, including distance education students.

8.8. More than 50% of CES students are based in Oshakati and considering that it
is difficult to get qualified tutors especially for degree courses in those regions CES
will continue to transport tutors to the north and for the major part utilise the
interactive video-conferencing system. The interactive video conference system
assists a great deal in providing additional tutorial support to students without
incurring the expense of transporting the tutors to Oshakati. This personal support is
essential, especially as the tutors in Windhoek are the ones who mark assignments and
set and mark the examinations. There is a need to make this system more effective
and CES will encourage the managers of the system to offer training on annual basis
on effective tutoring through the interactive video system. As CES students at the
north east region gradual increase there would be a need to obtain an additional video-
conferencing equipment in order to provide a similar service to the Rundu Centre.

8.9. CES will also work with the University library and NOLNET to provide
adequate library resources at all campuses and regional centres to support the teaching
and learning of distance education students. Students will be provided with the
necessary references and other library resources to enable them to successfully
complete their studies.

References

In preparing this document the following documents have been consulted:

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Learning.
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distance education for adult learners. Available at