



Lupane State University

Building Communities through Knowledge

2011-2014 PROSPECTUS





Lupane State University

Building Communities through Knowledge

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Raylton
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Geography and Population Studies Department

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Gwanda Avenue,

Raylton

Telephone: 263- 9- 73135

Lupane Office

Box 170

c/o Kusile Rural District Council offices

Lupane

Telephone: 263 389 559

PRINCIPAL OFFICERS OF THE UNIVERSITY

Chancellor:

The President of the Republic of Zimbabwe, His Excellency Cde Robert Gabriel Mugabe, BA (*Fort Hare*), BEd, B.Admin, (SA) BScEcon, LLB, LLM, MScEcon, (*London*), Hon. LLD (*Ahmadu Bello*), (*Morehouse*), (*Zimbabwe*), (*Edinburgh*) *St Augustine's* (*N. Carolina*), (*Massachusetts*), (*Moscow*), (*Michigan State*), (*Mauritius*), Hon DPSc. (*Belgrade*), Hon. D.Com Forthare, D. Litt (*Solusi*), Hon D.Tech. (*NUST*), Hon D.Agric. Science and Tech (*Chinhoyi*), Hon D.Com, (*MSU*).

Vice - Chancellor

Vacant

Acting Vice-Chancellor

Dr. M. J. Bhala, MSc. (*Poly*), *Burgas*, PhD *Loughborough*, Dipl.BL, *Zimbabwe*, MIOM³

Pro Vice-Chancellor

Dr. M. J. Bhala, MSc. (*Poly*), *Burgas*, PhD *Loughborough*, Dipl.BL, *Zimbabwe*, MIOM³

Acting Pro- Vice Chancellor

Dr. G. Nyakutse, B.A. Hons. in English and History, (*Univ. College of Rhodesia*), *M.Ed. in Educational Psychology*, PhD in Education, (*Ahmadu Bello*).

Registrar

Mr. J. Makunde, BSc. (Hons), Political Science and Administration (UZ), Certificate in Human Resources Management (IPMZ), Diploma in Personnel Management (IPMZ), Diploma in Training Management (IPMZ), Masters in Educational Administration and Policy Studies (UZ), MBA (UZ).

Librarian

Ms. S. N. Ndlovu, B.A. (Hons) History (UZ), P.G. Dip. in Library Information Studies (UCL-London), MA in Library Information Studies (UL, London).

Bursar

Mr. S. C. Sibanda, B. Acc. Hons. (UZ), MBA, (NUST).

Senior Proctor

Mr. C. Mpala, B.Tech. Ed. Hons. in Business Management (NUST), MBA (NUST), National Diploma in Motor Industry Management (Poly), Further Education Teachers Certificate, Skilled Worker Journeyman Class 1 Certificate, Zimbabwe National Craft Certificate in Automotive VBR.

UNIVERSITY COUNCIL

(as constituted in terms of Section 10 of the Lupane State University Act 2004) (as at 30 October 2007)

a) **ex-officio**

Chancellor

His Excellency Cde Robert Gabriel Mugabe, The President of the Republic of Zimbabwe, BA (*Fort Hare*), BEd, BAdmin, (SA) BScEcon, LLB, LLM, MScEcon, (*London*), Hon. LLD (*Ahmadu Bello*), (*Morehouse*), (*Zimbabwe*), (*Edinburgh*) *St Augustine's* (*N. Carolina*), (*Massachusetts*), (*Moscow*), (*Michigan State*), (*Mauritius*), Hon DPSc. (*Belgrade*), Hon. D.Com Forthare, D. Litt (*Solusi*), Hon D.Tech. (*NUST*), Hon D.Agric. Science and Tech(*Chinhoyi*), Hon D.Com, (*MSU*).

Vice - Chancellor

Vacant

Acting Vice-Chancellor

Dr. M. J. Bhala, MSc. (*Poly*), *Burgas*, PhD (*Loughborough*), Dipl.BL, *Zimbabwe*, MIOM³

Pro Vice-Chancellor

Dr. M. J. Bhala, MSc. (*Poly*), *Burgas*, PhD (*Loughborough*), Dipl.BL, *Zimbabwe*, MIOM³

Acting Pro- Vice Chancellor

Dr. G. Nyakutse, B.A. Hons. in English and History, (*Univ. College of Rhodesia*), *M.Ed. in Educational Psychology*, PhD in Education, (*Ahmadu Bello*).

b) Appointed by the Minister of Higher and Tertiary Education (16):

Chairman

Mr. S. M. T. Malaba, BSc Econ. (UZ), Dip. Mgmt. Studies (Nottingham), Postgrad. Dip. in Econ. Dev, (Manchester), MA. Econ. (Manchester).

Vice Chairperson

Mr. Shepherd B. Ndlovu, B.A. (Hons), Soc. and Public Admin (Durham), Dip. in Business Studies (Kent), MBA, (NUST).

Dr. W. T. Mbizvo, NTC, Higher, (Diesel Tech), (SA), Advanced M. Tech. Cert, City and Guilds (London), M.I.R.T. Eng. (UK), C.A. Eng. (UK), Dip Mgt. (S. Canada), MPhil, Tech. Ed. (Ad. Ed), (UZ), PhD, (Rhodes).

Dr. J. J. Z. Matowanyika, B.A. (Hons), Human Geography (Reading), Postgrad. Dip. in Planning, Mgmt and Evaluation of Rural projects, (Pan-Africa Institute of Dev. (Kabwe), M.A. Environmental Planning, (Nottingham). PhD, Geo, (Ontario).

Dr. Ruth Mafoko Labode, MD (Sofia University), MCOMMH (Liverpool).

Dr. Kenneth Rufasha, AIBZ, MBA, (UK), PhD, Banking and Entrepreneurship, (UK).

Dr. Godfrey Chipare, PhD, International Econ (Janus Univ. Hungary).

Mr. Robert Mangwiro, B.Tech, (UZ), MBL, (UNISA).

Mr. Daniel John Chigaru, B.A. Admin. (UZ), MBL. (UNISA).

Mr. Obadiah Moyo, Dip. in Bus Admin (Byo Polytech), Cert. in Mgt of NGOs (Swaziland), B.A. Public Admin (USA), M.A. International Relations, (Finland).

Mrs Cordelia Mutangadura, BL, (UZ), LLB (UZ).

Mr. Britto J. Chimbunde, BSc, Intermediate Diploma in Personnel Mgt., Grad. C.E. MEd. (curriculum), (UZ)

Mr. V. Amos, Further Educ. Trs' Diploma (*Byo Poly*), ND Agriculture (*Chibero College of Agriculture*) BSc (Hons) Agric (UZ), MSc Tropical Entomology (UZ), MBA(UZ).

Mr. Elliot R. M. Nyoni, B. A. Education, (London), PGDE, (*London*), Cert. in Mgt. (ZIM).

Mrs Agnes Gudo, BSc (Hons) Education (*Sierra Leone*), MSc Ecology (*Mt. St. Vincent*), Cert. in Admin (ZIPAM).

c) Appointed by the Senate (9):

Dr. J. S. Dube, BSc Chemistry, (*Beloit Wisconsin USA*); MSc Soil Science, (*Beloit Wisconsin USA*); MPhil Animal Nutrition, (UZ); PhD. Nutritional Biochemistry(UZ).

Dr. N. J. Ncube, Cert.of Education (*United College of Education*), Cert. of Education- Mathematics (*Gweru Teachers College*), BEd (UZ), MEd, (UZ), MBA (ZOU), Phd (UNISA).

Mr. M. Nyathi, Dip.Ed (UZ), BEd (UZ), MSc in Agriculture Extension (*University of Reading, UK*).

Ms K. Dube, B.A. Hons. (UZ), M.A.FL, (UZ), Grad. C. E. (UZ), M.A. Dev. Studies, (*Leeds, UK*).

Mr. T.Dube, B.A. Hons. (UZ), M.A. FL (UZ); M.A. Development Studies (*Leeds, UK*).

Ms N. Dhlamini, B.A. (Hons) (UZ), M.A.FL (UZ), PGD in Development Studies, (*LSU*).

Mr. M. Moyo, MSc Agric. (*Tashkent*), P.G.Dip. Soil Survey, (*Netherlands*); EMBA, (*NUST*); Dip. Proj. Plnn. Mgnt, (*Ccosa*).

Mr. G. G. Nleya, MSc Agric, (*Cuba*); MPhil, (*Newcastle UK*); Dip IT, (*Sask, Canada*)

Mr. J. Tapera, B. Comm. Hons. in Management (*NUST*), MBA (*NUST*).

**d) President of the Students' Representative Council (SRC)
(ex-officio):**

Mr. Tinashe Manhope

**e) A distinguished Academic Appointed by the Council on the
recommendation of Senate:**

Prof. C.T. Khombe, BSc (Hons) Agriculture (*UZ*), MSc Animal
Breeding (*Edinburgh*), PhD Animal Breeding (*McGill*), EMBA
(*NUST*)

**f) A woman appointed by the Minister to represent women's
interests:**

Vacant

**g) Elected by the Non-Senate Members of the Academic Staff and
approved by the Vice-Chancellor:**

Vacant

**h) Elected by the Administration Staff and approved by the Vice-
Chancellor:**

Vacant

**i) Appointed by the Workers' Committee and approved by the
Vice-Chancellor:**

Mr. Richard Makhwelo.

**j) Appointed by the Minister from the Zimbabwe Congress of
Trade Unions (ZCTU):**

Vacant

k) Appointed by the Minister from a list of Associations or Organisations representing Lecturers/Teachers Association:

Vacant

l) Appointed by the Minister from a list of the Zimbabwe National Chamber of Commerce (ZNCC):

Vacant

m) Appointed by the Minister from a list of the Confederation of Zimbabwe Industries (CZI):

Vacant

n) Appointed by the Minister from a list by the Council of . Zimbabwe Institution of Engineers:

Vacant

o) Appointed by the Minister from a list of names by the Chamber of Mines of Zimbabwe:

Vacant

p) Appointed by the Minister from a list of names by Farmers Unions:

Vacant

q) Appointed by the Minister from a list of Organisations representing the Youth:

Vacant

r) Secretary of the Ministry of Higher and Tertiary Education (ex officio):

Dr. W.T. Mbizvo, NTC, Higher, (Diesel Tech), (SA), Advanced M.Tech. Cert, City and Guilds (*London*), M.I.R.T. Eng. (UK), C.A. Eng. (UK), Dip Mgt. (*S. Canada*), MPhil, Tech. Ed. (Ad. Ed), (UZ), PhD, (*Rhodes*).

s) Chairperson of the National Council for Higher Education (ex officio):

Vacant

t) Elected by the Convocation:

Vacant

Secretary – Registrar

Mr. J. Makunde, BSc. (Hons), Political Science and Administration (UZ), Certificate in Human Resources Management (IPMZ), Diploma in Personnel Management (IPMZ), Diploma in Training Management (IPMZ), Masters in Educational Administration and Policy Studies (UZ), MBA (UZ).

ACADEMIC, RESEARCH, SENIOR ADMINISTRATIVE AND TECHNICAL STAFF

FACULTIES

Dean of Studies

K. Dube, B.A. Hons. (UZ), M.A.FL, (UZ), Grad. C. E. (UZ), M.A. Dev. Studies, (Leeds, UK).

Senior Assistant Registrar –Faculty

P. Ncube, B.A. Hons. (UZ), Grad. C.E. (UZ), MSoc. Sci. In Development Studies (LSU).

Chief Secretary

L. Moyo

Senior Secretary

J. T. Sibanda

FACULTY OF AGRICULTURAL SCIENCES

Acting Dean

M. Moyo, MSc Agric. (Tashkent), P.G.Dip. Soil Survey, (Netherlands); EMBA, (NUST); Dip. Proj. Plnn. Mgnt, (Ccosa).

Department of Crop and Soil Sciences

Lecturer and Chairperson of Department

C. Mpala, BSc (Hons) Agriculture; (UZ), MSc Agric Engin; (Bedford, UK);

Secretary

E. Chirasha

Senior Lecturers:

M. Moyo, MSc Agric. (*Tashkent*), P.G.Dip. Soil Survey, (*Netherlands*); EMBA, (*NUST*); Dip. Proj. Plnn. Mgnt, (*Ccosa*).

M. Maphosa, BSc (Hons) Crop Science- (*UZ*), MSc. Crop Science Plant Breeding and Genetics- (*Makerere*), PhD in Plant Breeding and Biotechnology- (*Makerere*).

Lecturers:

G. G. Nleya, MSc Agric, (*Cuba*); MPhil, (*Newcastle UK*); Dip IT, (*Sask, Canada*)

Z. Moyo, BSc (Hons) Agriculture, (*UZ*), MPhil Agriculture, (*UZ*).

A. Mlambo, BSc (Hons) Agriculture (*UZ*), MBA, (*NUST*).

M. Dlamini, MSc Agronomy, (*Havana, Cuba*), P.G. Cert. in Irrigation Planning, (*Inst. of Agric Eng*), Cert. in Management in Agric Sector, (*Denmark*).

P. Sibanda, MSc in Agriculture – University of Agriculture (*Prague*).

D. Moyo, BSc. (Hons) in Agricultural Economics- (*UZ*), Post Graduate Diploma in Rural and Urban Planning – (*UZ*), Post Graduate Diploma in Agricultural Economics (*University of New England*), Master of Economics Degree - (*University of New England*).

S. Mpofo, BSc. (Hons) Biological Sciences, (*MSU*), MSc. in Ecological Resources Management- (*MSU*).

Teaching Assistant

T. Mutengwa, BSc (Hons) Food Science and Nutrition, (*MSU*).

Senior Technician

T. Kachote, BSc (Hons), Soil Science, (*UZ*); PGD Development Studies, (*LSU*).

Technician

M. Chitiga, BSc (Hons) Natural Resources Management and Agriculture, (*MSU*), Dip. in Agric. (*Mlezu College of Agriculture*).

Department of Animal Science and Rangeland Management

Senior Lecturer and Chairperson of the Department

J. S. Dube, BSc Chemistry, (*Beloit Wisconsin USA*); MSc Soil Science, (*Beloit Wisconsin USA*); MPhil Animal Nutrition, (*UZ*); PhD. Nutritional Biochemistry(*UZ*).

Secretary

A. Phiri

Senior Lecturers:

M. T. Moyo, BSc (Hons) Animal Science, (*UZ*), MSc Animal Science, (*UZ*), PG.D. Agricultural Research for Development, (*ICRAA Netherlands*).

V. Maphosa, Dip in Agric. (*Chibero*), Cert. in Animal Health (*Mazowe Vet College*), BSc, Agric Management (*ZOU*), MSc in Tropical Animal Production, (*Larenstein University, Netherlands*), PhD in Animal Science, (*Fort Hare*).

Lecturers

M. Mhlanga, MSc Tropical Resource Ecology, (*UZ*), BSc (Hons) Livestock and Wildlife Management, (*MSU*).

N. Moyo, Diploma in Education, BSc (Hons) Education in Livestock, (*Bindura*), MSc Operations Management (*NUST*).

O. Sibanda, Diploma in Forestry (*Cyprus*), Diploma in Forest Technology (*Canada*), BSc (Hons) in Forestry (*Canada*), Certificate in Environmental Assessment (*Canada*), MSc in Environmental Planning –MEPP, (*UZ*).

Teaching Assistants

B. Sibanda, BSc (Hons) Animal Science, (UZ).

S. Siphambili, BSc (Hons) Livestock and Wildlife Management, (MSU).

Technician

Lucky Musarandega, BSc (Hons) Biological Sciences, (BUSCE).

Lab Assistant

U. Makombo, National Certificate in Science and Technology (*Byo Poly*).

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

Acting Dean

M. Ndlovu, B.A. (Hons) (UZ), M.A.FL (UZ).

Department of Languages

Lecturer and Chairperson of Department

N. Dhlamini, B.A. (Hons) (UZ), M.A.FL (UZ), PGD in Development Studies, (LSU).

Secretary

S. Matutu

Lecturers

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M. Ndlovu, B.A. (Hons) (UZ), M.A.FL (UZ).

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C. Moyo, B.A. (Hons) Theatre Arts (*UZ*), M.A. Dramatic Arts, (*Wits Univ. SA*).

K. Ndlovu, B.A. (Hons) Media and Journalism, (*NUST*).

S. Nyathi, BSc. in Journalism and Media Studies (*NUST*), M.A. in Journalism and Media Studies (*Rhodes University*), Certificate in Monitoring and Evaluation, (*NUST*).

Part - time Lecturers

P. B. Damasane, B.A. (*UZ*), Grad. C.E. (*UZ*), M.A., (*Fort Hare*)

T. Mpfu, B.A. (*UZ*), Dip. Media and Communication (*UZ*) M.A. Media and Journalism, (*NUST*).

Teaching Assistants

Q. T. Mguni, BEd English, (*MSU*), MEd (*MSU*).

E. Mpfu, B.A. (Hons) English, (*UZ*), Dip Media and Communication Studies, (*UZ*).

Department of Development Studies

Lecturer and Chairperson of Department

T. Dube, B.A. Hons. (*UZ*), M.A. FL (*UZ*); M.A. Development Studies (*Leeds, UK*).

Secretary

M. Muchirika

Lecturers

M. Sibanda, BSc Rural and Urban Planning, (*UZ*), MSc Rural and Urban Planning(*UZ*).

M. Ncube, B.A. (UZ), MSoc.Sc Dev. Studies, (*Forthare RSA*), PhD, (*Forthare, RSA*).

K. Dube, B.A. Hons. (UZ), M.A.FL (UZ), Grad. C.E. (UZ), M.A. Dev. Studies, (*Leeds UK*).

T. Ncube, BSc (Hons) Agric (UZ), MSc Environmental Policy and Planning (UZ).

B. Mutale, Cert. Ed. (UCE), BEd (UZ), PGD (UZ), MSc Rural and Urban Planning (UZ).

S. Ndlovu, B.A. Hons, (UZ), M.A. Dev. Studies (MSU).

C. Ncube, BA Hons, (UZ), M.A. Dev Studies (*Leeds*), MSc Poverty Reduction, (*Birmingham*), PhD in Public Policy (*Birmingham*).

E. Munsaka, Diploma in Education (*Seke Teachers's College*), Diploma in Special Education (UCE), MSc in Disaster Management and Sustainable Development (*Northumbria at Newcastle*), PhD in Sociology and Social Policy (*Durham University*).

D. Dube, B.A. (UZ), M.A. in Peace and Governance (AU).

K. Phiri, B.A. (Hons) History and Development Studies, (MSU).MSoc. Sci, in Development Studies, (LSU).

D. Nyathi, BSc (Hons) Sociology, (UZ), Dip. Disaster Management, (NUST). MSoc. Sci, in Development Studies, (LSU).

O. Sibanda, B.A. (Hons) (UZ) MSoc. Sc. Dev. Studies, (*Fort Hare*).

Part –time Lecturers

M. Sithole, B.A. (Hons) Geography (UZ), MPhil Geography (*Norwegian University of Science and Technology*).

M.Sithole, B. A. (Hons) Geography (UZ), M.A. Dev. Studies (*Leeds, UK*).

M. Sibanda, BSc (Hons) Psychology (UZ),MSoc. Sc. In Social Behaviour Studies in HIV/AIDS (*UNISA*).

C. Murendo, Dip. In Agric.(*Chibero College of Agriculture*), BSc Hons in Agricultural Economics(UZ), (MSc. In Agricultural Economics, (*University of Hohenheim, Germany*)).

A. Ncube Dip. Ed. (*MSU*), BSc Rural and Urban Planning (*UZ*), MSc in Rural and Urban Planning (*UZ*).

Department of Geography and Population Studies

Lecturer and Chairperson of Department

M. Sithole, B.A. (Hons) Geography (*UZ*), M.A. Dev. Studies (*Leeds, UK*).

Senior Secretary

S. Mpofu

Lecturers

O. Gwate, BSc in Geography and Environmental Studies (*MSU*), MSc in Ecological Resource Management (*MSU*).

N.J. Ndiweni, BEd – Geography (*UZ*), MSc in Science and Maths Education, (*UZ*).

Part time Lecturers

M. Sithole, B.A. (Hons) Geography (*UZ*), MPhil Geography (*Norwegian University of Science and Technology*).

N. Tshuma, B.A. (Hons) Geography (*UZ*), MPhil Geography (*Norwegian University of Science and Technology*).

Teaching Assistants

G. M. Moyo, B.A. (Hons) in Geography (*UZ*).

S. Sibanda, BSc in Geography and Environmental Studies (*MSU*).

Department of Accounting and Finance

Lecturer and Chairperson of Department

J. Tapera, B. Comm. Hons. in Management (*NUST*), MBA (*NUST*).

Secretary

M. Dick

Lecturers

N. Mugumisi, BSc. Hons. Economics (*UZ*), MSc Economics, (*UZ*).

T. Ncube, B. ACC. (*Solusi*), MSc Finance and Investment (*NUST*).

S. Moyo, B. Comm. Accounting (*ZOU*), MSc Banking (*NUST*).

Visiting Lecturer

Habvane, J., BSc. Cumlaude, MPAS, (*South Carolina*), MIZIM, AIPMZ.

Teaching Assistant

T. Ndlovu, B.Comm. Accounting (*MSU*).

M. Ncube, B. Comm., Finance (*NUST*).

Department of Business Management

Lecturer and Chairperson of Department

C. Mpala, B.Tech Ed. Hons. in Business Management (*NUST*), MBA (*NUST*), National Diploma in Motor Industry Management (*Poly*), Further Education Teachers Certificate, Skilled Worker Journeyman Class 1 Certificate, Zimbabwe National Craft Certificate in Automotive VBR.

Secretary

N. Tshuma

Lecturers

M. Mabhena, Advanced Diploma in Transport Management, (*CITL, UK*),

Bachelor of Business Studies with Computing Science, Hons. (*UZ*),

MBA (*NUST*).

N. Ndlovu, Diploma in Accountancy (*Southern Africa Association of Accountants*), Bachelor of Commerce in Business Management (*MSU*), Master of Commerce Strategic Management and Corporate Governance, (*MSU*).

S. Manzini, Marketing Diploma (*LCCI*), Zimbabwe Association of Accounting Technicians (*ZAAT*,) Further Education Teacher's Certificate (FETC), Bachelor of Administration (*UNISA*,) Master of Business Management (*MBA, NUST*).

B. D. Mpfu, Bachelor of Commerce Degree in Management and Economics (*Rhodes*), Bachelor of Commerce Honours Degree in Business Management (*Rhodes*), Master of Commerce Degree in Business Management (*Rhodes*.)

Teaching Assistants

B. A. Mulauzi, BSc Hons. in Human Resource Management, (*MSU*).

P. Moyo, BSc Hons. in Human Resource Management (*MSU*).

Department of Educational Foundations

Lecturer and Chairperson of Department

D. Mhlanga, BEd. (Hons), (*University of Bristol*), M.Ed in Educational Administration (*UZ*).

Lecturers

G. Nyakutse, B.A. Hons. in English and History, (*Univ. College of Rhodesia*), *M.Ed. in Educational Psychology*, PhD in Education, (*Ahmadu Bello*).

E. Ndlovu, Cert. in Education, Mkoba Teachers College, M.Ed. in Curriculum Studies (*MSU*).

C. Ndlovu, B.A. (Hons) (*UZ*), Grad. C.E. (*UZ*) M.Ed. in Sociology (*MSU*).

S. Ndonga, BEd (*UZ*), MEd in Philosophy (*UZ*).

Centre for Agriculture and Rural Development (CARD)

Director

M. Nyathi, Dip.Ed (*UZ*), BEd (*UZ*), MSc in Agriculture Extension (*University of Reading, UK*).

Secretary

S. Ganyani

Senior Research Officer

A. U. Lumbile, MSc in Forestry (*Veronezh State University*) P.GD in Forestry (*Netherlands*).

Research Officer

V. Ndlovu, BSc Hons. Crop Science, (*UZ*), MBA (*NUST*).

Senior Research Technician

E. Sibanda, BSc Agriculture Management, (*ZOU*).

General Hands

Nleya, M., Diploma in Horticulture, (*Byo Polytech*).

F. Mpofu

D. Mpofu

Centre for Continuing Education (CEE)

Director

N. Ncube, Cert.of Education (*United College of Education*), Cert. of Education- Mathematics (*Gweru Teachers College*), BEd (*UZ*), MEd, (*UZ*), MBA (*ZOU*), Phd (*UNISA*).

ADMINISTRATIVE STAFF

Vice- Chancellor

Vacant

Acting Vice - Chancellor

Dr. M. J. Bhala, MSc. (*Burgas*), PhD *Loughborough*, Dipl.BL, *Zimbabwe*, MIOM³

Pro- Vice- Chancellor

Dr. M. J. Bhala, MSc. (*Burgas*), PhD *Loughborough*, Dipl.BL, *Zimbabwe*, MIOM³

Personal Assistant

C. Phiri

Acting Pro- Vice- Chancellor

Dr. G. Nyakutse, B.A. Hons. in English and History, (*Univ. College of Rhodesia*), *M.Ed. in Educational Psychology*, PhD in Education, (*Ahmadu Bello*).

Chief Secretary

S.Mpala

Information and Public Relations Officer

Z. Dhlamini, B.A. English and Communication, (*UZ*), Dip. in Educ. Dip in Personnel Mngt., (*IPMZ*).B.A. Special Honours in Communication and Media Studies, (*ZOU*).

Administrative Assistant

M. Ngwenya, B.A. Hons (*MSU*).

Senior Secretary

L. Chirinda

Director of Information and Communications Technology Services

Vacant

Acting Director of Information and Communications Technology Services

V. Maphosa, BSc Hons. Computer Science (*NUST*), MSc Computer Science (*NUST*). Advanced Technician Diploma, Diploma in information Technology.

Senior Secretary

L. Sibanda

Network Engineer

S.H. Sibanda, BSc (Hons) in Information Systems (*MSU*), Cisco certified Associate

Senior Technician

K. Gadzira, BSc Hons. Computer Science (*NUST*).

Technicians

S. Nyanga, HND Computer Science (*Byo Polytech*).

R. Chikutye, ND in IT (*Byo Polytech*.)

R. Ncube, Microsoft Certified Professional Certificate (Microsoft Certification Board).

C. Maruba, BSc (Hons), in Physics (*UZ*), BSc (Hons) in Computer Science (*UZ*).

S. Sibanda, BSc (Hons), in Computer Science (*UZ*).

Department of Physical Planning, Works and Estates

Director of Physical Planning, Works and Estates

Vacant

Acting Director of Physical Planning, Works and Estates

H. B. Ndhlovu, BSc Quantity Surveying, (*Liverpool, UK*).

Senior Secretary

L. Dzingai

Clerk of Works

S. Maruni, Dip. In Quantity Surveying (*Byo Polytech*).

Transport Officer

R. Makhwelo, Diploma in Rail and Road Transport Management (*Byo Polytech*), Diploma in Motor Vehicle Systems (*Byo Polytech*).

Senior Driver

P. Dube (Class 1)

Drivers

S. Ncube

N. Mthimkhulu

Plumber

D. Sibanda

Carpenters

M. Maphosa, National Certificate in Carpentry and Joinery (*Gwanda PolyTech*)

T. Sibanda, (Class 3 Drain Laying and Plumbing)

Groundsman

C. Matafa

General Hands

M. Sibanda

S. Sibanda

REGISTRY DEPARTMENT

Registrar

Mr. J. Makunde, BSc. (Hons), Political Science and Administration (UZ), Certificate in Human Resources Management (IPMZ), Diploma in Personnel Management (IPMZ), Diploma in Training Management (IPMZ), Masters in Educational Administration and Policy Studies (UZ), MBA (UZ).

Senior Secretary

N. Ncube

Deputy Registrar

Mrs C. S. Makoni, BA, Grad. C. E. (*Rhod.*), BEd, (UZ) MEd, (UZ), EMBA (*NUST*). Cert in Higher Education Management in Southern Africa (*Wits*).

Chief Secretary

N. Tshuma

HUMAN RESOURCES

Senior Assistant Registrar: Human Resources

N. Ncube, Cert. in Ed. (*United College of Education*), Diploma in Personnel Management (*IPMZ*), B.A. English and Communication (*ZOU*), MBA (*NUST*).

Senior Administrative Assistant

F. Moyo, Diploma in Labour Relations (*IPMZ*), B.Comm. in Management (*NUST*).

Secretary

S. Butshe-Dube

CENTRAL SERVICES

Senior Assistant Registrar: Central Services

S. Ndlovu, B.A. (*UZ*), MBA (*NUST*), Grad. C.E. (*UZ*), Dip. Personnel Management, (*IPMZ*).

Secretary

E. Kazenga

Switchboard Operators

D. Madyara

R. Phiri

ACADEMIC REGISTRY

EXAMINATIONS

Senior Assistant Registrar: Examinations

D.E. Ndlovu, B.A. (Hons) Geography, BA Gen. Geography, (*UNISA, RSA*); Cert. in Environmental Education, (*Rhodes, RSA*).

Senior Administrative Assistant

I. Tshalibe, Dip.Ed (*UZ*), BEd (*UZ*), P.GD in Dev. Studies (*LSU*).

Senior Secretary

R. Mumbire

ADMISSIONS AND STUDENT RECORDS

Senior Assistant Registrar: Admissions and Student Records

N. Sibindi, Cert. in Education (*Hillside Teachers College*), BEd (*UZ*), MEd, (*Fort Hare*).

Administrative Assistant

S. Ndlovu, BSc. Hons. in Records and Archives Management (*NUST*).

Senior Secretaries

S. Mlilo

C. Nyathi

STUDENT AFFAIRS

Dean of Students

Vacant

Senior Assistant Registrar: Student Affairs

H. Ncube, Cert. in Education (*Hillside Teachers College*), B.A. Hons. (*UNISA RSA*), MBA (*NUST*), MEAPP (*ZOU*).

Administrative Assistant

J. Mporu, Dip. Ed. (*United College of Education*), BSc. Physical Education and Sport (*ZOU*), B. Tech. in Educational Management (*Tshwane University of Technology*).

Secretary

N. Dhlamini

Chaplain

Vacant

Student Counsellor

Vacant

Sport Director

Vacant

Administrative Assistant: Sports

Vacant

Security Officer

K. Mpala, Dip. Security Risk Management (*SAISRM*), Dip. Dev. Studies (*LSU*).

Secretary

J. Zimuswa

BURSAR'S DEPARTMENT

Bursar

Mr. S. C. Sibanda, HND Acc. B. Acc. (UZ), EMBA (NUST).

Principal Accountant - Payments and Investments

S. Silundika, B. Comm. Accounting (NUST).

Principal Accountant – Salaries and Administration

N. Sithole, B. Comm. Accounting (NUST).

Principal Accountant - Purchasing and Asset Management

P. Moyo, B. Comm. Management, (NUST). Diploma in Purchasing and Materials Management.

Principal Accountant – Systems and Development

G. Muleya, B.Comm. (Hons), Accounting –(MSU), MSc, Banking and Finance (NUST),CIIA.

Chief Accounting Assistants

O. Chinoza, HND Accounting (*Byo Poly Tech*).

T. P. Ngwenya, HND Accounting (*Byo Poly Tech*).

F. L. Ndlovu, HND Accounting, (*Byo Poly Tech*), Intermediate Certificate (*CIS*).

Accounting Assistant

Q. Ndlovu, ND Accounting, (*Byo Poly Tech*).

LIBRARY STAFF

Librarian

Ms. S. N. Ndlovu, B.A. (Hons) History (*UZ*), P.G. Dip. in Library Information Studies (*UCL-London*), M.A. in Library Information Studies (*UL, London*).

Chief Secretary

R. Bhebhe

Acting Sub- Librarian – Research Services

R. Sebata, BSc (Hons), Library Information Science (*NUST*).

Senior Assistant Librarian

H. Pangeti, National Certificate in Library Information Science, National Diploma in Library Information Science, BSc (Hons), Library Information Science (*NUST*).

Assistant Librarian – User Services

N. Khanye, BSc (Hons), Library Information Science (*NUST*), Certificate in Micro Computer Technology.

Assistant Librarian – Systems

A. Nyathi, BSc (Hons) Library Information Science (*NUST*), Professional Computing and Information processing Certificate (*I.C.M – Institute of Commercial Management*).

T. Tshuma, BSc (Hons) Library Information Science (*NUST*).

Senior Library Assistants

R. Chiramba, National Certificate in Library Information Science (*Byo Poly*), Diploma in Library Information Science (*Byo Poly*), Diploma in Development Studies (*LSU*).

P. Sibanda, National Certificate in Library Information Science (*Byo Poly*), Diploma in Library Information Science (*Byo Poly*).

T. Mukahamali, National Certificate in Library Information Science (*Byo Poly*), Diploma in Library Information Science (*Byo Poly*).

S. Mlilo, National Certificate in Library Information Science (*Byo Poly*), Diploma in Library Information Science (*Byo Poly*).

Library Assistants

J. Magaya, National Certificate in Library Information Science (*Byo Poly*).

T. Tshuma, National Certificate in Library Information Science (*Byo Poly*).

Technical Assistants

S. Khumalo

C. Sebata

S. Nyathi

P. Nkiwane

UNIVERSITY CALENDAR/DIARY 2013-2014

January 2013

Monday	7 th		University Opens
Friday	11 th	1000	Audit and Risk Committee
Wednesday	16 th	0930	Faculty Board (to consider First Semester Examinations Results)
Friday	18 th		Campus Development Committee
Monday	21 st	0930	Academic Board (to consider First Semester Examinations Results)
Wednesday	23 rd	0930	Administrative Meeting
Thursday	24 th	0930	Committee on Academic Ceremony
Friday	25 th	0930	Registration of Returning Block Students (Development Studies, Accounting and Finance, Business Management, Court Interpreting and Translation and Crop Science).
Monday	28 th		Second Semester Block 1 begins (Development Studies, Accounting and Finance, Business Management, Court Interpreting and Translation and Crop Science).
Tuesday	29 th	0930	Planning and Resources Allocation Committee
Wednesday	30 th	0930	Research Board

February 2013

Friday	1 st	0930	Senate
Monday	4 th	0930	Fees Revision Committee (Registration of returning Conventional students (Development Studies)).
Tuesday	5 th	0930	Committee on Associate Status/Affiliation (Registration of returning Conventional students (Languages)).
Wednesday	6 th		(Registration of returning Conventional Students (Accounting and Finance and Business Management)).
Thursday	7 th		Non-Academic Staff Promotions Registration of returning Conventional Students (Agricultural Sciences and Geography and Population Studies).
Sunday	10 th		Second Semester Block 1 ends (Development Studies, Accounting and Finance, Business Management, Court Interpreting and Translation and Crop Science).
Monday	11 th		Second Semester begins
Wednesday	20 th	0930	Administrative Meeting

Monday	25 th	0930	Library Committee
Thursday	28 th	0930	Campus Development Committee

March 2013

Friday	1 st	1000	Pension Fund Board of Trustees
Monday	4 th		Second Semester Block 2 begins (Court Interpreting and Translation)
Tuesday	5 th	0930	Faculty Board (to consider capacities).
Thursday	7 th	0930	Computer Committee
Friday	8 th	1000	Finance
Tuesday	12 th	0930	Academic Board (to consider capacities) Audit and Risk Committee
Friday	15 th		Second semester Block 2 ends (Court Interpreting and Translation)
Tuesday	19 th	0930	Salaries and Conditions of Service Committee
Wednesday	20 th	0930	Administrative Meeting
Friday	22 nd	1000	Council
Monday	25 th	0930	Faculty Planning Committee

Second Semester Break begins

Second Semester Block 2 begins

(Development Studies, Accounting and Finance, Business Management and Crop Science).

Tuesday	26 th	0930	Academic Staff Promotions Committee
Wednesday	27th	0930	Registration of Returning Block Students (Languages, Geography and Population Studies, Educational Foundations).
Thursday	28 th	0930	External Relations Committee
Friday	29 th		Good Friday (University Closed)

April 2013

Monday	1 st		Easter Monday (University Closed)
Tuesday	2 nd		Second Semester Block 2 begins (Languages, Geography and Population Studies, Educational Foundations)
Friday	5 th		Second Semester Break ends
Sunday	7 th		Second Semester Block 2 ends Development Studies, Accounting and

Finance, Business Management and Crop Science).

Tuesday	9 th	0930	Faculty Board (to consider selection of new students).
Thursday	11 th	0930	Committee on Academic Ceremony
Tuesday	16 th	0930	Academic Board (to consider selection of new students).
Thursday	18 th	0930	Independence Day
Friday	19 th	0930	Campus Development Committee
Wednesday	24 th	0930	Administrative Meeting
Thursday	25 th	0930	Library Committee
Friday	26 th	0930	Staff Development Committee
Sunday	28 th		Second Semester Block ends (Languages, Geography and Population Studies and Educational Foundations)

May 2013

Wednesday	1 st		Public Holiday (University Closed)
Friday	10 th	0930	Pension Board of Trustees
Friday	17 th	0930	Fees Revision Committee

Wednesday	22 nd	0930	Senate
Thursday	23 rd	0930	Administrative Meeting
Friday	24 th	0930	Research Board
Saturday	25 th		Africa Day (University closed)
Monday	27 th		Second Semester Examinations begin
Tuesday	28 th	0930	Student Affairs Committee

June 2013

Friday	7 th	0930	Campus Development Committee Second Semester Examinations end End of Second Semester
Friday	14 th	0930	Committee on Academic Ceremony
Tuesday	18 th	0930	Computer Committee
Thursday	20 th	0930	Administrative Meeting
Thursday	27 th	0930	Publications Committee
Friday	28 th	1000	Executive Committee of Council/ Finance

July 2013

Monday	1 st	0930	Registration of New Students (Development Studies)
Tuesday	2 nd	0930	Registration of New Students (Languages and Geography and Population Studies)
Wednesday	3 rd	0930	Committee on Associate Status/ Affiliation Registration of New Students (Accounting and Finance)
Thursday	4 th	0930	Registration of New Students (Agricultural Sciences)
Friday	5 th	0930	Non-Academic Staff Promotions Committee
Tuesday	9 th	0930	Faculty Board (to consider end of year Examination Results)
Thursday	11 th	0930	External Relations Committee
Friday	12 th	0930	Academic Staff Promotions Committee
Friday	12 th	0930	Audit and Risk Committee
Tuesday	16 th	0930	Academic Board (to consider end of year Examination Results)
Wednesday	17 th	0930	Administrative Meeting

Thursday	18 th	0930	Library Committee
Friday	19 th	0930	Committee on Academic Ceremony
Thursday	25 th	1430	Research Board
Friday	26 th	1000	Council Registration of Returning Block Students (Development Studies, Languages, Geography and Population Studies, Accounting and Finance, Business Management, Court Interpreting and Translation, Educational Foundations and Crop Science)

August 2013

Monday	5 th	0930	Committee on Academic Ceremony First Semester Block 1 Begins (Development Studies, Languages, Geography and Population Studies, Accounting and Finance, Business Management, Court Interpreting and Translation, Educational Foundations and Crop Science)
Friday	16 th		Registration of Returning Conventional Students (All groups)

Sunday 18th **First Semester Block 1 ends**
(Development Studies, Accounting and Finance, Business Management, Court Interpreting and Translation, Crop Science)

Monday 19th 0930 Planning and Resources Allocation Committee

First Semester Begins

Wednesday 21st 0930 Administrative Meeting

Sunday 25th **First Semester Block ends** (Languages, Geography and Population Studies and Educational Foundations)

Friday 23rd 0930 **Campus Development Committee**

Tuesday 27th 0930 **Senate**

September 2013

Wednesday 4th 0930 Computer Committee

Thursday 5th 0930 **Termination of Studies/Appeals Committee**

Friday 13th 0930 **Salaries and Conditions of Service Committee**

Thursday	19 th	0930	Committee on Academic Ceremony
Tuesday	24 th	0930	Administrative Meeting
Thursday	26 th	1430	Research Board
Friday	27 th	1000	Executive Committee of Council/ Finance
Monday	30 th		First Semester Break Begins First Semester Block 2 Begins (Development Studies, Accounting and Finance, Business Management, Court Interpreting and Translation, Crop Science)

October 2013

Tuesday	1 st	0930	Students with Disabilities Committee
Wednesday	2 nd	0930	Faculty Board (to consider Graduation list and Supplementary results)
Thursday	3 rd	0930	Committee on Academic Ceremony
Tuesday	8 th	0930	Student Affairs Committee
Wednesday	9 th	0930	Committee on Associate Status and Affiliation

Thursday	10 th	0930	Library Committee
			Committee on Academic Ceremony
Friday	11 th	0930	Campus Development Committee
Sunday	13 th		First Semester Break/First Semester Block 2 Ends (Development Studies, Accounting and Finance, Business Management, Court Interpreting and Translation, Crop Science)
Tuesday	15 th	0930	Academic Board (to consider Graduation list and Supplementary Results)
Thursday	17 th	0930	Committee on Academic Ceremony
Friday	18 th	1000	Audit and Risk Committee
Tuesday	22 nd	1430	Administrative Meeting
Thursday	24 th	0930	Committee on Academic Ceremony
Friday	25 th	0930	Academic Staff Promotions Committee
Thursday	31 st	0930	Committee on Academic Ceremony

November 2013

Friday	1 st	0930	Staff Development Committee
Thursday	7 th	0930	Committee on Academic Ceremony

Friday	8 th	1000	Council
Monday	11 th	0930	Computer Committee
Wednesday	13 th	0930	Administrative Meeting
Friday	15 th	0930	GRADUATION (provisional date)
Friday	22 nd	0930	Fees Revision Committee
Monday	25 th	0930	Faculty Board (to consider Regulations)
Wednesday	27 th	0930	Pension Fund Board of Trustees
Thursday	28 th	0930	Academic Board (to consider Regulations)
Friday	29 th	1000	FINANCE

December 2013

Monday	2 nd	0930	Publications Committee First Semester Examinations Begin
Thursday	5 th	0930	Committee on Associate Status/Affiliation
Wednesday	11 th	0930	Administrative Meeting
Friday	13 th		First Semester Examinations end End of Semester

Monday 16th 0930 **SENATE**

Thursday 19th University Closes

January 2014

Wednesday 1st Public Holiday (University Closed)

Monday 6th University Opens

Thursday 23rd 0930 **Faculty Board** (to consider First Semester Examination Results)

Friday 17th 0930 **Audit and Risk Committee**

Wednesday 22nd 0930 Administrative Meeting

Wednesday 29th 0930 **Planning and Resources Allocation Committee**

Thursday 30th 0930 **ACADEMIC BOARD** (to consider first Semester Examination Results)

HISTORICAL PERSPECTIVE

RATIONALE FOR SETTING UP LUPANE STATE UNIVERSITY

The expansion of university education in Zimbabwe is part of government policy adopted at the onset of independence. In 1980 the Government of Zimbabwe (GOZ) embarked on a major programme to extend educational access to the hitherto under served at both primary and secondary school levels. This exercise was primarily meant to address historical imbalances in the human resource base born out of the discriminatory educational system prevalent before independence. By 1988 the enrolment in primary schools had risen from 819 000 in 1979 to 2.2 million, with enrolment in secondary schools rising from 66 000 to 653 353 over the same period. With such an expansion it became imperative that the Ministry of Higher and Tertiary Education had to provide more access to tertiary institutions so as to absorb more secondary school graduates in view of the influx of students at the sole University of Zimbabwe at the time. It is thus not surprising that within a period of about fifteen years the GOZ had facilitated the establishment of seven state universities and three more were earmarked to complete the cycle of Provincial Universities.

Lupane State University (LSU) was established through an Act of Parliament i.e. LSU Act 2004 [Chapter 25.25] and was meant to open its doors to its pioneer students in August 2005. In May 2003 the then Acting Minister of Higher and Tertiary Education, the Hon. Dr. Ignatius Chombo MP, appointed the Planning Committee for the setting up of Lupane State University.

The membership of the Committee was as follows:

Dr. J. J. Z. Matowanyika (*Chairman*)

Prof. J. Moyo

Dr. M. J. Bhala

Rtd. Col. J. Mhakayakora

Dr. R. Labode

Hon. O. M. Mpofu

Mr. D. Moyo

Mr. J. F. Mudenda

Mr. H. Nkala

Mrs J. F. Mkushi

Mrs T. Mathuthu

Prof. C. J. Chetsanga

Dr. M. Ncube

Mr. M. Sibanda who served as Committee Secretary.

The Committee was assigned to work to and be guided by the following terms of reference:

1. Establish the rationale for setting up the University of Lupane.
2. Determine and acquire the exact location and extent of the land for the University.
3. Determine and make recommendations on the academic programme focus of the University taking into account the need for rapid technological and industrial development of Zimbabwe.
4. Initiate the drawing up of a Master Plan for the construction and physical development of the University.
5. Develop a Strategic Plan for the Institution for the first five years.

6. Determine the equipment, personnel and other resources required.
7. Propose the requisite budgetary resources (capital and recurrent) required for the first five years.
8. Suggest an appropriate name for the University.
9. Draft a University Bill for the Institution.
10. Suggest a date for the opening of the University and;
11. Report to the Minister of Higher and Tertiary Education on a monthly basis.

The Planning Committee was given up to 29 February 2004 from May 2003 to produce a final report indicating its recommendations on the establishment of a University in Lupane. The final report was submitted to the Hon. Minister for Higher and Tertiary Education, Dr. Herbert Murerwa on the 24th February 2004.

The Committee held six sessions (*whole day meetings*) and during the first session, sub-committees, to focus on specific activities such as the academic programs, the development of infrastructure and ways of raising funds for the university, were formulated. The Sub-Committees set were as follows:

- i) Education and Training Sub Committee.
- ii) Finance and Fund Raising Sub Committee.
- iii) Planning and Physical Development Sub Committee.

The remaining sessions were used for formative evaluation and re-strategizing; discussions on construction plans; engagement of consultants; seeking and evaluating possible suitable accommodation in and around Lupane and engaging with local leadership regarding university development. Such efforts resulted in the creation of *ad hoc* sub committees for the vision and mission statements and several briefing meetings with the architects, all of which was done in a bid to respond fully to the assigned terms of reference. In an effort to consolidate its activities the Planning Committee recommended from among its members, the appointment of Dr. M. J. Bhala as the Project Director for LSU so as to expedite the process of producing a Draft Bill

for the university and set up initial administrative structures to facilitate an early start of programmes.

The Committee recommended the location of LSU to be at Lupane Town Centre because of its designation and development towards it being the future capital of Matabeleland North Province. The Province itself is endowed with natural resources such as minerals, energy resources, forests, wildlife, rich black soils and diverse Kalahari sandy soils. It is out of these available natural resources that the University will identify niche areas, whereby; unique and relevant academic programmes can be established. The focus for the proposed university was mainly to be on the production of graduates who were knowledgeable and skilled in science and technologically based degree programmes. The Planning Committee envisaged that the institution would be another illustration of development in higher education and would have a direct and positive impact on the economy. The university was to produce the human resource base, which was innovative and enterprising through a reinforced culture in basic and applied research in all science programmes offered.

The committee agreed that LSU should promote a new ethos in education i.e. that of marrying science and technology with an aggressive research thrust. The idea of establishing research centres in different disciplines would cement the much needed research culture that was conspicuously lacking in the generality of the country's state universities. A strong research culture, well established in an area where the prime resource materials are in abundance, will drive a turn-around in the socio-economic practices of the province and indeed, of the nation. The nature of the science and technology curriculum at LSU would be such as to play a catalytic role in the technological transformation of the nation. All forms of duplicity in content with courses offered at other tertiary institutions would be avoided, while complementariness in manpower production would be sought. Although a deliberate move was taken to exclude humanities departments at LSU, provisions for such courses in order to sharpen the student's awareness

in social, political and cultural issues was to be provided for in a department with a multidisciplinary outlook.

The Committee was also able to suggest a strategic plan, which showed the process of establishing LSU during its first five years. In addition, the Committee identified unique academic programmes, which would enable LSU to add value to university education in Zimbabwe, taking into cognizance the abundance of natural resources such as referred to above. Lupane State University would endeavour to contribute towards the realization of the vision and the objectives of the Ministry. Its graduates would be equipped with the much needed knowledge and skills pertinent to the social and economic priorities of Zimbabwe. As one of its future projects the University may provide a development service to the local population in an effort to create its social and economic relevance to the communities around. The current projects being carried out in the Province include the Matabeleland Zambezi Water Project, Gwayi-Shangani Dam, and Lupane-Bubi Dam, the exploitation of methane gas in Lupane/Jotsholo and the use of aquifer water for irrigation purposes. It was hoped that the University would have a positive impact in each of the projects mentioned above through a deliberate culture in basic and applied research aimed at benefiting the communities within its environs.

In recommending which disciplines should constitute the core of what is to be taught at LSU, the committee was partly guided by the following considerations:

- i) There is no formal school of performing arts in the country and this reality has resulted in an exodus of talented performers and directors in the country moving to develop their careers outside our borders.
- ii) Zimbabwe is in its own right a tourist destination with an abundance of flora and fauna. Management and breeding of these resources under academic environment will attract more tourists and generate foreign currency earnings.
- iii) Environmental Science is becoming a key area in matters of development, particularly in rural areas where life is directly

dependent on the availability and proper management of natural resources.

- iv) Zimbabwe needs experts in energy resource exploitation and management, performing arts directors, polymer technology practitioners and wood technology experts.
- v) Zimbabwe has reached a stage where it needs to put more emphasis on the beneficiation of the numerous raw materials found in all the different areas of the country.

In view of arguments advanced above, the committee's considered opinion was that LSU should focus on the following disciplines during the initial stages of its existence:

Faculties:

Faculty of Agricultural Sciences.

Faculty of Environmental Studies.

Faculty of Natural Sciences.

Faculty of Engineering.

Faculty of Performing Arts.

Departments to be suggested and developed by experts in the related fields, as and when the faculties are established.

Centres:

Centre for Semi Arid Agriculture.

Centre for Energy Resources.

Centre for Wood and Pulp Technology.

Centre for Environmental Studies.

Centre for Wildlife Studies.

Centre for Polymer Science.

Centre for Performing Arts.

Centre for Language and Rural Development.

Centre for Fine Arts.

Depending on the development of these centres, consideration was to be given to introducing other relevant centres in the future.

The inaugural and mainstay faculty at LSU was expected to be the Faculty of Agricultural Sciences, to offer a Bachelor of Science Degree in Agricultural Sciences at a General and Honours level in the first instance. The programme was initially to run from premises in Bulawayo while construction at the site in Lupane would be going on, year on year until enough room (accommodation and teaching) was created to warrant relocation. It was envisaged that the fully-fledged university would have a holding capacity of about six (6) thousand students and the year on year increase in student numbers will depend largely on the pace of construction of the different phases. Within a period of four years, when the first graduates are expected, the enrolment was to be well above one thousand students taking into account about 3% attrition of one form or other.

VISION AND MISSION STATEMENT

Core Values

Promotion of excellence through research based knowledge and learning

To exploit natural resources for human development is the core element of our value system, to make us stand apart from other universities.

Committed to making our University a home to the best researchers and innovators of advancing technologies for developing communities.

Empowerment of communities through the utilisation of their natural resources

We are firmly committed to empowering communities through the use of their natural resources, which abound in their ecosystem, to achieve sustainable development and to uplift their standards of living.

Bringing knowledge to the people

We are of the firm conviction that the hallmark of true knowledge is the extent to which it benefits mankind. To this end, we believe that our institution must act as a dependable vehicle for advancing and bringing knowledge to the people. All who come in contact with us must benefit one way or another from that association.

Core Purpose

Our reason for existing is to advance the frontiers of research based knowledge and learning for the benefit of developing communities.

ENVISIONED FUTURE

To be an international benchmark of research-based knowledge and learning by 2025.

Vivid Description

We shall be an internationally acknowledged centre of research-based knowledge and learning. The best researchers in the fields of our endeavour will seek to be associated with us. We will also attract the best students in Africa and beyond and will play a leading role in making the people of Zimbabwe, the region and indeed mankind in general enjoy a better quality life.

VISION

To be ranked among premier universities in the world in research-based knowledge and learning by 2025.

MISSION STATEMENT

To be and be recognised as a premier university of academic excellence and research based knowledge and learning. The university will contribute to the advancement of society through research, creative activity, scholarly inquiry and the development of new knowledge through attracting the best academics, researchers and students in the region and the wider world.

LUPANE STATE UNIVERSITY ACT 2004

ARRANGEMENT OF SECTIONS

Section

1. Short title
2. Interpretation
3. Establishment of University
4. Objects and powers of the University
5. Membership of the University
6. Prohibition against discrimination in membership of University.
7. Chancellor
8. Vice-Chancellor
9. Pro Vice-Chancellors
10. Council
11. Functions of Council
12. Disqualification for appointment as Council Member
13. Vacation of office by Council Members
14. Chairperson and Vice-Chairperson of Council
15. Executive Committee of Council
16. Senate
17. Functions of Senate
18. Academic Board
19. Registrar
20. Bursar
21. Librarian
22. Convocation
23. Terms and conditions of service of staff
24. Appointment and grading of staff
25. Promotion of Staff
26. Staff Disciplinary Committee
27. Student Disciplinary Committee
28. Finance Committee
29. Accounts of University

30. Service of process
31. Statutes
32. Regulations
33. Validity of decisions of Council, Senate, Convocation and Boards and Committee.

SCHEDULE: Statutes of the University

To establish the Lupane State University and to provide for matters connected therewith or incidental thereto.

ENACTED by the President and the Parliament of Zimbabwe.

1. Short title

This Act may be cited as the Lupane State University Act [Chapter 25:25].

2. Interpretation

In this Act-

“Academic Appointments Board” means the Board established in terms of subsection (1) of section *twenty-four*;

“Academic staff” means all persons employed, whether full-time or part-time, by the University as --

- (a) Professors, lecturers of any class or persons engaged in research;
or
- (b) Holders of posts declared by the Senate to be academic posts;

“Administrative staff” means all persons employed by the University who are categorised in terms of the Statutes as members of the administrative staff;

“Bursar”, means the person holding office as Bursar of the University in terms of section *twenty*;

“**Chairperson of a Department**” means a person appointed in terms of the Statutes to be chairperson of a teaching department or head of an institute or centre controlled by the University;

“**Chairperson of the Council**” means the person elected in terms of the Statutes to be the Chairperson of the Council;

“**Chancellor**” means the President in his capacity as Chancellor of the University in terms of section *seven*;

“**Council**” means the University Council established in terms of section *ten*;

“**Dean of faculty**” means a person elected by the faculty board in terms of the Statutes;

“**Faculty**” means a faculty of the University established in terms of the Statutes.

“**Faculty Board**” means a faculty board established in terms of the Statutes.

“**Institute**” means an institute established in terms of the Statutes;

“**Librarian**” means the person holding office as Librarian of the University in terms of section *twenty-one*;

“Minister” means the Minister of Higher and Tertiary Education or any other Minister to whom the President may from time to time assign the administration of this Act;

“Non-academic staff” means all persons employed by the University who are not members of the academic staff;

“Ordinance” means an ordinance made by the Council under Statute 23;

“Pro-Vice-Chancellor” means a person holding office as Pro-Vice-Chancellor in terms of section *nine*;

“Registrar” means the person holding office as Registrar of the University in terms of section *nineteen*;

“Regulations” means regulations made by the Senate under section *thirty-two*;

“Senate” means the Senate established in terms of section sixteen;

“Senior administrative staff” means the Registrar, the Bursar and such other members of staff as the Council may from time to time determine;

“Staff” means academic staff, administrative staff, technical staff and workers;

“Statutes” mean the Statutes of the University set out in the Schedule as amended from time to time or replaced in terms of section *thirty-one*;

“Students’ Executive Council” means any association of students recognised by the Council as the Students’ Executive Council;

“Technical staff” means all persons employed by the University who are categorised in terms of the Statutes as members of the technical staff;

“University” means Lupane State University constituted in terms of this Act;

“Vice-Chancellor” means the person holding the office of Vice-Chancellor in terms of section *eight*;

“Workers” mean all persons employed by the University who are categorised in terms of the Statutes as workers.

3. Establishment of the University

- (1) There is hereby constituted a university to be known as the Lupane State University.
- (2) The University shall be a body corporate with perpetual succession and shall be capable of suing and being sued in its corporate name and, subject to this Act, performing all acts that bodies corporate may by law perform.

4. Objects and Powers of the University

- (1) The objects of the University are:-
 - (a) The advancement of knowledge through teaching, research and learning; and
 - (b) The nurturing of the intellectual, aesthetic, social and moral growth of the students.

- (2) For the achievement of its objects, the University shall have the following powers:-
- (a) To provide for research and courses of instruction, whether on a full-time or part-time basis, by correspondence or extra- murally, and take such other steps as may appear necessary and desirable for the advancement and dissemination of knowledge;
 - (b) To hold examinations and to confer degrees, including honorary degrees, diplomas, certificates and other awards, upon persons who have followed courses of study approved by the Senate and additionally, or alternatively, have satisfied such other requirements as may be determined by the Senate;
 - (c) To provide courses not leading to degrees, diplomas or certificate, including training for persons wishing to enter the University;
 - (d) to provide opportunities for staff and students, and such other persons as the University may approve, to engage in productive activity in the fields of agricultural science, livestock production and wildlife management and any other fields in which the University may from time to time be engaged;
 - (e) To promote research into economic, political, social, cultural, scientific and other matters generally with particular reference to the interests of Zimbabwe;
 - (f) To institute professorships, lectureships, research fellows, staff development fellowships and other posts and offices and make appointments thereto;

- (g) To institute and award fellowships, scholarships, bursaries, prize medals, exhibitions, and other distinctions, awards and forms of assistance consistent with its objects;
- (h) To erect, equip and maintain laboratories, offices, halls of residence, lecture halls, libraries, museums and other buildings and structures required for the promotion of its projects;
- (i) To regulate and provide for the residence of its students and members of staff;
- (j) To provide and maintain sports fields and other recreational facilities for its students and members of staff;
- (k) To demand and receive such fees as may from time to time be prescribed by or in terms of the Statutes;
- (l) To enter into such contracts and establish such trusts and appoint such staff as the University may require;
- (m) To establish pension, superannuation or provident or other credit fund schemes for the benefit of its staff or any section thereof, and to enter into arrangements with Government or any organisation or person for the operation of such schemes;
- (n) To acquire any property, movable or immovable, and to take, accept and hold any property which may become vested in it by way of purchase, exchange, grant, donation, lease, testamentary disposition or otherwise;
- (o) To sell, mortgage, let or hire, exchange, donate or otherwise dispose of any property held by it;

- (p) To invest in the money market, business concerns, land or securities such funds as may be vested in it for the purpose of endowment, whether for general or specific purposes, or such other funds as may not be immediately required for current expenditure;
- (q) To borrow money for any purpose deemed fit by the Council.
- (r) To lend money in the form of short-term loans to its staff on terms and conditions approved by the Council;
- (s) To do all such acts and things, whether or not incidental to the powers specified in this subsection, and whether inside or outside Zimbabwe, as may be requisite in order to further its overall objects or any of them.

5. Membership of the University

The University shall consist of:-

- (a) The Chancellor; and
- (b) A Vice-Chancellor; and
- (c) One or more Pro-Vice Chancellors; and
- (d) Members of the Council; and
- (e) Members of the Senate; and
- (f) Members of staff; and
- (g) Registered students, both full-time and part-time; and
- (h) The Convocation.

6. Prohibition against discrimination in membership of University

- (1) No test of religious or political belief, race, ethnic origin, nationality or gender shall be imposed upon or required of any person in order to entitle him or her to be admitted as a member of staff or student of the University or to hold any office therein or privilege thereof.
- (2) Nothing in subsection (1) shall be construed as preventing the University from giving preference to citizens or residents of Zimbabwe when making appointments or promotions or when admitting students.

