



**IUM**  
— THE INTERNATIONAL —  
UNIVERSITY OF MANAGEMENT

# 2024 Annual Report

### **OUR PRINCIPLES**

The IUM's vision, mission, strategic goals and objectives constitute the first layer of the foundation upon which the coordinated operations of the institution, its programmes, and implementation processes are anchored.

### **OUR VISION**

To encourage and develop an African cadre of men and women who can operate at international standards in business and management.

### **OUR MISSION**

To establish a higher seat of learning in Namibia and train innovative specialists for the public and private sectors for Namibia and other countries in the world, and to train dedicated knowledge workers who will provide leadership at national and international levels.

### **OUR VALUES**

Commitment  
Professionalism  
Relevance  
Integrity  
Excellence  
Innovativeness

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## STATEMENT OF THE FOUNDER AND CHAIRMAN OF THE IUM GOVERNING COUNCIL



**Hon. Prof David Richard Namwandi**

It is my great pleasure to present the IUM Annual Report for 2024. The year 2024 was a year of continuity and rapid growth guided by the theme “The Year of Diligence and concerted Efforts Towards Achieving our set goals”.

The key achievements for the year under review were many and far reaching. Among these were: The completion and commissioning of the state of the art Eenhana Campus which was set to admit the first cohort of students in January 2025. The Ongwediva Campus equally finalized the expansion of new lecture halls and library to give way to modern infrastructure that have raised the bar for the University. The Swakopmund IUM Research, Training and Conference Centre is scheduled to open its doors in January 2026.

In Windhoek, the IUM Independence branch was opened to accommodate the overflow of students from Dorado Campus and it has operated successfully, also providing office space for Centre for Distance and e-Learning (CDeL) as well as IUM Tutorial Centre.

Academically, IUM has continued on a remarkable growth trajectory. The year 2024 witnessed a student registration of over 19,000 students, which was an impressive growth compared to the previous year.

The winter and summer convocations held in May and October respectively saw over 3,000 students graduating in qualifications ranging from certificates to PhDs.

The University continued in its quest to offer quality market-related programmes. In the period under review ninety eight (98) qualifications were re-accredited by the Namibia Qualifications Authority (NQA). Four (4) qualifications underwent review and eight newly developed qualifications were accredited. The total number of qualifications at the University at the time of review stood at one hundred and ten (110).

A highlight of note in the year 2024 was the Association of Private Higher Education Institutions in Namibia (APHEIN) Research Conference which was held towards the end of October 2024.

The fourth APHEIN Conference was held under the theme “Promoting Innovation to unlock opportunities for Sustainable Growth Towards an Industrialized SADC”.



The conference was held under various sub themes ranging from education, health, energy, emerging technologies, youth and sustainable development among others – IUM is the current chair of APHEIN.

In conclusion, I wish to convey my sincere gratitude to the Governing Council for its continued support and financial prudence that have guided IUM to become a university of choice in Namibia and beyond. I, equally, extend my gratitude to the university management and staff for their single-minded focus and commitment which enabled the university to achieve its goals for 2024 and to excel in the higher education domain.

## FOREWORD BY THE VICE CHANCELLOR



**Prof. Osmund D. Mwandemele**

This Annual Report presents achievements, successes, and challenges of the International University of Management during the 2024 period. The Annual Report is one of the statutory requirements and accountability to our stakeholders. In his address to the IUM staff at the start of the 2024 academic year, the Chairman of Governing Council, Hon Prof David Namwandi, declared the motto for the year 2024 as: “The Year of Diligence and Concerted Effort Towards Achieving our Set Goals”.

The motto set the tone for 2024, in which many set goals were achieved. The key goals achieved were:

- Growth in student numbers -The year 2024 witnessed another leap in student numbers to a population of over 19,000 students.
- Convocation: The figures for winter 17 and 18th May and for summer on 25th October convocations was over 3000 graduands.

The student gender profile indicates there are more females (66%) than males (34%). In the long run, this imbalance is of concern to society, and the University in particular, so we should seek to come up with the right strategies to attract and retain more male students.

During the year under review, experts from NQA and NCHE visited the University at different times, accompanied by international education experts, and the final report gave the IUM a clean Bill of health in its programs after concluding that the University was “fit for purpose”.

Details of the vibrant work undertaken by the Faculties, Centres, and various functional units have been reported separately in the other sections of the IUM Annual Report 2024.

### CONCLUSION

The year under review was a very successful one in many ways. The growth in student numbers was of great significance, and the growth in graduation figures was also remarkable. The infrastructure was upgraded at the Ongwediva Campus and Nkurenkuru Campus, and significantly, there was good progress at the Swakopmund Research, Training and Conference Centre. The academic and administrative staff, both at the Dorado Campus and the various IUM branches in Windhoek, as well as those working from Campuses outside Windhoek, demonstrated great commitment and provided service delivery of the highest quality. I would thus like to thank all the IUM staff for their committed service and dedication. I would also like to thank the Chairman of the Governing Council, Hon. Prof David Namwandi, and the entire Governing Council for their strategic leadership. I also wish to thank the staff of the University in all our Campuses for their excellent service to our students and external stakeholders, which enabled the successes reported in this Annual Report to be achieved.

## OFFICE OF THE REGISTRAR

### 1. INTRODUCTION

The Office of the Registrar is at the heart of the University administration by providing a variety of services and supports for prospective students, current students, faculty, and staff including processing and admission of applicants; overseeing student registration; class timetabling; provision of statistics to both internal and external stakeholders; identification and vetting of graduands; ensuring compliance with relevant academic policies and regulations; and managing and maintaining students records, amongst others.

In the year under review, the University recorded phenomenal growth both in terms of student enrolments and graduates output. For the first time, the year 2024 review saw the university student population surpass the 19,000-student mark, and the graduate rate exceeded 3000 graduates.

### 2. MAIN ACTIVITIES

#### 2. 1 Total number of student registrations per campus

The number of students registered at the University in 2024 totalled 19385. This number represents an increase of 18.3 % from the 2023 student population, which totalled 16388 students. Windhoek Campus constitutes the majority of the students, amounting to 47.3% of the entire student population.

Campus	Total Students Registered in 2024	% of Total
Coastal	1718	8.9%
Nkurenkuru	2268	11.7%
Ongwediva	6237	32.2%
Windhoek	9162	47.3%
<b>TOTAL</b>	<b>19385</b>	<b>100.0%</b>

Table 1: Total registrations per Campus: 2024

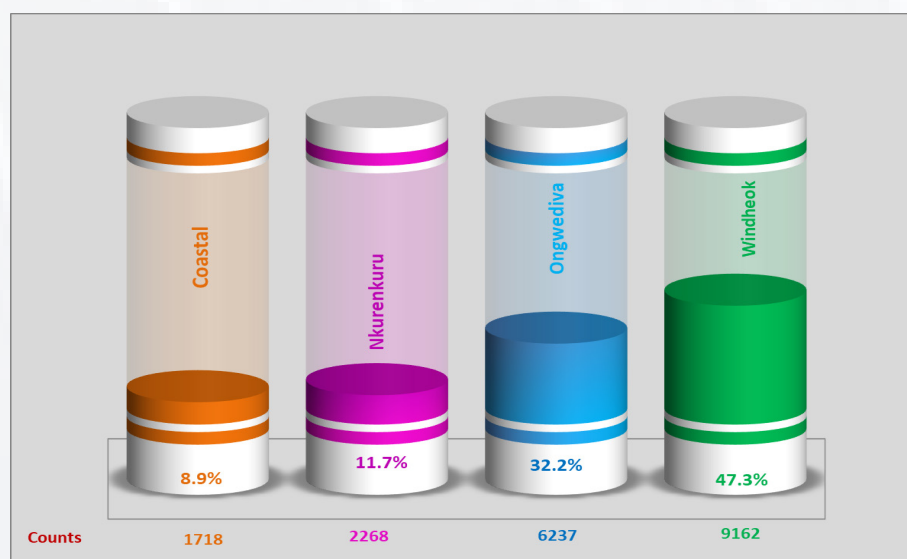


Fig.1: Registration percentage per Campus: 2024



### 3. Students break down per qualification type

Qualification Type	Count	Percentage
Doctorates	94	0.5%
Masters	794	4.1%
Postgraduate Diplomas	264	1.4%
Bachelor Honours	12845	66.3%
Bachelors	1089	5.6%
Diplomas	1056	5.4%
Certificates	3243	16.7%
<b>TOTAL</b>	<b>19385</b>	<b>100.0%</b>

Table 2: Total students registration breakdown per qualification type

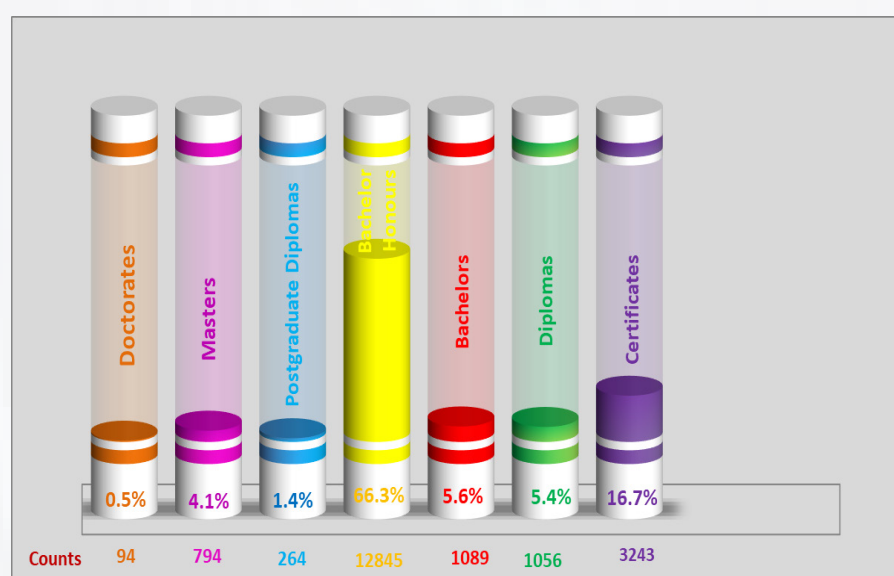


Fig.2: Percentage of students broken down per qualification type

An overwhelming number of the university's students are Bachelor's honours degree students, with 12845 (66.3%) students registered for various honours degree programmes for the year under review. The University's postgraduate programmes also recorded good figures with 794 (4.1%) students registered to study for Master's Degrees, 264 (1.4%) for postgraduate diplomas, and 94 (0.5%) students registered for the PhD programmes.

### 4. The university students' gender profile

Gender	Count	Percentage
Females	12760	66.0%
Males	6625	34.0%
<b>Grand Total</b>	<b>19385</b>	<b>100.0%</b>

Table 3: The university students' gender breakdown

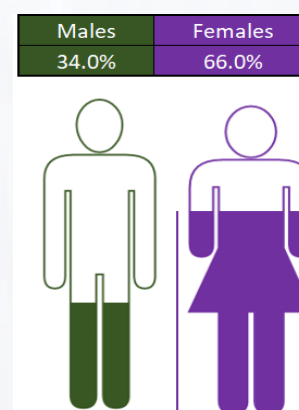


Fig.3: The university students' gender breakdown

The University student population is largely female, with 66% of the students being female and only 34% being male. This female dominance in the student population is a longstanding trend, observed over the past couple of years.

## 5. Students break down per offering type/Mode of study

Mode of Study	Count	Percentage
Full Time	15822	82%
Part Time	3112	16%
Distance	451	2%
<b>Grand Total</b>	<b>19385</b>	<b>100%</b>

Table 4: Students break down per offering type/Mode of study

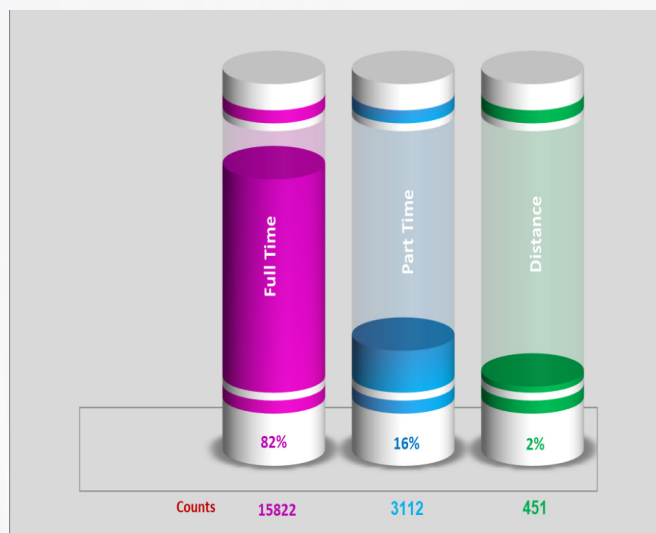


Fig. 4: Students break down per offering type/Mode of study

Full-time is by far the most popular mode of study amongst registered students, with 15822 (82%) students registered on this mode, and 3112 (16%) students on part-time mode. The university introduced the Distance mode in 2022, and a total of 451 (2%) students were registered in this mode in 2024.

## 6. University students' nationality profile

Country Name	Count	Percentage (%)
NAMIBIA	19220	99.15%
ANGOLA	61	0.31%
ZIMBABWE	68	0.35%
OTHER SADC COUNTRIES	20	0.10%
OTHER AFRICAN COUNTRIES	14	0.07%
NON AFRICAN COUNTRIES	2	0.01%
<b>TOTAL</b>	<b>19385</b>	<b>100.00%</b>

In terms of the student nationalities profile, the University continued to attract students of diverse nationalities. A majority of the University's international students come from Zimbabwe (68) and Angola (61). In addition, there were 20 students from other SADC countries and 14 from other African States. Further, there were only 2 students from non-African countries. As expected, Namibians make up the bulk (19220 students = 99.15%) of the student population.

## 7. CONCLUSION

The year 2024 was a good and successful one with regard to student registrations. The University recorded over 19,000 students for the first time.

# FACULTIES, CAMPUSES AND CENTRES

## DIRECTORATE OF POSTGRADUATE STUDIES AND RESEARCH

### 1. INTRODUCTION

The Directorate of Postgraduate Studies and Research is mandated to coordinate the provision of postgraduate studies programmes at the University, drive the University's research agenda, create platforms for scholarly engagement and dissemination of research output, and promote partnerships between the University and other institutions. Coordinating postgraduate studies programmes ensures that the University offers market-driven programmes that respond to the socio-economic needs of society. Driving the University's research agenda enables it to address societal challenges through research-oriented solutions and forge partnerships with local and international universities. This mandate aligns well with the University's aspiration to become a research-intensive institution, effectively collaborating with other higher education institutions.

### 2. MAIN ACTIVITIES AND ACHIEVEMENTS

**The main activities comprise the following:**

#### 2.1 Postgraduate Orientation Session

The Postgraduate students' orientation was successfully conducted for one day. Subsequent sessions would be conducted over two days to provide enough time for presentations and discussions.

#### 2.2 Block release classes

Four block releases were successfully conducted. Each Semester has two block release sessions.

#### 2.3 Examination of postgraduate studies

Examination of master's and doctoral studies went well. The implementation of the new Postgraduate Studies Regulations and Guidelines has strengthened the processes of recommendation and approval of examiners and improved the efficiency and effectiveness of the examination process.

#### 2.4 Supervision of postgraduate research

All postgraduate students across faculties were allocated supervisors on time. Calls were made for faculties to create a pool of supervisors to improve efficiency in the allocation of supervisors.

#### 2.5 Scholarly engagement platforms

The APHEIN Annual Research conference was successfully conducted on 16 -17 October 2024. The conference was well attended, and various papers were presented from different disciplines. The picture below captures some of the conference moments.



*Participants during the opening of the APHEIN conference*

*A group picture of conference participants*





In addition, four public lectures were held, providing presenters with opportunities to enlighten the audience on diverse topics and provoke scholarly debate and research interest. The pictures below capture some of the moments during public lectures.



*Prof. Makanyeza, PVC: AARI, handing over a token of Appreciation to Prof. Diescho, who presented one of the public lectures*



*Participants during public lectures*

In addition to the pictures above, reports and pictures of other public lectures can be accessed on different social media handles of the University.

