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FOREWORD

The State of Higher Education report focused on the recent legal reforms in Zambia's higher education sub-sector. In particular, it provides highlights of the 2021 amendments to the *Higher Education Act No*. 4 of 2013. The amendments codified through the *Higher Education* (Amendment) *Act No*. 23 *of* 2021 mark an important milestone in the development of the higher education sub-sector. Notable in these amendments, are the introduction of new types of higher education institutions, extension of the Authority's quality assurance oversight to colleges, introduction of annual institutional audits, introduction of oversight over affiliations among higher education institutions by the Authority, and changes in the governance and management structures of universities and technical universities.

The 2021 legal reforms were informed by the National Higher Education Policy of 2019, which was built on the aspirations of the 1996 Education Policy (Educating our Future), and *the Vision 2030,* which was launched in 2006 to make Zambia a prosperous middle-income nation by 2030. The 2019 National Higher Education Policy was developed to provide guidance, and direction on all matters relating to higher education and skills development. It focused on quality and relevance; access and participation; efficiency and effectiveness; as well as equity and inclusiveness.

Against these legal reforms, the report examined the implications of the amendments on the higher education sub-sector. It shows that the amendments have created a diversified and streamlined higher education quality assurance system. This also entails that the mandate of the Higher Education Authority has been significantly broadened. This, in turn, implies that the Authority needs to strengthen its human and technical capacity to effectively fulfil the expanded mandate. Consequently, the Government of Zambia through the Ministry of Education will continue to offer technical and financial support to the Authority.

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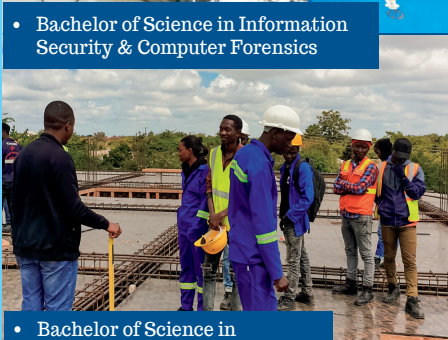
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EXECUTIVE SUMMARY

The 2021 State of Higher Education Report, under the theme *Policy and Legal Reforms in Higher Education* examines recent policy and legal reforms in Zambia's higher education sub-sector. It provides an overview of policy and legal developments since independence and highlights recent amendments to the *Higher Education Act* of 2013 and their implications on the higher education landscape. Further, it provides vital higher education statistics including student enrolments and graduation rates, academic staffing levels, registered private and recognised public higher education institutions, and accredited learning programmes in Zambia.

The report is based on data from both secondary and primary sources. Secondary data used in the report include policy and legislative documents such as Acts of Parliament, Statutory Instruments, and policy frameworks. Primary data was collected through a questionnaire administered to universities.

The report is structured in three thematic areas. The first part of the report which is Chapter Two provides an overview of policy and legal reforms in higher education. There have been four major policy reforms in higher education in Zambia since political independence in 1964 which took place in the years 1977; 1992; 1996; and 2019. The 1977 Educational Reforms were aimed at broadening access to primary, secondary, and tertiary education. These reforms resulted in the opening up of colleges of education, trades training institutes, agricultural training colleges, nursing schools, and colleges of health.

The 1992 reforms were done through the *Universities Act of* 1992 and the *Focus On Learning Policy Paper* which focused on the enhancement of quality in teaching and learning with particular emphasis on primary and secondary education. Further, the reforms took place against the backdrop of the liberalisation of the Zambian economy, and thus, the *Universities Act* of 1992 introduced private sector participation in the provision of university education. *The Universities Act* of 1992 replaced the 1987 Acts of the University of Zambia and the Copperbelt University. The 1992 reforms were followed by the 1996 policy reforms (*Educating our Future)*. The main thrusts under the 1996 policy were access and participation, quality and relevance, and institutional development and management in education. It is this policy that led to the enactment of the Higher Education Act of 2013, which provided for the establishment of the Higher Education Authority, and the development of the quality assurance system for the higher education sub-sector.

While the *2013 Higher Education Act* brought about a quality assurance system for the higher education sub-sector, it had a narrow definition of higher education and did not address the conflicting quality assurance roles between the Authority and other regulatory bodies. To address these short-comings, the National Higher Education Policy of 2019 was developed and this led to the amendment of the Higher Education Act of 2013 in 2021. This introduced new types of higher education institutions, extended the Authority's quality assurance oversight to colleges, introduced annual institutional audits, introduced oversight over affiliations among higher education institutions by the Authority, and changed the governance and management structures of universities and technical universities.

The implications of these changes are discussed in the second part of the report. The amendments which have led to the introduction of new types of higher education institutions have created a diversified higher education sub-sector. This has also led to changes in the higher education quality assurance system by introducing annual audits for all higher education institutions and extending the Authority's learning programme accreditation mandate to all types of higher education institutions. Lastly, it has created a legal framework for collaboration between the Authority and other regulatory agencies in the development of standards and accreditation of learning programmes.

The last part of the report presents statistics on academic staff, student enrolments and graduations, and learning programmes in universities. This is covered in Chapter Five, which shows that in the year 2021, total enrolments in universities were 126,739 compared to 114,049 in 2021 representing an 11.1 per cent increment. On the other hand, graduation rates stood at 46,053 while that for 2020 was at 27,884 representing a 65 per cent increment on the 2020 graduation. This significant increase in graduation rates in 2021 could be attributed to the deferred graduations which did not take place in 2020 due to the COVID-19 pandemic. The total number of academic staff in the universities was 5,553 while that of 2020 was 5,256 representing 5.7 per cent. Although there have been some notable increases in enrolments, graduations, and staffing levels, the number of universities only increased by one.

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ACRONYMS AND ABBREVIATIONS

HEA	Higher Education Authority
HEI	Higher Education Institution
ICT	Information and Communication Technology
ISCED	International Standard Classification of Education
PG	Postgraduate
PhD	Doctor of Philosophy
STEM	Science, Technology, Engineering and Mathematics
GRZ	Government of the Republic of Zambia
MOHE	Ministry of Higher Education
MOE	Ministry of Education
TEVETA	Technical Education, Vocation and Entrepreneurship Training Act
ZQF	Zambia Qualifications Framework
ZAQA	Zambia Qualifications Authority

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SCHOOL OF HEALTH SCIENCES
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CHAPTER ONE

OVERVIEW

1.1 Introduction

This is the third in a series of reports on the State of Higher Education in Zambia. The inaugural report was that of 2019 which traced the development of the higher education sub-sector from 1964 to 2019. It was published under the theme *Five Decades of University Education*. The second report was published in 2020, and focused on the impact of the Corona Virus Disease 2019 (COVID-19) on teaching and learning in higher education. In this regard, it was published under the theme *Teaching and Learning in the New Normal*. Under this theme, the 2020 report provided insights into the impact of COVID-19 and the coping mechanisms adopted by higher education institutions.

This report considered reforms that the higher education sub-sector has undergone since 1964. Apart from tracing the evolution of higher education policy and legal reforms, it also examines structural changes induced by the *Higher Education* (Amendment) *Act No. 23 of* 2021 and their implications for the sub-sector.

1.2 Sources of Data for the Report

In this report, secondary and primary sources of data were used. Secondary data was obtained from policy and legislative documents such as Acts of Parliament, Statutory Instruments and policy frameworks. While primary data was collected through a questionnaire survey and interviews with representatives of universities.

1.3 Structure of the Report

The 2021 annual state of higher education report focuses, among other things, on the following:
 (a) Policy and legal reforms in higher education since 1964;
 (b) Structural changes in higher education induced by recent policy and legal reforms; and
 (c) Statistical trends in universities.

In line with the above focus, the report has six chapters. While Chapter One provides an overview of the report, Chapter Two focuses on the evolution of higher education in Zambia, in the context of the various policy and legal reforms undertaken since independence. Chapter Two shows how policy reforms have shaped Zambia's higher education, from a state-led sub-sector in the first three decades of independence, where the country had public universities only, to a more pluralistic sector in the past two decades. Thus, the university education landscape, as of 2021, reflected a highly diversified sector with various types of higher education institutions including privately-owned ones and various faith-based institutions.

In the third chapter, the report presents recent developments in the sub-sector that have an important bearing on the structure of higher education. The chapter, in particular, provides insight into the structural changes to the higher education sub-sector in the wake of the *Higher Education Act* of 2013, and its amendment through the *Higher Education* (Amendment) *Act* of 2021.

The fourth chapter focuses on new procedures in quality assurance arising from changes induced by the legal reforms. It discusses the procedures for the registration of private higher education institutions, accreditation of learning programmes, and the affiliation of higher education institutions.

Chapter Five and Six form the last parts of the report. Chapter Five provides vital statistics on the higher education sub-sector such as enrolment and graduation rates, learning programmes offered by higher education institutions and the staffing levels. These statistics are critical for understanding the size and shape of higher education in Zambia. The chapter is buttressed by appendices, which provide quantitative information on all higher education institutions, and accredited learning programmes. The final chapter provides conclusions of the report and reflects on the state of the higher education sector in 2021.

CHAPTER TWO

POLICY AND LEGAL REFORMS IN HIGHER EDUCATION

2.1   Introduction

There have been a number of major policy and legal reforms in higher education in Zambia since independence. The aim of this chapter is to provide a review of the policy and legal reforms that have taken place in higher education since Zambia's political independence in 1964. It also focuses on the effects of the reforms on the higher education sub-sector.

2.2   Policy Reforms in Higher Education

At independence, the government policy on higher education was guided by the need to train its citizens in various fields to take over the running of the economy to replace European professionals. To implement this policy, the government embarked on the expansion of teacher training colleges and trades training institutes, and established the first university in 1965 through the *University of Zambia Act No. 66* of 1965, which opened its doors to the first cohort in 1966. Later reforms took place in 1977; 1992; 1996; and 2019.

The 1977 Educational Reforms were aimed at broadening access to primary, secondary and tertiary education. In tertiary education, the reforms sought to increase the enrolment capacity of the University of Zambia, being the only university then. Under the reform and in order to increase access to the University of Zambia, an additional campus was to be created in Ndola on the Copperbelt Province, to be called University of Zambia, Ndola Campus. In the absence of adequate infrastructure, the Campus started operating in Kitwe at what was called the Zambia Institute of Technology (ZIT). In 1987, the *University of Zambia Act* of 1965 was repealed and replaced with the *University of Zambia Act No.18* and the *Copperbelt University Act No.19*. ZIT became incorporated into the Copperbelt University in 1989. In addition, the government opened up new trades training institutes, colleges of education, agricultural training colleges, nursing schools and health colleges across the country.

In 1992, the major reforms were through the *Focus on Learning Policy Paper* and the *University Act* of 1992. Whereas the *focus on learning* paper concentrated on enhancing quality in teaching and learning in primary and secondary education, the *University Act* of 1992 introduced the private sector participation in the provision of higher education. These reforms took place against the backdrop of liberalisation of the Zambian economy, and the need to increase access to higher education due to the increased demand for university education. Therefore, the 1987 Acts of the University of Zambia and the Copperbelt University were repealed and replaced with the *University Act* of 1992.

The policy and legal reforms of 1992 were followed by the 1996 educational policy under the theme *Educating Our Future.* The main thrusts under the 1996 policy were access and participation, quality and relevance, and institutional development and management. In order to increase access and participation and based on the aspirations of the *Educating Our Future Policy,* a number of private colleges were created. At the same time, additional universities were earmarked for construction, and some colleges were to be upgraded to universities.

In order to address the issue of quality and relevance in the 1996 policy, the 1992 *Act* was repealed and replaced by the 1999 *University Act,* which provided for affiliation of higher education institutions to public universities for the purpose of quality assurance. However, the Act did not provide for an external quality assurance agency in higher education. In this regard, under the same policy, the University Act was repealed and replaced with the *Higher Education Act* of 2013.

The *Higher Education Act* of 2013, provided for the establishment of the Higher Education Authority, which is mandated to regulate higher education institutions to ensure quality assurance in the provision of higher education. The operationalisation of the *Higher Education Act* of 2013 was through *Statutory Instrument No.25* of 2016.

Following the splitting of the Ministry of Education into two (Ministry of General Education and Ministry of Higher Education) in 2011, the newly created Ministry of Higher Education embarked on the development of the National Higher Education Policy, which was published in 2019. The Policy was built on the key interventions stemming from the 1996 Education Policy, and the Vision 2030 that the government had launched in 2006, which aspired to make Zambia a prosperous middle-income nation by 2030. It was developed to provide guidance and direction on higher education and skills development. It focused on higher education quality and relevance; access and participation; efficiency and effectiveness; as well as equity and inclusiveness.

The National Higher Education Policy of 2019 is encapsulated in six objectives:

1. Quality and relevance – to enhance quality and relevance in the provision of higher education through, among other measures, the establishment of and implementation of mechanisms for monitoring quality in higher education;

2. Access and participation – to increase access and participation through facilitation of improved conditions and state of facilities in higher education institutions, promotion of alternative modes of delivery of higher education; establishment of technical universities, and promotion of effective participation of the private sector and other stakeholders in the provision of higher education;

3. Equity and inclusiveness – to enhance equity and inclusion in higher education through among other measures, enhancing gender balance particularly in Science, Technology, and Mathematics (STEM) programmes; promotion of access for differently-abled learners and learners with special needs; and the establishment of higher education institutions in underserved, rural and outlying areas;

4. Efficiency and effectiveness – to enhance efficiency and effectiveness of higher education through streamlining management systems and capacities of higher education institutions to conduct research, consultancy and financing strategies, among other measures;

5. Financing of higher education – to promote alternative sources for financing higher education through the enhancement of the capacity of the Higher Education Student Loans and Scholarships Board loan recovery system, and promotion of institutional capacities through research, innovation, and alumni among other measures; and

6. Discipline, human dignity and ethics – to enhance ethical conduct and discipline for both students and staff in higher education institutions.

The National Higher Education Policy of 2019 led to the amendment of the *Higher Education Act* of 2013 through the *Higher Education* (Amendment) *Act*, of 2021. The amendment provided for revised governance of higher education institutions by reducing higher education council membership and providing for more than one deputy vice-chancellor. The amendment also introduced new types of higher education institutions to be under its aegis.