7. Chancellor

- (1) The President of Zimbabwe or his designate shall be the Chancellor of the University.
- (2) The Chancellor shall be the overall head of the University.
- (3) The Chancellor shall have the right:-
 - (a) To preside over any assembly or meeting held by or under the authority of the University; and
 - (b) Upon the recommendation of the Council and Senate to confer degrees, diplomas, certificates and other awards and distinctions of the University and to withdraw and restore such awards.

8. Vice Chancellor

- (1) The Vice-Chancellor shall be appointed by the Chancellor after consultation with the University Council and the Minister and shall hold office for such a

period as is provided for in his contract of employment.

- (2) Subject to the general control of the Council, the Vice-Chancellor shall be the chief academic, administrative and disciplinary officer of the University, with general responsibility for maintaining and promoting the efficiency, effectiveness and good order of the University.
- (3) Subject to subsections (4) and (5), the Vice-Chancellor may:-
 - (a) Suspend from duty any member of staff of the University;
 - (b) Subject to section six, prohibit the admission of a student or any person to the University;
 - (c) Prohibit, indefinitely or for such period as he or she may specify, any student or group of students from attending any class or classes;
 - (d) Prohibit any student or group of students or person or group of persons from entering or remaining on such part or parts of the University campus as he or she may specify;
 - (e) Expel or suspend, indefinitely or for such period as he or she may specify, any student or group of students;
 - (f) Dissolve or suspend, indefinitely or for such a period as he or she may specify, the Students' Union or any of its committees or organs;

- (g) Prohibit or suspend indefinitely or for such period as he or she specify, any activity or function of the Students' Executive Council or any of its committees or organs;
 - (h) Impose any other penalty or give any other order in respects of---
 - (i) a member of staff, which is recommended by the Staff Disciplinary Committee in terms of subsection (7) of section *twenty-six*;
 - (ii) a student, which is recommended by the Student Disciplinary Committee in terms of subsection (6) of section *twenty-seven*.
- (4) The Vice-Chancellor shall not expel a student for misconduct unless the Student Disciplinary Committee in terms of section *twenty-seven* has found the student guilty of misconduct.
- (5) Any action taken by the Vice-Chancellor in terms of subsection (3) shall be subject to ratification by the Council.

9. Pro Vice-Chancellors

- (1) One or more Pro Vice Chancellors may be appointed by the Council with the approval of the Minister and in accordance with the Statutes.
- (2) A Pro Vice Chancellor shall assist the Vice Chancellor, in the performance of his or her functions and, in addition, shall have such functions as may be specified in the statutes.

- (3) The Vice-Chancellor may delegate to a Pro-Vice Chancellor, either absolutely or subject to conditions, any of his or her functions in terms of this Act, and may at any time amend or withdraw any such delegation:
- (4) Provided that the delegation of a function in terms of this subsection shall not prevent the Vice-Chancellor from exercising that function himself or herself.

10. Council

- (1) Subject to this Act and any general directions as to the policy given by the Minister, the government and executive authority of the University shall be vested in the Council which shall consist of---
 - (a) The Chancellor, the Vice-Chancellor and the Pro Vice-Chancellors, who shall be *ex-officio* members; and
 - (b) Sixteen persons appointed by the Minister; and
 - (c) Nine persons who are members of the academic and technical staff and who are appointed by the Senate, from amongst their number; and
 - (d) The President of the Students' Executive Council, who shall be an *ex-officio* member; and
 - (e) One person who is a distinguished academic appointed by Council at the recommendation of Senate and;

- (f) One woman appointed by the Minister in consultation with interested women's organisations to represent women's interests; and
- (g) One person approved by the Vice-Chancellor and elected by the non-Senate members of the academic staff from amongst their number; and
- (h) One person approved by the Vice-Chancellor and elected by the administrative staff from amongst their number; and
- (i) One person approved by the Vice-Chancellor and elected by the workers' committee of the University; and
- (j) One person appointed by the Minister to represent the interests of workers in Zimbabwe, in consultation with the relevant Minister to whom the administration of the Labour Act [*Chapter 28.01*] has been assigned; and
- (k) One person appointed by the Minister from a list of names submitted by such organisation representing teachers and, additionally or alternatively, lecturers, as the Minister recognises for the purposes of this paragraph; and
- (l) One person appointed by the Minister from a list of names submitted by the Zimbabwe National Chamber of Commerce or, if that organisation ceases to exist, by such other organisation as the Minister, after consultation with the Minister

responsible for commerce, recognises as its successor for the purposes of this paragraph; and

- (m) One person appointed by the Minister from a list of names submitted by the Confederation of Zimbabwe Industries or, if that organisation ceases to exist, by such organisation as the Minister, after consultation with Minister responsible for industry, recognises as its successor for the purposes of this paragraph; and
- (n) One person appointed by the Minister from a list of names submitted by the Council of the Zimbabwe Institution of Engineers established in terms of the Zimbabwe Institution of Engineers (Private) Act [Chapter 27:16] or, if that organisation ceases to exist, by such other organisation as the Minister, after consultation with the Minister responsible for public construction, recognises as its successor for the purposes of this paragraph; and
- (o) One person appointed by the minister from a list of names submitted by the Chamber of Mines of Zimbabwe incorporated in terms of the Chamber of Mines of Zimbabwe Incorporation (Private) Act [Chapter 21:02] or, if that organisation ceases to exist, by such other organisation as the Minister, after consultation with the Minister responsible for mines, recognises as its successor for the purposes of this paragraph; and

- (p) One person appointed by the Minister from a list of names submitted by such farmers' unions as the Minister, after consultation with the Minister responsible for agriculture, recognises for the purposes of this paragraph; and
 - (q) One person appointed by the Minister from a list of names submitted by such organisation representing youths or the interests of youths as the Minister recognises for the purposes of this paragraph; and
 - (r) The Secretary of the Ministry for which the Minister is responsible, who shall be an *ex-officio* member; and
 - (s) The chairperson of the National Council for Higher Education established in terms of the National Council for Higher Education Act [Chapter 25:08], who shall be an *ex-officio* member; and
 - (t) One person elected by the Convocation.
- (2) If any person, organisation or authority fails or declines:-
- (a) To appoint or elect any person in terms of paragraph (c), (g), (h), (i), or (t) of the subsection (1) within a reasonable time after being called upon to do so, the Council, after consultation with the Minister, may appoint any person to fill the vacancy;

- (b) To submit a list of names in terms of paragraph (k), (l), (m), (n), (o), (p) or (q) of subsection (1) within a reasonable time after being called upon to do so, the Minister may appoint any person to fill the vacancy.

11. Functions of Council

(1) Subject to the Act and Statutes, the Council shall:-

- (a) with approval of the Minister, appoint the Pro-Vice Chancellors and the Registrar;
- (b) appoint the Bursar, the Librarian, the Information Technologist, and other staff of the University;
- (c) Provide that the Council may delegate its duties under this paragraph to such committee as may be prescribed in the Statutes;
- (d) on the recommendation of the Senate, institute professorships and other academic offices, and abolish or hold in abeyance any such offices;
- (e) receive and, if the Council considers it proper to do so, give effect to reports and recommendations from the Senate on those matters upon which Senate is authorised or required by this Act or the Statutes to make reports and recommendations;
- (f) cause to be prepared annually a statement of the income and expenditure of the University during the previous financial year, and of the assets and liabilities of the University on the last day of such year;
- (g) submit statements of income and expenditure referred to in paragraph (e) to audit by an auditor appointed by the

Council, and publish such statements and the auditor's reports thereon;

- (h) cause to be prepared annually estimates of income and expenditure for the following financial year;
- (i) cause to be prepared and made available to the public a report on the activities of the University during each year;
- (j) Prepare and refer to the Senate any proposed amendment, repeal or replacement of the Statutes.

(2) Without limitation on any other powers conferred on the Council by this Act, the Council shall have the following powers:-

- (a) To receive recommendations from the Senate for conferment, withdrawal or restoration of degrees, including honorary degrees, and diplomas, certificates and other awards and distinctions of the University and, if approved, to submit them to the Chancellor;
- (b) To amend, repeal or replace the Statutes in terms of subsection (2) of section *thirty-one*;
- (c) To administer the property of the University and control its affairs and functions;
- (d) To delegate its functions to the Executive Committee or any other committee or officer of the University:

Provided that the delegation of any such function shall not prevent the Council from exercising that function;

- (e) To exercise on behalf of the University such of the powers set out in subsection (2) of section four as are not exercisable in terms of this Act by any other authority;
- (f) To do such other acts as it considers to be necessary for the proper administration of the University and the achievement of its objects.

12. Disqualification for appointment as Council Member

The Minister shall not appoint a person as a member of the Council and no person shall be qualified to hold office as a member of the Council who---

- (a) Is not a citizen of Zimbabwe or permanently resident in Zimbabwe; or
- (b) Has, in terms of any law in force in any country---
 - (i) Been adjudged or otherwise declared insolvent or bankrupt and has not been rehabilitated or discharged; or
 - (ii) Made an assignment to, or arrangement or composition with, his or her creditors which has not been rescinded or set aside; or
- (c) Has, within the period of five years immediately preceding the date of his or her proposed appointment, been sentenced to a term of imprisonment of or exceeding six months, whether or not any portion has been suspended, imposed without the option of a fine in any country, and has not received a free pardon; or
- (d) Is a Member of Parliament of Zimbabwe; or

- (e) Is of unsound mind.

13. Vacation of office by Council members

A member of the Council shall vacate office and his or her office shall become vacant.

- (a) after giving the Minister such period of notice of his or her intention to resign as may be fixed in his or her conditions of appointment or, if no such period has been fixed, after the expiry of one month or after the expiry of such other period of notice as he or she and the Minister may agree; or
- (b) on the date he or she begins to serve a sentence of imprisonment, the term of which is not less than six months, whether or not any portion has been suspended, imposed without the option of a fine in any country; or
- (c) if he or she becomes disqualified in terms of paragraph (a) or (b) of section *twelve* to hold office as member; or
- (d) If he or she is absent without the permission of the Council from three consecutive meetings of the Council.

14. Chairperson and Vice Chairperson of Council

- (1) The Council shall elect a chairperson from amongst its members to hold office for such period and subject to such terms and conditions as are prescribed in the Statutes.
- (2) At all meetings of the Council at which the Chancellor is not present, the chairperson of Council or, in his or her absence, the vice-chairperson shall preside.

- (3) If at any meeting of the Council the Chancellor and the Chairperson and the vice-chairperson of the Council are all absent, the members of the Council who are present shall elect a person from amongst their number to preside at the meeting.

15. Executive Committee of Council

- (1) There shall be a principal Committee of the Council to be known as the Executive Committee.
- (2) The Executive Committee shall consist of:-
 - (a) The Chairperson and Vice-Chairperson of Council; and
 - (b) The Vice-Chancellor and every Pro Vice Chancellor; and
 - (c) Ten members of the Council, of whom:
 - (i) Four shall be appointed by the Minister; and
 - (ii) Three shall be appointed by the Senate and
 - (iii) Two shall be appointed by the Council.
- (3) The Chairperson and Vice-Chairperson of the Council shall be the Chairperson and Vice-Chairperson respectively of the Executive Committee.
- (4) The Executive Committee shall exercise such of the functions of the Council as the Council may delegate to it.
- (5) Any delegation of functions by the Council in terms of subsection (4) may be made absolutely or subject to conditions and may be amended or withdrawn at any time.

- (6) A delegation of any function by the Council in terms of subsection (4) shall not prevent the Council from itself exercising that function.

16. Senate

- (1) Subject to this Act, the Academic Authority of the University shall be vested in the Senate, which shall consist of:-

- (a) The Vice Chancellor who shall be the Chairperson, the Pro Vice Chancellors, the deans, the professors, the chairpersons of departments the Librarian who shall be *ex officio* members; and
- (b) One member of the permanent teaching staff from each Faculty elected annually by such staff; and
- (c) Six students elected annually by the Students' Executive Council;

Provided that such students shall not be entitled to attend deliberations of the Senate on matters, which are considered by the Chairman of the Senate to be confidential in nature.

- (2) If the full-time academic staff or the Students' Executive Council fails or declines to elect a person in terms of paragraph (b) or (c) of subsection (1), the Council may appoint a suitably qualified person to fill the vacancy.

17. Functions of Senate

The Senate shall have the following functions:-

- (a) To promote the advancement of knowledge through research;
- (b) To formulate and carry out the academic policy of the University;
- (c) To regulate the programmes, subjects and courses of study and the examinations held by the University;
- (d) To regulate the admissions of students to the University;
- (e) To recommend to the Chancellor, through the Council, the conferment of degrees, including honorary degrees, diplomas, certificates and other awards and distinctions of the University and the withdrawal and restoration of such awards;
- (f) To fix, subject to consultation with any sponsors and subject to the approval of the council, the times, modes and conditions of competitions for fellowships and prizes;
- (g) To appoint examiners for examinations conducted by the University.
- (h) To cause to be prepared estimates of expenditure required to carry out the academic work of the University and to submit them to the Council;
- (i) Subject to the approval and direction of the Council, to formulate, modify and revise the organisation of faculties, departments, institutes, centres and units;
- (j) To recommend to the Council the institution, abolition or holding in abeyance of professional chairs and other academic offices;
- (k) Without derogation from the powers of the Council, to propose changes to the Statutes;
- (l) To make any regulations it is authorized to make by or in terms of this Act;
- (m) To appoint committees, which may include persons who are not members of the Senate, to exercise any of the functions of the Senate, other than the power to make regulations;

- (n) To make periodic reports on its activities to the Council and to report on any matter referred to it by the Council;
- (o) To do such other acts as the Council may authorize or direct it to do.

18. Academic Board

- (1) There shall be a principal committee of Senate to be known as the Academic Board.
- (2) The Academic Board shall consist of:-
 - (a) The Vice Chancellor, who shall be the chairperson; and
 - (b) Every Pro-Vice Chancellor; and
 - (c) Four full professors of the University, elected annually by the Senate; and
 - (d) All the Deans of faculties; and
 - (e) The Librarian; and
 - (f) Two members of the Senate, elected annually by the persons referred to in paragraphs (a) and (b) of subsection (1) of section *sixteen*.
- (3) The Academic Board shall exercise such of the functions of the Senate as the Senate, with the approval of the Council, may delegate to it.
- (4) Any delegation of functions by the Senate in terms of sub-section (3) may be made absolutely or subject to conditions and may be amended or withdrawn at any time.
- (5) A delegation of any function by the Senate in terms of sub-section (3) shall not prevent the Senate from itself exercising that function.

19. Registrar

- (1) There shall be a Registrar of the University who shall be appointed by the Council, with the approval of the Minister, in the manner provided in the Statutes.
- (2) Subject to the directions of the Council, the Registrar shall be responsible for the general administration of the University, and shall perform such other functions as may be specified in the Statutes.
- (3) The Registrar, or a member of his or her staff whom he may authorise to act for him or her, shall be Secretary of the Council, the Senate and their principal committees.

20. Bursar

- (1) There shall be a Bursar of the University who shall be appointed by the Council in the manner provided in the Statutes.
- (2) Subject to the directions of the Council, the Bursar shall act as the accountant of the University and shall be responsible for the safe-guarding its funds and, in accordance with the general directions of the Vice-Chancellor, for authorising its investment and expenditure.
- (3) The Bursar shall perform such additional functions as may be specified in the Statutes.

21. Librarian

- (1) There shall be a Librarian of the University who shall be appointed by the Council as provided in the Statutes.

- (2) Subject to the direction of the Senate and the Vice Chancellor, the Librarian shall be responsible for the administration and safeguarding of the libraries of the University.

22. Convocation

- (1) The Convocation of the University shall consist of all persons whose names appear on the Convocations Roll maintained by the Registrar.
- (2) The Vice-Chancellor and all Pro-Vice Chancellors, Professors, Deans, lecturers, Chairpersons of Departments, the Registrar, the Librarian and the Bursar shall be ex-officio members of the Convocation.
- (3) All graduates of the University who signify in writing addressed to the Registrar that they desire to be members of the convocation and who inform the Registrar of their address shall be entitled to have their names entered in the Convocation Roll.
- (4) Subject to paragraph (a) of subsection (3) of section seven, the Vice-Chancellor or such other person as he or she may appoint shall be Chairman of meetings of the Convocation.
- (5) Meetings of the Convocation shall be held at such times and places as the Council shall direct.
- (6) The Convocation may deal with any such matters relating to the University, which may be referred to it by the Council in accordance with the Statutes.

23. **Terms and Conditions of Service of staff**

The terms and conditions of service for each category of staff employed by the University, including the Vice- Chancellor and every Pro Vice-Chancellor, shall be determined by the Council in terms of this Act, and, subject to the Labour Act [*Chapter 28:01*], such terms and conditions shall provide that:-

- (a) Any person so employed shall be entitled to resign from his or her employment on giving such notice in writing to the Registrar as may be fixed in such terms and conditions.
- (b) Any person so employed shall, subject to any exception that may be provided for in special cases, retire from his or her office at such time or in such circumstances as may be fixed in such terms and conditions.
- (c) No summary termination of the employment of any person so employed shall take place except for good cause and, in the event of any such termination, the person concerned shall have a right of appeal to the Council, whose decision shall be final.

24. **Appointment and Grading of Staff**

- (1) Every appointment to the academic staff shall be made by an **Academic Appointments Board** consisting of:-
 - (a) The Vice Chancellor or his or her nominee, who shall be Chairperson; and
 - (b) Two members appointed by the Council from amongst those of its members who are not members of staff of the University; and
 - (c) The Chairperson of the Department to which the appointment is made.

- (d) One other member, approved by the Vice-Chancellor, of the Department to which the appointment is made; and
 - (e) The Dean of the faculty to which the appointment is made;
 - (f) The Chairperson of a Department approved by the Council as being related to the department referred to in paragraph (c).
- (2) Subject to this Act and the Statutes, the Council shall appoint Boards of Selection for the purpose of appointing members of staff other than the Vice-Chancellor, Pro Vice-Chancellors, the Registrar, the Bursar, the Librarian and academic staff.
- (3) The Council shall appoint a grading committee for the purpose of determining all matters relating to the grades of, and points of entry upon salary scales by, members of staff of the University.

25. Promotion of Staff

- (1) Every promotion of a person to a post or grade within the academic staff shall be effected by an Academic Staff Promotions Committee consisting of:-
- (a) The Vice-Chancellor or his/her nominee, who shall be the chairperson; and
 - (b) Every Pro Vice-Chancellor; and
 - (c) Four members of the Council who are not members of staff of the University, appointed by the Council; and
 - (d) All Deans of Faculties; and
 - (e) At least three Professors of the University appointed by the Senate once every three years.

- (2) Every promotion of a person to a post or grade within the non-academic staff shall be effected by a Non-Academic Staff Promotions Committee appointed by the Council consisting of:-
- (a) A Pro Vice-Chancellor, who shall be the chairperson; and
 - (b) The Registrar; and
 - (c) The Bursar; and
 - (d) The Librarian; and
 - (e) Two members of the Council who are not members of staff of the University; and
 - (f) One representative of each category of the non-academic staff prescribed in the Statutes; and
 - (g) One representative of each faculty or institute where the person to be promoted works.

26. Staff Disciplinary Committee

- (1) There shall be a Staff Disciplinary Committee which shall consist of the following members appointed by the Vice-Chancellor:-
- (a) A retired judge, who shall be the chairperson; and
 - (b) A senior member of the academic or administrative staff; and
 - (c) A member of the academic, technical or administrative staff of similar status to the person charged; and
 - (d) A registered legal practitioner of at least five years' standing who does not hold any post at the University, and who is nominated annually by the Council; and
 - (e) One member appointed by the Council from among its members who are not members of the University staff.

- (2) One member referred to in paragraph (b) or (c) of subsection (1) shall belong to the Department or Faculty as that to which the person charged belongs.
- (3) Three members of the Staff Disciplinary Committee shall form a quorum.
- (4) All matters to be decided at any meeting of the Staff Disciplinary Committee shall be decided by a simple majority and; in the event of an equality of votes, the chairperson or person presiding shall have a casting vote in addition to his deliberate vote.
- (5) The functions of the Staff Disciplinary Committee shall be to investigate any breach of a Statute, regulation or ordinance or other misconduct on the part of any member of staff of the University and, subject to subsection (6) to recommend to the Vice-Chancellor the punishment to be imposed on, or order to be made, in respect of the member if it finds him or her guilty of such misconduct.
- (6) A person charged with misconduct referred to in subsection (4) shall have a right of audience before the Staff Disciplinary Committee.
- (7) Where the Staff Disciplinary Committee has found a person guilty of misconduct referred to in subsection (4), the Committee shall recommend to the Vice Chancellor any one or more of the following:-
 - (a) That the person's employment be terminated;
 - (b) That the person pays a fine to the University not exceeding one hundred thousand dollars;
 - (c) That the person be demoted;
 - (d) That the person be censured or reprimanded;
 - (e) Such other penalty or order as may be provided for by or in terms of the Statutes.

27. Student Disciplinary Committee

- (1) There shall be a Student Disciplinary Committee which shall consist of the following members appointed by the Vice-Chancellor:-
 - (a) The Senior Proctor, who shall be chairperson; and
 - (b) Four members of the academic staff appointed by Senate, one of whom shall be from the department or faculty in which the student being charged is registered; and
 - (c) One nominated by the Students' Executive Council;
 - (d) A registered legal practitioner of at least five years' standing who does not hold any post at the University, and who is nominated annually by the Council.
- (2) Five members of the Student Disciplinary Committee shall form a quorum.
- (3) All matters to be decided at any meeting of the Student Disciplinary Committee shall be decided by a simple majority and, in the event of an equality of votes, the chairperson or person presiding shall have a casting vote in addition to his or her deliberate vote.
- (4) The functions of the Student Disciplinary Committee shall be to investigate any breach of a Statute, regulation or ordinance or other misconduct on the part of any student and, subject to subsection (6), to recommend to the Vice-Chancellor the punishment to be imposed on the student if it finds or him or her guilty of such misconduct.
- (5) A student charged with misconduct referred to in subsection (4) shall have a right of audience before the Student Disciplinary Committee.

- (6) Where the Student Disciplinary Committee has found a student guilty of misconduct referred to in subsection (4), the Committee shall recommend to the Vice-Chancellor the imposition upon the student of any one or more of the following punishments:-
- (a) Expulsion or suspension from the University;
 - (b) The withdrawal of any academic or University privilege, benefit, right or facility other than to follow courses of instruction and present himself or herself for examination;
 - (c) the imposition of a fine not exceeding fifty thousand dollars, which fine may be deducted from any allowances payable to the student and shall be paid to the University;
 - (d) A censure or reprimand;
 - (e) Such other penalty as may be provided for by or in terms of Statutes.

28. Finance Committee

- (1) Subject to this Act, there shall be a Finance Committee of the Council consisting of:-
- (a) The Chairperson of the Council, who shall be Chairperson; and
 - (b) The Vice-Chancellor; and
 - (c) Every Pro Vice Chancellor; and
 - (d) Three persons appointed by the Council from among its members who are not members of the University staff; and
 - (e) Two persons appointed by the Senate from among its members; and
 - (f) The Bursar, who shall be the Secretary of the Finance Committee; and
 - (g) The Registrar; and

- (h) A representative of the Deans of Faculties appointed by the Council.
- (2) The functions of the Finance Committee shall be as provided in the Statutes.

29. Accounts of University

- (1) The Council shall ensure that proper accounts and other records relating to such accounts are kept in respect of all the University's activities, funds and property, including such particular accounts and records as the Minister may direct.
- (2) As soon as possible after the end of each financial year, the Council shall prepare and submit to the Minister a statement of accounts in respect of that financial year or in respect of such other period as the Minister may direct.

30. Service of process

Any writ or other process, notice or document may be served on the University, Council or Senate by serving the same on the Registrar.

31. Statutes

- (1) Subject to this Act, the University shall be administered in accordance with the Statutes.
- (2) Subject to subsection (4) the Council may make Statutes amending, repealing or replacing the Statutes set out in the Schedule in order to prescribe all matters which, in the opinion of the Council, are necessary or convenient

to be so prescribed for carrying out or giving effect to this Act or for the proper administration of the University.

- (3) Subject to the Act, Statutes made under subsection (2) may provide for---
- (a) The appointment, conditions of service and functions of the Vice-Chancellor, the Pro Vice Chancellors, the Registrar, the Bursar, the Librarian and all other members of staff and the categorisation of such member of staff;
 - (b) The functions of the Pro Vice-Chancellors;
 - (c) The election or appointment of persons to the Council and the Senate and to committees of the Council and the Senate;
 - (d) The terms of office of members of the Council and its committees, other than ex officio members thereof;
 - (e) The terms of office and conditions of service of the Chairperson and Vice-Chairperson of the Council;
 - (f) The convening of meetings of the Council, the Senate and the Convocation and of Committees of the Council and the Senate, the quorum at such meetings and the procedure to be adopted thereat;
 - (g) The terms of office of members of the Academic Appointments Board, the Academic Staff Promotions Committee, Boards of Selection, the Grading Committee, and the Non-Academic Staff

Promotions Committee, the quorum at such meetings and the procedure to be adopted thereat;

- (h) The functions of the Academic Appointments Board, Boards of Selection, the Grading Committee, the Academic Staff Promotions Committee; the Non-Academic Staff Promotions Committee and the Finance Committee.
- (i) The persons who may enter into contracts and sign documents on behalf of the University, and the procedure to be followed in relation to transactions entered into by or on behalf of the University;
- (j) The establishment and organisation of Faculties, Departments and Centres and institutes;
- (k) The functions of Deans of Faculties, Chairpersons of Departments and heads of centres and institutes;
- (l) The holding of congregations of the University for the purpose of conferring degrees, diplomas, certificates and other honours and awards;
- (m) The seal of the University and its use and custody;
- (n) The academic year of the University;
- (o) The discipline of members of staff and students and the procedures to be adopted in respect thereof;

- (p) Fees and charges to be paid for anything done by any person in terms of this Act;
 - (q) Empowering any person specified in the Statutes to make ordinances or rules in respect of any matter referred to in paragraphs (a) to (p).
- (4) Statutes made in terms of subsection (2) shall not have effect until they have been approved by the Minister and published in a statutory instrument.

32. Regulations

- (1) Subject to this Act and the Statutes and with the approval of the Council, the Senate may make regulations prescribing any matter, which, in the opinion of the Senate, is appropriate to be prescribed for the better carrying out of the Senate's functions.
- (2) Regulations may provide for:-
- (a) Teaching within the University, whether generally or in relation to specific subjects;
 - (b) Progress reports to be submitted by members of the academic staff;
 - (c) Schemes of study and research and the conditions subject to which such schemes may be embarked upon or continued;
 - (d) The use of libraries of the University;
 - (e) The conduct and supervision of examinations;
 - (f) The award of degrees, diplomas, certificates and other academic honours and awards, other than honorary degrees, honours or awards.
- (3) The Senate may at any time amend or repeal any regulations.

- (4) Regulations need not be published in the Gazette, but the Senate shall publish them in such manner as the Senate considers will be best make them known to the persons to whom they apply.

33. Validity of Decisions of Council, Senate, Convocation and Boards and Committees

No decision or act of the Council, Senate, Convocation or any board or committee established by or in terms of this Act shall be invalid solely on the ground that:-

- (a) The Council, Senate, Convocation, board or committee, as the case may be, consisted of fewer than the number of members for which provision is made by or in terms of this Act; or
- (b) A disqualified person acted as a member of the Council, Senate, Convocation, board or committee, as the case may be;

If duly qualified members who took the decision or did or authorized the act constituted a quorum of the membership of the Council, Senate, Convocation, Board or Committee.

SCHEDULE (SECTIONS 2 and 31)

STATUTES OF THE UNIVERSITY

ARRANGEMENT OF STATUTES

1. Appointment of Pro-Vice-Chancellors.
2. Length of appointment of members of Council.
3. Casual vacancies in Council.
4. Meetings and quorum of Council.
5. Resolutions by circulation among members of Council.
6. Meeting and quorum of Senate.
7. Convocation.
8. Faculties or Institutes.
9. Deans or Directors.
10. Functions of Deans or Directors.
11. Evaluation of performance of Deans or Directors.
12. Termination of appointment of Deans or Directors.
13. Composition of Faculty or institute boards.
14. Functions of Faculty or institute boards.
15. Meetings of Faculty or institute boards.
16. Teaching Departments.
17. Institutes and Centres.
18. Appointment of Registrar, Bursar and Librarian.
19. Procedure generally.
20. Financial procedures.
21. Auditors.
22. University seal.
23. Ordinances.
24. Arrangements with other Universities, affiliated bodies, etc.

1. Appointment of Pro-Vice-Chancellors

1. For the purpose of considering appointments to the office of Pro Vice Chancellor, there

Shall be a joint committee of the Council and the Senate consisting of: -

- (a) The Chairman of the Council, who shall be Chairman of the joint committee and
- (b) The Vice Chairman of the Council and
- (c) The Vice Chancellor and
- (d) Two persons appointed by the Council from among its members who are not members of the Senate and
- (e) Three persons appointed by the Senate from among its members.

2. The joint committee constituted by this Statute shall consider each applicant or appointment to a vacancy in the office of Pro Vice Chancellor and shall make recommendations thereon to the Council, and the Council, after considering the joint committee's recommendation, shall make the appointment concerned with the approval of the Minister.

3. A Pro Vice Chancellor shall hold office for three years from the date of his/her appointment and, subject to subsection (ii) and the approval of the Minister, shall be eligible for re-appointment.

2. Length of Appointment of Members of Council

Members of the Council, other than *ex officio* members, shall hold office for three years, and shall be eligible for re-appointment or re-election, as the case may be:

Provided that:-

- (a) Of the first sixteen members appointed by the Minister, five shall be appointed for a period ending one year after the date of commencement of the Act and a further five shall be appointed for a period ending two years after the date of commencement of the Act;
- (b) Of the first nine members appointed by the Senate, three shall be appointed for a period ending one year after the

date of commencement of the Act and a further three shall be appointed for a period ending two years after the date of commencement of the Act.

- (c) Any member of the Council, other than an *ex officio* member, may resign his membership at any time by giving notice in writing addressed to the Registrar.

3. Casual Vacancies in Council

Any vacancy occurring among the appointed or elected members of the Council shall be filled within three months by the person or body which appointed or elected the member whose place has become vacant. The person so appointed or elected shall hold office for the remainder of the period for which the person whose place he/she fills was appointed or elected.

4. Meetings and Quorum of Council

1. The Council shall meet at least three times a year.
2. The quorum of the Council shall be one half of the members holding office at the time of the meeting.

5. Resolutions by Circulation among Members of Council

A resolution proposed by the Executive Committee of the Council, other than for the purpose of making a Statute, which is on its authority circulated or communicated by the Registrar to all members of the Council and which receives the written agreement of not less than two thirds of such members, shall have the same effect as a resolution passed at a meeting of the Council.

6. Meetings and Quorum of Senate

1. The Senate shall meet at least four times a year.
2. The quorum of the Senate shall be one half of the members holding office at the time of the meeting.
3. The Vice Chancellor or, in his absence, a Pro Vice Chancellor, shall be Chairman of the Senate meeting.

7. Convocation

There shall be no quorum for meetings of the Convocation, the proceedings of which shall be regulated by the Chairperson subject to any general or special direction of the Council.

8. Faculties or Institutes

The University shall include such Faculties as may from time to time be established by the Council.

9. Deans

1. There shall be a Dean for each Faculty, who shall be appointed by an Appointment Board constituted in such a manner as may be prescribed by Ordinance.
2. A Dean shall hold office for such a period as may be prescribed by Ordinance, and shall be eligible for re-election once only for a further period as prescribed.
3. A Dean shall preside at meeting of the Faculty and at meetings called by him in terms of these Statutes, and shall have such functions as are prescribed by Ordinance.

10. Functions of Deans or Directors

1. A Dean or Director shall be responsible to the Vice-Chancellor for;
 - a) The character and quality of his or her faculty's or institute's academic programmes and teaching; and
 - b) The proper direction, control and management of the staff, property, equipment and finances of his or her faculty or institute; and
 - (c) Contributing to the evolution and maintenance of a conducive environment for learning at the University.

2. Without limiting subsection (1), a Dean's or Director's functions include;
 - (a) The planning and control of his or her faculty's or institute's budget; and
 - (b) Implementing the policies and objectives of the University and his or her faculty or institute; and
 - (c) Developing and maintaining relations with alumni of his or her faculty or institute and with other organisations and persons, with a view to enriching the academic programmes offered by his or her faculty; and
 - (d) Soliciting funds and other assistance to support programmes and projects of his or her faculty or institute; and
 - (e) Co-operating with other faculties or institutes, agencies and centres to further the programmes and projects of his or her faculty or institute; and
 - (f) Performing such other functions as may be prescribed by the regulations or ordinance.

11. Evaluation of performance of Deans or Directors

The performance of every Dean or Director shall be evaluated annually by a committee appointed by the Vice-Chancellor and consisting of senior academic staff and administrative staff.

12. Termination of appointment of Deans or Directors

1. A Dean or Director may resign his or her office by giving the Vice-Chancellor three months' written notice or such longer or shorter notice as he or she and the Vice-Chancellor may agree.

2. Subject to subsection (3), the Vice Chancellor may suspend or terminate the appointment of a person as dean or director;
 - a) On the recommendation of a committee referred to in Statute 11; or
 - b) For other good cause.

3. A Dean or Director whose appointment has been terminated in terms of subsection (2) may appeal to the Council within fourteen days of being notified of the suspension or termination, and on any such appeal the Council may confirm, vary or rescind the suspension or termination, as the case may be, or give such other direction in the matter as it thinks appropriate.

13. Composition of Faculty or Institute Boards

For each Faculty or Institute there shall be a Faculty or Institute Board which shall consist of:-

- (a) All the full time academic staff of the Faculty or Institute; and
- (b) Such persons as may be assigned to the Faculty Board by Senate; and
- (c) Two students elected annually by the students in the faculty or institute; and
- (d) One member elected annually by and from among the non-academic full-time staff of the Faculty or Institute.

14. Functions of Faculty or Institute Boards

A Faculty or Institute Board shall have the following functions:-

- (a) To regulate and design, subject to the approval of the Senate, the teaching and study of the subjects assigned to the faculty or institute.
- (b) To report to the Senate on any matter specifically relating to the work of the Faculty or Institute.
- (c) To deal with any matter referred or delegated to it by the Senate;
- (d) To appoint committees, which may include a minority of persons who are members of the Faculty Board, to carry out any of the duties or exercise any of the powers of the Board.

15. Meetings of Faculty or Institute Boards

- 1. The Dean of each Faculty or Director of each Institute shall call regular meetings of the Faculty or Institute Board at which matters relating to the policy of the Faculty or Institute and appointments shall be discussed and recommendations adopted for submission to the appropriate authorities on appointments.
- 2. The Vice Chancellor and every Pro Vice Chancellor shall be entitled to attend any meeting of a Faculty Board or any committee thereof.

16. Teaching Departments

- 1. The Teaching Departments and their allocation to Faculties shall be prescribed by ordinances.
- 2. A Chairperson of Department shall be appointed by the Vice Chancellor, on behalf of the Council, from among the full time members of the academic staff of the Department, after reasonable consultation with members of staff in the Department and the Dean of the Faculty to which the Department is allocated.
- 3. A Chairperson of Department shall hold office for a period of three years, or such other period as may be

determined by ordinance, and shall be eligible for re-appointment.

4. A Department may not be allocated to two or more faculties.

17. Institutes and Centres

1. There shall be established Research Centres within or outside of the university in different disciplines and Council through its appropriate committees shall appoint Directors to man the Centres.
2. Research Centres will operate in tandem with Faculties but will not offer independent degree programmes.

18. Appointment of Registrar, Bursar and Librarian

1. For the purpose of considering appointment to the offices of Registrar, Bursar and Librarian there shall be a joint committee of the Council and the Senate consisting of:
 - a) The Chairperson of the Council, who shall be the Chairperson of the joint committee; and
 - b) The Vice Chairperson of the Council; and
 - c) The Vice Chancellor; and
 - d) Every Pro Vice Chancellor; and
 - e) Two persons appointed by the Council from among its members who are not members of the Senate; and
 - f) Three persons appointed by the Senate from among its members.
2. The joint committee constituted by the Statutes shall consider each applicant to a vacancy in the office of Registrar, Bursar and Librarian and shall make recommendations thereon to the Council.

19. General Procedures

1. Except as otherwise specifically provided for by the Act or these Statutes, in the absence of the Chairperson or Vice Chairman at a meeting of Council, Board or Committee the members present shall elect from those present a Chairperson to preside over that meeting.
2. Except as otherwise specifically provided for by the Act or these Statutes, the quorum at any meeting of Council, a Board or Committee shall be as fixed by the person or authority that appointed the Board or Committee
3. Except as otherwise specifically provided by the Act or these Statutes, each Board or Committee shall determine and may make rules for the time, place and procedure of its meetings.
4. The minutes of a meeting of a Board or Committee shall be presented to the next meeting of the body that appointed it
5. At a meeting of a Board or Committee, in the event of an equality of votes on any matter, the person presiding shall have a casting vote in addition to his original vote.
6. Subsection (3), (4) and (5) shall apply, *mutatis mutandis*, to the Council and Senate, save that minutes of the Council meetings shall be sent to the Minister and a report of each meeting of the Senate shall be presented at the next meeting of the Council.

20. Financial Procedures

1. The Council shall fix the financial year of the University.
2. The Finance Committee shall submit to the Council, before the beginning of the financial year, draft estimates of income and expenditure, and such estimates, amended as the Council thinks fit, shall be approved by the Council before the beginning of the financial year.

3. The Council may revise the estimates during the course of the financial year and give direction for the manner in which amendments of expenditure estimates may be made, which direction may make provision for delegating the powers of revision so long as such delegation does not extend to altering the total estimated expenditure.
4. As soon as practicable after the end of the financial year, a balance sheet and income and expenditure account with supporting schedules shall be submitted for auditing.
5. The audited account, with any comments thereon made by the auditors, shall be submitted to the Council.

21. Auditors

1. Subject to the provisions of the Act the Council before the beginning of each financial year, shall appoint auditors who are registered as public auditors in terms of the Public Accountants and Auditors Act (Chapter 27:12).
2. No person shall be appointed as auditor in terms of subsection (1) if he, or any of his partners or employees, holds any office in the University.
3. If no appointment of new auditors is made before the beginning of any financial year, the auditors in office shall continue in office
4. An auditor appointed in terms of subsection (1) shall be entitled at all reasonable time to require any officer, employee or agent of the University:
 - a) To produce all accounts and other records relating to the financial affairs of the University as may be in the custody of such officer, employee or agent; and

- b) To provide such information or explanations as, in the opinion of the auditor is necessary for the purposes of the audit.

22. University Seal

1. There shall be a seal of the University, of such design as may be approved by the Council.
2. The Seal of the University shall be kept in the custody of the Registrar and, subject to the directions of the Council, shall be affixed to:
 - a) Certificates, degrees and diplomas conferred by the University and
 - b) Any documents attested by the signature of the Vice Chancellor and the Registrar.

23. Ordinances

1. The Council may, with the approval of the Minister, make ordinances providing for any matter referred to in Section 27 of the Charter.
2. The Registrar shall publish any ordinance made in terms of subsection (1) in such manner as the Council considers will best make the ordinance known to the person who it applies.

24. Arrangements with other Universities, Affiliated Bodies, etc

1. The Council may make arrangements for membership or affiliation with other organizations with similar objectives and interests
2. The Council may make arrangements with any other University whereby students of the University may be registered as students of such other university and so enabled to study for, enter the examination of and be afforded the degrees of such other University.

3. The Council may affiliate to the University other institutions or branches or department thereof and recognize selected members of the staff thereof as teachers of the University and admit the members thereof to any of the privileges of the University and accept attendance at courses of study in such institutions or branches or departments thereof in place of such part of the attendance at courses of study in the University and upon such terms and conditions and subject to such rules as may from time to time be determined by the Council.
4. The Council may make arrangements with any other University or institutions in regard to the development of course materials and use of other facilities.

THE FACULTY GOVERNANCE ORDINANCE: 1995

The Faculty Board

In terms of Statute 20 (1), The Council of the Lupane State University in exercise of its powers under Section 23 of the Lupane State University Act 2004 hereby makes the following Ordinance;

1. FACULTY

A Faculty shall consist of related teaching Departments, Research Institutes, Schools and Centres of Excellency as established by the Council on the recommendation of Senate.

2. THE FACULTY BOARD

2.1 There shall be a Faculty Board for each Faculty which shall consist of;

2.1.1 The Dean of the Faculty;

2.1.2 The Deputy Dean of the Faculty;

2.1.3 All full-time Academic Staff of the Grade of Lecturer or above of Faculty;

2.1.4 All full-time Research Fellows of the Faculty;

2.1.5 All Teaching Assistants;

2.1.6 Where relevant, one representative of the Technical Staff of the Faculty;

2.1.7 Such persons as may be assigned to the Faculty Board by Senate; and

2.1.8 Two Student Representatives, elected annually by the students from among the Student Representatives to the Departmental Boards in the Faculty. The Chairperson shall have the authority to exclude Student Representatives from the Faculty Board deliberations on

matters considered by the Board to be confidential to members of staff only.

- 2.2 The Vice-Chancellor and Pro Vice-Chancellor(s) shall be entitled to attend Faculty Board Meetings and any Committee Meetings therefore in an ex-officio capacity.
- 2.3 The Faculty Board may invite staff from the other Faculties and other persons to attend Meetings of the Board.
- 2.4 A Faculty Board shall meet at least three times every Semester and shall maintain a proper record of Agendas and Minutes for every Meeting.
- 2.5 A quorum of the Faculty Board shall be 50% of the membership.
- 2.6 Normally, the Faculty Assistant Registrar/Senior Assistant Registrar shall serve as the Secretary of all Faculty Board Meetings.
- 2.7 Fifty percent (50%) of members of the Faculty Board may petition the Dean to require him to call a Special Meeting. A Dean may also call a Special Meeting as need arises.

3. DUTIES AND RESPONSIBILITIES OF THE FACULTY BOARD

Subject to the provisions of the University Statutes, the authority of the Senate and the provision of this Ordinance, the Faculty Board;

- 3.1 shall regulate, subject to the approval of the Senate, the teaching and study of the subjects assigned to the Faculty;
- 3.2 shall make reports to the Senate on any matters specifically relating to the work of the Faculty;
- 3.3 shall make recommendations to the Senate for the establishment of new Courses and Programmes and the Faculty Regulations thereof, and the amendment of existing General Regulations, Faculty Regulations and Syllabi relating to studies within the Faculty.
- 3.4 may appoint Committees, to carry out any of the duties or exercise any of the responsibilities of the Faculty Board.
- 3.5 shall deal with any matter referred or delegated to it by the Senate.
- 3.6 shall exercise such responsibilities as may be conferred upon it by the Senate and the Vice-Chancellor.
- 3.7 shall make such other recommendations and decisions as may be required of the Faculty by other University Ordinances and Regulations and make decisions on such other matters as it may deem appropriate for the proper functioning of the Faculty.

4. DEAN

- 4.1 There shall be a Dean of each Faculty who shall be appointed by a Selection Board appointed by the Council and chaired by the Vice-Chancellor, or in his absence, a Pro Vice-Chancellor. The Selection Board shall consist of the Vice-Chancellor, the Pro Vice-Chancellor(s), two persons not belonging to the Faculty appointed by Senate, and three persons not belonging to the Faculty appointed by Senate, and three persons appointed by the Faculty. Normally, the Dean must be a prominent academic with a proven administrative record who commands respect among the staff in the Faculty and within the University community.

- 4.2 The term of office shall be four (4) years and, on the expiry of his term of office shall be eligible for re-appointment. Normally, a Dean may not serve for more than two consecutive terms. At the end of office, if not re-appointed, a Dean who is appointed from one of the Departments in the University shall revert to an academic position within the Faculty, if he so wishes.
- 4.3 The performance of a Dean shall be evaluated annually by a Committee appointed by the Vice-Chancellor and consisting of Senior Academic Staff and Administrators of which at least fifty percent (50%) shall be drawn from the Faculty concerned.
- 4.4 A Dean may resign from his office by giving the Vice-Chancellor three months' written notice or such longer or shorter notice as the Dean and the Vice-Chancellor may agree.
- 4.5 Subject to the approval of the Council, the Vice-Chancellor may terminate the appointment of a person as Dean;
 - 4.5.1 on the recommendation of a Committee referred to in Section 4.3 above; or
 - 4.5.2 for any other good cause.
- 4.6.1 A Dean whose appointment has been terminated in terms of Section 4.5 above may appeal to the Council within fourteen days of being notified of the termination, and on any such appeal the Council may confirm, vary or rescind termination, as the case may be, or give such other direction in the matter as it thinks appropriate.

5. DUTIES AND RESPONSIBILITIES OF THE DEAN

- 5.1 The Dean is the Chief Academic, Administrative and Financial Officer for the Faculty and shall be responsible to the Vice-Chancellor for;
 - 5.1.1 The character and quality of the academic and teaching programmes of the Faculty;
 - 5.1.2 The proper direction, control and management of the staff, students, property, equipment and finances of the Faculty; and
 - 5.1.3 contributing to the evolution and maintenance of an environment conducive to learning at the University.

- 5.2 Without limiting sub-section 5.1, a Dean's functions shall include;
 - 5.2.1 Provision of leadership in innovative curriculum design and delivery;
 - 5.2.2 Promotion of academic achievement and learner satisfaction consistent with the nationally and internationally accepted standards in the programmes;
 - 5.2.3 Ensuring the quality and integrity in academic functions of the Faculty;
 - 5.2.4 Motivation and support of research activities within Faculty and facilitation and encouragement of inter-faculty multidisciplinary research programmes.
 - 5.2.5 Fostering collegiality within the Faculty at all levels and maintaining a close working relationship with Chairpersons of Departments in the Faculty;
 - 5.2.6 Calling and chairing regular meetings of the Faculty Board;
 - 5.2.7 Chairing the Faculty Planning Committee meetings;
 - 5.2.8 Implementing policies approved by the Faculty Planning Committee, Faculty Board, Senate, Senior University Management and Council;

- 5.2.9 Provision of leadership for increasing national and international visibility and reputation;
- 5.2.10 attracting new resources, planning and managing the use of all resources responsibly within the Faculty;
- 5.2.11 Developing innovative and strategic alliances with industry, government and international partner institutions and organisations;
- 5.2.12 maintaining a collaborative and consultative relationship with other Deans and with University Administration;
- 5.2.13 Chairing Faculty Examiners' Meetings;
- 5.2.14 Representing the Faculty on appropriate University Committees and other bodies as required;
- 5.2.15 Entitlement to attend Departmental Board and Panel of Examiners' Meetings in an ex-officio capacity;
- 5.2.16 Making recommendations with respect to Probation, Advancement and Promotion of all staff within the Faculty;
- 5.2.17 Presenting to the Congregation for Conferment of Degrees, persons who have qualified for the degrees of the University at examinations held in Departments for which responsibility is allocated to that Faculty. This responsibility shall exclude honorary degrees; and
- 5.2.18 Report to the Vice-Chancellor annually on the activities of the Faculty.

5.3 In exercising his/her duties and responsibilities, the Dean shall take full cognizance of the provisions of the Ordinance on Departmental Governance.

6. THE DEPUTY DEAN OF A FACULTY

6.1 In every Faculty there shall be a Deputy Dean, whose term of office shall be three (3) years. The Deputy Dean shall be appointed by the Vice-Chancellor after consultation with the Faculty Planning Committee.

6.2 In addition to teaching, research and other duties and responsibilities, the Deputy Dean of a Faculty shall;

6.2.1 Serve as the Acting Dean in the absence of the Dean.

6.2.2 Perform such other functions as may be delegated to him/her by the Dean.

THE DEPARTMENTAL GOVERNMENT ORDINANCE

ORDINANCE NO. 25

Until such a time as the Lupane State University has had an opportunity to review the ordinance on departmental governance, Ordinance 25 will remain in force except where amendments have been approved by Council.

1. This Ordinance may be cited as The Departmental Government Ordinance 1982 and shall take effect from 3 April 1982.

2. THE DEPARTMENTAL BOARD

2.1 There shall be a Departmental Board for each Department which shall consist of:-

2.1.1 The Chairman of the Department;

2.1.2 All full-time members of the Academic Staff of the Department;

2.1.3 Honorary and Part-time Lecturers in the Department of their representative as determined by the Departmental Board;

2.1.4 Where relevant, at least one representative of the technical staff in the Department, or where technical staff are assigned to the Faculty and not to Departments and the Board considers it helpful to have representatives of such staff, at least one representative of the technical staff in the Faculty, elected annually by such staff, provided that the representative(s) so elected shall not be entitled to attend for deliberations on matters considered by the Chairman to be confidential;

2.1.5 Two students in the Department elected annually by the students from amongst themselves, provided that the students so elected shall not be entitled to attend for deliberations on matter considered by the Chairman to be confidential.

- 2.2 The Vice-Chancellor, the Pro Vice-Chancellor(s) and the appropriate Dean and Deputy Dean shall be entitled to attend Departmental Board meetings in an ex officio capacity.
- 2.3 From time to time, the Chairperson of the Department, after consultation with members of the Departmental Board, may invite other persons to attend Departmental Board meetings.
- 2.4 Each Departmental Board shall meet at least twice every term and shall maintain a proper system of Agendas and Minutes for such meetings.
- 2.5 Subject to Section 3 of this Ordinance, each Departmental Board shall regulate its own procedures, including the establishment of a quorum.

3. DUTIES AND POWERS OF THE DEPARTMENTAL BOARD

Subject to the provisions of the University Statutes, the authority of the Senate, provision of this ordinance and such limitations as the Faculty of which the Department forms a part may impose, the Departmental Board:-

- 3.1 Shall arrange for, conduct and control the teaching and instruction of students within the Department and the setting and marking of examination papers in accordance with regulations approved by Senate, the general academic policy agreed by the Faculty Board and the approved administrative procedures of the University.
- 3.2 Shall make recommendations to the Faculty Board for the establishment of new courses and the amendment of existing regulations and syllabuses relating to studies within the Department.
- 3.3 May delegate functions and responsibilities to individuals or groups of individuals within the department.

- 3.4 Shall exercise such powers as may be conferred upon it by the Faculty Board, the Senate or the Vice-Chancellor.
- 3.5 May provide consultancy services on matters concerning the subject assigned to the department within the limitations of its capabilities and subject the general University policy on consultancy services.
- 3.6 Shall monitor the implementation of the University's conditions relating to the undertaking of private remunerative work in respect of the members of the Department.
- 3.7 May take recommendation in respect of estimates of expenditure in the Department Budget Committee.
- 3.8 Shall suggest a preliminary short-list of candidates for appointment to academic and technical posts within the Department, taking into account the need to maintain strict confidentiality in handling applications, and shall forward such short-lists to the relevant Board of Selection for consideration.
- 3.9 Shall recommend candidates for Staff Development Programmes.
- 3.10 Shall formulate general guidelines on pure and applied research and suggest means of funding research programmes in the Department.
- 3.11 Shall submit recommendations to the Senate in respect of the appointment of External Examiners and any other consultations.

4. CHAIRPERSONS OF DEPARTMENTS

- 4.1 There shall be a Chairperson of each Department appointed by the Vice-Chancellor, on behalf of the University Council, from among the full-time members of the Academic Staff of the Department.
- 4.2 Before appointing a Departmental Chairperson, the Vice-Chancellor:-
 - 4.2.1. Shall consult and take note of the views of each member of the academic staff in the Department about the appointment.

- 4.2.2. Shall consult and take note of the views of at least one of the Pro Vice-Chancellors and the Dean of the Faculty concerned.
- 4.3 The Chairperson of a Department shall hold office as such for a period of up to three years and shall be eligible for re-appointment.
- 4.4 After consultation with a Pro Vice-Chancellor, the Dean of the Faculty and the Chairperson concerned, the Vice-Chancellor may terminate the appointment of a Chairperson of Department as such by giving him two months' notice in writing.
- 4.5 The Chairperson of a Department may resign his appointment as such by giving the Vice Chancellor two months' notice in writing.
- 4.6 Whether the Chairperson of a Department is unable, either by reasons of his absence from the University or for any other reason, to carry out his functions as Chairperson, the Vice-Chancellor may, subject to the provisions of Section 4.2 of the Ordinance, appoint an Acting Chairman of the Department for such period and under such conditions as he may determine, provided that the period of appointment does not exceed the balance of the period of office for the substantive Chairperson.
- 4.7 A Chairperson of Department shall be paid a responsibility allowance at a rate determined from time to time by the Finance Committee of Council for the duration of his term of office as Chairperson, provided that no allowance shall be payable where the Chairperson is absent or unable to perform his functions for a period of 21 days or more.
- 4.8 An Acting Chairperson of Department who is appointed Acting Chairperson for a period in excess of 21 days shall be paid a responsibility allowance at a rate determined from time to time by the Finance Committee of Council for the duration of his term of office as Acting Chairperson.

5. DUTIES AND POWERS OF THE CHAIRPERSON OF A DEPARTMENT

In addition to his teaching, research and other duties and responsibilities, the Chairperson of a Department shall:-

- 5.1 serve as Chairperson of Departmental Board meetings.
- 5.2 represent the Department on the appropriate University Committees and other bodies as required.
- 5.3 at all times use his best endeavour to ensure that proper and acceptable standards of teaching instruction are maintained in the Department.
- 5.4 Make recommendations with respect to probation, advancement and promotion of academic staff within the Department provided that:-
 - 5.4.1 In so doing the Chairperson shall consult all full-time academic members of the Department.
 - 5.4.2 If the Chairperson is himself a candidate for promotion, the appropriate recommendations shall be made by the Dean of the relevant Faculty after consultation with all full-time academic members of the Department.
- 5.5 Serve as executive officer of the Department in the implementation of Departmental Policy, as determined by the Departmental Board and other University authorities, and be responsible for the day to day administration of the Department.

**ACADEMIC STAFF GRADING, TENURE AND PROMOTIONS
ORDINANCE (1997) ORDINANCE 28**

1. This ordinance may be cited as the Academic Staff Grading, Tenure and Promotions Ordinance.

2. OBJECTIVES

In making this ordinance, the Council has its objective the establishment within the University of an equitable and workable system of appointments and promotions which satisfy the legitimate career aspiration of academic staff and which ensure the achievement of the University's academic aims whilst maintaining the high quality of its academic staff.

3. STRUCTURE OF ACADEMIC STAFF GRADES

3.1 The following structure of grades and notches for Academic Staff shall apply within the University:-

Grade		No. of notches
Professor	}	6
Associate Professor	}	6
Senior Lecturer	}	11
Lecturer	}	14

3.2 The Salary scales applicable to each grade and the salary step applicable to each notch within a scale shall be such as may be approved by University Council from time to time, and published as part of the University's Salary Scales.

3.3 The University Council or its authorized committees shall have sole discretion to determine the academic staff establishment in each Academic Department and Faculty in the University, and in so doing, may designate that posts be established at any of the grades listed in Section 3.1 above, but normally;

- 3.3.1 There shall be only one established Professorial Chair in a Department which shall be filled by appointment;
- 3.3.2 Each of the other academic posts on a Department's or Faculty's establishment may be filled at professional level only by the promotion of existing staff.

4. GRADING AND NOTCHING ON INITIAL APPOINTMENT

4.1 On initial appointment of the University's Academic Staff, a successful candidate shall be graded and notched according to his or her qualifications, experience and published research, and in so doing, the following criteria will apply:

4.2 Qualifications

4.2.1 The basic qualification for appointment to the University's Academic Staff is normally a post-graduate Masters Degree but a good first degree may be considered.

4.2.2 An appointee with a good first degree or an equivalent in the appropriate discipline, but without any relevant post-graduate experience, shall be placed at the first notch of the lecturer scale.

4.2.3 An Appointee with approved research or non-research post-graduate qualifications which have been the subject or an examination process, shall be granted additional notches within a grade according to the following guidelines:-

4.2.3.1 A postgraduate diploma or postgraduate Masters Degree extending over less than 2 years of study or equivalent (1 notch).

4.2.3.2 A postgraduate Masters Degree extending over 2 years of study or equivalent (2 notches)

4.2.3.3 A D. Phil or PhD Degree or equivalent (3 notches).

4.2.4 The qualifications which are accepted by the University as approved equivalent to three basic levels recognised are set out in the First Schedule to this Ordinance.

4.2.5 A serving member of the University's Academic Staff who obtains a further qualification, as described in Section (c) above, shall be awarded the appropriate additional notches with effect from the 1st of the month after the additional qualification is finally awarded, provided that such additional notches do not result in the member of staff being effectively promoted to a higher grade.

4.3 **Experience**

4.3.1 New appointees to the University's Academic Staff will be awarded, on initial appointment, one notch on the salary scales for each year of relevant postgraduate experience, provided that such recognition of experience does not result in the appointee being appointed at a higher grade than that of the Lecturer, unless the appointee also satisfies the criteria for promotion to such high grade as specified in Section 6.5 of this ordinance.

4.3.2 In granting recognition to relevant postgraduate experience the University shall:

4.3.2.1 Make no distinction between professional experiences.

4.3.2.2 Recognize in full, the time spent as a full-time member of the academic (teaching and/or research) staff of a reputable university;

4.3.2.3 Not grant credit in notching on the scales for the time an appointee has spent in full time study for a postgraduate qualification.

- 4.3.3 In all disciplines, any postgraduate experience in the appropriate discipline will be recognized as relevant, and in particular internship year following graduation or equivalent will be recognized as post-graduate experience.
- 4.3.4 In general, the University will not provide any credit in notching an appointee, on initial appointment, for pre-graduate experience, but from time to time the University may recognize such experience and, in so doing, shall specify the type of experience and the extent of its recognition by the University, by including such information in the Second Schedule to the Ordinance.

4.4 Published Research

- 4.4.1 The University recognizes published research, other than that forming part of a postgraduate qualification, for the purposes of determining the notch on initial appointment.
- 4.4.2 The University does not prescribe specific mechanisms or guidelines for such recognition, and relies on the appropriate Appointment Board to make recommendations in each appointee's case. In making such recommendations, Appointment Boards shall take cognisance of the quality of the published work and whether it had been refereed by persons expert in the particular field.

5. PROFESSIONAL SUPPLEMENT

- 5.1 There shall be only one Academic (Teaching and Research) grading and salary structure, and the same salary scales shall apply to all posts in all Faculties within the University.
- 5.2 In certain fields a pensionable, professional supplement in addition to the basic salary shall be paid to staff, and these fields

and the conditions governing the payment of the supplement are set out in the Third Schedule to Ordinance.

6. PROMOTION

6.1 Criteria for Promotion

In assessing the suitability of members of the academic staff for promotion to a higher grade, the University shall take into account the following broad criteria:

6.1.1 Teaching

6.1.2 Research, Scholarship and Creative Work; and

6.1.3 University Service

6.2 Assessment of Teaching

In making assessment of a candidate's teaching, the University regards the following general areas as being of central importance.