## **2.6 Research output report**

The research output report of the university revealed significant progress in research and publication compared to previous years. It is expected that research and publication activities will continue to rise going forward, given the courage and curiosity that staff members continue to demonstrate towards research.

## **3. CONCLUSION**

Our activities and the progress we continue to make in fulfilling them are satisfactory thus far. This stride is very instrumental in contributing to IUM's strategic goal of attaining an increased research and publication record, thereby improving the University's ranking in the international space. Even though challenges are being experienced, the office continues to forge ahead and remains committed to assisting the University in achieving total fulfilment of its strategic goals.

# FACULTY OF EDUCATION

## 1. INTRODUCTION

Since the number of students had increased exponentially in the Faculty of Education in 2024, the management at The International University of Management (IUM) was proactive and divided the Faculty of Education into two schools, namely the School of Primary Education and the School of Secondary and Postgraduate Education, each with its Dean, with effect from the 1st of October 2024. Prof Kenneth Mlungisi Ngcoza was appointed as the Dean of the School of Primary Education, and Dr Hileni Silohenda Amuthenu was appointed as the Dean of the School of Secondary and Postgraduate Education. Each of these schools has two HoDs. For the School of Primary Education, the HoDs are Dr Evangelista Christine Endunde and Mrs Mirjam Antonio. For the School of Secondary and Postgraduate Education, the HoDs are Dr Fredrick Simasiku and Mr Tomas Shivolo.

This report, therefore, highlights the key activities and achievements of the School of Primary Education for the 2024 academic year. The School of Primary Education comprises two departments: Junior Primary Education and Senior Primary Education, and in 2024 had over 2,321 students across three qualifications:

- Bachelor of Education in Junior Education Honours;
- Bachelor of Education in Senior Education Honours; and
- Diploma in Junior Primary Education.

During the Summer Convocation in October 2024, 175 students graduated, 35 in the Bachelor of Education in Junior Education Honours, 79 in the Bachelor of Education Senior Honours, and 61 in the Diploma in Education in Junior Primary. Another milestone for the School of Primary Education was that Dr Endunde, the HOD for the Junior Primary Education, was awarded her PhD. This served as motivation for both our staff and students. Additionally, both Professor Ngcoza and Dr. Endunde presented three papers at the APHEIN conference, hosted at IUM.

## 2. MAIN ACTIVITIES AND ACHIEVEMENTS

This section highlights some progress in teaching and learning, community services, and research output of the School of Primary Education in 2024.

### 2.1 Teaching and Learning

As reflected in the number of students who graduated in October 2024, it could be deduced that teaching and learning in the School of Primary Education had improved significantly. This is also reflected in the students' evaluation reports. In collaboration with the School of Secondary and Postgraduate Education, capacity-building workshops for staff were conducted. These included examination workshops for both new and continuing staff focusing on examination conduct, setting, and moderation, research workshops, and LMS

usage aimed at enhancing the delivery of blended teaching and learning. To ensure standardization, fairness, and clarity in assessment procedures, comprehensive examination guidelines were successfully co-developed and distributed. The micro-teaching oral and practical examination sessions were successfully conducted, providing students with an opportunity to demonstrate teaching competencies in a structured and supportive environment. Similarly, to the School of Secondary and Postgraduate Education, it would be beneficial if students from the School of Primary Education could also have educational excursions to bridge the gap between theory and practice. In hindsight, this could contribute to an increase in research and publications.

### 2.2 Research, Community Service, Community Engagement, and Partnerships

In 2024, the School of Primary Education made a concerted effort to improve research output. For instance, some staff members presented papers at the Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE), the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM), and the Association of Private Higher Education Institutions in Namibia (APHEIN).

As part of its efforts to strengthen international collaboration and community involvement, together with the School of Senior Secondary and Postgraduate Education, the School of Primary Education was involved in the signing of a Memorandum of Understanding (MoU) with the University of Johannesburg and launched its first collaborative research project. The two schools also collaborated with the Ministry of Education, Innovation, Youth, Sport, Arts and Culture on an outreach programme called the Novice Teachers Induction Programme (NNTIP), Namibia. The programme was conducted by NIED with final-year student teachers to support their professional preparation and provide exposure to the practical realities of the teaching profession.

Similarly, the School of Primary Education played an active role in shaping the education sector by engaging in high-level consultative meetings with the Ministry of Higher Education, Technology, and Innovation, and participating in ERASMUS+ sessions. Moreover, in cooperation with other higher education institutions, the School of Primary

Education also took part in consultative stakeholder meetings to review curricula at several institutions, including the University of Namibia, Welwitschia University, Sunshine Private College, and the Namibia College of Open Learning (NAMCOL). Constructive consultations with stakeholders were conducted to align academic offerings and operational strategies with national priorities and community needs, which included UNAM (BED in Early childhood & Junior Primary), Welwitschia (Senior Primary & Secondary BED), as well as IOL (Revised certificate in Early Childhood Education level 5). Finally, a team comprising staff members from the School of Senior Secondary and Postgraduate Education and the School of Primary Education was actively engaged with the Hillside Primary School community, fostering relationships and supporting initiatives that enhance educational outcomes and strengthen the school's capacity.

### **3. CHALLENGES AND OPPORTUNITIES**

The major challenge and pandemic for the School of Primary Education has been the difficulty in finding Afrikaans lecturers. This problem is exacerbated in part by the lack of qualified Afrikaans lecturers with the required postgraduate qualifications, especially Master's and PhD degrees. For instance, even though there might be many competent Afrikaans-speaking teachers in the Basic Education system, very few seem to have completed the advanced academic degrees, which are a requirement for university lecturing posts.

Regarding community engagement, we have established a partnership with a school in the township, and we also plan to do community-engaged research on this.

### **4. CONCLUSION**

In 2024, the School made significant progress in teaching, research, and curriculum review, while remaining committed to aligning its programmes with the needs of students, communities, and the nation, in support of the IUM's vision and mission (2020 - 2025).



# FACULTY OF ENVIRONMENTAL MANAGEMENT AND SUSTAINABILITY SCIENCES

## 1. INTRODUCTION

The Faculty of Environmental Management and Sustainability Sciences (FEMSS) devoted its efforts to delivering quality teaching and learning. In addition, FEMSS ensured curriculum innovation, research engagement, and stakeholder involvement. All these are informed by the University's Strategic Plan 2020-2025. The faculty is striving to offer relevant, market-driven curricula using the available facilities for blended learning. The overall focus of the faculty is to ensure meaningful impacts towards the national agenda of socioeconomic development, specifically in the areas of environmental management, sustainable development, energy, climate change, sustainable transport, green logistics, and occupational health and safety. Therefore, the faculty considers effective course delivery, staff and student support, curriculum development, community services, and research participation high on our agenda.

## 2. MAIN ACTIVITIES AND ACHIEVEMENTS

### 2.1. Teaching and Learning

Teaching and learning were conducted with few to no challenges in the faculty throughout the academic year 2024, through a blended learning approach. New staff, for both full-time and part-time, were recruited to facilitate teaching and learning. The faculty appreciates the IUM management for always supporting the faculty's quest to deliver quality services to our stakeholders, namely, students. In the reporting period, the first cohorts of bachelor's honours completed their four years of studies. Therefore, they were set to graduate in May 2025. The good teamwork amongst the FEMSS team is highly appreciated and commendable.

### 2.2. Curriculum Development

In 2024, four new qualifications were developed, endorsed by ARC and approved by the Senate for implementation in 2025:

- Certificate in Energy Management (NQF Level 5)
- Diploma in Energy Systems and Climate Change (NQF Level 6)
- Bachelor of Science in Energy Development and Management Honours
- Postgraduate Diploma in Energy Studies
- Postgraduate Diploma in Environmental Law and Policy
- Postgraduate Diploma in Occupational Health and Safety
- Master of Philosophy in Occupational Health and Safety
- Master of Science in Energy (Specialization: a) Economics and Financing, and b) Oil and Gas Management)
- Master of Science in Energy and Environmental Law
- Master of Science in Geographic Information Systems and Remote Sensing
- Master of Business Administration in Oil, Gas, and Energy Management
- PhD in Energy Resources and Technology

These programmes are designed to meet emerging industry demands and support Namibia's socioeconomic development agenda.

### 2.3. Research, Innovation, and Community Engagement

The faculty strengthened its research and innovation profile through national and institutional collaborations:

- The faculty, together with ICT, secured funding for collaboration from Erasmus+ +.
- The Faculty, through the Department of Sustainable Ocean and Aquaculture Management, secured funding from Walvis Bay Municipality
- Several members of the faculty have published in renowned peer-reviewed journals.

### 2.4. Stakeholder Engagement

The faculty participated in several national platforms, including:

#### a) RUFORUM

The faculty, on behalf of the university, participated in the RUFORUM conference, and staff from the faculty and other faculties served in the Local Organizing Committee (LOC). The event was a resounding success.

#### b) National Conference on Integrated Landscape Management

The joint committee made up of the Ministry of Environment, Forestry and Tourism, and IUM through FEMSS hosted the conference, which took place on 25-26 June 2024 at the Country Club.

These engagements strengthened partnerships and reinforced the faculty's role in policy discourses and conversations at both local and international levels.

### **c) The National Commission for UNESCO 7 sites/ routes/ city proposals**

The faculty participated in the identification for the UNESCO Namibia Project, where other stakeholders such as NUST, UNAM, the National Heritage Council (NHC), the City of Windhoek (CoW) and the European Union (EU), and the Ministry of Education, Innovation, Youth, Sports, Arts and Culture (MEIYSAC) participated over 5 months. Although the Faculty (on behalf of the IUM) jointly pitched with UNAM for the Northern Heritage Tourism Route covering Omusati, Oshana, Oshikoto, and Ohangwena, and Kunene regions, the ultimate choice was Twyfelfontein or //Ui-//Aes site. The pitch for IUM and UNAM was precipitated by the huge heritage the northern region possesses, not to mention it fulfils UNESCO Heritage site conditions for nomination. Networking in this forum opened opportunities for future research collaborations with the stakeholders.

### **3. CONCLUSION**

During the period under review, FEMSS made strides toward achieving the University's strategic plan, which consequently contributed to the vision and mission of the university. The faculty's impact on the academic ecosystem is felt, especially through the introduction of contemporary qualifications that are conversant with topical issues in our country. Therefore, our zeal and resolve are to be a catalyst for higher-level knowledge transfer through high-standard teaching and learning, introducing contemporary qualifications, and actively setting the agenda in the landscape we operate, geared towards research and innovations. These eventually contribute toward the achievement of Vision 2030's call for a knowledge-based economy.

# FACULTY OF HEALTH AND SOCIAL SCIENCES

## 1. INTRODUCTION

The Faculty of Health and Social Sciences delivers health-related programmes to produce professional and efficient healthcare workers to serve the people of Namibia.

The Faculty consists of the Department of Nursing and Midwifery and the Department of Public Health and Wellness Studies. The following programmes are offered: Bachelor of Nursing Honours Degree, Master of Nursing Science, PhD in Nursing, Postgraduate Diploma in Paediatric Nursing, as well as Certificate, Diploma, Degree, and Honours Degree programmes in Health & Wellness Studies, and a Certificate in Pharmacist Assistant.

## 2. MAIN ACTIVITIES

In line with the faculty's vision to enable and create opportunities in support of people and partnerships that advance the quality of health care in a variety of situations, the faculty delivered essential teaching, research, and community services in addressing the health risks of the country.

The results of the faculty's partnerships with public and private institutions were significant in terms of health outcomes, stakeholder consultations, and employment opportunities for students. This enabled graduates to live fuller and more productive lives, support their families, and contribute to the workforce of the health industry.

Our primary objectives for 2024 were to enhance teaching, staff development, and research in ways that ensure effective delivery of health care.

### • Teaching and learning

In the area of teaching enhancement, the faculty achieved its goals by encouraging lecturers to pursue further studies, attend webinars, Zoom meetings, and public lectures to develop their knowledge and skills. Furthermore, the teaching and assessment activities of lecturers were monitored and strengthened. The Bachelor of Nursing Honours Degree and all Health and Wellness Studies programmes were reviewed, submitted to the NQA for assessment, and approved.

The PhD in Nursing was implemented, with two students registered for the degree. To support the implementation of the programme, a part-time consultant professor was appointed to assist with teaching. The faculty expanded its Nursing and Health & Wellness programmes to the Eenhana Campus of IUM, which is set to launch in 2025. However, all preparatory work began in 2024.

A Nursing student won the Merit Award for best Honours Degree Student in 2024, in recognition of academic performance and conduct as a student throughout her studies.



*Final Year Nursing students of 2024*



- **Research and publication**

Members of the Faculty are still involved in the funded research project Erasmus+ Maternal Mental Health. The project is progressing according to the set goals, and the nursing lecturers participated in the development of the Postgraduate Diploma that emerged from the project. The programme has been launched, and preparations are underway to make it available online so that any nurse may register if they wish to. The programme is managed by Turku University in Finland, with Namibia, Zambia, Malawi, and Greece participating. Two lecturers prepared abstracts to support the literature review for the study.

As a faculty, we began strengthening research knowledge and skills by holding monthly informal discussions among supervisors on aspects of research design and methods. The aim is to enhance knowledge and assist junior researchers in supervising undergraduate students. Two guest lecturers were also invited to speak to the staff on research design and methods.

Two students from the faculty presented papers at the Leadership Summit Conference held in November at NUST. We are very proud of them, as we consider this a significant step in the right direction, and we congratulate their respective supervisors, who motivated and guided them to reach this milestone.

- **Community service**

Regarding community service, lecturers were involved in various activities to serve both the youth and the elderly in their communities by assisting different organisations, government ministries, and specific churches.

Lecturers supported the Ministry of Health and Social Services (MoHSS) in developing guidelines and programmes related to the following areas: vaccination, tuberculosis, maternal death review, PMTCT guidelines review, and essential health services review.

Lecturers also attended a gala fundraising event for a TB civil society organisation (TB Free Foundation, Namibia) held at the Mercure Hotel. Funds raised will be used to address challenges in managing TB among children and adults in Namibia.



*Final Year Nursing students Clean-up Campaign*

### **3. ACHIEVEMENTS**

In 2024, the Faculty enrolled a significant number of Master's degree students in Nursing—a total of 55. Exposure to international cooperation and project management enhanced the knowledge and skills of lecturers in the Faculty, with specific reference to mental health and midwifery.

### **4. CHALLENGES**

Challenges for the Faculty include the placement of student nurses in clinical facilities and internship opportunities for Health & Wellness students. This requires proper and intensive planning by lecturers to ensure that students receive the experiences they are meant to have.

### **5. CONCLUSION**

For the future and the way forward, the Faculty is committed to being recognised to be a leader in continuous improvement of health care and professional development with the focus on our objectives.

# FACULTY OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

## 1. INTRODUCTION

Aligned with the University's Strategic Plan 2020-2025, the Faculty of Information and Communication Technology (ICT) focused its 2024 efforts on enhancing the quality of teaching and learning, curriculum innovation, research engagement, and stakeholder involvement. The Faculty aimed to provide relevant, industry-aligned ICT curricula while embracing blended learning methodologies and contributing to national development, particularly Namibia's digital transformation agenda. Key targets included effective course delivery, staff and student support, curriculum development, and research participation.

## 2. MAIN ACTIVITIES AND ACHIEVEMENTS

### 2.1. Teaching and Learning

The Faculty successfully implemented a blended learning approach throughout all four quarters of 2024. Teaching commenced as scheduled in February for continuing students and shortly after for new students once initial timetabling issues were resolved. Semester 1 concluded in June, and Semester 2 ended in November.

Online lecturer evaluations were conducted, and feedback was communicated to academic staff through the Heads of Department.

### 2.2. Curriculum Development

In 2024, four new qualifications were developed, endorsed by ARC and approved by the Senate for implementation in 2025:

- Postgraduate Diploma in Data Science (NQF Level 8)
- Postgraduate Diploma in Cybersecurity (NQF Level 8)
- Master of Science in Data Science (NQF Level 9)
- Master of Science in Cybersecurity (NQF Level 9)

These programmes are designed to meet emerging industry demands and support Namibia's growing ICT sector.