2.3 Conclusion

From the reforms outlined in this chapter, it is evident that the higher education subsector has substantially evolved since independence. Over this period, the higher education sub-sector has grown from a single university and few colleges in 1965 to several universities and colleges located across the country. Further, over the past three decades, the country has moved from state led tertiary education to both public and private sector provision of higher education. In addition, policy objectives have shifted from simply focusing on access and equity to including issues on quality and relevance. Therefore, the higher education sector has witnessed the birth of external quality agencies such as the Higher Education Authority. These developments are critical to strengthening the higher education sector, and ensuring that higher education institutions produce quality and internationally competitive graduates.

CHAPTER THREE

IMPLICATIONS OF THE 2021 AMENDMENTS TO THE HIGHER EDUCATION ACT ON THE STRUCTURE OF HIGHER EDUCATION IN ZAMBIA

3.1 Introduction

This chapter provides an overview of the implications of recent higher education legal reforms on the structure of Zambia's higher education system. In particular, the chapter examines how the *Higher Education* (Amendment) *Act* of 2021 has created a differentiated and diversified higher education system with significant implications for the higher education system in Zambia.

The chapter is divided into two parts. The first part examines the structure of higher education prior to the amendment of the *Higher Education Act* of 2013. It looks at how higher education was segmented into sub-sectors, and the type of higher education institutions that were recognised by the policy and legislative framework that governed the sector. In the second part, it focuses attention on the changes induced by the amendments, and their implications for the higher education sector.

3.2 Structure of Higher Education Institutions Before the Amendment Act

In examining the structure of higher education, this chapter focuses on two features of higher education. These are how higher education is segmented, and the type of higher education institutions that make up the sector.

3.2.1 Segmentation of the Higher Education Sector

An important feature of Zambia's higher education system, prior to the amendment of the *Higher Education Act No. 4* of 2013, is that it was characterised by a fragmented policy and legal framework, which in turn, had implications on how the sector was organised, regulated and coordinated.

In general, two pieces of legislation were seen as the principal laws governing the sector. These are the *Higher Education Act* of 2013, which largely focused on university education and the *Technical Education, Vocation and Entrepreneurship Training* (TEVET) *Act* of 1998 which focused on Technical Education, Vocation and Entrepreneurship Training in non-University institutions. Consequently, it could be argued that the higher education sector was organised or segmented into two; Technical Education, Vocational and Entrepreneurship Training and University Education.

While these two are prominent features of Zambia's higher education landscape, to characterise its structure as dichotomous amounted to an over-simplification of the higher education system. This is because outside these two segments of higher education, existed (and continue to exist) a variety of colleges that were neither TEVET institutions nor universities. These included teacher education colleges, nursing and midwifery schools, colleges of health and theological colleges.

Further, besides the *Higher Education Act*, of 2013 and the *TEVET Act* of 1998, several other pieces of legislation had a bearing on how higher education was organised and regulated before the amendment of the *Higher Education Act*, 2013. Largely, these pieces of legislation focused on the regulation of non-degree professional training programmes leading to a qualification in professional fields such as accountancy, nursing, planning, engineering and education.

Among these pieces of legislation include the *Health Professions Act* of 2009, the *Teaching Professions Act* of 2013, the *Engineering Institution of Zambia Act*, of 2010 and the *General Nursing Council of Zambia Act* of 1997. While some of these pieces of legislation gave regulation and education accreditation powers to professional bodies, some allowed professional bodies to develop curricula, provide training, examine candidates and award qualifications.

Without an overarching legal framework to provide a harmonised quality assurance system, the existence of these pieces of legislation simply complicated the organisation of the higher education sector. This was largely due to the fact that there were several actors involved in the regulatory space without a coordination or collaborative framework. This, in turn, had two implications on the sector. First, it created

a situation where different systems of institutional and training programmes accreditation were being applied in the sector by the various regulatory and professional actors. At times, this created institutional conflicts, where the accreditation mandate of professional bodies overlapped with that of the Higher Education Authority (HEA).

Second, without coordination and collaboration among the various actors involved in providing and regulating higher education and training, there were very poor linkages between institutions and training programmes in the various spheres of the higher education sector. For example, little or no linkages existed between programmes offered in TEVET institutions and degree programmes in universities. This situation created difficulties for graduates of TEVET institutions wishing to progress beyond diploma qualifications as TEVET programmes were either unavailable in universities or TEVET graduates did not qualify for credit transfer to degree programmes.

Likewise, professional training programmes were poorly linked with similar programmes in either TEVET institutions or indeed in universities. A typical example here is teacher education. While at college level, this was regulated by the Teaching Council of Zambia (TCZ) through the *Teaching Profession Act*, 2013, in universities, it was regulated by the Higher Education Authority with little or no consultations between the two regulatory bodies. The two institutions applied different accreditation systems with no clear linkages between diploma programmes accredited by TCZ and degree programmes accredited by HEA in the same field.

3.2.2 Types of Higher Education Institutions

As noted in the preceding section, while in practice Zambia's higher education system reflects diversity in terms of the variety of actors involved, and training programmes that make up the sector, only two types of higher education institutions were recognised by the *Higher Education Act* before the amendments. According to Section 11(1) of the *Higher Education Act*, 2013, Zambia's higher education system consisted of (a) Universities and (b) Colleges. Figure 3.1 shows the types of higher education institutions in Zambia.
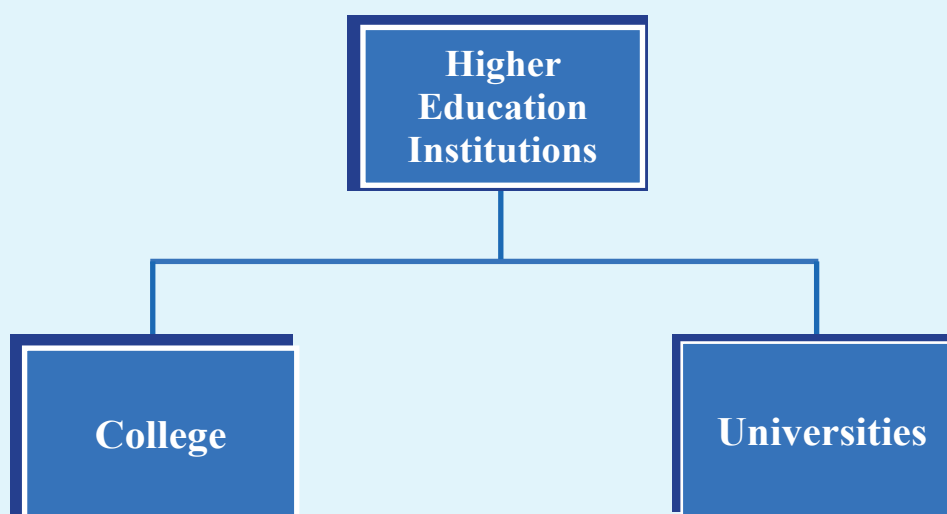
Figure 3.1: Types of Higher Education Institutions (Higher Education Act, 2013)

This narrow conception of the higher education system meant that there was no recognition that higher education and training programmes could be offered in form of workplace-based education or by professional training bodies outside the traditional set up of colleges and universities. Further, this ignored the fact that a higher education institution could take the form of a university college, technical university college or indeed a research institute involved in research training.

3.3 Changes in the Structure of Higher Education

The flaws in the structure of higher education, highlighted in the first part of this chapter, provided some impetus for policy changes and legal reforms in higher education. Thus, in 2019, the government adopted a new higher education policy, which took a much broader view of what constitutes higher education and explicitly recognised the fact that higher education should include learning activities in a workplace. Thus, the policy notes that:

> 'In Zambia, higher education comprises all post-secondary education leading to the award of a certificate, diploma, bachelor's degree, postgraduate diploma, master's degree or doctorate degree. It also includes structured learning activities undertaken in a workplace leading to a recognised qualification.'

This broad view of higher education informed the reframing of what constitutes higher education in the *Higher Education* (Amendment) *Act* of 2021. Explicit in the view, is the recognition that higher education and training can take place in institutions or spaces other than colleges and universities. Thus, the amendments have led to three important developments with a bearing on the structure of higher education. This includes (a) introduction of new types of higher education institutions (b) diversification and differentiation of universities (c) creation of a legal framework for collaboration between HEA and professional bodies.

(a) Introduction of New Types of Higher Education Institutions

The recognition of new types of higher education institutions is, perhaps, one of the most important features of the *Higher Education* (Amendments) *Act* of 2021. It marks a departure from the traditional approach of focusing on colleges and universities as the main actors in higher education.

Thus, according to the *Higher Education (Amendment) Act* of 2021, Zambia's higher education system now consists of the following types of higher education institutions: (a) a college; (b) a university college; (c) a university; (d) a technical university college; (e) a technical university; (f) an institute; (g) an institution established by any other written law; and (h) an institution for the specialised training of professionals in a specified field. Table 3.1 provides a description of these higher education institutions.

Table 3.1: Types of Higher Education Institutions in Zambia

Type of Higher Education Institutions	Description	Level of Education on the Zambia Qualifications Framework
College	Institutions restricted to offering certificate and diploma programmes	ZQF level 5 & 6
University College/ Technical University College	Institutions that can offer education up to undergraduate degree programmes	ZQF 5 to ZQF 7
University/Technical University	Institutions that can offer both undergraduate and postgraduate programmes	ZQF 5 – ZQF 10
Institute	Institution set up for research	NA
Institution for Specialised Training of Professionals in a Specified Field	Includes professional bodies and any institution offering specialised training in specific fields	ZQ5 – ZQF 10

This reframing of the higher education system breaks the dualistic view that Zambia's higher education system consists of the TEVET and Non-TEVET sub-sectors only. From the types of higher education institutions recognised in the Act, higher education now rests on four pillars. These are academic education offered mainly by universities and university colleges, professional training offered mainly by institutions for specialised training of professionals, research training through research institutes and TEVET education offered by TEVET colleges, technical university colleges and technical universities. The pillars as shown in Figure 3.2 below.
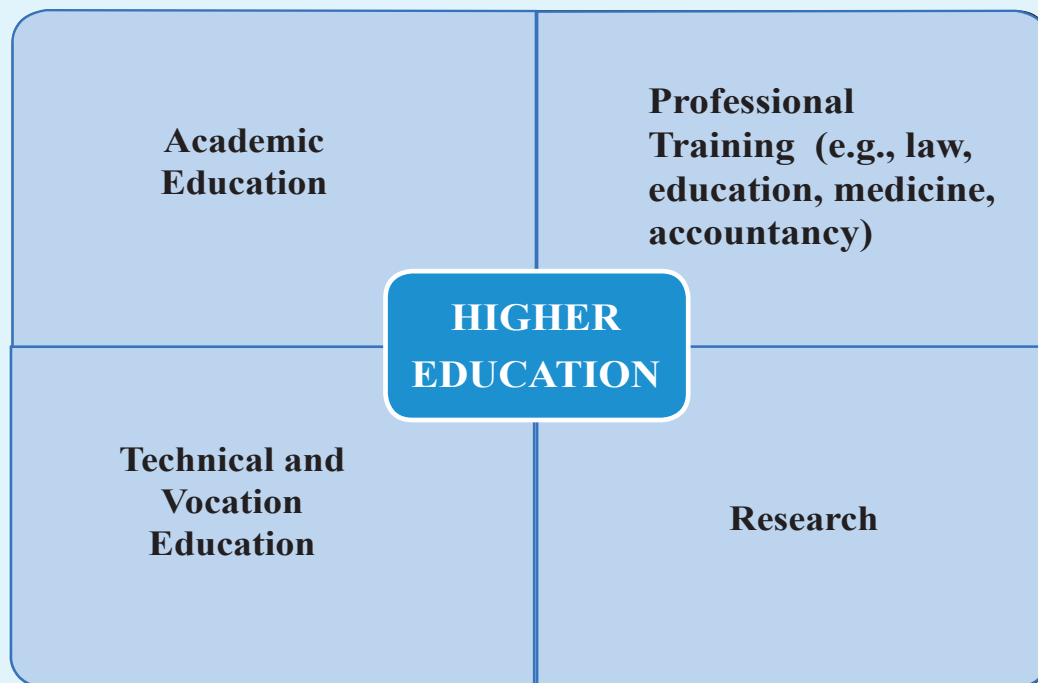
Figure 3.2: Pillars of the Higher Education System

Besides reframing the pillars, it is evident from Table 3.1 that the amendments have also created a variety of universities. The implications of this structuring are discussed in the following section.

(b) Diversification and Differentiation of the Universities

From Table 3.1, the Amendments have diversified the universities by providing for four types of degree awarding institutions. These are differentiated by hierarchy and fields of study. Figure 3.3 reflects this differentiation.

The hierarchical structure consists of university colleges/technical university colleges as undergraduate degree awarding institutions, and technical universities/universities as postgraduate degree awarding institutions.
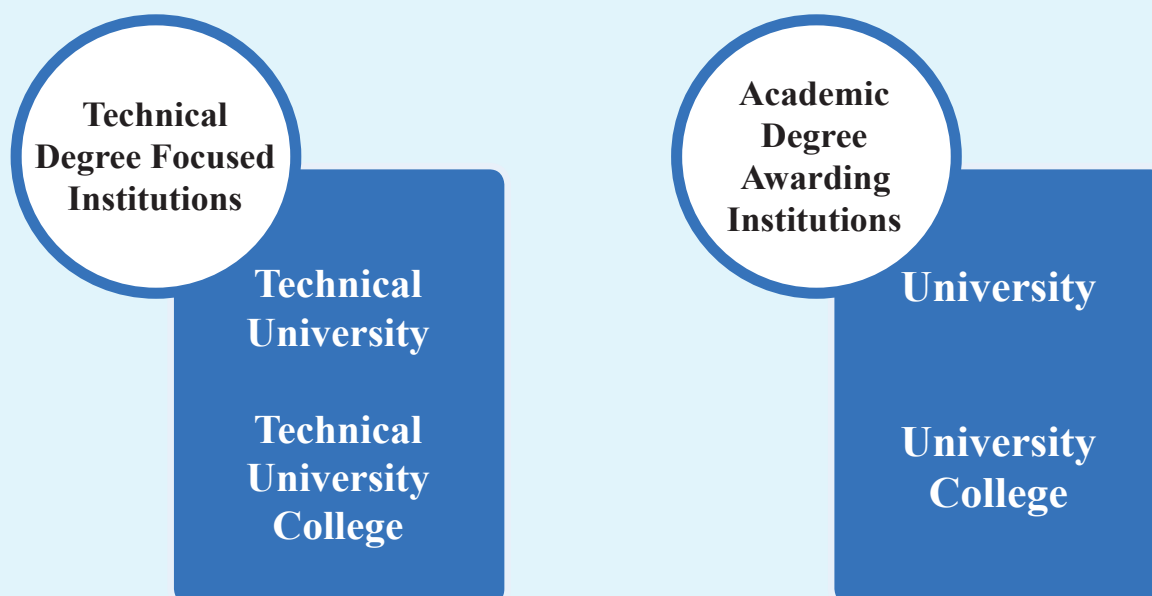
Figure 3.3: The Structure of University Education in Zambia

In terms of the fields of study, the Amended Higher Education Act distinguishes between a university offering degree programmes, in a broad range of fields of study, and a technical university offering study programmes in applied science and technical fields. This is replicated at the level of university college and technical university college. By creating this differentiation, the amendment seeks to extend TEVET education to the university level. This, in turn, has potential to create linkages between TEVET colleges and the universities. Ultimately, this refocuses attention on the development of science and technology in the country and provides a progression route for graduates from TEVET colleges.