6.2.1 Teaching method;

6.2.2 Course content;

6.2.3 The general performance of students in the course taught by the candidate for promotion;

6.2.4 The quality of the candidate's supervision of graduate students; and

6.2.5 The development of new and effective techniques of instruction.

6.3 Assessment of Research, Scholarship and Creative Work

6.3.1 In making an assessment of a candidate's research, scholarship and creative work (hereinafter referred to as "research"), the University recognizes that research has a number of dimensions and, therefore, would examine

candidate's research to determine which of the following dimensions apply:-

- 6.3.1.1 The accumulation of data that confirms an existing theory;
 - 6.3.1.2 The application of existing theory to acts specific to given contexts;
 - 6.3.1.3 The generation of new theory and its empirical testing;
 - 6.3.1.4 The generation of new methodologies for dealing with problems in the discipline or in practice;
 - 6.3.1.5 Originality and innovation in contributions to issue of culture, of creative arts, writing, architectural designs, etc.
- 6.3.2 Normally, the University would take into account for promotion purposes only research which has been published, been accepted for publication or, in the case of longitudinal studies, is in written-up form which can be assessed. The latter may include consultancy or professional reports or similar relevant material which however would be differentially weighted against journal articles and books, with a bias in favour of the latter. Invariably, the University will seek the views of referees, which it appoints, on the quality of the candidate's research.
- 6.3.3 In addition to making an assessment of candidate's research from the point of view of its quality, the University would make an assessment in terms of the quantity of research output. In this regard, the University emphasises that all academic staff are expected, as an essential part of their responsibilities, to be active and productive in research.

6.3.4 In assessing the research record of candidates for promotion the University will take into account the contractual responsibilities of members of staff.

6.4 Assessment of University Service

In assessing a candidate's University service, the University is conscious of the fact that every member of the academic staff should be a good University citizen, performing his/her duties conscientiously and well, attending and participating on committees to which he/she is assigned. The University regards such activity as adequate University service. If a candidate has taken a leadership role in University service such as serving as Dean, Chairperson of Department, Chairperson of a Committee or in organizing a Faculty or organizing vacation research for students or is involved in student counselling and does the activities outstandingly well, the University would regard such service as better than adequate.

6.5 Criteria for Promotion to Specific Grades

6.5.1 Criteria for Promotion to the Senior Lecturer Grade

6.5.1.1 Assessments at the level of Satisfactory in teaching, research and University; and

6.5.1.2 An assessment at the level of Outstanding in at least one of the following, teaching, research and University service.

6.5.1.3 Satisfactory research shall normally mean at least five publications in refereed journals or assessed equivalents in line with 6.3.2.

6.5.1.4 Outstanding research shall normally mean at least eight publications in refereed journals or assessed equivalents in line with 6.3.2, showing diversity, originality and contributing significantly to the candidate's subject but not necessarily meriting international recognition.

6.5.1.5 Satisfactory teaching shall normally mean performing well in at least half of the areas listed in Section 6.2.

6.5.1.6 Outstanding teaching shall normally mean performing well in all the areas.

6.5.2 Criteria for Promotion to the Associate Professor Grade

The criteria for promotion to the Associate Professor Grade are as follows:-

6.5.2.1 Publications which merit international recognition in the candidate's own field as testified by external assessors, a general quality of research which is of level higher than that expected for promotion to the Senior Lecturer Grade;

6.5.2.2 Satisfactory University service;

6.5.3 Criteria for Promotion to the Professorial Grade

6.5.3.1 The criteria for promotion to the Professorial grade are as follows:-

6.5.3.1.1 An international reputation for scholarship in the candidate's field as testified by external assessors, examiners or reviewers of the candidate's work;

6.5.3.1.2 In some fields, one or more books and substantial publications in scholarly journals; and

6.5.3.1.3 Generally, a cumulative and sustained record of research of

recognized international
excellence.

6.5.4 For the sake of clarity, and to emphasize the difference expected in the research record of candidates for promotion to Senior Lecturer, Associate Professor and Professor, the University has agreed that:-

6.5.4.1 For promotion to Senior Lecturer the quality of the research need not necessarily beat a level meriting the candidate international recognition;

6.5.4.2 Whereas, for promotion to Associate Professor the candidate's research must be adjudged to be of a quality meriting international recognition but need not have the element of sustained intellectual excellence expected of the research of a candidate for the Professorial grade; and

6.5.4.3 Promotions shall be effected not necessarily through interim grades,

6.5.5 An Associate Professor would be required to demonstrate the sustained record required for promotion to a Professor in the period he/she was promoted or appointed as an Associate Professor.

6.6 PROMOTION PROCEDURES

6.6.1 Annually, in the early part of each calendar year, the Chairperson of a department shall place in the file of each academic member of that Department a report concerning the member's teaching, research and University service in the previous year. This report shall be available to the member of staff concerned, the Faculty and the appropriate members of the University administration.

- 6.6.2 The Annual Reports filed in terms of Section 6.6.1 will form the basis of a Chairperson of Department's report to the Promotion or appropriate Academic Appointments Board for the purposes of application for promotion.
- 6.6.3 A member of staff wishing to apply for promotion should do so in response to the annual invitation to apply for promotion issued by the University Administration. In the first instance, such applications shall be submitted to the Chairperson of the member's Department who will submit to the Promotions Committee, through the Dean of Faculty, a dossier containing the following documents:-
- 6.6.3.1 The candidate's complete, up-to-date Curriculum Vitae;
 - 6.6.3.2 The candidate's application for promotion;
 - 6.6.3.3 Copies of each of the Annual Reports on the member since initial appointment or since the date of promotion whichever is the most recent;
 - 6.6.3.4 A summary of the Departmental Board's views on the candidate's application;
 - 6.6.3.5 A report containing his recommendations on the candidate's application, which shall first have been made available to the candidate for comment, but in all other respects should be regarded as confidential to the Promotions Committee;
 - 6.6.3.6 Any comments on the Chairperson's report which the candidate may wish to submit to the Promotions Committee.
- 6.6.4 In circumstances where the candidate expressly wishes the Departmental Board to consider any difference of opinion between him/herself and the Departmental Chairperson he/she may request the Departmental Board

to do so, in which even the outcome of the Departmental Board's deliberations would be included in the dossier submitted through the Dean to the Promotions Committee.

6.6.5 The dossier shall also include a list, in order of preference, of assessors to whom the Promotions Committee may refer. This list shall be prepared by the Departmental Board and shall be as follows in applications for promotion to:-

6.6.5.1 Senior Lecturer: 3 assessors, at least **two** of which shall be an outsider to the University.

6.6.5.2 Associate Professor or Professor: 6 assessors, at least **four** of which shall be outsiders to the University.

6.6.5.3 In the case where a candidate relies on Teaching or University Service in claiming an assessment at the level of **outstanding**, three assessors internal to the University but external to the Department shall be appointed to consider the candidate's credentials.

6.6.6 The Dean of each Faculty shall forward to the Promotions Committee the dossier received from the Chairperson of Department on each candidate, together with a report and recommendation by him/herself as Dean. The Dean's Report shall be confidential, except that if he/she disagrees with the Chairperson's report, the Dean is required to make his report available to the Chairperson and the candidate, in which event the candidate's comments on the Dean's report shall be included in the dossier submitted to the Promotions Committee.

6.6.7 The Promotions Committee shall have final authority in all promotion matters and, in particular, shall be the sole arbiter as to whether or not to seek reports from

assessors in any case for promotion. If a “prima facie” case for promotion is judged to exist then the Committee shall seek the opinion of external assessors, in which event the assessors’ reports shall be confidential to the Promotions Committee.

6.6.8 In all instances where:-

6.6.8.1 The Chairman of a Department is a candidate for promotion, the Dean of the Faculty shall undertake the responsibilities of the Chairperson of Department as laid down in this Ordinance.

6.6.8.2 The Dean of a Faculty is a candidate for promotion, the dossier shall be submitted by the Departmental Chairperson direct to the Promotions Committee.

6.7 COMPOSITION OF ANNUAL REPORT

6.7.1 The Annual Report placed in each academic member of staff’s personal file each year by the Chairperson of the Department shall include an assessment of the member’s teaching, research and University service as indicated in Section 1.2, 1.3 and 1.4 above.

6.7.2 Report on Teaching

In compiling the section of the Annual Report on a member’s teaching the Chairperson of Department shall include an evaluation arrived after implementing at least the following means of assessment.

6.7.2.1 Peer Evaluation of Teaching

The Departmental Board shall establish a panel of at least two academic members of staff for each academic member of the Department, with the responsibility of attending lectures given by their colleagues on different occasions and without prior notice to the person giving the lecture. The panel's report will be considered by the Departmental Board and after constructive, open discussion with the member of staff concerned, will become a component in the assessment of each member of staff's teaching.

6.7.2.2 Evaluation by Students

Students will be provided with an opportunity to complete an evaluation form in respect of each course. In the first instance, evaluation forms completed by students will be submitted to the Chairperson of Department who will discuss the views expressed with the member of staff concerned and the Departmental Board before including any informal comment in the Annual Report.

6.7.2.3 Assessment by External Examiners

Any comments by External Examiners on a member's teaching shall be included in the Annual Report.

6.7.2.4 Seminars

All Departments are required to encourage members of the staff to hold seminars on relevant subjects of their choice to which staff and students should be invited to attend. Assessment of seminars and public lectures may become part

of the evaluation of the members of staff's application for promotion.

6.7.3 Report on Research

The section on the Annual Report on a member's research shall comprise:-

6.7.3.1 a report, prepared by the member of staff, on his/her publications, conference papers, conference talks, and the status of his/her work in progress during that year;

6.7.3.2 In the case of other contractual responsibilities detailed information, prepared by the member of staff, on his or her contractual work during that year.

6.7.4 Report on University Service

The Section of the Annual Report on a member's University service shall comprise:-

6.7.4.1 A report by the Chairperson of Department on the quality and quantity of the member's University service during the year in question;

6.7.4.2 Any written comments by the member of the Chairperson's Report made in terms of Section 6.7.3.1 above.

7. TENURE

- 7.1 Only citizens and residents of Zimbabwe, in accordance with section 6 (2) of the University Act, shall be appointed on permanent terms of service which permit the granting of tenure in terms of this Ordinance should the University so determine.
- 7.2 Persons who are not citizens or residents of Zimbabwe shall be appointed only on fixed term contracts, which do not entitle such staff to being considered for tenure, and therefore, the further provisions of this section of this Ordinance do not apply to such staff.
- 7.3 All academic staff appointed by the University shall be required to serve a probationary period before being considered for tenure provided that Appointments Boards may where it appears that the candidate so merits it, decide that a candidate be appointed at the level of Associate Professor or Professor with immediate tenure.
- 7.4 The duration of the probationary period shall be:-
- 7.4.1 In the case of staff who, before appointment, had tenure at another reputable university or institution of higher education: 2 years.
- 7.4.2 In the case of staff who had not previously had tenure: 3 years.
- 7.5 The criteria for the granting of tenure on completion of the requisite probationary period shall be:
- 7.5.1 Satisfactory Teaching;
- 7.5.2 Satisfactory Research; and
- 7.5.3 Satisfactory University Service
- 7.6 The procedures for determining whether or not to grant tenure shall be as stipulated above for the consideration of applications for promotion, and therefore, the provisions of sections 6.2, 6.3, 6.4, 6.6.2, 6.6.3, 6.6.4, 6.6.8 and 6.7 shall apply except that:-

- 7.6.1 The appropriate final authority shall be the appropriate Academic Appointments Board rather than the Academic Promotions Committee;
- 7.6.2 The initiation of the process will be made by the University Administration, at a time suitably in advance of the scheduled date of completion of a member's probationary period of service.
- 7.7 If a member of staff is not granted tenure after the completion of his/her probationary period the University may either:-
 - 7.7.1 Extend the probationary period by up to two further years with permission for the member of staff to apply for tenure before the expiry of that time, or
 - 7.7.2 terminate the member of staff's employment with the University.
- 7.8 If at the end of the probationary period a member of staff is granted tenure then the appointment shall be without time limit up to the age fixed by the University for retirement except that:-
 - 7.8.1 A member may resign his appointment by giving not less than 6 months' notice in writing, provided that he/she may not give notice of resignation while he/she is on Sabbatical Leave or Contact Visit, nor may any period preceding or spent on such leave visit be counted as a period or portion of a period of notice.
 - 7.8.2 The University Council may terminate the appointment for "good cause" by giving the member of staff not less than 6 calendar months' notice or paying the member's salary in lieu thereof.
- 7.9 Before terminating appointment in terms of Section 7.8.2 above the Council:-

- 7.9.1 Shall inform the member in writing of the matters alleged against him/her and give the member the opportunity of replying in writing to those charges.
- 7.9.2 May, and if so requested by the member of staff shall before, considering such dismissal, refer the case to the Staff Disciplinary Committee established in terms of Section 24 of the University Act.
- 7.10 “Good Cause” for the termination of an appointment in terms of Section 2.9.2 means:-
 - 7.10.1 Conviction of any offence which the Council considers to be such as to render the person concerned unfit for the execution of the duties of his/her office.
 - 7.10.2 Any physical or mental incapacity which Council considers to be such as to render the person concerned unfit to continue to hold his/her office.
 - 7.10.3 Conduct of an immoral, scandalous or disgraceful nature which the Council considers to be such as to render the person concerned unfit to continue to hold his office.
 - 7.10.4 Conduct which the Council considers to be such as to constitute failure or inability of the person concerned to perform the duties of his office or to comply with the conditions of tenure of his office.

8. TRANSITIONAL ARRANGEMENTS

- 8.1 On the coming into effect of this Ordinance, all existing academic staff shall be incorporated into the new grades designated in Section 3.1 of the Ordinance with the arrangements set out in the Fourth Schedule to the Ordinance.
- 8.2 In addition, all academic members of staff below the grade of Senior Lecturer shall have their grading and notching reviewed in the light of the criteria set out in Section 4 of this Ordinance provided that such review:-

- 8.2.1 Does not result in a member of staff being re-notched to a lower grade than he/she is currently on;
- 8.2.2 Such review does not result in a member of staff being re-notched to a new higher grade; and
- 8.2.3 The results of such review shall only come into effect from the new member of staff's next incremental date.

9. **INTERPRETATION**

In this Ordinance:-

“Academic Staff” means all persons employed by the University as professors, associate professors, senior lecturers or lecturers who are contractually required to carry out teaching, examining and administrative duties and to conduct research;

“A good first degree” means a first degree classified at the level of Upper Second or equivalent;

“Longitudinal” means research which is carried out over a period of at least 5 years before final results are obtainable.

FIRST SCHEDULE
QUALIFICATIONS ACCEPTED BY THE UNIVERSITY AS
APPROVED EQUIVALENTS
(SECTION 5.2.4 OF ORDINANCE)

1. Qualifications recognised as equivalent to a Diploma or postgraduate Diploma extending over less than 2 years of study.

FACULTY/DEPARTMENT	QUALIFICATIONS
1.1 Agriculture	No specific qualifications identified.
1.2 Humanities	No specific qualifications identified.
1.3 Commerce	Membership of Chartered Financial Analysts (CFA)
1.3.1 Accounting	Membership of the Institute of Cost and Management Accountants. Membership of the Institute of Chartered Secretaries and Administrators. Membership of the Chartered Institute of Public Finance and Accounting.
1.3.2 Human Resources Management	Membership of the Institute of Marketing Management. Membership of the Institute of Chartered Secretaries and Administrators. Membership of the Institute of People Management of Zimbabwe.
1.4 Education	Graduate Certificate of Education, Post Graduate Diploma in Education.

2. Qualifications recognised as equivalent to a postgraduate Masters Degree extending over 2 years of study.

FACULTY/DEPARTMENT	QUALIFICATIONS
2.1 Agriculture	No specific qualifications identified.
2.2 Commerce Accounting	Membership of the Institute of Chartered Accountants of Zimbabwe or membership of an approved society as defined in the Accountancy By-Laws. Promulgated in terms of the Accountancy Act.
2.3 Education	No specific equivalent qualifications identified.
2.4 Humanities	No specific equivalent qualifications identified.

3. Qualifications recognised as equivalent to a DPhil or PhD Degree

FACULTY/DEPARTMENT	QUALIFICATIONS
2.5 Agriculture	No specific equivalent qualifications identified.
2.6 Commerce	No specific equivalent qualifications identified.
2.7 Education	No specific equivalent qualifications identified.
2.8 Humanities and Social Sciences	No specific equivalent qualifications identified.

SECOND SCHEDULE
RECOGNITION OF PRE-GRADUATE EXPERIENCE
(SECTION 5.3.4 OF THE ORDINANCE)

Faculty/ Department	Recognised Pre- Graduate Experience	Extent of Recognition
1. Agriculture	Experience in the agricultural industry following the award of a recognised diploma in agriculture.	One notch for each complete year of relevant experience up to a maximum of 5 years.
2. Arts	Nil.	Nil.
3. Commerce	Relevant experience at an appropriate level in any of auditing, taxation, financial, and management accounting and management consultancy.	One notch for each complete year of experience up to a maximum of 5 years.
a. Accounting		
b. Human Resources Management	Experience at an appropriate level in a relevant activity in business or government or administration at a supervisory or more senior level.	One notch for each complete year of experience up to a maximum of 5 years.
4. Education	Depending on the job description of the post involved, teaching at primary or secondary level or educational administrative following the award of a recognized certificate in education.	One notch for each complete year of experience up to a maximum of 5 years.

5. Humanities	Professional full-time experience in areas such as counselling, fiscal, public and social administration following the award of a recognised qualification.	One notch for each complete year of experience up to a maximum of 5 years.
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THE RULES OF STUDENT CONDUCT AND DISCIPLINE (ORDINANCE NO.30)

“Until such a time that Lupton State University has had an opportunity to review the Ordinance, these shall be the rules of Student Conduct and Discipline read together with the LSU Act of 2004”.

1. This Ordinance may be cited as “The Rules of Student Conduct and Discipline Ordinance, Ordinance No. 30.”
2. The Student Disciplinary Committee hereby delegates to the officials referred to in the Rules of Student Conduct and Discipline the power of investigating and exercising disciplinary authority in respect of misconduct by any student to the extent and in the manner set out in the Rules of Student Conduct and Discipline.
3. The Student Disciplinary Committee may;
 - 3.1 Order a student to pay to the University by such a student;
 - 3.2 After reference to the Vice-Chancellor, impose any penalty on a student which in the circumstances of a particular case it deems appropriate.

SCHEDULE

RULES OF STUDENT CONDUCT AND DISCIPLINE

1. INTERPRETATION

The University Officers are charged with the administration of these rules will at all times seek to implement the letter and spirit of the University Act and will in particular have regard to the following principles;

- 1.1 The University is a Society in which high standards of communal life must be established and maintained for the benefit of both present and future members of the University;
- 1.2 A high level of personal integrity and a developed sense of responsibility towards others are as important to the University as outstanding scholastic achievement;
- 1.3 A proper concern for the reputation of the University and what it ought to stand for makes it incumbent upon its members to live decent and orderly lives;
- 1.4 Individual or collective action by members of the University which constitutes a breach of these rules may require to be punished notwithstanding that the motive or goal of such action was a commendable one in the belief of such members.

2. UNDERTAKING AT REGISTRATION

When registering as a member of the University a student shall be given a copy of these rules and shall sign a statement in which he/she acknowledges that he/she has been furnished with rules, and he/she undertakes to conduct himself/herself while a

student of this University in accordance therewith and with any amendments duly made thereto.

3. STUDENT CONDUCT

3.1 No student of the University shall;

3.1.1 Use the University premises contrary to University Regulations, Residence, Faculty or Departmental rules or do any act reasonably likely to cause such misuse;

3.1.2 Damage or deface any property of the University or do any act reasonably likely to cause damage or defacement thereto;

3.1.3 Disrupt teaching, study, research or administrative work, or prevent any member of the University or its staff from carrying on his study or work, or do any act reasonably likely to cause disruption or prevention;

3.1.4 Engage in any conduct whether on or off the campus which is or reasonably likely to be, harmful to the interests of the University, members of the University staff or students.

3.2 The following would be regarded by the University as instances of breaches of the rule contained in 3.1 (above):-

3.2.1 Displaying violence by word or act towards any member of the University, whether academic or administrative staff or student, or a guest of the University, or any visitor to the University or in any way intimidating or obstructing the free movement of such member, guest or visitor;

3.2.2 Disrupting or seeking to disrupt any proper function of the University whether it be an official function, Council meeting, Senate meeting, Faculty or Committee Meeting, Lecture, teaching session, the function of any University Society or day to day administrative activity;

3.2.3 Seeking to prevent a speaker invited by any section of the University Community from lawfully expressing his/her views.

3.3 Students are informed that:-

3.3.1 If a group of students forms a common intention to commit certain acts and to assist each other in their commission, and in due course a breach of these rules is committed by one or some of the group, then each member of the group may be held to have committed that breach of the rules, who foresaw that the breach would occur, or who must, in the view of the Student Disciplinary Committee, have foreseen that would occur. A member of such a group can avoid this happening to him/her by taking clear and unequivocal steps, before such a breach is committed, to show that he/she dissociates himself/herself from the acts of the group with who he/she has so far been associating;

3.3.2 Where a number of students have committed a breach of these rules and only one or more of these students can be identified, the University will not hesitate to take disciplinary action against those students who can be identified and against whom there is sufficient evidence to warrant investigation;

3.3.3 Where a student commits an act which is both an offence according to the laws of the country and one which after investigation appears to be a breach of the disciplinary rules of the University, the University may punish such a student notwithstanding that he/she is prosecuted and/or punished by the courts of the country.

3.4 A student shall obey any rules made from time to time by the Vice-Chancellor, the Proctors, and all those persons whom the Vice-Chancellor has charged to assist him in the maintenance of discipline, and in this regard:-

3.4.1 Any Dean, Deputy Dean, Chairman of Department, Librarian, Deputy Librarian or member of the Senior Administrative Staff may order any member of a gathering of students which is committing, or whose activities are likely to lead to a breach of Rule 3 (above), to disperse, and may further order any such member to furnish his/her full name or to accompany the member of staff to interview the Vice-Chancellor or a Proctor, or give both such orders.

For the purpose of this section “Senior Administrative” staff shall include the Registrar, Deputy Registrar (Academic), the Bursar, the Director (Accommodation and Catering Services), The Director of Physical Planning, Works and Estates, Dean of Students, Deputy Dean of Students, Assistant to the Vice-Chancellor, Deputy Bursar, Deputy Registrar (Administration), and Wardens of Halls of Residence.

3.4.2 If a student misbehaves in a lecture or teaching session or interferes with the conduct of a lecture or teaching session

the member of staff conducting such lecture or teaching session may order the student to leave or to cease such interference.

3.4.3 Failing to comply with any order given as above constitutes a serious offence.

4. THE POWERS OF THE UNIVERSITY PROCTORS

4.1 The Vice-Chancellor shall from time to time appoint as many Proctors as he/she deems necessary from among the academic staff who are not members of the Student Disciplinary Panel or Wardens. One Proctor shall be known as the Senior Proctor with responsibility for organising and supervising the work of the other Proctors. A second Proctor shall have legal expertise and known as the Legal Proctor with a particular responsibility for the presentation of cases before the Student Disciplinary Committee.

4.2 A Proctor shall be charged with ensuring the proper observation of these rules by students on or off the University site and to this end shall; in addition to his power under Rule 3.4 have the following powers;

4.2.1 To receive and investigate reports of student misconduct;

4.2.2 To summon any student to appear before him/her either to answer a charge or complaint against him/her or to answer questions in regard to any matter under investigation by him/her;

4.2.3 To proceed in the absence of a student who in the opinion of the Proctor has been duly summoned but has failed to appear;

- 4.2.4 To recommend to the Registrar that a student be summoned to appear before the Student Disciplinary Committee to answer a charge or complaint against him/her or to answer questions in regard to any matter under investigation by the Student Disciplinary Committee or Proctors;
 - 4.2.5 To reprimand a student;
 - 4.2.6 To impose a fine on a student not exceeding \$100;
 - 4.2.7 To order a student to pay to the University the amount of any financial loss caused to the University by such student;
 - 4.2.8 To withdraw an existing student privilege, other than residence, for a period not exceeding 1 (one) semester.
- 4.3 When a report is made to a Proctor of alleged misconduct by a resident of a Hall or Residence the Proctor shall communicate such a report to the Warden of the Hall of Residence concerned before taking action against the resident.

5. THE POWERS OF UNIVERSITY WARDENS

- 5.1 A Warden of a Residence shall have the power to investigate any breach of these rules by a student of his Hall of Residence committed within any Hall of Residence and to make any of the following orders in respect of such student adjudged by him to have committed a breach of these rules;
- 5.1.1 To reprimand a student;
 - 5.1.2 To withdraw an existing resident student privilege, e.g. exeat;

- 5.1.3 To impose a fine not exceeding \$100;
- 5.1.4 To order a student to pay to the University the amount of any financial loss caused to the University. Such an order may be made on the person or persons who caused the loss or, where identity cannot be established, on members of the residence in which the loss was sustained.
- 5.1.5 To suspend a student from his Hall of Residence;
- 5.1.6 To expel a student from his Hall of Residence for a period not exceeding two semesters.
- 5.2 Where a warden wishes to impose penalties 5.1.5 or 5.1.6 above, he/she shall first furnish the Senior Proctor with a full report concerning the alleged offence and the proposed penalty. On receipt of this report the Senior Proctor may, either:-
 - 5.2.1 Confirm the proposed penalty and order of the Warden and in the event of variation, order the Warden to execute such varied order, or;
 - 5.2.2 Institute a further investigation of the matters before making such order at the conclusion as he/she deems fit; or
 - 5.2.3 Recommend to the Registrar that a Student Disciplinary Committee be convened to examine the case.
- 5.3 A warden of a Hall of Residence and the Warden of Non-Resident Students shall have the power to report any matter of student conduct to the Proctors or through the Registrar to the Student Disciplinary Committee.

5.4 Where a Warden has imposed any of the penalties set out in Section 5.1.1 to 5.1.4 above on a student he/she shall submit a report to the Senior Proctor, Registrar and Dean of Students.

6. **RULES FOR HALLS OF RESIDENCE (WHERE LSU PROVIDES ITS OWN HOSTEL ACCOMMODATION)**

6.1 **General**

A resident shall obey all rules made and instructions given by the Warden, Deputy Sub-Wardens of the residence and shall refrain from conduct which:-

6.1.1 May bring discredit upon his/her Hall of Residence; or

6.1.2 is prejudicial to the welfare of other residents of the Hall

6.2 **Powers of Hall Committee Members**

Members of Hall Committees shall have the power to investigate and if necessary reprimand residents for any infringement of the rules contained in this section, and report such investigation or reprimand to the Warden.

6.3 **Damage to Hall Property**

A resident shall be liable to compensate the University in full for any damage caused by him/her to University property. Damage caused to a study-bedroom shall be presumed to have been caused by the resident to whom such a room has been allocated unless the contrary is proved.

6.4 **Fire:**

A resident having knowledge of the outbreak of fire in, or adjacent to, Hall premises shall as soon as possible:

- 6.4.1 inform the Warden, Deputy or Sub-Warden;
- 6.4.2 summon the Municipal Fire- brigade;
- 6.4.3 inform the Director of Works and Estates.

6.5 Vacation Residence (Only for LSU Campus Residence)

- 6.5.1 A resident may not occupy a study-bedroom during University vacations save with the prior written authority of the Director, Accommodation and Catering Services on the recommendation of the Dean of the appropriate Faculty and the Warden. Applications for vacation residence must be submitted through the prescribed channels and on the prescribed form.
- 6.5.2 A resident granted leave to reside in Hall in vacation who no longer wishes to avail himself of this privilege shall furnish the Director, Accommodation and Catering Services with at least 3 (three) days, written notice of such fact. Omission to do so will render such resident liable to monetary penalty.

6.6 Exeats:

A resident may not absent himself/herself from Hall overnight, save on Saturday nights, without previously informing and obtaining the permission of the Warden. To absent from Hall for two or more consecutive nights, he/she requires the leave of the Dean of his/her Faculty in addition to that of the Warden. A resident of a Hall may be required to be in Hall every night by such time as may be laid down in Hall Regulations unless prior permission has been granted by the Warden or a Sub-Warden to return to Hall at a later hour.

6.7 **Visitors**

6.7.1 Resident students' parents may visit them in their rooms from 1000 to 2230 hours.

6.7.2 Male students may be entertained in rooms in female halls and female students may be entertained in rooms in male halls between the following hours.

Monday to Friday 1200 to 2230 hours

Saturday 1200 to 2400 hours

Sunday 1030 to 2230 hours

6.7.3 Outside the prescribed visiting hours, all parts of the Halls except the Common Rooms and entrance foyers and out of bounds to members of the opposite sex.

6.7.4 Special arrangements may be made by application to the Warden of the Hall concerned.

6.7.5 These provisions apply to all students – undergraduate and postgraduate.

6.7.6 No visitor or non-resident student may make unauthorized use of accommodation or dining facilities in Halls of Residence. Students introducing visitors or non-resident students to the Hall may be held responsible by the wardens for the conduct of such visitors, and non-resident students making unauthorized use of the Hall facilities shall be guilty of misconduct.

6.8 **Withdrawal from Residence**

If a student should leave the University or withdraw from Residence before the end of the session for which he has been admitted, fees already paid by him are not returnable and the balance of all fees for that session not yet paid become immediately payable, except that a student who gives proper notice before the end of a term that he wishes to vacate Residence for the remainder of the session may be refunded the balance of Residence fees in respect of the remaining whole terms of the session.

6.9 **Loss of Valuables**

A resident shall report as soon as possible to the Warden, Deputy or Sub-Warden the loss of any article from Hall premises in circumstances raising a suspicion of theft.

6.10 **Relationship of Resident and Staff**

A resident shall not require a member of the Accommodation and Catering Services Department Staff to perform a service outside the scope of his normal employment duties.

6.11 **Illness**

A resident who is confined in bed shall, so far as he/she is able, ensure that his/her illness is reported to the University Student Health Service.

7. **RULES FOR THE USE OF VEHICLES**

7.1 A student wishing to keep or use a motor vehicle including a motor cycle, motor scooter or motorized bicycle within the boundaries of the University site shall previously notify the Registrar in writing on the form prescribed.

7.2 Save with the prior written permission of the Registrar, a student shall not, within University grounds:-

7.2.1 Park a vehicle in a parking place marked “for staff and visitors only,”

7.2.2 Park a vehicle in any place at which parking by any persons has been prohibited;

7.2.3 Bring a vehicle within any University building;

7.2.4 Ride or drive a vehicle on any part other than roads, tracks or parking places;

7.2.5 Leave a vehicle in an unusable condition for a period longer than is reasonably required to effect necessary repairs.

7.3 Whenever a vehicle registered with the University is driven, ridden or parked in contravention of the rules set out in Section 7.2 it shall be presumed that it was so driven, ridden or parked by the persons in whose name the vehicles has been registered with the University unless the contrary is proved.

7.4 **Penalties**

7.4.1 The Wardens, Proctors and such other persons so authorized by the Vice- Chancellor shall have power to investigate breaches of the Rules contained in this section and to impose the following penalties;

For a first offence : a fine of \$5

For a second offence : a fine of \$10

7.4.2 In the case of a third or subsequent offence the name of the offender, with particulars of his/her previous offences under this section, shall be reported to the proctors, who shall exercise appropriate authority in terms of Rule 4.

8. RULES OF PROCEDURE IN DISCIPLINARY PROCEEDINGS BEFORE THE STUDENT DISCIPLINARY COMMITTEE

8.1 The Chairman of the Committee shall regulate proceedings in a manner as simple and informal as possible which is, notwithstanding, best fitted to do substantial justice and at times in accord with the principles of natural justice. More particularly a student charged with breach of the Rules of Student Conduct and discipline shall at any investigation thereof before the Committee and with no derogation of his/her rights in terms of Section 23 (3) of the University Act:-

8.1.1 Be furnished with a full and fair opportunity to meet such allegations if he so desires;

8.1.2 Be permitted to present any relevant facts or call any witnesses capable of giving testimony relevant to the investigation;

8.1.3 Be permitted to put questions to witnesses save those which are irrelevant, frivolous or vexatious;

8.1.4 Be permitted to be present at all times save when the Committee is deliberating upon its decision of the matter;

- 8.1.5 Be advised as fully and clearly as possible of the Committee's decision or recommendation and of its reasons for arriving at the decision of recommendation.
- 8.2 The Proctors and Wardens shall conduct any proceedings before them in accordance with Rule 8.1 save that the provisions of Section 23 (3) of the University "Act will not be applicable.
- 8.3 In the event of the Legal Proctor conducting an investigation before the Student Disciplinary Committee it shall further be his/her duty:-
- 8.3.1 To elicit all evidence brought to his/her attention which is relevant to the investigation and admissible, whether favourable to or prejudicial to the student whose conduct is the subject thereof;
- 8.3.2 If so required by the Committee, to advise the Committee as to the issues which they have to decide and as to any point of law or procedure so as to ensure that the conduct of the investigation is consistent with the principles of natural justice;
- 8.3.3 To be absent at all times from the deliverances of the Committee upon its final judgements.
- 8.4 A notice to a student summoning him/her to appear before the Committee for investigation on an alleged breach of the University Rules of Student Conduct and Discipline shall be contained in a letter addressed to him/her and advising him/her of:-
- 8.4.1 The place at which he/she is to attend;

- 8.4.2 The date and time at which he/she to attend; provided that such date shall be not less than 5 days after the date upon which such notice is received;
- 8.4.3 The rule which he/she is alleged to have contravened and full particulars of his/her alleged contravention;
- 8.4.4 his/her right to make any relevant statements he/she wishes to the Committee;
- 8.4.5 his/her right to call witnesses to attend and give any relevant testimony on his/her behalf before the Committee;
- 8.4.6 his/her right to be accompanied and represented before the Committee by a legal practitioner;
- 8.4.7 The right to furnish to the Proctors in advance of the investigation any information which he/she wishes to have given due consideration.
- 8.5 A member of the Committee, who has acquired, other than in the course of his University life, knowledge of evidence in an investigation of misconduct to be held before the Committee, shall not participate in such investigation.
- 8.6 The Committee shall only find a student to have committed a breach of the Rules of Student Conduct and Discipline when it is satisfied beyond reasonable doubt that the student has committed such breach.
- 8.7 In the event of the Committee finding a student to have committed a breach of the Rules, either on the student's own admission or at the conclusion of an investigation, it

shall, before determining the punishment it should impose on the terms of its recommendation to the Vice-Chancellor, permit such a student a full opportunity to make a statement or produce evidence which he/she wishes to be taken into consideration in mitigation on his/her punishment.

- 8.8 The Chairman of the Committee shall keep full notes of any proceedings before it but these need not be a verbatim record.

COMPOSITION OF COMMITTEES

1. UNIVERSITY COUNCIL

(as constituted in terms of Section 10 of the Lupane State University Act, 2004 Chapter 25:25) as at 30 October 2007).

- (a) Ex- officio:
 - Chancellor
 - Vice- Chancellor
 - Pro- Vice- Chancellors
- (b) Sixteen members appointed by the Minister of Education.
- (c) Nine members appointed by the Senate.
- (d) President of the Students' Union (ex- officio).
- (e) One member elected by the Administrative Staff and approved by the Vice- Chancellor.
- (f) One member elected by the Workers Committee and approved by the Vice-Chancellor.
- (g) One member appointed by the Minister from the Zimbabwe Congress of Trade Unions.
- (h) One member appointed by the Minister from the Teachers/Lecturers' Associations.
- (i) One member appointed by the Minister from the Zimbabwe National Chamber of Commerce (ZNCC).
- (j) One member appointed by the Minister from the Confederation of Zimbabwe Industries(CZI).
- (k) Appointed by the Minister from the Farmers' Unions.
- (l) A woman appointed by the Minister to represent Women's interests.
- (m) One member elected by non- Senate members of the Academic Staff and approved by the Vice –Chancellor.
- (n) A distinguished academic appointed by Council on the recommendation of Senate.

- (o) Appointed by the Minister from the Council of the Zimbabwe Institution of Engineers.
- (p) Appointed by the Minister from the Chamber of Mines of Zimbabwe.
- (q) Appointed by the Minister from a list of organisations representing the Youth.
- (r) Secretary of the Ministry of Higher and Tertiary Education (ex-officio).
- (s) Chairperson of the Zimbabwe Council of Higher Education (ex-officio).
- (t) One member elected by the Convocation.
Secretary: Registrar

2. THE EXECUTIVE COMMITTEE OF THE UNIVERSITY COUNCIL

(Refer to the LSU Act, 2004 Section 15)

2.1 There shall be a principal committee of the Council to be known as the Executive Committee.

2.1.2 Composition:

2.1.2.1 Chairman of Council.

2.1.2.2 Vice –Chairman of Council.

2.1.2.3 Vice Chancellor.

2.1.2.4 Pro- Vice – Chancellors.

2.1.2.5 Three of the nine Council members appointed by Senate.

2.1.2.6 Eight of the twelve Council members appointed by the Minister of Education.

2.1.2.7 Four members appointed by Council.

Secretary: Registrar

3. COMMITTEES OF COUNCIL

3.1 THE FINANCE COMMITTEE

3.1.1 Terms of Reference

The Finance Committee is responsible for the management of the University's entire finances and recommends to Council or the Executive Committee the approval of the University's annual budget and certain items of major expenditure. The Committee is also responsible for:-

3.1.1.1 The administration of special funds benefactions.

3.1.1.2 Investment policy.

3.1.1.3 The Staff Housing Loan Guarantee Scheme.

3.1.1.4 Other loan schemes.

3.1.1.5 Decisions of the Salaries and Conditions of Service Committee which have financial consequences.

3.1.1.6 Consideration of reports from the Fees Revision Committee.

3.1.2 Membership/ Composition

3.1.2.1 Chairman of Council (Chairing).

3.1.2.2 The Vice – Chancellor.

3.1.2.3 Pro-Vice-Chancellor.

3.2.1.4 Three external members of Council.

3.2.1.5 Two persons appointed by the Senate from among its members.

Secretary: The Bursar

3.2 THE CAMPUS DEVELOPMENT COMMITTEE (CDC)

3.2.1 Terms of Reference

The Campus Development Committee is responsible for the management of the University's building projects including:

- 3.2.1.1 The establishment of project planning groups
- 3.2.1.2 The approval of plans and budgets.
- 3.2.1.3 The monitoring of progress in construction and the issuing of instructions and liaison with architects, quantity surveyors, etc.
- 3.2.1.4 Authorisation of expenditure for minor alterations and additions.
- 3.2.1.5 General supervision of campus development including such issues as use, planning and the location of buildings.

3.2.2 Membership

- 3.2.2.1 The Vice- Chancellor (Chairperson.)
- 3.2.2.2 The Pro- Vice- Chancellor.
- 3.2.2.3 Four external Members of Council.
- 3.2.2.4 Four Senate Members of Council.
- 3.2.2.5 The Registrar.
- 3.2.2.6 The Bursar.

Secretary: Director of Physical Planning, Works and Estates.

3.3 THE SALARIES AND CONDITIONS OF SERVICE COMMITTEE

3.3.1 Terms of Reference

The Salaries and Conditions of Service Committee is responsible for University policy in respect of:

- 3.3.1.1 Terms and Conditions of Service for all categories of staff and adjustments and alterations to the approved Conditions of Service.
- 3.3.1.2 Salary reviews.
- 3.3.1.3 Consideration of representations from various staff associations.
- 3.3.1.4 The establishment of the University's grading and salary structure and the promotion structure.

3.3. Membership

- 3.3.2.1 Vice – Chairman of Council (Chairperson).
- 3.3.2.2 Vice-Chancellor.
- 3.3.2.3 Three External Members of Council.
- 3.3.2.4 Four academic Members of Council.
- 3.3.2.5 The Registrar.
- 3.3.2.6 The Bursar.

Secretary: Deputy Registrar

3.4 THE ACADEMIC STAFF PROMOTIONS COMMITTEE

(Refer to the LSU Act, 2004, Section 25:1)

3.4.1 Terms of Reference

The Act lays down that Council shall delegate its duty of promoting members of the academic staff to an Academic Promotions Committee. The Academic Promotions Committee is responsible for receiving and considering applications for promotion from members of the academic staff, and for deciding thereon, within the overall promotions structure established by the Salaries and Conditions of Service Committee.

3.4.2 Membership

3.4.2.1 The Vice- Chancellor (Chairperson).

3.4.2.2 The Pro Vice- Chancellor.

3.4.2.3 Four external members of Council appointed by Council.

3.4.2.4 All Deans of Faculties.

3.4.2.5 At least three full professors of the University.

Secretary: The Registrar

3.5 THE NON – ACADEMIC STAFF PROMOTIONS COMMITTEE

(Refer to the LSU Act, 2004, Section 25:2)

Terms of Reference

The Non-Academic Staff Promotions Committee recommends promotions for all non-academic staff and, as such, is responsible for receiving and considering applications for promotion from members of the non-academic staff and for establishing the criteria and procedures for promotion within the

overall promotions structure established by the Salaries and Conditions of Service Committee.

3.5.2 Membership

3.5.2.1 The Pro- Vice Chancellor (Chairperson)

3.5.2.2 The Registrar.

3.5.2.3 The Bursar

3.5.2.4 The Librarian

3.5.2.5 Two external Members of Council

3.5.2.6 One representative of each category of the Non – Academic Staff prescribed in the statutes.

3.5.2.7 Deans of Faculties.

Secretary: Senior Assistant Registrar

3.6 THE COMMITTEE ON CONTINUATION OF EMPLOYMENT BEYOND RETIREMENT AGE

3.6.1 Terms of Reference

To consider, after appropriate advertisement, recommendation for the reappointment of members of staff who have reached retirement age.

3.6.2 Membership

3.6.2.1 Chairman or the Vice –Chairman of Council

3.6.2.2 Vice –Chancellor

3.6.2.3 The Pro – Vice Chancellor

Secretary: Deputy Registrar

4. SENATE

(Refer to the LSU Act, 2004, Sections 16 and 17)

4.1 Terms of Reference

The Senate shall have the following functions:-

- 4.1.1.1 To promote the advancement of knowledge through research;
- 4.1.1.2 To formulate and carry out the academic policy of the University;
- 4.1.1.3 To regulate the programmes, subjects and courses of study and the examinations held by the University;
- 4.1.1.4 To regulate the admissions of students to the University;
- 4.1.1.5 To recommend to the Chancellor, through the Council, the conferment of degrees, including honorary degrees, diplomas, certificates and other awards and distinctions of the University and the withdrawal and restoration of such awards;
- 4.1.1.6 To fix, subject to consultation with any sponsors and subject to the approval of the Council, the times, modes and conditions of competitions for fellowships and prizes;
- 4.1.1.7 To appoint examiners for examinations conducted by the University.
- 4.1.1.8 To cause to be prepared estimates of expenditure required to carry out the academic work of the University and to submit them to the Council;
- 4.1.1.9 Subject to the approval and direction of the Council, to formulate, modify and revise the organisation of faculties, departments, institutes, centres and units;
- 4.1.1.10 To recommend to the Council the institution, abolition or holding in abeyance of professional chairs and other academic offices;

- 4.1.1.11 Without derogation from the powers of the Council, to propose changes to the Statutes;
- 4.1.1.12 To make any regulations it is authorized to make by or in terms of this Act;
- 4.1.1.13 To appoint committees, which may include persons who are not members of the Senate, to exercise any of the functions of the Senate, other than the power to make regulations;
- 4.1.1.14 To make periodic reports on its activities to the Council and to report on any matter referred to it by the Council;
- 4.1.1.15 To do such other acts as the Council may authorize or direct it to do.

4.2 Membership

- 4.2.1 Vice – Chancellor.
- 4.2.2 Pro- Vice – Chancellors.
- 4.2.3 Deans.
- 4.2.4 Professors.
- 4.2.5 Associate Professors.
- 4.2.6 Non- Professorial Chairpersons of Departments.
- 4.2.7 Librarian.
- 4.2.8 A representative of the Permanent Teaching Staff of each Faculty.
- 4.2.9 President of the Students’ Union.
- 4.2.10 Five Students elected by the Students’ Union.
Secretary: Deputy Registrar (Academic)

5. COMMITTEES OF SENATE

5.1 ACADEMIC BOARD

5.1 Terms of Reference

- 5.1.1.1 The Academic Board has full authority, delegated to it by Senate, in the following areas:
- 5.1.1.2 Admissions and re-admission to courses and cases of Special entry;
- 5.1.1.3 Awards of scholarships, bursaries, loans, etc, from University administered funds;
- 5.1.1.4 Admissions to MPhil/DPhil and Higher Degrees and all matters relating to Higher Degrees registrations;
- 5.1.1.5 Ratification of results lists and decisions on recommendations of Boards of Examiners and Award of University Prizes;
- 5.1.1.6 Amendments to degree regulations;
- 5.1.1.7 All matters submitted in Faculty Reports except those which the Chairman of the Academic Board considers should be referred to the full Senate.

The Academic Board has recommending authority to Senate for such matters as:

- 5.1.1.8 Consideration and approval of all regulations for new University courses;
- 5.1.1.9 Appointment of external examiners and internal examiners of the University;
- 5.1.1.10 Consideration of estimates of expenditure;

- 5.1.1.11 Formulation and revision of schemes for the organisation of Faculties and consideration of the establishment of new faculties;
- 5.1.1.12 Consideration of the Institution, abolition or holding in abeyance of Professorial Chairs; Readerships or other academic offices;
- 5.1.1.13 Composition of Academic Appointment Boards;
- 5.1.1.14 Appointment of committees.

5.1.3 Membership

5.1.3.1 Vice – Chancellor.

5.1.3.2 Pro – Vice –Chancellors.

5.1.3.3 Deans of Faculties.

5.1.3.4 The Librarian.

5.1.3.5 Two Senate members appointed by the Senate for a period of three years.

Secretary: Senior Assistant Registrar

5.2 LIBRARY COMMITTEE

5.2.1 Terms of Reference

5.2.1.1 To advise the Senate in its consideration of matters of Library policy.

5.2.2 Membership

5.2.2.1 Librarian

5.2.2.2 One representative of each faculty elected by the Faculty Board:

5.2.2.3 (Chairperson to be elected annually by the Committee)

Secretary: A member of the Library Staff.

5.3 HIGHER DEGREES COMMITTEE

5.3.1 Terms of Reference

- 5.3.1.1 To monitor, develop and amend as necessary the Research Degree and Higher Doctorate Regulations, policies, protocols and codes of practice of the University and to ensure that they are complied with.
- 5.3.1.2 To manage, regulate, monitor and review arrangements for the admission, registration and effective supervision of students for research degrees. The Committee has formal responsibility for the registration of students for research degrees of the University. The Committee shall have powers of delegation to Faculty Higher Degrees Committees, so that where accredited by the Higher Degrees Committee, a Faculty Higher Degrees Committee may approve registrations and allocate supervisors to research degree students of the Faculty.
- 5.3.1.3 To appoint examiners for candidates for research degrees, acting on the recommendation of Faculty Higher Degree Committees where deemed appropriate.
- 5.3.1.4 To consider examiners' recommendations concerning the award of research degrees and to recommend appropriately.
- 5.3.1.5 To consider and decide upon requests by candidates for a review of an examination decision, where appropriate.
- 5.3.1.6 To manage and develop policies for maintenance of standards and for quality

assurance processes in relation to research degree provision.

- 5.3.1.7 To be responsible to the Academic Board for matters relating to the award of Higher Degrees of the University, including consideration of applications for Doctorates. In order to effect this responsibility the Higher Degrees Committee shall establish in respect of each application for a Doctorate, a Panel with appropriate membership to:
- 5.3.1.8 To receive and consider the application and determine whether it meets, prima facie, the criteria for registration and examination;
- 5.3.1.9 To appoint examiners and approve examination arrangements;
- 5.3.1.10 To receive and consider reports and recommendations from examiners and, where appropriate, recommend the granting and conferment of a Doctorate of the University.
- 5.3.1.11 To consider for accreditation Faculty Higher Degrees Committees proposed by Deans, and to monitor, audit and review the work of such Faculty Higher Degrees Committees as accredited.

5.3.2 Membership

- 5.3.2.1 The Vice-Chancellor
- 5.3.2.2 The Pro Vice-Chancellor with responsibility for academic quality
- 5.3.2.3 Deputy Registrar (academic)
- 5.3.2.3 Two research student representatives
- 5.3.2.4 Two members of staff of each Faculty, nominated by the Dean of Faculty as having

significant responsibility for research student supervision within the Faculty, one of whom must be the Chair of the Faculty Higher Degrees Committee, where devolved powers are granted.

5.4 FACULTY HIGHER DEGREES COMMITTEE

5.4.1 Role

The Faculty Higher Degrees Committee shall be responsible for oversight and monitoring of the Faculty's research activities and for the provision of advice and recommendations to the Faculty Board on these matters.

5.4.1.2 Terms of Reference

- 5.4.1.2.1 To promote research within the Faculty.
- 5.4.1.2.2 To consider and recommend relevant Faculty research plans for the Faculty and centres.
- 5.4.1.2.3 To consider proposals to establish and strengthen research areas within the Faculty.
- 5.4.1.2.4 To select and recommend areas of research activity for support.
- 5.4.1.2.5 To be the source of advice to the Faculty Board regarding Faculty research management policy.
- 5.4.1.2.6 To ensure ethical policies have been met according to University policy. Where there are matters of an ethical or regulatory nature it is the applicant's responsibility to ensure any regulatory policies have been met prior to any committee consideration.

- 5.4.1.2.7 To initiate the development of and review of policies and regulations governing higher degrees at a Faculty level.
- 5.4.1.2.8 To provide recommendations to the University Higher Degrees Committee on matters of registration, supervision and examination of all higher degrees.

5.4.2 Membership

5.4.2.1 Dean or Deputy Dean

5.4.2.2 Chairpersons of Departments within the Faculty

5.5 COMPUTER COMMITTEE

5.5.1 Terms of Reference

- 5.5.1.1 To advise Senate on all matters concerning the acquisition of computing hardware and software for teaching and research.
- 5.5.1.2 To endeavour to ensure the equitable, efficient and economical distribution of computing facilities throughout the University.
- 5.5.1.3 To take note of all computing facilities within the University, so as to be able to advise members of the University who wish to use, acquire, or expand them.
- 5.5.1.4 Undertaking studies to identify the computer facilities required in different departments for research and advanced undergraduate teaching and if appropriate, develop proposals for establishing centralized computing facilities in the University.
- 5.5.1.5 Identifying a list of software of common interest to several departments across the University, and following

this up by negotiating site licences for specific packages. A related requirement is to identify and publicise software discount schemes.

- 5.5.1.6 Identify particular hardware products that are regularly purchased by departments for teaching and research programmes and then seeking to negotiate advantageous purchasing terms from one or more local or overseas suppliers.
- 5.5.1.7 Establishing a formal University policy that only licensed software may be used for teaching and research programmes.
- 5.5.1.8 Establishing a formal University policy that requests submitted to the University Committee, for funds to purchase computer hardware and/or software, must first be approved by the Computer Committee.
- 5.5.1.9 Setting up a centralized computer hardware repair facility, manned by trained technical personnel.
- 5.5.1.10 To report to Senate.

5.5.2 Membership

5.5.2.1 Pro-Vice Chancellor (Chairperson)

5.5.2.2 Director – ICTS

5.5.2.3 Deputy Librarian

5.5.2.4 Bursar

5.5.2.5 One representative of each Faculty Board

5.5.2.6 One student representative co-opted by the Committee

Secretary: Senior Assistant Registrar

5.6 TERMINATION OF STUDIES APPEALS COMMITTEE

5.6.1 Terms of Reference

The Committee receives and considers appeals from students against termination of their studies and recommends to the Academic Committee on behalf of the Senate acceptances or dismissal of the appeal and any consequent action it deems appropriate. The Committee only considers cases where a student has been required to discontinue or withdraw from the University as a consequence of unsatisfactory academic performance. It is not established to hear general appeals against decisions of the examiners.

5.6.2 Membership

5.6.2.1 Pro Vice-Chancellor

5.6.2.1 One representative of each Faculty

Secretary: Deputy Registrar (Academic)

5.7 EXTERNAL RELATIONS COMMITTEE

5.7.1 Terms of Reference

To administer the University's agreements of cooperation with other Universities, institutions of higher education, research institutions and other organisations according to the University's policies and procedures.

5.7.2 Membership

5.7.2.1 Pro – Vice –Chancellor (Chairperson).

5.7.2.2 A representative of each Faculty.

Secretary: Senior Assistant Registrar

5.8 COMMITTEE ON ASSOCIATE STATUS AND AFFILIATION

5.8.1 Terms of Reference

5.8.1.2 To examine all applications from external institutions for associate status/affiliation to the University and to submit recommendations to Senate.

5.8.1.3 To monitor the work and development of all institutions granted associate status / affiliation with the University.

5.8.2 Membership

5.8.2.1 Pro – Vice Chancellor (Chairperson).

5.8.2.2 Two representatives from each Faculty.
Secretary: Senior Assistant Registrar

5.9 OPEN DAY COMMITTEE

5.9.1 Terms of Reference

5.9.1.1 To be responsible for organising the Open Days and to report to Senate.

5.9.2 Membership

5.9.2.1 Director of Information and Public Relations (Chairperson).

5.9.2.2 Dean of Students.

5.9.2.3 A representative of the Library.

5.9.2.4 Two student representatives.

5.9.2.5 One representative of each Faculty elected by each Faculty Board.

Secretary: Assistant Registrar

5.10 SAFETY COMMITTEE

5.10.1 Terms of Reference

5.10.2 To consider matters relating to safety and security which affect the University and report to Senate.

5.10.3 Membership

5.10.3.1 Pro Vice-Chancellor

5.10.3.2 Representatives of each Faculty

5.10.3.3 Senior Warden

5.10.3.4 Librarian

5.10.3.5 Director, Physical Planning, Works and Estates

5.10.3.6 Director, ICTS

5.10.7 Security Officer

Secretary: Senior Assistant Registrar (Central Services)

5.11 PUBLICATIONS COMMITTEE

5.11.1 Terms of Reference

5.11.1.1 To administer all University publications.

5.11.1.2 To exercise editorial functions on behalf of the University publications, appointing referees where necessary for this purpose.

5.11.1.2.1 To administer funds for the cost of publications.

5.11.1.2.2 To manage the production of the University journal.

5.11.1.3 To report to Senate.

5.11.2 Membership

5.11.2.1 Pro –Vice Chancellor.

5.11.2.2 Librarian.

5.11.2.3 Editor of the Journal.

5.11.2.4 Director of Information and Public Relations.

5.11.2.5 One representative of each Faculty elected by each Faculty Board.

5.10.2.6 (Chairperson to be elected annually by the Committee).

Secretary: Editorial officer

5.12 GRADUATE EMPLOYMENT COMMITTEE

5.12.1 Terms of Reference

5.12.1.1 To monitor the employment of the University's graduates and to assist in encouraging potential employers to recruit staff from amongst the University's graduates.

5.12.2 Membership

5.12.2.1 Dean of Students (Chairperson).

5.12.2.2 One representative of each Faculty elected by each Faculty Board.

Secretary: Senior Assistant Registrar

5.13 TEACHING AND LEARNING METHODS COMMITTEE

5.13.1 Terms of Reference

5.13.1.1 To advise Senate in the area of improving the teaching effectiveness of academic staff.

5.13.2 Membership

5.13.2.1 Pro –Vice – Chancellor.

5.13.2.2 A representative of each Faculty.
Secretary: Senior Assistant Registrar

5.14. STAFF DEVELOPMENT COMMITTEE

5.14.1 Terms of Reference

5.14.1.2 To supervise the administration of the University's Staff Development programme and to appoint Staff Development Fellows.

5.14.2 Membership

5.14.2.1 The Pro Vice- Chancellor (Chairperson).

5.14.2.2 One representative from each Faculty.
Secretary: Senior Assistant Registrar

5.15. BOOK MANAGEMENT COMMITTEE

5.15.1 Terms of Reference

5.15.1.1.1 To investigate and make recommendations on the setting up of a Campus Bookshop.

5.15.1.1.2 To supervise the overall operation the Campus Bookshop.

5.15.1.1.3 To provide a means of communication between representatives of the academic staff and students in order to achieve effectiveness and efficiency in the operation of the bookshop.

5.15.2 Membership

- 5.15.2.1 The Pro-Vice Chancellor.
- 5.15.2.2 The Registrar (also serving as Secretary).
- 5.15.2.3 Dean of Students.
- 5.15.2.4 A representative of the Campus Bookshop.
- 5.15.2.5 A Representative of each Faculty.
- 5.15.2.6 Two Student Representatives.

6. JOINT COMMITTEES OF COUNCIL AND SENATE

6.1 PLANNING AND RESOURCES ALLOCATION COMMITTEE

6.1.1 Terms of Reference

- 6.1.1 To examine and make recommendations to the Senate and Council on any relevant development plans of the University in relation to the overall manpower, social and economic needs of Zimbabwe and to assess priority within those plans.
- 6.1.2 All new senior posts, lecturer and above, which will then automatically be included

in the immediate following future estimates.

- 6.1.3 To allocate major resources, in the following:-
 - 6.1.1.3.1 Teaching equipment
 - 6.1.1.3.2 Staff Establishment Contingency.
 - 6.1.1.3.3 General and rising prices Contingency.
 - 6.1.1.3.4 Any funds allocated to the University for Recurrent or Capital Expenditure excluding specific Funds.
- 6.1.1.4 To amend the budget and establishment of any department provided it can obtain the necessary funds from the appropriate account.
- 6.1.1.5 To veriment funds from one vote to another provided this does not lead to any increase in expenditure and may be lawfully made between votes concerned.
- 6.1.1.6 To control budgetary expenditure.
- 6.1.1.7 To produce long term plans and projections.
- 6.1.1.8 The Planning and Resources Allocation Committee shall meet at least four times in each year.

6.1.2 Membership

- 6.1.2.1 Vice – Chancellor (Chairing).
- 6.1.2.2 The Registrar.
- 6.1.2.3 The Bursar.

6.1.2.4 Deans of Faculties.

Secretary: The Bursar

6.2 FACULTY PLANNING COMMITTEE

6.2.1 Terms of Reference

6.2.1.1 To articulate the strategic directions for the Faculty and communicating to the Dean those directions which require funding;

6.2.1.2 Setting, monitoring and evaluating the Faculty targets, where appropriate;

6.2.1.3 To plan and consider the introduction of new courses and new ventures;

6.2.1.4 To ensure that Faculty priorities are in line with University priorities and are met;

6.2.1.5 Identifying areas of the Faculty that require special consideration;

6.2.1.6 To report to the Faculty Board.

6.2.2 Membership

6.2.2.1 Dean (Chairing).

6.2.2.2 Chairpersons of the Departments within the Faculty.

6.2.2.3 A departmental representative from each department.

6.3 RESEARCH BOARD

6.3.1 Terms of Reference

- 6.3.1.1 To assist the prosecution of research in the University and to act as a channel of communication for research matters.
- 6.3.1.2 To be responsible for the initial administration and, where appropriate, the allocation of general funds having to do with research activities of the University e.g. student research assistantships and fellowships, studentships and support of research projects of members of the academic staff, research students and fellows.
- 6.3.1.3 External travel connected with research, travel connected with conferences and visits to other organisations.

6.3.2 Membership

- 6.3.2.1 Chairperson (elected by Research Board).
- 6.3.2.2 Vice Chairperson (elected by Research Board).
- 6.3.2.3 Pro- Vice- Chancellor.
- 6.3.2.4 Librarian.
- 6.3.2.5 A member of the Council appointed by the Council.
- 6.3.2.6 Faculty representatives of each of the Faculties.
Secretary: Accountant

6.4 STUDENT AFFAIRS COMMITTEE

6.4.1 Terms of Reference

6.4.1.1. To make itself aware of and provide help in all matters of a personal and non-academic nature affecting the student body or individual students which may have an adverse effect on the academic well – being of the student body as a whole or of individual students.

6.4.1.2. To advise on arrangements for student health.

6.4.1.3. To consult with other committees and groups within the University interested in student health, welfare and accommodation.