### 2.3. Research, Innovation, and Community Engagement

The Faculty strengthened its research and innovation profile through national and institutional collaborations:

- One Faculty member was nominated to serve on the National Working Group on AI Research and Innovation under the NCRST.
- Two Faculty members and two students represented IUM at the NAMFISA Fintech Square on 30-31 May 2024.
- A Faculty member moderated a panel discussion on Digital Transformation and AI at the 9th National ICT Summit held from 9-11 September 2024 in Windhoek.

### 2.4. Stakeholder Engagement

The Faculty participated in several national platforms, including:

- The Induction Workshop of Institutional Disaster Risk Reduction (DRR) Focal Points on the SENDAI Framework Monitor & DesInventar System and the validation of Namibia's data in the draft 3rd Africa Biennial Report on Disaster Reduction, 3-4 May 2024.
- Stakeholder Consultative Meeting on Online Platforms Learning Discussion, hosted by the Ministry of Health and Social Services on 29 May 2024.
- First NDP6 validation workshop that took place between 11-22 November 2024 in Otjiwarongo, representing the Higher Education focus area.

These engagements strengthened partnerships and reinforced the Faculty's role in national policy discourse and digital development.

## 3. CHALLENGES AND OPPORTUNITIES

Persistent national internet connectivity issues, particularly at the City and Coastal campuses, occasionally disrupted online practical sessions. These were mitigated through the installation of upgraded network equipment and improved IT support.

Opportunities emerged in the form of curriculum innovation and national policy engagement. The Faculty's increasing involvement in AI, data science, and cybersecurity positions it to respond to Namibia's evolving digital landscape and workforce needs.

## 3. CONCLUSION

In 2024, the Faculty of ICT made substantial progress toward achieving its annual objectives. The Faculty maintained high standards in teaching and learning, introduced forward-looking qualifications, and actively engaged in national innovation platforms. The Faculty remains committed to supporting student success and advancing Namibia's knowledge-based economy, while contributing to IUM's vision of academic excellence and societal impact.





*Panel discussion on Digital Transformation and AI at the 9th National ICT Summit 2024.*



*NAMFISA Fintech Square 2024*



# STRATEGIC MANAGEMENT AND BUSINESS ADMINISTRATION (SMBA)

## 1. INTRODUCTION

In 2024, the Faculty of Strategic Management and Business Administration (SMBA) implemented a range of strategic initiatives aimed at strengthening academic quality, enhancing staff competencies, and expanding research and community engagement. At the core of these efforts was the review and refinement of academic programs to ensure their continued relevance to current market needs by integrating industry-relevant skills and competencies. The Faculty also prioritised the professional development of academic staff, with a strong emphasis on the use of digital tools and integrated learning technologies to enhance teaching effectiveness and support online and blended delivery. Furthermore, SMBA promoted a culture of research by encouraging both individual and collaborative scholarly work, alongside increased efforts in community outreach and building partnerships with industry. These objectives were closely aligned with the Faculty's core mandate to excel in the fields of business, finance, management, entrepreneurship, and leadership education and supported the broader goals of IUM's Vision, Mission, and Strategic Plan (2020–2025). Through these initiatives, the faculty reaffirmed its commitment to producing industry-ready graduates, advancing knowledge, and contributing to national and international development.

## 2. MAIN ACTIVITIES AND ACHIEVEMENTS

The Faculty made significant progress in key areas identified in the 2024 Annual Work Plan. In the area of teaching and learning, SMBA recorded a notable increase in student enrolment, reflecting rising demand for its market-aligned academic programs. Teaching activities proceeded smoothly throughout the year, as lecturers remained well-prepared and dedicated to delivering high-quality instruction. Several academic staff members participated in professional development workshops aimed at improving teaching methodologies and adapting to evolving delivery modes. Notably, some lecturers completed their PhD studies, while others enrolled in doctoral programs, demonstrating a strong commitment to academic advancement and staff development.

In terms of curriculum development and quality assurance, the faculty achieved a significant milestone with the development of new academic courses, which were in the initial stages of implementation. Comprehensive efforts were made to ensure that these courses met both internal quality standards and international academic benchmarks. Simultaneously, the faculty conducted a review of existing qualifications to ensure their continued relevance and alignment with evolving industry trends and professional demands.

Among the key achievements, the faculty reported the successful signing of a Memorandum of Understanding (MoU) with NAMRA, in collaboration with the Graduate School of Business. This agreement established a framework for academic cooperation, curriculum alignment, and enhanced institutional partnerships. Additionally, the faculty organized a successful Entrepreneurship Day, which served as a platform for students to showcase their business ideas and innovations. The event reflected the faculty's commitment to nurturing entrepreneurship and equipping students with practical skills to become job creators rather than job seekers. Through such initiatives, SMBA continued to promote student self-reliance and economic contribution, particularly in a context where formal employment opportunities may be limited.

Research and publication remained a priority throughout the year, with an increasing number of lecturers actively involved in scholarly research and academic publishing. The Dean continues to encourage staff members to pursue research as a core part of professional growth and intellectual contribution. In addition, SMBA staff engaged in a range of stakeholder and community outreach activities, including participation in institutional events and invited engagements with external partners. These interactions helped to strengthen the faculty's relationships with key stakeholders in industry, government, and the broader community.

## 3. CONCLUSION

Throughout 2024, the Faculty of Strategic Management and Business Administration demonstrated a strong commitment to academic excellence, staff development, and institutional advancement. The Faculty upheld the highest standards of quality assurance, ensuring that all programs and initiatives aligned with IUM's policies and international academic standards. The collective achievements in teaching, curriculum innovation, research, stakeholder engagement, and community service underscore the faculty's dedication to fulfilling its strategic objectives and contributing meaningfully to national development and global knowledge advancement.





*Faculty members at a joint research excursion at the Female Correctional Facility in Windhoek, 2024*



*Entrepreneurship Day winners, 2024*



*Faculty Dean and HoDs 2024*



# GRADUATE SCHOOL OF BUSINESS (GSB)

## 1. INTRODUCTION

The Graduate School of Business, in its second year of operation, achieved several notable milestones. The School comprises two key divisions, which are the academic section and the business development section. The business development department caters for executive trainings (for individuals, businesses, and the public sector), coupled with research and consultancy, and events (conferences, seminars, summits, and internally made workshops). The academic section offers the following programmes: A PhD in Business Administration, an MBA with five specialisations (MBA-Finance Management, MBA-Management, MBA-Human Resources Management, MBA - Entrepreneurship, and MBA-Natural Resources Management), a Post-Graduate Diploma in Finance Management (PGD-FM), and a Post-Graduate Diploma in Business Administration (PGDBA). These programmes were successfully offered through a blended learning mode, which uses both LMS and block release, scheduled twice per semester. In support of the IUM's Vision, Mission, and Strategic Plan/objectives for 2020-2025, the GSB's targets for the year 2024 were to increase visibility and market the school, to grow the school's students intake, expand the scope of qualifications offered by the business school, partnering with the industries, public entities, private entities as well as other institutions of higher learning, and collaborate with other faculties within IUM and other institutions in research activities.

## 2. MAIN ACTIVITIES & ACHIEVEMENTS

1. Increase visibility and market GSB- Regarding brand recognition, in the year 2024, with the help of the marketing department, we managed to brand the GSB premises at DRN Square Building, establish a website, and launch the IUM-GSB in October 2024. This launch event boosted our visibility within and outside the IUM community.
2. Student Enrolment- In terms of students' enrolment, we had an increase in the number of students enrolled. In comparison with the previous academic year, 2023, on average, our student enrolment increased by 22.8%. Specifically, the Postgraduate diplomas increased by 12%, the MBAs increased by 46% but the PhDs declined by 12%.
3. Curriculum Development- Towards expanding our scope of qualifications, we initiated the development of a Master of Business Leadership (MBL) and a Doctor of Business Leadership (DBL) programme. We also proposed a number of executive programmes to serve our stakeholders and community, but could not start with the marketing and implementation of these programmes in the same year.
4. Partnerships- The GSB signed several Memoranda of Understanding with different organisations and international institutions to expand its collaboration and partnerships in delivering its mandate. These include Impact Tank, Global Expert Consultoria, Labour Resource and Research Institute (LaRRI) Namibia, the Witwatersrand University from South Africa, and Chinhoyi University from Zimbabwe.
5. These MoUs are targeted at increased collaboration in academic delivery, Research and innovation initiatives, resource mobilisation, and student exchange programmes and internships.
6. Community service- With regards to community service, the GSB contributed to the IUM community as well as to external stakeholders. The GSB trained the IUM academic and administrative management across all campuses on the Balance Score Card (BSC). Some of the staff members served as panel speakers in the high-level Panel Discussion on Economic Development at the Regional Conference on the New Social Contract for Social Justice hosted by the International Labour Organization at the Hilton Hotel in Windhoek, Namibia, on the 11th of September 2024. Collaboration with other faculties- Our staff members have authored, co-authored, and presented at conferences in collaboration with other faculties. Three book chapters were published, and A research paper was presented at the NCRST Symposium held at NIPAM, Windhoek, Namibia, on the 25th of September 2024. Another paper was presented at the Second RUFORUM Triennial Conference at Mercure Hotel & Conference Centre, Namibia, on the 14th of August 2024.

## 3. CHALLENGES AND OPPORTUNITIES

Some of the key challenges faced by the GSB as a newly established school included low brand recognition, too few staff members, and facilities to deliver lessons through blended learning more efficiently.

### Challenges

- The GSB is understaffed. Both the Business Development and academic departments need more staff members. However, in the year 2024, our staff complement increased by an additional academic staff member specialising in accounting and finance. We also managed to extend our adjuncts through collaboration with our local sister institutions, as well as the other external institutions of higher learning. These helped in the moderation of our examinations, supervision, and examinations of dissertations and theses as per the quality assurance requirements in our operations.
- The School also needs more support towards strengthening our online learning, especially concerning subscribed learning platforms to enable lecturers to record their lessons and post them to students.
- The GSB needs anti-plagiarism and data analysis software packages (such as NVivo, Atlas, Stata Pack, SPSS, E-views, etc). We are glad that management has approved our request to purchase these.
- We need a school research committee, which will be a panel for all our faculty presentations.



### Opportunities and way forward

- The GSB has vast opportunities, especially in expanding our programmes to cater to the trending needs of the business world.
- Opportunities are also in the short executive training courses that the business school could offer to the business world.
- With strengthened online platforms, the school can widen its clientele base by offering more online programmes.
- Research and consultancy in collaboration with the industry and ministries.

The way forward is in addressing the challenges highlighted above.

### 4. CONCLUSION

In summary, we can safely say that the GSB achieved remarkable milestones.



GSB Launch



LARRI MOU

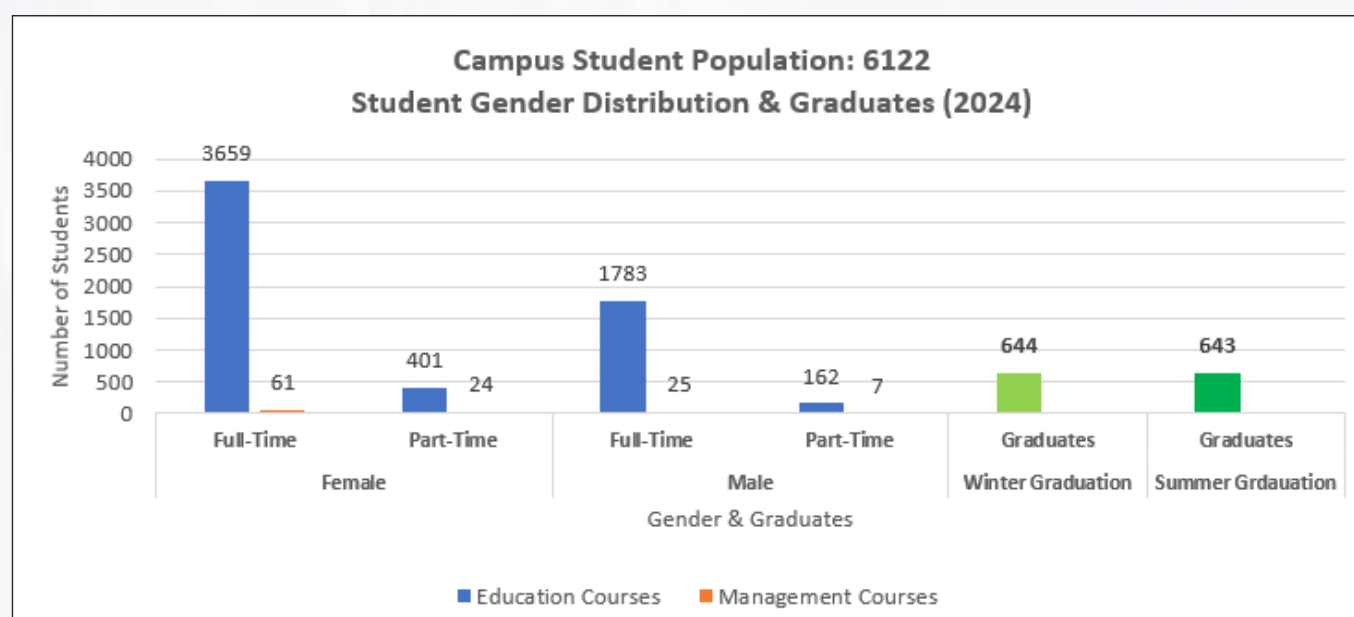
# ONGWEDIVA CAMPUS



*Administration Block*

## 1. INTRODUCTION

IUM Ongwediva Campus is a pioneer in offering full-time, part-time, and CDeL programs in Education and Management courses through face-to-face and blended learning to all its students. The Campus is the second largest, after the main Campus, with a population of over 6,000 students. Its open-door policy, shared leadership and management abilities, and ongoing support from the management and stakeholders have contributed significantly to the achievement of the Campus's aims and objectives.



*Ongwediva Students Gender Distribution & Graduates for the 2024 Academic year.*

## 2. MAIN ACTIVITIES AND ACHIEVEMENTS

The Campus successfully implemented numerous activities in accordance with the University's calendar of events during the review year. The highlights are as follows:

Academic staff successfully participated in Continuous Professional Development (CPD) programs offered across the University.

- The Campus successfully engaged stakeholders through various platforms, including regional conferences, training sessions, and meetings, to address educational matters.
- The Campus Marketing Committee participated in various career fairs, expos, and trade fairs, such as the Ongwediva Annual Trade Fair, Ondangwa Trade Fair, and Eenhana Expo, among others, to showcase the University's products and services.
- The Campus implemented coaching and mentoring initiatives to sensitize novice academic and administrative staff on university programs and strategies.
- The Campus successfully implemented a student-to-staff evaluation of teaching and learning for all academic staff.



- The Campus academic staff presented a total of six (6) conference papers and contributed to two (2) published book chapters.
- Twenty staff members from Ongwediva received free First Aid training and certificates from the Atlantic Training Institution.
- Twenty-three (23) students successfully defended their research proposals and received their ethical clearance for data collection for their Master's Education program.
- The SRC office successfully organised a Cultural Festival/Expo, which attracted 66 exhibitors and over 10,000 visitors.



*2024 Cultural Festival*

- The SRC office donated 61 school uniforms to 61 learners of Onaushe Combined School in the Oshana Education Directorate as part of their social responsibility.
- The Campus successfully pledged N\$117,809 towards a GoFundMe initiative aimed at assisting and funding vulnerable students.
- The SRC office successfully hosted a conference for men and women.
- The School-Based Studies (SBS) committee and SRC office successfully facilitated SBS seminars and interview coaching to prepare students for teaching practice and job interviews.
- Dr. Miriam Mbango, a lecturer at the Campus, donated 16 books to the IUM Ongwediva Library.

### **3. CHALLENGES & OPPORTUNITIES FOR FURTHER DEVELOPMENT**

The year 2024 was a successful year, despite facing minor challenges. The Campus has identified the opportunity to construct a sports facility for its students.

### **4. CONCLUSION**

The accomplishments made by devoted and professional staff in realizing the University's vision and mission are highly appreciated. The Campus applauds the University management on the completion of the Campus boundary wall, four (4) Prefabricated Lecture halls, and the upgrading of the administration block. The Campus will continue to engage with various stakeholders to maintain its values of commitment, professionalism, and excellent customer service delivery.