(c) *Legal Framework for Collaboration between Higher Education Authority and Professional Bodies*

To deal with challenges posed by the fragmentation of the sector, the *Higher Education* (Amendment) *Act* of 2021 has provided a legal framework for collaboration between the Higher Education Authority and professional bodies in accreditation of learning programmes. While Higher Education Authority (HEA) retains the role of accrediting learning programmes in all higher education institutions, Section 23A requires that this is done in consultation with professional bodies. Before a learning programme can be accredited, professional bodies are consulted, and have an input in the process. This may allow for the development of a better coordinated system and eliminate institutional conflicts that had characterised the accreditation space before the amendments.

3.4 Conclusion

This chapter sought to highlight the implications of the *Higher Education* (Amendment) *Act* of 2021 on the structure of higher education in Zambia. It shows that the amendments have created diversification and differentiation in the type of higher education institutions that make up Zambia's higher education system. This marks an important departure from the past, where the country's higher education system was seen as constituting only colleges and universities. The recognition of diversity in the sector will allow for harmonisation of accreditation processes and creation of linkages between various types of higher education institutions. Further, this will create a platform for collaboration between HEA and professional bodies.

CHAPTER FOUR

CHANGES IN QUALITY ASSURANCE PROCEDURES
INDUCED BY LEGAL REFORMS

4.1   Introduction

In Chapter Three, this report dealt with changes in the structure of Zambia's higher education system induced by the Higher Education (Amendment) Act, 2021. This chapter extends this discussion by focusing on how the amendments have affected external quality assurance processes and procedures. In particular, the Amended Act has induced changes in requirements and procedures related to the registration of higher education institutions, accreditation of learning programmes, and affiliations among higher education institutions.

4.2   Regulations and Procedures for Registration of New Types of Higher Education Institutions

Prior to the amendments, the Higher Education Authority (HEA) was mandated to register only two types of private higher education institutions – colleges and universities. This provision, however, excluded colleges of education which were registered (or accredited) by the Teaching Council of Zambia (TCZ) and technical and vocational training colleges by the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA).

Following the amendment of the *Higher Education Act* in 2021, HEA's role in the registration of higher education institutions has broadened to include registration of a variety of other higher education institutions that make up the country's restructured higher education system. These include university colleges, technical universities, technical university colleges, institutes and institutions for specialised training of professionals in specified fields. As noted in Chapter Three, apart from colleges and universities, these types of higher education institutions did not exist before the amendments and, as such, there were no regulations and procedures for their registration.

For colleges, university colleges and technical universities to be registered, the applicants must meet prescribed requirements as provided in Table 4.1.

Table 4.1:   Prescribed Requirements for Registration of Colleges, University Colleges and Technical University Colleges

Requirements	Standards HEI Must Meet
Governance	• *Functional council, senate for university college/technical university college* • *functional management board and board of studies for colleges*
Management	• *Qualified principal officers*
Research	• *Have research and innovation policies*
Policies	• *Academic, administrative and financial policies*
Academic Programmes	• *Three accredited programmes for university colleges/technical university colleges* • *at least one accredited programme for colleges*
Academic Staff Capacity	• *Adequate and qualified academic staff*
Physical Infrastructure	• *Adequate physical infrastructure – Furnished lecture rooms, administration facilities, laboratories, recreation facilities*
Technological Facilities	• *Adequate technological facilities – e-learning platforms, e-library, research management system, institutional repository, student information management system, ICT facilities*
Learner Support Services	• *Adequate learner support systems and facilities*
Financial Resources	• *Adequate financial resources for HEI operations*
Internal Quality Assurance	• *Have quality assurance unit* • *Have quality assurance framework*

The requirements outlined in Table 4.1 form the basis for the evaluation of applications for registration of higher education institutions in the category of colleges, university colleges and technical university colleges.   The procedure involved in the evaluation of applications is outlined in Figure 4.1.

Registration process for a Private Higher Education Institution

STAGE 1: APPLICATION
  i. Submission of application for the proposed HEI
  ii. Payment of fees

STAGE 2: APPLICATION
  i. Submitted documents are reviewed by the Authority

REJECTION
  i. The proposed HEI will need to reapply and undergo through all stages of the application process.

STAGE 3: APPLICATION
  i. The Authority schedules a site visit to verify the findings of the desk review

STAGE 4: PANEL HEARING
  i.   The proposed HEI that passes the site visit verification is invited for a panel hearing.
  ii. Panel hearing makes recommendation to the Authority
  iii. Panel hearing excludes colleges

STAGE 5: DECISION
  i. The Authority decides on the recommendation from the panel hearing committee and or site visit report
  ii. The proposed HEI is informed whether the application is approved or rejected

STAGE 5: DECISION
 i. HEI is issued with a certificate of registration if approved

Figure 4.1: Summary of the Registration Process

4.3 Requirements for Registration of Universities and Technical Universities

Apart from the introduction of new types of higher education institutions, the Amended Higher Education Act provides that no new institution can be registered outrightly as a university or technical university, unless it has been in existence as a higher education institution for at least five years. In addition to having operated for at least five years, an institution must meet the requirements outlined in Table 4.2 in order to be registered as a university or technical university.

Table 4.2: Requirements for Registration of Universities and Technical Universities

Requirements	*Standards HEI Must Meet*
Governance	• *Functional council, senate and university statutes*
Management	• *Qualified principal officers (Vice-Chancellor, minimum of two Deputy Vice-Chancellors, Registrar, Dean of Students, Chief Librarian, Chief Financial Officer*
Research	• *Functional research unit and track record of research*
Policies	• *Academic, administrative and financial policies*
Academic Programmes	• *Have three existing accredited learning programmes (LP), two at bachelor's degree level* • *Have graduated at least a cohort at undergraduate level* • *Submitted three postgraduate learning programmes which meet requirement for accreditation*
Academic Staff Capacity	• *A staff compliment that can teach at graduate level*
Physical Infrastructure	• *Adequate physical infrastructure – Lecture theatre, rooms, administration facilities, laboratories, recreation facilities, conference facility*
Technological Facilities	• *Adequate technological facilities – e-learning platforms, e-library, research management system, institutional repository, student information management system, ICT facilities*
Learner Support Services	• *Adequate learner support systems and facilities*
Financial Resources	• *Adequate financial resources for HEI operations*
Internal Quality Assurance	• *Submit tracer studies report & student satisfaction surveys* • *Functional quality assurance unit* • *Have quality assurance framework*

4.4 Reassessment of Existing Universities

While the requirements in Table 4.2 apply to institutions requiring an upgrade to university or technical university level, the Amended Higher Education Act also requires that universities that were registered prior to the amendment are assessed in order to determine whether they can continue to operate as a university or technical university. Thus, a university or technical university can be relegated to a university college or technical university college. This, in turn, will have an effect on the level of qualifications that relegated institutions will be allowed to offer.

4.5 Accreditation of Learning Programmes

One of the most important features of the *Higher Education (Amendment) Act* of 2021 was its focus on accreditation of learning programmes. Prior to the amendments, the *Higher Education Act* had no explicit

focus on accreditation. Instead, accreditation was provided for through *Statutory Instrument No.25 of* 2016. With the amendments, accreditation of learning programmes is now an integral component of the *Higher Education Act*.

According to Section 23A of the *Amended Higher Education Act*, the Authority has the responsibility of accrediting learning programmes from all higher education institutions except learning programmes accredited by TEVETA. Further, the Amended Higher Education Act stipulates that this function should be carried out in consultation with relevant professional bodies. In order for a learning programme to be accredited, the Amended Higher Education Act requires that it meets the requirements in Table 4.3.

Table 4.3: Requirements for Accreditation of Learning Programmes

Requirements	*Standards HEI Must Meet*
Strategic Objectives	• Objectives and aims must promote national and international human resource development
Curriculum	• Must respond to demands of the labour market • Must be approved by relevant professional institutions
Student Enrolment	• Must be clearly determined
Level on the Qualifications Framework	• Must specify level of qualifications • Must be in conformity with the National Qualifications Framework
Delivery Approach	• Adequate and appropriate teaching methods
Relevance and Acceptability	• Programme must be relevant and acceptable to industry, workplace and other stakeholder needs • Evidence of acceptability must be provided
Policies and Regulations	• Programme must be supported by policies/regulations for assessment, admissions and credit transfer
Academic Staff	• Adequate and qualified academic staff for efficient delivery of programmes
Academic Support Services	• Availability of support services for programme delivery
Financial Resources	• Guaranteed financial resources for programme implementation
Internal Quality Assurance	• Availability of internal quality assurance mechanisms for the programme

The requirements outlined in Table 4.3, form the basis for evaluation of applications for accreditation of a learning programme from any higher education institution. The procedure involved in the evaluation of applications is outlined in Figure 4.2.

Learning Programme Accreditation Process

01 Institutional Self Audit

02 Submission of application for accreditation

03 Desk review for completeness of application by the Authority

04 Assignment of learning programmes to experts

05 Orientation of Learning programme experts

06 Expert conducts a desk evaluation of the Learning programme

07 Submission of Evaluation Report by learning programme experts to the Authority

08 Review of Evaluation Report by the Authority

09 Decision by the Authority

10 Authority sends notice Acceptance/Rejection and Evaluation Report to the HEI

11 Authority sends certificate of accreditation for accredited learning programme

Figure 4.2: Learning Programme Accreditation Process

As can be seen in Table 4.3 and Figure 4.2, the accreditation process involves a range of requirements and processes. In this regard, the Act provides that this process should be undertaken within ninety days from the date of submission of the application. Learning programmes that meet the requirements contained in Table 4.3 are accredited.

4.6 Affiliation of Higher Education Institutions

Apart from the changes in the registration and accreditation processes, the *Amended Higher Education Act* has also triggered changes in the provisions for affiliation of higher education institutions. While previously, only public higher education institutions were allowed to affiliate other higher education institutions for purposes of quality assurance, the amendments have opened a pathway for private higher education institutions to also affiliate other higher education institutions. However, unlike affiliations involving public Higher Education Institutions (HEIs), which require approval of the Minister responsible for higher education, affiliations between private higher education institutions must be approved by the Authority.

The process of affiliation starts with the two institutions that have intentions to enter into an affiliation agreement. The scope of the affiliation agreement should include the purpose of the affiliation, the programmes the two institutions are expected to jointly implement, the faculties and departments involved in the programmes and the resources committed to the affiliation.

Once the affiliating parties have signed the agreement, the second stage involves application for affiliation. The application, together with the affiliation agreement, is submitted to HEA for evaluation and approval. The implementation of programmes, under affiliation, can only occur after approval by the Authority has been granted in writing.

4.7 Conclusion

This chapter highlighted the major changes and procedures for quality assurance in higher education induced by the amendment of the *Higher Education Act*. There are three major issues that come out of the chapter and, thus, important to note. Firstly, the amendments do not allow outright registration of a university and technical university unless the applying institution has been in existence as an HEI for at least five years. This requirement is intended to allow the applying institution to gain experience in offering higher education before graduating to a postgraduate offering institution. Secondly, the amendments provide for the extension of HEA's accreditation oversight to all HEI's that have come under the aegis of the Authority. This change in accreditation of LPs has potential to allow for harmonised and streamlined accreditation processes and procedures.

Lastly, the amendments have allowed for a private HEI to affiliate another private HEI, a right that was previously a preserve for public HEIs. This provision has expanded opportunities for affiliation among HEIs for the purposes of promoting quality assurance. The highlighted changes in this chapter are crucial to the enhancement of quality assurance in higher education.

CHAPTER FIVE

UNIVERSITY STATISTICS FOR 2021

5.1   Introduction

This chapter examines the spatial distribution of universities in Zambia and statistics on academic staff, student population and graduation rates in universities in Zambia. The statistical data presented in this chapter is crucial for understanding the size and state of higher education in the country. In order to elucidate the country's state of higher education, this chapter is divided into four main sections. The first section looks at the number and regional distribution of universities in the country. In the second and third sections, statistics on academic staff, student enrolment and graduation rates are presented.