6.4.2 Membership

6.4.2.1.1 Pro – Vice –Chancellor

6.4.2.1.2 A member of the Council appointed by Council.

6.4.2.1.3 A member of the Senate appointed by the Senate.

6.4.2.1.4 Wardens.

6.4.2.1.5 Director, Accommodation and Catering Services.

6.4.2.1.6 Dean, Student Affairs.

6.4.2.1.7 Sports Director.

6.4.2.1.8 Director, Student Health Service.

6.4.2.1.9 Chaplain.

6.4.2.1.10 President of the Students’ Union.

6.4.2.1.11 A Student representative from each of the Faculties

6.4.2.1.12 Chairperson (to be elected annually by the members).

Secretary: Administrative Assistant
(Student affairs)

6.5 THE RESIDENCE BOARD

6.5.1 Terms of Reference

6.5.1.1 To act as a consultative grouping for the University in matters concerning inter and intra group relationships in order to achieve the harmony that is necessary for the smooth running of a complex and large institution.

6.5.1.2 The Board will make recommendations to Senate and Council.

6.5.2 Membership

6.5.2.1 Two members of the Council appointed by the Council

6.5.2.2 Two members of the Academic Staff Association.

6.5.2.3 Two representatives of other Staff Association established according to the statutes.

6.5.2.4 Chairman and Secretary to be elected annually the Board.

6.6 COMMITTEE ON ACADEMIC CEREMONY

6.6.1 Terms of Reference

6.6.1.1 To consider and advise the Senate and the Council on Academic Ceremony and related matters.

6.6.2 Membership

6.6.2.1 Vice –Chancellor and/or Pro- Vice- Chancellor (Chairperson).

6.6.2.2 A member of the Senate.

6.6.2.3 Director of Information and Public Relations.

6.6.2.4 A member of the Council

6.6.2.5 Registrar

6.6.2.6 Librarian

Secretary: Senior Assistant Registrar

6.7 HONORARY DEGREES AND DISTINCTIONS COMMITTEE

6.7 Terms of Reference

6.7.1 To consider proposals for the conferment of Honorary Degrees and for the conferment of the title “Professor Emeritus” and to make recommendations to the Council.

6.7.2 Membership

6.7.2.1 Chairman of the Council (Chairing).

6.7.2.2 Vice –Chairman of the Council.

6.7.2.3 Vice –Chancellor.

6.7.2.4 Pro- Vice- Chancellor.

6.7.2.5 Dean of each Faculty.

Secretary: The Registrar

6.8 FEES REVISION COMMITTEE

6.8.1 Terms of Reference

6.8.1.1 To examine the level of fees charged by the University and to submit recommendations through the Finance Committee and Senate to Council.

6.8.2 Membership

6.8.2.1 Vice- Chairperson of Council (Chairperson).

6.8.2.2 Vice –Chancellor.

6.8.2.3 Pro- Vice- Chancellor.

6.8.2.4 One Senate member appointed by Senate.

6.8.2.5 Three Council members appointed by the Council.

6.8.2.6 President of the Students’ Union.

6.8.2.7 Two student Representatives.

6.8.2.8 The Registrar.

Secretary: The Bursar.

GENERAL INFORMATION FOR STUDENTS

The teaching and research activities of Lupane State University are the responsibility of the Senate as the academic authority of the University. The Senate consists of all Deans, Deputy Deans, Professors, Associate Professors and Chairpersons of Departments, the Pro- Vice Chancellors, the Librarian and members elected by the full- time lecturing staff of each Faculty. The President of the Students' Union is an ex-officio member and there is provision for membership of five students elected by the Students' Union. Senate is presided over by the Vice-Chancellor. Senate regulates the admission of students, the provision of programmes of study and the conduct of examinations. It recommends to the Chancellor the conferment of degrees and other awards to the University.

Universities have found it expedient for the close ordering of teaching and research to group related subjects into Faculties. Lupane State University now has two functional Faculties, the Faculty of Agriculture and the Faculty of Humanities and Social Studies. Two other Faculties are at formative stages namely the Faculty of Commerce and the Faculty of Education. More Faculties would be formed as the University grows. For each Faculty there is a Faculty Board consisting of the teaching staff of the subjects assigned to a Faculty. A Faculty Board is chaired by a Dean.

Cutting across department and faculty boundaries is the University Library which provides the bibliographical basis for teaching and research throughout the University. The University Information and Communication Technology Services provides services across the University.

For individual counselling in academic, financial and personal matters, each student is assigned to a Student Adviser within his/her own Faculty, with whom he is encouraged to discuss his/her progress in the University and any problems which may arise. Other counselling resources are available from the Department of Student Affairs.

STUDENT DISCIPLINE

The University is a society in which high standards of communal life must be established and maintained for the benefit of both present and future members of the University. A high level of personal integrity and a developed sense of responsibility are as important to the University as outstanding scholastic achievement. A proper concern for the reputation of the University and what it ought to stand for makes it incumbent upon its members to live decent and ordered lives both on and off the University site.

When registering as a member of the University, a student is given a copy of the Rules of Conduct and Discipline and signs a statement in which he acknowledges that he/she has been furnished with the rules and that he undertakes to order his/her conduct while a student of the University in accordance with these rules.

ACADEMIC CONDUCT AND READMISSION

Students are required to attend a full semester and can only be excused from attendance during any part of a semester on obtaining prior written permission from the Dean of their Faculty. Students must attend all classes (which include practical and oral classes, seminars, tutorials and examinations) required by departments for their approved programmes and must submit at the prescribed time all written work required by Departments. For this purpose, students are under the academic discipline of the Chairperson of the Department concerned.

The Senate may recommend to the Vice – Chancellor that the privilege of attendance at the University be withdrawn from any student whose standard of work or results at University examinations are considered by the Senate to be so unsatisfactory as to warrant such action; provided that the Senate is satisfied that the failure is not due to any lack of diligence it may recommend that a proportion of the student’s fees be remitted.

The Senate may refuse to re-admit to the University any student whose work or conduct was unsatisfactory when he or she was previously at the University.

STUDENT RESIDENCE

At present the University does not have its own halls of residence. However arrangements have been made with private property agents to let a block of flats to LSU students who come from outside Bulawayo. Students who have no accommodation in Bulawayo, can approach the Student Affairs Department for assistance in finding accommodation.

STUDENTS UNION

The Students’ Union exists to promote the general interests of the students in the University and to provide one of the recognised channels of communication between students and the University authorities. Clubs and societies of a sporting, cultural or social nature have been set up under the auspices of the Students’ Union.

STUDENT WELFARE

DEPARTMENT OF STUDENT AFFAIRS

The University provides a network of counselling services co-ordinated by Student Affairs Department. Their counselling focuses on personal problems, careers and graduate employment. Counselling on academic,

financial and personal matters is offered in all faculties by Student Advisers. Students are encouraged to maintain contact with their Student Advisers and to take most problems in the first instance to them.

STUDENT HEALTH SERVICE

The University provides a Student Health Service in conjunction with the Premier Medical Aid Society (PSMAS). The University has been able to arrange for full –time students to receive medical aid cover applicable all year round. Under the arrangement students have access to PSMAS clinics and hospitals where they can be attended to by doctors and get treatment. Under the PSMAS medical aid students can also enjoy dental, psychiatric and optical services as well as access to ambulance services. Refractions are paid for at the full rate.

DISABLED STUDENT SERVICES

The main goal is to create a supportive atmosphere in which students with disabilities are encouraged to develop self- esteem in order to function successfully and efficiently in the University environment. Students with disabilities are encouraged to request for services. Students with physical disabilities have access to assistance with registration; programming of their environment for accessibility and counselling. The University is currently working on acquiring Braille machines in order to adapt reading material for students who are visually impaired.

Students with other disabilities will be offered services when they ask for them.

SPORT

The Sports section of Lupane State University falls under the Department of Student Affairs. Lupane State University recognises the importance of Sport and games in campus life, and that they are an important avenue for recreation, as well building community links and partnerships. The University has the following indoor sporting and gaming activities, table tennis, darts, chess, pool and Karate.

In addition the University has the following outdoor activities, soccer, volleyball, athletics, netball, basketball. Plans are underway to introduce cricket and rugby. The University uses the training grounds and facilities of Raylton Sports Club, for all its sporting activities.

The University participates actively in ZUSA (Zimbabwe Universities Sport Association).

CLUBS AND SOCIETIES

Lupane State University currently has a Debate Society and the Scripture Union. Plans are underway to form more clubs and societies as the University develops.

UNIVERSITY CHOIR

Voluntary membership of the University choir is open to members of the University community and to the general public. The choir performs at graduation ceremonies and at other University Special occasions. The Vice-Chancellor is the choir patron, and normally a member of staff of the University is the Choirmaster.

UNIVERSITY LIBRARY

Library Services

Our staff can help you with information about:

- New Acquisition lists
- New developments in the Library
- Events
- Services
- Assistance
- Free Training
- Policies
- Rules
- Community Service
- Friends of the Library

Vision

To provide information and knowledge for the betterment of communities

Mission

To timeously provide information resources that promote learning, support teaching, enhance scholarly research and creative activities for the advancement of knowledge.

Membership

Students

Students are required to register with the Library at the beginning of the first semester in the first year. Each student will be issued with four reader's tickets when they register. Lost tickets will be replaced at a cost to be determined by the Librarian from time to time. Library tickets are not transferable.

Staff

Academic staff and non academic staff register with the Library by completing a Library registration form.

Approved readers

Approved readers pay a dollar per day when using the library for reference only. They do not borrow out any of the collection.

Borrowing Procedures

A valid Lupane State University Identity card is required when borrowing books.

Borrowing Limits

	Undergraduate	Postgraduate	Academic staff	Non-Academic staff
Books	4	4	6	3
Ordinary loan	2weeks	2weeks	4weeks	2weeks
Short Loan	3 days	5 days	5 days	None
Periodicals	none	4 weeks (1 volume)	4 weeks (1 volume)	none
Special Collections	none	none	none	none

Reservations or book recall

If a book is not immediately available in the Library, users can request the book by completing a reservation form which is available at the

Circulation Desk. Only 2 books can be reserved at a time. The borrower is informed as soon as the book is available. The book has to be collected within 5 days from the date of notice.

Short loan

To cope with the heavy demand on the core collection students can borrow one book over a period of 3 days.

Renewals

Renewal privileges are only for staff members.

Library fines

ORDINARY LOANS 1-14 DAYS	US\$0.50 per day
15 OR MORE DAYS	US\$1.00 per day
SHORT TERM LOAN (3 DAYS)	US\$0.40 per day
RESERVE (3HR LOAN)	US\$ 1.00 per hour
NOISE/DRINKING/EATING	US\$1
USING ANOTHER STUDENTS ID / LIBRARY TICKETS	US\$5 FOR BOTH ACCOUNTS OR SUSPENSION
CELLPHONE USE	US\$1
LOST POCKET	US\$1.00 COST PER POCKET + US\$2 HANDLING CHARGE

Library Services

We are here to satisfy and fulfil your information needs.

- **Ask the librarian** - basic information questions
- **Inter Library Loans (ILL)** - enables access to resources in other Libraries which are not available in our own Library. This service is offered to faculty and staff only. To order ILL material, please contact your Subject Librarian or the User Services Librarian. Contact the Assistant Librarians on (9) 73424 xt. 11 and 12.
- **Photocopying** - A privately operated photocopying service is available in the library, next to the reserve and circulation section. Services are available

Monday - Friday	0900hrs	-	1600hrs
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Saturday	0800	-	1200hrs
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Sunday	Closed		
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Public Holidays	Closed		
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- **Reference Services** - The User Service Librarian is readily available to help you find the information you need. In addition, the library maintains a collection of ready reference material. Ready reference material includes: Encyclopedias, dictionaries, atlases, directories, guides, almanacs, etc.
- **Circulation** - Books may be borrowed and returned at the circulation desk. To borrow library materials you must provide your valid Lupane State University identity card. To know more about admission, borrowing privileges, overdue fines, lending of library materials and other governing

policies please feel free to call at the reference desk.

- **Information Literacy Skills Training** – The Library provides ILS training for all levels of students on how to access the e-resources that we subscribe to. Contact the Research Services Librarian on ILS classes on (9) 73423 ext. 11
- **Book a computer** – Students can book a computer for research purposes at the Electronic Information Research Centre by the Security Guard.
- **Book recall service** – Already explained under Borrowing procedures
- **Faculty book selection services** – Subject Librarians will circulate catalogues to all Faculty for book selections.
- **Course Reserves** - Materials on Reserve collection are designed to provide a high level of access to material that is in high demand by a large number of students. The materials are taken from the open shelves, placed in a controlled access area and given short loan periods to maximize access.
- **Orientation** - All students and library users are familiarized with the library as soon as their registration is done . Users are taught on ways of accessing books from the shelves and the Reserve section.

Library Collections

The Library provides these collections:

- General Collection which is made out of academic books, reference books, printed periodicals and newspapers.
- Online databases – full text journals and books
- Multimedia CDs

- Special Collections – These include Zimbabwean collections of Ndebele novels and English novels by Zimbabwean authors, Past Examinations Question Papers, Dissertations and Special Reports.

Internet Access

20 public workstations are provided to give access to the Internet. The computers are strictly meant for research and access is by advance booking.

OPENING HOURS

Library opening hours are determined by the Library Committee

Semester times

Monday - Thursday	0900hrs	-	2000hrs
Friday	0900hrs	-	1600hrs
Saturday	0800hrs	-	1200hrs
Sundays	Closed		
Public Holidays	Closed		

Vacation Time

Monday - Friday	0900hrs	-	1600hrs
Saturday - Sunday	Closed		
Public Holidays	Closed		

Library Rules and Regulations

Use of the library is permitted on the understanding that all registered members observe these rules and regulations. These rules and regulations will be amended from time to time by the Librarian and the Library Committee.

- Silence shall be strictly observed in the Library

- Smoking is strictly prohibited
- No person shall write upon, damage or make any marks upon a book, manuscript, or map, belonging to Library
- A person shall be responsible for any damage they cause on the books or any other property belonging to the Library
- Umbrellas, bags, overcoats and hats are prohibited in the Library
- The University accepts no responsibility for loss an theft or damage to personal belongings left anywhere in the Library
- Personal computers must not be used in the Library without prior clearance from the Librarian
- Cameras and other recording equipment should not be used without clearance from the Librarian
- Reservation of seats in the Library is not permitted.
- Books and personal belongings left unattended will be removed by the Library staff
- Users should report immediately any incident of theft or other incidents to any member of the Library staff on duty.
- All books that are borrowed from the library should be checked out at the Circulation Desk.
- Library users will be held responsible for books issued to them as long as the issue record is not cancelled
- Make sure all Library items in your possession are issued before you leave the Library.
- Readers' tickets are not transferable. Users will be held responsible for any use made of readers' tickets issued to them.
- Users will be charged for replacement of readers' tickets.
- Books should be returned to the Library on or before the due date on the slip failure to which it will attract a fine.
- Book stamped "Reference" or "Library Use Only" can not be taken out of the Library.
- Books are not renewed (except for Academic staff members)
- Stealing of Library books will result in strict disciplinary action and a large fine
- Students found in possession of a stolen book will have all Library privileges suspended.

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ADMISSION TO PROGRAMMES OF STUDY

ADMISSION POLICY

Admission to the University is regulated by the University Senate through the Deputy Registrar, Faculty Deans and Chairpersons of Departments. Admission is based on academic merit but other evidence of suitability for University study such as relevant work experience and character assessment may be taken into account. Consideration of national manpower needs is also an important factor.

ADMISSION PROCEDURE

Under each Faculty the detailed Regulations of undergraduate degree, certificate, diploma and postgraduate degree programmes offered by the University are set out.

Applicants are requested to study carefully the information given for the programmes in which they are interested in order to ensure that they are aware of what is required and involved.

APPLICATIONS

Applications are invited each year through advertisements in the local press. Applications forms may be obtained from, and when completed should be returned to the following:

The Senior Assistant Registrar (Admissions) for all undergraduate and postgraduate programmes, diplomas and certificates.

Applicants should take note of the closing date for applications which would be indicated in the advertisements.

UNDERGRADUATE DEGREE PROGRAMMES

Entry to most programmes at the University is competitive and in many instances, the holding of the minimum entrance requirements will not ensure admission. Applicants for undergraduate degrees who, on application, already fulfil the entrance requirements at a high standard, may be given acceptance fairly soon after they have applied, but normally final decisions are made after the release of 'A' level results. This applies more to the Conventional classes of students. Information concerning registration will be issued to successful applicants with the offer of admission.

Applicants who are offered admission must reply to Senior Assistant Registrar (Admissions) accepting or declining the offer within the given time -frame. If such a reply is not received by this deadline, the University reserves the right to reallocate the place offered. If an applicant, having been accepted for admission fails to register on the set date and has not obtained prior approval from the Deputy Registrar for late registration, the University similarly reserves the right to re – allocate that place to another applicant. New entrants are required to produce three passport – size photographs for registration.

POSTGRADUATE PROGRAMMES

Decisions on applications for postgraduate studies by coursework may be made soon after application, but in most cases, final decisions are deferred until all applications for the programme have been received and the results of any qualifying examinations e.g. first degree are known.

Applications for MPhil and DPhil degrees are processed through Faculty Higher Degrees Committees and the Academic Board/ Committee of Senate. These Committees require verification of all qualifying examinations and consideration of the proposed field of

study. The facilities and supervision available and the full processing of these applications may take several weeks.

ENGLISH LANGUAGE REQUIREMENT

It is a requirement for entry to the University that a candidate shall have passed English Language at ‘O’ Level or its equivalent.

FINANCING OF STUDIES

The offer of a place on a programme of study at the University does not carry with it any implication that financial support will be available. In order to assist applicants, advice and information on the sources of finance can be obtained from the Academic Registry. The obligation to seek and obtain the finance necessary for his/her studies rests entirely with the student and not with the University. No intending student will be permitted to register, to attend classes or have access to University facilities unless he/she is able to pay the necessary fees himself/herself or to produce written evidence of having adequate sponsorship.

RECOGNITION OF DEGREES

All degrees of any University are judged by the reputation of the university which confers the degree and the particular departments and Faculties involved in the teaching of the programmes. Degrees which are offered at Lupane State University are accredited with the Zimbabwe Council of Higher Education, to ensure compliance with acceptable standards. The major factor in ensuring the quality of Lupane State University’s graduates is through the appointment of external examiners who, visit the University at every semester to assess examinations and ensure that teaching and examining is maintained at the correct level. Their assessments and reports ensure local, regional and international acceptance of the academic quality of the University’ graduates.

GENERAL ACADEMIC REGULATIONS FOR UNDERGRADUATE DIPLOMAS AND DEGREES

1. PREAMBLE /APPLICATION OF THESE REGULATIONS

- 1.1 The Senate shall be the final authority for the interpretation of these regulations.
- 1.2 The Senate reserves the right to alter, cancel, suspend or replace any of these regulations.
- 1.3 The Senate has the power to exempt a student from any of these regulations.
- 1.4 A student who has started a programme of study following one set of regulations shall not be affected by regulations subsequently adopted unless agreed to in writing by the student, except that where a student would not be able to complete a programme within the minimum period as prescribed in the Faculty Regulations that student will normally be required to change to the subsequent set of regulations.
- 1.5 There shall be academic regulations for each Faculty, which must be approved by the Senate before implementation and which shall include provision for admission to Programmes, Subjects and Courses within the Faculty and schemes of examinations for these programmes.
- 1.6 The General Academic Regulations shall take precedence over the Faculty Regulations.
- 1.7 Detailed syllabuses for Subjects or Courses in a Subject will not form part of the General or Faculty Regulations but shall be submitted to the appropriate Faculty Boards for approval.

1.8 DEFINITION OF TERMS

In these regulations the following shall be used as described:-

Academic year: means two complete semesters, as defined by these regulations, and the intervening vacation period. The academic year for undergraduate degree programmes shall commence on the date set by the Senate. The Senate may however, vary the date of commencement for an academic year in any programme of study.

Semester: a prescribed period normally comprising 15 weeks, including teaching (12 weeks), revision (one week) and examinations (two weeks).

Programme: A plan of study lasting over a period of time which leads to the award of a degree, diploma or certificate of the University.

Part: a defined portion of a programme covering one academic year.

Subject: a field of study offered by a Department.

Module/Course: it means a coherent, self-contained unit of learning, which is designed to achieve a set of specific learning outcomes that are assessed within that unit of learning, and is a unit for which a final mark is entered in the student's record.

Core Module/Course: means a compulsory module which must be passed. Without a core module a Part or a Programme cannot be deemed complete.

Elective module/course: refers to a module which is not compulsory and in relation to which students can exercise a choice.

Pre-requisite module/course: refers to a module or modules that must be done and passed prior to a student being allowed to register for a specific module.

Practical Course: means a course in which a student is required to carry out practical exercises under supervision.

Project: A defined practical assignment which is separately examinable. This means research, an investigation, design, artistic or practical work undertaken by a student, either as a course or part of a course which may, depending on the academic regulations for the programme for which she or he is registered, be presented in the form of a dissertation or report, a script, musical or artistic composition or work, a model, a design, a visual or oral recording, in an appropriate digital or other electronic format, or in such form as may be designated in the regulations for a specific programme of study.

Dissertation/Treatise: means a written report documenting and describing the research process, findings and analysis of the findings, submitted in fulfilment of the requirements for obtaining an honours degree, postgraduate diploma or a taught Master's degree.

Thesis: means the written or other approved research work submitted in fulfilment of the requirements set for obtaining a Higher Degree by research.

Attachment: means a period of time during which a student is assigned to a suitable government, non-government, professional or other organisation, firm, other approved entity or to an individual for the purpose of gaining practical skills or experience.

Assignment: means a written or practical exercise to be submitted by a student for assessment as a component of the continuous assessment requirements for a course as prescribed in the relevant programme regulations.

Continuous Assessment: Prescribed assignments to be completed within a given period and forming a part of a course.

Recognition of prior learning: means the granting of credit to a student for specified knowledge and experience previously obtained.

Credit: This refers to the weighting of a module for the purposes of awarding a qualification. Normally a module is weighted at four (4) credits, made up of four (4) learning hours per week.

1.9 MODES OF STUDY

1.9.1 Full Time Study

- (a) **Conventional programme:** In each academic year, in order to be regarded as a full-time conventional programme student, a student shall register for and attend a minimum of an equivalent of six (6) modules per semester. (Done during normal working hours).
- (b) **Parallel programme:** in each academic year, in order to be regarded as a full-time parallel programme student, a student shall register for and attend a minimum of an equivalent of six (6) modules per semester from late afternoon to the evening.
- (c) **Block Release:** In each academic year, in order to be regarded as a block-release student, a student shall register for and attend a minimum of an equivalent of six (6) modules per semester in two blocks.

1.10 A schedule of programmes, Subjects and Courses and their codes for use in computerised student records shall be maintained by the Registrar. These codes shall be alpha/numeric.

2. PROGRAMMES

2.1 The University may offer programmes for undergraduate study at Diploma, Bachelor's degrees at General and at Honours level.

2.2 Diploma level

A diploma requires the study of a range of subjects and courses over a least one full academic year on a full time basis. Students may select subjects/modules from a number of options in accordance with provisions in Faculty regulations. Normally two modules or more will be identified as “core modules” in a semester.

2.2.1 The following undergraduate Diplomas are offered by the University:-

Diploma in Development Studies
Diploma in Youth and Community Development
Diploma in Applied Language Studies
Diploma in Arts Management
Diploma in Court Interpreting and Translation

2.3 General Degrees

A ‘General’ Degree programme requires the study of a range of subjects and courses over at least three years on a full time basis (or equivalent). Students may select subjects/courses from a number of options in accordance with provisions in the Faculty Regulations. Normally, one or two subjects will be identified as major subjects to be studied throughout the programme with up to five subjects being studied as ‘minor subjects’ each for one or two years.

2.3.1 The following General Degrees are offered by the University:-

Bachelor of Agricultural Sciences General Degree.

Bachelor of Education Degree (BEd) in various Subjects of Specialisation.

2.4 Honours Degrees

2.4.1 The structure of Degree Programmes shall be as prescribed in the Faculty Regulations. These structures may vary in accordance with the particular requirements of different Faculties and Subjects but all Honours Programmes shall normally contain the following elements:-

- (a) one or more ‘subjects’ shall be studied over at least four years of full-time study (or equivalent), including one academic year of Industrial Attachment. These subjects shall be studied intensively and progressively (i.e. studies in the final year assume prior knowledge of the Subject at first, second and third year level) and be taught and examined at a level requiring great breadth and depth of knowledge and understanding.
- (b) the combination of subjects and courses within an Honours Programme shall be

prescribed so as to focus on specific topics and to disallow a wide choice of disparate options. This specific focus may be influenced by the requirements for professional recognition and registration within a particular field.

- (c) one or more subsidiary subjects/courses may be studied within the Honours programme but assessment in these subjects/courses either will not contribute to the final classification of the degree awarded or will be assigned a relatively lighter weighting in the overall calculation.
- (d) A student doing a four - year Honours degree is required to complete the degree within a minimum of 8 semesters.
- (e) a candidate for an 'Honours' degree shall normally be required to complete a project or dissertation within the programme of study. Normally at least 60% of the courses in an 'Honours' Programme will be in the major subject(s).

2.4.2 The following Honours Degrees are offered by the University:-

Bachelor of Agricultural Sciences Special Honours Degree in
Animal Science

Bachelor of Agricultural Sciences Special Honours Degree in Soil Science

Bachelor of Agricultural Sciences Special Honours Degree in Crop Science

Bachelor of Agricultural Sciences Honours Degree in Animal Science and Rangeland Management

Bachelor of Agricultural Sciences Honours Degree in Soil Science

Bachelor of Agricultural Sciences Honours Degree in Crop Science

Bachelor of Science Honours Degree in Wildlife Resources Management

Bachelor of Science Honours Degree in Forest Resources Management

Bachelor of Science Honours Degree in Irrigation Engineering

Bachelor of Science Honours Degree in Environmental Science

Bachelor of Arts Honours Degree in Applied Language Studies

Bachelor of Arts Honours Degree in Language and Communication Studies

Bachelor of Arts Honours Degree in isiNdebele

Bachelor of Arts Special Honours Degree in African Languages and Literature

Bachelor of Social Science Honours Degree in Development Studies

Bachelor of Science Special Honours Degree in Urban Management Studies

Bachelor of Social Science Special Honours Degree in Monitoring and Evaluation

Bachelor of Social Science Honours Degree in Geography and Population Studies

Bachelor of Commerce Honours Degree in Accounting and Finance

Bachelor of Commerce Honours Degree in Human Resource Management

Bachelor of Commerce Honours Degree in Entrepreneurship

Bachelor of Commerce Honours Degree in Purchasing and Supply Management

Bachelor of Commerce Honours Degree in Economics

3. ENTRY REGULATIONS

3.1 Normal Entry

For normal entry the candidates should:-

- (a) have satisfied the general requirements as prescribed below; and
- (b) have satisfied the special requirements for entry into the particular Programme chosen; and

- (c) have passed English Language at Ordinary Level.
- (d) For some programmes candidates should have passed Mathematics at Ordinary Level or approved equivalents.

General Requirements

Passes in at least 5 subjects at Ordinary Level and at least 2 subjects at Advanced Level or their equivalents.

The following are acceptable to the University:-

Ordinary Level Pass or Equivalent

Ordinary Level of the Zimbabwe School Examinations Council (ZIMSEC).

Ordinary Level of the Associated Examining Board's General Certificate of Education.

Credit standard of the Cambridge Overseas Higher School Certificate; Ordinary Level of the University of London's General Certificate of Education;

Subsidiary standard of the Cambridge Overseas Higher School Certificate

The Matriculation Certificate of the South African Joint Matriculation Board (or approved equivalent).

Advanced Level Pass or Equivalent

Advanced Level of the Zimbabwe School Examinations Council (ZIMSEC).

Advanced Level of the Associated Examining Board's General Certificate of Education.

Principal subject standard of the Cambridge Overseas Higher School Certificate;

Advanced Level of the University of London's General Certificate of Education.

3.1.2 General Subject Provisions

Subjects must have been chosen from the approved list below and restrictions against the combination of overlapping subjects must have been observed.

3.1.3 APPROVED 'O' and 'A' LEVEL SUBJECTS FOR ADMISSION PURPOSES

Approved subjects for admission purposes are subjects offered by the ZIMSEC and/or the Associated Examining Board, and/or the Cambridge Local Examination Syndicate and/or the London General Certification of Education. The subjects are as follows:-

Level

- OA Accounting
- O Accounts
- OA Principles of Accounts
- OA Ancient History
- A Ancient History and Literature
- OA Applied Mechanics

- O Applied Statistics
- OA Art
- OA Art and Craft (AEB)
- O Bible Knowledge
- OA Biology
- O Book- keeping and Accounting
- OA Botany
- O Building Studies
- OA Business Management
- OA Business Studies
- OA Chemistry
- O Commerce
- OA Computers Studies
- A Computing Science
- OA Computing Studies
- A Divinity
- O Drama and Theatre Arts (AEB)
- A Economic and Political Studies
- O Economic and Public Affairs
- A Economic and Social History

- A Economic Geography
- OA Economic History
- O Economic Principles
- OA Economics
- A Electronic Systems (AEB)
- O Electricity and Electronics
- O Elementary Physiology
- O Elements of Sociology
- OA Engineering and Drawing
- OA Engineering Science
- O English Language
- OA English Literature
- O Environmental Biology (AEB)
- OA Environmental Studies
- OA Fashion and Fabrics
- O A Food and Nutrition
- OA French
- OA French Literature (Cambridge)
- O French Studies
- O General Mathematics

- O General Paper (Use of English)
- OA General Principle of English Law
- O General Science
- OA Geography
- OA Geology
- A Government and Political Studies/Politics
- O Government Economics and Commerce
- OA Health Science
- OA History
- OA History, Ancient
- O History and Appreciation of Music
- O Home Economics
- OA Human Biology
- OA Law
- OA Mathematics
- A Mathematics, Applied
- OA Mathematics, Pure
- O *Metalwork
- O *Metalwork Engineering
- OA Music

- OA Ndebele
- OA Physical Science
- OA Physics
- O Physics with Chemistry
- OA Political Studies
- OA Portuguese
- O Principles of Economics
- OA Psychology
- OA Religious Studies
- O Rural Biology
- OA Shona
- OA Social Science
- OA Sociology
- OA Statistics
- O *Surveying
- OA Technical Drawing
- O Technical Graphics
- O *Woodwork
- OA Zoology

*Not more than one subject indicated above by an asterisk may be recognized for the purpose of satisfying Ordinary Level requirements

Other subjects and other Examining Boards may be accepted by the Senate on the recommendations of the Registrar.

3.1.4 **Restrictions against the combination of Overlapping Subjects:**

In the selection of subjects for the purpose of satisfying the general requirements subjects listed under Column A in the Table below cannot be counted with any corresponding subjects under Column B.

COLUMN A	COLUMN B
Accounting	Accounts, Principles of Accounts, Bookkeeping.
Art	History of Art
Biology	Rural Biology, Botany, Zoology, General Science
Chemistry	Physical Science, Physics with Chemistry, General Science
Economic Geography	Geography, Environmental Studies
Economics	Economic Principles, Commerce
Elementary Physiology	Human Biology
Elements of Sociology Engineering Drawing	Sociology Technical Drawing

Environmental Studies	Geography
General Mathematics	Mathematics
General Science	Physics, Physical Science, Physics with Chemistry, Biology, Zoology, Botany, Rural Biology
Geography	Economic Geography
Government and Political Studies	Government and Politics
Health Science	Human Biology
Human Biology	Zoology, Biology, Health Science
Mathematics	Pure and Applied mathematics, Pure Mathematics, Applied Mathematics
Physical Science	Physics with Chemistry, Chemistry, General Science, Physics
Pure and Applied Mathematics	Pure Mathematics, Applied Mathematics
Social Science	Sociology
Zoology	Human Biology, Health Science

3.1.5 Faculty Requirements

For admission to a particular Programme of study and/or for Subjects/Courses within the Programme there may be specific

restrictions on the choice of subjects in the General Requirements and/or additional requirements concerning entry. Such additional requirements shall be prescribed in the Faculty Regulations.

3.2 Special Entry

3.2.1 The following persons may apply for Special Entry and for permission to proceed to a first degree with exemption from the whole or part of the normal entry requirements.

3.2.1.1 A person who has obtained a degree of this University or other recognised degree awarding institution.

3.2.1.2 A person who has obtained from a University or an Institution of similar status, academic qualification (other than degrees) acceptable to the Senate;

3.2.1.3 A person who has obtained an appropriate number of subjects at an approved examination equivalent to the standard of the Ordinary Level of the General Certificate of Education examination and has subsequently passed an intermediate or equivalent examination at a University acceptable to the Senate.

3.2.2 Students who qualify under this regulation for Special Entry may apply to the Senate to be exempted from certain courses and examinations. Permission may be given to complete the programme for a Bachelor's degree in less than the normal required period provided

that no student shall be allowed direct entry to the Final Part of any Programme.

- 3.2.3 Students who apply for admission under this regulation may be required to attend interviews and/or special tests at the University to determine their suitability for admission to Bachelor's degree studies.

3.3 **Mature Entry**

[Applicable to Programmes in Faculties of Humanities and Social Sciences, Commerce, Education and Agriculture]

Persons who are at least 30 years of age on the first day of the academic year in which admission is sought and who are not eligible for entry under either the Normal or the Special Entry Regulations may apply for Mature Entry provided that:-

- 3.3.1 Applicants must have passed at least five approved 'O' level subjects including English Language and Mathematics (or equivalents) and must have demonstrated potential suitability for University studies by virtue of their attainments and/or relevant work experience.
- 3.3.2 Normally, applicants should have completed their full-time school or college education at least five years before the start of the academic year in which admission is sought.

3.3.3 Requirements for mature entry

Applicants who wish to be considered under the Mature Entry provision may be required to attend interviews and/or special tests at the University designed to assess their command of the English Language, numeracy and reasoning ability and general suitability for admission to Bachelor's degree studies.

Applicants who have previously attended Mature Entry tests and/or interviews without success will not be considered for admission under this form of entry unless in the intervening period they have acquired additional qualifications and/or experience.

3.3.4 Accreditation and transfer from another institution of higher learning.

3.3.4.1 A student from another recognised institution of higher learning may gain transfer or accreditation of credits on the recommendation of the relevant Department(s) and Dean(s) and the Deputy Registrar (Academic).

3.3.4.2 On so recommending admission under 3.3.4, the Department(s) and Dean(s) shall determine:-

3.3.4.3 the courses in the given programme the student will be exempted;

3.3.4.4 courses for which the student must register;

3.3.4.5 how the degree for the particular student will be classified on successful completion of the programme.

3.3.5 Admission of a student under Regulation 3.3.4 shall require prior approval by the Academic Committee on behalf of the Senate.

3.4 Submission of Applications

- 3.4.1 Applications must be submitted on the official Admission Forms.
- 3.4.2 The closing dates for receipt of application forms for Normal Entry shall be as advised for each year. Another date shall also be advised for receipt of late application forms. Late applications may be considered upon payment of the prescribed late-application fee.
- 3.4.3 The closing date for Special Entry and Mature Entry applications shall be as advised for each year.

3.5 General Provisions

- 3.5.1 Every student must satisfy the University that he/she has an adequate command of the English Language. New students may be required to undertake a test in English proficiency set by the University, upon registering for Bachelor's degree studies.
- 3.5.2 Students admitted under the Special Entry provisions may be exempted from this requirement.
- 3.5.3 A student may not register simultaneously for more than one programme at the University without the permission of the Senate.
- 3.5.4 Registration will take place in accordance with the arrangements prescribed each year through the Registrar's Office.

- 3.5.5 A student's registration shall not be confirmed until he/she has fulfilled the requirements for payment of fees.
- 3.5.6 Normally, no student shall be admitted to any programme or any course more than two weeks after its commencement. Any exception to this regulation must have the written endorsement of the Chairperson of the Department and the Dean of Faculty concerned and will be subject to approval through the Registrar's office.
- 3.5.7 Students who enter or return to the University late shall not be entitled to special tuition.
- 3.5.8 Such students shall be liable to pay the late registration fine, unless permission for such late registration has been given by the Registrar.
- 3.5.9 A student registered for a subject and/or course is expected to attend all classes prescribed for such a subject/and or course. Where tutorials, seminars, fieldwork, vacation work and practical sessions are prescribed a student is required to attend and to complete any assignment set.
- 3.5.10 If a student is unable to attend classes for health reasons for longer than 3 working days, he/she must notify the appropriate Faculty Office of the facts as soon as possible and submit certification in support thereof by a medical practitioner registered in accordance with the Medical, Dental and Allied Health Professions Act.

For absence on grounds other than health, prior permission from the Dean on the recommendation of the

Chairperson of Department concerned shall be necessary.

3.5.11 After taking due consideration of the academic progress of a student, the Senate may require or allow a student originally registered for one Programme or Subject to register for another Programme or Subject on the completion of either the First Part or the Second Part of the Programme for which he/she is registered.

3.5.12 Normally, no programme shall commence with fewer than five students.

4. STRUCTURE OF PROGRAMMES

4.1 The duration of Bachelor Programmes shall be prescribed in the Faculty Regulations.

4.2 Each Programme shall be divided into Parts.

4.3 An academic year of study shall comprise not less than 30 weeks excluding vacations. Before the beginning of each academic year there shall be an orientation week for Part 1 students. Normally, before University examinations begin, there shall be a minimum period of one week of individual study/revision.

4.4 A degree programme shall consist of a prescribed minimum number of course units to be taken at each of the specified levels of study in accordance with the Faculty Regulations.

4.5 The possible combinations of courses within a subject shall be in accordance with Faculty Regulations and

shall be subject to approval by the Chairperson of the Department and the Dean concerned.

- 4.6 Faculty Regulations may prescribe the criteria designating a major subject or a minor subject.
- 4.7 Detailed syllabus for courses will not form part of the General or Faculty Regulations, but shall be submitted to the Academic Committee for approval when a new course or programme is first introduced. Subsequent amendments to such syllabus shall be submitted to the appropriate Faculty Board(s) for approval.
- 4.8 Faculty Regulations shall stipulate the maximum number of course units per semester that a student may take in a given programme.
- 4.9 The minimum duration and the permissible maximum duration of each programme, whether full-time or part-time, shall be prescribed in the Faculty Regulations. Normally, a student who postpones completion of a programme shall not retain credit for the courses previously passed if the student fails to resume studies within a period of six consecutive semesters.
- 4.10 A student registered for courses with a total weight of forty or more course units in a semester shall be deemed to be a full-time student. A student registered for courses with a total weight of less than forty course units in a semester shall be deemed to be a part-time student.

- 4.11 At least one of the courses in a Bachelors (Honours) degree programme must be a dissertation, which shall normally be taken in the final year of study.
- 4.12 A student registered for a Bachelor's (Honours) programme may take some approved courses from other programmes.

5. EXAMINATIONS

- 5.1 Examinations would be held at the times specified in the timetable each year.
- 5.2 A candidate may not be examined in any course or part of a course at any time other than that set down for them in the timetable, except when, with the approval of Senate, a different time may be approved because of special circumstances, provided that there is the payment of an extra fee prescribed in the Fees Regulations.
- 5.3 A candidate who is permanently or temporarily disabled in a manner which affects their ability to undertake examinations under the prescribed examination conditions may, upon production of the appropriate evidence, obtain from the Student Affairs section, Disability Services Centre or Student's Health Services, a recommendation which, subject to the approval of Senate or its representative, will enable that candidate to be examined under conditions which take account of the particular impairment.

- 5.4 The end of course examination shall normally be at the end of the semester in which the teaching of the course is completed.
- 5.5 External Examiners will normally be appointed to moderate end of course examination question papers. If visiting, the external examiner shall moderate the examination marks in all courses taught in that semester.
- 5.6 All matters relating to the conduct of end of course examinations shall be the responsibility of the Deputy Registrar (Academic).
- 5.7 To be admitted to an end of course examination, a student must be registered for that course and as a student of the University in accordance with these regulations. Normally, a student must have paid fees before he/she is allowed to sit for examinations.
- 5.8 No student would be allowed to sit for examinations without doing coursework. There shall be a minimum permissible mark for coursework that would be required before a student can be allowed to sit for examinations. The said coursework mark shall be stipulated in Faculty regulations.
- 5.9 The Examiners may require a student to attend a **viva voce** examination and/or write a special examination.
- 5.10 Where a project or dissertation is prescribed as a course in a programme, students shall be informed in advance of the deadline for submission of the project report. A

student who fails to meet this deadline shall normally fail the project or dissertation unless the Academic Committee has granted prior permission for an extension of this deadline. In such cases, on the recommendation of the Board of Examiners, the student may be permitted to submit the project report or dissertation at a later date, normally within 3 months after publication of results.

- 5.11 A student who fails to attend a scheduled examination without a valid and verified reason shall be awarded a mark of zero for that examination.
- 5.12 Misconduct by a student during an examination may lead to disciplinary action against the student.

6. MISCONDUCT AT EXAMINATIONS

- 6.1 This regulation should be read in conjunction with Lupane State University Regulations for the Conduct of Examinations and the Student Disciplinary Regulations.
- 6.2 With the exception of the application of the paragraph 6.5.1 the procedures laid down for the conduct of Student Disciplinary Committee and Hearings shall be followed in relation to the determination of whether or not a student is guilty of an academic offence.
- 6.3 A student who:-**
 - 6.3.1 plagiarises wholly or in part work submitted for assessment and, or;
 - 6.3.2 falsifies data or results in a practical course, in a practical exercise in any course, in a dissertation or in a project and, or;

- 6.3.3 fabricates data or results in a practical course, or in practical exercise or in any course, in a dissertation or in a project and, or;
- 6.3.4 presents as his or her own data or results the work of another person, except where the student and other person or person's were working as a team in accordance with the relevant regulations or rules for that course; shall be guilty of an academic offence.

6.4 A student who:

- 6.4.1 takes into a room or place where an examination, test or other form of assessment is taking place any books, notes, written or other work on any kind of material, any electronic calculating, recording or playback device, any communicating and or sending and receiving device which is not permitted to be taken into the examination room or place in terms of the relevant regulations or examination instructions issued for that course or programme;
- 6.4.2 annotates, embellishes, adapts any permitted books, notes, written work on any kind of material, any electronic calculating, recording or playback device, any communicating and or sending and receiving device whether his or her own property, or that of another or supplied by the examining authority or body with written materials, programmes, information however recorded which are not permitted to be used by such student in such examination, test or assessment;
- 6.4.3 brings into the room or place where the examination, test or assessment is taking place any answer book, whether blank or otherwise, any writing, blotting or other paper

or brings in any material or materials not permitted in the examination in terms of the relevant regulations or examination instructions issued for that course or programme;

6.4.4 communicates, attempts to communicate with any other person within, outside or beyond the room or place in which an examination, test or assessment is taking place contrary to the regulations or instructions issued for the conduct of that examination, test or assessment, for the purpose of obtaining assistance from or providing assistance to such other candidate in the completion of the examination, test or assignment;

6.4.5 leaves the room or place where the examination, test or assessment is taking place and, contrary to the regulations for such course or programme or instructions issued for such examination, test or assessment, communicates with any other person, consults any books, notes, written work on any kind of material, any electronic calculating, recording or playback device, any communicating and or sending and receiving device; shall be guilty of an academic offence.

6.5 A student who is guilty of an academic offence shall be liable to:-

6.5.1 In relation to 6.3.1 to 6.3.4, an official warning, dependent on the severity of the offence, from the lecturer conducting the course and, or the Chairperson of Department and, or the Dean of the Faculty. Such warning or warnings shall be noted for administrative purposes on the official record of the student's performance maintained by the University provided that:-

6.5.2 If the offence for which the student is charged under 6.3.1 to 6.3.4 is believed by the lecturer to be an aggravated one, or it is determined that is a repeated academic offence, whether a repetition of the same offence or of a different offence, the matter shall be referred to the Student Disciplinary Committee and the student may be liable to the cancellation of his or her registration for that course, the rendering of a mark of zero for that component of the course or the whole course, suspension or expulsion from the University.

Provided that: the Student Disciplinary Committee may recommend that a student found guilty of plagiarism, falsification or fabrication of results may be permitted to resubmit such work, or submit a new piece of work for examination or assessment. Such recommendation may direct that such new or resubmitted work shall receive a mark of not more than 50%.

6.5.3 in relation to 6.4.1 to 6.4.5 dependent on the severity of the offence and whether it is a repeated offence, whether a repetition of the same offence or of a different offence, the cancellation of his or her registration for that course, the rendering of a mark of zero for the course or a component of that course, suspension or expulsion from the University.

6.6 A student who is charged with an academic offence, other than one that may be disposed of in terms of 6.5.1, shall have his or her results for the course or programme for which he or she is registered withheld until such time as the Student Disciplinary Committee makes a determination on the charges or the charges are not pursued.

7. ASSESSMENT OF COURSES

- 7.1 Unless approved otherwise by the Senate, a single overall mark shall be submitted for each course on a student's profile of marks as stipulated in Section 9.1.3.1
- 7.2 Normally, assessment shall be based on continuous assessment and University examinations. Unless otherwise approved by Senate, continuous assessment will contribute between 25% and 40% of the overall mark as determined at the beginning of the course by the examiners concerned.
- 7.3 Each Department shall determine which items of coursework will be included in the continuous assessment and shall define the relative weighting assigned to each item of the coursework. Each Department shall inform the students of these details at the beginning of the course and shall maintain written records of each student's performance in these elements of continuous assessment. Items incorporated in the continuous assessment may include assignments, tests, essays, practicals, field work and projects.
- 7.4 In assessing course marks, the Departmental Panel of Examiners and the Faculty Board of Examiners shall have regard to all special requirements as prescribed in the Faculty Regulations.
- 7.5 If in a given course the Faculty Regulations require that a student passes each of the components separately and a student is unsuccessful in one or more of the components, the overall mark for the student for that course shall be 48% for programmes with a pass mark of 50%, or the mark obtained, whichever is the lesser.
- 7.6 For a project undertaken by a team of two or more students, each member of the team shall be required to write an individual

project report independently. The assessment of the project course shall be based solely on the individual student's report.

8. MARKING SCHEME AND DEGREE CLASSIFICATION

8.1 Normally Bachelor's Degrees, shall be classified in the following divisions: First Division, Upper Second Division, Lower Second Division, Pass.

8.2 The following Marking Scheme shall be adopted for all Courses and Programmes, in the Faculty of Humanities and Social Sciences, Faculty of Commerce and the Faculty of Education.

75% and above	1 (First Division)
65% - 74%	2.1 (Upper Second Division)
60 % - 64%	2.2 (Lower Second Division)
50% - 59%	3 (Pass)
Below 50%	F (Fail)
35-49%	Supplementable range

8.3 The following Marking Scheme shall be adopted for all courses and programmes offered in the Faculty of Agriculture.

75% and above	1 (First Division)
65% - 74%	2.1 (Upper Second Division)
55 % - 64%	2.2 (Lower Second Division)
50% - 54%	3 (Pass)
Below 50%	F (Fail)
35% - 49%	Supplementable

8.4 All Diplomas shall be classified as; Distinction, Pass with Merit, Pass or Fail.

8.4.1 The following Marking Scheme shall be adopted for the Diplomas:

75% and above	Distinction
60% - 74%	Pass with Merit
50% - 59%	Pass
Below 50%	Fail

8.5 The result of a course for each student shall be designated by an appropriate symbol from the following list:

- P** means that the student has passed that course;
- FT** means that the students will write exams as a first attempt;
- F** means that the student has failed that course;
- C** means that the student must carry the course;
- OC** means optional carry;
- R** means that the student must repeat the part;
- S** means that the student must write a supplementary examination.
- D** means that the student must discontinue the programme;
- W** means the student failed the course and has been required to withdraw from the University.
- PWD** means that the student is presumed withdrawn.

9. PROCESSING OF EXAMINATION RESULTS

9.1 Departmental Panel of Examiners

9.1.1 There shall be for every department a Departmental Panel of Examiners which shall consist of all full-time lecturing staff in that Department and the External Examiner(s). The Departmental Board may invite part-time lecturers and other persons involved in the teaching of the courses being examined.

9.1.2 The Chairperson of the Department is the Chief Examiner for all the examinations set by the Department and shall preside over the Departmental Panel of Examiners.

9.1.3 The Departmental Panel of Examiners shall:-

9.1.3.1 agree for each course and for each student a mark expressed as a percentage for continuous assessment for the end of course examination and an overall mark combining the continuous assessment and the end of course examination mark;

9.1.3.2 recommend to the Faculty Board of Examiners whether a student should pass or fail that course;

9.1.3.3 where course prizes are available for award the Departmental panel shall make recommendations for their award.

9.1.3.4 In order to be awarded a University Book Prize at Lupane State University, a student should have the highest aggregate

mark in a Part and the minimum overall aggregate deserving of this prize should be 70%.

9.1.3.5 In order to be awarded the Vice Chancellor's Prize, a student must get a distinction in the overall degree aggregate.

9.1.3.6 In the event of there being no candidate of sufficient merit for any prize, it shall not be awarded.

9.2 Processing of Marks by Departments

9.2.1 After confirmation of the marks for each course at a meeting of the Departmental Panel of Examiners, it shall be the responsibility of the Chairperson of the Department to ensure that the agreed marks for each course and each student are entered into the mark sheets.

9.2.2 Each Department shall submit to the Faculty Office duly signed hard copy schedules of the course marks indicating the continuous assessment mark, the end of course examination mark and the overall mark. All such marks must be expressed as percentages.

9.2.3 Each Department shall keep appropriate records of all the marks processed.

9.3 Faculty Board of Examiners

9.3.1 There shall be a Faculty Board of Examiners which shall consist of the Dean and Deputy Dean of the Faculty, the Chairperson of each Department and the External Examiner(s) for the Department plus normally

one other academic member of the Department nominated by the Departmental Panel from each Department involved in the Subjects for that examination.

9.3.2 The Chairperson of the Board of Examiners shall normally be the Dean of the Faculty who shall have a casting vote.

9.4 The Faculty Board of Examiners shall:

9.4.1 Consider the recommendations of the Departmental Panels of Examiners and recommend to the Academic Board and Senate an overall result for each student and any other conditions as it may deem appropriate.

9.4.2 Make recommendations to Senate with regard to the award of any prizes that may be available for students within each programme.

9.5 After determining the results of all the students in accordance with Regulation 9 the Dean of the Faculty shall present the results to the Academic Board.

9.6 The Faculty Office shall keep proper records of all the mark schedules considered by the Faculty Board of Examiners.

9.7 In determining results, all Departmental Panels of Examiners and Faculty Boards of Examiners shall have regard to all special requirements as prescribed in the Faculty Regulations. Such regulations may require candidates to satisfy the examiners in Continuous Assessment and University Examinations separately and/or that candidates must satisfy the examiners in

individual components of the University Examinations either separately or in aggregate.

10. PROVISIONS FOR PASSING A COURSE OR PART, AND PROCEEDING IN A PROGRAMME

- 10.1 A candidate shall be deemed to have passed a Part of a Programme if he/she has satisfied the Examiners in terms of the Scheme of Examination as prescribed in the relevant Faculty Regulations.
- 10.2 Each Scheme of Examination shall indicate which Courses must be passed before a candidate may be allowed to proceed to a subsequent part of the Programme (or portion thereof).
- 10.3 Normally a student shall not be allowed to proceed in a Subject without having passed the previous final examination (s) in that subject and having satisfied all pre-requisites for proceeding in that Subject as may be specified in the Faculty Regulations and to timetable feasibility.
- 10.4 A Student who passes in one part with an aggregate of 45% or above may be permitted to proceed to a subsequent part carrying a course or courses subject to the provisions in the Faculty Regulations.

11. FAILURE TO SATISFY THE EXAMINERS

- 11.1 A candidate who fails to satisfy the Examiners in terms of these General Academic Regulations and Faculty Regulations may be required by the Senate to:
 - (a) Write Supplementary Examinations

- (b) Proceed to the next part of the Programme carrying courses from the preceding Parts.
- (c) Repeat
- (d) Discontinue
- (e) Withdraw

11.2 Supplementary Examinations:

- 11.2.1 The Senate may allow a candidate to write a supplementary examination to enable him/her to pass a Part of a Programme or to Proceed to the next Part in terms of the Faculty Regulations. This applies to programmes with pre-requisites.
- 11.2.2 Normally, supplementary examinations shall be written approximately one month after the results have been released.
- 11.2.3 To be eligible for a supplementary examination in a course (i) a student must have passed at least 50% of the courses registered in an academic year during the semester examinations, (ii) must have obtained a mark of at least 35% in the overall assessment in a subject and must have an aggregate of at least 40%.
- 11.2.4 Normally, a supplementary examination will not be awarded in more than half of the courses for any one part of a programme.
- 11.2.5 Where supplementary examinations have been allowed the Examiners will not incorporate continuous assessment in the determination of the results for the supplementary examination.

- 11.2.6 Supplementary examinations shall be marked as 'Pass' or 'Fail' and the overall maximum mark awarded in a supplementary examination shall be 50%.
- 11.2.7 If a student is required to write a supplementary examination, this fact and the result obtained in the supplementary examination in terms of 'Pass' or 'Fail' shall be recorded on the official transcript of his/her academic results.
- 11.2.8 Where a dissertation or a project is prescribed in any programme, candidates shall be informed in advance of the deadline for submission of such dissertation or project. Unless prior permission for an extension of this deadline has been granted by the Academic Committee, any candidate who fails to meet this submission deadline shall normally fail the dissertation or project. In such cases, on the recommendation of the Examiners, candidates may be permitted to submit the dissertation or project at a later date, normally within three months of the original submission deadline. Unless otherwise determined by the Senate, the maximum mark allowable for such referred work shall be the minimum pass mark which is 50%.

12. CARRY OVER

- 12.1.1 The number of carry-over Courses may be limited by Faculty Regulations.

- 12.1.2 For all Parts other than the Industrial Attachment year, the total number of carry over Courses shall not exceed 25% of the number of normally scheduled Courses in a Particular year of a Programme. This means that a student may not carry more than two (2) modules in the same semester.
- 12.1.3 Students carrying over courses will be re-examined at the next regularly scheduled examinations for those courses, normally taken one year later.
- 12.1.4 Students may be required by the Senate to undertake continuous assessment with their carry-over Courses. This assessment will then be taken into account in the usual way in determining the overall assessment.
- 12.1.5 The maximum mark allowable for a carry-over course without Continuous Assessment is the pass mark of 50%.
- 12.1.6 No candidate may carry over a particular course for more than two years. If a candidate fails a carry-over course twice, they would have to repeat the failed course.

13. REPEAT

- 13.1.1 A candidate who is not allowed to proceed to the subsequent Part of the Programme, but has passed at least 50% of the courses in that Part of the Programme, may be allowed to apply to repeat.

13.1.2 'Repeat' means that the student may apply for re-admission into the Programme and his/her application will be considered through the normal procedures.

13.1.3 If a student is repeating a course(s), he/she shall only be credited with the marks obtained during the 'repeat' examination. Nevertheless, a repeat student may be exempted from re-attendance and re-examination in any course (s) in which he/she previously passed at Grade 2.2 level or better or may take another approved course (s) previously passed.

14. DISCONTINUE

14.1.1 A candidate who fails more than half of the courses for any part of their programme or obtains an overall aggregate mark of less than 35% should discontinue.

14.1.2 'Discontinue' means that the student must discontinue the programme in which he/she failed. Such student will be free to apply for admission/transfer into a different programme and his/her application will be considered through the normal admission procedures.

15. WITHDRAW

15.1.1 A candidate who is not allowed to proceed to the subsequent Part of the Programme, and

- (a) Has passed less than 25% of the courses in that part of the programme,
or
- (b) Has failed the same Part of the Programme twice,
or
- (c) Has failed two different Programmes, will be required to withdraw.

15.1.2 'Withdraw' means that the student must withdraw from the University. Once 'withdrawn' the student may not apply for admission until after a period of two years has elapsed.

16. INDUSTRIAL ATTACHMENT

- 16.1 Programmes at the University shall normally include at least 3 months of supervised Industrial Attachment approved by the appropriate Departmental Board. This applies to the General Degree Programme. For the 4 year Honours Degree Programmes attachment should be at least 8 months.
- 16.2 The implementation of the Industrial Attachment programme shall be as provided by Faculty Regulations.
- 16.3 Assessment of the Industrial Attachment programme will be carried out in accordance with the following regulations:
- 16.4 To obtain an overall pass, a student must pass both the Continuous Assessment and the Final

Assessment components of the Industrial Attachment.

- 16.5 A student who fails the Continuous Assessment component will be required to repeat.
- 16.6 The overall Assessment shall be as determined by the Faculty Regulations.
- 16.7 The Continuous Assessment mark shall be determined by the Departmental Panel of examiners from the marks awarded by the Industrial and Academic Supervisors on the appropriate forms.
- 16.8 The Final Assessment mark shall be determined on the basis of the final report assessment and oral presentation assessment.
- 16.9 Two copies of the final report in a form approved by the University must be submitted to the Department within two weeks of the end of the lecture period for the second semester of the academic year.
- 16.10 A Student who fails to meet the required date of submission of the report will normally be considered to have failed the Final Assessment.
- 16.11 A student who fails the Final assessment but has passed the Continuous Assessment component may be allowed to resubmit the Industrial Attachment report within two months, and be reassessed. Unless otherwise determined by

Senate, the maximum mark allowable for such referred work shall be 50%.

16.12 The General Academic Regulations on Repeat, Discontinue and Withdraw shall apply to Industrial attachment.

16.13 A student who fails the Industrial Attachment Part shall not proceed to the Final Year of the Degree Programme.

16.14 Guidelines on Exempting Students from Attachment

16.14.1 Candidates wishing to be exempted from undergoing a full year of attachment may apply to the Department for that exemption at least six months before the final examinations of the second year. Students would be required to pay the stipulated exemption fee before they are assessed.

16.14.2 A student being exempted from Industrial Attachment will be assessed on the basis of previously attained experience. They should meet normal assessment requirements.

16.14.3 The Department will make a preliminary decision on whether or not to assess the student for exemption.

16.14.4 The Department's decision will be entirely guided by the student's own

application which should give convincing evidence for relevant previously earned experience.

16.14.5 The Department's preliminary decision is subject to approval by Faculty Board and Academic Board (for Senate) before it is implemented.

16.14.6 If a student is granted exemption, the Department will proceed to assess the student using formal and normal channels of assessing students on Industrial Attachment.

16.14.7 If the exemption is denied, such a student will proceed to do one full year of Industrial Attachment.

17. INDUSTRIAL ATTACHMENT GUIDELINES

17.1 GUIDELINES FOR STUDENTS

17.1.1. The student is subject to University regulations and the company regulations during the industrial attachment.

17.1.2 The student is expected to:-

- (a) Conform to the company's regulations, working time and discipline.
- (b) Fulfil the supervisor's instructions concerning the training process

and carrying out of the Industrial Attachment work.

- (c) Write a log book on a daily basis and submit a report after finishing the training in a given department or unit.
- (d) Take part only with educational purpose in mind according to the ultimate instructions of the supervisor.
- (e) Put his/her best efforts to acquire extensive knowledge and skills in order to achieve the required standard of training.
- (f) Keep good relations with all the staff of the company.
- (g) Promote the good name of the University.

17.1.3. The choice of a company for the Industrial Attachment will not be based on any probable monetary benefits the students may stand to gain.

17.1.4 A student will not be allowed to change organisations without the authority of the University.

17.1.5 The student must always bear in mind that his/her conduct during

the Industrial Attachment period will reflect not only on him/her but also on the University and that it may also affect considerably the future industrial attachment placements and the relationship between the University and the company.