## NKURENKURU CAMPUS



### 1. INTRODUCTION

During the year under review, Nkurenkuru Campus continued to experience steady growth in student enrolment, reaffirming its strategic relevance within the University's broader expansion agenda. Despite its rural setting, the Campus actively contributes to the realization of the University's core functions, namely, the delivery of academic programmes, research, human capital development, community empowerment, and stakeholder engagement.

Positioned to serve a wide catchment area, the Campus attracts students from across the country, particularly from the Ohangwena, Oshikoto, Kavango East and West, and Zambezi regions. It offers a diverse range of academic qualifications, including certificates, diplomas, and degrees. The progress made is a result of dedicated efforts by committed stakeholders, strong support from the Head Office, and a highly professional and focused campus management and academic team.

Nkurenkuru Campus currently hosts three academic faculties: the Faculty of Education, which accounts for approximately 65% of the total student intake; the Faculty of Strategic Management and Business Administration; and the Faculty of Information, Communication, and Technology (ICT). These faculties are staffed by highly qualified and competent lecturers who are dedicated to delivering high-quality education and promoting academic excellence. The campus library continues to play a pivotal role in supporting teaching, learning, and research by providing access to a wide range of digital and electronic resources for both students and academic staff.

### 2. MAIN ACTIVITIES AND ACHIEVEMENTS

**2.1. Student Orientation and Stakeholder Engagement:** As part of the university calendar, a student orientation was held at the beginning of the academic year to familiarize new students with university policies and scholarly conduct. Key stakeholders were invited to engage with students and provide important information on issues such as alcohol and drug abuse, gender-based violence, and responsible behaviour.

**2.2. Staff Development and Research:** Nkurenkuru Campus improved staff capacity through online professional development, enhancing both teaching and administration. Research was prioritized, resulting in three quality publications from the Faculty of Education and strengthening the connection between teaching and research. The Campus maintains quality standards through internal, external, and peer evaluations of lecturers.



**2.3. 2024 Cultural Festival:** In August 2024, the SRC and Ms. Sheila Moyo (Student Counsellor and Dean's Representative) organized a lively cultural festival that featured around 28 business stalls and included diverse student performances. Kayembe Elias and Toini Aikali were crowned Mr. and Miss IUM Nkurenkuru, with guest performances by well-known artists Top Cherie, TKB, and Escho. During the event, Dr. Kleopas Henok, Director of Nkurenkuru Private Hospital, addressed students and launched an initiative to support IUM students with business startup capital.



*2024 Cultural Festival*

**2.4 NQA Accreditation and Assessment:** In 2024, the Campus underwent an accreditation and assessment visit by the Namibia Qualifications Authority (NQA). The Campus performed exceptionally well, achieving a compliance score of 95%. This result reflects the institution's strong commitment to quality assurance and adherence to national education standards.

**2.5 Campus Infrastructure and Security Enhancement:** As part of ongoing efforts to enhance campus security and clearly define institutional boundaries, the construction of a new perimeter fence and main entrance gate was completed. In addition, two prefabricated lecture halls, a power backup generator, and a solar energy system were installed to support academic operations and ensure uninterrupted service delivery. These developments significantly improve the overall functionality of the Campus while reinforcing the safety of students, staff, and institutional assets. Collectively, they contribute to a more secure, resilient, and well-organized learning environment.

**2.6 Programme Expansion and Institutional Strengthening:** The Campus identified the need to strengthen its institution to better respond to market demands. As part of this effort, nine new programmes were proposed and approved for implementation in 2025. These programmes include Transport and Logistics, Occupational Health and Safety, Accounting, Conservation Agriculture, Educational Leadership, Management and Policy, as well as an MSc in Mathematics and Sciences.

### **3. CHALLENGES AND OPPORTUNITIES FOR FURTHER DEVELOPMENT**

**3.1 Limited Local Internship Opportunities:** Students from the Faculty of Strategic Management and Business Administration face limited local internship opportunities, often travelling to distant towns, which disrupts their studies and adds financial strain. This highlights the need for stronger local collaboration. The campus management appreciates the continued support from the Kavango West Regional Council in student placement. It encourages other Ministries and Agencies to follow suit in support of youth development and the building of a skilled local workforce.

**3.2 Unreliable Power Supply:** Frequent power interruptions from NORED have consistently disrupted campus activities, adversely affecting both teaching and learning. However, the installed solar power system has dramatically improved the reliability of electricity on Campus. This sustainable solution ensures uninterrupted academic activities, enhancing the overall learning environment for students and staff.

**3.3 Student Welfare:** IUM Nkurenkuru Campus continues to face challenges in student welfare due to limited affordable housing options in its rural setting. Students often face high rental costs and exploitative landlord practices, which can result in significant financial strain. This challenge presents a strategic opportunity for IUM and its stakeholders to invest in the development of student hostel facilities.

#### **4. CONCLUSION AND WAY FORWARD**

The Nkurenkuru Campus remains unwavering in its commitment to fulfilling its mandate and advancing the University's strategic goals. The introduction of nine new academic programmes represents a bold and transformative milestone, one that is expected to enhance student growth and academic diversity significantly. The Campus will continue to uphold the highest standards of quality assurance in programme delivery, with a deliberate focus on cultivating a strong culture of accountability and performance excellence. Rigorous evaluation mechanisms, both of academic staff and through structured student feedback, will be prioritized to drive continuous improvement and sustain academic excellence.

Looking ahead, the Campus will further strengthen stakeholder partnerships, advance infrastructural development, and align its programmes with national priorities to ensure relevance, inclusivity, and long-term sustainability.



# COASTAL CAMPUS

## 1. INTRODUCTION

The 2024 academic year at the IUM Coastal Campus was marked by notable progress, dedication, and resilience. From academic delivery and research to community engagement and institutional partnerships, the campus continued to grow in strength and impact. Offering a broad spectrum of NQA-accredited undergraduate programmes – including Business Administration, Finance Management, Education, ICT, Sustainable Ocean and Aquaculture Management – as well as a range of short courses, the campus remains committed to producing graduates who are prepared to tackle real-world challenges in both the public and private sectors.

This report presents a consolidated overview of the key activities, accomplishments, challenges, and forward-looking strategies across the Faculty of Strategic Management and Business Administration, the Department of Sustainable Ocean and Aquaculture Management (SOAM), the Schools of Education, and the Centres for Languages and Communication and Improved Institutional Performance (CIIP).

### 1.1 Staff Complement

To effectively deliver on its mandate, the Coastal Campus operated with a dedicated team of 49 staff members. This included 24 permanent lecturers, 14 part-time lecturers, and 10 permanent administrative staff – all working collaboratively to support academic and operational excellence.

### 1.2 Student Enrolment

The campus achieved a historic milestone in 2024 with a total intake of 1,804 students – the highest enrolment ever. The School of Education accounted for the majority of new enrolments, highlighting the growing demand for teacher education and training in the region.

### 1.3 Academic Delivery

Teaching and learning activities proceeded smoothly across both semesters, with modules delivered through a blend of in-person and online methods. Practical work and continuous assessments were integrated effectively, while examination papers for Levels 5–8 were developed and submitted on time by all academic units.

### 1.4 Administrative and Institutional Contributions

The campus staff played a key role in broader university activities, including contributing to the IUM SWOT analysis and supporting registration drives. A significant effort was made to translate course outlines into local languages, fostering inclusivity and access. Collaborations with the Registration and Marketing Departments were instrumental in achieving the impressive student intake.

### 1.5 Research and Innovation

There was a noticeable rise in student engagement with research and academic writing, particularly within the SOAM department. In response to limited physical resources, staff introduced creative teaching approaches, including the use of alternative venues and simulation-based learning, to enhance academic delivery.

### 1.6 Community and Stakeholder Engagement

The Coastal Campus maintained strong links with local schools, took part in career fairs, and continued its outreach initiatives, reaffirming its role as an engaged and responsive institution within the community.

## 2. KEY CHALLENGES

Despite these achievements, several challenges presented an exciting opportunity to enhance the learning experience at SOAM by investing in innovative multimedia teaching tools and creating more engaging lecture venues.

## 3. OPPORTUNITIES AND STRATEGIC RECOMMENDATIONS

The campus has identified several key areas for improvement and development:

- **Enhancing Resources and Infrastructure**

Prioritise the acquisition of multimedia teaching aids and dependable transport for academic excursions. Explore cost-effective upgrades to improve teaching spaces and student learning environments.

- **Fostering Research Culture**

Introduce structured support for student research through proposal writing sessions and data analysis workshops.

- **Improving Monitoring and Compliance**

Strengthen internal monitoring systems to improve class attendance and track academic performance. Reinforce attendance policies at the start of each term.

- **Encouraging Collaboration and Innovation**

Promote co-teaching models and inter-departmental collaboration in both research and teaching to enrich academic delivery.

#### **4. CONCLUSION**

The 2024 academic year marked a pivotal chapter in the growth story of IUM Coastal Campus. Despite facing operational challenges and staffing pressures, the campus demonstrated an unwavering commitment to quality education, research, and community service. Looking ahead, strategic investments in human and material resources, strengthened academic support systems, and sustained collaboration will be essential to building on this progress. With a clear vision and collective effort, the Coastal Campus is well-equipped to realise its long-term strategic goals and continue delivering high-quality, transformative education.

# CENTRE FOR DISTANCE AND E-LEARNING (CDeL)

## 1. INTRODUCTION

The Centre for Distance and e-Learning (CDeL) continues to serve as a transformative hub for flexible, inclusive, and high-quality education delivery at the International University of Management (IUM). In alignment with IUM's Strategic Plan 2020–2025, CDeL set out key objectives in 2024 aimed at expanding access to education through distance and digital learning, enhancing academic programme offerings, and strengthening institutional e-learning systems. The Centre's mission directly contributes to the university's vision of being a student-centred institution of higher learning with global relevance. The 2024 focus areas included enrolment growth, programme expansion, digital transformation, and capacity building across faculties and other key stakeholders.

## 2. MAIN ACTIVITIES AND ACHIEVEMENTS

CDeL recorded a significant increase in enrolment, rising from 312 students in 2023 to 465 in 2024, reflecting a substantial 49.04% growth rate (see Figure 1). This surge underscores the increasing demand for accessible, flexible, and affordable learning options among diverse student populations across Namibia and beyond. It also highlights growing trust in the quality and credibility of IUM's distance learning offerings. The sharp rise in enrolments is attributed to increased awareness campaigns, the relevance of our programme offerings to the job market, and the improved efficiency of our online learning systems. The continued preference for distance learning, especially among working adults, mature students, and those in remote areas, positions CDeL as a pivotal platform for expanding higher education access in line with the National Development Goals.

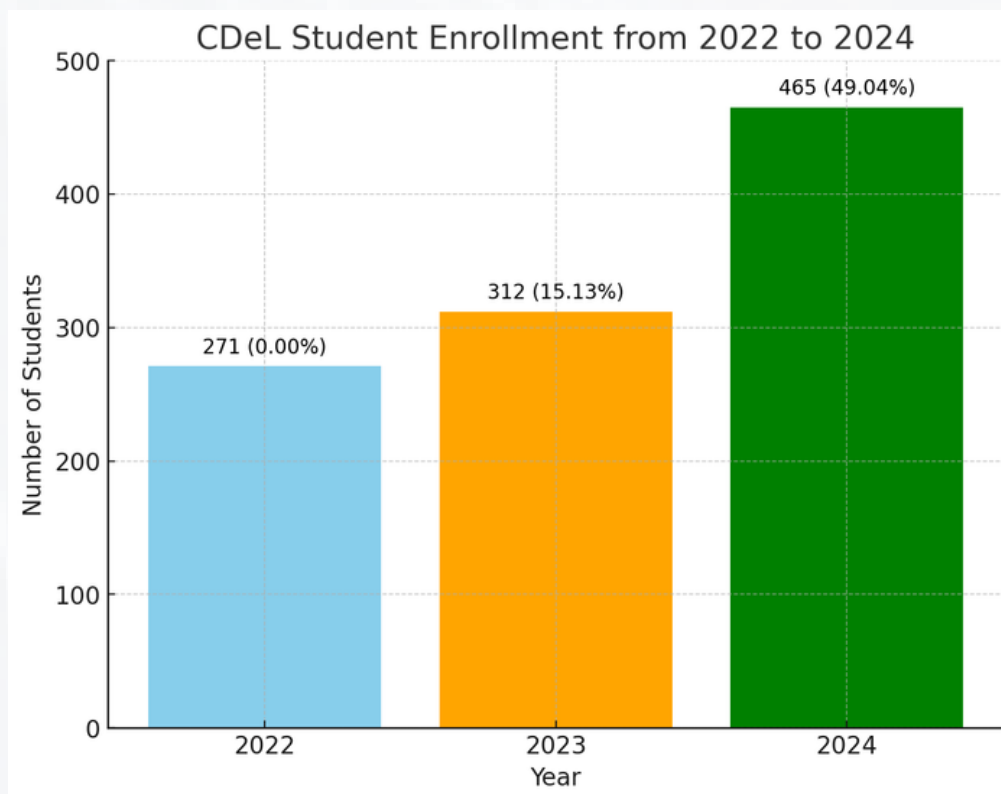
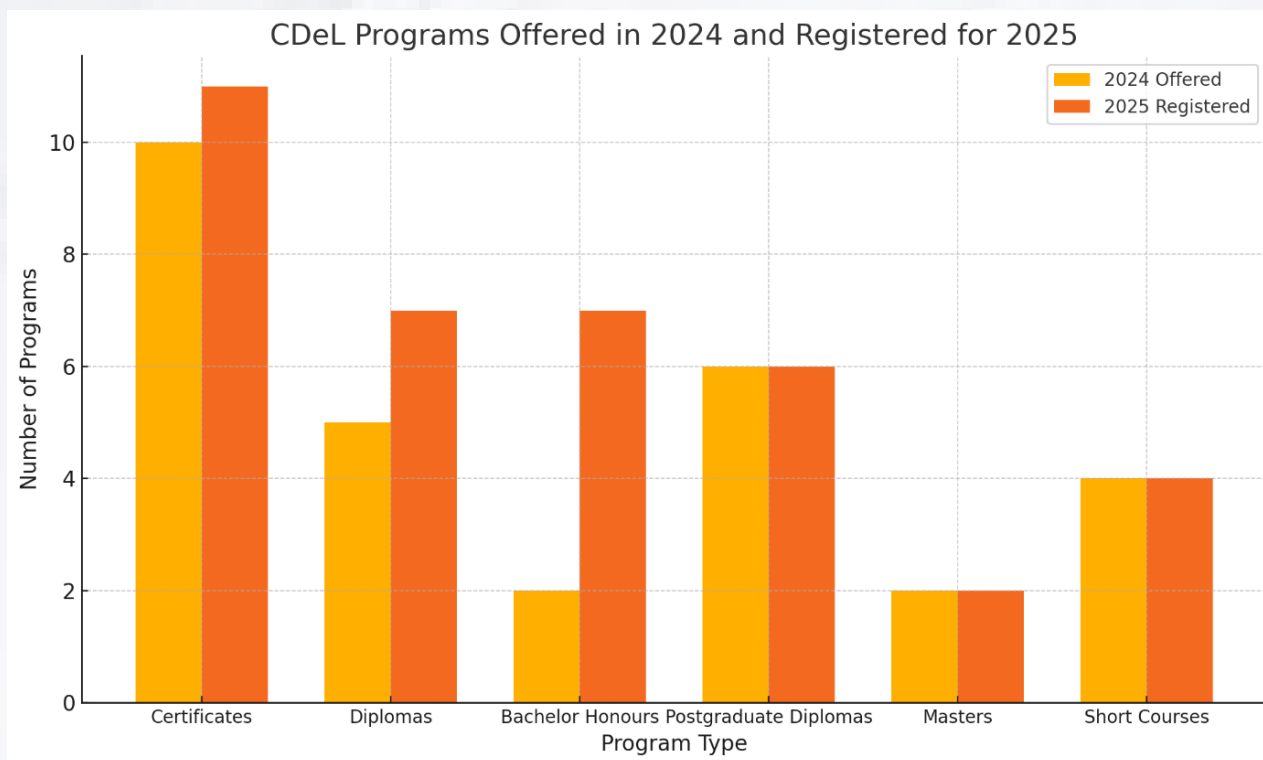


Figure 1: CDeL Student Enrolment Growth (2022–2024)

In 2024, CDeL offered a total of 29 academic and professional programmes, comprising 10 Certificates, 5 Diplomas, 2 Bachelor's Honours degrees, 6 Postgraduate Diplomas, 2 Master's Degrees, and 4 Short Courses. These programmes cater to multiple sectors, including business, education, environmental management, logistics, hospitality, and public policy. For 2025, the Centre has registered 36 programmes, demonstrating an upward trend in content diversity and educational depth. This includes a notable increase in Bachelor Honours degrees and Diploma qualifications, particularly in emerging and high-demand fields such as environmental and sustainable tourism, occupational health and safety, ocean and aquaculture management, and energy systems. The expansion also reflects successful collaboration with the faculties to adapt their offerings for online and distance delivery. By aligning programme development with labour market needs and national capacity-building priorities, CDeL continues to respond to the growing expectations of learners, employers, and public-sector stakeholders alike.