5.2   Number and Regional Distribution of Universities in Zambia

As of 2021, there were fifty-four registered private universities and nine recognised public universities operating in different provinces of Zambia. Figure 5.1 shows the regional distribution of universities.
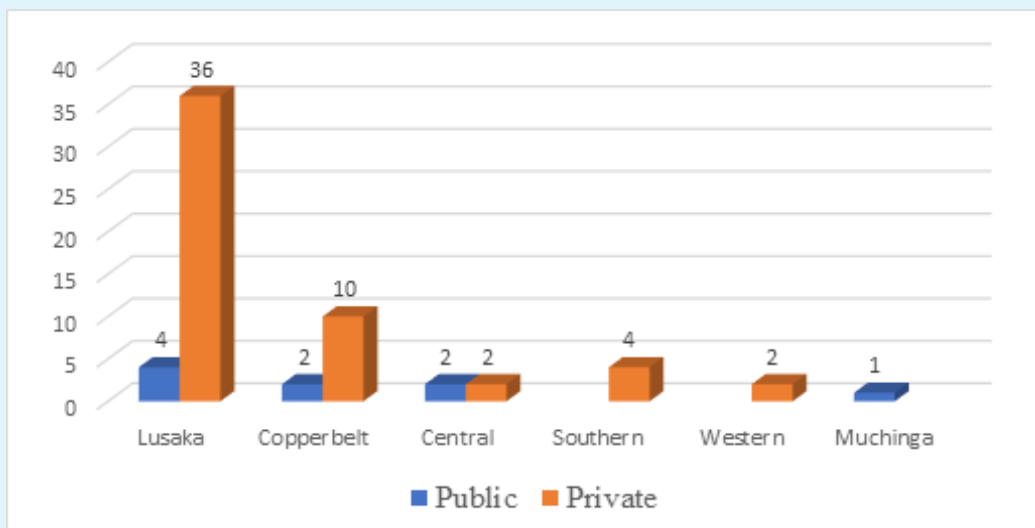

Figure 5.1: Number and Regional Distribution of Universities in Zambia

As can be seen in Figure 5.1, the majority of universities, both private and public, were largely located in the urban regions of Lusaka and Copperbelt provinces. The leading region was Lusaka Province with forty universities, seconded by the Copperbelt Province, which had twelve universities. The two regions account for 82.5 per cent of all universities, with Lusaka Province taking 63 per cent of the share. These statistics showed that regional inequalities in distribution of universities, which were first identified in the Inaugural State of Higher Education Report of 2019, continued to persist. This also showed, that there was little investment in the development of universities in under serviced rural regions.

5.3   Statistics on Staff, Students and in Universities in Zambia

This section presents statistics on academic staff and students in Zambia. Statistics on academic staff were provided by academic rank and field of specialisation. Statistics on students were presented by student enrolments by level of study and academic field. The section also discusses student graduation rates for 2021.

5.3.1 Statistics on Academic Staff

This section discusses the 2021 statistics on academic staff in universities. The statistics are presented by academic rank (Professor, Associate Professor, Senior Lecturer and Lecturer), qualification level (Doctoral degree, Master's degree, Bachelor's degree and Diploma) and by academic fields as grouped according to the International Standard Classification of Education (ISCED).

In 2021, there was 5,553 academic staff in both public and private universities. This number is higher than that of 2020 which stood at 5,256. Out of the total number of academic staff recorded in 2021, public universities accounted for 2,202 or 39.7 per cent, while 3,351 or 60.3 per cent were in private universities. The total number of academic staff, between 2020 and 2021, was at variance. This was because the survey which was conducted in 2021 had also included diploma holding teaching staff, who taught various certificate programmes in different universities. Furthermore, some universities embarked on normal operations in 2021 due to the removal of COVID-19 restrictions and, therefore, engaged more academic staff as student enrolments improved.

In terms of gender distribution, just like in 2020, there were more male academic staff in both public and private universities. Table 5.1 shows the distribution of academic staff by gender in public and private universities.

Table 5.1: Distribution of Academic Staff by Gender in Public and Private Universities

Type of University	Male	Female	Total	% Male	% Female
Public	1,564	638	2,202	71.0	29
Private	2,406	945	3,351	72.0	28
TOTAL	**3,970**	**1,564**	**5,553**	**71.5**	**28.5**

As shown in Table 5.1, the male academic staff outnumbered the female counterparts in both public and private universities. Males accounted for 71.5 per cent whereas females account for 28.5 per cent this translates to a female-male ratio of 1:3. This is an indication of gender imbalance in the distribution of academic staff in our universities. Therefore, there is need for a deliberate policy by the universities to engage more female academic staff.

5.3.2 Statistic on Academic Staff Rank and Gender

This section presents the 2021 statistics on academic staff by academic rank and gender in universities. The ranks that were used were Professor, Associate Professor, Senior Lecturer and Lecturer. Table 5.2 shows the statistics on academic staff by rank and gender.

Table 5.2: Statistics on Academic Staff by Rank and Gender

Rank	Male	Female	Male	Female	Total	%Total
	Public		*Private*			
Professor	51	2	206	55	314	5.7%
Associate Professor	73	10	154	39	276	5%
Senior Lecturer	201	42	533	182	958	17.2%
Lecturer	1,239	584	1513	669	4,005	72.1%
Total	**1,564**	**638**	**2,406**	**945**	**5,553**	**100%**

As presented in Table 5.2, at the Professor level, there was a total number of 314 academic staff or 5.7 per cent of total academic staff in both private and public universities in Zambia during the year under review. It is important, however, to note that the statistics on academic staff ranks have been presented as reported by the higher education institutions. There was no attempt to match the criteria of appointment to academic ranks in the universities with that of HEA's guidelines on appointment and promotion of academic staff. Consequently, the statistics were based on each university's own criteria for appointing staff. Nonetheless, from Table 5.2, it is clear that the proportion of senior academics remains low, which had a bearing on research capacity, postgraduate student supervision and academic mentorship in universities. There was,

therefore, need to develop staff development programmes to upgrade the big number of junior academic staff to senior ranks. Further, Table 5.2 shows that the number of male academic staff was higher in all academic ranks in both public and private universities. The gender gap in staffing was more pronounced at higher academic ranks of Professor and Associate Professor. In order to address the gender imbalances in the academic ranks, there was need to create deliberate policy incentives that would attract more females to join the academia.

5.3.3 Academic Staff by Level of Qualification and Gender

This section presents statistics on academic staff in universities in Zambia by level of highest qualification attained, that is, doctoral degree, master's degree, bachelor's degree and diploma level. Figure 5.2 shows the distribution of highest qualifications attained by academic staff in the universities.
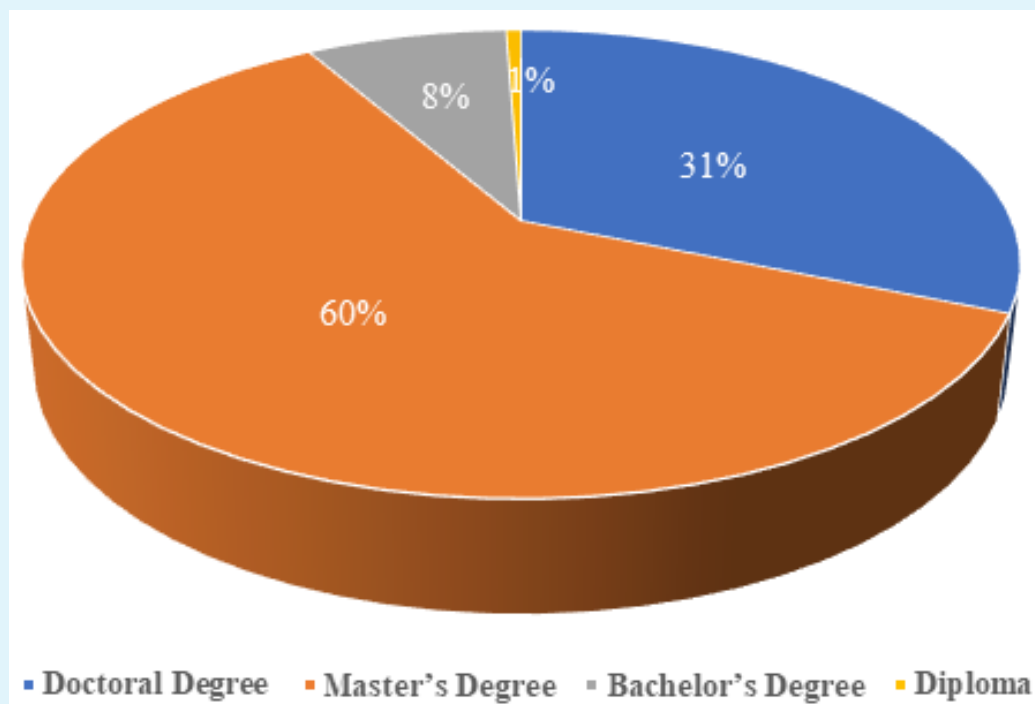

Figure 5.2: Distribution of Academic Staff by Qualifications in Universities

As can be seen in Figure 5.2, there were more academic staff at the level of master's, which accounted for 60 per cent of the total number of academic staff in universities. However, academic staff with the highest qualification at doctoral level only accounted for 31 per cent. This proportion of academic staff at doctoral level is low to spur scholarly work as is required of universities. Therefore, there is need to develop and implement a human capital development policy for universities and create mechanisms for funding doctoral studies to address this gap.

5.3.4 Academic Staff by Academic Field

This section presents overall statistics on academic staff by academic field of specialisation. The specialisations are categorised according to the International Standard Classification of Education (ISCED) system, which classifies learning programmes and related qualifications by field of study according to the broad domain and branch or area of content covered. The broad domains are:
  (a) Agriculture, Forestry, Fisheries and Veterinary;
  (b) Arts and Humanities;
  (c) Business, Administration and Law;
  (d) Education;
  (e) Engineering, Manufacturing and Construction;
  (f) Health and Welfare;
  (g) Information and Communication Technologies.

(h) Natural Sciences, Mathematics and Statistics;
(i) Services and Hospitality; and
(j) Social Sciences.

Based on these domains, Table 5.3 presents the distribution of academic staff by field of specialisation.

Table 5.3: Academic Staff by Field of Specialisation

Academic Field	No. Academic Staff		Total	% Total
	M	F		
Agriculture, Forestry, Fisheries and Veterinary	141	34	175	3.2
Arts and Humanities	671	229	900	16
Business, Administration and Law	746	284	1,030	19
Education	831	353	1,184	21.3
Engineering, Manufacturing and Construction	398	122	520	9.3
Health and Welfare	664	389	1,053	19
Information and Communication Technologies	134	37	171	3
Natural Sciences, Mathematics and Statistics	151	43	194	4
Services and Hospitality	25	18	43	0.1
Social Sciences	209	74	283	5.1
TOTAL	**3,970**	**1,583**	**5,553**	**100**

Table 5.3 shows that the fields of education, business, administration and law, health and welfare had the highest number of academic staff in universities. The three accounted for nearly 60 per cent of all academic staff. On the other hand, the fields of agriculture, forestry, fisheries and veterinary, services and hospitality and information and communication technologies had the lowest number of academic staff. This scenario could be attributed to the fact that there could be more academic programmes in the education, business administration, law and health than other fields.

5.4 Student Statistical Information in Universities

This section presents statistics on students in universities in 2021 in terms of student population, gender and level of study.

5.4.1 General Student Population

The population of students, both graduate and undergraduate, in universities is presented in Table 5.4.

Table 5.4: Student Population in Universities

Type of University	Male	Female	Total	%Male	%Female	%Total
Public	30,703	25,760	56,463	24.2	20.3	44.5
Private	34,598	35,678	70,276	27.3	28.2	55.5
TOTAL	**65,301**	**61,438**	**126,739**	**51.5**	**48.5**	**100**

As presented in Table 5.4, there was a total number of 126,739 students in both private and public universities in Zambia. This indicated an increase in students' population by 11.1 per cent from the 114,049 which was reported in 2020. There are a number of factors that could be attributed to the variance in student population between 2020 and 2021. Among them are student dropouts and low enrolment rates due to COVID-19 disruptions, and economic challenges. In this regard, the 2021 student population increase could signify that the sector was adapting to the new normal.

Another important observation from Table 5.4 is that although private universities account for 55.5 per cent of student population, this was shared among fifty-four universities and amounts to an average of 1,301 students per university. On the other hand, public universities, which account for 14 per cent of all universities and have a share of 44.5 per cent of student population and amounts to an average of 6,274 students per university. This shows that public universities continue to have more students than private universities.

Despite public universities, on average, having more students than private universities, it was also evident that private universities had significant numbers of students, and thus, playing a very important role in increasing access to higher education as envisaged in *Educating Our Future* and the National Higher Education Policy of 2019.

5.4.2 Student Population by Gender

In terms of the student population by gender, Table 5.4 shows that there were more male students (65,301) than female students (61,438) in universities. Figure 5.3 illustrates the gap between the male and female population.
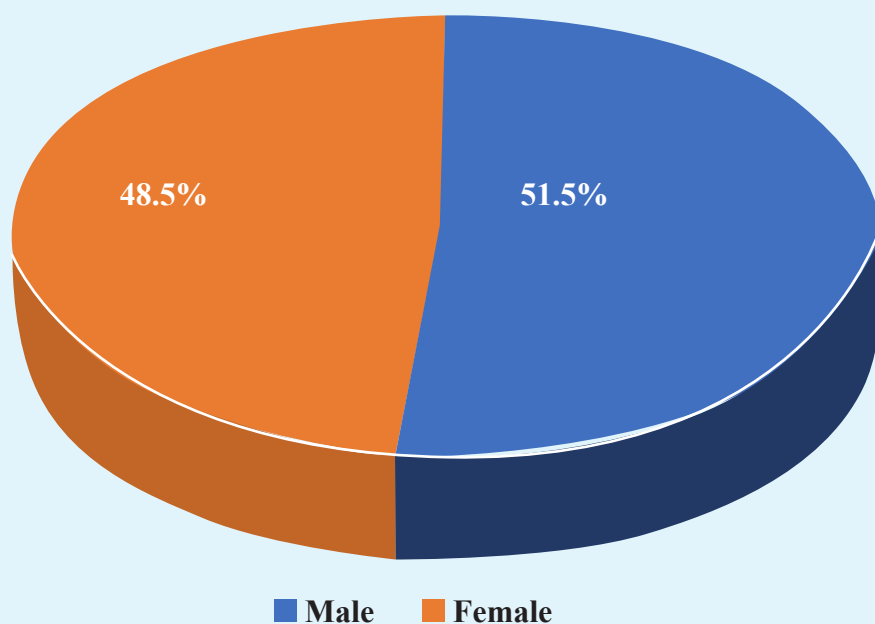
Figure 5.3: Share of Male and Female Students in Universities in Zambia

The figure shows that there is a small gap between the male and female population in universities. This was not different from the previous two years. Although the female population in universities remained slightly lower than that of males by 3 per cent, it was evident that the country continues to make important strides in addressing gender imbalances in access to higher education.