GUIDELINES FOR THE INDUSTRY ON THE TREATMENT OF THE STUDENT DURING INDUSTRIAL ATTACHMENT

- 17.1.6 A student shall be subject to the company's regulations and is expected to function like a full time employee of the company.
- 17.1.7 For the period of the Industrial Attachment a student may have an allowance, an insurance and medical aid cover from the University.
- 17.1.8 The company is requested to provide the student every opportunity to function like a full-time employee and permit him/her to actively participate in all aspects of the business management and administration except where confidentiality constraints may not permit his/her participation.
- 17.1.9 Wherever possible, the company is requested to assist the student by providing welfare measures such as providing help in finding suitable accommodation close to the company, access to canteen facilities, company transport facilities and any other relevant issues.
- 17.1.10 If the company wishes to pay the student an extra allowance, the arrangement is only between the two parties, i.e. the student and the company involved.
- 17.1.11 If a company is having a problem with a student, the company should inform the University.

18. APPEALS AGAINST TERMINATION OF STUDIES

- 18.1 Any candidate, who, having failed to satisfy the Examiners, is required to withdraw from the university or discontinue a programme, has a right to appeal.
- 18.2 A committee shall be established by the Senate to consider such an appeal.
- 18.3 Any candidate who wishes to lodge an appeal against withdrawal or discontinuation must do so in writing to the Registrar within 21 days after the publication of the Examination results.
- 18.4 On appeal, the candidate must state clearly the grounds of the appeal. Medical grounds must put in writing by a medical practitioner registered in terms of to the Health Professions Act. Any other evidence which the candidate wishes to submit in support of his/her case must also be lodged with the written appeal.
- 18.5 The Registrar will refer all timeous appeals to the Appeals Committee for consideration.
- 18.6 This Appeals Committee will consider, as legitimate grounds for appeal, new evidence of mitigating circumstances (except mere lack of diligence or other fault on the part of the student) which was not previously available to the examiners. Extenuating circumstances of a 'force majeure' nature, which he/she could not reasonably have been expected to have foreseen or avoided, will be considered.

- 18.7 The Committee shall be empowered to hear an appellant orally and to seek such information or evidence, as it considers pertinent.
- 18.8 No right to automatic oral hearing is conferred upon appeals and the University will not reimburse any expenses incurred by an appellant in making a personal appearance before the Committee.
- 18.9 The Committee shall make recommendations in each case, as it deems appropriate. Its recommendations shall be submitted to the Senate for approval, or to the Academic Board or the Vice-Chancellor on behalf of the Senate for consideration.

19. POSTHUMOUS AWARD OF A DEGREE

- 19.1 If a student who dies in his/her final year of study in a given undergraduate programme had completed a substantial component of that year's study, the relevant Departmental Panel(s) of Examiners and the Faculty Board of Examiners may recommend to the Senate the award of the degree posthumously provided that there is clear evidence that the student had demonstrated consistent progress prior to his/her death.
- 19.2 The overall result for a deceased student awarded a degree posthumously shall be - **POSTHUMOUS AWARD.**

20. AEGROTAT AWARD OF A DEGREE

- 20.1 If a candidate, having completed a substantial component of a Part of his/her Programme, is prevented by serious

illness or other sufficiently substantiated cause, from completing the prescribed requirements for that Part of the Programme, he/she may be deemed by the Senate to have satisfied the examiners for that Part upon the recommendation of the Board Examiners concerned and upon such other conditions as the Senate may decide, provided that:-

- 20.2 The candidate will not normally be exempted from presenting a project or dissertation where such is prescribed.
- 20.3 The award of an Aegrotat Degree shall be without classification.
- 20.4 Where a student qualifies for an Aegrotat Degree, he/she may opt instead to write a Special examination in order that an overall grade may be determined and formally credited to the student. Application for such an option must be submitted in writing to the Registrar not later than four weeks before the scheduled examinations.
- 20.5 The Senate may require any candidate, irrespective of his/her Programme or Faculty, whose examination performance has been adversely affected by sufficiently substantiated circumstances of 'force majeure' nature to write a special examination at an appropriate future date, normally not later than three months after the date of the last examination missed.

In such a case, unless otherwise stipulated by the Senate, the mark obtained in the special examination will be

counted in the overall assessment for purposes of degree classification.

Exceptionally, such Special examination may be permitted by the Senate on the recommendation of the Board of Examiners for candidates in respect of their performance in a Supplementary examination must be treated in the same way as in accordance with Regulation 11.2.6.

- 20.6 A candidate who wishes to be considered for an Aegrotat Degree must apply in writing together with written substantiation for his/her case, to the Registrar normally within ten days of the end of the University Examinations for the Programme concerned. Appeals which are submitted on medical grounds must be supported by a certificate from medical practitioner registered terms of the Health Professions Act.
- 20.7 A candidate who is awarded an Aegrotat Degree may not re-enter the examination for that same degree, but shall be eligible to apply to proceed to an appropriate higher degree.

21. PLAGIARISM

21.1 Definition

Plagiarism is the unacknowledged use of another person's material or ideas. As such, plagiarism is an academic offence in the sense that theft is in ordinary daily life.

21.2 Recommendations on the severity of the penalty shall be determined by the appropriate Departmental Board of Examiners. Cases of plagiarism shall be handled in the following manner:-

21.3 Minor cases of Plagiarism

21.3.1 FIRST OFFENCE: in the case of plagiarism being discovered in a piece of work such as an essay or laboratory report or dissertation the student shall get a Chairman's warning but shall be given an opportunity to re-do and re-submit an acceptable piece of work after one week and shall be awarded a maximum mark of 50%.

21.3.2 SECOND OFFENCE: The student shall get a Dean's warning and shall be awarded a mark of zero for the submitted work.

21.3.3 THIRD OFFENCE: The Senate shall take disciplinary measures such as suspension or expulsion of the student who will have been awarded a mark of zero.

21.4 Major cases of Plagiarism

21.4.1 In the case of plagiarism being discovered in a project at the end of the year the candidate shall be denied the opportunity to repeat the year and submit a new project.

21.4.1.1 The new project will be awarded a maximum mark of 50%.

21.4.2 In the case of plagiarism being discovered in a project for the second time and after re-submission, a mark of zero shall be awarded and recorded, and the Senate shall take disciplinary action either to suspend or expel the student.

22. PUBLICATION OF EXAMINATION RESULTS

- 22.1 The Registrar shall be responsible for the publication of the results of University Examinations as approved by the Senate.
- 22.2 Results lists shall be posted on University notice boards, and in addition, the Registrar shall post to each candidate at his/her registered address, a copy of his/her individual results.
- 22.3 The examination results of a student who owes any outstanding money to the University shall be withheld from publication.
- 22.4 All lists of results released by the Deputy Registrar (Academic) shall be endorsed with the proviso **“SUBJECT TO RATIFICATION BY THE SENATE”**.

23. STUDENT APPEALS AGAINST PUBLISHED RESULTS

- 23.1 The Senate shall establish an Appeals Committee to consider student appeals against published results.
- 23.2 Any student has a right to appeal against his/her results.
- 23.3 A student who wishes to lodge an appeal against his/her published results must do so in writing to the Deputy

Registrar (Academic) within 21 working days of the University after the publication of the examination results.

- 23.4 Each appellant shall be levied a prescribed fee for the appeal. A schedule of the levies can be obtained from the Deputy Registrar (Academic). No appeal shall be considered until such levies have been paid.
- 23.5 If an appeal is successful, the appellant shall be refunded the fees paid; otherwise the appellant forfeits the money.
- 23.6 On appeal, the student must state clearly the grounds of the appeal. A medical practitioner registered in terms of the Health Professions Act must substantiate medical grounds in writing. Any other evidence that the candidate wishes to submit in support of his/her case must also be lodged with the written appeal.
- 23.7 The Deputy Registrar (Academic) shall obtain comments and recommendations from the relevant Faculty which, together with the appeals, may be referred to the Appeals Committee for consideration.

23.8 The Appeals Committee will consider as legitimate grounds for appeal:-

- 23.8.1 new evidence of mitigating circumstances (except mere lack of diligence or other fault on the part of the student) which was not previously available to the examiners; and
- 23.8.2 extenuating circumstances of a ‘force majeure’ nature which explain and are directly relevant to the student’s unsatisfactory academic performance, such as serious illness or other disability or circumstances which he/she

could not reasonably have been expected to have foreseen or avoided.

- 23.9 The Committee shall be empowered to hear an appellant orally and to seek all such information or evidence, as it may consider pertinent. No right to oral hearing is conferred upon an appellant and the University will not reimburse any expenses incurred by an appellant in making a personal appearance before the Committee.
- 23.10 The Committee shall make a decision in each case, as it deems appropriate. Its decision shall be submitted to the Academic Committee for noting.
- 23.11 The Deputy Registrar (Academic) shall notify in writing each appellant of the results of his/her appeal, which result shall be final.

23.12 RE-MARKING OF EXAMINATION SCRIPTS

- 23.12.1 If a student is not satisfied with the marking of his/her examination script, he/she may apply for a re-mark of such a script, subject to the completion of the relevant application form at the Examination Office and payment of the prescribed fees.
- 23.12.2 Unless Senate decides otherwise, the application process for the re-marking of an examination script shall commence one week after the publication of the examination results and two weeks after the commencement of the following academic term as indicated in the University Calendar.
- 23.12.3 Applications for re-marking apply exclusively to written examinations.

- 23.12.4 Cancellation of a request for the re-mark of an examination script will not be allowed once the prescribed fee has been paid. The prescribed fee is not refundable, unless the re-mark results in a pass or a distinction in the final mark.
- 23.12.5 The Head of the Department concerned shall appoint a person other than the original examiner/moderator to re-mark the script
- 23.12.6 The outcome of the re-mark of an examination script, once approved by the relevant Head of Department, will become the official examination mark for that script.
- 23.12.7 Re-marking shall not apply to a particular examination script that has also been externally moderated.

24. ACADEMIC TRANSCRIPT

- 24.1 Each graduate of the University shall receive ONE copy of a formal transcript of his/her complete academic record at the University.
- 24.2 A prescribed fee shall be charged for a duplicate (subsequent to the issue of the original transcript) or for a transcript requested before completion of studies.
- 24.3 An Academic Transcript of Lupane State University is issued without any alterations and carries a signed official stamp of the Deputy Registrar (Academic).

25. AWARD OF A DEGREE CERTIFICATE OF LUPANE STATE UNIVERSITY

- 25.1 The award of Degrees of the University shall be subject to approval by the University Council.
- 25.2 Candidates completing the requirements for such award will be entitled to receive a formal certificate of the University, bearing the University seal and signed by the Vice-Chancellor and the Registrar, confirming the award.
- 25.3 If, subsequent to the award of a degree to a student, it is discovered that there were gross irregularities and impropriety involved in the award, the University Council, on the recommendation of the Senate, reserves the right to withdraw the award and cancel the certificate.

26. LSU COURSE CODING SYSTEM

For Example;

A	S	A	S	1	1	0	5
A	S	C	S	2	1	0	7

Four letters and four digits

Four Letters

- First 2 letters stand for the Faculty that is Agricultural Sciences.

- Subsequent two letters stand for the department: AS - Animal Science,
- CS Crop and Soil Sciences

Four Figures

First “digit” or figure denotes the year of study: that is,

PART I CODE 1

PART II CODE 2

PART III CODE 3

PART IV CODE 4

Second “digit or figure denotes the semester, and,

Last ‘two’ digits denote the course number.

**GENERAL ACADEMIC REGULATIONS FOR
POSTGRADUATE DIPLOMAS, SPECIAL HONOURS
DEGREES,
MASTERS DEGREES BY COURSEWORK, MASTER OF
PHILOSOPHY DEGREES,
DOCTOR OF PHILOSOPHY DEGREES AND HIGHER
DOCTORATE DEGREES**

1. PREAMBLE

- 1.1 The Senate shall be the final authority for the interpretation of these Regulations.
- 1.2 The Senate reserves the right to alter, amend, repeal, suspend or replace any of these Regulations.
- 1.3 The Senate has the power to exempt any student from any of the Regulations.
- 1.4 A student who has started a programme of study following one set of Regulations shall not be affected by Regulations subsequently adopted unless agreed to in writing by the student.
- 1.5 There shall be Academic Regulations of each Faculty which shall be subject to approval by the Senate and which shall include provisions for admission to programmes.
- 1.6 The General Academic Regulations shall take precedence.
- 1.7 In these Regulations the following terms shall be used as described:-

“Programme”: A plan of study lasting a period of time which leads to the award of a Diploma or Degree of the University.

“Part” : A defined portion of a programme.

- “Subject”** : A field of study offered by a Department.
- “Course”** : A separately examinable component within a subject.
- “Project”** : A defined practical assignment which is separately examinable.

Industrial Attachment: A prescribed period of hands on practical experience in a relevant industrial setting.

“Continuous Assessment”: Prescribed assignments to be completed within a given period and forming a part of a course.

A schedule of Programmes, Subjects and Courses and their codes shall be maintained by the Registrar. These codes shall be alpha/numeric; alphabetical code being used to identify Programmes and Subjects prefixing numerical course codes being used to indicate the level of study and individual examination components (units) within that course.

2. PROGRAMMES

2.1 POSTGRADUATE DIPLOMA PROGRAMMES

The University may offer Post Graduate Diploma Programmes in the following fields of study:-

- 2.1.1 Development Studies
- 2.1.2 Arts Management
- 2.1.3 Education

2.2. SPECIAL HONOURS DEGREES

The Special Honours Programme shall normally consist of prescribed lectures, practicals, assignments, written examinations and a dissertation. The Special Honours Programme is meant for people who

already hold a first degree in a relevant field and has a duration of one academic year or two semesters.

The University offers Special Honours Degrees in the following fields of study:-

- 2.2.1 Animal Science
- 2.2.2 Crop Science
- 2.2.3 Soil Science
- 2.2.4 African Languages and Literature
- 2.2.5 Urban Management Studies
- 2.2.6 Monitoring and Evaluation

2.3 MASTERS DEGREE PROGRAMMES BY COURSEWORK

The Masters Degree Programmes by Coursework shall normally consist of prescribed lectures, practicals, assignments, written examinations and a dissertation. The University may offer Masters Degree Programmes by coursework in the following field of study:-

- 2.3.1 Development Studies

2.3 MASTER OF PHILOSOPHY DEGREE PROGRAMME

The University may offer Master of Philosophy Degree Programme in the following field of study:-

- 2.3.1 Agricultural Sciences

2.4 DOCTOR OF PHILOSOPHY DEGREE PROGRAMMES

The University may offer Doctor of Philosophy Degree Programme in the following field of study:-

- 2.4.1 Agricultural Sciences.

2.5 HIGHER DOCTORATE DEGREE PROGRAMMES

Currently not on offer.

3. ENTRY REQUIREMENTS

3.1 POSTGRADUATE DIPLOMAS

The normal minimum entry requirement shall be an appropriate First Degree or an approved equivalent qualification.

3.1.1 Other qualifications may be considered by the Senate on the recommendation of the Department and Faculty concerned.

Normally, for such qualifications the University shall require proof of relevant experience and may require the applicant to pass a qualifying examination to decide on their acceptability for admission;

3.1.2 For admission to a particular programme of study and/or for subjects/courses within the programme there may be specific restrictions on the choice of subjects in the general requirements concerning entry. Faculty regulations shall prescribe such additional requirements.

3.2 MASTERS DEGREES BY COURSE WORK

The normal entrance requirements shall be an appropriate Honours Degree or an equivalent qualification.

3.2.1 Other qualifications may be considered by the Senate on the recommendation of the Department and Faculty concerned.

Normally, for such qualifications the University shall require proof of relevant experience and may require applicant to pass a qualifying examination to decide on their acceptability for admission;

3.2.2 For admission to a particular programme of study and/or for subjects/courses within the programme there may be specific restrictions on the choice of subjects in the general requirements concerning entry. Faculty regulations shall prescribe such additional requirements.

3.3 MASTER OF PHILOSOPHY DEGREES

3.3.1 The normal requirement shall be an appropriate Honours Degree in the First or Upper Second Division.

3.3.2 An appropriate Honours Degree in the Lower Second or Third Division may be considered provided performance in the intended field of study was in the First or Upper Second Division.

3.3.3 Other qualifications may be considered by the Senate on the recommendation of the Department and Faculty concerned. Normally, for such qualifications the University shall require the applicants to pass a qualifying examination to decide on their acceptability for admission.

3.4 DOCTOR OF PHILOSOPHY DEGREE

Applicants must have obtained an appropriate Masters Degree or have satisfied the requirements for transfer of registration from the MPhil Degree to the DPhil degree.

3.5.1 Every applicant must have passed English Language at Ordinary Level or an approved equivalent.

3.5 TRANSFER FROM MASTER OF PHILOSOPHY TO DOCTOR OF PHILOSOPHY DEGREE

A student registered for the MPhil degree may apply, after completion of not less than nine months, if his/her Supervisor so recommends, for permission to transfer his/her registration and to proceed to the DPhil. The application must be accompanied

by a written recommendation from the Supervisor and must be submitted through the Faculty Higher Degrees Committee to the Academic Committee. The length of further study, if any, which he/she will be required to pursue for the DPhil will be prescribed.

3.6 TRANSFER FROM DOCTOR OF PHILOSOPHY TO MASTER OF PHILOSOPHY DEGREE

A student who is registered for the Doctor of Philosophy Degree but wishes to proceed to the Master of Philosophy Degree, may apply if his/her Supervisor so recommends to transfer his registration and to proceed to the Master of Philosophy Degree programme. The length of requisite further study, if any, shall be prescribed.

On recommendation of the Supervisor (s) the Departmental Board may recommend to Senate through the Faculty Higher Degrees Committee that a student, who is registered for the Doctor of Philosophy Degree transfers his/her registration and proceed to the Master of Philosophy programme.

3.7 DOCTOR OF PHILOSOPHY DEGREE

The normal entrance requirements shall be an appropriate Masters Degree.

3.8 HIGHER DOCTORATE DEGREES

Applicants shall be approved graduates in the tenth or subsequent year after the date of their first graduation and must have published work of an exceptionally high standard such as would confer on them an authoritative and international standing in their subject and in their particular field of research.

4. FACULTY REGULATIONS

There shall be Faculty Regulations which should be read in conjunction with the General Academic Regulations.

For admission to a Programme of study and/or for Subjects/Courses within the Programme there may be specific restrictions on the choice of subjects and additional requirements for entry. Faculty Regulations may prescribe additional requirements.

5. SUBMISSION OF APPLICATIONS

5.1 POST GRADUATE DIPLOMAS, SPECIAL HONOURS AND MASTERS DEGREES BY COURSEWORK

5.1.1 Applications shall be submitted on the official forms.

5.1.2 Application forms shall be submitted by the closing dates as advertised.

5.1.3 Late applications may be considered upon payment of the prescribed late application fee.

5.2 MASTER OF PHILOSOPHY AND DOCTOR OF PHILOSOPHY DEGREES

5.2.1 An intending applicant should first discuss his/her proposed Programme with the Chairman of the Department concerned, to establish in general terms, whether this is viable.

5.2.2 Applications must be submitted on the official forms provided through the Deputy Registrar (Academic). The

applicant must also submit, with these forms, an outline of the proposed research of between 300 and 1200 words in length.

5.2.3 There are no deadlines for the submission of applications.

5.2.4 Applications will be proposed through the Deputy Registrar (Academic). Acceptances/Rejections will be determined by Senate on the recommendations of the Departmental Board through the appropriate Faculty Higher Degrees Committee.

5.2.5 Applicants will be notified of the result of their application by the Deputy Registrar (Academic).

5.2.6 Successful applicants should then proceed to registration.

5.2.7 **Registration**

5.2.7.1 Once the application has been accepted, the applicant must complete the necessary registration formalities, which include completion of the appropriate registration form obtainable from the office of the Deputy Registrar (Academic), payment to the Bursar's office of the required fees, submission to the Deputy Registrar (Academic) of proof of qualifications claimed in application and submission of a Research proposal within six months of initial registration on the programme.

5.2.7.2 If after six months of initial registration the student does not submit a Research Proposal of an acceptable standard, his/her registration on the Programme shall be cancelled forthwith. Registration will not be effective until the above formalities have been completed. In appropriate circumstances, retrospective registration may be allowed.

5.2.7.3 Except with the special permission of Senate, a student may not register concurrently for more than one programme of study.

5.2.7.4 A student may be in receipt of a grant, scholarship or fellowship from an outside body or person, provided that, except with the agreement of Senate, no restriction is placed by that body or person upon presentation of a thesis resulting from the student's work, or upon its deposit in the University Library for public reference.

5.2.8 Registration of persons working for the MPhil or DPhil at Institutions outside the University:

- a) A person intending to carry out the major part, or the whole, of the course of study for the degree of MPhil or DPhil at an approved institution outside the University shall be eligible to apply for registration as a student for the MPhil or DPhil provided that:
 - (i) the institution at which the research is conducted is so located as to make practicable a genuine contact with the

University and the facilities are suitable for the work proposed; and

- (ii) except with the agreement of Senate, no restriction is placed by the authorities of the institution or laboratory concerned upon presentation of thesis resulting from the candidate's work, or upon its deposit in the University Library for public reference.

5.3 HIGHER DOCTORATE DEGREES

- 5.3.1 Application shall be made on the official form.
- 5.3.2 An eligible candidate may make application any time and shall, at the same time, submit evidence of his qualification; such evidence consists of published work, papers or books containing original contributions to the advancement of knowledge.
- 5.3.3 Where a part of the work submitted is not in the candidate's name, the candidate shall produce satisfactory evidence of his/her part in the initiation, direction and conduct of the work.
- 5.3.4 A candidate shall indicate what part, if any, of the work has been submitted for a degree in this or any other university, by himself/herself or in the case of joint work, by any of his co-authors.
- 5.3.5 The term 'published' in these Regulations shall mean printed in a periodical or as a pamphlet or book which has been available for criticism by relevant experts. The Examiners shall be given discretion to disregard any of

the work submitted, if in their opinion, the work has not been so available for criticism either on account of its inaccessibility or because it has been submitted for the Degree at too short an interval after its publication.

5.3.6 The application and supporting documentation shall be submitted to the appropriate Departmental Board for preliminary consideration. The Departmental Board shall make recommendations to the Faculty Higher Degrees Committee.

5.3.7 If the Faculty Higher Degrees Committee considers that the application has sufficient merit, it shall recommend to Senate the appointment of both Internal and External Examiner and the applicant be formally registered as a candidate for examination.

6. STRUCTURE AND DURATION OF PROGRAMMES

6.1 POST GRADUATE DIPLOMAS

The minimum duration of the Post Graduate Diploma Programmes shall be

Full-time - one year

Part-time – two years

6.2 MASTERS DEGREE BY COURSEWORK

The minimum duration of the Masters Programme by coursework shall be :-

Full –time – 18 months

Part- time – two years

6.3 MASTER OF PHILOSOPHY DEGREE

The duration of the Master of Philosophy Programmes shall be as follows:-

Minimum: 2 years on a full-time basis
3 years on a part-time basis

Maximum: 4 years on a full-time basis
6 years on a part-time basis

6.4 DOCTOR OF PHILOSOPHY DEGREES

The duration of the Doctor of Philosophy Degree Programmes shall be:-

Minimum: 3 years on a full –time basis
4 years on a part –time basis

Maximum: 5 years on a full time basis
8 years on a part-time basis

6.7 If an extension of registration beyond the normal maximum period is required, the student must submit a written application through his/her Supervisor in the first instance. The Dean of the Faculty concerned may grant an extension of up to 6 months if the Supervisor and the Faculty Higher Degrees Committee so recommend. Any further extension may be approved only with the authority of Senate. Students granted such extensions may be required to transfer to Regulations current at the time of granting of the extension.

7. PROGRAMME OF STUDY- MASTER OF PHILOSOPHY AND DOCTOR OF PHILOSOPHY DEGREES

- 7.1 Each student shall be required to pursue a prescribed programme of study under the direction of a Supervisor, who shall be a member of the academic staff of the University in the appropriate discipline. Normally, one or more Associate Supervisors will also be appointed. If the major part of the student's research programme is being conducted at an institution outside the University, an Associate Supervisor at the institution shall, where possible, be appointed.
- 7.2 The appointment of all Supervisors shall be made by the Senate on the recommendations of the appropriate Faculty Higher Degrees Committee.
- 7.3 The Supervisor shall report on each student's progress every six months to the Faculty Higher Degrees Committee through the appropriate Departmental Board and/or to the Faculty Higher Degrees Committee.
- 7.4 Students shall maintain regular contact with the supervising Department and shall be required to attend classes for certain periods at the University as directed by their approved Supervisor (s).
- 7.5 No breaks in the normal continuity of study shall be permitted, except by permission of the Senate on the recommendation of the Faculty Higher Degrees Committee. If a student who is doing coursework as a component of the degree is unable to attend scheduled coursework sessions for health reasons or other reasons for longer than 72 hours, he/ she must notify the appropriate Department through his/her Supervisor as soon as possible and where the absence is due to health reasons, submit a certification in support thereof by a medical practitioner registered in accordance with the Health Professions Act.

- 7.6 A full-time student may be engaged in limited teaching at the University, provided that the total demand made by teaching duties does not exceed six hours of work, in any week, including preparation and marking.
- 7.7 A student who is employed outside the University, or a staff member employed in the University, other than on the research programme for which he/she proposes to be registered, may normally be accepted for registration only on a part-time basis.
- 7.8 If a student does not begin his/her studies for the Master of Philosophy or Doctor of Philosophy Degree within one calendar year from the date of approval, his/her registration shall lapse, and he/she will be required to re-apply to the University if he/she still desires to proceed.
- 7.9 Students may be required, as part of their Programme, to complete elements of course work to enhance their research studies, provided that such course work shall amount to not more than 25% of the minimum period allowed for the full programme. The prescription of any course work element shall require the approval of the Academic Board on the recommendation of the Departmental Board through the Higher Degrees Committee concerned. Where such course work is prescribed, the Department concerned shall ensure that the student is informed in writing of the precise requirements for satisfactory completion of the course work for reporting in due course to the Board of Examiners.

8. MARKING SCHEME AND DEGREE CLASSIFICATION

8.1 POST GRADUATE DIPLOMAS AND MASTERS DEGREES BY COURSE WORK

Post Graduate Diplomas and Masters Degrees by coursework shall be awarded in the following categories; distinction, merit and pass.

The following Marking Scheme shall be used for the Postgraduate Courses and Programmes:

75% and above	Distinction
60% - 74%	Pass with Merit
50% - 59%	Pass
Below 50%	Fail

8.2 MASTER OF PHILOSOPHY DEGREES

The Master of Philosophy Degrees shall not be classified.

8.3 DOCTOR OF PHILOSOPHY DEGREES

The Doctor of Philosophy Degrees shall not be classified.

8.4 HIGHER DOCTORATE DEGREES

The Higher Doctorate Degrees shall not be classified.

9.1 ASSESSMENT OF CANDIDATES

- 9.1.1 Normally, evaluation shall be based on continuous assessment, dissertation and formal examinations. The percentage allocation of each component of the assessment shall be set by the Senate on the recommendation of the appropriate Faculty Board.
- 9.1.2 Satisfactory completion of courses may require submission of written work, attendance of lectures, seminars, tutorials, Industrial Attachment and other activities as stated in the Faculty Regulations.
- 9.1.3 Each Department shall determine which items of the course shall be included in the continuous assessment and shall define the relative weighting assigned to each item. Each Department shall inform the students of these details at the beginning of the course and shall maintain written records of each student's performance in these elements of continuous assessment. Items incorporated in the continuous assessment include assignments, tests, essays and projects.
- 9.1.4 External Examiners shall be appointed to moderate all formal examinations (except supplementary examination whose question paper may be scrutinized by the external examiners).
- 9.1.5 All matters relating to the conduct of formal examinations shall be the responsibility of the Registrar.
- 9.1.6 **To be admitted to any formal examination, a candidate shall:-**
- 9.1.6.1 Be registered as a student of the University in accordance with the General Academic Regulations.

9.1.6.2 Have satisfactorily completed approved courses of study at the University.

9.1.7 Exclusion from a formal examination shall require the authority of the Senate.

9.1.7.1 The Examiners may require any candidate to attend a *viva voce* examination and/or write a special examination.

9.2 **MASTER OF PHILOSOPHY AND DOCTOR OF PHILOSOPHY DEGREES**

9.2.1 **THESIS**

9.2.1.1 **Title of Thesis**

The candidate shall submit through the Department and the Faculty Higher Degrees Committee, the title of his/her thesis for approval by Senate at least six months before final submission of the thesis. After the title has been approved, it may not be changed except with the permission of Senate.

9.2.2 **SUBMISSION OF THESIS**

The Supervisor and the Chairperson of the Faculty Higher Degrees Committee shall satisfy themselves that the thesis is in a form suitable for submission for examination and that, where items of course work have been set, the candidate has satisfactorily completed these items. Four copies of the thesis, in loose-bound form shall be submitted to the Deputy Registrar (Academic Affairs).

9.2.3 After completing the study, a student shall submit a thesis which should comply with the following conditions:-

9.2.3.1 The greater portion of the work submitted shall have to be done by the student after registration for the degree.

9.2.3.2 The presentation of the thesis shall be of an acceptably high standard.

9.2.3.3 A Master of Philosophy thesis shall provide evidence that the candidate has mastered relevant research techniques, has shown scholarship and has developed a capacity for criticism of his/her own and other work, and has widened his/her knowledge and understanding of literature of his/her field of study.

A Doctor of Philosophy thesis shall constitute an original and substantial contribution to the advancement of knowledge in the Subject chosen, and show evidence of a greater depth of scholarship than that required for the Master of Philosophy degree described above.

9.2.3.4 The length of the thesis shall normally be established in consultation with the Supervisor and the Faculty Higher Degrees Committee.

9.2.3.5 The thesis shall be written in English.

9.2.3.6 The literary form of the thesis shall be satisfactory.

9.2.3.7 The thesis shall consist of the candidate's own account of his/her research.

9.2.3.8 The thesis may describe work done in conjunction with the candidate's Supervisor(s), and include material obtained or produced with technical or other assistance, provided that the candidate shall state clearly his/her personal share in the investigation and specifically acknowledge all such assistance. The statement shall be certified by his/her Supervisor and bound as part of the preface of the thesis. Work done jointly with persons

other than the candidate's Supervisor(s) may be accepted as a thesis, or part of a thesis, in certain circumstances, provided the candidate's share is clearly certified.

9.2.3.9 Work already published including that published in joint names may be included only if it forms an integral part of the thesis. A series of publications alone shall not be acceptable as a thesis.

9.2.3.10 An abstract of the thesis, in single spacing form, not exceeding one page shall be incorporated as part of the preface of the thesis.

9.2.4 A student will not be permitted to submit as his/her thesis, a thesis which has been submitted to another university. However a candidate shall not be precluded from incorporating work which he/she has already submitted for a degree in this or any other university, provided that he/she shall indicate on his/her form of entry to the examination and also in his/her thesis, any work which has been so incorporated.

9.2.5 The format of the thesis submitted for examination shall be as follows: typed, or printed, double-spacing form or reproduced thereof, (except for the abstract which shall be in single-spacing form) in the following format:-

Size of paper: international A4: (210mm x 297mm). No restrictions shall be placed on the drawing of maps.

There shall be a margin of 40mm on the left-hand side of the page, to allow for binding, a margin of 10mm on the right-hand side and a margin of 20mm at the top and at the bottom of the page.

9.2.6 A candidate may submit as subsidiary matter in support of his/her candidature, any publication or contributions to the advancement of his/her subject which he/she may

have published independently or jointly. In the event of a candidate submitting such subsidiary matter, he/she shall be required to state fully his/her own share in joint work. Where there is a substantial computing content in the thesis, a machine readable copy of the source programme shall be submitted together with the copies of the thesis.

- 9.2.7 After his/her thesis has been examined and amended in accordance with the direction of the panel of Examiners, the candidate shall have three copies bound in accordance with the following specifications :
Art vellum or cloth; overcast; edges uncut; lettered boldly up the back in gold letters indicating DEGREE, DATE, NAME (letters should be between 5mm and 10mm in size).
- 9.2.8 A candidate will be required to lodge with the Deputy Registrar (Academic) three bound copies of the approved thesis. One bound copy will be sent to the relevant Department, and two bound copies will be deposited in the University Library. Unless Senate has agreed to the contrary, the Library copies shall be open to the public for reference.

10. DETERMINATION OF CANDIDATES' RESULTS

10.1 POST GRADUATE DIPLOMA, SPECIAL HONOURS DEGREES AND MASTERS DEGREE BY COURSE WORK

- 10.1.1 Results shall be determined by the Senate on recommendation of Faculty Boards of Examiners.
- 10.1.2 Departmental Panels of Examiners shall comprise all full-time lecturing staff in that Department, the External Examiner(s) and, where appropriate, as determined by

the Departmental Panel, Part-time Lecturers for the course/subject concerned.

10.1.3 Faculty Boards of Examiners shall consist of the Dean and Deputy Dean of the Faculty, the Chairman of each Department, the External Examiner for the Department and normally two other academic members of the Department, nominated by the Departmental Panel from each Department involved in the subjects for that examination.

The Departmental Panel of Examiners shall:-

10.1.3.1 Agree, for each candidate, marks in terms of percentages, for continuous assessment, for the dissertation where applicable, for the formal examination and overall course work in terms of the Faculty Regulations for courses.

10.1.3.2 Recommend to the Faculty Board of Examiners whether a candidate should pass or fail the relevant course(s) and subjects(s) taken, and recommend the category for passing.

10.1.3.3 Where subject/course prizes are available for award, make recommendations for the award of these prizes.

10.1.4 The Faculty Board of Examiners shall:-

Consider the recommendation of the Panels of the Examiners and recommend to the Senate an overall result for each candidate and any other conditions as it may deem appropriate.

Make recommendations to the Senate with regard to the award of any prizes which may be available for candidates within the programme.

10.1.5 In determining results, all Departmental Panels of Examiners and Faculty Board of Examiners shall have regard to all special requirements as prescribed in the Faculty Regulations. Such Regulations may require candidates to satisfy the examiners' continuous assessment, dissertation and formal examinations separately and/or that candidates shall satisfy the examiners in individual components of the examinations either separately or in aggregate.

10.2 MASTER OF PHILOSOPHY AND DOCTOR OF PHILOSOPHY DEGREES

10.2.1 EXAMINATION AND DETERMINATION OF CANDIDATES' RESULTS

10.2.1.1 The Dean and Deputy Dean of the Faculty (Chairman), the Chairman of the Faculty Higher Degrees Committee, the Chairman of Department concerned, Supervisor(s), one Internal Examiner who is an expert in the field shall constitute the Board of Examiners.

THE EXTERNAL EXAMINER: The External Examiner need not be present at the Board of Examiners Meeting for the Master of Philosophy Degrees.

10.2.1.2 Candidates shall be assessed on the merit of their thesis but where elements of course work have been prescribed; they shall also satisfy the examiner that this has been satisfactorily completed.

10.2.1.3 When a candidate is ready to submit his/her dissertation in detail for examination, the

Departmental Board shall recommend to the Senate through the Faculty Higher Degrees Committee, the appointment of Examiners, one being an External Examiner and two being members of staff of the University who are specialists in the field of study concerned. These Examiners shall assess the dissertation in detail and shall each submit a written report with comments and recommendations to the Dean of the Faculty concerned. A member of staff who has been appointed as Supervisor for the dissertation may not be appointed as one of these Examiners.

- 10.2.1.4 On receipt of the report of the Examiners, the Dean of the Faculty concerned shall refer these reports to the Boards of Examiners.
- 10.2.1.5 The Board of Examiners shall normally examine the candidate orally. The Board of Examiners may require further examination through written papers or practical examination, or both, on the subject of the thesis and, if they see fit, on subjects relevant thereto.
- 10.2.1.6 After the Board of Examiners has considered the written reports of the examiners it may recommend to the Senate that the candidate be passed or failed.
- 10.2.1.7 If the thesis is adequate, but the candidate fails to satisfy the Examiner at the oral or other examination, the Board of Examiners may recommend to the Senate that the candidate be permitted to re-present the same thesis and submit to further oral or other examination within a period of one calendar year.

- 10.1.2.8 The candidate may be required to make editorial amendments to his/her thesis to the satisfaction of the Chairman of the Board of Examiners, after consulting with the Chairman of the Department concerned before lodgement of the final bound copies of the dissertation.
- 10.2.1.9 If the thesis, though inadequate, shall seem of sufficient merit to justify such action, the Board of Examiners may recommend to the Senate that the candidate be permitted to represent his/her thesis in a revised form within one calendar year from the decision of the Senate with regard thereto. The Board of Examiners shall not, however, make such recommendations without submitting the candidate to an oral examination or, exceptional, if an oral examination is impracticable, a written examination.
- 10.2.1.10 In the event of a disagreement between Examiners on the merit of the work the Board of Examination may refer the thesis to a second External Examiner.

10.3 **HIGHER DOCTORATE DEGREES**

10.3.1 The Board of Examiners shall consist of the following:

The Dean or Deputy Dean of the Faculty (Chairman), All Professors in the Faculty, the Chairman of the Faculty Higher Degrees Committee, The Chairman of the Department concerned, The Internal Examiner and, where appropriate, one or more suitably qualified persons who shall, normally be members of the academic staff. Such persons may be appointed to the Board at the

discretion of the Dean after consulting with the Chairman of the Department concerned.

10.3.2 Assessment of the work submitted by the candidate shall be made initially by two or more External Examiners and by two or more Internal examiners appointed by the Senate on the recommendation of the appropriate Faculty Higher Degrees Committee.

10.3.3 Each External Examiner shall be required to submit a formal written report on the submission, to the Deputy Registrar (Academic Affairs) with his/her recommendations.

10.3.4 On receipt of the report from the External Examiner(s), the Deputy Registrar (Academic Affairs) shall refer it to the Chairman of the Department concerned, through the Dean of the Faculty, for consideration by the Internal Examiners.

10.3.5 Having read the submission and report(s) from the External Examiners, the Internal Examiners shall report formally and make recommendations to a Board of Examiners which shall, in turn, report and recommend to the Senate.

11. FAILURE TO SATISFY EXAMINERS

11.1 A candidate who fails to satisfy the examiners in terms of the Faculty Regulations may be required by the Senate to write 'Supplementary Examinations' or to 'Repeat' or to 'Withdraw'.

11.2 'Repeat' means that the student may apply for re-admission into the same Programme and his/her application shall be considered through the normal procedures. This measure would normally be taken in respect of a student who failed in a Programme. Such a candidate shall be re-admitted only if a place is available after normal entry candidates have registered. If a student is repeating

a course(s), he/she shall only be credited with the marks obtained during the 'repeat' examination. Nevertheless where this is provided in Faculty regulations a 'repeat' student may be exempted from re-attendance and re-examination in any course(s) in which he/she previously passed, or may take another approved course or other approved Courses instead of the course(s) previously passed. Exemptions shall be granted only in those cases where a candidate has scored an upper second class or better pass.

11.3 'Withdraw' means that the student shall withdraw from the University. This measure would normally be taken in respect of a student who has either failed in two programmes or failed overall twice in one Part of one Programme. Once 'withdrawn' the student may not apply again for admission until after a period of two years has elapsed.

11.4 When a dissertation or project is prescribed in any programme, candidates shall be informed in advance of the deadline for submission of such a dissertation or project. Unless prior permission for an extension of the deadline has been granted by the Academic Board, any candidates who fail to meet this submission deadline shall normally fail the dissertation or project.

In such cases, on the recommendations of the Examiners, candidates may be permitted to submit the dissertation or project at a later date, normally within three months of the original submission deadline. Unless otherwise determined by the Senate, the maximum mark allowable for such referred work shall be 50%.

11.5 **Re-presentation of Dissertation**

Where circumstances justify such action, the Board of Examiners may recommend to the Senate that either the candidate be permitted to re-present his/her dissertation in revised form within three months of the decision of the Senate in

that regard; or the candidate be required to make editorial amendments to his/her dissertation to the satisfaction of the Chairman of the Department concerned before lodgement of the final bound copies of the dissertation.

12. SUPPLEMENTARY EXAMINATIONS - POST GRADUATE DIPLOMA, SPECIAL HONOURS DEGREES AND MASTERS DEGREE BY COURSE WORK

- 12.1 The Senate may allow a candidate to write a Supplementary Examination to enable him/her to pass a Part of a Programme or to Proceed to the next Part in terms of the Faculty Regulations.
- 12.2 Normally, supplementary examinations shall be written approximately two months after results have been released.
- 12.3 To be eligible for a supplementary examination, a student shall normally obtain a mark of at least 40% in the overall assessment at a formal examination session, taking into account both the examination mark and the continuous assessment mark. Normally supplementary examinations shall not be awarded in more than half of the courses for any one Part of the Programme.
- 12.4 Where supplementary examinations have been allowed the examiner shall not incorporate continuous assessment in the determination of the results for the supplementary examination.
- 12.5 Supplementary examinations shall be marked as 'Pass' or 'Fail' and the overall maximum mark awarded in supplementary examination shall be 50%.
- 12.6 If a student is required to write a supplementary examination, this fact and the result obtained in the supplementary examination in terms of 'Pass' or 'Fail' shall be recorded on the official transcript of his/her academic results.

13. **APPEALS AGAINST TERMINATION OF STUDIES**

- 13.1 Any candidate who, having failed to satisfy the examiners, is required to withdraw from the University or discontinue a programme, shall have a right to appeal.
- 13.2 A committee shall be established by the Senate to consider such appeals.
- 13.3 Any candidate who wishes to lodge an appeal against withdrawal shall do so in writing to the Registrar within 21 days after publication of the examination results.
- 13.4 On appeal, the candidate shall state clearly the grounds of the appeal. Medical grounds shall be substantiated in writing by a medical practitioner registered in terms of the Health Professions Act. Any other evidence which the candidate wishes to submit in support of his/her case shall be lodged with the written appeal.
- 13.5 The Registrar shall refer all appeals that reach him/her on time to the Appeals Committee for consideration.
- 13.6 The Appeals Committee shall consider, as legitimate grounds for appeal, new evidence of mitigating circumstances which was not previously available to the examiner and extenuating circumstances of a 'force majeure' nature, which explain and are directly relevant to the student's academic performance, such as serious illness or disability or circumstances which he/she could not reasonably have expected.
- 13.7 The Committee shall be empowered to hear an appellant orally and to seek all such information or evidence as it may consider pertinent.
- 13.8 No right to oral hearing is conferred upon appellants and the University shall not reimburse any expenses incurred by an

appellant in making a personal appearance before the committee.

13.9 The Committee shall make recommendations in each case, as it deems appropriate. Its recommendations shall be submitted to the Chancellor on behalf of the Senate.

14. AEGROTAT PROVISIONS - POST GRADUATE DIPLOMA, SPECIAL HONOURS DEGREES AND MASTERS DEGREE BY COURSE WORK

14.1. If any candidate, having completed a substantial component of a Part of his/her Programme, is prevented by serious illness or other sufficiently substantiated cause, from completing the prescribed requirements for the Part of the Programme, he/she may be deemed by the Senate to have satisfied the examiners for that Part upon the recommendation of the Board of Examiners concerned and upon such other conditions as the Senate may decide, provided:-

14.1.1. A candidate shall not be exempted from presenting a thesis or dissertation where such is prescribed.

14.1.2. The award of an aegrotat diploma or degree on completion of a Programme shall be without classification.

14.2. Where a student qualifies for an aegrotat pass, he/she may opt instead to write a special examination during the time of supplementary examinations in order that an overall grade may be determined and formally credited to the student.

Application for such option shall be submitted in writing to the Registrar not later than four weeks before the scheduled examinations.

- 14.3. The Senate may require any candidate, irrespective of his/her Programme or Faculty, whose examination performance has been adversely affected by sufficiently substantiated circumstances of a ‘force majeure’ nature to write special examinations at an appropriate future date, normally not later than three months after the date of the last examination missed. In such cases, unless otherwise stipulated by the Senate, the mark obtained in the special examination shall be counted in the overall assessment for the purposes of diploma or degree classification.

Exceptionally, such special examinations may be permitted by the Senate on the recommendation of the Board of Examiners for candidates in respect of their performance in a supplementary examination.

- 14.4. A candidate who wishes to be considered for an aegrotat pass shall apply in writing, together with written substantiation for his/her case to the Registrar, normally within ten days of the end of the formal examinations for the course concerned. Appeals which are submitted on medical grounds shall be supported by a certificate from a medical practitioner registered in terms of the Health Professions Act.
- 14.5. A candidate who passes a diploma or degree by virtue of an aegrotat pass in the final examinations may not re-enter the examination, but may be allowed by the Senate the alternative of writing a special examination.

15. POSTHUMOUS AWARD

- 15.1 If a student who dies in his/her final year of study in a given Postgraduate programme had completed a substantial component of that year’s study, the relevant Departmental Panel(s) of Examiners and the Faculty Board of Examiners may recommend to the Senate the award of the diploma/degree posthumously provided that there is clear evidence that the

student had demonstrated consistent progress prior to his/her death.

- 15.2 The overall result for a deceased student awarded a degree posthumously shall be - POSTHUMOUS AWARD.

16. PLAGIARISM

16.1 Definition

Plagiarism is the unacknowledged use of another person's material or ideas. As such plagiarism is an academic offence in the sense that theft is, in ordinary daily life.

- 16.2 Recommendations on the severity of the penalty shall be determined by the appropriate Departmental Board or Board of Examiners. Cases of plagiarism shall be handled in the following manner:

16.2.1 Minor Cases of Plagiarism

16.2.2 **FIRST OFFENCE:** In the case of plagiarism being discovered in a piece of work such as an essay or laboratory report or dissertation the student shall get a Chairperson's warning but shall be given an opportunity to re-do and re-submit acceptable work after one week and shall be awarded a maximum of 50%.

16.2.3 **SECOND OFFENCE:** The student shall get a Deans' warning and shall be awarded a mark of zero for the submitted work.

16.2.4 **THIRD OFFENCE:** The University shall take disciplinary measures such as suspension or expulsion of the student who shall have been awarded a mark of zero.

16.3 Major cases of Plagiarism

16.3.1 In case of plagiarism being discovered in a project at the end of the year the candidate shall be denied the opportunity to re-submit the plagiarized project.

16.3.1.1 The new project may be submitted not later than June of the following year.

16.3.1.2 The new project shall be awarded a maximum mark of 50%.

16.3.1.3 In the case of plagiarism being discovered in a project for the second time and after resubmission, a mark of zero shall be awarded and recorded, and the Senate shall take disciplinary action either to suspend or expel the student.

16.3.1.4 In the event that it is provided to the satisfaction of Senate that the candidate submitted for consideration the work of another person without due attribution or failed to adequately indicate the extent of collaboration with others in work submitted, Senate may recommend to the University Council that the degree be withdrawn from the candidate.

17. Misconduct at Examinations

17.1 If any candidate is found using unauthorized material, or attempting to obtain information from other candidates or their papers, or to be otherwise guilty of misconduct during the examination, may be disqualified not only in that examination and subject, but in the whole examination, and further disciplinary action may be taken by the University.

18. PUBLICATION OF RESULTS

- 18.1 The Registrar shall be responsible for the publication of the results of formal examinations as approved by the Senate.
- 18.2 Results lists shall be posted on University notice boards and, in addition, the Registrar shall post to each candidate at his/her registered address, a copy of his/her individual results.

19. ACADEMIC TRANSCRIPT

- 19.1 Each graduate of the University shall receive ONE copy of a formal transcript of his/her complete academic record at the University.
- 19.2 A prescribed fee shall be charged for a duplicate (subsequent to the issue of the original transcript) or for a transcript requested before completion of studies.
- 19.3 An Academic Transcript of Lupane State University is issued without any alterations and carries a signed official stamp of the Deputy Registrar (Academic).

20. AWARD OF A DEGREE CERTIFICATE OF LUPANE STATE UNIVERSITY

- 20.1 The award of Degrees of the University shall be subject to approval by the University Council.
- 20.2 Candidates completing the requirements for such award will be entitled to receive a formal certificate of the University, bearing the University seal and signed by the Vice-Chancellor and the Registrar, confirming the award.

20.3 If, subsequent to the award of a degree to a student, it is discovered that there were gross irregularities and impropriety involved in the award, the University Council, on the recommendation of the Senate, reserves the right to withdraw the award and cancel the certificate.

FACULTY OF AGRICULTURAL SCIENCES

REGULATIONS FOR UNDERGRADUATE DEGREE PROGRAMMES

REGULATIONS FOR THE BACHELOR OF AGRICULTURAL SCIENCES GENERAL DEGREE, HONOURS DEGREE IN ANIMAL SCIENCE AND RANGELAND MANAGEMENT, HONOURS DEGREE IN SOIL SCIENCE, HONOURS DEGREE IN CROP SCIENCE, BACHELOR OF SCIENCE HONOURS DEGREE IN IRRIGATION ENGINEERING, BACHELOR OF SCIENCE IN FOREST RESOURCES MANAGEMENT, BACHELOR OF SCIENCE IN WILDLIFE RESOURCES MANAGEMENT AND BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE.

1. INTRODUCTION

These regulations apply to students who are in full-time attendance of Lupane State University and should be read in conjunction with the General Academic Regulations for undergraduate Degrees which have precedence over these Faculty Regulations.

1.1 The Faculty of Agricultural Sciences offers the following undergraduate degrees:

- Bachelor of Agricultural Sciences General Degree
- Bachelor of Agricultural Sciences Honours Degree in Animal Science and Rangeland Management
- Bachelor of Science Honours Degree in Irrigation Engineering
- Bachelor of Agricultural Sciences Honours Degree in Crop Science
- Bachelor of Agricultural Sciences Honours Degree in Soil Science
- Bachelor of Science Honours Degree in Forest Resources Management

Bachelor of Science Honours Degree in Wildlife Resources Management

Bachelor of Science Honours Degree in Environmental Science

2. PROGRAMMES

The Faculty may offer programmes for undergraduate Bachelor's Degrees at General and Honours Level.

2.1 General Degree

This is a three-year programme. A student takes a range of courses in the subjects of Animal Science and Wildlife, Agronomy; Agricultural Economics, Agribusiness and Extension and Agricultural Engineering. A student registered for the General Degree Programme is required to go on industrial attachment for a period of not less than four months and also to carry out a special study project during the final year of study.

2.2 Honours Degrees

2.2.4 A number of courses will be studied over four years of full time study for the 4 year Honours Degree programme.

2.2.5 The combination of courses within an Honours Degree Programme shall allow a student to focus on an area of specialization in the subject.

3. ENTRY REQUIREMENTS

3.1 In order to qualify for normal entry into any of the programmes offered in the Faculty of Agricultural Sciences a prospective student must satisfy the following Faculty requirements:

3.1.1 Have obtained a pass at 'A' level in the following TWO core subjects or their recognized equivalents, (which are

specified in the general regulations) biology and chemistry.

3.1.2 Have obtained at least 5 O' Level subjects including English Language and Mathematics.

3.2 Entry to the programmes offered in the Faculty of Agricultural Sciences is competitive and in many cases the holding of the minimum requirements will not ensure admission. All applicants satisfying Faculty requirements compete on the basis of overall points obtained from the 'A' level grades or points in the subjects listed in 3.1. In case of equal overall points, preference will be given to higher points in the core subjects.

3.3 Holders of relevant Diplomas from recognized Agricultural colleges or other recognized institutions plus five 'O' level subjects including English Language and Mathematics will be admitted provided that they would have attained an approved standard of performance in their Diplomas. Those students who, after assessment by the Departmental interviewing panel and after scrutiny of their transcripts, are deemed to deserve it, may be exempted from part of the programme.

3.4 Applicants with subsidiary passes in Biology and Chemistry at A level may be admitted when they have successfully passed a bridging programme.

4. STRUCTURE OF THE PROGRAMME

4.1 The structure of the General and Honours Programme shall normally contain the following elements:-

4.2 A range of courses within specified subject areas will be studied over at least three academic years of full-time study for the

General Degree programme and four years for the Honours Degree programme.

- 4.3 The combination of Subjects and courses within the General and Honours Degree Programmes shall be wide enough to allow a student to cover various topics in Agricultural Sciences.
- 4.4 The General and Honours Degree Programmes shall include Industrial Attachment. Industrial attachment for the Special Honours Programme shall cover a period of one academic year and for the General Degree Programme four months of industrial attachment spread over two years. Normally the first two months will be at the end of the first academic year and the last two at the end of the second academic year. Industrial attachment for the 4 year Honours Degree programme would be for a period of not less than eight (8) months.
- 4.5 If, in the interview of the applicant, it is established that he/she has done extensive practical work and his/her college can confirm this, the student will be exempted from Industrial Attachment. Such exemption will involve scrutiny of the student's attachment and/or practical engagements during his/her college years and/or employment period.
- 4.6 During the final year of study a student will be required to complete a research project in any aspect of agriculture they choose.
- 4.7 A student doing a four year Honours Degree is required to complete the degree within a minimum period of 8 semesters.

5. Examinations

- 5.1 Examinations for degree programmes offered in the Faculty of Agricultural Sciences will normally take place at the end of each semester.

- 5.2 To be admitted to the examination for any programme offered in the Faculty of Agricultural Sciences a candidate must:-**
- 5.2.1 Have registered as a student of Lupane State University, in accordance with the General Regulations for students.
 - 5.2.2 Satisfactorily attended approved courses of study including submission of required written assignments.
 - 5.2.3 Attended compulsory classes.
 - 5.2.4 Participated in prescribed seminars, tutorials and practical classes. Where there is a practical component, that component shall be taken as part of coursework assessment. The weighting of theory coursework and practical coursework shall be specified in course outlines.
 - 5.2.5 Paid required fees in accordance with the General Regulations.
- 5.3 A candidate must satisfy the examiners in both the theory and practical examinations.
- 5.4 The examiners may, at their discretion, require any candidate to present himself/herself for an oral examination or written test.
- 5.6 Students are required to have a minimum mark of 40% in coursework in order for them to be eligible for writing examinations. Students would not be allowed to sit for an examination if they have a coursework mark which is less than 40%.

5.6.1 The distribution of marks for the theory component of a course would be at the discretion of individual lecturers.

5.6.2 The distribution of coursework marks should be as follows, 50% for theory and 50% for practical work.

5.7 Coursework shall contribute 40% of the overall mark of that course. The formal examination for a course shall be of three hours duration and shall contribute 60% of the overall mark of that course. A student does not need to pass both the coursework and the examination in order to get an overall pass mark. However a student must have a minimum coursework mark of 40%.

5.8 Pass mark shall be 50% for the coursework mark, final examination mark, industrial attachment mark, project and dissertation.

5.9 The Industrial Attachment Courses shall be assessed by reference to the employer's assessment, the supervisor's assessment and the student's final report. The employer's report shall constitute 25%, the supervisor's assessment 35% and the student's report 40 % of the overall course mark. The coursework mark shall be based on an assessment on the student's professional performance by his/her supervisors in the field. The final report mark shall be based on reports written by the student at the end of the industrial attachment course. The final report will normally be submitted not later than the end of the month following completion of the industrial attachment course.

5.10 **Project courses:-**

5.10.1 Study Project

A student shall be assessed on his/her presentation of an identified problem and the

merit of solutions proposed. The allocation of marks shall be as follows:- 75% for written work and 25% for oral presentation.

5.10.2 Research Project

A student shall be evaluated for scientific writing skills and oral presentation skills. The allocation of marks shall be as follows:-75% for the written work and 25% for oral presentation.

5.11 When a candidate is permitted by the Board of Examiners he/she may carry forward into the subsequent part not more than three courses which were not satisfactorily completed in the previous part.

6. SUPPLEMENTARY EXAMINATIONS

6.1 A student who has satisfied the examiners in the practical part of the examination of a course but has failed to do so in the theory paper (s) may at the discretion of Senate, be permitted to take a supplementary examination in that course. Before the Examiners may recommend to Senate that a student be permitted to take supplementary examinations in the subject, a mark of 40% shall have been gained. The number of courses in any part in which supplementary examinations may be awarded will not normally exceed 50% of the courses.

6.2 Regulations for supplementary examinations are as indicated in the General Regulations Section 11.2.

7. DEGREE WEIGHTING AND CLASSIFICATION

7.1 For purposes of degree classification the parts of all Honours degree programmes in the Faculty of Agricultural Sciences will be weighted as follows:-

Part I	10%
Part II	30%
Part III	20%
Part IV	40 %

7.2 For the General Degree Programme the weighting will be as follows:-

Part I	30%
Part II	30%
Part III	40%

7.3 The following Marking Scheme shall be adopted for all courses and programmes offered in the Faculty of Agricultural Sciences.

75% and above	1 (First Division)
65% - 74%	2.1 (Upper Second Division)
55 % - 64%	2.2 (Lower Second Division)
50% - 54%	3 (Pass)
Below 50%	F (Fail)
35% - 49%	Supplementable

8. NOTIFICATION OF RESULTS

A list of results shall be published in accordance with the General Regulations.

9. Regulations of programmes offered in the Faculty of Agricultural Sciences:-

REGULATIONS FOR THE BACHELOR OF AGRICULTURAL SCIENCES GENERAL DEGREE

1. INTRODUCTION

1.1 These regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees hereinafter referred to as the General Regulations.

2. RATIONALE FOR THE PROGRAMME

Agriculture is the backbone of the Zimbabwean economy and the growth of this sector can partly be sustained by training of graduates. The Land Reform Programme led to an increase in the demand for agricultural graduates and yet the supply side could not meet this demand due to brain drain. This programme is meant to contribute to manpower development in agriculture by producing graduates who can also take up farming as a commercial venture.

3. PROGRAMME AIMS AND OBJECTIVES

The General Degree Programme aims to produce versatile graduates with a broad knowledge of the agricultural industry and who are also trainable to be specialists in any area of agriculture, wildlife and natural resources management.

4. CAREER OPPORTUNITIES

With adequate support, graduates of this programme should be able to go into commercial farming. They can also be employed in banks, agricultural extension and in natural resources and wildlife management. For those intending to do further studies and specialise, a one year Special Honours

Degree in Crop Science, Soil Science and Animal Science is recommended.

5. ENTRY REQUIREMENTS

- 5.1 In order to qualify for normal entry to the General Degree Programme in the Faculty of Agricultural Sciences a prospective student must satisfy the following Faculty requirements:
 - 5.1.1 Have obtained a pass at ‘A’ level in the following TWO core subjects or their recognized equivalents, (which are specified in the general regulations) biology and chemistry.
 - 5.1.2 Have obtained a pass at ‘O’ or ‘A’ level in the following subjects or their recognised equivalents: Mathematics, Physics, Geography or Agriculture.
 - 5.1.3 Have obtained at least 5 O’ Level subjects including English Language and Mathematics.
- 5.2 Holders of relevant Diplomas from recognized Agricultural colleges or other recognized institutions will be admitted provided that they would have attained an approved standard of performance in their Diplomas. Those students who, after assessment by the Departmental interviewing panel and after scrutiny of their transcripts, are deemed to deserve it, may be exempted from part of the programme.

6. PROGRAMME ASSESSMENT

- 6.1 Each course shall be assessed by coursework and a formal examination.

- 6.1.1 Courses may contain a practical component. Where there is a practical component, that component shall be taken as part of coursework assessment. The weighting of theory coursework and practical coursework shall be specified in course outline for each course. The total contribution of coursework (theory coursework and practical coursework) shall be 40% of the overall mark of that course.
- 6.1.2 Each formal examination shall be held during an examination period at the end of each semester, normally that of the semester in which the course was completed.
- 6.1.3 The formal examination for a course shall be of three hours duration and shall contribute 60% of the overall mark of that course.