*Figure 2: CDeL Programmes Offered in 2024 and Registered for 2025*

Figure 2 compares the programmes offered by the Centre for Distance and e-Learning (CDeL) in 2024 with those registered for 2025, illustrating a notable expansion in programme offerings. The data shows growth in Certificates, Diplomas, and Bachelor's Honours Degrees, while Postgraduate Diplomas, Master's Degrees, and Short Courses remained consistent. This growth underscores CDeL's commitment to enhancing its range of educational programmes, particularly at the undergraduate and diploma levels, to meet diverse learner needs.

Furthermore, during the year under review, CDeL placed a strong emphasis on strengthening the digital foundation for teaching and learning across the university. The Moodle Learning Management System (LMS) remained the central platform for delivering both fully online and blended programmes. To enhance quality and instructional effectiveness, the Centre conducted capacity-building workshops for online facilitators, focusing on the effective use of Moodle tools, student engagement strategies, and virtual classroom management. In collaboration with instructional designers and external experts, CDeL also supported academic staff in the development of high-quality, interactive online content grounded in sound pedagogical principles. These efforts laid the groundwork for deeper digital innovation and broader content diversification planned for the coming year.

## **2. CHALLENGES AND OPPORTUNITIES**

There is significant potential for growth and innovation within the Centre for Distance and e-Learning (CDeL). However, the challenges encountered between 2023 and 2024 cannot be overlooked. These included increased pressure on administrative and academic support structures, underscoring the urgent need to scale up infrastructure, upgrade digital platforms, and streamline content delivery. The sharp rise in enrolment also revealed gaps in the availability of trained facilitators and inconsistencies in digital literacy among students.

Subsequently, this growth also presented substantial opportunities. It reaffirmed the demand for flexible, accessible education and further solidified CDeL's role as a leading provider of distance and e-learning at IUM. The expansion has paved the way for the introduction of online micro-credentials and short courses, which will become a major focus from 2025/26 onwards. These offerings will target high-impact areas such as digital literacy, entrepreneurship, educational technology, AI in education, project management, finance, business, marketing, information technology (IT), lifestyle, environmental and sustainability education, research, and personal development, with a particular emphasis on executive and professional development. This initiative aligns with the University's broader strategic goal of equipping learners with practical, industry-relevant skills to meet evolving workforce and societal needs.



### **3. CONCLUSION**

The year under review marked a period of remarkable progress and strategic positioning for the Centre for Distance and e-Learning (CDeL) at the International University of Management (IUM). Despite the challenges brought on by rapid enrolment growth and increasing digital demands, CDeL remained committed to delivering accessible, flexible, and high-quality education. Through targeted capacity building, enhanced use of digital platforms, and collaborative programme development, the Centre has laid a strong foundation for continued innovation and growth. Looking ahead to 2025 and beyond, CDeL will prioritise the diversification of learning opportunities, including the rollout of online micro-credential and professional development courses. With continued support from the university and its stakeholders, CDeL is well-positioned to remain a leading driver of transformative digital education at IUM and in the broader higher education landscape.

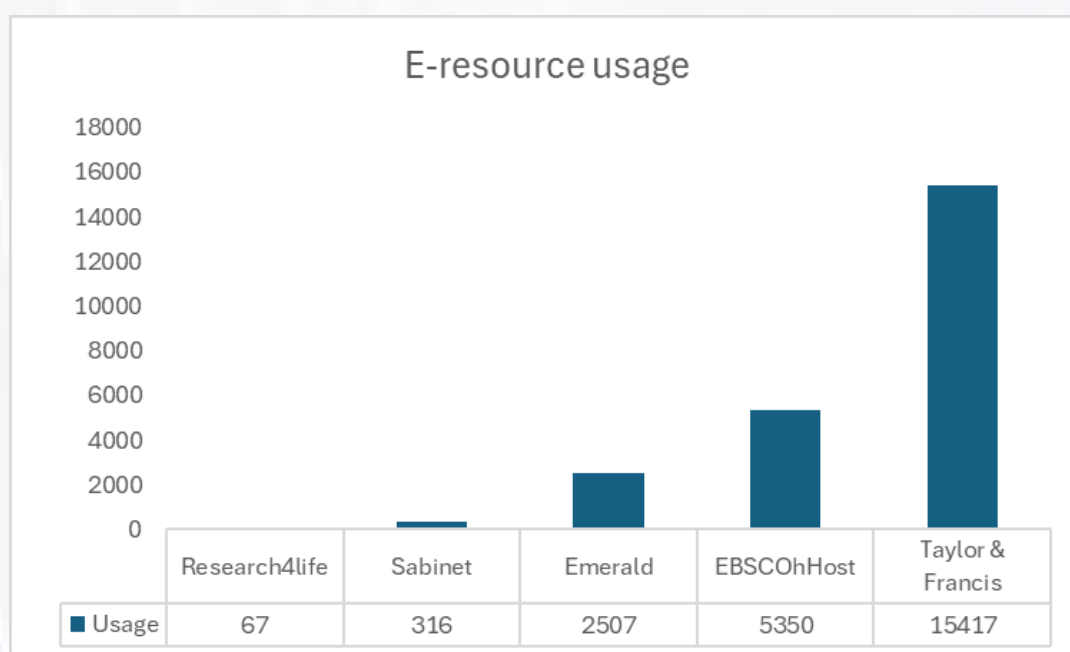
# LIBRARY DEPARTMENT

## 1. INTRODUCTION

The year 2024 was marked by continued growth, innovation, and service excellence within the Library Department. In alignment with the University's strategic objectives and the department's mandate, the team remained committed to enhancing quality and relevant access to information, thereby supporting teaching, learning, research, and ultimately promoting a culture of lifelong learning. Throughout the year, the Library undertook several key initiatives aimed at improving service delivery, expanding digital resources, strengthening user engagement, and supporting staff development. These efforts were complemented by strategic collaborations and targeted training programmes. This report provides a progress update on the activities that were undertaken during this reporting period.

## 2. SUMMARY OF ACTIVITIES AND MILESTONES ACHIEVED

- As part of enhancing literacy efforts, all Libraries successfully conducted Library Orientations to all first-year students and further held Library Open Week.
- A total of one hundred (100) brand-new computers were procured and distributed across all libraries.
- A total of 3,539 new library members were registered during this reporting period.
- About 342 books and 77 theses were classified and catalogued.
- Computer usage statistics indicate that a cumulative number of 39,875 individuals accessed the library's computers for typing and internet-related activities.
- In line with Strategic Goal A, focused on enhancing the relevance and quality of IUM education, a total of five key databases (EBSCOHST, Emerald, Taylor & Francis, Research4Life, and Sabinet) were successfully renewed. To promote access and effective use, 1,777 library users, including staff and both undergraduate and postgraduate students, were trained. Usage statistics of the databases are highlighted below.



*Figure 1: Usage of e-resources*

- The Library collection was enhanced by the procurement of 164 language books and the receipt of approximately 239 donated books.
- Four quarterly staff meetings and regular spot checks were successfully conducted.

## STAFF DEVELOPMENT

Under Strategic Goal B, aimed at enhancing research, publications, and outreach through collaboration and innovation, the following milestones were achieved:

- Mrs. Sitwala, in collaboration with Mrs. Anna Leonard, Senior Librarian at UNAM, wrote a paper on students' and academic knowledge and use of artificial intelligence in Higher education institutions: A case study of selected universities in Namibia. The paper was presented at the UbuntuNet Alliance 2024 Conference in Dar es Salaam on 31 October 2024.
- Mrs. Sitwala and Mrs. Leonard authored a paper titled "Examining Research Competencies of Librarians in Selected Academic Libraries in Africa," which was presented at the 2024 SCECSAL Conference in Kenya.
- Ms. Johannes, along with Mr. Sikwana and Mrs. Sitwala, co-authored a paper titled The Role of Academic Libraries in Improving Digital Inclusion among Students with disabilities: A Comparative Study of the International University of Management (IUM) and the University of Zimbabwe (UZ). The paper was presented by Ms. Johannes in Dar es Salaam on October 31, 2024, at the UbuntuNet 2024 Conference.
- Mrs. Sitwala, Mr. Sikwana, and Prof Mchombu wrote a paper titled Knowledge Mobilisation in Project Teams: A Case of Namibia Integrated Landscape Approach for Enhancing Livelihoods and Environmental Governance to Eradicate Poverty (NILALEG). The paper was presented at the National Integrated Landscape Management Conference, which was held from 25-26 June 2024 in Windhoek.
- Mr. Shikoha attended a Wiki Indaba Conference, which was held in South Africa from the 4th to the 6th of October 2024.
- Mrs. Sitwala and Mr. Martin attended a workshop on monitoring and evaluation, which was hosted by the International Federation of Library Associations (IFLA).
- Library staff members participated in specialized training sessions to enhance their proficiency in using newly subscribed databases, including Taylor & Francis, Emerald, and EBSCO Host.
- Library staff attended a leadership training which was hosted by IUM Centre for Improved Institutional Performance (CIIP).
- An online webinar was attended on the Identification of Authentic and Predatory Journals.
- Mrs. Sitwala, Ms. Johannes, Mr. Shikoha, and Mr. Sikwana were trained by the University of Namibia (UNAM) team on institutional repository development and maintenance.
- In line with Strategic Goal D, focused on stakeholder satisfaction and community impact, the Library Department enhanced peer mentorship and maintained partnerships with librarians from Namibia, Rwanda, Nigeria, Zimbabwe and South Africa.



*Figure 2: Institutional Repository Training*

## 3. CONCLUSION

The library department remains dedicated to continuously improving service delivery to timely meet the dynamic demands of all library patrons and realise the mandate of supporting learning, teaching and research output.



# THE CENTRE FOR IMPROVED INSTITUTIONAL PERFORMANCE (CIIP)



*CIIP Staff*

## 1. INTRODUCTION

Short courses are a significant activity in lifelong learning. The Centre for Improved Institutional Performance (CIIP) is a driver for improved institutional performance, which underpins the need to enhance professional management in both the public and private sectors. In pursuit of this ideal, driven by good governance and integrity, CIIP offers short courses to individuals and groups and engages in consultancy work.

CIIP also offers workshop training to the public and IUM students. The Centre collaborates with academic and industry experts to deliver workshop courses tailored to meet organisational and industry needs. The CIIP short courses are designed to offer relevant professional development for individuals or groups to maintain, improve, and expand their competence and knowledge in their chosen area or profession. Short courses are offered across a variety of disciplines to suit the professional development needs of individuals, employers, and industry or occupations.

## 2. MAIN ACTIVITIES AND ACHIEVEMENTS

The Centre has engaged in a variety of key activities and achieved significant milestones, including:

- **CIIP Qualifications:** Successfully issued qualifications, alongside managing applications, registrations, classes, final examinations, and the release of certificates and statements of results for the Basic Numeracy program.
- **Workshops:** Conducted several workshops aimed at enhancing skills, including CV writing and interview skills for final year students, minute-taking for frontline staff and administrators, memo writing for Deans and supervisors, and a collaboration and teamwork workshop for staff.
- **Leadership and Financial Literacy Training:** Provided leadership training for staff and a financial literacy session for 3rd and 4th-year students in collaboration with Old Mutual.
- **Exhibitions:** Participated in exhibitions at NIPAM and FNCC for the European Higher Education Career fair to promote programs.
- **Committee Meetings:** Held the 1st and 2nd CIIP Committee meetings to discuss ongoing initiatives and strategies.
- **Marketing Initiatives:** Engaged in various marketing efforts, including interviews on NBC TV and IUM Radio to promote short courses and upcoming school tours.

## 3. CHALLENGES AND OPPORTUNITIES

- The challenge of limited storage space for student files presents an opportunity to explore innovative digital solutions for record-keeping, enhancing efficiency and accessibility.
- The issuance of CIIP admission and rejection letters allows for improved communication and transparency in the application process.
- Upcoming Semester 2 Examinations provide a chance to refine assessment strategies and ensure a smooth examination experience for students.
- The CIIP Staff End-of-Year function is an excellent opportunity to celebrate achievements and strengthen team cohesion.
- Gathering insights through student feedback forms can lead to continuous improvement in our programs and services.
- Marketing short courses for 2025 opens avenues for attracting new students and expanding our educational offerings.



#### 4.CONCLUSION

The Centre for Improved Institutional Performance (CIIP) continues to make a meaningful contribution to professional development and institutional excellence through its short courses, workshops, and consultancy services. The wide range of activities and achievements in 2024 reflects the Centre's commitment to equipping individuals and organisations with relevant skills aligned to both academic and industry needs; while the challenge of limited storage space remains, it also presents an opportunity to review and improve internal processes. Next year, we will continue to build on its successes by enhancing programme delivery, expanding its reach, and strengthening stakeholder engagement through targeted marketing, collaborative initiatives, and continuous quality assurance.



*Radio Interview: Soft Skills*



*Leadership Skills Training*



*Old Mutual Staff Engagement*

# ADMINISTRATIVE, CENTRES AND DEPARTMENTS

## HUMAN RESOURCES DEPARTMENT

### 1. INTRODUCTION

The Human Resources (HR) Department serves as a bridge between the University, its employees, and the broader labour market. The HR Department's mandate is to promote employee welfare while aligning with and supporting the University's overall interests, vision, and mission. The department is committed to delivering efficient, effective, and accountable HR services to both the employer and employees, thereby contributing to a productive and harmonious work environment. The Directorate has six (6) HR team members consisting of the Director of HR, the Deputy Director of HR, the Senior HR Business Partner, two (2) HR Business Partners, and one (1) Industrial Relations Practitioner.

### 2. MAIN ACTIVITIES UNDER THE HUMAN RESOURCES DEPARTMENT

- The Directorate is Responsible for the Following Tasks:
- Recruitment and selection of staff members at all levels.
- Preparation and submission of monthly payroll inputs for payment of monthly salaries.
- Administration of conditions of employment/service benefits (leave, probation, medical aid, social security, pension, etc.).
- Administration of employment contracts for full-time, part-time, and temporary staff members.
- Preparation and submission of the "Annual Affirmative Action Report" to the Employment Equity Commission (EEC).
- Continuous updating of HR records, HR statistical reports, and staff establishment.
- Administration of applications for work permits of non-Namibian employees (new applications and renewals).
- Coordination of performance agreements and performance appraisals for full-time staff members.
- Implementation of the approved human resources policies and procedures manuals.
- Administration of industrial relations and disciplinary action procedures.
- Provision of HR advisory services to management and staff members (rank and file).

#### Staff movements (Appointments, promotions, and Terminations)

The Directorate processed the appointment of a total number of seventy (70) new staff members and the promotion of two (2) staff members to different positions, while a total number of twenty-nine (29) staff members left the University for various reasons (resignations, end of employment contracts, and/or discharges) during the period under review, as shown in table 1 below:

Table 1: Staff movements

Staff movements			
	New Appointments	Promotions	Termination
Academic Staff	31	0	54
Administrative Staff	39	2	16
<b>Grand Total</b>	<b>70</b>	<b>2</b>	<b>29</b>



## University Workforce

The University comprised a total number of four hundred and fifty-four (454) staff members during the period under review, as illustrated in Table 2a below.