5.4.3 Student Population by Level of Study and Gender

This section focuses on the number of students pursuing studies at three levels: bachelor's degree, master's and doctoral degree levels of study. These are segregated by gender and presented in Table 5.5.

Table 5.5: Number of Students Pursuing Bachelors, Masters and Doctoral Degree programmes

Level of Qualification	Public		Private		Sub-Total		Total	% Male	% Female	% Total
	Male	Female	Male	Female	Male	Female				
Bachelor's	26,868	21,918	21,250	22,192	48,118	44,110	92,228	52	48	84.7
Master's	1,707	1,339	6,873	5,415	8,580	6,754	15,334	56	44	14.1
Doctoral	179	121	682	343	861	464	1,325	65	35	1.2
Total	28,754	23,378	28,805	27,950	57,559	51,328	108,887	53	47	100.0

Table 5.5 shows that male students were more than female students in all the three levels of study. Further, the table shows that the number of female students declined at higher levels of masters and doctoral degree levels. At doctoral level, the proportion of female students declined to 35 per cent from 48 per cent at bachelor's degree level. It is evident from these statistics that deliberate policy measures are required to facilitate progression of female students to postgraduate levels of study.

5.4.4 Student Population by Academic Field

In this section, the discussion focuses on statistics of students by academic field. A summary of the statistics is presented in Table 5.6.

Table 5.6: Number of Students by Academic Field

Academic Field	M	%M	F	%F	Total	Total%
Agriculture, Forestry, Fisheries and Veterinary Medicine	1,595	63	936	37	2,531	2
Arts and Humanities	11,081	56	8799	44	19,880	16
Business, Administration and Law	15,453	54	13,288	46	28,741	23
Education	6,861	54	5,785	46	12,646	10
Engineering, Manufacturing and Construction	3,734	75	1,249	25	4,983	4
Health and Welfare	16,235	43	21,714	57	37,949	30
Information and Communication Technology	2,734	74	975	26	3,709	3
Natural Sciences, Mathematics and Statistics	3,637	55	2,929	45	6,566	5
Services and Hospitality	232	17	1,168	83	1,400	1
Social Sciences	3,739	45	4,595	55	8,334	7
TOTAL	65,301	52	61,438	48	126,739	100.00

Table 5.6 shows that there are more students in the Health and Welfare fields than in any other academic field. The STEM fields of Natural Sciences, Mathematics and Statistics; Engineering, Manufacturing and Construction had 6,566 and 4,983 students, respectively. This translated into only 5 per cent and 4 per cent of the total number of students in universities in Zambia, respectively. Additionally, the fields of Information and Communication Technology; and Agriculture, Forestry, Fisheries and Veterinary Medicine had 3,709 and 2,531students or 3 per cent and 2 per cent of the total number of students in universities in Zambia, respectively. It is evident that the STEM fields continued to have lower numbers than other fields. These

low numbers prompted the need for quick deliberate mechanisms to increase the enrolment rates in STEM fields, in line with the National Higher Education Policy of 2019.

Furthermore, there was also need to pay more attention in the field of Service and Hospitality, which continued to attract the lowest number of students. A focus on this field was critical in the development of the tourism and hospitality industry.

5.5 Graduation Statistics in Universities in Zambia

In 2021, 46,053 people graduated from both public and private universities in Zambia. Out of the total number of students who graduated in 2021, 27,523 people graduated from private universities, while 18,530 graduated from public universities. Further, out of the total number of students who graduated in 2021, 31,116 were males while 14,937 were females, representing 67.6 per cent and 32.4 per cent of males and females, respectively. The distribution of graduates by qualifications is presented in Table 5.7.

Table 5.7: Number of Graduates by Level of Qualification and Gender in Public and Private Universities

University Type	Level of Qualification	Male	Female	Total	Proportion (%)
Public	Certificate	301	438	739	1.6
	Diploma	1,962	2,346	4,308	9.4
	Bachelor's	5,225	5,204	10,429	22.6
	Postgraduate Diploma	654	221	875	1.8
	Master's	1,198	952	2,150	4.6
	Doctoral	23	6	29	0
Sub-total		**9,363**	**9,167**	**18,530**	**40**
Private	Certificate	18	10	28	0
	Diploma	33	5	38	0
	Bachelor's	20,762	4,264	25,026	54.3
	Postgraduate Diploma	24	754	778	1.7
	Master's	696	537	1,233	3
	Doctoral	220	200	420	1
Sub-total		**21,753**	**5,770**	**27,523**	**60**
TOTAL		**31,116**	**14,937**	**46,053**	**100**

Table 5.7 shows that more students graduated at the bachelor's degree level. At this level, a total number of 35,455 students graduated from universities in Zambia. This represented 77 per cent of the number of students who graduated in 2021. From this number, 25, 026 students graduated from private universities, while those who graduated from public universities at the same level were 10,429. This translated into 71 per cent and 29 per cent of the total number of students who graduated at bachelor's level in private and public universities, respectively.

The qualification level with the second highest number of graduations in 2021 was the diploma level. At this level, a total number of 4,346 graduated from both public and private universities in Zambia. This translated into 9.4 per cent of the total number of students who graduated in 2021. At this level, 4,308 students graduated from public universities while only thirty-eight graduated from private universities. At diploma level, 1,995 graduates were male, representing 46 per cent of all graduates and 2,351 were female representing 54 per cent.

In 2021, 3,383 students graduated at master's level, while 449 graduated at doctoral level, which is 7.3 per cent and 1 per cent of the total number of students who graduated at master's and doctoral levels, respectively. From those who graduated at master's level, 1,894 were males while 1,489 were females,

translating into 56 per cent and 44 per cent of male and female students who graduated at master's level, respectively. A total of 243 male and 206 female students graduated at doctoral level from both public and private universities.

In terms of graduation by academic fields, the data showed that more students graduated from the fields of Education and Health and Welfare than other fields. Table 5.8 shows the graduation from the various fields.

Table 5.8: Number of Graduates by Academic Field, Level of Qualification and Gender in Public and Private Universities

Academic Field	M	%M	F	%F	Total	%Total
Agriculture, Forestry, Fisheries and Veterinary Medicine	247	64.3	137	35.7	384	1
Arts and Humanities	1,682	54.6	1,400	45.4	3,082	7
Business, Administration and Law	3,299	53.5	2,867	46.5	6,166	13
Education	19,438	82.0	4,281	18.0	23,719	52
Engineering, Manufacturing and Construction	1,050	55.8	832	44.2	1,882	4
Health and Welfare	2,911	46.0	3,423	54.0	6,334	14
Information and Communication Technology	529	70.6	220	29.4	749	2
Natural Sciences, Mathematics and Statistics	752	64.8	409	35.2	1,161	3
Services and Hospitality	50	38.8	79	61.2	129	0
Social Sciences	1,158	47.3	1,289	52.7	2,447	5
TOTAL	**31,116**	**67.6**	**14,937**	**32.4**	**46,053**	**100**

As can be seen from this table, the fields of Education and Health and Welfare accounted for 51.5 per cent and 13.8 per cent of the total number of students who graduated from different academic fields, respectively. On the other hand, the fields of Services and Hospitality and Agriculture, Forestry, Fisheries and Veterinary Medicine had the lowest number of graduands.

What is also notable from Table 5.8 is that STEM fields continued to produce fewer graduates than other academic fields. For example, the table shows that only 322 and 22 students graduated in the fields of Agriculture, Forestry, Fisheries and Veterinary Medicine from private and public universities respectively. The same observation could be made in the field of Information and Communication Technology, where only 71 and 678 students graduated from private and public universities.

5.6 Conclusion

This chapter shows that both the private and public universities continue to contribute towards the goal of increasing access to higher education as articulated in Zambia's various educational policies. This is evidenced by the increased levels of student populations and graduations in the year under review. On the downside, the chapter has also shown that there are still inequalities in the regional distribution of universities and gender disparities in the student population at postgraduate level, where the number of female students is significantly lower than their male counterpart. The chapter also shows that STEM fields, which have been identified as critical to national development, continue to have lower numbers of students and academic staff than other fields. These issues will need deliberate policy measures to be addressed.

CHAPTER SIX

STATE OF HIGHER EDUCATION IN ZAMBIA IN 2021

6.1   Introduction

This chapter rides on the discussions from the preceding chapters, to provide a coherent picture of the state of higher education in Zambia in 2021. It reflects on the policy and legal environment as well as on the quantitative dimensions of the higher education sector as highlighted in the report.

6.2   The Policy and Legal Environment in 2021

The first four chapters of this report focused on legal reforms in higher education, and their implications on the higher education sector. Evident from the chapters was that 2021 was characterised by important legislative changes in higher education, which were largely informed by the 2019 policy on higher education. The major features of the legislative changes, codified in the *Higher Education (Amendment) Act* of 2021, included the introduction of new types of higher education institutions, and the extension of the Higher Education Authority's quality assurance oversight mandate to higher education institutions previously serviced by professional bodies.

These changes signified two things from a policy perspective. First, the changes represented government's continued attempt to develop a well-coordinated higher education system with a harmonised external quality assurance system. In this regard, the Amended *Higher Education Act* seeks to bring all higher education institutions, except for TEVET colleges, under one regulatory or quality assurance agency- the Higher Education Authority (HEA). This represented a huge departure from the period before 2021, when the higher education sector was characterised by multiple accreditation agencies, creating a fragmented sector with diverse types of quality assurance systems.

Although the goal of creating a well-coordinated higher education system was also central to the enactment of the *Higher Education Act* of 2013, it remained elusive due to the existence of several other pieces of legislation which granted some professional bodies accreditation powers. The 2021 legislative changes were unique in this regard, because they were followed by consequential amendments to the other pieces of legislation that previously granted professional bodies accreditation powers. There was, in this regard, an attempt during these changes to harmonise the various pieces of legislation with a bearing on higher education with the *Higher Education Act* of 2013. This attempt was aimed at ensuring that accreditation of learning programmes, except for TEVET programmes, was the sole responsibility of the Higher Education Authority. The legislative changes effectively opened the door for the introduction of an HEA-led harmonised external quality assurance system for the sector.

Besides the creation of a harmonised quality assurance system, the *Higher Education (Amendment) Act*, 2021 also represents a recognition of the need to align the policy and legislative environment with modern trends in higher education, where a diverse range of actors, apart from colleges and universities, have a role to play in the provision of higher education. In this regard, the *Amended Higher Education Act* provides explicit recognition to a variety of other types of higher education institutions including institutes and institutions for specialised training of professionals in a specified field.

This shift, from a narrow conception of higher education institutions to a broader one, potentially creates opportunities for different actors to enter the higher education sector. While this may enrich the sector, and allow for sharing of best educational practices and experiences among different types of higher education institutions, it also creates a huge technical demand on HEA to develop an external quality assurance system that meets the needs of such diverse types of institutions. Clearly, the current HEA quality assurance system tailored towards universities may not be the best fit for institutions such as institutes and institutions for specialised training of professionals in a specified field. From the point of view of this report, it may be crucial for the Authority to work with various actors in the higher education sector to develop a new quality assurance framework which takes into consideration the new types of higher education institutions.

6.3   Statistical Trends in Higher Education

Chapter Five of the report explicitly focused on statistical dimensions of the higher education sector in 2021. In particular, the chapter examined the spatial distribution of universities in Zambia, enrolment and graduation trends and staffing levels in universities. While such statistics are important for understanding the size and shape of the higher education sector in Zambia, it is first important to acknowledge here that data on which they are based was collected from universities only, and thus, excluded colleges and other types of higher education institutions. In this vein, to be more specific, they should be seen as university education statistics.

From the statistics presented in the report, there are two issues that require attention. First is the spatial distribution of universities in Zambia. The report shows that the establishment of universities continues to be skewed towards urban regions. This trend, also seen in the 2019 and 2020 reports, shows that the gap between urban and rural regions, in terms of distribution of universities, continued to widen rather than reduce. As such, some rural provinces continued to be without any university. Given that the National Policy on Higher Education of 2019 seeks to promote the establishment of higher education institutions in underserviced regions of Zambia, it is crucial that this gap is given urgent attention by the government.

Another noticeable feature of the report is the state of STEM education in Zambia. From the report, it was evident that unlike the fields of education, business, law, arts, and humanities, STEM fields such as engineering, forestry, agricultural sciences, fisheries, and veterinary medicine continued to under-perform with regard to enrolment and graduation rates. While there may be several other valid reasons for this situation, it is also evident that, apart from policy statements, there had been very little investment in STEM fields in terms of laboratories, workshops, and equipment to facilitate the development and implementation of STEM learning programmes. In this report's view, the development of STEM education in Zambia is critical to national industrialisation and needs urgent practical steps to change this situation.