6.2 Research Project

A student shall be evaluated for scientific writing skills and oral presentation skills. The allocation of marks shall be as follows: - 75% for the written work and 25% for oral presentation.

7. PROGRAMME STRUCTURE

This is a 3-year programme or 6 semesters of study. A student takes a range of courses which cover important aspects of animal science, crop science and soil Science.

8. List of modules offered:-

Code	Module	Credits	Learning Hours
PART I			
SEMESTER I			
ASAE 1101	Introduction to Computers and Information Literacy	4	48

ASAG 1101	Chemistry	8	96
ASAG 1102	Cell Biology, Genetics and Biotechnology	4	48
ASAG 1103	Plant Ecology and Physiology	4	48
ASAW1103	Animal Anatomy and Physiology I	4	48
ASAG 1130	Introduction to Soil Science	4	48

SEMESTER 2

ASAW 1201	Agricultural Biochemistry	4	48
ASEB 1201	Introduction to Agricultural Economics and Policy	4	48
ASAW 1203	Animal Anatomy and Physiology II	4	48
ASAG 1205	Agricultural Microbiology and Entomology	4	48
ASAW 1208	Man-Environment Interactions	4	48
ASAW 1210	Wildlife Behaviour and Population Dynamics	4	48
ASIA 1000	Industrial Attachment	4	

PART 2

SEMESTER I

ASAE 2102	Farm Machinery	4	48
ASAW 2104	Animal Nutrition I	4	48
ASAW 2107	Freshwater Fish Production	4	48
ASAG 2107	Crop Production	4	48
ASAW 2109	Biometry I	4	48
ASAG 2131	Soil Fertility and Plant Nutrition I	4	48

SEMESTER 2

ASAW 2202	Applied Animal and Plant Breeding	4	48
ASEB 2202	Farm Management and		

	Entrepreneurship	4	48
ASAG 2205	Crop Protection I	4	48
ASAG 2206	Horticulture I	4	48
ASAW 2207	Animal Production	4	48
ASAG 2209	Biometry II	4	48
ASIA 2000	Industrial Attachment	4	

PART 3

SEMESTER I

ASAE 3103	Principles of Irrigation and Water Management	4	48
ASAW 3105	Animal Health	4	48
ASAG 3107	Farming Systems and Agroforestry	4	48
ASAW 3110	Wildlife and Parks Management	4	48
ASAG 3132	Land Evaluation and Land Use Planning	4	48
ASPR 3000	Project	4	48

SEMESTER 2

ASAG 3233	Soil and Water Conservation	4	48
ASAW 3208	Environment Impact Assessment	4	48
ASAW 3211	Agricultural Products and Processing	4	48
ASEB 3203	Agricultural Extension and Communication	4	48
ASEB 3203	Rural Development and Finance	4	48
ASPR 3000	Project	4	48

9. MODULE SYNOPSES:-

ASAE 1101 Introduction to Computers and Information Literacy

The history of computers. The Computer hardware (Hard Drive, Central Processing Unit, monitor, keyboard, motherboard, mouse, input/output

units, operating system, storage and printing). The Computer software (Microsoft word, Excel, Powerpoint, Access, Windows explorer, internet and e-mail).

This course also teaches students information literacy skills. Students are taught how to analyze and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

ASAG 1101 Chemistry

The Course covers organic, inorganic physical and analytical chemistry as background to biochemical courses.

ASAG 1102 Cell Biology, Genetics and Biotechnology

Covers the cell structure and function of cell organelles; cell differentiation and specialization; and manipulation of cells in biotechnology. Basic concepts of Mendelian, molecular quantitative and population genetics are discussed.

ASAG 1103 Plant Ecology and Physiology

The internal structure of plants and the physiological functions of major plant parts in relation to their environment are discussed. Processes of photosynthesis respiration and photorespiration and factors affecting them: plant-water relationships: mechanisms of absorption and assimilation of inorganic nutrients: and uses of growth regulators are dealt with.

ASAG 1130 Introduction to Soil Science

The course covers history of soil science concepts of a soil, and is a general introduction of factors (climate, organisms, parent material,

relief, time) and processes of soil formation, soil classification, soil conservation, soil survey, and soil profile morphology. Students are also introduced to soil mineralogy, chemical and physical properties of soils, soil water relationships, soil temperature, soil organic matter, and plant nutrition and soil fertility. Human activities and their effect on soil quality.

ASAW 1103 Animal Anatomy and Physiology I

The morphology and systematic description of organ systems of animals of how they function. The principles and concepts of endocrinology, reproduction and immunology in farm animals. The mechanisms responsible for physiological responses in the endocrine, reproductive and immune systems of farm animals are discussed. Application of principles and concepts of reproductive physiology to solve practical reproductive problems in farm animals.

ASEB 1201 Introduction to Agricultural Economics and Policy

The course gives a base in microeconomics and macroeconomics and macroeconomics principles in an agricultural context. It covers the history of economic thought; supply and demand of both products and factors of production (land, labour and capital): the product theory; pricing in different types of markets (monopolistic, competitive and imperfectly competitive); national income accounts; economic fluctuations; fiscal and monetary policies. Zimbabwean and SADC policies that relate to food, agriculture and natural resources are also covered together with relevant local statutory instruments. Students are equipped with skills for assessing the impacts of these policies.

ASAW 1203 Animal Anatomy and Physiology II

Animal growth and development are considered in relation to meat, milk and egg production. Principles and concepts lactation. Mechanisms responsible for physiological responses during growth and lactation; and in cold and hot environments. Animal environmental

physiology – how it influences animal characteristics and animal behaviour and the application of environmental physiology to animal production. Fish anatomy, physiology and reproduction. Developmental biology of fish and sensory processes.

ASAG 1205 Agricultural Microbiology and Entomology

Introduction to microorganisms (bacteria, fungi, viruses, protozoa and pests (insects, mites, rodents) that are of importance in agriculture. Covers the general morphology, classification and ecology of microorganisms and pests: how they affect animals, plants and soil fertility; and their control.

ASAG 1201 Agricultural Biochemistry

The Course gives basics on how living organisms function at the cellular and molecular level. It covers the chemical structure and biological roles of the major molecular components to the cell: polysaccharides, proteins (including enzymes), nucleic acids, lipids and carbohydrates. Basic enzymology, intermediary metabolism, with emphasis on catabolic processes. It provides background knowledge for principles of animal production.

ASAW 1208 Man-Environment Interactions

The importance of environment in wildlife and agricultural production and productivity. Human demography and its impact on natural resources – environmental damage caused by wildlife and agricultural practices, extinction of plant and animal species. Resource and environment conservation for sustainable development.

ASAW 1210 Wildlife Behaviour and Population Dynamics

Game species of interest and importance of biodiversity. Population structure – composition, density and distribution/spread. Population size – as influenced by birth rates, utilization, survival and mortality, predator-prey interactions. Game census, sampling methods and

assessment of population yield, radio -tracking, aerial photos and remote sensing. Population growth models and estimation of mortality. Choosing habitat, habitat requirements , territorial defence, neighbour intrusions. Feeding and watering - feeding and watering habits, response to variability in water and food resources, coping characteristics (e.g. animal movements, physiological changes, etc). Social rank. Mating – sexual behaviour, aggressiveness and fighting strategies.

ASIA 1000 Industrial Attachment

The Industrial attachment is meant to expose students to various agricultural enterprises so that they get practical experience on –farm activities.

ASAG 2109 Biometry I

The course introduces students to basic concepts of statistics. It covers data descriptions; probabilities and frequency distributions; random variables and hypothesis testing.

ASAG 1207 Crop Production

Basic climatic, agronomic and management requirements for the major crops (cereals, legumes, tubers cotton, tobacco, fodder and forage) in agriculture are given. Cultivator selection and planting strategies; weeds, pest and disease management; harvesting; storage and utilization of the crops are discussed. The general principles and practices involved in the production of seed of the released varieties and hybrids are given. Students are enlightened on the use of biotechnology in crop production and the impact of crop production practices on the environment.

ASAG 2131 Soil Fertility and Plant Nutrition I

The soil solution chemistry properties of clay minerals and their subsequent effect on soil physical and chemical properties. Principles

of plant mineral nutrition and nutrient management for crops. Macro and micro-elements essential for plant growth, their function in the plant system and factors affecting their uptake from the soil. Synergistic and antagonistic interactions of nutrients. The role of soil micro-organisms and their influence on soil productivity and environmental quality, beneficial effects of soil organisms and damage they do to higher plants. Diagnosis of deficiencies and toxicities by symptoms on plants and soil testing for fertilizer recommendations. Types of fertilizers, forms and composition properties and their interaction with the soil; application methods. The quality of irrigation water and its effect on soil properties will also be covered. The chemical reactions in relation to nutrient dynamics, environmental quality and ecosystem health is also covered.

ASAW 2104 Animal Nutrition I

Sources of animal feed – veld, pastures, crops and crop residues, fodder and forage, supplementary feeds. Nutrients and basic characteristics(nutritive value) of feeds – comparative digestion of feed and absorption of feedstuffs in ruminant and non ruminants. Nutritive evaluation of feed-stuff including digestibility and systems of describing energy value. Mineral and vitamin nutrition – sources, function and deficiency symptoms of major and minor minerals. And water and fat soluble vitamins. The roles of water in animal nutrition. How animals cope with nutritional stressing environments.

ASAW 2107 Freshwater Fish Production

The local fish breeds for freshwater production. Fish population studies, surveys and sampling methods, fish behavior and migration. An overview and analysis of freshwater systems including – rivers. Ponds, dams and lakes. Biological, engineering and economic factors to consider when establishing freshwater aquaculture systems. Diet and dietary requirements. Factors which affect fresh water fish production

(e.g. water compositional quality, nutrition and diseases) and the management practices (e.g. mating strategies, type of hatcheries, harvesting strategies, feeding, disease control, species conservation) aquaculture systems. Meat processing and storage and meat quality. Current opportunities available in fish production.

ASAE 2102 Farm Machinery

Advantages and disadvantages of agricultural mechanization, various types of machines used in the agricultural field such as combine harvesters, tractors, drillers, animal drawn power and animal drawn implements etc. Assembling, calibration, repairs and maintenance of farm machinery. The course also covers the impact of mechanization on the environment.

ASAG 2209 Biometry II

The course focuses on the application of statistics in research. It covers design of the experiments, analysis and interpretation of experimental data; relevant statistical packages are used.

ASAW 22017 Animal Production

An overview of the factors which affect animal production (temperature moisture, nutrition, disease) and the management practices used to minimize the adverse effects of these factors for: beef and dairy cattle, small ruminants, pigs, poultry and livestock-wildlife populations. The problems and opportunities available in animal production. Animal behaviour and the application of the behavioural knowledge to improve animal production systems. Designing housing facilities and management procedures to suit the behaviour of the animals in question is also dealt with. The impact of animal production activities on the environment and the use of biotechnology in improving productivity.

ASAG 2205 Crop Protection I

A study of major plant diseases (fungal, bacterial and viral); pests (insects, nematodes, rodents); and weeds and how they affect crops. Diagnosis, assessment and control (chemical, cultural and biological) of diseases, pests and weeds. The use of biotechnology in the development of disease and pest tolerant/ resistant crops; and the effect of crop protection practices on the environment are discussed.

ASAG 2206 Horticulture I

Classification of horticultural plants; sexual and asexual propagation; photoperiodism; use of plant growth regulators. General climatic requirements, agronomic and management practices (e.g. irrigation and use of green houses) for horticultural plants. Post harvest handling and marketing of horticultural plants; use of biotechnology for improved productivity; and how horticulture impacts the environment.

ASAW 2202 Applied Animal and Plant Breeding

The application of genetics (Mendelian, population, quantitative and molecular genetics) in the improvement of crops and livestock productivity. The course covers traits of economic importance and how to measure them, record keeping and the use of records as a tool in the improvement of productivity. Genetic improvements methods (selection, crossbreeding, inbreeding) and how they are used in local and other genetic improvements programmes will be described, compared and evaluated. The use of biotechnology (molecular markers genetic engineering) in improvement of productivity and its impact will be dealt with. The impact of increased productivity on the environment and the international aspects and challenges for breeding programmes will be discussed.

ASEB 2202 Farm Management and Entrepreneurship

The course develops entrepreneurial skills, knowledge and understanding of farm business management by learning basics of how

to start and manage a business, farm resource planning and management, budgeting, farm performance analysis and marketing strategies for agribusiness. Reference is made to the basic economic principles and their application in decision-making throughout the course.

ASIA 2000 Industrial Attachment (Continuation of ASIA 1000)

ASAG 3107 Farming Systems and Agroforestry

Animal and crop production practices that are essential for sustainable crop and animal productivity; crop rotation and multiple cropping systems and their importance; use of crop products and residues to improve animal productivity; use of animals and their wastes to improve crop production; use of crops, crop residues and animal wastes to improve soil fertility; the integration of trees into the crop and animal farming system and social, economic and environmental benefits.

ASAW 3105 Animal Health

The course provides background knowledge in animal (livestock and wildlife) health as it relates to production and productivity. Introduction to major diseases of economic importance. Concepts of differential diagnosis, methods of treatments and control, stressing the differences in methods used in livestock and wildlife. Legislation for disease control, environmental issues in animal health and disease control. Parasites and their control in wildlife and livestock. Game capture for disease control. Diseases common to wildlife and livestock and control measures, the spread of disease from wildlife to livestock and livestock as prey of wildlife. The socio-cultural impact and economic importance of epizootic, enzootic, zoonotic and emerging diseases in animal production. The use of biotechnology in disease control and production pharmaceutical products.

ASAW 3110 Wildlife and Parks Management

Habitat management and improvement – wildlife habitat requirements, vegetation classification, carrying capacity, vegetation degradation,

vegetation control and reclamation, land tenure policy and land-use practices and their influence on rangeland management. The management of wildlife populations (overpopulation control measures, game capture and translocation). Predation and predator management. Hunting – quotas and exploitation dynamics. Endangered species – threats to game populations, management/conservation of endangered species, causes of threats and extinction. Recreation and parks facilities, laws governing recreation and parks, community involvement and community relations.

ASAG 3130 Land Evaluation and Landuse Planning

The objective of the course is to assess soils and land qualities in order to identify their limitations, their capability/suitability and most promising kinds of land use in terms of returns and sustainability. Covers land evaluation as basis for land use planning; major kinds of land -use resources- physical land-use resources (climate, vegetation, landform, soil, hydrology and water), human resources and capital resources; land utilization types; land-use requirements; evaluation of land characteristics and qualities and interpretation of land characteristics (climate, topography, wetness, stoniness, physical soil characteristics, soil fertility, salinity and alkalinity). Locally and internationally used methods of land evaluation for rain and irrigated agriculture.

ASAE 3103 Principles of Irrigation and Water Management

Principles of irrigation, sources of water irrigation, drainage and water management, soil-water-plant relationship, storage of soil moisture, climate factors (precipitation, groundwater, temperatures, relative humidity, wind, solar radiation), consumptive use of water by plants, artificial recharge, types of irrigation methods (sprinklers, flood, drip, ferti-irrigation). Pollution of the environment and remedial methods to control are discussed.

ASPR 3000 Project

Independent study of a current topic in Agriculture designed to encourage BSc General Students to (a) identify potential and existing problems in Agriculture, (b) come up with and evaluate potential

solutions using various tools, and (c) identify solution(s) for the problems. Identification of a solution can involve writing a ‘bankable’ or agricultural development project proposal. The course includes participation in meetings organized by the coordinator and work with a faculty advisor.

ASAG 3233 Soil and water Conservation

Soil degradation (types and causes) and its threats to soil productivity; soil conservation measures for farmlands (agronomic and structural). Role of communities in soil conservation programmes; effects of land tenure and the land reform programme; effects of land tenure and the land reform programme. Soil loss prediction models. Water resources for agriculture. Principles and techniques of water harvesting; soil moisture conservation in semi-arid environments.

ASAW 3208 Environment Impact Assessment

Overview of agricultural and wildlife practices that affect the environment. Issues in environmental management – definitions, objectives and terminologies. Statutory provisions of environment impact assessment in Zimbabwe. The process involved in environmental impact assessment. Techniques analysis tools for impact assessment. Challenges of carrying out environment impact assessment practices. Measures and practices adopted to correct environmental damage caused by farming practices.

ASAW 3211 Agricultural Products and Processing

Dairy regulations – siting and inspection of dairy premises, chemical and hygienic quality of milk and dairy products. Milk and dairy products testing for hygienic and nutritional quality. Abattoir planning and construction, abattoir practice and legislations, inspection and grading of slaughter animals, meat inspection and grading. The use of biotechnology in food processing and storage and biosafety. The use of bones, horns skins and fat. Taxidermy – preparation and mounting of animal and bird skeletons, stuffing of vertebrate skins in life-like forms, other methods of preservation like storage in formalin. Importance of post-harvest and pre-storage treatment of plants products. Storage and

processing facilities and equipment in agricultural products. Challenges and prospects in agricultural products processing and storage.

ASEB 3203 Agricultural Extension and Communication

Extension philosophy, programme and methodologies; stakeholders participation and needs identification, factors related to technology adoption; research extension linkages; extension research techniques (Participatory Rural Appraisal, survey methods etc); managing resources in extension, gender issues in extension, monitoring and evaluation of extensions programmes, writing skills, desktop publishing, video production, graphic design.

ASEB 3204 Rural Development and Finance

Traditional and local government structures in rural areas. Service delivery institutions (governmental and non governmental) in rural areas and how they merge at grassroots level. Economic drivers (agriculture and natural resources) and social factors (health and hygiene, HIV-AIDS, community social safety, water and sanitation) affecting rural development. Disaster management mitigation of drought, famine, epidemic diseases. Rural development projects capacity building of rural communities in project management. Financing of rural development projects – local finance institutions and their lending policies (commercial banks, microfinance institutions, Non Governmental Organisations and cooperatives). Challenges of rural finance – policies for improving rural finance, legal and regulatory framework for rural financial markets, financing strategies and collateral security issues in rural finance.

REGULATIONS FOR THE BACHELOR OF AGRICULTURAL SCIENCES HONOURS DEGREE IN ANIMAL SCIENCE AND RANGELAND MANAGEMENT

1. INTRODUCTION

- 1.1 These regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees hereinafter referred to as the General Regulations.

2. RATIONALE FOR THE PROGRAMME

Zimbabwe's economy is based on Agriculture and livestock production is a major component of the agricultural industry, especially in the arid parts of the country where Lupane State University is based. This programme is necessitated by the fact that the livestock industry needs highly trained and skilled manpower who will contribute to better livestock management and enhanced productivity. Through this programme students will gain enhanced knowledge of animal physiology, animal nutrition, breeding and the management of different species of animals.

3. PROGRAMME AIMS AND OBJECTIVES

The objectives of the programme are:

- To equip students with skills and laboratory techniques required in the livestock sector.
- To produce graduates who are knowledgeable in the fields of animal nutrition, physiology, breeding and management of various animal production systems in order to increase livestock productivity.
- To produce graduates who are knowledgeable in scientific rangeland management.

4. CAREER OPPORTUNITIES

Students who do this programme can find career opportunities as:-

Extension Officers

Animal nutritionists

Rangers

Technical Researchers

Meat Inspectors

Animal Health Inspectors

Ranch Managers

Sales Representatives in Veterinary Pharmacies

Field Officers

Teachers/Lecturers

Farmers

5. Entry Requirements

- 2.1 In order to qualify for normal entry to the programme in Animal Science and Rangeland Management, a prospective student must satisfy the following Faculty requirements:
 - 2.1.1 Have obtained a pass at 'A' level in the following TWO core subjects or their recognized equivalents, (which are specified in the general regulations) biology and chemistry.
 - 2.1.2 Have obtained at least 5 O' Level subjects including English Language and Mathematics.
- 2.2 Holders of relevant Diplomas from recognized Agricultural colleges or other recognized institutions will be admitted provided that they would have attained an approved standard of performance in their Diplomas. Those students who, after assessment by the Departmental interviewing panel and after

scrutiny of their transcripts, are deemed to deserve it, may be exempted from part of the programme.

6. PROGRAMME ASSESSMENT

6.1 Each course shall be assessed by coursework and a formal examination.

6.1.1 Courses may contain a practical component. Where there is a practical component, that component shall be taken as part of coursework assessment. The weighting of theory coursework and practical coursework shall be specified in course outline for each course. The total contribution of coursework (theory coursework and practical coursework) shall be 40% of the overall mark of that course.

6.1.2 Each formal examination shall be held during an examination period at the end of each semester, normally that of the semester in which the course was completed.

6.1.3 The formal examination for a course shall be of three hours duration and shall contribute 60% of the overall mark of that course.

6.2 Industrial Attachment Course

The Industrial Attachment Course shall be assessed by reference to the Employer's assessment, the Supervisor's assessment and the Student's final report. The Employer's report shall constitute 25%, the Supervisor's assessment 35% and the Student's report 40% of the overall course mark. The coursework mark shall be based on an assessment on the student's professional performance by his/her supervisors in the field. The final report mark shall be based on reports written by the student at the end of the industrial attachment course. The final report will normally be submitted not later than the end of the month following completion of the industrial attachment course.

6.3 Research Project

6.3.1 Research Project

A student shall be evaluated for scientific writing skills and oral presentation skills. The allocation of marks shall be as follows: - 75% for the written work and 25% for oral presentation.

7. PROGRAMME STRUCTURE

- 7.1 This is a four-year programme. A student takes a range of courses in the subjects of Animal Anatomy, Animal Nutrition, Animal Breeding and Genetics, Animal Diseases and Animal Health as well as Pasture and Rangeland Management.
- 7.2 A registered Honours Degree student is required to go on industrial attachment for a period of not less than eight (8) months. A student is also required to carry out research and submit a research project at the end of his/her study.

8. List of modules offered:-

Code	Module	Credits	Learning Hours
PART I			
SEMESTER I			
ASAS 1100	Introduction to Computers and Information Literacy	4	48
ASAS 1101	Chemistry	8	96
ASAS 1102	Cell Biology, Genetics and Biotechnology	4	48
ASAS 1105	Animal Anatomy and Physiology	4	48
ASAS 1130	Introduction to Soil Science	4	48
ASAS 1106	Plant Ecology and Physiology	4	48

SEMESTER 2

ASEB 1201	Introduction to Agricultural Economics and Policy	4	48
ASAS 1201	Agricultural Biochemistry	4	48
ASAS 1202	Farm Machinery	4	48
ASAS 1203	Agricultural Microbiology and Entomology	4	48
ASAS 1209	Biometry I	4	48
ASAS 1210	Wildlife Behaviour and Parks Management	4	48

PART 2**SEMESTER I**

ASAS 2104	Animal Nutrition	4	48
ASAS 2102	Applied Animal and Plant Breeding	4	48
ASAS 2106	Freshwater Fish Production	4	48
ASAS 2108	Animal Production	4	48
ASAS 2107	Animal Diseases and Animal Health	4	48
ASAS 2109	Biometry II		

SEMESTER 2

ASAS 2200	Soil and Water Conservation	4	48
ASEB 2202	Farm Management and Entrepreneurship	4	48
ASAS 2203	Crop Production	4	48
ASAS 2206	Pasture and Rangeland Management	4	48
ASSS 2208	Environment Impact Assessment	4	48
ASAS 2204	Land Evaluation and Land Use Planning	4	48

PART 3

ASIA 3000	Industrial Attachment Student's Work Related Learning Report	16	
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Academic Supervisor's Assessment Report	14
Employer's Assessment Report	10

PART 4

SEMESTER 1

ASAS 4102	Animal Breeding and Genetics	4	48
ASAS 4104	Advanced Animal Nutrition	4	48
ASEB 4113	Agricultural Extension and Communication	4	48
ASEB4114	Rural Development and Finance	4	48
ASAS 4116	Farming Systems and Agroforestry	4	48
ASAS 4112	Poultry, Pig and Ostrich Production	4	48
ASPR 4000	Research Project (credits are given at the end of Part 4)		120

SEMESTER 2

ASAS 4201	Animal Products and Processing	4	48
ASAS 4213	Beef Production	4	48
ASAS 4214	Dairy Production	4	48
ASAS 4215	Small Ruminant Production	4	48
ASPR 4216	Research Project		120

9. MODULE SYNOPSES

ASAS 1100 Introduction to Computers and Information Literacy

This is an introductory course to computers where students are taught about the computer hardware, (Hard Drive, Central Processing Unit, monitor, keyboard, motherboard, mouse, input/output units, operating system, storage and printing). Students are taught how to use Microsoft Word, Excel, Power Point, Access, the internet and e-mail.

This course also teaches students information literacy skills. Students are taught how to analyse and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

ASAS 1101 Chemistry

The course covers organic, inorganic, physical and analytical chemistry as background to biochemical courses.

ASAS 1102 Cell Biology, Genetics and Biotechnology

Covers the cell structure and function of cell organelles; cell differentiation and specialization; and manipulation of cells in biotechnology. Basic concepts of Mendelian, molecular, quantitative and population genetics are discussed.

ASAS 1105 Animal Anatomy and Physiology

The morphology and systematic description of organ systems of animals and how they function. The principles and concepts of endocrinology, reproduction and immunology in farm animals. The mechanisms responsible for physiological responses in the endocrine, reproductive and immune systems of farm animals are discussed. Application of principles and concepts of reproductive physiology to solve practical reproductive problems in farm animals. Animal growth as related to meat, milk and egg production. Effect of physiological state and environment on lactation. Fish anatomy and physiology.

ASAS 1130 Introduction to Soil Science

The course covers the history of soil science and concepts of a soil, and is a general introduction to factors (climate, organisms, parent material, relief, time) and processes of soil formation, soil classification, soil conservation, soil survey and soil profile morphology. Students are also introduced to soil mineralogy, chemical and physical properties of soils, soil water relationships, soil temperature, soil organic matter and plant

nutrition and soil fertility. Human activities and their effect on soil quality.

ASAS 1106 Plant Ecology and Physiology

The internal structure of plants and the physiological functions of major plant parts in relation to their environment are discussed. Processes of photosynthesis, respiration and photorespiration and factors affecting them; plant-water relationships; mechanisms of absorption and assimilation of inorganic nutrients; and use of growth regulators are dealt with.

ASAS 1201 Agricultural Biochemistry

The course gives basics on how living organisms function at the cellular and molecular level. It covers the chemical structure and biological roles of the major molecular components of the cell: polysaccharides, proteins (including enzymes), nucleic acids, lipids, and carbohydrates. Basic enzymology, intermediary metabolism, with emphasis on catabolic processes. It provides background knowledge for principles of animal production.

ASAS 1202 Farm Machinery

Advantages and disadvantages of agricultural mechanization, various types of machines used in the agricultural field such as combine harvesters, tractors, drillers, animal drawn power and animal drawn implements etc. Assembling, calibration, repairs and maintenance of farm machinery. The course also covers the impact of mechanization on the environment.

ASEB 1201 Introduction to Agricultural Economics and Policy

The course gives a base in microeconomics and macroeconomics principles in an agricultural context. It covers the history of economic thought; supply and demand of both products and factors of production (land, labour and capital); the product theory; pricing in different types of markets (monopolistic, competitive and imperfectly competitive); national income accounts; economic fluctuations; fiscal and monetary policies. Zimbabwean and SADC policies that relate to food, agriculture

and natural resources are also covered together with relevant local statutory instruments. Students are equipped with skills for assessing the impacts of these policies.

ASAS 1203 Agricultural Microbiology and Entomology

Introduction to microorganisms (bacteria, fungi, viruses, protozoa) and pests (insects, mites, nematodes, rodents) that are of importance in agriculture. Covers the general morphology, classification and ecology of microorganisms and pests; how they affect animals, plants and soil fertility; and their control.

ASAS 1209 Biometry I

The course introduces students to basic concepts of statistics. It covers data descriptions; probabilities and frequency distributions; random variables and hypothesis testing.

ASAS 1210 Wildlife Behaviour and Parks Management

Game species of interest and importance of biodiversity. Population structure – composition, density and distribution/spread. Population size – as influenced by birth rates, utilisation, survival and mortality, predator-prey interactions. Game census, sampling methods and assessment of population yield, radio-tracking, aerial photos and remote sensing. Population growth models and estimation of mortality. Choosing habitat, habitat requirements, territorial defence, neighbour intrusions. Feeding and watering – feeding and watering habits, response to variability in water and food resources, coping characteristics (e.g. animal movements, physiological changes, etc). Social rank. Mating – sexual behaviour, aggressiveness and fighting strategies. Parks and their management. Wildlife harvesting and conservation.

ASAS 2102 Applied Animal and Plant Breeding

The application of genetics (Mendelian, population, quantitative and molecular genetics) in the improvement of crops and livestock productivity. The course covers traits of economic importance and how to measure them, record keeping and the use of records as a tool in the

improvement of productivity. Genetic improvements methods (selection, crossbreeding, inbreeding) and how they are used in local and other genetic improvement programmes will be described, compared and evaluated. The use of biotechnology (molecular markers, genetic engineering) in improvement of productivity and its impact will be dealt with. The impact of increased productivity on the environment and the international aspects and challenges for breeding programmes will be discussed.

ASAS 2104 Animal Nutrition

Sources of animal feed – veld, pastures, crops and crop residues, fodder and forage, supplementary feeds. Nutrients and the basic characteristics (nutritive value) of feeds – comparative digestion of feed and absorption of feedstuffs in ruminant and non-ruminants. Nutritive evaluation of feedstuffs including digestibility and systems of describing energy value. Mineral and vitamin nutrition – sources, function and deficiency symptoms of major and minor minerals; and water and fat soluble vitamins. The role of water in animal nutrition. How animals cope with nutritional stressing environments.

ASAS 2106 Freshwater Fish Production

The local fish breeds for freshwater production. Fish population studies, surveys and sampling methods, fish behaviour and migration. An overview and analysis of freshwater systems including – rivers, ponds, dams and lakes. Biological, engineering and economic factors to consider when establishing freshwater aquaculture systems. Diet and dietary requirements. Factors which affect fresh water fish production (e.g. water compositional quality, nutrition and diseases) and the management practices (e.g. mating strategies, type of hatcheries, harvesting strategies, feeding, disease control, species conservation) used to minimise the adverse effects of these factors. Integrated livestock-aquaculture systems. Meat processing and storage and meat quality. Current problems facing fresh-water systems – pollution, weeds and diseases and opportunities available in fish production.

ASAS 2107 Animal Diseases and Animal Health

The course provides background knowledge in animal (livestock and wildlife) health as it relates to production and productivity. Introduction to major diseases of economic importance. Concepts of differential diagnosis, methods of treatment and control, stressing the differences in methods used in livestock and wildlife. Legislation for disease control, environmental issues in animal health and disease control. Parasites and their control in wildlife and livestock. Game capture for disease control. Diseases common to wildlife and livestock and control measures, the spread of disease from wildlife to livestock and livestock as prey of wildlife. The socio-cultural impact and economic importance of epizootic, enzootic, zoonotic and emerging diseases in animal production. The use of biotechnology in disease control and production pharmaceutical products.

ASAS 2108 Animal Production

An overview of the factors which affect animal production (temperature, moisture, nutrition, disease) and the management practices used to minimise the adverse effects of these factors for: beef and dairy cattle, small ruminants, pigs, poultry and livestock-wildlife populations. The problems and opportunities available in animal production. Animal behaviour and the application of behavioural knowledge to improve animal production systems. Designing housing facilities and management procedures to suit the behaviour of the animals in question is also dealt with. The impact of animal production activities on the environment and the use of biotechnology in improving productivity

ASAS 2109 Biometry II

The course focuses on the application of statistics in research. It covers design of experiments, analysis and interpretation of experimental data; relevant statistical packages are used.

ASAS 2200 Soil and Water Conservation

Soil degradation (types and causes) and its threat to soil productivity; soil conservation measures for farmlands (agronomic and structural). Role of communities in soil conservation programmes; effects of land tenure and the land reform programme. Soil loss prediction models. Water resources for agriculture. Principles and techniques of water harvesting; soil moisture conservation in semi-arid environments.

ASAS 2203 Crop Production

Basic climatic, agronomic and management requirements for the major crops (cereals, legumes, tubers, cotton, tobacco, fodder and forage) in agriculture are given. Cultivar selection and planting strategies; weeds, pest and disease management; harvesting; storage and utilisation of the crops are discussed. The general principles and practices involved in the production of seed of the various crops; and government legislation governing seed production of released varieties and hybrids are given. Students are enlightened on the use of biotechnology in crop production and the impact of crop production practices on the environment.

ASEB 2202 Farm Management and Entrepreneurship

The course develops entrepreneurial skills, knowledge and understanding of farm business management by learning basics of how to start and manage a business, farm resource planning and management, budgeting, farm performance analysis and marketing strategies for agribusiness. Reference is made to the basic economic principles and their application in decision-making throughout the course.

ASAS 2204 Land Evaluation and Land Use Planning

The objective of the course is to assess soils and land qualities in order to identify their limitations, their capability/suitability and the most promising kinds of land use in terms of returns and sustainability. Covers land evaluation as basis for land use planning; major kinds of land-use resources- physical land-use resources (climate, vegetation, landform, soil, hydrology and water), human resources and capital resources; land utilisation types; land-use requirements; evaluation of

land characteristics and qualities and interpretation of land characteristics (climate, topography, wetness, stoniness, physical soil characteristics; soil fertility, salinity and alkalinity). Locally and internationally used methods of land evaluation for rain fed and irrigated agriculture.

ASAS 2206 Pasture and Rangeland Management

The establishment of dryland and irrigated pastures. Management of pastures for grazing for extensive and intensive livestock production. Range management for beef and small ruminant production. The potential opportunities and challenges in management of grazing and browsing (including strategies to overcome them) in an integrated livestock/wildlife enterprise. Environmental problems associated with grazing and browsing by animals.

ASSS 2208 Environment Impact Assessment

Overview of agricultural and wildlife practices that affect the environment. Issues in environmental management – definitions, objectives and terminologies. Statutory provisions of environment impact assessment in Zimbabwe. The processes involved in environmental impact assessment. Techniques and analysis tools for impact assessment. Challenges of carrying out environment impact assessment practices. Measures and practices adopted to correct environmental damage caused by farming practices.

ASIA 3000 Industrial Attachment

The industrial attachment is meant to expose students to various agricultural enterprises so that they get practical experience of on-farm activities.

ASAS 4102 Animal Breeding and Genetics

The nature of Mendelian inheritance when extended to quantitative traits that are jointly influenced by the environment and the simultaneous segregation of many genes. Prediction of response to natural and artificial selection in populations. Theoretical and scientific aspects of practical animal breeding programs which lead to genetic

improvement of efficiency and profitability of animal production. Integrates quantitative genetics with concepts of statistics, economics, biology and biotechnology and expands into development of practical breeding plans. The application of recombinant DNA techniques to animal science, including the production from cloned genes of products of value to the livestock industry, the incorporation of marker-assisted selection and of transgenic livestock animals into animal breeding strategies, sexing techniques, and the genetic manipulation of gut and rumen microflora.

ASAS 4104 Advanced Animal Nutrition

Mechanisms of control, metabolic pathways and energy relationships (ATP, ADP) in the metabolism and synthesis of carbohydrates, fats and protein. Metabolism of minerals and vitamins. The quantitative techniques used to measure whole body metabolic kinetics. Tissue and organ specific biochemical processes will be integrated with whole body control mechanisms. Feed requirements of animals and feed rations and computer programmes for ration formulation. Nutrient partitioning in animals – for reproduction, growth or milk production. Ration formulations for target production levels – for beef, dairy, pigs, poultry (meat and egg birds). Assessing nutritional status of animals using visual and physiological indicators and diagnosing nutritional deficiencies. Topical and current issues of feeding ruminants (cattle, sheep, goats and game species) and non-ruminants (pigs, poultry, ostriches). Common metabolic disorders. Manufacturing stock feed, quality control and legislation.

ASEB 4113 Agricultural Extension and Communication

Extension philosophy, programmes and methodologies; stakeholder participation and needs identification; factors related to technology adoption; research-extension linkages; extension research techniques (Participatory Rural Appraisal, survey methods etc); managing resources in extension; gender issues in extension; monitoring and evaluation of extension programmes; writing skills, desktop publishing, video production, graphic design. Service delivery institutions.

Economic drivers (agriculture and natural resources) and social factors. Challenges of rural finance. Disaster management.

ASEB 4114 Rural Development and Finance

Traditional and local government structures in rural areas. Service delivery institutions (governmental and non-governmental) in rural areas and how they merge at grassroots level. Economic drivers (agriculture and natural resources) and social factors (health and hygiene, HIV-AIDS, community social safety, water and sanitation) affecting rural development. Disaster management- mitigation of drought, famine, epidemic diseases. Rural development projects- capacity building of rural communities in project management. Financing of rural development projects - local finance institutions and their lending policies (commercial banks, microfinance institutions, Non-Governmental Organisations and cooperatives). Challenges of rural finance - policies for improving rural finance, legal and regulatory framework for rural financial markets, financing strategies and collateral security issues in rural finance.

ASAS 4116 Farming Systems and Agroforestry

Animal and crop production practices that are essential for sustainable crop and animal productivity; crop rotation and multiple cropping systems and their importance; use of crop products and residues to improve animal productivity; animal draught power, use of animal waste for animal and crop production; use of crops, crop residues to improve soil fertility; the integration of trees into the crop and animal farming system and its social, economic and environmental benefits.

ASAS 4112 Poultry, Pig and Ostrich Production

The following subjects are covered: breeds and improvement of production through breeding, management of reproduction, nutrition, health, pasture (range) and general management, the pig, poultry and ostrich industries in Zimbabwe, systems of production and marketing.

ASAS 4201 Animal Products and Processing

Dairy regulations - siting and inspection of dairy premises, chemical and hygienic quality of milk and dairy products. milk and dairy products testing for hygienic and nutritional quality. Abattoir planning and construction, abattoir practice and legislation, inspection and grading of slaughter animals, meat inspection and grading. The use of biotechnology in food processing and storage and biosafety. The use of bones, horns, skins and fat. Taxidermy – preparation and mounting of animal and bird skeletons, stuffing of vertebrate skins in life-like forms, other methods of preservation like storage in formalin. Storage and processing facilities and equipment in agriculture. Standards for product quality. Marketing of agricultural products. Challenges and prospects in agricultural products processing and storage.

ASAS 4213 Beef Production

The course covers all aspects of beef production. Production potential of various beef breeds under various production conditions. The management of reproduction, nutrition, health, pasture (range) and general management. The various beef production enterprises/systems – e.g. weaner - system, pen-fattening.

ASAS 4214 Dairy Production

The course covers all aspects of dairy farming – dairy breeds and breeding, calf rearing, management of the dairy cow (dry, pregnant, lactating cows), milk production and marketing.

ASAS 4215 Small Ruminant Production

The following subjects are covered: breeds and improvement of production through breeding, management of reproduction, nutrition, health, pasture (range) and general management, the small ruminant industries, systems of production and marketing.

ASPR 4216 Research Project

Independent study of a current topic in Animal Science and Rangeland Management designed to encourage senior undergraduates to conduct research. Students must make arrangements with both the faculty supervisor and the course coordinator at least one semester before

starting the course. The course includes participation in meetings organized by the coordinator and meetings with a faculty advisor to review research progress. The student develops a project, formulates hypotheses, designs and (if necessary) carries out preliminary experiments to test the hypotheses. This is an independent study, so the student will carry out independent library research, begin experimental work, prepare a written report and make a presentation to other students in the course of the research plan and preliminary results. The student's final presentation will be a written report of the research findings done in a scholarly style and an oral presentation to other students and faculty staff.

BACHELOR OF SCIENCE HONOURS DEGREE IN IRRIGATION ENGINEERING (BSc. Hons in Irrig. Eng.)

1. INTRODUCTION

1.1. These regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees hereinafter referred to as the General Regulations.

2. RATIONALE FOR THE PROGRAMME

Lupane State University is an institution of higher learning located in the semi-arid regions of Matabeleland North province. The area covers agro ecological region IV and V, which is characterised by low and erratic seasonal rainfall. The soils are marginal. This makes rain fed agriculture to be difficult and unprofitable. The university's location makes it an ideal institution to host courses in land, water resources and irrigation development and management.

3. AIMS AND OBJECTIVES

The broad objective of an engineering programme is the teaching of the skills and knowledge needed for the design and operation of modern irrigation systems, associated water supply, drainage networks at scheme, farm and field levels and the skills to develop solutions to many management problems which limit the successful operation of many irrigation projects.

3.1 Specific objectives

At the end of the programme, the graduates should be able to:

- (i) Apply the scientific knowledge to advance agricultural production and post-production activities through appropriate irrigation design and management strategies;
- (ii) Implement government policies related to irrigated crop production, land and environmental management;

- (iii) Initiate and manage agribusiness profitably;
- (iv) Provide technical expertise and support in matters relating to irrigation design, construction, operation and maintenance

4. CAREER OPPORTUNITIES

Employment opportunities for the graduates exist in the public service, nongovernmental organisations, private sector and international organisations.

5. ENTRY REQUIREMENTS

- 5.1 Have two (2) “A” level passes in **Biology and /or Agriculture**, plus one of the following subjects or their recognized equivalents: Chemistry, Mathematics, Physics, Geography and Food Science.
- 5.2 Applicants should have passed at least five (5) approved ‘O’ level subjects including English Language and Mathematics.
- 5.3 Applicants without Biology at “A” level and with lower points in ‘A’ level subjects indicated above may be admitted through a bridging programme.
- 5.4 Prospective students who have obtained an Agricultural Diploma from a recognized College, plus five (5) approved ‘O’ level subjects including English Language and Mathematics may be admitted into the programme.

6. PROGRAMME ASSESSMENT

- 6.1 Each course shall be assessed by coursework and a formal examination.

- 6.1.1 Courses may contain a practical component. Where there is a practical component, that component shall be taken as part of coursework assessment. The weighting of theory coursework and practical coursework shall be specified in course outline for each course. The total contribution of coursework (theory coursework and practical coursework) shall be 40% of the overall mark of that course.
- 6.1.2 Each formal examination shall be held during an examination period at the end of each semester, normally that of the semester in which the course was completed.
- 6.1.3 The formal examination for a course shall be of three hours duration and shall contribute 60% of the overall mark of that course.

6.3 Industrial Attachment Course

The Industrial Attachment Course shall be assessed by reference to the Employer's assessment, the Supervisor's assessment and the Student's final report. The Employer's report shall constitute 25%, the Supervisor's assessment 35% and the Student's report 40% of the overall course mark. The coursework mark shall be based on an assessment on the student's professional performance by his/her supervisors in the field. The final report mark shall be based on reports written by the student at the end of the industrial attachment course. The final report will normally be submitted not later than the end of the month following completion of the industrial attachment course.

6.3 Research Project

A student shall be evaluated for scientific writing skills and oral presentation skills. The allocation of marks shall

be as follows: - 75% for the written work and 25% for oral presentation.

7. PROGRAMME STRUCTURE

7.1 This is a four-year programme. A student takes a range of courses in the subjects of Agronomy, Agricultural Economics, Agribusiness and Extension, Irrigation and Agricultural Engineering.

7.2 A registered Honours Degree student is required to go on industrial attachment for a period of not less than eight (8) months and also to carry out research and submit a research project at the end of his/her study.

8. List of modules offered:-

Code	Module	Credits	Learning Hours
PART I			
SEMESTER I			
ASSS 1101	Mathematics	4	48
ASAS 1101	Chemistry	8	96
ASSS 1111	Communications Skills	4	48
ASSS 1110	Introduction to Computers and Information Literacy	4	48
ASSS 1130	Introduction to Soil Science	4	48
SEMESTER 2			
ASAS 1201	Agricultural Biochemistry	4	48
ASIE 1201	Surveying and Mapping	4	48
ASEB 1201	Introduction to Agricultural Economics	4	48
ASIE 1202	Hydraulics	4	48
ASIE 1203	Water Resources and Hydrology	4	48

ASCS 1209	Biometry I	4	48
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**PART 2
SEMESTER I**

ASIE 2104	Soil Mechanics	4	60
ASIE 2105	Horticulture	4	60
ASCS 2109	Biometry II	4	60
ASIE 2107	Agro-meteorology	4	60
ASCS 2120	Agricultural Entomology and Weed Science	4	60
IDPL 2100	Peace and Leadership Studies	4	48

SEMESTER 2

ASSS 2200	Soil and Water Conservation	4	60
ASEB 2202	Farm Management and Project Planning	4	60
ASSS 2202	Farm Machinery	4	60
ASSS 2212	Land Evaluation and Land Use Planning	4	60
ASIE 2205	Irrigation Agronomy	4	60
ASIE 2206	Irrigation Systems Design I	4	60

PART 3

ASIA 3000	Industrial Attachment: Student's Work Related Learning Report	16	
	Academic Supervisor's Assessment Report	14	
	Employer's Assessment Report	10	

**PART 4
SEMESTER 1**

ASPR 4000	Research Project (Credits are given at the end of Semester 2 Part 4)		120
ASSS 4102	Environmental Impact Assessment	4	60

ASIE 4106	Post-Harvest Management, Processing and Handling	4	60
ASIE 4107	Irrigation Water Management	4	60
ASIE 4108	Land Improvement Engineering	4	60
ASIE 4109	Water Resources Management	4	60
ASIE 4110	Water Eng and Community Water Supplies Designs	4	60

SEMESTER 2

ASPR 4000	Research Project	8	120
ASIE 4213	Irrigation Systems Design II	4	60
ASIE 4212	Gender in Agricultural Development	4	48
ASCS 4220	Crop Protection	4	60
ASEB 4202	Agric. Extension and Communication	4	60

9. MODULE SYNOPSES:-

ASSS 1101 Mathematics I

This course is intended to provide a foundation in the theory and techniques of mathematical and numerical modelling for agricultural and social scientists. It will introduce students to a wide range of topics and technical skills, leading to a variety of potential applications. The overall aim of the course is to give an appreciation of the link between theory and application in agriculture and social sciences.

The course introduces students to basic mathematics. This will include the following areas: functions, vectors, mathematical analysis, differentiation, integration, calculus and differential equations.

ASAS 1101 Chemistry

The course covers Internationally Standard Units used in Analytical Chemistry, history and study of the periodic table of elements, symbols of elements, transition elements, particles and the state of matter. The atom: electron, proton, neutron, electron shells, size of atoms, ionizing energy, electron affinities. The following aspects would be covered

under the molecule; mole, Avogadro's number. The nature of chemical bonding would be explored looking at aqueous reactions, acids and bases, dissociation of acids and bases, water and pH scale. Solutions: liquid, gaseous, solid. Buffer solutions, concentrations. Chemical calculations. Chemistry of carbon compounds, hydrocarbons, alcohols, carboxylic acids, aldehydes and ketone, esters. Carbohydrates, sugars, starch, cellulose, lignin, Synthetic polymers, and Catalysis would be covered.

ASSS 1111 Communication Skills

The course is concerned with communication skills pertinent for modern day agriculture practitioners. It covers an introduction to human communication and its importance as a corner stone to society. Forms, modes and types of communication will be examined specifically categories of communication, methods of communication flows. The course will cover the importance of modern communication technologies in agriculture. The communication chain will be studied, business communication through letters, memoranda, telefax, telephone, cellular phone, e-mail, intercom and mass media. Interviews and public speaking, workshop techniques and group communication technology.

ASSS 1110 Introduction to Computers and Information Literacy

The course will introduce students to the history of computers. The hardware: (hard drive, central processing unit, monitor, keyboard, motherboard, mouse, input/output units, operating system, storage and printing) and the computer software will be studied. The students will be introduced to basic programming in Visual Basic, D-Base 4, database concepts and design, systems communication and networks. Explanations of the role of protocols in data networks and how communication works in data networks and internet. The students will be able to build a simple internet network using routers and switches, internet and website design.

This course also teaches students information literacy skills. Students are taught how to analyze and critically evaluate research findings. This

will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

ASSS 1130 Introduction to Soil Science

The course covers the history of soil science and concepts of a soil, and is a general introduction to factors (climate, parent material, relief, and time) and processes of formation, soil classification, soil conservation, soil survey, mapping and soil profile morphology. Students are also introduced to soil mineralogy, physical and chemical properties of the soils, soil organic matter, cation exchange in soils, movement of water and air in soils. Essential plant nutrients in soils will be looked into and the human activities and its effects on soil quality. Soil conservation measures to reduce soil erosion will be studied. The students will be introduced to the soil classification in Zimbabwe: order, groups, family and series.

ASIE 1203 Irrigation Surveying and Mapping

The course covers the definitions of surveying, international standard units (SI) in survey. Plane and geodetic surveys will be introduced to the students and the application of plane and geodetic surveys. The students will be taught topographical, cadastral and engineering surveying. The theory of errors: systematic and random errors and the methods of eliminating or minimizing these errors will be discussed. Chain surveying: types of measurements in chain survey and the different booking methods in use will be covered. The equipment used in surveying: its care and maintenance. Students will be taught the methods of setting up the equipment, checking and adjustments of the optical square, setting up a straight line using a prism square, taping and corrections to measured lengths and electromagnetic measurements. An introduction to microwave, infrared and laser instruments will be covered. Compass surveying: meridian, magnetic bearing, true north/geographic north, isogons, agonic line and magnetic declination. Bearings: elimination of local attraction, compass traverses, distances

measurement. The students will be taught the calculation of the areas of regular and irregular figures, planimetry, levelling using dumpy, tilting and automatic levels, levelling for construction, longitudinal and cross-sections, grading of constructions, cut and fill work. The students will be taught mapping and drafting.

ASIE 1201 Hydraulics

The course covers the introduction to international standard (SI) units, properties of fluids, hydrostatics: pressure intensity, pressure measurements, pressure on submerged surfaces and the basic concepts of fluid in motion: types of flow, continuity, energy and momentum equations and their application, behaviour of areal fluid. The concepts of flow in pipes: laminar and turbulent flow, fundamental, experimental and empirical flow equations, Reynolds Number, energy losses, hydraulic and energy gradients, pipe systems and uniform flow in channels will be looked into. The students will cover empirical formulae: best hydraulic section in enclosed conduits, a study of non-uniform flow in open channels, specific energy: critical depth, Froude Number, hydraulic jump, hydraulic structures and their behaviour, water level and discharge control, sluice gates, weirs, flumes and energy dissipation. The types and principles of operation of pumps, operating characteristics and pump cavitation would be covered.

ASEB 1201 Introduction to Agricultural Economics

The course will introduce students to the economic drivers in agriculture and natural resources. The principles of scarcity, choice, utility and elasticity of goods and services will be introduced. Production possibility functions, factors of production, demand and supply, production function, production scale, agricultural inputs and outputs, economic result. The financing of rural development projects and institutional financial policies, legal and regulatory framework for rural financial markets would be looked at. Financing strategies and collateral security issues in rural financing would be covered.

ASIE 1204 Hydrology and Water Resources

The aims of the module are to provide sufficient practical understanding of the major components of the hydrological cycle for subsequent study of water supplies, irrigation engineering, irrigation agronomy, drainage and water and soil conservation.

The objectives of module are to provide students with a basic understanding of surface and ground water hydrological processes and their inter relationships and to introduce students to the common measurements, techniques and methods of analysis of the components of the hydrological cycle. The students will study the hydrological cycle: processes, interrelationships, definitions and influence of man, statistical concepts: probability and return periods, precipitation measurements, errors, network and the spatial analysis, Thiessen polygons, isohyets, depth area relationships, temporal analysis: intensity, duration and frequency analysis. The students will study surface runoff components, overland flow, interflow, base flow, hydrographs: base flow separation, interflow separation and recession curve analysis, runoff measurements: stream gauging, velocity area methods, dilution gauging measurement and control structures, rating curves, runoff estimation (SCS curve method, Rational Formula, Cook's method). Ground water occurrence: porosity, permeability, water holding geological materials, aquifers, aquicludes, aquifer types, springs and streams, aquifer boundaries, aquifer properties such as transmissivity, storage coefficient, significance and magnitude of these properties, rates of movement of ground water will be studied, ground water movement: flow lines and equipotentials, natural flow, recharge, flow to wells: drawdown, zone of influence, radius of influence, concept of interference, well losses.

Pumping tests: aquifer and well tests, conduct measurements of variables, precautions, pumping test analysis, Theis and Jacobs approaches and well efficiency, well and aquifer yields: use of predictive equations and models, calculations of interference, concept of safe yield, well field layout, ground water management, groundwater exploration: aerial photo interpretation, remote sensing, surface geophysics and subsurface geophysics.

ASCS 1209 Biometry I

The course introduces students to basic concepts of statistics. It covers data descriptions; probabilities and frequency distributions; random variables and hypothesis testing.

ASAS 1201 Agricultural Biochemistry

The course covers basics on how living organisms function at the cellular and molecular level. It covers the chemical structure and biological roles of the major molecular component of the cell: polysaccharides, proteins, nucleotides and their derivatives, structure and properties of enzymes, nucleic acids, lipids, carbohydrates, mineral and protein metabolism-cellular respiration, photosynthesis and carbohydrates. Basic enzymology, metabolic and catabolic processes are taught.

ASIE 2105 Horticulture

The course covers the classification of horticultural plants, sexual and asexual plant propagation in plants, photoperiodism and use of plant growth regulators in horticultural production. The general climatic requirements for horticultural plants and their agronomic and management practices (e.g. irrigation and use of green houses) will be covered. The use of biotechnology for improved productivity and how horticulture impacts on the environment, floriculture, vegetable production, fruit production, herbs and spice production. Major crops in each category will be discussed including their taxonomy, physiological requirements, water requirements and necessary environmental modifications, production, harvesting and post harvest handling. Agronomical aspects of irrigated crops: seedbed management, chemicals, agronomical aspects of irrigated crops will be covered.

ASIE 2102 Soil Mechanics

The course consists mainly of topics such as basic characteristics of soils, permeability of soils, seepage and site investigation. Basic characteristics of soils and the soil-phase diagrams, definitions and calculations of the following soil properties: bulk density, dry density, void ratio, porosity, water content, degree of saturation, specific gravity

of soil particles, bulk unit weight, saturated unit weight, dry unit weight, submerged density, submerged unit weight and water content. Experiments to determine water content of a soil sample and specific gravity of soil grains are to be carried out, including classification of soil by the sieve analysis method and the Cassagrande's apparatus. Permeability of soils: Darcy's Law, coefficient of permeability and its determination by construct head method, falling head method and pumping well test analysis. Soil seepage using pore water pressure and effective stress in a soil mass, critical hydraulic gradient will be covered.

ASAS 2109 Biometry II

The course focuses on the application of statistics in research. It covers design of experiments, analysis and interpretation of experimental data; relevant statistical packages are used.

ASIE 2107 Agro - Meteorology

The course looks into the seasonal patterns of rainfall, temperature, sunshine and cloud cover in Zimbabwe and Sub-Saharan Africa. The linkage between climate (as influenced by topography) and agriculture, with specific reference to agro-ecological zoning of Zimbabwe and characteristics farming practices in each zone will be studied. The measurement, compilation and interpretation of climatic and weather data are studied. Students will study the use and value of climatic and weather information for forecasting and early warning in agriculture, look into the direct and indirect climatic and weather effects on crop production. Meteorological instrumentation and recording of weather information will be covered. Discussions of climate change and global warming and its implications to agricultural production will be made.

ASCS 2120 Agricultural Entomology and Weed Science

This course aims to equip students with the principles of insect classification, feeding habits and mode of attack and the damage caused by insects to crops. A study of the major pests and weeds, the success of the pests and weeds and how they affect crops and crop production, pests of field and stored crops. The effect of seed dormancy on seed

longevity and the competitive edge of weeds is discussed. The course will cover the diagnosis, assessment and control through the use of chemical, cultural, physical and biological means, the establishment of economic thresholds for action to be taken against pests and weeds. Pesticides science: the chemistry and mode of action, use and care of pesticides and herbicides, application methods and equipment and integrated pest and weed management.

IDPL 2100 Peace and Leadership Studies

The aim of the course is to make students have an awareness of the importance of having peace as a prerequisite for progress and development in society. Students will also acquire knowledge in peace building and conflict resolution as well as leadership skills and values that will help to build progressive peaceful societies.

ASSS 2200 Soil and Water Conservation

The course will cover soil degradation (types and causes) and its threat to soil productivity, geological erosion and sedimentation, role of communities in soil conservation programmes. Conservation measures to reduce the soil loss on farmlands. Water erosion and sedimentation, wind erosion and deposition. The course will also cover the soil loss prediction equations in use and their application. Soil and water pollution from agricultural products, mines and heavy metals will be covered. Students will be introduced to the use of radio isotopes in soil and groundwater studies. The course covers the policies and implementation and the economics of soil conservation.

ASEB 2202 Farm Management and Project Planning

The course develops entrepreneurial skills, knowledge and understanding of farm business management by learning basics of how to start and manage a business, farm resource planning and management, budgeting (gross margin, partial, breakeven, whole farm budgeting) farm performance analysis and marketing strategies for agribusiness. Reference is made to the basic economic principles and their application in decision-making throughout the course: the planning process, basic economic concepts, gross margin analysis, farm

investment analysis, economic analysis, secondary costs and benefits, planning under uncertainty.

ASSS 2212 Land Evaluation and Land Use Planning

The objective of the course is to impart knowledge to students on the land use planning principles, need for planning, levels of planning, types of land use plans. The assessment of soils and land qualities in order to identify their limitations, their capability/suitability and the most promising kinds of land use in terms of returns and sustainability. It covers land evaluation as basis for land use planning; major kinds of land-use resources- physical land-use resources (climate, vegetation, landform, soil, hydrology and water), human resources and capital resources; land utilisation types; land-use requirements; evaluation of land characteristics and qualities and interpretation of land characteristics (climate, topography, wetness, stoniness, physical soil characteristics; soil fertility, salinity and alkalinity). Locally and internationally used methods of land evaluation for rain fed and irrigated agriculture.

ASSS 2202 Farm Machinery

The aim of the course is to introduce the students to the types of energy used on farms, advantages and disadvantages of agricultural mechanization. The different sources of power are looked into, sources of draught power and the different types of animal drawn implements. The use of fossil fuels (petrol and diesel) on the farm is looked into. A study of petrol and diesel engines is done. Fundamental principles of mechanics, thermodynamics laws, hydraulics in tractors are looked into. Farm machinery and implements, combine harvester, drillers, and sprayers. The basic maintenance of farm machinery is discussed and taught. The course also covers the impact of mechanization on the environment.

ASIE 2205 Irrigation Agronomy

The course aims to equip the students with the knowledge and production requirements, conditions of annual summer and winter crops, area of production, seasonal requirements of establishment,

climate, nutrition, routine practices, harvesting and handling. General and basic crop production practices and requisite background will be discussed including land preparation, crop origin and classification, planting, crop establishment and growth, environment for crop production, crop management, seed production. Crop classes to be discussed include maize, t, wheat, barley, field beans, soya beans, tobacco, cotton, sugar cane, pastures, root and tuber crops and groundnuts.

ASIE 2206 Irrigation Systems Design I

The course covers the introduction to irrigation, soils and its classification for irrigation, soil-water properties and soil-water-plant relationships. The storage, measuring of soil moisture, infiltration of water under irrigation is discussed. The concept of crop water requirements is introduced, determination of crop-water requirements and the methods used such as the pan evaporation, Blaney-Criddle, Radiation and Penman Montieth, selection of crop coefficients. Students will discuss the guide to selection of irrigation systems, irrigation project planning with special emphasis on sprinkler irrigation and its design process, preliminary design steps, adjustment, bill of quantities and drafting, trickle irrigation and its design, estimation of the bill of quantities, design, costing. The evaluation of these irrigation systems as influenced by, among others, water quality, water source, topography and soils types and crop management. A study of irrigation water lifting devices: function and types of pumps, classification of pumps, siting and installations. Guidelines for the preparation of technical drawings: drawing sizes, scales, layout of drawings and how to deal with drawings.