Table 2a: University workforce

Campuses	Academic Full-Time	Academic Part-Time	Administrative support staff	Total
Dorado	110	73	93	276
Ongwediva	39	20	21	80
Nkurenkuru	16	12	14	42
Coastal	28	16	12	56
<b>Grand Total</b>	<b>193</b>	<b>121</b>	<b>140</b>	<b>454</b>

62.3% of the workforce consists of female staff members, while 37.7% are male staff members. 93.8% are Namibian Nationals, while 6.2% represent non-Namibian nationals, as illustrated in Tables 2b and 2c below, respectively.

Table 2b: Gender

Gender	Total Number	Percentage
Male	171	37.7%
Female	283	62.3%
<b>G r a n d Total</b>	<b>454</b>	<b>100%</b>

Table 2c: Nationality

Nationality	Total number	Percentage
Namibians	426	93.8 %
Non-Namibians	28	6.2%
<b>Grand Total</b>	<b>454</b>	<b>100%</b>

## Staff Training and Development

During the period under review, the following staff training and development initiatives were conducted by the Centre for Improved Institutional Performance (CIIP):

- Minute-Taking for front-line staff for all campuses provided to academic and administrative staff by the Centre of Improved Institutional Performance (CIIP) on 22 April 2024, attended by sixty-two (62) IUM staff members.
- Memo-Writing for Deans, HODs, Centre Heads and Supervisors took place on 23 April 2024 for academic staff, attended by thirteen (13) IUM staff members and provided by the Centre of Improved Institutional Performance (CIIP).
- A communication workshop, provided by the Centre for Improved Institutional Performance (CIIP), was held for academic and administrative staff members on 28 May 2024 and attended by twenty-two (22) IUM staff members.
- Time and Workload Management was provided by the Centre of Improved Institutional Performance (CIIP) to all academic and administrative staff members on 30 May 2024 and attended by forty-eight (48) IUM staff members.
- Leadership training was provided by the Centre of Improved Institutional Performance (CIIP) to all academic and administrative staff members on 16 July 2024 and attended by one hundred and forty-three (143) IUM staff members.

### **3. ACHIEVEMENTS**

The Directorate of Human Resources accomplished its objectives during the period under review. The following were some of the achievements.

- The HR Team successfully carried out the University's HR mandates.
- Appointments for all advertised positions during the reviewed period at the University were successfully finalized, and all positions were filled.
- Performance agreements were developed, and staff performance appraisals were enhanced for all full-time staff members.
- Ensured that the university workforce was capable and committed to carrying out their specific task in line with the University's mandate.

### **4. CHALLENGES AND OPPORTUNITIES**

Although the HR Directorate successfully achieved its objectives during the period under review, a few challenges were encountered, such as:

- Long waiting periods for "Police Clearance Certificates for non-Namibian nationals cause delays in the whole process of application for work permits as part of the recruitment process. Nevertheless, the University is committed to abiding by the laws of the country.
- There was a shortage of appropriately qualified academic staff in Namibia, especially at the PhD and Professorial levels in specialized fields. However, it is gratifying to note that many Namibian staff members completed their doctoral studies during the period under review, and the number is steadily increasing.

### **5. CONCLUSION**

The HR Directorate successfully executed the key strategic initiatives planned for the 2023/2024 period. The achievements recorded in 2024 underscore IUM's dedication to fostering a professional, efficient, and supportive working environment. These accomplishments demonstrate the Directorate's commitment to providing timely and effective HR services, which significantly contribute to the attraction, development, and retention of a high-performing workforce. In response to the evolving workforce needs and labour market dynamics, the HR Directorate remained proactive in reviewing and aligning policies, practices, and development programs to meet current and future demands. To sustain progress and ensure continued relevance, the HR Directorate will continue to research emerging HR trends and practices that are adaptable to the University's context. This includes leveraging both local and international best practices in human capital management to support the institution's mission and strategic objectives.

## OFFICE OF THE DEAN OF STUDENTS (ODS)

### 1. INTRODUCTION

The ODS is responsible for overseeing student support services, providing advocacy and guidance to students throughout their academic journey at the university. Through direct engagement, the office is attentive to the academic, physical, moral, and psychosocial needs of students. As the university continues to grow, sustaining a high standard of student support and services has become both increasingly important and more demanding. Additionally, the ODS provides leadership development opportunities designed to empower students to lead among their peers across various levels of the university community.

### 2. KEY ACTIONS AND ACCOMPLISHMENTS

Several notable accomplishments were achieved in 2024, which are highlighted below.



*Student Initiative – Launch of “Go Fund Me”*

**Orientation for New Students:** The new student orientation for the 2024 academic year took place from 6-9 February 2024 across all campuses, welcoming, informing, and equipping incoming students for a smooth and successful transition into university life. Delivered through a combination of in-person and live online streaming, the program was designed to advance to students with the academic facilities, policies, and support services available to them.

**Student Counselling:** Student counselling services continue to play a crucial role in supporting the emotional and psychosocial well-being of our students. Each campus has a qualified student counsellor and peer counsellors available to help. These services provide students with the support they need to cope with academic stress, personal challenges, and mental health issues, which allows them to stay focused and succeed in their studies. Table 1 below outlines the top five categories of student support concerns reported in 2024.

*Table 1: Top 5 Student Support Concerns*

Rank	Concern Category	Description
1	Mental health concerns	Depression, anxiety, identity issues, and suicidal ideation.
2	Academic concerns	Learning challenges and limited access to resources.
3	Basic needs	Access to housing, transport, and financial aid.
4	Victim Support	Support for harassment, discrimination, and related issues.
5	Health and medical support	Medical needs, chronic conditions, and access to healthcare.

**Student Advocacy and Inclusion:** Created a disability database to improve the identification and documentation of students with learning, physical, and sensory disabilities. This system significantly improved the coordination and delivery of tailored support services, ensuring that students receive timely and appropriate assistance. In addition, the office introduced, for the first time, a Disability Awareness Day to foster greater understanding, encourage inclusivity, and reduce the stigma associated with disabilities across the university community.

**Academic Support and Peer Engagement:** Academic advising platforms were improved by enhancing communication channels and conducting workshops for class representatives. This helped class representatives to more effectively support students encountering classroom and course-related challenges, while also enabling them to better guide their peers in accessing relevant university resources. The office also introduced a student examination preparation workshop to support students in developing effective study habits, time management strategies, and techniques for coping with examination-related stress.





*Examination workshop*

**Student Societies and Clubs:** Enhanced the capacity and effectiveness of student societies and clubs through focused support in structural development, strategic planning, resource management, and leadership development. These efforts facilitated increased student engagement, improved event coordination, and contributed to a more dynamic and inclusive university environment.

**Policy and Governance Documents:** The office undertook revisions to the Student Misconduct and Disciplinary Procedures Policy, the Work-Integrated Learning and Internship (WIL-I) Policy, and the Constitution of the Student Representative Council, all of which fall under its custodianship. The objective was to ensure enhanced clarity, procedural fairness, and the continued relevance and effectiveness of the policies in supporting student development and governance.

**Student Representative Council (SRC) Election and Leadership Training:** Conducted successful SRC elections across all university campuses, with a record voter turnout of 71%, reflecting increased student interest in governance and participation in institutional decision-making. Following the elections, comprehensive joint leadership training was conducted for all newly elected SRC members from all campuses. The training aimed to enhance their leadership capabilities by equipping them with key competencies, including strategic planning, budgeting and financial accountability, conflict resolution, effective communication, team building, and collaboration.



*2024 IUM Cultural Festival*

### 3. OPPORTUNITIES AND CHALLENGES

**Advancing Student Support through Data Insights:** With each campus having both student and peer counsellors and a clear understanding of the top five support concerns, the office is better positioned to create targeted interventions that effectively address students' psychosocial and academic needs. The number and complexity of cases highlight the necessity for proactive and comprehensive implementation of support programs.

**Use of Technology in Student Support Services:** Technology was effectively utilized to include a large number of students in the new student orientation program, and students appreciated this approach. Additionally, the SRC successfully leveraged technology to maintain active student engagement. Opportunities are being explored to expand the use of technology to offer virtual counselling services, enabling students to attend counselling sessions remotely.

### 4. FUTURE PLANS

**Creating a Student Feedback Tool to Improve Support Services:** To create a tool for the regular collection and analysis of student feedback. This will help the ODS identify areas for improvement, ensuring that support services remain responsive, effective, and aligned with the evolving needs of the student body.

**Building Partnerships for Better Student Support:** To develop partnerships with university departments and external stakeholders like government agencies and NGOs to create targeted programs that meet the changing needs of our students.

# DIRECTORATE OF QUALITY ASSURANCE AND MANAGEMENT (DQAM)

## 1. INTRODUCTION

The Directorate of Quality Assurance and Management [DQAM] plays a pivotal role in ensuring the consistent delivery of high-quality services and products within the organisation. As a key entity dedicated to safeguarding and enhancing organisational standards, DQAM is responsible for overseeing the processes, systems, and procedures that uphold excellence across all functions. For continuous improvement, the Directorate collaborates with various departments to monitor, evaluate, and implement quality assurance measures that align with both internal benchmarks and external regulatory standards. By leveraging best practices and industry-recognised frameworks, DQAM ensures that the organisation meets and exceeds both customer expectations and statutory requirements.

## 2. MAIN ACTIVITIES AND ACHIEVEMENTS

During the 2024 academic year, the activities undertaken by DQAM were integral to the implementation of the International University of Management [IUM] Strategic Plan, specifically addressing Objectives A1 focusing on the alignment and integration of the National Human Resource Plan [NHRP] into IUM's curriculum review process, and Objective A2 outlining the need to assess and, where necessary, revise existing programmes, and design new qualifications. To align the university's offerings with the needs of the economy, specifically in terms of industry and commercial demands for skilled human resources.

The primary activities during the year in review included: the re-accreditation of existing qualifications that reached expiration, review of existing [registered] qualifications entailing an evaluation of registered qualifications to ensure that they remain relevant and aligned with the objectives of the National Human Resource Plan [NHRP] and other national strategies and lastly, the development of new qualifications: The formulation and introduction of new programmes designed to address emerging needs in management sectors critical to the Namibian economy and beyond. These activities were crucial in ensuring that IUM's academic offerings are not only reflective of current industry demands but also adaptable to future trends in the workforce.

### A. Review and Development of Qualifications

During the reporting period, DQAM successfully coordinated, facilitated, and concluded the quality assurance processes for the **re-accreditation** of ninety-eight [98] qualifications, four [4] qualifications that underwent review, and the **accreditation and expansion** of the scope of eight [8] newly developed qualifications, across various faculties and campuses. This makes up a total of one hundred and ten [110] qualifications for the University.



**i. Process overview:** The review and development of these qualifications entailed a comprehensive evaluation process involving: analysis of course materials, evaluation of rationale statements, completion and verification of the NQF templates, and the compilation and assessment of review reports. These tasks were carried out in alignment with institutional and national quality assurance standards.

**ii. External quality assurance activities:** As part of the accreditation and registration process, DQAM organised and supported external quality assurance audit visits at four campus sites: Ongwediva, Coastal, Nkurenkuru, and Dorado Park during the period under review, which included: compilation and submission of required documentation in accordance with the NQA standards and Staff orientation and sensitisation sessions to clarify expectations before, during and after the audit process.



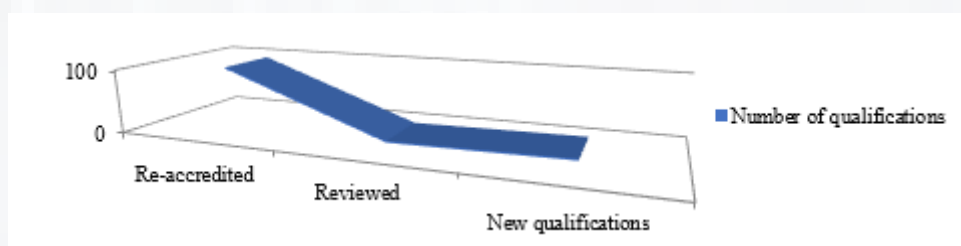


*Nkurenkuru Campus site visit, 2024*



*Dorado Campus site visit, 2024*

**Key achievements:** The key outcomes recorded for the year under review were: the successful re-accreditation of all ninety-eight [98] qualifications across campuses, the successful registration of four [4] reviewed qualifications on the National Qualifications Framework [NQF] and the accreditation of eight [8] newly developed qualifications that were granted an expansion of the institution's scope of accreditation by the NQA.



### 3. CHALLENGES AND OPPORTUNITIES FOR FURTHER DEVELOPMENT

DQAM plays a pivotal role in ensuring that the institution meets its commitment to maintaining high standards of academic excellence and delivering a superior student experience. This report highlights the activities undertaken by the Directorate in the year under review, addressing key challenges faced and the strategic opportunities identified for continued development in the area of quality assurance.

One of the significant challenges encountered by the Directorate remains and pertains to the accreditation of new qualifications by the NQA. According to the NQA, applications for the accreditation of new qualifications are only considered if the institution is already offering those programmes. This constraint has posed a challenge to the timely accreditation of newly introduced qualifications. Moreover, the NQA's regulation against enrolling in non-accredited programmes has created uncertainties for students seeking financial assistance, such as funding from bodies such as the Namibia Student Financial Assistance Fund [NSFAF], which is only available for accredited qualifications. As a strategic response and opportunity, the Directorate developed comprehensive institutional Guidelines for the Development and Review of qualifications that allow for continuous evaluation and refinement of academic and operational practices internally, yet in compliance externally. These guidelines facilitate the timely identification and processing of qualifications, both new and revised, but also areas requiring attention, enabling a more agile response.

The Directorate continuously works towards ensuring that the institution's qualifications meet not only national, but also international quality assurance through benchmarking, which enhances the institution's international standing and broadens its academic offerings, by rendering mobility to its qualifications.

One of the primary goals of the Directorate is to improve the overall student experience. Given the evolving needs of students, ensuring that quality assurance mechanisms align with these demands, at times, is a challenge. This is particularly true for students enrolled in programmes that are in the process of accreditation, where concerns about the legitimacy of their qualifications may arise. The Directorate has extended support services for walk-in students through guidance and transparent communication regarding the accreditation status of programmes, to ensure information flow, necessary to make informed decisions. These efforts aim to address the broader needs, contributing to higher retention and graduation rates.



DQAM advance targeted professional development programmes aimed at strengthening staff capacity. By investing in ongoing external workshops and engagements advance t by the Quality Assurance Regulatory Bodies, the Directorate ensures that its staff are equipped to uphold the highest standards of academic excellence and contribute to the institution's quality assurance efforts, to foster a culture of continuous improvement within the Directorate and ultimately the institution.

#### **4. CONCLUSION**

DQAM has effectively driven substantial progress in enhancing the academic and operational standards during the 2024 academic year. Key achievements include aligning curricula with national workforce needs, international standards and improving accreditation processes. Despite resource dvance tion challenges, DQAM implemented proactive measures, including the establishment of detailed institutional guidelines for the development and review of qualifications and student support services to ensure quality and responsiveness. These efforts have strengthened the institution's competitiveness, reputation, and ability to meet national and international quality assurance standards. DQAM's commitment to continuous improvement, transparency and excellence in higher education has been instrumental in advancing the University's strategic goals and enhancing the student experience, positioning it for ongoing success. As the University continues to dvancee its mission, DQAM remains a cornerstone, together with the internal publics, in driving the institution's success and reputation within the educational community.

# DEPARTMENT: MARKETING, COMMUNICATIONS AND STAKEHOLDERS' ENGAGEMENT

## 1. INTRODUCTION

The 2024 Academic Year was defined by purpose-driven progress and dynamic engagement, under the inspiring theme: "The Year of Diligence and Concerted Efforts towards Achieving Our Set Goals." The University engineered groundbreaking developments, forged strategic partnerships, and generated renewed momentum that permeated all facets of the institution across departments, faculties, and schools. The Marketing, Communications, and Stakeholder Engagement (MCSE) Department played a central role in promoting and protecting the IUM's brand by establishing a strong institutional identity, enhancing its strategic importance, defending the university's reputation, and ensuring that IUM's name and mission are widely recognised by society. Our operations were directed towards consolidating, strengthening, and safeguarding the gains of three decades of the IUM supreme brand at both national and global levels.