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APPENDICES

Appendix I: Estimates of Student Population in Public Universities in Zambia

SN	NAME OF UNIVERSITY	NUMBER OF STUDENTS		TOTAL
		M	F	
	Chalimbana University	3,167	4,224	7,391
	Copperbelt University	7,801	3,884	11,685
	Kwame Nkrumah University	2,587	2,184	4,771
	Levy Mwanawasa Medical University	3,223	4,361	7,584
	Mukuba University	588	558	1,146
	Mulungushi University	5,188	3,944	9,132
	Palabana University	48	30	78
	University of Zambia	8,101	6,575	14,676
	GRAND TOTAL – PUBLIC UNIVERSITIES	**30,703**	**25,760**	**56,463**

Source: Individual Universities

Appendix II: Estimates of Student Population in Private Universities in Zambia

SN	NAME OF UNIVERSITY	NUMBER OF STUDENTS		TOTAL
		M	F	
	Africa Research University	228	183	411
	African Christian University	17	11	28
	African Open University	77	14	91
	Ambassador International University	151	2	153
	Bethel University	75	49	124
	Blessings University of Excellence	130	133	263
	Brook Besor University	48	22	70
	Cavendish University	2,526	2,298	4,824
	Central African Baptist University	62	49	111
	Chreso University	1,180	1,992	3,172
	City University of Science and Technology	341	774	1,115
	Copperstone University	798	800	1,598
	DMI-St. Eugene University	1,131	755	1,886
	Eden University	2,362	2,732	5,094
	Evangelical University	32	39	71
	Gideon Robert University	434	502	936
	Harvest University	168	133	301
	Information and Communication University	870	1,125	1,995
	Justo Mwale University	255	110	365
	Kenneth Kaunda Metropolitan University	10	4	14

Livingstone International University of Tourism Excellence and Business Management (LIUTEBM)	68	289	357
Lusaka Apex Medical University	1,720	2,435	4,155
Mansfield University	147	170	317
Mosa University	120	380	500
Northrise University	538	433	971
Oak University	73	111	184
Open Window University	35	19	54
Paglory University	47	79	126
Rockview University	2,189	2,117	4,306
Rusangu University	1,807	1,969	3,776
South Valley University	185	144	329
St. Bonaventure University	283	-	283
St. Dominic's Major Seminary	145	-	145
Sunningdale University	197	193	390
Texila American University	1,273	1,430	2,703
The University of Barotseland	193	177	370
Trans-Africa Christian University	141	73	214
Trinity University	63	170	233
Unicaf University	5,331	3,821	9,152
United Church of Zambia University	387	448	835
University of Africa	519	421	940
University of Edenberg	125	66	191
University of Lusaka	4,538	5,352	9,890
Victoria Falls University of Technology	97	122	219
Zambia Catholic University	381	324	705
Zambian Christian University	16	9	25
Zambian Open University	1,407	1,251	2,658
Zambian Royal Medical University	371	727	1,098
ZCAS University	1,307	1,221	2,528
GRAND TOTAL – PRIVATE UNIVERSITIES	**34,598**	**35,678**	**70,276**

Source: Individual Universities

Appendix III: List of Accredited Learning Programmes in Universities in Zambia as at First Quarter of 2022

1 — AFRICAN OPEN UNIVERSITY

Diploma in Accounts and Finance	Post Graduate Diploma – Strategic Management
Diploma in Strategic Management	Post Graduate Diploma – Operational Excellence
Diploma in Energy Management	Master of Business Administration-Process Excellence
Diploma in Business Excellence	Master of Business Administration in Accounts and Finance
Diploma in Banking and Insurance	Master of Business Administration – Human Resource Management and Development
Diploma in Banking and Finance	
Diploma in Operational Excellence	Master of Business Administration- Energy Management
Diploma in Process Excellence	Master of Business Administration – Banking and Finance
Diploma in Supply Chain Management	Master of Business Administration – Operational Excellence
Bachelor of Management in Accounts and Finance	
Bachelor of Management in Strategic management	Master of Business Administration – Business Excellence
Bachelor of Management in Banking and Finance	Master of Business Administration Banking and Insurance
Bachelor of Management in Supply Chain Management	Bachelor of Business Administration
Bachelor of Management in Process Excellence	Master of Business Administration-Supply Chain Management
Bachelor of Management in Banking and Insurance	Master of Business Administration-Strategic Management
Bachelor of Management in Operational Excellence	Doctor of Philosophy-Business Studies
Bachelor of Management in Business Excellence	Post Graduate Diploma in Banking and Insurance
Bachelor of Management in Energy Management	Post Graduate Diploma in Banking and Finance
Post Graduate Diploma in Energy Management	Post Graduate Diploma in Accounts and Finance
Post Graduate Diploma in Supply Chain	Post Graduate Diploma – Business Excellence
Post Graduate Diploma in Process Excellence	

2 — AFRICA RESEARCH UNIVERSITY

Bachelor of Business Administration	Master of Education
Master of Business Administration	Master of Public Administration
Bachelor of Education (Primary)	Master of Philosophy in Development Studies
Bachelor of Education (Secondary)	Doctor of Philosophy in Development Studies

3 — AFRICA CHRISTIAN UNIVERSITY

Bachelor of Science in Business Administration	Bachelor of Arts in Theology
Bachelor of Education (Early Childhood Education with Christian Education)	Master of Arts in Pastoral Theology

4 — AMBASSADOR INTERNATIONAL UNIVERSITY

Certificate in Biblical Studies	Bachelor of Arts in Theology
Diploma in Biblical Studies	Master of Arts in Biblical Studies

5 BETHEL UNIVERSITY

Bachelor of Science in Agribusiness	Bachelor of Education (Primary Degree)
Bachelor of Business Administration (Human Resources Management)	Bachelor of Education (Early Childhood Education)
Bachelor of Education (English Languages and Literature)	Bachelor of Education (Religious Education)
Bachelor of Education (History)	

6 BLESSINGS UNIVERSITY OF EXCELLENCE

Bachelor of Business Administration	Bachelor of Business Administration
Bachelor of Education (Primary)	Bachelor of Arts in Economics
Bachelor of Education (Secondary)	Bachelor of Arts in Education

7 BROOK BESOR UNIVERSITY

Bachelor of Arts in Education	Bachelor of Arts in Economics
Bachelor of Business Administration	

8 CAVENDISH UNIVERSITY

Bachelor of Information and Technology	Bachelor of Arts in Purchasing and Supply
Bachelor of Laws	Master of Project Management
Master of Laws in Constitutionalism and Human Rights	Bachelor of Arts in Economics
Master of Laws in International Business Law	Bachelor of Business Administration
Bachelor of Science in Clinical Science	Postgraduate Diploma In Monitoring And Evaluation
Bachelor of Surgery and Medicine	Bachelor of Science in Project Management
Bachelor of Science in Nursing	Master of Business Administration-Finance
Bachelor of Science in Nursing and Midwifery	Master of Business Administration- General
Bachelor of Accountancy	Master of Business Administration- Human Resources
Bachelor of Arts in Banking and Finance	Bachelor of Mass Communication and Public Relations
Postgraduate Diploma in Teaching Methods and Learning Resources	Bachelor of Journalism and Mass Communication
Bachelor of Development Studies	Bachelor of Education
Master of Social Work	Bachelor of Social Work
Master of Arts in Public Relations	Master of Development Studies
Bachelor of Science in Computing	Bachelor of Arts in Public Relations

9 CENTRAL AFRICAN BAPTIST UNIVERSITY

Diploma in Primary Education	Bachelor in Bible Studies
Diploma in Bible Studies	

10   CHALIMBANA UNIVERSITY

Bachelor of Science in Purchasing and Supply Chain Management	Bachelor of Education Primary
Master of Science in Purchasing and Supply Chain Management	Bachelor of Business Studies with Education
	Bachelor of Education (Secondary)
Bachelor of Business Administration in Entrepreneurship	Master of Education in Educational Leadership and Management
Bachelor of Education- Leadership and Management	Master of Business Studies with Education
	Bachelor of Business Studies with Education
Bachelor of Early Childhood	Bachelor of Home Economics

11   CHRESO UNIVERSITY

Bachelor of Science in Psychology and Counselling	Diploma in Secondary Education
Master of Science in Psychology and Counselling	Bachelor of Education (Primary)
Bachelor of Arts in Leadership and Practical Theology	Master of Public Health
Postgraduate Diploma in Leadership and Governance	Bachelor of Science in Public Health
Diploma in Clinical Medical Sciences	Diploma in Clinical Medicine
Bachelor of Science in Nursing	Bachelor of Science Public Health
Bachelor of Business Administration-Finance	Bachelor of Science in Nursing
Master of Business Administration- Finance	Master of Business Administration in Project Management
Master of Business Administration (General)	Master of Business Administration - Human Resource Management
Master of Business Administration- Human Resources	Bachelor of Arts with Education (Civic Education and English)
Bachelor of Business Administration (Human Resources Management)	
Postgraduate Diploma in Teaching Methodology	Bachelor of Arts with Education (Religious Education)

12   CITY UNIVERSITY OF SCIENCE AND TECHNOLOGY

Diploma in Nursing	Bachelor of Education in Primary Education
Diploma in Clinical Medicine	Primary Teachers Diploma
Secondary Teachers Diploma	Diploma in Early Childhood Education
Post Graduate Diploma in Teaching Methodology	Bachelor of Education (Secondary Education)
Bachelor of Education in Early Childhood Education	

13   COPPERBELT UNIVERSITY

Doctor of Philosophy in Natural Resources Management	Master of Science in Climate Change
Master of Science in Sustainable Agriculture	Master of Philosophy in Natural Resources Management
Master of Science in Tropical Ecology and Biodiversity Management	Master of Philosophy in Tropical Ecology
Master of Natural Resource Management	Bachelor of Science in Sustainable Natural Resources Management and Climate Change

Bachelor of Science in Wildlife Management	Bachelor of Science in Biology (Biotechnology)
Bachelor of Science in Bioenergy Science	Bachelor of Science in Biology (Entomology)
Bachelor of Science in Plant and Environmental Sciences	Bachelor of Science in Science in Biology (Microbiology)
Bachelor of Science in Aquatic Resources	Master of Science in Mathematics
Bachelor of Science in Forestry	Bachelor of Science in Aquatic Resources Management
Doctor of Philosophy in Climate Change	Bachelor of Science in Forestry
Doctor of Philosophy in Sustainable Agriculture	Bachelor of Science in Plant and Environmental Sciences
Doctor of Philosophy in Tropical Ecology and Biodiversity Management	Bachelor of Science in Hospitality and Tourism Management
Bachelor of Banking and Finance	Bachelor of Science in Construction Management
Bachelor of Business Project Management	Bachelor of Science in Quantity Surveying
Bachelor of Economics	Bachelor of Science in Real Estate Management
Bachelor of Business Administration	Bachelor of Science in Urban and Regional Planning
Bachelor of Science in Marketing	Diploma in Construction Management
Bachelor of Science in Public Procurement	Master of Science in Real Estate Finance and Development
Bachelor of Dental Surgery	Master of Urban and Regional Planning
Bachelor of Science Clinical Medicine	Doctor of Philosophy in Civil Engineering
Bachelor of Occupational Safety and Health	Doctor of Philosophy in Construction Management
Master of Public Health	Doctor of Philosophy in Electrical Engineering
Master of Medicine in Internal Medicine	Doctor of Philosophy in Real Estate Studies
Master of Science in Applied Epidemiology	Doctor of Philosophy in Urban and Regional Planning
Master of Science in Human Anatomy	Doctor of Philosophy in Quantity Surveying
Master of Medicine in Obstetrics and Gynaecology	Bachelor of Engineering in Chemical Engineering
Master of Medicine in Paediatrics	Master of Philosophy in Biotechnology Engineering
Master of Medicine in Surgery	PhD in Biotechnology Engineering
Master of Medicine in Urology	Master of Science in Environmental Engineering, Management and Monitoring
Bachelor of Science in Biomedical Sciences	Master of Philosophy in Environmental Engineering, Management and Monitoring
Bachelor of Science in Environmental Health	PhD in Environmental Engineering, Management and Monitoring
Bachelor of Science in Public Health	Bachelor of Science in Information and Communication Technology with Education
Diploma in Information Technology	Bachelor of Science in Biology with Education
Bachelor of Science in Mathematics	Postgraduate Diploma in Educational Leadership and Teaching Methods
Bachelor of Science in Chemistry	Master of Education in Educational Leadership
Bachelor of Information Technology	Master of Science in Biology Education
Bachelor of Science in Information Systems	Master of Science in Chemistry with Education
Bachelor of Science in Mining and Exploration Geology	Master of Education in Instructional Technology
Master of Science in Project Management for Mining	Postgraduate Diploma in Education
Master of Science in Computer Science (Research)	Master of Science in Chemistry with Education
Master of Science in Computer Science (Taught)	Bachelor of Information Technology with Education
Master of Science in Information System	
Master of Science in Chemistry	
Bachelor of Science in Pure Physics	
Bachelor of Science in Biology (Biodiversity and Ecology)	

Bachelor of Music (Performance)	Bachelor of Engineering in Electrical and Electronic Engineering (Honours)
Doctor of Philosophy (PhD) - Educational Management, Leadership and Policy	Bachelor of Engineering in Geomatic Engineering
Doctor of Philosophy in Chemistry Education	Bachelor of Engineering in Mining Engineering
Doctor of Philosophy in Mathematics and Science Education	Bachelor of Engineering with Honours in Telecommunications
Doctor of Philosophy in Mathematics Education	Diploma in Chemical Technology
Doctor of Philosophy in Physics Education	Diploma in Environmental Technology
Master of Philosophy in Metallurgical and Mineral Processing Engineering	Master of Philosophy in Geology
Master of Philosophy in Chemical Engineering	Certificate in Metallurgy
PhD in Metallurgical and Mineral Processing Engineering	Certificate in Mining
PhD in Chemical Engineering	Diploma in Metallurgy
Bachelor of Electromechanical Engineering	Bachelor of Engineering in Minerals Engineering
Master of Philosophy in Mechanical Engineering	Doctor of Philosophy in Sustainable Mining
Master of Philosophy in Mining	Doctor of Philosophy in Geology
Diploma in Civil Engineering	Master of Philosophy in Civil Engineering
Diploma in Electrical Engineering	Master of Philosophy in Electrical Engineering
Diploma in Electronics Engineering	Master of Philosophy in Real Estate Studies
Diploma in Industrial Electronics Engineering	Master of Philosophy in Sustainable Mining
Diploma in Telecommunications	Bachelor of Architecture
Bachelor of Mechanical Engineering (Honours)	Bachelor of Engineering in Metallurgical Engineering
Bachelor of Mechanical and Railway Systems Engineering (Honours)	Diploma in Paralegal Studies
Bachelor of Mechatronics Engineering	Bachelor of Laws
Bachelor of Computer Engineering	Bachelor of Medicine and Surgery
Bachelor of Engineering in Metallurgical Engineering	Doctor of Philosophy in Mechanical Engineering
Bachelor of Aeronautical Engineering	Bachelor of Arts in Governance and Social Development
Bachelor of Engineering in Civil Engineering	Bachelor of Arts in Peace and Conflict Studies
Bachelor of Engineering in Environmental Engineering	Bachelor of Arts in Public Administration
	Doctor of Philosophy in Peace and Conflict Studies

14 COPPERSTONE UNIVERSITY

Bachelor of Arts with Education (Civic Education and Religious Education)	Bachelor of Primary Education
Bachelor of Business Administration	Diploma in Primary Education
Master of Business Administration	Diploma in Secondary Education
Bachelor of Human Resource Management	Bachelor of Mechanical Engineering
Bachelor of Science in Forensic Accounting and Auditing	Diploma in Mining Engineering
Master of Science in Forensic Accounting and Auditing	Bachelor of Engineering in Electrical Engineering
Bachelor of Education (Religious Education and English)	Bachelor of Arts in Local Government Administration
Bachelor of Science in Computer Science	Bachelor of Science in Occupational Health
Postgraduate Diploma in Teaching Methodology	Bachelor of Development Studies