ASIE 3000 Industrial Attachment

The industrial attachment is meant to expose students to various agricultural enterprises so that they get practical experience of on-farm activities.

ASPR 4000 Research Project

An independent study of a current topic in irrigation and water utilization and management will be carried out by a student, designed to encourage senior undergraduates to conduct research. Students must make arrangements with both the faculty supervisor and the course coordinator at least one semester before starting the course. The course includes participation in meetings organized by the coordinator and meetings with a faculty advisor to review research progress. The student develops a project, formulates hypotheses, designs and (if necessary) carries out preliminary experiments to test the hypotheses. This is an independent study, so the student will carry out independent library research, begin experimental work, prepare a written report and make a presentation to other students in the course of the research plan and preliminary results. The student's final presentation will be a written report of the research findings done in a scholarly style and an oral presentation to other students and faculty staff.

ASSS 4102 Environmental Impact Assessment

The course covers the overview of agricultural and wildlife practices that affect the environment. Issues on environmental management, the definitions, objectives and technologies that are used are discussed. Students have to study the statutory provisions of environment impact assessment in Zimbabwe. The processes involved in environmental impact assessment, the techniques and analysis tools for impact assessment are introduced. The challenges of carrying out environment impact assessment practices. Students will study the measures and practices adopted to correct environmental damage caused by farming practices.

ASIE 4108 Land Improvement Engineering

The aim of the module is that students will have knowledge on how to plan, design, specify and set out earth works including land forming, earth dams, canals and trenches, plan and specify land clearance works and select appropriate equipment for earth works and land clearance. Students will learn issues of land clearance: planning and design of land clearance systems for creation of new habitats/production regime, the

rate of work, selection of equipment, specification and costing. Student will learn on earth moving like site investigation, design of earth moving system, compaction, rate of work, selection of equipment, specification and costing, land forming: design for land grading, setting out, volumes, land grading and smoothing, setting out designs and construction of: soil conservation works. Students will learn on drainage: reasons and need for drainage, types of drainage problems and why drain? The principles of crop response to drainage are discussed. The different drainages theories are introduced. The siting and design of small earth dams is discussed. Tender procedures and documents for site data and description, earthworks, concrete and concrete practice, land clearing and preparation, miscellaneous works, documentation for tendering.

ASIE 4109 Water Resources Management

This course aims to expose students to the introductory issues on the state of water resources at global and regional and national levels (too little water; too much water; too dirty water). The challenges to planning of water resource projects are discussed. The economics of water resource projects development projects is discussed. Students are taught the planning and management of community-based projects. Optimisation methods applied to water resource projects. The students are taught the principles of integrated approach to water resource management. Demand management will be discussed. Reservoir capacity analysis and flood plain management is introduced. Soil and water pollution: causes and management options.

ASIE 4110 Water Engineering and Community Water Supplies Design

The aim of this course is to equip students with skills in designing water supply systems for agriculture, domestic and stock watering. Water demand and consumption in agriculture and peak factors are introduced. The need for storage reservoirs and their design criteria are discussed. Pipe systems and their design, networks and analysis are carried out. Borehole design and construction: siting, design and construction methods used. Hand pumps: types and mode of action, maintenance, village level operation and maintenance (VLOM) and community based

management (CBM). The students will be taught solar and wind water pumping: the need and advantages of these sources of power, design of pumping requirements and economic analysis of the systems. The need for proper excreta disposal and sanitation is discussed. Dams and reservoirs: types of dams, choice of dam sites, disaster and safety, design criteria, site selection, site investigation.

ASIE 4106 Post-Harvest Management, Processing and Marketing

The course covers forms and causes of post-harvest produce loss/damage and strategies of minimizing them. This includes post-harvest crop physiology, transportation of produce, pre-storage treatment, storage facilities and equipment. Equipment and facilities for and methods of on-farm processing for both value addition and preservation are also discussed. Students are exposed to grading principles and grading standards of various crops and to market options of different product grades and value added products. Students are introduced to basic concepts of marketing such as the marketing-mix, product development and product life cycle, and industry key success factors. Market linkages with suppliers and value addition.

ASIE 4107 Principles of Irrigation Water Management

The course will introduce students to the principles of irrigation, sources of water for irrigation, drainage, water management, crop and irrigation water requirements, factors affecting these: climatic factors (precipitation, groundwater, temperatures, relative humidity, wind, solar radiation), consumptive use of water by plants, artificial recharge. Pollution of the environment and remedial methods to control are discussed. Field irrigation scheduling: soil, root zone depth, irrigation scheduling based on movement of daily crop water use and irrigation scheduling based on crop water requirement calculation was discussed. Evaluation of existing irrigation systems in terms of designs and water use efficiency will be carried out.

ASIE 4206 Irrigation Systems Designs II

The course will cover surface irrigation systems and design. The methods to be covered are basin, furrow and border strip, layout and components, design of head works, design and construction of canals, canal lining, methods of supplying water to the field, hydraulic structures, drainage, construction materials, time scheduling for construction land leveling, BOQ and cost estimates, operation and maintenance, evaluation of constructions. The students are exposed to the construction of the surface irrigation schemes.

ASIE 4212 Gender in Agricultural Development

The course covers gender issues in agriculture such as gender and sex, attributes of gender issues in agricultural extension, current policy on gender issues in agriculture, the contribution of women in agriculture. Gender planning in agricultural extension: need for gender aware planning in extension: gender dimension in project design, gender sensitive planning methods will be discussed. The course will also cover the access and control of resources, potential and limitation of gender planning and male and female households. Ways of strengthening of women's involvement in agricultural development and the strategies that can be used will be discussed. The impact of HIV/AIDS in agricultural development will be discussed.

ASIE 4213 Crop Protection

The course will cover studies on plant disorders, including environmental, bacterial, viral and fungal with an emphasis on the identification of symptoms, causes, prevention and control. This course includes both lecture and laboratory components. A study of major plant diseases (fungal, bacterial and viral); pests (insects, nematodes, rodents); and weeds and how they affect crops. The diagnosis, assessment and control (chemical, cultural and biological) of diseases, pests and weeds will be discussed. The uses of biotechnology in the effect of crop protection practices on the environment are discussed. Pesticides science: chemistry and mode of action, use and care of pesticides, biological pesticides, pesticide application methods and equipment, integrated pest and disease management. Disease

epidemiology, weed science, entomology, and the role of the environment in the disease cycle and specific diseases of economic importance to Zimbabwean agriculture will be discussed.

ASEB 4202 Agricultural Extension and Communication

The course covers the extension philosophy, programmes and methodologies, stakeholder participation and needs identification, factors related to technology adoption and research-extension linkages, extension research techniques (Participatory Rural Appraisal, survey methods etc); managing resources in extension programmes; writing skills, desktop publishing, video production, graphic design.

BACHELOR OF AGRICULTURAL SCIENCES HONOURS DEGREE IN CROP SCIENCE

1. INTRODUCTION

- 1.1 These regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees hereinafter referred to as the General Regulations.

2. RATIONALE FOR THE PROGRAMME

Lupane State University is an institution of higher learning located in the semi-arid region of Matabeleland North province. The area covers agro ecological region IV and V, which is characterised by low and erratic seasonal rainfall. The soils are marginal. This makes rain fed agriculture to be difficult and unprofitable. The University's location makes it an ideal institution to host courses in semi-arid agriculture, soil science, conservation, land, water resources and irrigation development and management.

3. PROGRAMME AIMS AND OBJECTIVES

The broad objective of a crop science programme is the teaching of the principles, skills and knowledge needed for appropriate production, management practices and systems to maximise the use of limited water resources for dryland farming in different climatic, soil and crop production situations. The crop, soil, machinery, water management and soil conservation aspects are considered within the social context. The specific objectives are to:-

- 3.1 apply the scientific knowledge to advance agricultural crop and horticultural production and post production activities involved in the production.

- 3.2 implement government policies related to dryland crop production, land and environmental management.
- 3.3 initiate and manage horticultural and crop based agribusiness profitably.
- 3.4 provide technical expertise and support in matters relating to crop and horticultural production, mechanisation, crop storage and post harvest handling.

4. CAREER OPPORTUNITIES

Employment opportunities for the graduates in Crop Science exist in the public service, non-governmental organisations, private sector and international organisations.

5. ENTRY REQUIREMENTS

- 5.1 Have two (2) ‘A’ level passes in **Biology and /or Agriculture**, plus one of the following subjects or their recognized equivalents: Chemistry, Mathematics, Physics, Geography and Food Science.
- 5.2 Applicants should have passed at least five (5) approved ‘O’ level subjects including English Language and Mathematics.
- 5.3 Applicants without Biology at ‘A’ level and with lower points in ‘A’ level subjects indicated above may be admitted through a bridging programme.
- 5.4 Prospective students who have obtained an Agricultural Diploma from a recognized College, plus five (5) approved ‘O’ level subjects including English Language and Mathematics may be admitted into the programme.

6. PROGRAMME ASSESSMENT

6.1 Each course shall be assessed by coursework and a formal examination.

6.1.1 Courses may contain a practical component. Where there is a practical component, that component shall be taken as part of coursework assessment. The weighting of theory coursework and practical coursework shall be specified in course outline for each course. The total contribution of coursework (theory coursework and practical coursework) shall be 40% of the overall mark of that course.

6.1.2 Each formal examination shall be held during an examination period at the end of each semester, normally that of the semester in which the course was completed.

6.1.3 The formal examination for a course shall be of three hours duration and shall contribute 60% of the overall mark of that course.

6.2 Industrial Attachment Course

The Industrial Attachment Course shall be assessed by reference to the Employer's assessment, the Supervisor's assessment and the Student's final report. The Employer's report shall constitute 25%, the Supervisor's assessment 35% and the Student's report 40% of the overall course mark. The coursework mark shall be based on an assessment on the student's professional performance by his/her supervisors in the field. The final report mark shall be based on reports written by the student at the end of the industrial attachment course. The final report will normally be submitted not later than the end of the month following completion of the industrial attachment course.

6.3 Project Courses

6.3.1 Study Project

A student shall be assessed on his/her presentation of an identified problem and the merit of solutions proposed. The allocation of marks shall be as follows: - 75% for written work and 25% for oral presentation.

6.3.2 Research Project

A student shall be evaluated for scientific writing skills and oral presentation skills. The allocation of marks shall be as follows: - 75% for the written work and 25% for oral presentation.

7. PROGRAMME STRUCTURE

This is a four-year programme or 8 semesters of study inclusive of one year of industrial attachment. A student takes a range of courses which cover important aspects of crop science.

8. List of modules offered:-

Code	Module	Credits	Learning Hours
PART I			
SEMESTER I			
ASSS 1100	Chemistry	8	96
ASCS 1102	Cell Biology, Genetics and Biotechnology	4	48
ASAS 1105	Animal Anatomy and Physiology	4	48
ASSS 1110	Introduction to Computers and Information Literacy	4	48
ASCS 1111	Communication Skills	4	48
ASSS 1130	Introduction to Soil Science	4	48

SEMESTER 2

ASSS 1200	Mathematics	4	48
ASCS 1201	Agricultural Biochemistry	4	48
ASEB 1202	Introduction to Agric. Economics and Finance	4	48
ASCS 1203	Agricultural Microbiology	4	48
ASCS 1206	Plant Ecology and Physiology	4	48
ASCS 1215	Systematic Botany	4	48

PART 2**SEMESTER I**

IDPL 2100	Peace and Leadership Studies	4	48
ASSS 2102	Farm Machinery	4	48
ASCS 2107	Plant Genetics and Breeding	4	48
ASCS 2109	Biometry I	4	48
ASSS 2113	Irrigation and Drainage	4	48
ASCS 2120	Agricultural Entomology and Weed Science	4	48
ASSS 2131	Soil Fertility and Plant Nutrition	4	48

SEMESTER 2

ASSS 2200	Soil and Water Conservation	4	48
ASCS 2208	Introduction to Food Science	4	48
ASCS 2203	Crop Production I	4	48
ASCS 2205	Horticulture	4	48
ASCS 2208	Introduction to Food Science and Technology	4	48
ASCS 2209	Biometry II	4	48

PART 3

ASIA 3000	Industrial Attachment Student's Work Related Learning Report	16	
	Academic Supervisor's Assessment Report	14	
	Employer's Assessment Report	10	

PART 4

SEMESTER 1

ASSS 4102	Environmental Impact Assessment	4	48
ASAS 4105	Principles of Animal Production	4	48
ASCS 4106	Plant Protection	4	48
ASCS 4108	Agro-climatology	4	48
ASCS 4110	Integrated Production Systems	4	48
ASCS 4113	Crop Production II	4	48

SEMESTER 2

ASPR 4000	Research Project	8	96
ASSS 4204	Soil Testing and Fertiliser Use	4	48
ASCS 4207	Plant Biotechnology	4	48
ASEB 4208	Agricultural Marketing and Management	4	48
ASSS 4210	Agricultural Products, Storage and Processing	4	48
ASSS 4220	Soil Information Systems and Remote Sensing	4	48

9. MODULE SYNOPSES

ASAS 1100 Chemistry

The course covers Internationally Standard Units used in Analytical Chemistry, history and study of Periodic Table of elements, symbols of elements. Transition elements. Particles and state of matter. The atom – electron, proton, neutron, electron shells, size of atoms, ionizing energy, electron affinities. Molecule, mole, Avogadro's Number. Nature of chemical bonding. Aqueous reactions, acids and bases, dissociation of acids and bases, water and pH scale. Solutions – liquid, gaseous, solid. Buffer solutions, concentrations. Chemical calculations. Chemistry of carbon compounds, hydrocarbons, alcohols,

carboxylic acids, aldehydes and ketone, esters. Carbohydrates, sugars, starch, cellulose, lignin. Synthetic polymers. Catalysis.

ASCS 1102 Cell Biology, Genetics and Biotechnology

Covers the cell structure and function of cell organelles; cell differentiation and specialization; and manipulation of cells in biotechnology. Basic concepts of Mendelian, molecular, quantitative and population genetics are discussed.

ASAS 1105 Animal Anatomy and Physiology

The morphology and systematic description of organ systems of animals and how they function. The principles and concepts of endocrinology, reproduction and immunology in farm animals. The mechanisms responsible for physiological responses in the endocrine, reproductive and immune systems of farm animals are discussed. Application of principles and concepts of reproductive physiology to solve practical reproductive problems in farm animals.

ASSS 1110 Introduction to Computers and Information Literacy

The history of computers. The hardware (Hard drive, Central Processing unit, monitor, keyboard, motherboard, mouse, input/output units, operating system, storage and printing). Computer software. Programming in Visual Basic, D-Base 4, database concepts and design, systems communication and Networks. Explain the role of protocols in data networks. This module looks at how communication works in data networks and the internet. Build a simple Ethernet network using routers and switches. Internet and website design are looked at.

This course also teaches students information literacy skills. Students are taught how to analyze and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and

saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

ASCS 1111 Communication Skills

This module looks at the communication chain, business communication through letters, memoranda, telefax, telephone, cellular phone, e-mail, intercom and mass media.

ASSS 1130 Introduction to Soil Science

The course covers history of soil science and concepts of a soil, and is a general introduction to factors (climate, parent material, relief, time) and processes of formation, soil classification, soil conservation, soil survey, mapping, soil profile morphology. Students are also introduced to soil mineralogy, physical and chemical properties of the soils, soil organic matter, cation exchange in soils, movement of water and air in soils. The module explores life in the soil, essential plant nutrients in soils, human activities and their effect on soil quality. The module will also look at soil conservation measures to reduce soil erosion.

ASSS 1200 Mathematics

This programme is intended to provide a foundation in the theory and techniques of mathematical and numerical modelling for agricultural and social scientists. It will introduce students to a wide range of topics and technical skills, leading to a variety of potential applications. The overall aim of the course is to give an appreciation of the link between theory and application in agriculture and social sciences. The course introduces students to basic mathematics. This will include the following areas: Functions, vectors, mathematical analysis, differentiation 1, integration, calculus and differential equations.

ASCS 1201 Agricultural Biochemistry

The course gives basics on how living organisms function at the cellular and molecular level. It covers the chemical structure and biological roles of the major molecular component of the cell: polysaccharides, proteins, nucleotides and their derivatives, structure and properties of enzymes, nucleic acids, lipids, carbohydrates, mineral and protein metabolism-cellular respiration, photosynthesis and carbohydrates. Basic enzymology, metabolic and catabolic processes.

ASCS 1203 Agricultural Microbiology

Classification, anatomy and physiology of microorganisms: bacteria, viruses, MLOs, fungi, protozoa. Beneficial microorganisms: BNF and mineralizing organisms, mycorrhizae. Pathogenic and disease-causing microorganisms: plant and animal pathogens and their life cycles. Classification, anatomy and physiology of nematodes, their behaviour and effects in Agricultural production.

ASCS 1206 Plant Ecology and Physiology

Plant structure: cells, tissue systems, organs, root and shoot structure, physiological functions of major plants parts in relation to their environment are discussed. Processes of photosynthesis, respiration and photoperiodism, C3 and C4 plants and factors affecting the plant-nutrient-water-relationships, mechanisms of absorption and assimilation of inorganic nutrients and use of growth regulators are dealt with.

ASCS 1215 Systematic Botany

Classification scientifically of plants: Bryophytes, Pteridophytes, Tracheophytes (Angiosperms, Gymnosperms), aquatic and terrestrial plants, ecosystems and wildlife ecology, plant morphology, alternation of generations and plant processes, large fungi, lichens. Spermatophyte's mono cots and dicots) including important medicinal fruit trees and ornamental plants.

IDPL 2100 Peace and Leadership Studies

The aim of the course is to make students have an awareness of the importance of having peace as a prerequisite for progress and development in society. Students will also acquire knowledge in peace building and conflict resolution as well as leadership skills that will help them to mould societies into a better world.

ASSS 2102 Farm Machinery

Types of energy used in farms, advantages and disadvantages of agricultural mechanization. Draught power, animal drawn implements. Petrol and diesel engines. Fundamental principles of mechanics, thermodynamics Laws, hydraulics in tractors. Farm machinery and implements, combine harvester, drillers, sprayers. Maintenance of farm machinery. The course also covers the impact of mechanization on the environment.

ASCS 2107 Principles of Plant Genetics and Breeding

The application of genetics (Mendelian, population, quantitative and molecular genetics) in the improvement of crops livestock productivity. The course covers traits of economic importance and how to measure them, record keeping and the use of records as a tool in the improvement of productivity. Genetic improvements methods (selection, crossbreeding , inbreeding) and how they are used in local and other genetic improvement programmes will be described, compared and evaluated. The use of biotechnology (molecular markers, genetic engineering) in improvement of productivity and its impact will be dealt with. The impact of increased productivity on the environment and the international aspects and challenges for breeding programmes will be discussed. Introduction and domestication of plants, population genetics, plant breeding methods, seed certification genetically modified crops and non – conventional plant breeding techniques.

ASCS 2109 Biometry I

The course introduces students to basic concepts of statistics. It covers data descriptions; probabilities and frequency distributions; random variables and hypothesis testing.

ASSS 2113 Irrigation and Drainage

This course looks at principles of irrigation, sources of water for irrigation, drainage and water management, soil-water –plant relationship, storage of soil moisture, climatic factors (precipitation, groundwater, temperatures, relative humidity, wind, solar radiation), consumptive use of water by plants, artificial recharge, types of irrigation methods (sprinkler, flood, drip, ferti-irrigation). Pollution of the environment and remedial methods to control are discussed.

ASCS 2120 Agricultural Entomology and Weed Science

This course aims to equip students with the principles of insect classification, feeding habits and mode of attack and the damage caused by insects to crops. A study of the major pests and weeds, the success of the pests and weeds and how they affect crops and crop production, pests of field and stored crops. The effect of seed dormancy on seed longevity and the competitive edge of weeds is discussed. The course will cover the diagnosis, assessment and control through the use of chemical, cultural, physical and biological means, the establishment of economic thresholds for action to be taken against pests and weeds. Pesticides science: the chemistry and mode of action, use and care of pesticides and herbicides, application methods and equipment and integrated pest and weed management.

ASSS 2131 Soil Fertility and Plant Nutrition

The course covers physical and chemical properties and processes in the soil, solution chemistry, how the mineral phase of the soil, organic matter, soil pH, and soil buffering capacity affect plant growth. Essential

plants, macro and micro elements and those factors that affect the availability of the nutrients such as acidity, salinity and sodicity are also covered. Synergetic and antagonistic interactions of nutrients. The role of soil micro-organisms and their influence on soil productivity and environmental quality. Importance of microbes in soil fertility, oxidation and reduction processes in soils. Students are expected to understand the types of synthetic fertilizers used worldwide. The course will look at how to calculate fertilizer application rates and lime.

ASSS 2200 Soil and Water Conservation

Soil degradation (types and causes) and its threat to soil productivity, geological erosion and sedimentation, Role of communities in soil conservation programmes. Conservation measures to reduce the soil loss on farmlands. Water erosion and sedimentation, wind erosion and deposition. Soil Loss Prediction Equations, soil and water pollution from agricultural products, mines and heavy metals. The use of radio isotopes in soil and groundwater studies. The course covers the policies and implementation and the economics of soil conservation.

ASCS 2203 Crop Production I

Basic climatic, agronomic and management requirements for the major crops (cereals, legumes, tubers, cotton, tobacco, fodder and forage) in agriculture are given. Cultivar selection and planting strategies; weeds, pest and disease management; harvesting; storage and utilisation of the crops are discussed. The general principles and practices involved in the production of seed of the various crops; and government legislation governing seed production of released varieties and hybrids are given. Students are enlightened on the use of biotechnology in crop production and the impact of crop production practices on the environment.

ASCS 2205 Horticulture

Classification of horticultural plants; sexual and asexual propagation; photoperiodism; use of plant growth regulators. General climatic

requirements, agronomic and management practices (e.g. irrigation and use of green houses) for horticultural plants. Post harvest handling and marketing of horticultural plants; use of biotechnology for improved productivity; and how horticulture impacts the environment.

ASCS 2208 Introduction to Food Science and Technology

This course looks at foods of plant and animal origin. It is also an introduction to the macro-flora of food. It covers the proximate chemical composition and some natural chemical constituents of food and the nutritional state of different foods. The course also looks at the basic physical, chemical and biological principles of food processing and preservation. Engineering units and dimensions applicable to the food industry are explored. The use of flow charts, equations and stoichiometry is explored.

ASCS 2209 Biometry II

The course focuses on the application of statistics in research. It covers design of experiments, analysis and interpretation of experimental data; relevant statistical packages are used.

ASSS 2212 Land Evaluation and Land Use Planning

The objective of the course is to assess soils and land qualities in order to identify their limitations, their capability/suitability and the most promising kinds of land use in terms of returns and sustainability. The course covers land evaluation as a basis for land use planning; major kinds of land-use resources –physical land use resources (climate, vegetation, landform, soil, hydrology and water), human resources and capital resources; land utilisation types; land –use requirements ; evaluation of land characteristics (climate, topography, wetness, stoniness, physical soil characteristics; soil fertility, salinity and alkalinity). Locally and internationally used methods of land evaluation for rain fed and irrigated agriculture.

ASIA 3000 Industrial Attachment

The industrial attachment is meant to expose students to various agricultural enterprises so that they get practical experience of on-farm activities.

ASSS 4102 Environmental Impact Assessment

Overview of Agricultural and Wildlife practices that affect the environment. Issues in environmental management – definitions, objectives and technologies. Statutory provisions of environment impact assessment in Zimbabwe. The processes involved in environmental impact assessment. Techniques and analysis tools for impact assessment. Challenges of carrying out environment impact assessment practices. Measures and practices adopted to correct environmental damage caused by farming practices.

ASAS 4105 Principles of Animal Production

An overview of the factors which affect animal production (temperature, moisture, nutrition, disease) and the management practices used to minimise the adverse effects of these factors for; beef and dairy cattle, small ruminants, pigs, poultry and livestock-wildlife populations. The course looks at the problems and opportunities available in animal production. It also covers animal behaviour and the application of behavioural knowledge to improve animal production systems. Designing housing facilities and management procedures to suit the behaviour of the animals in question are also dealt with. The impact of animal production activities on the environment and the use of biotechnology in improving productivity are covered.

ASCS 4106 Plant Protection

Pesticides science: chemistry and mode of action, use and care of pesticides, biological pesticides, pesticide application methods and equipment, integrated pest and disease management

ASCS 4108 Agro- climatology

Patterns of rainfall, temperature, sunshine and cloud cover in Zimbabwe and Sub-Saharan Africa. Measurement, compilation and interpretation of climatic and weather data. Use and value of climatic and weather information. Direct and indirect climatic and weather effects on crop production. Agro-ecological zoning of Zimbabwe and characteristics farming practices in the zones.

ASCS 4110 Integrated Production Systems

This course looks at animal and crop production practices that are essential for sustainable crop and animal productivity, crop rotation, inter-planting and multiple cropping systems and their importance. The course also explores the use of crop products and residues to improve animal productivity, use of animals and their wastes, crop residues to improve soil fertility and crop production and animal farming systems and their social, economic and environmental benefits.

ASCS 4113 Crop Production II

This course covers the principle and practices involved in the production, harvesting, processing, storage, testing, quality management, certification, marketing and use of high quality seed from improved cultivars. The course covers information that is applicable to various kinds of agricultural seeds and emphasises hands –on laboratory experience. It examines principles of weed science and emphasises weed biology and ecology, weed management strategies used in agricultural and natural ecosystems and the chemistry of herbicides in relation to effects on plant growth and the environment. Hands –on laboratory sessions cover weed identification and ecology, crop –weed interactions, herbicide application, selectivity and symptomology.

ASPR 4000 Research Project

An independent study of a topic in crop science will be carried out by a student, designed to encourage senior undergraduates to conduct research. Students must make arrangements with both the faculty supervisor and the course coordinator at least one semester before

starting the course. The course includes participation in meetings organized by the coordinator and meetings with a faculty advisor to review research progress. The student develops a project, formulates hypotheses, designs and (if necessary) carries out preliminary experiments to test the hypotheses. This is an independent study, so the student will carry out independent library research, begin experimental work, prepare a written report and make a presentation to other students in the course of the research plan and preliminary results. The student's final presentation will be a written report of the research findings done in a scholarly style and an oral presentation to other students and faculty staff.

ASSS 4204 Soil Testing and Fertilizer Use

The absorption and sorption of nutrients by different types of soils and the factors that affect the availability of the nutrients are explained. Soil fertility management and environmental impact of inorganic fertilizers and agrochemicals. Soil fertility status of Zimbabwean soils, their constraints to crop production. Soil fertility management in cropping systems, choice of forms of fertilizers, efficiency use of fertilizers; nutrient- moisture interactions in semi-arid conditions. Calculations of fertilizer application rates and lime requirement are taught to the students. The role of microorganism in improving the quality of the soil. Biological Nitrogen Fixation (BNF), exploiting BNF in agriculture and the use of stable and radio isotopes in nutrient cycling will be explored.

ASCS 4207 Plant Biotechnology

Biological methods and techniques, tissue culture, embryo culture, anther and pollen culture, ovary and ovule culture, genetic engineering, transgenic organisms, in vitro horticulture.

ASEB 4208 Agricultural Marketing and Management

This course will look at the concepts of markets, geographical area or location in which the same good is sold at one price. The definition of

marketing will be done as well as looking at agricultural and agribusiness marketing Agricultural and food marketing in economic development. The Neoclassical Economics theory of markets, monopoly, oligopoly. Industrial organization or structure, conduct, performance, framework of analysis are covered. This course also looks at sub-sector approach strategic planning and marketing management.

ASSS 4210 Agricultural Products, Storage and Processing

Storage and processing facilities and equipment in agriculture are covered as well as standard quality in plants. The course also looks at the importance of post-harvest and pre-storage treatment of plant products, transportation, storage and processing of plant products. The marketing of agricultural products is covered. Challenges and prospects in agricultural products processing and storage are explored.

ASSS 4220 Soil Information Systems and Remote Sensing (GIS)

This course looks at the purpose and types of soil resource surveys; soil survey methodology; soil – landscape and soil vegetation relationships. The course also covers remote sensing principles (types of sensors, image classification, spectral signatures of soils, plants and other surface features, land cover mapping); techniques and tools for mapping soils (use of aerial photography and satellite imagery); soil mapping units and soil spatial variation; production of soil maps and reports. The course also covers principles and applications of Geographic Information Systems (GIS) and soil databases.

BACHELOR OF AGRICULTURAL SCIENCES HONOURS DEGREE IN SOIL SCIENCE

1. INTRODUCTION

- 1.1. These regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees hereinafter referred to as the General Regulations.

2. RATIONALE FOR THE PROGRAMME

Lupane State University is an institution of higher learning located in the semi-arid region of Matabeleland North province. The area covers agro ecological region IV and V, which is characterised by low and erratic seasonal rainfall. The soils are marginal. This makes rain fed agriculture to be difficult and unprofitable. The University's location makes it an ideal institution to host courses in semi-arid agriculture, soil science, conservation, land, water resources and irrigation development and management.

3. PROGRAMME AIMS AND OBJECTIVES

The broad objective of a soil science programme is the teaching of the principles, skills and practical training needed in soil sciences for appropriate crop production, management practices and systems, infrastructural development, engineering and soil conservation to maximise the use of land and soil resources. Crop, soil, machinery, water management and soil conservation aspects are considered. The specific objectives of this programme are to:-

- 3.1 apply the scientific knowledge to advance the proper use and management of the different types of soils.
- 3.2 implement government policies related to soil research, dryland crop production, land and environmental management.

- 3.3 provide technical expertise and support in matters relating to soil fertility management, soil-crop-water relationship and mechanisation.

4. CAREER OPPORTUNITIES

Employment opportunities for the graduates in soil science exist in the public service, research organisations, non-governmental organisations, private sector and international organisations.

5. ENTRY REQUIREMENTS

- 5.1 Applicants must have passed ‘A’ level Chemistry, plus one of the following subjects or their recognized equivalents: Chemistry, Mathematics, Physics, Geography and Food Science.
- 5.2 Applicants should have passed at least five (5) approved ‘O’ level subjects including English Language and Mathematics.
- 5.3 Applicants without Biology at “A” level and with lower points in ‘A’ level subjects indicated above may be admitted through a bridging programme.
- 5.4 Prospective students who have obtained an Agricultural Diploma from a recognized College, plus five (5) approved ‘O’ level subjects including English Language and Mathematics may be admitted into the programme.

6. PROGRAMME ASSESSMENT

- 6.1 Each course shall be assessed by coursework and a formal examination.

- 6.1.1 Courses may contain a practical component. Where there is a practical component, that component shall be taken as part of coursework assessment. The weighting of theory coursework and practical coursework shall be specified in course outline for each course. The total contribution of coursework (theory coursework and practical coursework) shall be 40% of the overall mark of that course.
- 6.1.2 Each formal examination shall be held during an examination period at the end of each semester, normally that of the semester in which the course was completed.
- 6.1.3 The formal examination for a course shall be of three hours duration and shall contribute 60% of the overall mark of that course.

6.2 Industrial Attachment Course

The Industrial Attachment Course shall be assessed by reference to the Employer's assessment, the Supervisor's assessment and the Student's final report. The Employer's report shall constitute 25%, the Supervisor's assessment 35% and the Student's report 40% of the overall course mark. The coursework mark shall be based on an assessment on the student's professional performance by his/her supervisors in the field. The final report mark shall be based on reports written by the student at the end of the industrial attachment course. The final report will normally be submitted not later than the end of the month following completion of the industrial attachment course.

6.3 Project Courses

6.3.1 Study Project

A student shall be assessed on his/her presentation of an identified problem and the merit of solutions proposed. The allocation of marks shall be as follows: - 75% for written work and 25% for oral presentation.

6.3.2 Research Project

A student shall be evaluated for scientific writing skills and oral presentation skills. The allocation of marks shall be as follows: 75% for the written work and 25% for oral presentation.

7. PROGRAMME STRUCTURE

This is a four-year programme or 8 semesters of study inclusive of one year of industrial attachment. A student takes a range of courses which cover important aspects of soil science.

8. List of modules offered:-

Code	Module	Credits	Learning Hours
PART I			
SEMESTER I			
ASSS 1101	Physical Chemistry	4	48
ASCS 1102	Cell Biology, Genetics and Biotechnology	4	48
ASSS 1110	Introduction to Computers and Information Literacy	4	48
ASCS 1111	Communication Skills	4	48
ASSS 1120	Physics	4	48
ASSS 1130	Introduction to Soil Science	4	48

SEMESTER 2

ASSS 1200	Mathematics	4	48
ASCS 1201	Agricultural Biochemistry	4	48
ASSS 1225	Soil Chemistry	4	48
ASCS 1203	Agricultural Microbiology	4	48
ASCS 1206	Plant Ecology and Physiology	4	48
ASCS 1215	Systematic Botany	4	48

PART 2**SEMESTER I**

IDPL 2100	Peace and Leadership Studies	4	48
ASSS 2102	Farm Machinery	4	48
ASCS 2107	Plant Genetics and Breeding	4	48
ASCS 2109	Biometry I	4	48
ASSS 2113	Irrigation and Drainage	4	48
ASSS 2131	Soil Fertility and Plant Nutrition	4	48
ASCS 2120	Agricultural Entomology and Weed Science	4	48

SEMESTER 2

ASSS 2200	Soil and Water Conservation	4	48
ASCS 2203	Crop Production I	4	48
ASCS 2205	Horticulture	4	48
ASCS 2208	Introduction to Food Science and Technology	4	48
ASCS 2209	Biometry II	4	48
ASSS 2212	Land Evaluation and Land Use Planning	4	48

PART 3

ASIA 3000	Industrial Attachment Student's Work Related Learning Report	16	
	Academic Supervisor's Assessment Report	14	
	Employer's Assessment Report	10	

PART 4

SEMESTER 1

ASSS 4102	Environmental Impact Assessment	4	48
ASSS 4103	Pedology	4	48
ASSS 4104	Geology	4	48
ASSS 4105	Soil Physics	4	48
ASCS 4106	Plant Protection	4	48
ASCS 4108	Agro-climatology	4	48

SEMESTER 2

ASPR 4000	Research Project	8	96
ASSS 4204	Soil Testing and Fertilizer Use	4	48
ASEB 4208	Agricultural Marketing and Management	4	48
ASSS 4210	Agricultural Products and Processing	4	48
ASSS 4220	Soil Information Systems and Remote Sensing	4	48
ASSS 4222	Soil Mineralogy	4	48

9. MODULE SYNOPSES:-

ASSS 1101 Physical Chemistry

The course covers Stoichiometry – Gravimetric, volumetric, stoichiometric calculations. Atomic structure. Chemical bonding, size of ions in relation to their chemical properties. Chemical equilibrium. Gas Laws. Oxidation and Reduction . Reaction Kinetics. Chemical equilibrium. Solubility product. Chemical Thermodynamics. Thermochemistry. Solid state (crystal systems). Liquids.

ASCS 1102 Cell Biology, Genetics and Biotechnology

Covers the cell structure and function of cell organelles; cell differentiation and specialization; and manipulation of cells in biotechnology. Basic concepts of Mendelian, molecular, quantitative and population genetics are discussed.

ASSS 1110 Introduction to Computers and Information Literacy

The history of computers. The hardware (Hard drive, Central Processing unit, monitor, keyboard, motherboard, mouse, input/output units, operating system, storage and printing). Computer software. Programming in Visual Basic, D-Base 4, database concepts and design, systems communication and Networks. Explain the role of protocols in data networks. This module looks at how communication works in data networks and internet. Build a simple Ethernet network using routers and switches. Internet and website design.

This course also teaches students information literacy skills. Students are taught how to analyze and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

ASCS 1111 Communication Skills

The aim of this module is to improve communication skills of students by equipping them with language skills that will enable students to use proper grammar and be competent in sentence construction. Students will also be taught how to use formal language in communication.

ASSS 1120 Physics

The course covers Electricity, Coulomb's Law and Conservation Laws, OHM's Law, Kirchoff's Law, Gauss Law of electricity. The fundamental mechanical principles of mechanics those technical terms related to farm machinery, such as importance of accurate, motion in one and two dimension (vectors). Newton's First Law of inertia. Stoke's Law and terminal velocity, Force of gravity, speed velocity, moments, energy, power, efficiency, mechanical advantage, pulleys, hydraulic system, fluids, hydrostatic pressure.

ASSS 1130 Introduction to Soil Science

The course covers the history of soil science and concepts of a soil and is a general introduction to factors (climate, parent material, relief, time) and processes of formation, soil classification, soil conservation, soil survey, mapping, soil profile morphology. Students are also introduced to soil mineralogy, physical and chemical properties of the soils, soil organic matter, cation exchange in soils, movement of water and air in soils. The course looks at life in the soil, essential plant nutrients in soils, human activities and their effect on soil quality. Soil conservation measures to reduce soil erosion are also covered.

ASSS 1200 Mathematics

The course introduces students to basic mathematics. This will include the following areas: Functions, matrices, analysis, differentiation 11, integration, calculus, mechanics and differential equations.

ASCS 1201 Agricultural Biochemistry

The course gives basics on how living organisms function at the cellular and molecular level. It covers the chemical structure and biological roles of the major molecular component of the cell: polysaccharides, proteins, nucleotides and their derivatives, structure and properties of enzymes, nucleic acids, lipids, carbohydrates, mineral and protein

metabolism-cellular respiration, photosynthesis and carbohydrates.
Basic enzymology, metabolic and catabolic processes.

ASSS 1225 Soil Chemistry

This course looks at the complex interplay of organic and inorganic solids, air, water, microorganisms and plant roots in soil. The course covers topics that include; soil –ion interactions, water and soil solutions (chemical principles of the aqueous phase), oxidation and reduction, inorganic solid phase and organic matter in soil, weathering and soil development, cation retention (exchange), Anion and molecular retention (including phosphate chemistry), Soil reaction and Acid and salt affected soils. Point of Zero charge (PZC), variable and permanent charges. It is from the above principles that a student of soil chemistry should be able to diagnose soil pollution and implement appropriate remedial measures.

ASCS 1203 Agricultural Microbiology

Classification, anatomy and physiology of microorganisms: bacteria, viruses, MLOs, fungi, protozoa. Beneficial microorganisms: BNF and mineralizing organisms, mycorrhizae. Pathogenic and disease-causing microorganisms: plant and animal pathogens and their life cycles. Classification, anatomy and physiology of nematodes, their behaviour and effects in Agricultural production.

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Plant structure: cells, tissue systems, organs, root and shoot structure, physiological functions of major plants parts in relation to their environment are discussed. Processes of photosynthesis, respiration and photoperiodism, C3 and C4 plants and factors affecting the plant-nutrient-water-relationships, mechanisms of absorption and assimilation of inorganic nutrients and use of growth regulators are dealt with.

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Classification scientifically of plants: Bryophytes, Pteridophytes, Tracheophytes (Angiosperms, Gymnosperms), aquatic and terrestrial plants, ecosystems and wildlife ecology, plant morphology, alternation of generations and plant processes, large fungi, lichens.

Spermatophyte's monocots and dicots) including important medicinal fruit trees and ornamental plants.

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Types of energy used in farms, advantages and disadvantages of agricultural mechanization. Draught power, animal drawn implements. Petrol and diesel engines. Fundamental principles of mechanics, thermodynamics Laws, hydraulics in tractors. Farm machinery and implements, combine harvester, drillers, sprayers. Maintenance of farm machinery. The course also covers the impact of mechanization on the environment.

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genetic engineering) in improvement of productivity and its impact will be dealt with. The impact of increased productivity on the environment and the international aspects and challenges for breeding programmes will be discussed. Introduction and domestication of plants, population genetics, plant breeding methods, seed certification genetically modified crops and non – conventional plant breeding techniques.

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This course looks at principles of irrigation, sources of water for irrigation, drainage and water management, soil-water –plant relationship, storage of soil moisture, climatic factors (precipitation, groundwater, temperatures, relative humidity, wind, solar radiation), consumptive use of water by plants, artificial recharge, types of irrigation methods (sprinkler, flood, drip, ferti- irrigation). Pollution of the environment and remedial methods to control are discussed.

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The course covers physical and chemical properties and processes in the soil, solution chemistry, how the mineral phase of the soil, organic matter, soil pH, and soil buffering capacity affect plant growth. Essential plants, macro and micro elements and those factors that affect the availability of the nutrients such as acidity, salinity and sodicity are also covered. Synergetic and antagonistic interactions of nutrients. The role of soil micro-organisms and their influence on soil productivity and environmental quality. Importance of microbes in soil fertility, oxidation and reduction processes in soils. Students are expected to

understand the types of synthetic fertilizers used worldwide. How to calculate fertilizer application rates and lime.

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ASSS 2200 Soil and Water Conservation

Soil degradation (types and causes) and its threat to soil productivity, geological erosion and sedimentation, Role of communities in soil conservation programmes. Conservation measures to reduce the soil loss on farmlands. Water erosion and sedimentation, wind erosion and deposition. Soil Loss Prediction Equations, soil and water pollution from agricultural products, mines and heavy metals. The use of radio isotopes in soil and groundwater studies. The course covers the policies and implementation and the economics of soil conservation.

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production of seed of the various crops and government legislation governing seed production of released varieties and hybrids are given. Students are enlightened on the use of biotechnology in crop production and the impact of crop production practices on the environment.

ASCS 2209 Biometry II

The course focuses on the application of statistics in research. It covers design of experiments, analysis and interpretation of experimental data; relevant statistical packages are used.

ASCS 2205 Horticulture

Classification of horticultural plants; sexual and asexual propagation; photoperiodism; use of plant growth regulators. General climatic requirements, agronomic and management practices (e.g. irrigation and use of green houses) for horticultural plants. Post harvest handling and marketing of horticultural plants; use of biotechnology for improved productivity; and how horticulture impacts the environment.

ASCS 2208 Introduction to Food Science and Technology

This course looks at foods of plant and animal origin. It is also an introduction to the macro-flora of food. It covers the proximate chemical composition and some natural chemical constituents of food and the nutritional state of different foods. The course also looks at the basic physical, chemical and biological principles of food processing and preservation. Engineering units and dimensions applicable to the food industry are explored. The use of flow charts, equations and stoichiometry is explored.

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The objective of the course is to assess soils and land qualities in order to identify their limitations, their capability/suitability and the most promising kinds of land use in terms of returns and sustainability. The

course covers land evaluation as a basis for land use planning; major kinds of land-use resources –physical land use resources (climate, vegetation, landform, soil, hydrology and water), human resources and capital resources; land utilisation types; land –use requirements ; evaluation of land characteristics (climate, topography, wetness, stoniness, physical soil characteristics; soil fertility, salinity and alkalinity). Locally and internationally used methods of land evaluation for rain fed and irrigated agriculture.

ASIA 3000 Industrial Attachment

The industrial attachment is meant to expose students to various agricultural enterprises so that they get practical experience of on-farm activities.

ASSS 4102 Environmental Impact Assessment

Overview of Agricultural and Wildlife practices that affect the environment. Issues in environmental management – definitions, objectives and technologies. Statutory provisions of environment impact assessment in Zimbabwe. The processes involved in environmental impact assessment. Techniques and analysis tools for impact assessment. Challenges of carrying out environment impact assessment practices. Measures and practices adopted to correct environmental damage caused by farming practices.

ASSS 4103 Pedology

The course covers in detail factors of soil formation and soil forming processes; soil classification systems; major soils of the world – their formation, distribution and management; soil morphological, physical, chemical and mineralogical characteristics- their interpretation for agricultural and non-agricultural purposes in terms of soil behaviour and land quality; Zimbabwean soils – their classification, distribution,

use and management. Throughout the course, emphasis will be on issues relating to soils of arid and semi-arid environments.

ASSS 4104 Geology

This course introduces students to landscape processes and composition of various rock types from which most soil characteristics are inherited. It covers characteristics of major rock types (igneous, sedimentary and metamorphic); geological formations that cover Zimbabwe. Landform types (i.e. structural, erosional and depositional) and their formation; erosional surfaces; relationship between geology, landforms and soils.

ASSS 4105 Soil Physics

The physical properties of the soil such as texture, structure, consistency, bulk density, pore space Atterberg limits, retention forces, soil hysteresis, hydraulic conductivity. Classification of soil moisture oven dry, hygroscopic, capillary, and gravitational (Field capacity, available water, permanent wilting point). Movement of water air, solutes and heat in soils. Soil moisture measurements – gravitational, resistance, neutron probe, metric suction measurements using tensiometer, pressure plates, saturated and unsaturated flow. Soil – plant- water relationships.

ASCS 4106 Plant Protection

Pesticides science: chemistry and mode of action, use and care of pesticides, biological pesticides, pesticide application methods and equipment, integrated pest and disease management.

ASCS 4108 Agro - Climatology

Patterns of rainfall, temperature, sunshine and cloud cover in Zimbabwe and Sub-Saharan Africa. Measurement, compilation and interpretation of climatic and weather data. Use and value of climatic and weather information. Direct and indirect climatic and weather effects on crop

production. Agro-ecological zoning of Zimbabwe and characteristics farming practices in the zones.

ASPR 4000 Research Project

Independent study of a current topic in Agricultural Sciences designed to encourage senior undergraduates to conduct research.

ASSS 4204 Soil Testing and Fertilizer Use

The absorption and sorption of nutrients by different types of soils and the factors that affect the availability of the nutrients are explained. Soil fertility management and environmental impact of inorganic fertilizers and agrochemicals. Soil fertility status of Zimbabwean soils, their constraints to crop production. Soil fertility management in cropping systems, choice of forms of fertilizers, efficiency use of fertilizers; nutrient- moisture interactions in semi-arid conditions. Calculations of fertilizer application rates and lime requirement are taught to the students. The role of microorganism in improving the quality of the soil. Biological Nitrogen Fixation (BNF), exploiting BNF in agriculture and the use of stable and radio isotopes in nutrient cycling will be explored.

ASEB 4208 Agricultural Marketing and Management

This course looks at the concepts of markets, geographical area or location in which the same good is sold at one price. Definition of marketing, agricultural and agribusiness marketing Agricultural and food marketing in economic development will be done. The Neoclassical Economics theory of markets, monopoly, and oligopoly will be explored. The course also looks at industrial organization or structure, conduct, performance, framework of analysis and Subsector approach. Strategic Planning and Marketing management will be covered.

ASSS 4210 Agricultural Products, Storage and Processing

This course looks at storage and processing facilities and equipment in agriculture. This course looks at standard quality in plants and the importance of post-harvest and pre-storage treatment of plant products, transportation, storage and processing of plant products. The marketing of agricultural products, challenges and prospects in agricultural products processing and storage are discussed.

ASSS 4220 Soil Information Systems and Remote Sensing (GIS)

This course looks at the purpose and types of soil resource surveys; soil survey methodology; soil – landscape and soil vegetation relationships. The course also covers remote sensing principles (types of sensors, image classification, spectral signatures of soils, plants and other surface features, land cover mapping); techniques and tools for mapping soils (use of aerial photography and satellite imagery); soil mapping units and soil spatial variation; production of soil maps and reports. The course also covers principles and applications of Geographic Information Systems (GIS) and soil databases.

REGULATIONS FOR THE BACHELOR OF SCIENCE HONOURS DEGREE IN FOREST RESOURCES MANAGEMENT

1. INTRODUCTION

- 1.1 These regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees hereinafter referred to as the General Regulations.
- 1.2 This programme is designed for students interested in pursuing careers in ecology and management of forest resources.

2. RATIONALE FOR THE PROGRAMME

Natural resources management goals are accomplished through the work of conservationists and ecologists in the public and private sectors. These trained personnel specialize in conducting studies that determine the status of natural resources. When well trained, forest managers develop field practices and regulations that provide for the welfare and development of forests.

Lupane State University is an institution of higher learning located in the midst of natural forests in Matabeleland North Province. The University's location makes it an ideal institution to host courses in forest resources management. This location enables students to have hands on experience through interaction with forest and wildlife management institutions within the University's catchment. The programme is also a direct response to training requirements for practicing conservationists who hold diplomas in forestry and intend to further their education in the conservation of forests. The programme will also provide direct entry for post Advanced Level graduates.

3. PROGRAMME AIMS AND OBJECTIVES

The broad objective of the programme is to train students at undergraduate level in forest resources management, capable of effective planning and managing forest resources in Zimbabwe and anywhere else in the world.

3.1 Specific aims and objectives

- To provide training on biological, physical, and social science aspects of forest resource management.
- To produce graduates with quality entrepreneurial skills though a working knowledge of the characteristics of forest resources, their interactions, and the ways in which they can be controlled to provide a socially optimal mix of goods and services.
- To provide an understanding of the political and socio-economic environment in which forestry is practiced.
- To train graduates who have the right information and skill for raising awareness in forest conservation and management for future generations.
- To produce graduates who can think independently and analyse different situations to bridge gaps and improve existing forest management scenarios through research.
- Train forest ecologists who will contribute to the development of forest resource policy formulation in and outside Zimbabwe.

4. CAREER OPPORTUNITIES

Graduates are prepared for post-graduate study or may enter the work force directly. Students find employment in forestry departments as foresters, ecologists, entomologists, entrepreneurs in the timber industry and processing industries which add value to timber products.

5. ENTRY REQUIREMENTS

- 5.1 In order to qualify for normal entry to the Forest Resources Management programme, a prospective student must satisfy the following requirements:
- 5.2 Have obtained a pass at 'A' level in any TWO of the following core subjects or their recognized equivalents: Biology, Chemistry, Mathematics, Geography and Physics.
- 5.3 Have obtained at least 5 O' Level subjects including English Language and Mathematics.

6. PROGRAMME ASSESSMENT

- 6.1 Each course shall be assessed by coursework and a formal examination.
 - 6.1.1 Courses may contain a practical component. Where there is a practical component, that component shall be taken as part of coursework assessment. The weighting of theory coursework and practical coursework shall be specified in the course outline for each course. The total contribution of coursework (theory coursework and practical coursework) shall be 40% of the overall mark of that course.
 - 6.1.2 Each formal examination shall be held during an examination period at the end of each semester, normally that of the semester in which the course was completed.
 - 6.1.3 The formal examination for a course shall be of three hours duration and shall contribute 60% of the overall mark of that course.

6.2 Industrial Attachment Course

The Industrial Attachment Course shall be assessed by reference to the Employer's assessment, the Supervisor's assessment and the Student's final report. The Employer's report shall constitute 25%, the Supervisor's assessment 35% and the Student's report 40% of the overall course mark. The coursework mark shall be based on an assessment on the student's professional performance by his/her supervisors in the field. The final report mark shall be based on reports written by the student at the end of the industrial attachment course. The final report will normally be submitted not later than the end of the month following completion of the industrial attachment course.

6.3 Research Project

A student shall be evaluated for scientific writing skills and oral presentation skills. The allocation of marks shall be as follows: - 75% for the written work and 25% for oral presentation.

7. PROGRAMME STRUCTURE

- 7.1 This is a four-year programme or 8 semesters of study inclusive of one year of industrial attachment. A student takes a range of courses which cover topical issues in the management of forest resources.
- 7.2 A registered Honours Degree student is required to go on industrial attachment for a period of not less than eight (8) months and also to carry out research and submit a research project at the end of his/her study.

8. List of modules offered:-

Code	Module	Credits	Learning Hours
PART I			
SEMESTER I			
ASWM 1100	Introduction to Computers and Information Literacy	4	48
ASAS 1101	Chemistry	8	96
ASCS 1102	Principles of Cell Biology, Genetics and Biotechnology	4	48
ASWM 1104	Diversity of Life	4	48
ASSS 1130	Introduction to Soil Science	4	48
SEMESTER 2			
ASWM 1202	Principles of Microbiology and Entomology	4	48
ASWM 1203	Principles of Ecology	4	48
ASFM 1204	Tropical Dendrology and Botany	4	48
ASWM 1206	Biochemistry	4	48
ASAS 1209	Biometry	4	48
ASCS 1212	Plant Anatomy and Physiology	4	48
PART 2			
SEMESTER I			
IDPL 2100	Peace and Leadership	4	48
ASWM 2101	Natural Resources Economics	4	48
ASFM 2103	Forest Entomology	4	48
ASFM 2108	Forest Silviculture	4	48
ASFM 2109	Applied Biometry	4	48
ASFM 2110	Principles of Forest Management	4	48
SEMESTER 2			
ASAS 2202	Applied Animal and Plant Breeding	4	48

ASFM 2202	Land Evaluation and Land Use Planning	4	48
ASAS 2206	Pasture and Rangeland Management	4	48
ASAS 2208	Environment Impact Assessment	4	48
ASFM 2212	Fire Ecology	4	48
ASSS 2200	Soil and Water Conservation	4	48

PART 3

ASIA 3000	Industrial Attachment Student's Work Related Learning Report	16	
	Academic Supervisor's Assessment Report	14	
	Employer's Assessment Report	10	

PART 4

SEMESTER 1

ASFM 4001	Forestry as a Business	4	48
ASFM 4100	Sustainable Forest Operations	4	48
ASFM 4103	Applied Forest Ecology	4	48
ASFM 4106	Extension, Communication and Development	4	48
ASWM 4108	Natural Resource Management and Climate Change	4	48
ASWM 4120	Agroforestry	4	48

SEMESTER 2

ASPR 4000	Research Project	8	96
ASWM 4205	Social Ecology and Social Policy	4	48
ASFM 4207	Forest Inventory and Management	4	48
ASFM 4209	Applied Forest Management and Mensuration	4	48
ASWM 4211	Applied Terrestrial Ecology	4	48
ASWM 4212	GIS and Remote Sensing	4	48

8. MODULE SYNOPSES:-

ASWM 1100 Introduction to Computers and Information Literacy

The computer hardware (Hard Drive, Central Processing Unit, monitor, keyboard, motherboard, mouse, input/output units, operating system, storage and printing) will be explored. Application software (Microsoft Word, Excel, Power Point, Access, Windows Explorer, Internet and E-mail, antivirus protection) will be looked at. Basic programming will be done using VB, which will serve as a basic tool in preparation for modelling studies.

This course also teaches students information literacy skills. Students are taught how to analyze and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

ASAS 1101 Chemistry

The course covers organic, inorganic, physical and analytical chemistry as background to biochemical courses.

ASCS 1102 Principles of Cell Biology, Genetics and Biotechnology

The course covers the cell structure and function of cell organelles; cell differentiation and specialization; and manipulation of cells in biotechnology. Basic concepts of Mendelian, molecular, quantitative and population genetics are discussed.

ASWM 1104 Diversity of Life

The characteristics and phylogenetic classification of life, starting from the earliest common ancestor to the five kingdom system and the phylogenic relationship of these kingdoms are discussed. Kingdoms Monera, Protocista, Fungi, Plantae and Animalia will be studied. A survey of the physiological adaptations to aquatic and terrestrial

environments and a comparison of the reproductive and development strategies utilized by various phylogenetic groups will be covered.

ASSS 1130 Introduction to Soil Science

The course covers history of soil science and concepts of a soil, and is a general introduction to factors (climate, organisms, parent material, relief, time) and processes of soil formation, soil classification, soil conservation, soil survey, and soil profile morphology. Students are also introduced to soil mineralogy, chemical and physical properties of soils, soil water relationships, soil temperature, soil organic matter, and plant nutrition and soil fertility. Human activities and their effect on soil quality are discussed.

ASWM 1202 Principles of Microbiology and Entomology

The course is an introduction to microorganisms (bacteria, fungi, viruses, protozoa) and pests (insects, mites, nematodes, rodents) that are of importance in agriculture. It covers the general morphology, classification and ecology of microorganisms and pests and how they affect animals, plants and soil fertility and how they are controlled.

ASWM 1203 Principles of Ecology

This is a study of fundamental ecological principles. It deals with population ecology and community ecology in which competition, predation, parasitism, herbivory, succession, trophic structure, nutrient cycling, keystone species are discussed. The course also highlights to students how animals choose habitats and also discusses habitat requirements, territorial defence, and neighbour intrusions. The feeding and watering behaviours and coping characteristics are discussed. Students also study the social ranking, sexual behaviour, aggressiveness and fighting strategies in animals. Major communities like tundra, taiga, temperate rainforests, temperate deciduous forests, grasslands and tropical forests among others are discussed in detail as well as anthropogenic impacts on ecosystems.

ASFM 1201 Tropical Dendrology and Botany

The course covers the study of trees systematics and overview of plant diversity including bryophytes, ferns, and seed plants. Students also look at the structure and function of trees, which involves nomenclature, classification and phylogenetic relationships, morphology and evolutionary ecology of woody plants and distribution of important species by families. General botany concepts for plants are also discussed.

ASWM 1201 Biochemistry

The course gives basics on how living organisms function at the cellular and molecular level. It covers the chemical structure and biological roles of the major molecular components of the cell: polysaccharides, proteins (including enzymes), nucleic acids, lipids, and carbohydrates. Students study basic enzymology, intermediary metabolism, with emphasis on catabolic processes. The course thus provides background knowledge for principles of animal production.

ASAS 1209 Biometry

The course introduces students to basic concepts of statistics. It covers introduction to methods and procedures for gathering and interpreting data e.g. data descriptions; review of probabilities and frequency distributions; random variables and hypothesis testing.

ASFW 1212 Plant Anatomy and Physiology

The internal structure of plants and the physiological functions of major plant parts in relation to their environment are discussed. Processes of photosynthesis, respiration and photorespiration and factors affecting them; plant-water relationships; mechanisms of absorption and assimilation of inorganic nutrients; and use of growth regulators are dealt with in detail.

IDPL 2100 Peace and Leadership Studies

The aim of the course is to make students have an awareness of the importance of having peace as a prerequisite for progress and development in society. Students will also acquire knowledge in peace

building and conflict resolution as well as leadership skills that will help them to mould societies into a better world.

ASWM 2101 Natural Resources Economics

The course gives a base in microeconomics and macroeconomics principles in a forestry and wildlife management context. It covers the history of economic thought; supply and demand of both products and factors of production (land, labour and capital); the product theory; pricing in different types of markets (monopolistic, competitive and imperfectly competitive); national income accounts; economic fluctuations; fiscal and monetary policies; budgets (gross margin, partial and). Examines a number of economic models of natural resource allocation and demonstrates their application to policymaking and natural resource management to provide useful insights to both policy makers and managers for sustainable economic growth and development. Students are equipped with skills for assessing the impacts of these policies. Zimbabwean and SADC policies that relate to food, agriculture and natural resources covered together with relevant local statutory instruments are discussed.

ASFM 2103 Forest Entomology

This course seeks to provide an understanding of the identity, ecology, and management of forest insect pests. Focus areas include classification, biology, natural history and diversity of insects affecting forest ecosystems. Other areas that will be explored include the ecology of forest pests- including host-plant interactions, population dynamics, and natural enemies of forest insects; insect sampling in forest ecosystems-monitoring, forecasting and assessing the risk of insect outbreaks; importance of silvicultural practices and management of natural enemies in preventing insect outbreaks. Recognize the importance of cultural, physical, biological, and chemical strategies for preventing, controlling and managing forest pests. Research on insect pests of forests will be done.

ASFM 2108 Forest Silviculture

The course deals with its importance of silviculture in forestry practices. It also discusses the analysis and study of problems of raising the tree crops. Climatic and edaphic factors affecting tree growth are studied. The course also explores the applications of principles of natural and artificial forest regeneration, seedling establishment, growth, and requirements for development physiology. Applications of commonly used "intermediate treatments" and "stand tending" methods will also be discussed. The students will learn how to diagnose and quantify current conditions in a stand given inventory information, to describe desired conditions given landowner objectives, and to prescribe silvicultural treatments that will move current stand towards desired conditions. They will also study how silvicultural practices affect soil resources, forest health, wildlife habitat, biological diversity, wood production, water quality and yield, recreation, and aesthetics.