The Department was pivotal in supporting the success of University-wide initiatives and events. However, these milestones were not a direct result of the MCSE Department alone but reflected the power of collective purpose as departments, faculties, and schools worked in unison to drive effective and efficient operations across the University.

Throughout the year, we witnessed an impressive display of innovation, collaboration, and institutional pride, supported by the rollout of exciting new industry-oriented academic programs and the establishment of purposeful schools aligned with Namibia's Fifth National Development Plan (NDP5) goals. Major highlights included the Launch of the Centre for Open Education in the Russian Language, the special visitation by His Royal Highness Taunku Syed Faizuddin Putra Jamalullail -Acting King of Perlis, Malaysia, the signing of a significant Memorandum of Understanding (MOU) with Chinhoyi University of Technology, the University of the Witwatersrand, and the University of Swaziland, as well as the inauguration of IUM Radio and the official opening of the IUM Graduate School of Business (GSB).

Indeed, 2024 delivered on the promise of its theme, as IUM solidified its standing as a proactive and forward-thinking institution – consistently leading with clarity, diligence, and a strong commitment to national transformation. Truly, IUM is a University dedicated to its people's future.

## 2. MAIN ACTIVITIES AND ACHIEVEMENTS

### 2.1. Participation in Outreach Events

In 2024, the Marketing Team participated in educational expos, career fairs, trade fairs, and regional events organised by local town councils and other stakeholders in the education sector. During these activities, information about all IUM programs, including the newly accredited programs in the Faculty of Environment & Sustainable Tourism (EST) and Programs offered at the New IUM Campus in Eenhana, was shared. Main outcomes from the expos and fairs indicated that Nursing and Education programs continue to be among the most preferred courses among prospective students visiting the IUM stand.

### 2.2. Event Organisation and Support

The Department is responsible for organising and co-hosting events across all campuses. The First and most important event of the year we tackled was the Southern African Association for Research in Mathematics, Science and Technology Education Conference (SAARMSTE), which was hosted at IUM Dorado campus from 16 – 18 January 2024.

In 2024, IUM took a bold stride in international academic engagement with the launch of the Centre for Open Education in Russian Language, which drew an overwhelming response, garnering more than 1,200 applications in its inaugural cohort. IUM further launched the IUM Graduate School of Business (GSB), a cutting-edge hub for cultivating visionary business leaders, problem-solvers, and entrepreneurs ready to drive meaningful change in industry and society.

In order to strengthen engagement and expand its reach to stakeholders, IUM also unveiled IUM Radio, a community radio. The strategic decision to establish IUM Radio was to amplify the University's voice, deepen societal impact, and solidify its connection with both the Namibian public and the global community.

Together, these developments reinforced IUM's position as a future-focused institution, continuously evolving to meet the needs of a complex and fast-changing world.

### 2.3. Publications and Promotional Materials

The Department is responsible for creating, editing, designing, and producing sufficient information materials for students and stakeholders on the IUM brand. The information notably includes the following publications: Information and Marketing Brochures, Application Forms, Graduation Booklets, and the Varsity Vibes Magazine.

## **2.4. Corporate Video Production**

In 2024, the Department embarked on producing the second University Corporate Video, of which the first was produced in 2017. The new video showcases current academic activities, students' lives, and new programs. The video will be reviewed and updated annually should the need arise.

## **2.5. Social Media and Digital Engagement**

The Social media sites have been the most powerful and fastest communication tool this year, which enabled the Department/University to engage effectively with a broader audience. With consistent and relevant updates, the Department has grown its online presence to over 40,000 followers, demonstrating a strong digital outreach and brand engagement.

## **3. CHALLENGES**

Notable challenges of the 2024 academic year included some negative publicity from some online and print media. It was unfortunate that certain individuals and media houses published unverified stories, while overlooking the fact that IUM is an apolitical institution, not established for profit-making purposes.

The University also faced a number of negative online comments, particularly from students with unresolved queries who chose to express their dissatisfaction on our social media platforms, even on unrelated posts and external platforms beyond the University's control.

## **4. OPPORTUNITIES**

IUM continues to distinguish itself as an open-door policy University, grounded in over 30 years of privately driven educational transformation. It offers industry-oriented and innovative academic programmes tailored to both matriculants and executive professionals, with leading qualifications in Business Management, ICT, Energy, Oil and Gas Resources, Teaching, Nursing, and Specialised Medicine. With a diverse student body drawn from all 14 regions of Namibia and neighbouring countries, IUM fosters cultural inclusivity and global awareness. The University blends academic excellence with vibrant student life, nurturing talent through national student tours, sporting events, and signature occasions such as Miss IUM. Its internationally recognised qualifications empower graduates to study in Namibia and thrive globally.

The University also extends financial scholarship opportunities to less privileged and marginalised students and remains the only institution in the country with a dedicated entrepreneurial exit programme for its alumni. Through its strong corporate networks, IUM facilitates valuable internship placements and ensures that students are supported by top-tier academic and administrative professionals, including specialised staff trained to assist students with physical challenges.

IUM is also a haven for international students, both on campus and online. Its state-of-the-art infrastructure provides the capacity to serve learners regardless of their geographic location. Finally, the soon-to-be-launched High-Tech Research Centre affirms IUM's commitment to innovation and student success at the research level.

## **5. CONCLUSION**

The Department of Marketing, Communications, and Stakeholders' Engagement remains the key strategic organ of the University. Its work in promoting, protecting, and advancing the IUM's image and relevance within Namibia's higher education sector continues to bear impactful results. Moving forward, the Department will sustain and enhance these efforts to support the University's broader mission and vision.



# ICT SERVICES DIRECTORATE

## 1. INTRODUCTION

The Directorate of Information and Communication Technology Services (DICTS) is tasked with coordinating and delivering ICT services across all campuses of the University. It ensures the smooth operation, development, and maintenance of ICT infrastructure, supporting both academic and administrative needs. DICTS is headquartered at the Dorado Park Main Campus but maintains a presence at all campuses, with dedicated staff who handle routine support, service delivery, and ICT infrastructure improvement.

The Directorate operates an ICT Helpdesk that provides daily assistance to students and staff, handling routine support and queries. The Systems Administration and Network Security section manages backend systems, ensuring network reliability, system uptime, and compliance with cybersecurity standards.



*IUM Library, Dorado Campus*

## 2. MAIN ACTIVITIES AND ACHIEVEMENTS

In 2024, DICTS achieved several key milestones aligned with the University's ICT Policy and strategic goals. The Directorate successfully managed both internal and external ICT operations, with a focus on strengthening service delivery, ensuring cybersecurity, and enhancing inter-campus connectivity.

### **Key infrastructure upgrades included:**

- Modernizing computing equipment for both staff and students, improving productivity and user experience.
- Expanding fibre-optic networks across campuses, enhancing the speed and reliability of digital services.
- Upgrading network cabling infrastructure at Dorado Campus Main Library, City Campus, and the newly established Independence Campus.
- Installing a dedicated 200 Mbps internet line for student Wi-Fi, ensuring consistent connectivity for online learning and digital access.

Additionally, the University transitioned to a modern server computing environment with increased storage capacity, allowing for improved hosting of applications and institutional data. The semi-centralized, distributed computing setup introduced disaster recovery and business continuity capabilities.

### **2.1 Network Infrastructure and Internet Services**

The University maintains a high-speed fiber-optic network, ensuring robust internet connectivity across its campuses. Notable features include:

- End-user speeds up to 1 Gbps.
- Inter-switch connections of 10–25 Gbps.
- Server switch speeds of 25–40 Gbps.

Network cabling upgrades using CAT 6 standards at City Campus and Independence Campus have improved network speed and reduced interference. A dedicated VPN ensures secure connectivity, while redundant internet links across campuses minimize service disruptions.

IUM's free internet policy ensures staff, students, and guests have access to both wired and wireless services, supporting learning and research activities.

## **2.2 ICT Systems**

To support academic delivery and administrative efficiency, DICTS has maintained and enhanced key digital platforms, including:

- Learning Management System (LMS) with integrated repositories and anti-plagiarism tools.
- Library and e-journal systems for research and learning.
- Integrated Tertiary Software (ITS) for student records and administration.
- Sage VIP and Pastel systems for finance, payroll, and accounts.
- Centralized Printing Systems for efficient document services.

These systems are central to IUM's digital transformation and strategic objectives, enabling online learning, research, and efficient administration.

## **3. CHALLENGES AND OPPORTUNITIES**

While significant progress was made, DICTS faced several challenges in 2024:

- Rapid technological changes necessitate continuous updates to systems and staff skills.
- Occasional bandwidth disruptions due to external factors affecting the University's Internet service provider.
- Digital adoption gaps among students are impacting optimal system use.

**To overcome these, DICTS initiated:**

- Expansion of the ICT internship program in collaboration with the Faculty of ICT.
- Strengthened partnerships with technology providers and national ICT bodies.
- Engagements with innovative vendors in AI, big data, and cloud computing to future-proof University ICT services.

## **4. CONCLUSION**

In 2024, the Directorate of ICT Services made significant strides in enhancing IUM's digital infrastructure, improving service delivery, and positioning the University for future technological advancement. By addressing ongoing challenges through strategic partnerships, continuous improvement, and proactive technology adoption, DICTS remains committed to supporting the University's academic excellence and strategic goals.

# CENTRE FOR LANGUAGES AND COMMUNICATION (CLC)

## 1. INTRODUCTION

In line with IUM's Vision and Strategic Plan (2020–2025), the Centre for Languages and Communication (CLC) aimed to strengthen academic literacy, communication competence, and writing excellence across the University's student and staff body during the 2024 academic year. Our core objectives for the year included enhancing the quality of teaching and learning in English and Communication modules; expanding writing development support through the Writing Unit; improving research supervision quality and outputs; and reinforcing institutional accountability and professionalism. These targets directly support IUM's mission to produce graduates equipped with globally relevant communication and academic skills, and align with strategic priorities in quality assurance, teaching innovation, student support, and academic staff development.

## 2. MAIN ACTIVITIES AND ACHIEVEMENTS

The CLC made substantial strides in teaching, research, and academic support throughout 2024. Core English and communication courses were delivered effectively across all Faculties, with timely completion of assessments and successful supervision of undergraduate research projects that were assigned to CLC staff.

A key achievement was the Senate's approval of the Centre's proposal for a structural framework, introducing the following departments and their heads:

- English Language Education Department (Mrs Mari Maghiar)
- Indigenous and Foreign Languages Department (Mrs Amalia Mathews)
- Writing Unit (Mr Peter Ilukena)

Moreover, institutional strengthening continued through monthly staff meetings focusing on professional ethics and the consistent delivery of services aligned with IUM's academic calendar. The Writing Unit expanded its impact by proposing to initiate a Writing Support Programme, including weekly clinics, embedded tutors, and the development of online resources. These services aim to support both undergraduate and postgraduate students.

The CLC also demonstrated its scholarly contribution through staff involvement in the APHEIN Research Conference and a funded research project on Suicide Prevention in Namibia. Planning for a 2025 academic colloquium and English language guest lecture began, further embedding the Centre in the academic and research landscape of the university.

## 3. CHALLENGES AND OPPORTUNITIES

In Indigenous Languages, low student engagement calls for more explicit academic guidance. This offered opportunities for improvement. Curriculum alignment discussions were initiated, and staff accountability was reinforced through direct leadership intervention.

The approval of the Writing Unit structure and expansion of supervision responsibilities created strong platforms for mentorship and academic support. Plans for a team-building retreat reflect continued investment in staff cohesion and morale.

## 4. CONCLUSION

In 2024, the CLC made tangible contributions to IUM's strategic priorities in academic excellence, institutional development, and quality assurance. Our core activities—ranging from teaching and writing support as well as research engagement—demonstrated clear alignment with IUM's mission and the national development agenda.

While challenges were present, they sparked innovation and reinforced our commitment to resilience, accountability, and continuous improvement. With the institutionalisation of the Writing Unit, preparation for a CLC Colloquium, and further restructuring of key modules such as Advanced academic writing for postgraduate studies, the Centre is well-positioned to enhance its impact and contribute meaningfully to the realisation of IUM's Vision in 2025 and beyond.



# STUDENT & CUSTOMER LIAISON DIRECTORATE

## 1. INTRODUCTION

The Student & Customer Liaison Office aims to assist with ensuring that the University's policies, practices, and procedures are consistent with delivering excellent customer service and satisfaction. We aim to work towards enhancing the quality of the students' learning experience and academic success by providing support systems to the students, parents, sponsors, and the IUM community at large.



*Entrepreneurship Day*

## 2. MAIN ACTIVITIES AND ACHIEVEMENTS

- We continue to successfully attend to a high volume of queries and complaints from both internal and external stakeholders, ensuring timely responses and professional engagement. This has contributed to enhanced client satisfaction and strengthened relationships with our university community and the public.
- The process of issuing qualifications in-house as well as dispatching qualifications to remote campuses has been significantly improved, with greater accuracy and reduced turnaround times. This has led to fewer errors and an increase in the number of qualifications issued on time.
- Our team has maintained strong collaboration with various departments to ensure smooth information flow and efficient handling of client needs. This has helped to build a more cohesive working environment and reduce bottlenecks in administrative processes.
- We have received positive feedback from both students and staff regarding the professionalism, approachability, and helpfulness of our team, which reflects our commitment to service excellence.
- Annual Peer Counsellor conference
- IUM Staff wellness day.
- Managing the submission of students' CVs for Internship opportunities.

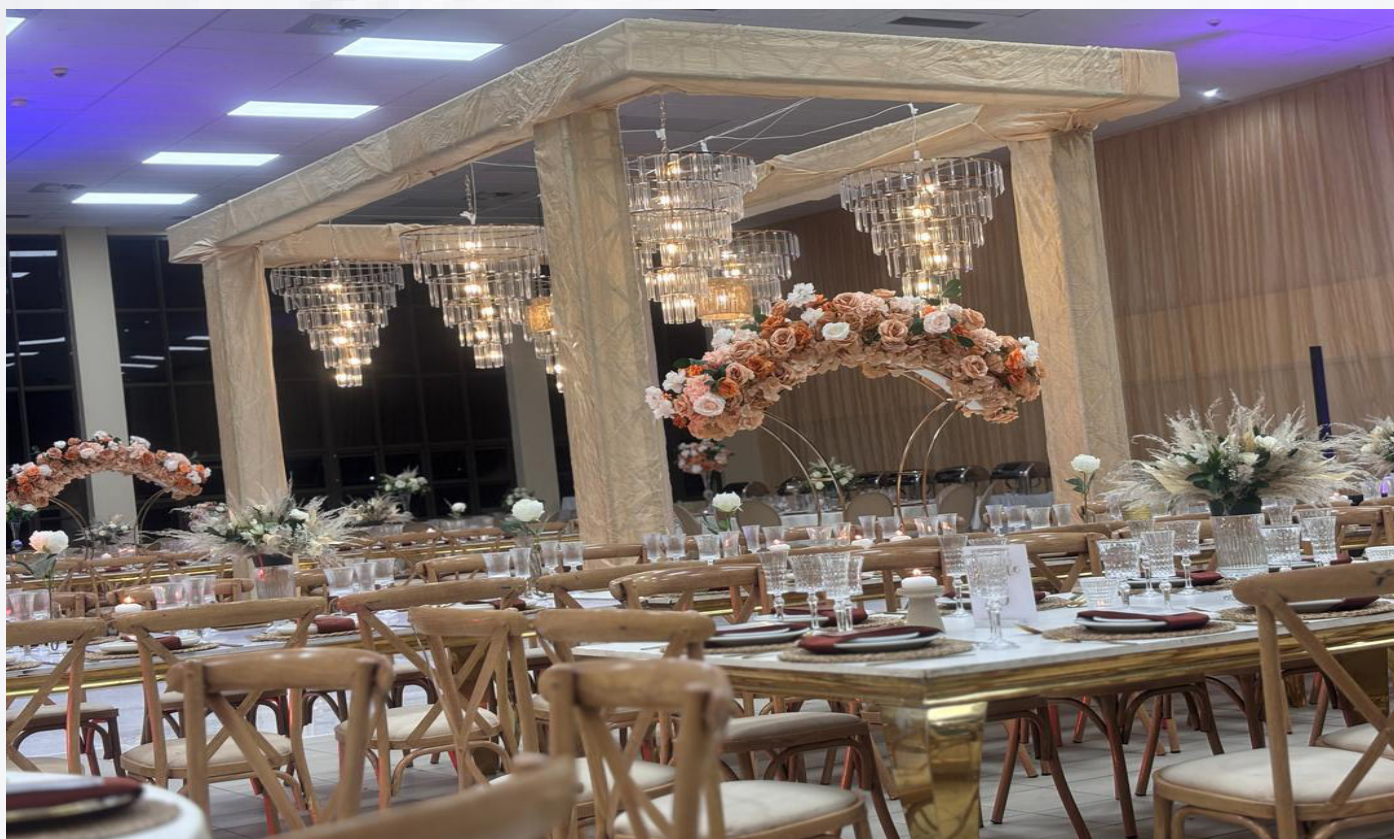
## 3. CHALLENGES AND OPPORTUNITIES

- While there is a challenge with limited storage space for qualifications, this presents a chance to streamline and digitize records, enhancing accessibility and efficiency.
- Collaborating with the Effective Debt Collector's office not only allows for the clearing of older qualifications but also fosters partnerships that can lead to improved processes and shared resources.