15 — DMI ST EUGENE UNIVERSITY

Diploma in Commerce	Master of Social Work Specialised in Community Development
Diploma in Primary Education	Diploma in Computer Science
Bachelor of Education (Chemistry)	Bachelor of Engineering in Computer Science Engineering
Bachelor of Education (Biology)	Master of Business Administration in Human Resources Management
Master of Education (Mathematics Education)	
Master of Education in Geography Education	Master of Commerce in Accounts and Finance
Master of Education (Civic Education)	Bachelor of Business Administration
Bachelor of Commerce	Master of Business Administration
Master of Education (Biology)	Bachelor of Science in Geography
Master of Education (Chemistry)	Bachelor of Science in Food and Nutrition
Bachelor of Arts with Education (English)	Bachelor of Science in Secondary Education (Information Communication Technology
Bachelor of Arts with Education (History)	Master of Education in Physics Education
Bachelor of Arts in Secondary Education (Geography and History)	Bachelor of Education (Primary Education)
Bachelor of Arts in Secondary Education (Civic Education and Religious Education)	Master of Education - Educational Administration and Management
Bachelor of Arts in Secondary Education (Civic Education and English)	Master of Business Administration in Finance and International Business
Bachelor of Science in Secondary Education (Biology and Chemistry)	Bachelor of Science in Computer Science
	Master of Science in Computer Science
Bachelor of Science in Secondary Education (Physics and Chemistry)	Diploma in Social Work
Bachelor of Science in Secondary Education (Mathematics and Biology)	Bachelor of Arts in Social Work
	Master of Social Work Specialised in Project Management, Monitoring and Evaluation
Bachelor of Arts in Social Work and Counselling	Bachelor of Computer Science

16 — EDEN UNIVERSITY

Bachelor of Education (Primary Education)	Bachelor of Science - Nursing
Bachelor of Education (Secondary Education)	Bachelor of Science in Clinical Medicine
Bachelor of Laws	

17 — EDENBERG UNIVERSITY

Bachelor of Business Administration	Bachelor of Education in Primary Education
Bachelor of Education in Secondary Education	Bachelor of Public Administration

18   EDENBERG UNIVERSITY

Bachelor of Primary School Teacher Education	Diploma in Missions and Development
Bachelor of Missions and Development Studies.	Diploma in Theology and Religious Education
Bachelor of Theology	Diploma in Theology
Bachelor of Theology and Religious Education for Secondary School Teachers.	Advanced Certificate in Ministry Studies
	Diploma in Evangelical Studies

19   GIDEON ROBERT UNIVERSITY

Bachelor of Business Administration	Diploma in Clinical Medicine (Kalulushi Campus)
Bachelor of Accountancy	Bachelor of Science in Clinical Medicine
Bachelor of Human Resource Management	Bachelor of Public Health
Diploma in Secondary Education	Bachelor of Medicine and Surgery
Diploma in Primary Education	Diploma in Clinical Medicine
Bachelor of Arts with Education (English)	Bachelor of Science in Nursing
Bachelor of Education in Special Education	Bachelor of Science in Biochemistry Sciences
Bachelor of Arts with Education in Geography	Diploma in Clinical Medicine
Master of Education in Linguistics	Post Graduate Diploma in Teaching Methodology
Diploma in Nursing	Master of Education in Civic Education
Bachelor of Arts with Education (Civic Education)	

20   GIDEON ROBERT UNIVERSITY

Bachelor of Business Administration	Diploma in Clinical Medicine (Kalulushi Campus)
Bachelor of Accountancy	Bachelor of Science in Clinical Medicine
Bachelor of Human Resource Management	Bachelor of Public Health
Diploma in Secondary Education	Bachelor of Medicine and Surgery
Diploma in Primary Education	Diploma in Clinical Medicine
Bachelor of Arts with Education (English)	Bachelor of Science in Nursing
Bachelor of Education in Special Education	Bachelor of Science in Biochemistry Sciences
Bachelor of Arts with Education in Geography	Diploma in Clinical Medicine
Master of Education in Linguistics	Post Graduate Diploma in Teaching Methodology
Diploma in Nursing	Master of Education in Civic Education
Bachelor of Arts with Education (Civic Education)	

21   HARVEST UNIVERSITY

Diploma in Environmental Health	Bachelor of Science in Environmental Health

22 INFORMATION AND COMMUNICATIONS UNIVERSITY

Bachelor of Science in Environmental Management System	Master's in Education Management (Leadership and Policy Development
Bachelor of Science in Agriculture Science	Bachelor of Education in Arts and Business Studies
Bachelor of Education in Business Studies	Bachelor of Public Administration and Development
Bachelor of Education (Primary Education)	Bachelor of Science in Information and Communication Technology
Bachelor of Social Work	Bachelor of Science in Information Security and Computer Forensics
Bachelor of Human Resources Management	

23 JUSTO MWALE UNIVERSITY

Diploma in Theology	Master of Theology
Bachelor of Science in Environmental Health	

24 KAPASA MAKASA UNIVERSITY

Bachelor of Science in Aquaculture	Bachelor of Science in Sustainable Agriculture
Bachelor of Science in Fisheries and Aquaculture	Bachelor of Science in Cyber Security
Bachelor of Fisheries	Bachelor of Science in Information Communication Technology with Education
Bachelor of Science in Animal Science	

25 KENNETH KAUNDA METROPOLITAN UNIVERSITY

Bachelor of Science in Banking and Finance	

26 KWAME NKRUMAH UNIVERSITY

Master of Business Administration - Executive	Bachelor of Arts with Education - French Language
Master of Business Administration - General	Bachelor of Arts with Education - Geography
Master of Business Administration - Finance	Bachelor of Arts with Education - History
Bachelor of Business Administration	Master of Arts in History
Bachelor of Science in Procurement and Supply Chain Management	Bachelor of Arts with - Linguistics and African Languages
Post Graduate Diploma in Teaching Methodology	Bachelor of Science with Education - Mathematics
Master of Special Education	Bachelor of Education - Physical Education and Sport
Bachelor of Business Studies with Education	Bachelor of Science with Education – Physics
Master of Education in Sociology of Education	Bachelor of Science in Design and Technology with Education
Bachelor of Entrepreneurship with Education	Bachelor of Arts with Education - Religious Studies Education
Bachelor of Science with Education - Biology	Bachelor of Arts with Education - Special Needs Education
Bachelor of Science with Education - Chemistry	
Bachelor of Arts with Education - Civic Education	
Bachelor of Arts with Education - English	

27 LIVINGSTONE INTERNATIONAL UNIVERSITY OF TOURISM EXCELLENCE AND BUSINESS MANAGEMENT

Bachelor of Science in Climate Change, Environment and Sustainable Development	Bachelor of Education in Primary Education
Bachelor of Science in Environmental Protection and Management	Bachelor of Arts in Journalism and Mass Communication
Bachelor of Business in Information Technology	Bachelor of Arts in Public Relations
Bachelor of Science in Banking and Finance	Bachelor of Arts in Development Studies
Bachelor of Education in Early Childhood Education	Bachelor of laws

28 LUSAKA APEX MEDICAL UNIVERSITY

Bachelor of Science in Nutrition and Dietetics	Bachelor of Science in Public Health
Bachelor of Science in Nursing	Master of Public Health
Diploma in Nursing	Bachelor of Medicine and Surgery (MBChB)
Bachelor of Science in Environmental Health	Bachelor of Pharmacy

29 LUSAKA APEX MEDICAL UNIVERSITY

Bachelor of Business Administration	Bachelor of Commerce in Marketing Management
Master of Business Administration	

30 MUKUBA UNIVERSITY

Post-Graduate Diploma in Teaching Methods	Master of Education in Educational Management and Administration
Bachelor of Education in Geography	Master of Education in Science Education
Bachelor of Education (Biology)	Bachelor of Science in Biology
Bachelor of Education in Nutritional Sciences	Bachelor of Science in Mathematics and Statistics
Bachelor of Education in Textile and Clothing	Bachelor of Science in Information Systems and Digital Business
Bachelor of Education in Physics	Bachelor of Science in Physics
Bachelor of Education in Biology	Bachelor of Science in Chemistry
Bachelor of Education in Chemistry	Master of Science in Nutritional Science
Master of Education in Quality Assurance	Master of Science in Chemistry
Diploma in Teaching Methodology	Master of Science in Physics
Bachelor of Science in Nutritional Science	Diploma in Home Economics
Master of Science in Nutritional Science	Bachelor of Science in Environmental and Climate Change
Bachelor of Science in Nutritional Science	

Bachelor of Science Climatology	Bachelor of Arts with Education Geography and Civic Education Stream
Bachelor of Science - Land and Water Resources Management	Bachelor of Arts with Education History and Civics
Bachelor of Science- Agriculture	Master of Science in Immunopathology
Bachelor of Science, Environmental Studies	Master of Science in Human Anatomy
Master of Climate Change and Sustainable Development	Bachelor of Science in Mathematics and Statistics
Bachelor of Marketing	Bachelor of ICT with Education
Bachelor of Advertising and Marketing	Bachelor of Science Physics
Bachelor of Purchasing and Supply management	Bachelor of Science (Biological Sciences)
Master of Marketing	Master of Science in Biochemistry
Bachelor of Marketing	Master of Science in Data Science and Big Data
Bachelor of Banking and Finance	Bachelor of Information Systems
Bachelor of Science in Agribusiness Management	Bachelor of Local Government Administration
Bachelor of Arts with Education (English and Geography stream)	Bachelor of Public Administration
Bachelor of Arts with Education English and History	Bachelor of Psychology
Master of Education in Curriculum Studies	Bachelor of Social Work
Bachelor of Education in Primary Teaching	Masters of Social Work
Master of Arts in Religious Studies	Masters in International Relations
Master of Science in Agriculture with Education	Master of Public Administration
Bachelor of Arts with Education in English and French	Master of Arts in Civic Education and Transformational Leadership
Bachelor of Engineering in Mechanical Engineering	Master of Arts in History
Bachelor of Engineering in Agricultural Engineering	Bachelor of Arts in Office Management
Bachelor of Engineering in Electrical and Electronic Engineering	Bachelor of Laws Degree
Bachelor of Engineering in Industrial Engineering	Master of Laws
Bachelor of Science in Demography	Bachelor of Medicine and Bachelor and Surgery
Bachelor of Industrial Psychology	Master of Science in Chemical Pathology
Bachelor of International relations and Development	Master of Science in Computer Science
Master of Science in Agribusiness Management	Bachelor of Biomedical Sciences
Master in Agriculture Risk Management	Doctor of Philosophy in Information Technology
Bachelor of Economics and Finance	Doctor of Philosophy in Information Systems
Master of Arts in Economics	Master of Computer Science with Artificial Intelligence
Master of Business Leadership	Master of Science in Cyber Security
Bachelor of Science in Business Informatics	Bachelor of Science in Cyber Security
Master of Arts in Journalism and Mass Communication	Bachelor of Science in Data Science
Bachelor of Arts with Education English and Zambian languages	Master of Science in Information Technology
Bachelor of Arts with Education English and Civic Education	

32 MANSFIELD UNIVERSITY

Secondary Diploma in Business Studies	Junior Secondary Teachers Diploma in Business Studies
Junior Secondary Teachers Diploma in Computer Studies	

33 NORTHRISE UNIVERSITY

Bachelor of Science Nursing	Bachelor of Human Resource Management
Diploma in Human Resource Management	Bachelor of Finance and Accounting
Bachelor of Human Resource Management	Certificate in Teaching Methodology
Bachelor of Finance and Accounting	Bachelor of Theology
Bachelor of Business Administration	Bachelor of Law (LLB)
Executive Master of Business Administration	Bachelor of Science in Computer Science
Diploma in Human Resource Management.	Bachelor of Information Technology

34 OAK UNIVERSITY

Master of Business Administration	Bachelor of Arts with Education (Civic Education and English)
Bachelor of Business Studies with Education	

35 OPEN WINDOW UNIVERSITY

Bachelor of Arts in Design Arts	Bachelor of Arts in Interaction Design
Bachelor of Arts in Experimental Media	Bachelor of Arts in Moving Image

36 PAGLORY UNIVERSITY

Bachelor of Business Administration	Bachelor of Education (History)
Bachelor of Physical Education and Sport	Bachelor of Education Religious Studies
Bachelor of Education (Primary)	Bachelor of Agriculture Science with Education

37 PAGLORY UNIVERSITY

Bachelor of Business Administration	Bachelor of Education (History)
Bachelor of Physical Education and Sport	Bachelor of Education Religious Studies
Bachelor of Education (Primary)	Bachelor of Agriculture Science with Education

38 PALABANA UNIVERSITY

Diploma in Animal Production

39 ROCKVIEW UNIVERSITY

Bachelor of Science in Agriculture Science	Bachelor of Science with Education in Agriculture
Bachelor of Arts in Economics	Bachelor of Laws
Bachelor of Business Administration	Bachelor of Science in Food and Nutrition
Diploma in Secondary Teaching (Religious Studies and Mathematics)	Diploma In Nursing
Diploma in Secondary Teaching (Business Studies)	Diploma in Nursing
Diploma in Secondary Teaching (Social Sciences and English)	Bachelor of Accountancy
Diploma in Secondary Teaching (Zambian Languages and English)	Bachelor of Arts with Education (Civic Education and English)
Bachelor of Arts with Education (English Language and Literature)	Bachelor of Science in Education in (Home Economics)
Bachelor of Education (Geography and Mathematics)	

40 RUSANGU UNIVERSITY

Bachelor of Arts in Sociology	Bachelor of Science Nursing
Bachelor of Arts in Peace and Conflict Resolution	Bachelor of Arts in Journalism
Bachelor of Arts in Theology	Bachelor of Arts with Education – Civic Education
Bachelor of Science Nursing	Bachelor of Arts in History with Education
Bachelor of Science General and Business Agriculture	Master of Science in Agriculture with Education
Bachelor of Science with education- Agriculture Science	Master of Educational Administration and Curriculum Development
Doctor of Philosophy (PhD) Education - Educational Administration and Leadership	Bachelor of Science with Education in Mathematics