## 4. CONCLUSION

The Student & Customer Liaison Office continues to play a vital role in fostering a culture of responsiveness, professionalism, and service excellence across the Institution; through effective collaboration, timely handling of queries, and the successful streamlining of key administrative processes, the office has contributed meaningfully to improving the overall student and stakeholder experience. While challenges such as limited storage space persist, they also present opportunities for strategic collaboration and further operational refinement. We remain committed to continuous improvement, strengthening stakeholder relations, and ensuring that every interaction reflects the values and standards of the Institution.

## EVENTS MANAGEMENT



*Tunana Hall 5 & 6*

### 1. INTRODUCTION

The Events Management Office serves as a resource to the entire University, providing expertise and guidance in the planning, organizing, staffing, leading, coordinating, and implementing events hosted by departments. Our mission is to successfully coordinate events from conception to completion in collaboration with the department involved. We are committed to providing high-quality customer service through each step of the event planning process and by planning innovative ceremonies and events that showcase the University's commitment to inclusivity and celebrate, in a meaningful way, the scholarly achievements and successes of the entire university community. The Office of University Events Management is responsible for upholding the highest standards and established academic, international, and university protocols in the planning and implementation of university ceremonies and events. In addition, the Office also facilitates the hiring and rental of IUM venues across all campuses, ensuring that both internal and external clients have access to well-coordinated, professional event spaces.

### 2. MAIN ACTIVITIES AND ACHIEVEMENTS

#### 2.1 Key activities

- Providing expertise and guidance in event planning and organization for university departments.
- Collaborating with departments to coordinate events from conception to completion.
- Ensuring high-quality customer service throughout the event planning process.
- Planning innovative ceremonies and events that promote inclusivity and celebrate scholarly achievements.
- Upholding academic, international, and university protocols in event planning and implementation.
- Facilitating the hiring and rental of university venues across all campuses for internal and external clients.

#### 2.2. Achievements

- Successfully coordinated a variety of events that highlight the University's commitment to inclusivity.
- Enhanced the visibility of scholarly achievements within the university community through meaningful celebrations.
- Established a reputation for high-quality event management services across the University.





*2024 Entrepreneurship Day*



*2024 Summer Graduation Ceremony*



*Movie Premiere: Lukas*

#### **4. CONCLUSION**

The Events Management Office at IUM Dorado Campus has significantly improved the University's image and operational excellence through well-coordinated internal and external events. The Office hosts prestigious events, such as graduation ceremonies and international delegations, and facilitates venue rentals for both public and private clients. The revenue generated from venue rentals reflects the trust external clients place in IUM's facilities and its contribution to the University's sustainability goals. The Office remains dedicated to promoting professionalism, inclusivity, and innovation in all events, positioning IUM as a hub for academic, social, and cultural engagement.



*IUM Alumni Sports Day*



# GROUP ESTATE

## 1. INTRODUCTION

The Group Estate Department is responsible for managing the physical infrastructure across all IUM campuses. In 2024, the department prioritized modernization, maintenance, and strategic development of university property in alignment with academic growth and sustainability goals.

We focused on

- Enhancing learning environments
- Streamlining space utilization
- Upgrading critical infrastructure
- Ensuring regulatory and safety compliance

This report highlights significant accomplishments, identifies operational challenges, and outlines plans for 2025 and beyond.

## 2. KEY ACTIONS AND ACCOMPLISHMENTS

### 2.1 Infrastructure Maintenance and Upgrades

- Renovated lecture halls at Independence and Dorado Campus with:

- Energy-efficient LED lighting
- New HVAC systems
- Improved furniture and finishes

- Upgraded the main campus plumbing infrastructure, resolving long-term water pressure inconsistencies.

- Launched a campus beautification initiative across three campuses that added green zones, shaded benches, and signage.

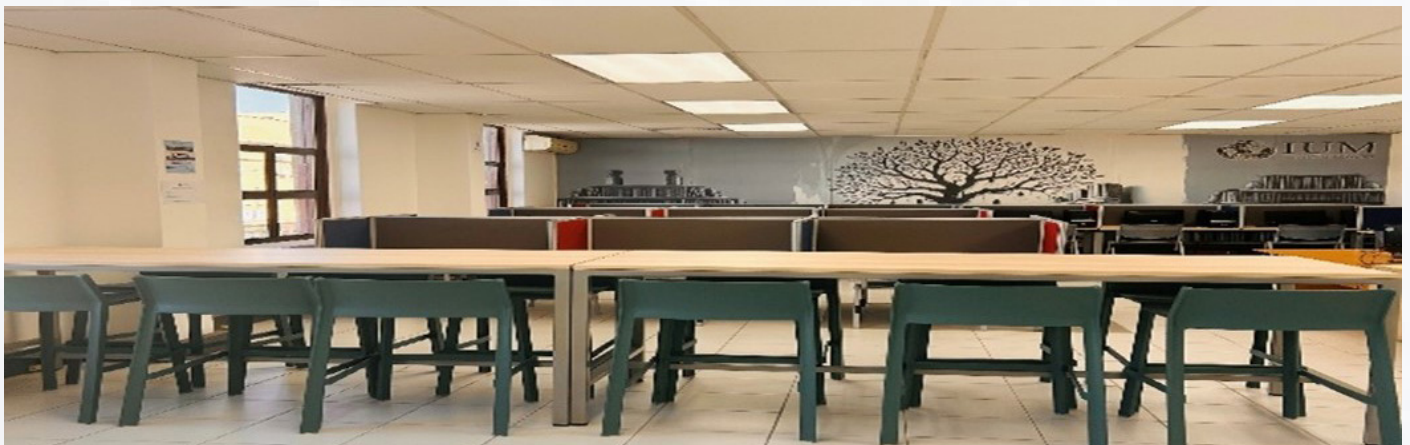


*IUM Independence Campus*



### 2.2. Space Optimization

- Conducted a space utilization audit university-wide.
- Converted underutilized admin offices into flexible student collaboration areas.



*Library, IUM Independence Campus*

### 2.3 Safety and Compliance

- Fire drills and safety inspections were executed at all campuses.
- Electrical and mechanical systems are certified by third-party contractors.
- Updated signage and emergency exit plans in accordance with national regulations.



*Serviced Extinguishers*

### 3. OPPORTUNITIES AND CHALLENGES

#### 3.1 Opportunities

- Public-Private Partnerships (PPPs) could help finance large-scale infrastructure projects.
- Green building practices and renewable energy initiatives present both sustainability and cost-saving benefits.
- Smart facility technology offers improved operational insights.

#### 3.2 Challenges

- Ageing infrastructure.
- Unused huge pieces of land at the Dorado campus with the potential to expand to accommodate the growing student population.

### 4. FUTURE PLANS (2025 & BEYOND)

Objective	Description	Timeline
Develop Campus Master Plan	Strategic guide for infrastructure over 5 years	By December 2025
Establish Central Maintenance Helpdesk	For digital fault logging/reporting	Pilot in Q4 2025

### 5. CONCLUSION

2024 was a year of substantial progress in infrastructure development and campus modernization. The Group Estate Department remains committed to delivering quality, safe, and sustainable environments that support IUM's mission to provide excellence in higher education.

# PROCUREMENT UNIT

## 1. INTRODUCTION

The Procurement Unit at The International University of Management (IUM) plays a pivotal role in facilitating the effective and transparent acquisition of goods and services. It supports the University's academic and operational objectives. Our mandate extends beyond transactional procurement, ensuring that the University remains agile, resource-efficient, and strategically aligned with national development goals.

Under the visionary leadership of our founder, who continues to champion support for **local suppliers and well-equipped administrative staff**, the Procurement Unit has strengthened its efforts to align procurement strategies with institutional values and sustainable development goals. As IUM has witnessed phenomenal growth to a student population of over 19,100 which reflects its academic excellence and increasing national and regional relevance. With this expansion, the Procurement Unit is committed to maintaining high service standards and ensuring that all university departments are adequately resourced to support this growth.

## 2. KEY ACTIONS AND ACCOMPLISHMENTS

### 2.1 Strategic Procurement to Support Growth

- Successfully scaled procurement operations to support the increase in student numbers, ensuring uninterrupted provision of essential academic and operational materials across campuses.
- Procured and distributed over **1,000 office equipment units** (computers, printers, and office furniture) to support administrative staff across faculties and satellite campuses.

## 3. OPPORTUNITIES AND CHALLENGES

### Opportunities

- **Digital Transformation:** The continued digitisation of procurement processes presents opportunities for enhanced transparency, increased speed, and seamless integration with finance and inventory systems.
- **Supplier Development:** We are uniquely positioned to mentor and build long-term partnerships with emerging local vendors, aligning with IUM's developmental mission.

### Challenges

- **Scalability Issues:** Rapid growth in student numbers requires more proactive procurement planning to prevent shortages or service delivery delays.
- **Inconsistent Departmental Requests:** Uneven understanding of procurement protocols across departments occasionally results in incomplete or delayed submissions.

## 4. FUTURE PLANS

Looking ahead, the Procurement Unit has outlined the following strategic initiatives to strengthen its function and continue supporting the University's expansion:

- **Development of a Supplier Accreditation and Evaluation Framework** to streamline supplier performance reviews and promote quality assurance.
- **Integration with finance and inventory systems** to automate workflow approvals and improve real-time tracking of budgets, deliveries, and usage.
- **Ongoing staff training and knowledge sharing** to reinforce best practices and encourage compliance with evolving procurement standards.

## 5. CONCLUSION

The Procurement Unit at IUM is proud to be a key enabler of the University's strategic growth and operational excellence. As we continue to support over 24,000 students and a growing administrative and academic workforce, our focus remains on **efficiency, transparency, and sustainability**. Guided by the founding vision to **empower local enterprises and equip our people**, we are committed to maintaining the high standards that define The International University of Management.



# DEPARTMENT OF TRANSPORT AND MAINTENANCE SERVICES



## 1. INTRODUCTION

Safety and reliability are the top priorities in transport. The Department of Transport and Maintenance Service is committed to providing safe and dependable transportation for students attending classes between IUM campuses within Windhoek City, as well as for those travelling from other IUM campuses outside Windhoek City, to participate in activities such as sports, choir events, and academic activities.

Our department is staffed by well-trained employees who ensure that all vehicles are roadworthy, regularly maintained, and actively monitored. This proactive approach helps to ensure seamless operation and minimise delays. Additionally, the department is responsible for maintaining campus infrastructure, providing a clean environment, and carrying out necessary repairs as they arise within the campus.

## 2. MAIN ACTIVITIES AND ACHIEVEMENTS

During the 2024/2025 academic year, the department successfully carried out a range of activities in line with our core mandate. These include:

- Implementation of Transport Management System (TMS)
- Infrastructure, facility management, and coordination.
- Vehicle licensing and compliance
- Regular vehicle maintenance for operational efficiency and safety.

## SPECIFIC ACCOMPLISHMENT

- Efficient transportation of students across and between IUM campuses.
- Provision of emergency transport services for staff and students.
- Organised transport for nursing students to and from internship hospitals and clinics.
- Timely infrastructure and facility repair across all campuses.

## 3. CONCLUSION

The Department of Transport and Maintenance has successfully implemented and improved its key objectives for the year 2024/2025. These achievements reflect IUM's commitment to delivering high-quality and reliable transport services, with safety at the forefront of our operations. As the institution grows and adapts to changes in technology and the environment, our experienced transport and maintenance team remains flexible and proactive, ready to overcome challenges and support the creation of a conducive learning and working environment.

**The International University of Management**  
**(Registration number 21/2005/595)**  
**Extract from Statement of Financial Position as at 31 December 2024**

	<b>2024</b>	<b>2023</b>
	<b>N\$</b>	<b>N\$</b>
<b><u>Assets</u></b>		
<b><u>Non- Current Assets</u></b>		
Property, Plant and Equipment	654,952,187	554,180,698
Investments in subsidiaries	36,100,000	36,100.000
	<u>691,052,187</u>	<u>590,280,698</u>
<b><u>Current Assets</u></b>		
Trade and other receivables	11,229,429	51,767,656
Cash and cash equivalents	398,733.352	301,475,842
	<u>409,960,781</u>	<u>353,243,498</u>
<b>Total Assets</b>	<u>1,101,012,968</u>	<u>943,524,196</u>
<b><u>Current Assets</u></b>		
<b><u>Equity and Liabilities</u></b>		
<b><u>Equity</u></b>		
Reserves	188,873,668	188,873,668
Retained Income	902,181,734	735,031,132
	<u>1,091,055,402</u>	<u>923,904,800</u>
<b><u>Liabilities</u></b>		
<b><u>Non-current Liabilities</u></b>		
Borrowings	<u>2,285,674</u>	<u>5,407,265</u>
<b><u>Current Liabilities</u></b>		
Borrowings	3,743,310	10,260,085
Other financial liabilities	3,628,582	3,952,046
	<u>7,371,892</u>	<u>14,212,131</u>
<b>Total Liabilities</b>	<u>9,957,566</u>	<u>19,619,396</u>
<b>Total Equity and Liabilities</b>	<u>1,101,012,968</u>	<u>943,524,196</u>

(Registration number 21/2005/595)

Extract from Statement of Comprehensive Income as at 31 December 2024

	2024 N\$	2023 N\$
Revenue	403,839,033	327,102,903
Cost of Sales	<u>(21,156,319)</u>	<u>(12,545,443)</u>
<b>Gross Surplus</b>	<b>382,682,714</b>	<b>314,557,460</b>
Other Income	13,404,023	8,607,233
Operating expenses	<u>(257,122,982)</u>	<u>(182,206,493)</u>
<b>Operating Surplus</b>	<b>138,968,975</b>	<b>140,958,200</b>
Investment Revenue	30,890,282	28,088,343
Finance costs	<u>(2,708,654)</u>	<u>(3,844,317)</u>
<b>Surplus for the year</b>	<b><u>167,150,603</u></b>	<b><u>165,202,226</u></b>





# IUM

— THE INTERNATIONAL —  
UNIVERSITY OF MANAGEMENT

**Main Campus**

Dorado Park  
Tel: +264 61 433 6000  
E-mail: [ium@ium.edu.na](mailto:ium@ium.edu.na)

**Ongwediva Campus**

Tel: +264 65 230 145  
E-mail: [adm.ong@ium.edu.na](mailto:adm.ong@ium.edu.na)

**Nkurenkuru Campus**

Tel: +264 81 819 4495  
E-mail: [adm.nku@ium.edu.na](mailto:adm.nku@ium.edu.na)

**Coastal Campus**

Tel: +264 64 206 647  
E-mail: [adm.wbay@ium.edu.na](mailto:adm.wbay@ium.edu.na)

**City Branch**

Tel: +264 61 245 150 / 84  
E-mail: [ium@ium.edu.na](mailto:ium@ium.edu.na)

**Eenhana Campus**

Tel: +264 83 377 9000  
E-mail: [adm.en@ium.edu.na](mailto:adm.en@ium.edu.na)

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**A NAMIBIAN UNIVERSITY DEDICATED TO ITS PEOPLE'S FUTURE**