41 SOUTH VALLEY UNIVERSITY

Master of Business Administration in Logistics and Supply Chain Management	Master of Business Administration in Tourism and Hospitality Management
Master of Science in Health and Social Care Management	

42 ST DOMINIC'S SEMINARY UNIVERSITY

Diploma in Philosophy	Bachelor of Arts in Philosophy
Diploma in Philosophy and Religious Studies	

43 SUNNINGDALE UNIVERSITY

Bachelor of Business Administration	Master of Business Administration

44   TEXILA AMERICAN UNIVERSITY

Master of Business Administration	Master of Science in Human Resource Management
Bachelor of Business Administration	Bachelor of Medicine and Bachelor of Surgery (MBChB)
Master of Project Management	Master of Public Health
Bachelor of Science in Finance and Accounting	Bachelor of Pharmacy (B.Pharm)
Bachelor Science in Marketing	Bachelor of Nursing
Bachelor of Science in Project Management	Diploma in Nursing
Master of Science in Banking and Insurance	Diploma in Pharmacy
Bachelor of Science in Banking and Insurance	Master of Public Health
Bachelor of Science in Human Resource Management	Bachelor of Medicine and Surgery
Bachelor of Science in Information Technology (BIT)	

45   TRANS-AFRICAN CHRISTIAN UNIVERSITY

Bachelor of Arts in Bible Theology	Master of Arts in Theological Studies

46   TWINPALM LEADERSHIP UNIVERSITY

Bachelor of Education in Secondary Education

47   TRINITY UNIVERSITY

Diploma in Nursing

48   UNICAF UNIVERSITY

Master's in Web Design and Development	Master of Arts in Educational Leadership and Management
Master of Business Administration: Finance	Bachelor of Arts in Pre - Primary Education
Master of Business Administration: Health Management	Bachelor of Primary Education
Doctorate of Business Administration.	Master of Education in Leadership and Management
Bachelor of Business Administration	Master of Science in Managerial Psychology
Master of Business Administration in Oil, Gas and Energy Management	Master of Public Administration
Bachelor of Science Accounting	Master in Literature
Master of Business Administration.	Doctor of Philosophy in Education
Master of Business Administration- Management	Master of Laws
Master of Science in HealthCare Management	Bachelor of Laws
Master of Business Administration: Management Information Systems	Bachelor In Hospitality Management
Doctor of Philosophy - Business Studies	Master of Business Administration in Marketing
Master of Arts in English Language and Literature	Bachelor of Marketing Management
	Doctor of Philosophy-Business Studies
	Master's in Education

49 · UNITED CHURCH OF ZAMBIA UNIVERSITY

Diploma in Theology	Bachelor of Theology
Diploma in Diaconal Ministry	

50 · UNIVERSITY OF AFRICA

Diploma in Marketing	Diploma in Secondary Education
Bachelor of Marketing	Diploma in Early Childhood Education
Diploma in Banking Practice and Management	Bachelor in Secondary Education
Diploma in Business Administration	Bachelor of Education (Primary)
Diploma in Entrepreneurship	Postgraduate Diploma in Teaching Methodology
Bachelor of Science in Agribusiness Management	Bachelor of Education in Early Childhood Education
Bachelor of Business Administration	Master of Education - Education Management and Administration by Research
Bachelor of Science in Entrepreneurship	
Masters in Literacy and Literacy Studies and Development	Master of Education - Education Management and Administration
Bachelor of Social Work	Bachelor of Laws
Bachelor of Arts in Public Administration	Bachelor of Science in Occupational Health
Bachelor of Education in Commerce	

51 · UNIVERSITY OF BAROTSELAND

Bachelor of Business Administration	Bachelor of Arts in Economics

52 · UNIVERSITY OF LUSAKA

Master of Science in Environmental Management	Master of Science in Economics and Finance
Bachelor of Science in Purchasing and Supply	Postgraduate Diploma in Lecturing / Teaching Methodology
Bachelor of Science in Banking and Finance	Bachelor of Arts in Peace and Conflict Resolution
Bachelor of Accountancy	Bachelor of Arts in Development Studies
Bachelor of Science Human Resources Management	Bachelor of Science in Politics and International Relations
Bachelor of Science in Marketing	
Master of Science in Supply Chain Management	Bachelor of Science in Public Administration
Master of Science in Public Finance and Taxation	Master of Arts in Peace and Security Studies
Master of Science in Accounting and Finance	Bachelor of Laws
Master of Science in Auditing	Bachelor of Medicine and Bachelor of Surgery
Bachelor of Public Health	Certificate in Health Informatics
Bachelor of Science Information system and Technology	Bachelor of Science Information Technology with Education
Master of Business Administration	

Bachelor of Science (Agricultural Extension)	Master of Medicine in Anaesthesia
Bachelor of Science in Agricultural Economics	Master of Medicine in General Surgery
Master of Science in Agricultural Economics	Master of Medicine in Ophthalmology
Bachelor of Agricultural Sciences in Plant Science	Master of Medicine in Orthopaedics and Trauma Surgery
Master of Science in Sustainable Land and Environmental Management	Master of Medicine in Paediatrics and Child Health
Master of Science in Animal Nutrition	Master of Medicine in Paediatric Surgery
Master of Engineering in Agriculture Engineering	Master of Medicine in Psychiatry
Bachelor of Science in Agriculture Economics	Master of Science in Pathology (Chemical Pathology)
Bachelor of Science in Agronomy	Master of Science in Pharmacology
Bachelor of Arts in Photography	Bachelor of Science in Biomedical Sciences
Master of Science in Operation and Supply Chain Management	Bachelor of Science in Environmental Health
Bachelor of Arts in English Languages and Linguistics	Master of Science in Geography
Bachelor of Mass Communication	Bachelor of Education in Chinese Language Teaching
Bachelor of Media and Journalism Studies	Master of Education in Speech and Language Communication Disorders
Bachelor of Arts in French	Master of Education in Guidance and Counselling
Bachelor of Education in Social Sciences	Master of Education in Civic Education
Bachelor of Education in Literacy and Language	Doctor of Education in Special Education
Bachelor of Education Sociology of Education	Bachelor of Arts in Adult Education
Bachelor of Education Environmental Education	Bachelor of Arts with Library and Information Science
Master of Education Science Education	Bachelor of Education with Special Education
Master of Education in Mathematics	Bachelor of Engineering (Mechanical Engineering)
Bachelor of Education with Special Education	Bachelor of Engineering (Electrical and Electronic Engineering)
Master of Education with Special Education	Bachelor of Engineering (Agricultural Engineering)
Master of Medicine in Gastroenterology and Internal Medicine	Bachelor of Engineering (Civil and Environmental Engineering)
Master of Medicine in Internal Medicine	Bachelor of Mineral Science (Geology)
Master of Medicine in Internal Medicine and Infectious Diseases	Bachelor of Engineering in Geomatic Engineering
Master of Medicine in Clinical Neuropsychology	Master of Arts in Archaeology
Master of Science in Health Professionals Education	Bachelor of Arts in History
Master of Science in Human Anatomy	Bachelor of Arts in Philosophy and applied Ethics
Master of Science in Medical Microbiology	Bachelor of Arts in Population Studies
Master of Science in Clinical Pathology	Master of Science in Corporate Communication
Master of Science in Clinical Pathology (Haematology)	Bachelor of Arts in Political Science
Master of Science in Neurology	Bachelor of Arts in Gender Studies
Diploma in Midwifery	Doctor of Education in Educational Psychology
Master of Science in Human Physiology	Doctor of Philosophy in Guidance and Counselling
Postgraduate Diploma in Health Professions Education	Bachelor of Science in Entomology
Master of Medicine in Anatomical Pathology	Bachelor of Science in Microbiology

Bachelor of Science in Molecular Biology	Master of Science in One Health Analytical Epidemiology
Bachelor of Science in Parasitology	Master of Science in One Health Food Safety
Master of Science in Animal Nutrition	Bachelor of Veterinary Medicine
Master of Science in Biochemistry	Bachelor of Science in Pharmacy
Bachelor of Science in Human Nutrition	Master of Science in Clinical Nursing
Bachelor of Science in Food Science and Technology	Master of Science in Mental Health and Psychiatric Nursing
Master of Science in Human Nutrition	Master of Science in Midwifery and Women's Health
Master of Arts in History	Master of Science in Public Health Nursing
Bachelor of Arts in Public Administration	Master of Science in Food safety and Risk Analysis
Bachelor of Laws	Master of Science in Ecology and Public Health
Post graduate Diploma in Human Rights	Master of Science in One Health Laboratory Diagnostics
Post graduate Diploma in Gender and the Law	Master of Science in Tropical Diseases and Zoonosis
Bachelor of Science (Nursing)	Master of Science in Medical Parasitology
Bachelor of Medicine and Bachelor of Surgery (MB ChB)	
Bachelor of Science (Animal Science)	

54 VICTORIA FALLS UNIVERSITY OF TECHNOLOGY

Bachelor of Education	Master of Education in Education Administration and Management
Bachelor of Science (Mathematics) with Education	Bachelor of Business Administration
Bachelor of Information Technology with Education	Bachelor of Education (Primary)

55 ZAMBIA CATHOLIC UNIVERSITY

Bachelor of Economics	Bachelor of Commerce with Education
Bachelor of Accountancy	Bachelor of Development Studies
Bachelor of Human Resource Management	Master of Arts in Human Geography
Bachelor of Mass Communication	Master of Arts in Peace and Conflict Studies
Bachelor of Education (Secondary)	Bachelor of Arts in Journalism and Mass Communication
Diploma in Teaching Methodology	
Bachelor of Education in Guidance and Counselling	Bachelor of Arts in Public Relations
Bachelor of Banking and Finance	Bachelor of Business Administration
Diploma in Primary Education	

56   ZAMBIAN OPEN UNIVERSITY

Bachelor of Science in Agricultural Economics	Master of Arts in Trade Development and International Relations
Bachelor of Science in Animal Science	Bachelor of Arts in Policing and Security Studies
Bachelor of Science in Horticulture	Master of Arts in Religious Studies
Bachelor of Science in Plant Sciences	Master of Arts in Transformative Community Development
Master of Public Administration	Master of Arts in Trade Development Studies
Master of Business Administration (Human Resource Management)	Master of Arts in Sociology
Bachelor of Business in Human Resource Management	Doctor of Philosophy in Development Studies
Master of Arts in History	Doctor of Philosophy in Public Administration
Bachelor of Science in Agribusiness Management	Doctor of Philosophy in History
Bachelor of Business Administration (Accounting)	Doctor of Philosophy in Religious Studies
Bachelor of Business in Banking and Finance	Doctor of Philosophy in Transformative Community Development
Master of Business Administration	Bachelor of Laws
Master of Business Administration (Project Management)	Master of Criminal Justice
Doctor of Philosophy in Business Administration	Master of Laws
Bachelor of Education (Early Childhood Education)	Bachelor of Arts Information Technology
Bachelor of Education (Primary Education)	Master of Science in Geography
Bachelor of Education (Secondary Education)	Doctor of Philosophy in Geography
Master of Education in Early Childhood Education	Bachelor of Guidance and Counselling
Master of Education in Literacy and Development	Bachelor of Arts in Development Studies
Diploma in Early Childhood Education	Bachelor of Arts in Public Administration
Bachelor of Agriculture Science with Education	Bachelor of Arts in Social Work
Bachelor of Education in Adult Education	Bachelor of Arts in Sociology
Bachelor of Education in Special Education	Bachelor of Arts in Paralegal Studies
Master of Education in Management and Administration	
Bachelor of Arts in Fine Arts	

57   ZAMBIAN CHRISTIAN UNIVERSITY

Bachelor of Arts in Business Studies

58   ZAMBIA ROYAL MEDICAL UNIVERSITY

Diploma in Environmental Health	Bachelor of Public Health
Diploma in Pharmacy	Master of Public Health
Bachelor of Science in Clinical Sciences	

Master of Business Administration.	Bachelor of Arts in Human Resource Management
Bachelor of Arts in Financial Services	Bachelor of Science in Security and Crime Science
Bachelor of Economics and Finance	Bachelor of Laws
Bachelor of Science in Banking and Finance	Bachelor of Science in Information Technology
Bachelor of Arts Economics	Master of Science in Information Technology
Bachelor of Accounting and Finance	Bachelor of Science in Computing with Education
Bachelor of Science in Finance and Investment Management	Bachelor of Science in Software Engineering
Bachelor in Management Accounting	Bachelor of Science in Computer Science
Master of Science in Financial Services	Bachelor of Science in Cyber Security
Master of Science in Accounting and Finance	Bachelor of Arts in Development Studies
Bachelor of Science in Development Finance	Bachelor of Arts in Public Administration and Management
Bachelor of Science in Marketing Management	Master of Business Administration (International Business)
Bachelor of Accountancy	Bachelor of Arts in Human Resource Management
Bachelor of Accounting	Master of Science in Business Leadership and Management
Bachelor of Accounting with Education	Bachelor of Business Administration
Master of Science in Project Management	Bachelor of Business Entrepreneurship
Master of Business in Procurement and Logistics	Bachelor of Science in Business Computing
Postgraduate Diploma in Project Management	Bachelor of Science in Business Mathematics with Computing
Bachelor of Accounting (RPL)	Bachelor of Science in Computing with Education
Bachelor of Accountancy (RPL)	Bachelor of Science in Network Engineering
Bachelor of Science in Accounting and Finance	Bachelor of Science in Security and Crime Science
Master of Science in Business Leadership and Management	Bachelor of Laws
Bachelor of Business Administration	Bachelor of Science in Information Technology
Bachelor of Business Entrepreneurship	Master of Science in Information Technology
Bachelor of Science in Business Computing	Bachelor of Science in Computing with Education
Bachelor of Science in Business Mathematics with Computing	Bachelor of Science in Software Engineering
Bachelor of Science in Computing with Education	Bachelor of Science in Computer Science
Bachelor of Science in Network Engineering	Bachelor of Science in Cyber Security
Bachelor of Arts in Development Studies	
Bachelor of Arts in Public Administration and Management	
Master of Business Administration (International Business)	

Higher Education Authority (HEA)

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