ASFM 2109 Applied Biometry

The course focuses on the application of statistics in research. It covers design of experiments, analysis and interpretation of experimental data; test of hypotheses and use of relevant statistical packages. The course emphasizes the hands-on approach in use of the statistical software, analyses and inference.

ASFM 2110 Principles of Forest Management

The course introduces students to classification, morphology, distribution and ecology of important forest trees and forest reserves in Zimbabwe. It explores issues in silviculture. Afforestation, characteristics of major timber and their uses are discussed. Students must also understand issues of felling and log transportation, importance of forest in the national economy and the organisation of forest resources, non-timber resources, forest protection and conservation, regulation of harvest and sustained yield.

ASSS 2200 Soil and Water Conservation

The course covers soil degradation (types and causes) and its threat to soil productivity; soil conservation measures for farmlands (agronomic

and structural). It discusses the role of communities in soil conservation programmes, effects of land tenure and the land reform programme. It also covers soil loss prediction models, water resources for agriculture and principles and techniques of water harvesting and soil moisture conservation in semi-arid environments.

ASAS 2206 Pasture and Rangeland Management

The course is an introduction to veld management. It covers issues of identification of grass species and climatic response of herbage and graze species, management of pastures for grazing of extensive and intensive wildlife production animals. Range management for keystone species is also discussed. The potential opportunities and challenges in management of grazing and browsing (including strategies to overcome them) in an integrated livestock/wildlife enterprise are also explored. Environmental problems associated with grazing and browsing by animals are discussed.

ASFM 2202 Applied Animal and Plant Breeding

The course covers applications of genetics (Mendelian, population, quantitative and molecular genetics) in the improvement of plant and animal productivity. It explores the Hardy-Weinberg Equilibrium, quantitative and qualitative traits and discusses traits of economic importance and how to measure them, record keeping and the use of records as a tool in the improvement of productivity. Genetic improvements methods (selection, crossbreeding, in breeding) and how they are used in local and other genetic improvement programmes will be described, compared and evaluated. The use of biotechnology (molecular markers, genetic engineering) in improvement of productivity and its impact will be dealt with. The impact of increased productivity on the environment and the international aspects and challenges for breeding programmes will be discussed.

ASAS 2202 Land Evaluation and Land Use Planning

The objective of the course is to assess soils and land qualities in order to identify their limitations, their capability/suitability and the most promising kinds of land use in terms of returns and sustainability.

Covers land evaluation as basis for land use planning; major kinds of land-use resources- physical land-use resources (climate, vegetation, landform, soil, hydrology and water), human resources and capital resources; land utilisation types; land-use requirements; evaluation of land characteristics and qualities and interpretation of land characteristics (climate, topography, wetness, stoniness, physical soil characteristics; soil fertility, salinity and alkalinity). Locally and internationally used methods of land evaluation for rain fed and irrigated agriculture are also discussed.

ASAS 2208 Environment Impact Assessment

The course gives an overview of agricultural and wildlife practices that affect the environment. Issues in environmental management – definitions, objectives and terminologies are discussed. It also explores statutory provisions of environment impact assessment in Zimbabwe, the processes involved in environmental impact assessment and the techniques and analysis tools for impact assessment. It also covers the challenges of carrying out environment impact assessment practices and the measures and practices adopted to correct environmental damage caused by farming practices.

ASFM 2212 Fire Ecology

The course will provide a basic understanding of fire - what it is, what its ecological effects are, and how it behaves and the scientific basis for fire management. It emphasizes on prescribed burning and wildfire suppression and principles of combustion, fire intensity and fire severity, heat transfer and mechanisms of fire propagation. Wildland fire management concepts and tropical forest fire danger rating systems are discussed. Fuel management, forest fire prevention, forest fire detection, forest fire suppression is also explored.

ASIA 3000 Industrial Attachment

The industrial attachment is meant to expose students to various wildlife enterprises so that they get practical experience of wildlife management. It will also enable students to interact with people already in the field who are their potential employers and co-researchers after

studies. It is also an avenue for students to appreciate local trends and identify gaps in natural resources management. The employer will be expected to submit an evaluation of the student's performance following university guidelines, the academic supervisor would be expected to assess and evaluate the student while on attachment, and the student must submit a report of their industrial attachment.

ASFM 4001 Forestry as a Business

The course aims at equipping students with background information and ideas in setting up a forest-products related business such as sawmilling as part of harvesting and utilization training for forest resource entrepreneurship. The course explores issues such as business awareness, definition of business, business planning, cash flow, and profit and loss statement, forms of business, legal responsibilities, record keeping, and bank reconciliation. Sawmill types, operation and maintenance and sawmill management (quality control, timber volume calculation, timber grading and pricing) will be explored. It will also include the whole value chain of forest products and opportunities for forward integration, that is, possible value added products and their marketability locally and abroad. The main outcome of the course is to have a student who can be involved in the production of a timber business plan incorporating forest resource data gathered from forest resource surveys. Constraints in the forest industry will also be discussed.

ASFM 4100 Sustainable Forest Operations

The course covers a detailed analysis of the engineering, economic, and environmental factors influencing forest operations planning. It also explores topics on advanced forest road location, slope stability, harvest unit design, and harvest scheduling in an integrated resource framework. International institutions governing forest operations and harvesting are also discussed.

ASFM 4103 Applied Forest Ecology

The course focuses on applications of forest techniques on various elements of forest ecosystems including forest biology, ecophysiology, stand dynamics, genetics, and soils. Natural variation in forest systems over space and time: the processes that control their structure and composition. Students will learn how these principles apply in silvicultural decision-making and policy formulation. The overall goal of the course will be for students to gain knowledge and understanding of how forest ecosystems function, how and why forest ecosystems change through time, how forest ecosystems respond to disturbance – either natural (e.g., fire, wind, insects) or human-induced (e.g., silvicultural treatment) and forest succession.

ASWM 4106 Extension, Communication and Development

The course discusses the need for forest and wildlife extension. It enables students to appreciate issues in extension philosophy, programmes and methodologies; stakeholder participation and needs identification. Basic concepts and principles of rural sociology to an understanding of rural institution and factors related to technology adoption, research extension, research techniques (Participatory Rural Appraisal, survey methods etc); managing resources in extension are discussed. The students must also appreciate gender issues in extension, monitoring and evaluation of extension programmes, writing skills, desktop publishing, video production and graphic design. It also looks at service delivery institutions, economic drivers in natural resources management, social factors as well as challenges and disaster management.

ASWM 4108 Natural Resources Management and Climate Change

The course provides a general overview of how scientific inquiry and knowledge can be integrated with social, economic and cultural values to provide a platform for the management of natural resources. It focuses on study of society-nature relations, common property resources management and development, holistic versus reductionist approach of management. It also discusses environmental management and the concept of sustainability, biodiversity and ecosystem

challenges, policy and legislation, institutional change. The students must understand issues of anthropogenic effects on the natural resources and impacts of climate change on the natural environments, intergovernmental efforts on possible adaptation and mitigation measures.

ASFM 4120 Agroforestry

The course covers the concept of agroforestry, genesis, current development, prospects and problems. It explores the interlink between crop, tree and animal husbandry. Biological integration of agro/silvo/pastoral practices is discussed. The role of component crops/animals in land utilization and site conservation socio-economic feasibilities and limitations is also explored.

ASPR 4000 Research Project

Independent study of a current topic in Forest Resource Management designed to encourage senior undergraduates to conduct research. Students must make arrangements with both the faculty supervisor and the course coordinator at least one semester before starting the course. The course includes participation in meetings organized by the coordinator and meetings with a faculty advisor to review research progress. The student develops a project, formulates hypotheses, designs and (if necessary) carries out preliminary experiments to test the hypotheses. This is an independent study, so the student will carry out independent library research, begin experimental work, prepare a written report and make a presentation to other students in the course of the research plan and preliminary results. The student's final presentation will be a written report of the research findings done in a scholarly style and an oral presentation to other students and faculty staff.

ASWM 4205 Social Ecology and Policy

The course covers the basic forestry and wildlife policies and the importance of rural communities and institutions, social stratification, social processes and social changes in rural areas, leadership in rural communities, role and functions of rural leaders and user rights. The

extension aspect and rural community is also discussed. Local and international institutions are explored. The course also explores political ecology and livelihoods and the issue of community based natural resource management (CBNRM). Natural resources management and livelihoods, that is, issues of conflicts and conflict resolutions are discussed.

ASFM 4207 Forest Inventory and Management

The course covers applications of basic biometric techniques to problems in forest resource management. It focuses on distributions, sampling and tests of hypotheses, working plans as management tools and components of working plans. It also covers survey techniques as they relate to forestry problems. Processing or resource inventory and mensuration data for management purposes are covered in detail. The students will evaluate wood resources of selected areas and prepare management plans for such areas.

ASFM 4209 Applied Forest Management and Mensuration

The course explores the need of managing forests for the future. This covers the management function, that is, planning, integrated forest resources inventory, environmental impact assessment, forest zoning by forest functions, forest protection, integration of customary land rights and yield regulation. The forest management planning process, yield prediction, determination of the allowable cut, forest management planning and harvest planning will be discussed. Students will also practically be involved in applied mensuration in forestry and the use of GPS, GIS and remote sensing in forest resource management.

ASWM 4211 Applied Terrestrial Ecology

The course covers natural variation in forest systems over space and time. It also explores the coexistence of plant species and their dependent fauna in a particular habitat. The concept of biogeography, that is, plant and animal distribution with terrestrial ecosystems is also discussed. The course also looks at disturbance effects on forest mammals, ecology based approaches to the management of invasive species, with a particular focus on the impacts of invasive plants and

mammals in forest habitats. The ecological approach to restoration of forest ecosystems and landscapes for the benefit of humans is emphasized.

ASWM 4212 GIS and Remote Sensing

The course explores methods, techniques and applications of Geographic Information Systems (GIS) in natural resource management. It covers the practical use of GIS software in the collection, storage and analyses of data. It further on explores aspects of application of GIS in remote sensing, landscape ecology and management of biodiversity and ecosystems, with much emphasis on wildlife and forest resources. It also emphasizes the use of GIS in policy formulation and research.

REGULATIONS FOR THE BACHELOR OF SCIENCE HONOURS DEGREE IN WILDLIFE RESOURCES MANAGEMENT

1. INTRODUCTION

- 1.1 These regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees hereinafter referred to as the General Regulations.

2. RATIONALE FOR THE PROGRAMME

Wildlife Management is the science of managing wild animal populations. It is accomplished through the work of conservationists and ecologists in the public and private sectors. Ecologists specialize in conducting studies that determine the status of animal populations. With this type of information, wildlife managers develop field practices and regulations that provide for the welfare and enhancement of wildlife populations.

Lupane State University is an institution of higher learning located in the province of Matabeleland North which is rich in wildlife. The university's location makes it an ideal institution to host courses in wildlife resources management. This location enables students to have hands on experience through interaction with wildlife management institutions within the University's catchment. The programme is also a direct response to training requirements for practicing conservationists who hold diplomas and intend to further their education in wildlife conservation. The programme will also provide direct entry for post Advanced Level graduates.

3. PROGRAMME AIMS AND OBJECTIVES

The broad objective of the programme is to train human resource at undergraduate level in wildlife management and conservation, capable of effective planning and managing wildlife resources in Zimbabwe and anywhere else in the world.

3.1 Specific aims and objectives

- To provide undergraduate training in various aspects of wildlife management, conservation.
- To produce graduates with quality entrepreneurial skills to work in various wildlife and related sectors.
- To train graduates who have the right information and skill for raising awareness in wildlife conservation and management.
- To produce graduates who can think independently and analyse different situations to bridge gaps and improve existing wildlife management scenarios through research.
- Train wildlife managers who will contribute to the development of wildlife resources and policy formulation in and outside Zimbabwe.

4. CAREER OPPORTUNITIES

Graduates are prepared for post-graduate study or may enter the work force directly. Wildlife conservation has become a national, regional and international priority. The employment outlook is extremely promising for students interested in working for the National Parks and Wildlife Management authorities, academic institutions, research organisations or private consulting firms, private wildlife farms and non-profit organizations. They can also find employment in eco-tourism or be self-employed conservationists.

5. ENTRY REQUIREMENTS

- 5.1 In order to qualify for normal entry to the Forest Resources Management programme, a prospective student must satisfy the following requirements:
- 5.2 Have obtained a pass at ‘A’ level in any **TWO** of the following core subjects or their recognized equivalents: Biology, Chemistry, Mathematics, Geography and Physics.
- 5.3 Have obtained at least 5 O’ Level subjects including English Language and Mathematics.

6. PROGRAMME ASSESSMENT

- 6.1 Each course shall be assessed by coursework and a formal examination.
 - 6.1.1 Courses may contain a practical component. Where there is a practical component, that component shall be taken as part of coursework assessment. The weighting of theory coursework and practical coursework shall be specified in course outline for each course. The total contribution of coursework (theory coursework and practical coursework) shall be 40% of the overall mark of that course.
 - 6.1.2 Each formal examination shall be held during an examination period at the end of each semester, normally that of the semester in which the course was completed.

- 6.1.3 The formal examination for a course shall be of three hours duration and shall contribute 60% of the overall mark of that course.

6.2 Industrial Attachment Course

The Industrial Attachment Course shall be assessed by reference to the Employer's assessment, the Supervisor's assessment and the Student's final report. The Employer's report shall constitute 25%, the Supervisor's assessment 35% and the Student's report 40% of the overall course mark. The coursework mark shall be based on an assessment on the student's professional performance by his/her supervisors in the field. The final report mark shall be based on reports written by the student at the end of the industrial attachment course. The final report will normally be submitted not later than the end of the month following completion of the industrial attachment course.

6.3 Research Project

A student shall be evaluated for scientific writing skills and oral presentation skills. The allocation of marks shall be as follows: - 75% for the written work and 25% for oral presentation.

7. PROGRAMME STRUCTURE

- 7.1 This is a four-year programme or 8 semesters of study inclusive of one year of industrial attachment. A student takes a range of courses which cover topical issues in wildlife resources management.
- 7.2 A registered Honours Degree student is required to go on industrial attachment for a period of not less than eight

(8) months and also carry out research and submit a research project at the end of his/her study.

8. List of modules offered:-

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ASSS 1130	Introduction to Soil Science	4	48
SEMESTER 2			
ASWM 1202	Principles of Microbiology and Entomology	4	48
ASWM 1203	Principles of Ecology	4	48
ASFM 1204	Tropical Dendrology and Botany	4	48
ASWM 1206	Biochemistry	4	48
ASAS 1209	Biometry	4	48
ASCS 1212	Plant Anatomy and Physiology	4	48
PART 2			
SEMESTER I			
IDPL 2100	Peace and Leadership	4	48
ASWM 2101	Natural Resources Economics	4	48
ASAS 2104	Biology of Vertebrates	4	48
ASAS 2106	Pasture and Rangeland Management	4	48
ASFM 2109	Applied Biometry	4	48

ASWM 2107	Animal Health and Trans-boundary Diseases Management	4	48
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SEMESTER 2

ASFM 2202	Applied Animal and Plant Breeding	4	48
ASFM 2202	Land Evaluation and Land Use Planning	4	48
ASWM 2211	Principles of Wildlife Management	4	48
ASAS 2208	Environment Impact Assessment	4	48
ASFM 2212	Fire Ecology	4	48
ASSS 2200	Soil and Water Conservation	4	48

PART 3

ASIA 3000	Industrial Attachment Student's Work Related Learning Report	16	
	Academic Supervisor's Assessment Report	14	
	Employer's Assessment Report	10	

PART 4

SEMESTER 1

ASPR 4000	Research Project (credits are given at the end of Part 4)		96
ASWM 4107	Freshwater Fish Production	4	48
ASWM 4109	Parks and Wildlife Management	4	48
ASFM 4106	Extension, Communication and Development	4	48
ASWM 4108	Natural Resource Management and Climate Change	4	48
ASWM 4110	Parks Recreation Management	4	8

SEMESTER 2

ASPR 4000	Research Project	8	96
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ASWM 4202	Intensive Wildlife Production Systems	4	48
ASWM 4205	Social Ecology and Social Policy	4	48
ASWM 4210	Limnology	4	48
ASWM 4211	Applied Terrestrial Ecology	4	48
ASWM 4212	GIS and Remote Sensing	4	48

9. MODULE SYNOPSES:-

ASWM 1100 Introduction to Computers and Information Literacy

The computer hardware (Hard Drive, Central Processing Unit, monitor, keyboard, motherboard, mouse, input/output units, operating system, storage and printing) will be explored. Application software (Microsoft Word, Excel, Power Point, Access, Windows Explorer, Internet and E-mail, antivirus protection) will be looked at. Basic programming will be done using VB, which will serve as a basic tool in preparation for modelling studies.

This course also teaches students information literacy skills. Students are taught how to analyse and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

ASAS 1101 Chemistry

The course covers organic, inorganic, physical and analytical chemistry as a background to biochemical courses.

ASCS 1102 Principles of Cell Biology, Genetics and Biotechnology

The module covers the cell structure and function of cell organelles; cell differentiation and specialization; and manipulation of cells in

biotechnology. Basic concepts of Mendelian, molecular, quantitative and population genetics are discussed.

ASWM1104 Diversity of Life

The characteristics and phylogenetic classification of life, starting from the earliest common ancestor to the five kingdom system and the phylogenetic relationship of these kingdoms are discussed. Kingdoms Monera, Protocista, Fungi, Plantae and Animalia will be studied. A survey of the physiological adaptations to aquatic and terrestrial environments and a comparison of the reproductive and development strategies utilized by various phylogenetic groups will be covered.

ASAS 1105 Animal Anatomy and Physiology

The morphology and systematic description of tissue and organ systems of animals and how they function are discussed. The principles and concepts of endocrinology, reproduction and immunology in farm animals will also be studied. The mechanisms responsible for physiological responses in the endocrine, reproductive and immune systems of animals are discussed. The course also explores embryology, histology, gross anatomy, comparative anatomy, systematic anatomy and reference planes and terms. Application of principles and concepts of reproductive physiology to solve practical reproductive problems in animals is done and animal growth as related to meat, milk and egg production is discussed. The course also explores the effect of physiological state and environment on lactation. Fish anatomy and physiology is also studied.

ASSS 1130 Introduction to Soil Science

The course covers history of soil science and concepts of a soil, and is a general introduction to factors (climate, organisms, parent material, relief, time) and processes of soil formation, soil classification, soil conservation, soil survey, and soil profile morphology. Students are also introduced to soil mineralogy, chemical and physical properties of soils, soil water relationships, soil temperature, soil organic matter, and plant nutrition and soil fertility. Issues of human activities and their effect on soil quality are discussed.

ASWM 1201 Biochemistry

The course gives basics on how living organisms function at the cellular and molecular level. It covers the chemical structure and biological roles of the major molecular components of the cell: polysaccharides, proteins (including enzymes), nucleic acids, lipids, and carbohydrates. Students study basic enzymology, intermediary metabolism, with emphasis on catabolic processes. The course thus provides background knowledge for principles of animal production.

ASWM 1202 Principles of Microbiology and Entomology

The course is an introduction to micro-organisms (bacteria, fungi, viruses, protozoa) and pests (insects, mites, nematodes, rodents) that are of importance in agriculture. It covers the general morphology, classification and ecology of micro-organisms and pests and how they affect animals, plants and soil fertility and how they are controlled.

ASWM 1203 Principles of Ecology

This is a study of fundamental ecological principles. It deals with population ecology and community ecology in which competition, predation, parasitism, herbivory, succession, trophic structure, nutrient cycling, keystone species are discussed. The course also highlights to students how animals choose habitats and also discusses habitat requirements, territorial defence, and neighbour intrusions. The feeding and watering behaviours and coping characteristics are discussed. Students also study the social ranking, sexual behaviour, aggressiveness and fighting strategies in animals. Major communities like tundra, taiga, temperate rainforests, temperate deciduous forests, grasslands and tropical forests among others are discussed in detail as well as anthropogenic impacts on ecosystems.

ASFM 1201 Tropical Dendrology and Botany

The course covers the study of trees systematics and overview of plant diversity including bryophytes, ferns, and seed plants. Students also look at the structure and function of trees, which involves nomenclature, classification and phylogenetic relationships,

morphology and evolutionary ecology of woody plants and distribution of important species by families. General botany concepts for plants are also discussed.

ASAS 1209 Biometry

The course introduces students to basic concepts of statistics. It covers introduction to methods and procedures for gathering and interpreting data e.g. data descriptions; review of probabilities and frequency distributions; random variables and hypothesis testing.

ASFM 1212 Plant Anatomy and Physiology

The course deals with the internal structure of plants and the physiological functions of major plant parts in relation to their environment. Processes of photosynthesis, respiration and photorespiration and factors affecting them, plant-water relationships, mechanisms of absorption and assimilation of inorganic nutrients and use of growth regulators are discussed in detail.

IDPL 2100 Peace and Leadership Studies

The aim of the course is to make students have an awareness of the importance of having peace as a prerequisite for progress and development in society. Students will also acquire knowledge in peace building and conflict resolution as well as leadership skills and values that will help to build progressive societies.

ASWM 2101 Natural Resources Economics

The course gives a base in microeconomics and macroeconomics principles in a forestry and wildlife management context. It covers the history of economic thought; supply and demand of both products and factors of production (land, labour and capital); the product theory; pricing in different types of markets (monopolistic, competitive and imperfectly competitive); national income accounts; economic fluctuations; fiscal and monetary policies; budgets (gross margin, partial and). Examines a number of economic models of natural resource allocation and demonstrates their application to policymaking and natural resource management to provide useful insights to both policy

makers and managers for sustainable economic growth and development. Students are equipped with skills for assessing the impacts of these policies. Zimbabwean and SADC policies that relate to food, agriculture and natural resources covered together with relevant local statutory instruments are discussed.

ASWM 2104 Biology of Vertebrates

The course will provide an understanding of the evolution of reptiles, birds and mammals and the evolution of their characteristics, that is, functional morphology, reproductive patterns, social organization, communication and behavioural characteristics. Continental drift and animal distribution will be looked at. Students will gain an understanding of the behaviour and ecology of reptiles, birds and mammals and learn how these are an integral part of the world today. Skeleton, physiology of reproduction, reproduction and social behaviour, marsupials and insectivores, (convergent evolution), bats (echolocation and flight in mammals), reptiles, rodents and lagomorphs (adaptations and radiation) carnivores cetaceans will be dealt with in detail. Students will learn to identify reptiles, birds and mammals from around the world and mammals those specifically from Zimbabwe.

ASWM 2106 Pasture and Rangeland Management

The course is an introduction to veld management. It involves the identification of grass species and climatic response of herbage and graze species. Management of pastures for grazing for extensive and intensive wildlife production will be discussed. Range management for keystone species and the potential opportunities and challenges in management of grazing and browsing (including strategies to overcome them) in an integrated livestock/wildlife enterprise will also be explored. It will also discuss the environmental problems associated with grazing and browsing by animals.

ASWM 2107 Animal Health and Trans-boundary Diseases Management

The course provides background knowledge in animal (livestock and wildlife) health as it relates to production and productivity. It introduces

students to major diseases of economic importance and also explores the concepts of differential diagnosis, methods of treatment and control, stressing the differences in methods used in livestock and wildlife. Legislation for disease control, environmental issues in animal health and disease control across boundaries are discussed in detail. Importance of disease management in trans-boundary wildlife management, parasites and their control in wildlife and livestock and game capture for disease control is discussed. Diseases common to wildlife and livestock and control measures, the spread of disease from wildlife to livestock and livestock as prey of wildlife are explored. The socio-cultural impact and economic importance of epizootic, enzootic, zoonotic and emerging diseases in animal production are discussed. The use of biotechnology in disease control and production pharmaceutical products explored.

ASWM 2109 Applied Biometry

The course focuses on the application of statistics in research. It covers design of experiments, analysis and interpretation of experimental data; test of hypotheses and use of relevant statistical packages. The course emphasizes the hands-on approach in use of the statistical software, analyses and inference.

ASSS 2200 Soil and Water Conservation

The course covers soil degradation (types and causes) and its threat to soil productivity; soil conservation measures for farmlands (agronomic and structural). It discusses the role of communities in soil conservation programmes, effects of land tenure and the land reform programme. It also covers soil loss prediction models, water resources for agriculture and principles and techniques of water harvesting and soil moisture conservation in semi-arid environments.

ASFM 2202 Applied Animal and Plant Breeding

The application of genetics (Mendelian, population, quantitative and molecular genetics) in the improvement of plant and animal productivity. The Hardy-Weinberg Equilibrium, quantitative and

qualitative traits. The course covers traits of economic importance and how to measure them, record keeping and the use of records as a tool in the improvement of productivity. Genetic improvements methods (selection, crossbreeding, inbreeding) and how they are used in local and other genetic improvement programmes will be described, compared and evaluated. The use of biotechnology (molecular markers, genetic engineering) in improvement of productivity and its impact will be dealt with. The impact of increased productivity on the environment and the international aspects and challenges for breeding programmes will be discussed.

ASSS 2202 Land Evaluation and Land Use Planning

The objective of the course is to assess soils and land qualities in order to identify their limitations, their capability/suitability and the most promising kinds of land use in terms of returns and sustainability. Covers land evaluation as basis for land use planning; major kinds of land-use resources- physical land-use resources (climate, vegetation, landform, soil, hydrology and water), human resources and capital resources; land utilisation types; land-use requirements; evaluation of land characteristics and qualities and interpretation of land characteristics (climate, topography, wetness, stoniness, physical soil characteristics; soil fertility, salinity and alkalinity). It also discusses locally and internationally used methods of land evaluation for rain fed and irrigated agriculture.

ASAS 2208 Environment Impact Assessment

The course gives an overview of agricultural and wildlife practices that affect the environment. Issues in environmental management – definitions, objectives and terminologies are discussed. It also explores statutory provisions of environment impact assessment in Zimbabwe, the processes involved in environmental impact assessment and the techniques and analysis tools for impact assessment. It also covers the challenges of carrying out environment impact assessment practices and

the measures and practices adopted to correct environmental damage caused by farming practices.

ASWM 2211 Principles of Wildlife Management

The course explores the organisation of wildlife resources and ecology of tropical wildlife. Population management and regulation, wildlife protection and the regulation of harvest for sustained yield is discussed. It covers the preparation of management plans and the introduction to operations research in wildlife. The need for conservation, that is aims and objectives of conservation are also covered. Target species, courses of migration and emigration in fish and wildlife species is studied. Conservation methods and techniques for critical ecosystems such as grazing lands, wetlands, and marginal environment preservation of endangered animals are also analysed. This enables the students to have skills in solving managerial problems on the field.

ASFM 2212 Fire Ecology

The course will provide a basic understanding of fire - what it is, what its ecological effects are, and how it behaves and the scientific basis for fire management. It emphasizes on prescribed burning and wildfire suppression and principles of combustion, fire intensity and fire severity, heat transfer and mechanisms of fire propagation. Wildland fire management concepts and tropical forest fire danger rating systems are discussed. Fuel management, forest fire prevention, forest fire detection, forest fire suppression is also explored.

ASIA 3000 Industrial Attachment

The industrial attachment is meant to expose students to various wildlife enterprises so that they get practical experience of wildlife management. It will also enable students to interact with people already in the field who are their potential employers and co-researchers after studies. It is also an avenue for students to appreciate local trends and identify gaps in natural resources management.. The employer will be expected to submit an evaluation of the student's performance following university guidelines, the academic supervisor would be

expected to assess and evaluate the student while on attachment, and the student must submit a report of their industrial attachment.

ASWM 4106 Extension, Communication and Development

The course discusses the need for forest and wildlife extension. It enables students to appreciate issues in extension philosophy, programmes and methodologies; stakeholder participation and needs identification. Basic concepts and principles of rural sociology to an understanding of rural institution and factors related to technology adoption, research extension research techniques (Participatory Rural Appraisal, survey methods etc); managing resources in extension are discussed. The students must also appreciate gender issues in extension, monitoring and evaluation of extension programmes, writing skills, desktop publishing, video production and graphic design. It also looks at service delivery institutions, economic drivers in natural resources management, social factors as well as challenges and disaster management.

ASWM 4107 Freshwater Fish Production

The course explores local fish breeds for freshwater production. It covers fish population studies, surveys and sampling methods, fish behaviour and migration and an overview and analysis of freshwater systems including – rivers, ponds, dams and lakes. Biological, engineering and economic factors to consider when establishing freshwater aquaculture systems are discussed as well as diet and dietary requirements. Factors that affect fresh water fish production (e.g. water compositional quality, nutrition and diseases) and the management practices (e.g. mating strategies, type of hatcheries, harvesting strategies, feeding, disease control, species conservation) used to minimise the adverse effects of these factors are looked into. The course also covers issues of integrated livestock-aquaculture systems. Meat processing, storage and meat quality is discussed as well as current

problems facing fresh- water systems – pollution, weeds and diseases and opportunities available in fish production.

ASWM 4108 Natural Resources Management and Climate Change

The course provides a general overview of how scientific inquiry and knowledge can be integrated with social, economic and cultural values to provide a platform for the management of natural resources. It focuses on study of society-nature relations, common property resources management and development, holistic versus reductionist approach of management. It also discusses environmental management and the concept of sustainability, biodiversity and ecosystem challenges, policy and legislation, institutional change. The students must understand issues of anthropogenic effects on the natural resources and impacts of climate change on the natural environments, intergovernmental efforts on possible adaptation and mitigation measures.

ASWM 4109 Parks and Wildlife Management

The course covers issues of game species of interest and importance of biodiversity. Population dynamics and size as influenced by birth rates, utilisation, survival and mortality in relation to predator-prey interactions. It identifies designated conservation areas in Zimbabwe which were established under an Act of Parliament, wildlife reserves and protected areas. Practicals are on the exploration of techniques in game census and assessment of population yield, radio-tracking, aerial photos and remote sensing are done. The course also covers in detail the importance of parks and their management in wildlife conservation, harvesting and parks recreation. Indigenous knowledge and the management of wildlife is also discussed. Anthropogenic influences on wildlife management including conflicts, land degradation, habitat destruction, pollution and climate change are discussed. Local and

international institutions and treaties governing the management of wildlife like CITES are discussed.

ASWM 4110 Parks Recreation Management

This module prepares students for employment opportunities and knowledge necessary to manage recreation programs in natural environments like parks and wildlife refuges, protected areas or forest settings and in other outdoor recreation and park services. It imparts skills to manage the use of natural resources and protect the environment while enhancing outdoor recreation experiences, and natural resources recreation management with an emphasis in ecotourism and a comprehensive background of the legal basis and the financial, organizational and human resource aspects of leisure services. Individualized topics include history and philosophy of recreation and leisure; recreation resource management; visitor management; recreation and wilderness resources; park design, planning and management; and landscape and site selection and recreation conflicts. Impacts of environmental quality on recreational quality and vice-versa will be looked at. Legal and ethical issues in recreation and movement science are discussed.

ASPR 4000 Research Project

Independent study of a current topic in Wildlife Resource Management designed to encourage senior undergraduates to conduct research. Students must make arrangements with both the faculty supervisor and the course coordinator at least one semester before starting the course. The course includes participation in meetings organized by the coordinator and meetings with a faculty advisor to review research progress. The student develops a project, formulates hypotheses, designs and (if necessary) carries out preliminary experiments to test the hypotheses. This is an independent study, so the student will carry out independent library research, begin experimental work, prepare a

written report and make a presentation to other students in the course of the research plan and preliminary results. The student's final presentation will be a written report of the research findings done in a scholarly style and an oral presentation to other students and faculty staff

ASWM 4202 Intensive Wildlife Production Systems

Applied production of selected species of economic importance. Breeds and improvement of production through breeding, management of reproduction, nutrition, health and pastures (range). Bee production- *Apis mellifera* and other species, importance and research. Ostrich production- the production requirements and marketing. Product storage and processing. Crocodile production-the industry, production requirements, marketing and storage as well as opportunities and constraints in these industries will be discussed.

ASWM 4205 Social Ecology and Policy

The course covers the basic forestry and wildlife policies and the importance of rural communities and institutions, social stratification, social processes and social changes in rural areas, leadership in rural communities, role and functions of rural leaders and user rights. The extension aspect and rural community is also discussed. Local and international institutions are explored. The course also explores political ecology and livelihoods and the issue of community based natural resource management (CBNRM). Natural resources management and livelihoods, that is, issues of conflicts and conflict resolutions are discussed.

ASWM 4210 Limnology

The study covers the exploration of inland waters. It involves the comparison of lakes, streams, and reservoirs and discusses the origin of lakes. It also covers issues of the river continuum concept, ecology of freshwater systems, population and community dynamics, thermal

stratification, the importance of chemical and physical properties, the biogeochemical cycling of elements and the ecology of aquatic organisms. Adaptation to the aquatic environment, water quality and legislation on freshwaters as well as local and international legal institutions governing water quality are discussed.

ASWM 4211 Applied Terrestrial Ecology

The course covers natural variation in forest systems over space and time. It also explores the coexistence of plant species and their dependent fauna in a particular habitat. The concept of biogeography, that is, plant and animal distribution with terrestrial ecosystems is also discussed. The course also looks at disturbance effects on forest mammals, ecology based approaches to the management of invasive species, with a particular focus on the impacts of invasive plants and mammals in forest habitats. The ecological approach to restoration of forest ecosystems and landscapes for the benefit of humans is emphasized.

ASWM 4212 GIS and Remote Sensing

The course explores methods, techniques and applications of Geographic Information Systems (GIS) in natural resource management. It covers the practical use of GIS software in the collection, storage analyses of data. It further on explores aspects of application of GIS in remote sensing, landscape ecology and management of biodiversity and ecosystems, with much emphasis on wildlife and forest resources. It also emphasizes the use of GIS in policy formation and research.

REGULATIONS FOR THE BACHELOR OF SCIENCE HONOURS DEGREE IN ENVIRONMENTAL SCIENCE

1. INTRODUCTION

- 1.0 These regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees hereinafter referred to as the General Regulations.

2. RATIONALE FOR THE PROGRAMME

There is growing concern over the status of the environment the world over. Environmental problems are a challenge facing all nations individually as well as globally. The rapid population growth, technology improvement, globalization and diminishing natural resources are fuelling environmental problems. Governments at all levels are devoting resources to help understand the problem and device mitigation measures. The Bachelor of Science Honours Degree in Environmental Science is designed to produce graduates who can contribute towards environmental conservation.

3. AIMS AND OBJECTIVES

The programme aims to expose students to an integrated view of the planet earth as a life support system. The lithosphere, hydrosphere and biosphere are explored with particular reference to land resources, water and minerals. Key interactions of plant and animal populations and the effect of human activities on these are considered. Management interventions considering air pollution and climate change, energy alternatives, waste disposal, recycling, biodiversity loss and land degradation are explored.

The programme also looks at the different ways in which the environment is perceived and understood in the social sciences and how these various perspectives shape the way in which management interventions are implemented. This involves identifying and unpacking the conceptual framework and underlying ideologies which characterize the different environmental perspectives. The aim here is to develop a critical approach to investigating environmental issues and policy analysis. Key economic ideas and concepts are also explored to show how these can be used to explain environmental problems and shape appropriate intervention measures. The programme also explores the varied environmental management principles which recognize the complex nature of defining and dealing with environmental problems.

4. CAREER OPPORTUNITIES

Graduates of this programme can be employed in Government, the Private sector and Non-Governmental Organizations in various capacities. These include Research Scientists, Field Officers, Policy Analysts, Environmental Lobbyists, Conservationists and Environmental Educators, Environmental Consultants, Community Development or Livelihoods Officers to mention a few. They are especially sought after by mines, industry and local authorities where their expertise in designing measures to cut on effluent discharges and emissions go a long way to reduce costs associated with the polluter pays principle thus enhancing profitability.

5. ENTRY REQUIREMENTS

- 5.1 In order to qualify for normal entry to the Environmental Science Degree programme, a prospective student must satisfy the following requirements:

- 5.2 Have obtained a pass at ‘A’ level in any **TWO** of the following core subjects or their recognized equivalents: Biology, Chemistry, Mathematics and Geography.
 - 5.3 Have obtained at least 5 O’ Level subjects including English Language Mathematics and a Science subject.
- or**
- 5.4 Have a relevant and recognized diploma in the Sciences including Forestry, Environmental Health, Mining and Agriculture.

6. PROGRAMME ASSESSMENT

- 6.1 Each course shall be assessed by coursework and a formal examination.
 - 6.1.1 Courses may contain a practical component. Where there is a practical component, that component shall be taken as part of coursework assessment. The weighting of theory coursework and practical coursework shall be specified in the course outline for each course. The total contribution of coursework (theory coursework and practical coursework) shall be 40% of the overall mark of that course.
 - 6.1.2 Each formal examination shall be held during an examination period at the end of each semester, normally that of the semester in which the course was completed.
 - 6.1.3 The formal examination for a course shall be of three hours duration and shall contribute 60% of the overall mark of that course.

6.2 Industrial Attachment Course

The Industrial Attachment Course shall be assessed by reference to the Employer's assessment, the Supervisor's assessment and the Student's final report. The Employer's report shall constitute 25%, the Supervisor's assessment 35% and the Student's report 40% of the overall course mark. The coursework mark shall be based on an assessment on the student's professional performance by his/her supervisors in the field. The final report mark shall be based on reports written by the student at the end of the industrial attachment course. The final report will normally be submitted not later than the end of the month following completion of the industrial attachment course.

7. PROGRAMME STRUCTURE

This is a four-year programme or 8 semesters of study inclusive of one year of industrial attachment. A student takes a range of courses which cover topical environmental issues.

A registered Honours Degree student is required to go on industrial attachment for a period of not less than nine (9) months and also to carry out research and submit a research project at the end of his/her study.

8. List of modules offered:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
ASES 1101	Introduction to Environmental Science	4	48

ASES 1102	Ecological Processes	4	48
ASES 1103	General Biology	4	48
ASES 1104	Introduction to Mathematics	4	48
ASES 1105	Introduction to Computers and Information Literacy	4	48
ASES 1106	General Chemistry	4	48

SEMESTER 2

ASES 1201	Natural Resources and Sustainable Development	4	48
ASES 1202	Environmental Law and Governance	4	48
ASES 1203	Participatory Environmental Planning	4	48
ASES 1204	Introduction to GIS and Remote Sensing	4	48
ASES 1205	Hydrology and Water Resources Management	4	48
ASES 1206	Principles of Environmental Management	4	48

PART 2

SEMESTER I

IDPL 2100	Peace and Leadership Studies	4	48
ASES 2101	Research Methods for Environmental Science	4	48
ASES 2102	Mining and Environment	4	48
ASES 2103	Soil Science and Soil conservation	4	48
ASES 2104	Agriculture and the Environment	4	48
ASES 2105	Applied GIS and Remote Sensing	4	48
ASES 2106	Environmental Management in Industry	4	48

SEMESTER 2

ASES 2201	Air Pollution and Climate Change	4	48
ASES 2202	Management of Solid and Hazardous Waste	4	48
ASES 2203	Natural Hazards and Human Response	4	48
ASES 2204	Biometry	4	48
ASES 2205	Common Property Resources Management	4	48
ASES 2206	Energy Alternatives	4	48

PART 3

ASIA 3000	Industrial Attachment Student's Work Related Learning Report	16	
	Academic Supervisor's Assessment Report	14	
	Employer's Assessment Report	10	

PART 4**SEMESTER 1**

ASES 4101	Environmental Impact Assessment	4	48
ASES 4102	Forestry and Wildlife Management	4	48
ASES 4103	Gender Issues in Environmental Management	4	48
ASES 4104	Environmental Economics	4	48
ASES 4105	Freshwater Resources Management	4	48
ASES 4106	Political Economy and the Environment	4	48

SEMESTER 2

ASES 4201	Dissertation	8	96
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ASES 4202	Sanitation and Wastewater Treatment	4	48
ASES 4203	Environmental Education and Extension	4	48
ASES 4204	Project Planning and Appraisal	4	48
<i>Plus any one elective from the following modules:</i>			
ASES 4205	Monitoring and Evaluation	4	48
ASES 4206	Tourism and the Environment	4	48
ASES 4207	Environmental Sociology	4	48

9. MODULE SYNOPSES:-

ASES 1101 Introduction to Environmental Science

The module is designed to give an integrated view of Planet Earth as a life support system. The resources of land, water and minerals available to mankind and other life forms are discussed. An overview of natural populations of plants and animals and how these are affected by human activity is explored. Major Environmental problems are examined showing likely consequences of current policies and those which might be adopted in the future. Brief reference will be made to the physics and chemistry of the earth's crust, mantle and core. Hydrological processes will also be discussed.

ASES 1102 Ecological Processes

The module is meant to help students understand fundamental concepts related to life support systems. Principles of ecology, ecosystems and the concept of the biosphere, biotic and abiotic factors, energy flows and nutrient cycles are explored in depth.

ASES 1103 General Biology

The module introduces the student to the diversity of life forms including nutrition of plants, animals and micro-organisms. An introduction to some major groups of organisms including bacteria, protozoa, fungi, viruses, insects, mammals and angiosperm is made. Life processes including physical structure and chemical nature of living cells as revealed by light and electron microscopy and by chemical techniques are also studied. The module also covers the

physiology of cells, their growth and division and the death of cells with particular reference to micro-organisms. The student is introduced to metabolic processes, the nature of enzymes and the interrelationship between catabolism and anabolism.

ASES 1104 Introduction to Mathematics

The module is a general overview of basic mathematical concepts relevant to Environmental Studies. Numbers, Arithmetic, Basic Algebra, Geometry and Statistics will be studied in detail to enable students to be able to apply these in subsequent modules. Statistics in particular will be studied in enough depth to lay the foundation for the module on Research methods. Probabilities, frequency distributions, random variables and hypothesis testing will be covered.

ASES 1105 Introduction to Computers and Information Literacy

This module seeks to equip students with the basic skills in computing. Students should be able to understand the difference between computer software and hardware. The use of basic software like word processing, internet and excel is introduced to the students.

This course also teaches students information literacy skills. Students are taught how to analyse and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

ASES 1106 General Chemistry

The module introduces the student to basic chemistry to enable an appreciation of chemical processes in the environment including pollution. Both organic and inorganic chemistry will be studied. Atomic structure and molecular shape and electronic structure including bonding in covalent and ionic compounds will be explored. The student will also be exposed to mass and composition changes in chemical

reactions. The structure and bonding in organic molecules, stereochemistry and the chemistry of hydrocarbons will be studied.

ASES 1201 Natural Resources and Sustainable Development

This module explores the link between the environment and development in depth. The student is introduced to the concept of Sustainable Development. The interface between the environment and the economy/livelihoods is explored in depth emphasizing the direct dependence on natural resources in third world countries. Agenda 21 and WSSD are explored in detail. Links with the Millennium Development Goals are also explored.

ASES 1202 Environmental Law and Governance

The module explores the complex and interlocking body of treaties, conventions, statutes, regulations and common law that operate to regulate the environment. The need to formulate environmental laws at all levels from the local level to the international level is studied. Property rights and security of tenure are also studied. Emphasis is on trans-boundary pollution, genetic resources, forests and oceans.

ASES 1203 Participatory Environmental Planning

In this module, the concept of participatory development is discussed in depth. The student is then exposed to the various tools for participatory environmental planning. Participatory modalities like ZOPP, SEAN and DEAP are discussed in depth. Legal and institutional arrangements at National, Regional and International Levels are also explored.

ASES 1204 Introduction to GIS and Remote Sensing

The module introduces the students to Geographical Information Systems applications. It covers theoretical concepts of GIS and remote sensing. Students will be able to use GIS as a system that captures, stores, analyses, manages and present data that are linked to location.

ASES 1205 Hydrology and Water Resources Management

This module outlines the significance of water as a life sustaining resource and techniques of managing this resource. It also details hydrological concepts, water management institutions, policies and

Water Acts. Water scarcity and the management of water of supply and demand. The definition, nature, roles, values and threats to wetlands are also explored. The student is introduced to integrated wetland management practices including rehabilitation and restoration. Regional and international legislative and institutional frameworks will also be discussed in detail.

ASES 1206 Principles of Environmental Management

The module introduces students to environmental management. The evolution of environmental management is explored in depth. Key principles in environmental management including the polluter pays principle, the user pays principle, the subsidiarity principle etc are covered. Tools used in environmental management including LCA, CBA, EIA, Environmental Audits, Environmental management systems will be studied. The student is also exposed to legal and institutional frameworks for Environmental Management.

IDPL 2100 Peace and Leadership Studies

The aim of the course is to make students have an awareness of the importance of having peace as a prerequisite for progress and development in society. Students will also acquire knowledge in peace building and conflict resolution as well as leadership skills and values that will help to build progressive peaceful societies.

ASES 2101 Research Methods

This module will introduce methods and techniques of accessing research materials and bibliographic sources, preparation for a literature review and research proposal, techniques of data collection and sampling, questionnaires design, fieldwork approaches and problems, ethics of research, coding, editing and assembly of data, some techniques of data analysis and dissemination of research results.

ASES 2102 Mining and the Environment

The module is an in-depth study of the origin and distribution of metal and non-metal mineral resources, environmental impacts of extraction and utilization and the methods of conserving and managing mineral

resources. The student is equipped with skills to plan for the management of discharges and other wastes from the mining process.

ASES 2103 Soil Science and Soil Conservation

The module explores the soil formation process, soil properties, soil fertility and land use. The significance of soil properties to agriculture and water conservation is also explored. Soil conservation and Management is also studied in detail. The most fundamental strategies and approaches for soil conservation are studied in depth. The role of the Zimbabwe Soil Survey is explained.

ASES 2104 Agriculture and the Environment

The module explores the environmental impacts of agriculture including land clearance, excessive soil erosion, soil salinity and water pollution. The effects of pesticide use, including persistence, bio-magnification, resistant strains, exposure routes, chlorinated hydrocarbons and organophosphates are discussed. The laws regulating their manufacture and use are explored. The student is introduced to Biotechnology and the associated risks.

ASES 2105 Applications of GIS and Remote Sensing

This module is designed to provide advanced insight into GIS and its applications. Emphasis is on understanding through an analytical modelling approach to spatial problems. These will include analytical modelling, techniques for spatial modelling, statistical analysis and interpretation of Geo Data, spatial database design and manipulation. Error assessment and management, GIS project design and management and Environmental GIS applications.

ASES 2106 Environmental Management in Industry

The module covers a wide range of issues including environmental resources management, EIA, Environmental Audits, identification of major pollutants in process industries, technologies for gaseous, liquid and solid pollution control and hazardous waste management. The student is exposed to the design for solid and liquid waste minimization.

Environmental quality standards and the legal and institutional frameworks for maintaining these are also covered.

ASES 2201 Air Pollution and Climate Change

The types, sources and effects of air pollution and their effects on health, biodiversity and infrastructure are explored. Industrial smog formation, acid deposition and control, photochemical smog are also studied. Climate change and its effects will be studied in depth. Air pollution control strategies and technologies and the legal and institutional frameworks for implementing these will also be covered.

ASES 2202 Management of Solid and Hazardous Waste

The module explores the origins, nature, collection, transportation and disposal or storage of solid and hazardous chemicals, the legal and institution framework for managing the same with reference to national, regional and international provisions will be explored. Recycling will also be studied in detail.

ASES 2203 Natural Hazards and Human Response

The module covers emergency preparedness and response. It also covers issues like effects on human, social, economic and environmental losses due to natural hazards. Prevention, mitigation and preparedness for these natural disasters are studied in depth.

ASES 2204 Biometry

The module introduces students to basic concepts of statistics. It covers data descriptions, probabilities and frequency distributions, random variables and hypothesis testing. It focuses on the application of statistics in research and it covers design of experiments, analysis and interpretation of experimental data. Relevant statistical packages will be explored at length.

ASES 2205 Common Property Resources Management

This module explores the interface between natural and social systems. It seeks to explore in depth how that interaction affects the performance of Natural Resources Systems. Hardin's conceptual model of the commons is discussed in detail. The performance of open access,

common property and public and private property regimes is interrogated in depth.

ASES 2206 Energy Alternatives

The module considers energy resources including the fossil fuels (coal, oil, and natural gas), biomass (firewood), nuclear power and various renewable resources. An in-depth study of what constitutes energy resources and their classification is done. Electricity generation and transmission is described and the environmental effects of burning fossil fuels and those associated with nuclear power generation are compared. Renewable energy resources are considered (solar, wind energy conversion, hydropower, wave power, geothermal energy etc.). Global energy demands are discussed and how these are met at present and likely future scenarios are also discussed.

ASES 4101 Environmental Impact Assessment

The module is an in-depth study of the evolution of the EIA Process, the EIA methods and the legal and institutional framework of the same at the local, regional and international levels. Screening, scoping, impact prediction and assessment, mitigation, report writing and review are covered. The need and scope of Environmental Audits will also be studied under this module.

ASES 4102 Forest and Wildlife Management

The module is an in-depth study of biodiversity management. It explores the status of the world's forests, deforestation and the national and global response to the problem. Common concepts in rangeland management including overgrazing, land degradation, desertification will also be explored. The module also covers the problem of invasive alien species and current efforts to deal with them. Local, regional and international responses to associated problems will be explored in depth.

ASES 4103 Gender Issues in Environmental Management

The modules explores the differentiated social roles that men and women play and the power relations between them. The profound effect

of these different roles on the environment and its sustainability is examined in depth.

ASES 4104 Environmental Economics

The module provides an introduction to key environmental economics ideas, concepts and terminology. The application of these in environmental management including explaining environmental problems and informing approaches to solve the same are discussed. Key assumptions behind the economic approach to environmental management and the limits to orthodox analysis and prescriptions are explored. Pollution and over-exploitation of resources and resource degradation are analysed and explained in micro-economic terms emphasising the concept of market failure. The design of economic solutions, National and International policies and the institutional frameworks for effective implementation are discussed.

ASES 4105 Freshwater Resources Management

The module explores fresh water habitats including the origin and physical/ chemical characteristics of rivers, streams, ponds and swamps. The biology of aquatic organisms, the exploitation of fresh water resources, pollution, conservation and management of wetlands, national park and reserves will be studied in depth. The significance of these to the national economy will also be covered.

ASES 4106 Political Economy and the Environment

The module explores the political approach to the environment. The strength and weaknesses of the approach are considered. The contribution of Marxist theory to the analysis of the environment and the way in which economic and social problems usually contribute to environmental problems are studied. The political economy of the North's environment and that of the South will be compared and the links between the two explained.

ASES 4201 Dissertation

The student will be expected to choose and carry out a research project on a relevant topic of his or her own choice. This independent study will be carried out under the supervision and guidance of a supervisor.

The student will be expected to collect data, interpret the data and write a report that will illustrate an understanding of environmental issues related to the problem.

ASES 4202 Sanitation and Wastewater Treatment

The module covers the whole process of sewage and wastewater treatment including dry disposal and the water system methods, the septic tanks and sock away designs. Different water-borne sewage treatment methods will be studied in detail.

ASES 4203 Environmental Education and Extensions

The module explores the planning and implementation of environmental education, both formal and informal. Different methods of Environmental Education and Extension are discussed including principles of adults learning, and the use of audio-visual aids. The implementation of environmental education in Zimbabwe is studied in detail.

ASES 4204 Project Planning and Appraisal

This module examines the various stages involved in project cycle management [PCM]. It seeks to equip students with skills relevant for project management. Appraisal criteria including environmental, social, economic and financial parameters will be covered in depth.

ASES 4205 Monitoring and Evaluation

The module seeks to equip students with the requisite skills for effective monitoring and evaluation of projects and programmes. The definitions and categorization of M&E approaches and the conceptual framework for performance monitoring are studied in detail.

ASES 4206 Tourism and the Environment

The module is an in-depth study of the Environmental Impacts of tourism and an exploration of ways to mitigate the same. Tourism product, socio-economic, physical and cultural impacts of tourism will be explored in detail. The concept of eco-tourism and community based natural resources management is discussed.

ASES 4207 Environmental Sociology

The module explores the problematic nature of nature/society relationships for traditional approaches to sociological investigation. The student is exposed to Giddens's Theory of structuration and its suitability as a tool for sociological investigation on environmental issues is demonstrated. The concept of co-evolution is also explored.

FACULTY OF AGRICULTURAL SCIENCES
REGULATIONS FOR POSTGRADUATE DEGREE
PROGRAMMES

REGULATIONS FOR THE BACHELOR OF AGRICULTURAL
SCIENCES SPECIAL HONOURS DEGREE IN CROP SCIENCE,
SPECIAL HONOURS DEGREE IN ANIMAL SCIENCE,
SPECIAL HONOURS DEGREE IN SOIL SCIENCE.

1. INTRODUCTION

These regulations apply to students who are in full-time attendance of Lupane State University and should be read in conjunction with the General Academic Regulations for Postgraduate Degrees which have precedence over these Faculty Regulations.

1.1 The Faculty of Agricultural Sciences offers the following postgraduate degrees:

Bachelor of Agricultural Sciences Special Honours Degree in
Animal Science

Bachelor of Agricultural Sciences Special Honours Degree in
Crop Science

Bachelor of Agricultural Sciences Special Honours Degree in
Soil Science.

2. PROGRAMMES

2.1 The Faculty may offer programmes for postgraduate Special Honours Degrees .

2.2 Special Honours Degrees

2.2.1 After graduating with a Bachelor of Agricultural Science General Degree, a student has an option to proceed to fourth year to study for a Bachelor of Agricultural Sciences Special Honours Degree. At this level, a

student has an option to specialise in any one of the following subjects; Crop Science, Soil Science and Animal Science. A student registered for the Special Honours Degree is required to carry out research and submit a research project at the end of his/her study.

2.2.2 The choice of subject of specialization will be determined by the aggregate obtained in the courses for that subject at the General Degree level.

2.2.3 A number of courses will be studied over at least one academic year of full – time study for the Special Honours Degree Programme

2.4 Selection of courses within a subject:-

2.4.1 In some subjects there is provision for choosing amongst a given set of courses.

2.4.2 A student's selection of a subject for the Special Honours Degree Programme is subject to the approval of the Departmental Board and the Dean of the Faculty of Agricultural Sciences.

3. ENTRY REQUIREMENTS

3.1 Admission into a Special Honours Degree Programme will be competitive and will be based on grades obtained at the General Degree Programme. Students who obtained a second division classification and above will be admitted with preference given to those with the best results.

4. STRUCTURE OF THE PROGRAMME

The one year Special Honours programme is offered to holders of the General Degree. These courses shall be studied intensively and progressively (i.e. studies in the final year(s) assume prior knowledge of the subject at first, second and third year level) and be taught and examined at a level requiring great breadth of knowledge and

understanding. The programme will be taught over two semesters or one academic year.

5. Examinations

5.1 Examinations for Degree programmes offered in the Faculty of Agricultural Sciences will normally take place at the end of each semester.

5.2 To be admitted to the examination for any programme offered in the Faculty of Agricultural Sciences a candidate must:-

5.2.1 Have registered as a student of Lupane State University, in accordance with the General Regulations for students.

5.2.2 Satisfactorily attended approved courses of study including submission of required written assignments.

5.2.3 Attended compulsory classes.

5.2.4 Participated in prescribed seminars, tutorials and practical classes. Where there is a practical component, that component shall be taken as part of coursework assessment. The weighting of theory coursework and practical coursework shall be specified in course outlines.

5.2.5 Paid required fees in accordance with the General Regulations.

5.3 A candidate must satisfy the examiners in both the theory and practical examinations.

5.4 The examiners may, at their discretion, require any candidate to present himself/herself for an oral examination or written test.

5.6 Students are required to have a minimum mark of 40% in coursework in order for them to be eligible for writing examinations. Students would not be allowed to sit for an examination if they have a coursework mark which is less than 40%.

5.6.1 The distribution of marks for the theory component of a course would be at the discretion of individual lecturers.

5.6.2 The distribution of coursework marks should be as follows, 50% for theory and 50% for practical work.

5.7 Coursework shall contribute 40% of the overall mark of that course. The formal examination for a course shall be of three hours duration and shall contribute 60% of the overall mark of that course. A student does not need to pass both the coursework and the examination in order to get an overall pass mark. However a student must have a minimum coursework mark of 40%.

5.8 Pass mark shall be 50% for the coursework mark, final examination mark, industrial attachment mark, project and dissertation.

5.9 Research Project

A student shall be evaluated for scientific writing skills and oral presentation skills. The allocation of marks shall be as follows:-75% for the written work and 25% for oral presentation.

6. SUPPLEMENTARY EXAMINATIONS

- 6.1 A student who has satisfied the examiners in the practical part of the examination of a course but has failed to do so in the theory paper (s) may at the discretion of Senate, be permitted to take a supplementary examination in that course. Before the Examiners may recommend to Senate that a student be permitted to take supplementary examinations in the subject, a mark of 40% shall have been gained. The number of courses in any part in which supplementary examinations may be awarded will not normally exceed 50% of the courses.
- 6.2 Regulations for Supplementary examinations are as indicated in the General Regulations Section 11.2.

7. Marking Scheme

The following Marking Scheme shall be adopted for all courses and programmes offered in the Faculty of Agricultural Sciences:-

75% and above	1 (First Division)
65% - 74%	2.1 (Upper Second Division)
55 % - 64%	2.2 (Lower Second Division)
50% - 54%	3 (Pass)
Below 50%	F (Fail)
35% - 44%	Supplementable

8. NOTIFICATION OF RESULTS

A list of results shall be published in accordance with the General Regulations.

9. Regulations of Special Honours programmes offered in the Faculty of Agricultural Sciences:-

REGULATIONS FOR THE BACHELOR OF AGRICULTURAL SCIENCES SPECIAL HONOURS DEGREE IN ANIMAL SCIENCE (one year programme)

1. INTRODUCTION

- 1.1. These regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees hereinafter referred to as the General Regulations.

2. RATIONALE FOR THE PROGRAMME

Zimbabwe's economy is based on Agriculture and livestock production is a major component of the agricultural industry, especially in the arid parts of the country where Lupane State University is based. This programme is necessitated by the fact that the livestock industry needs highly trained and skilled manpower who will contribute to better livestock management and enhanced productivity. The one year Special Honours Programme in Animal Science is meant to give holders of the General Degree in Agricultural Sciences to specialise. Through this programme students will gain enhanced knowledge of animal physiology, animal nutrition, breeding and the management of different species of animals.

3. PROGRAMME AIMS AND OBJECTIVES

The objectives of the programme are:

- To equip students with skills and laboratory techniques required in the livestock sector
- To produce graduates who are knowledgeable in the fields of animal nutrition, physiology, breeding and management of various animal production systems in order to increase livestock productivity.

4. CAREER OPPORTUNITIES

Students who do this programme can find career opportunities as:-

Extension Officers

Animal nutritionists

Rangers

Technical Researchers

Meat Inspectors

Animal Health Inspectors

Ranch Managers

Sales Representatives in Veterinary Pharmacies

Field Officers

Teachers/Lecturers

Farmers

5. ENTRY REQUIREMENTS

5.1 In order to qualify for normal entry to the programme in Animal Science, a prospective student must satisfy the following Faculty requirements:

5.1.1 Have obtained a pass at 'A' level in the following TWO core subjects or their recognized equivalents, (which are specified in the general regulations) biology and chemistry.

5.1.2 Have obtained at least 5 O' Level subjects including English Language and Mathematics.

5.2 Holders of relevant Diplomas from recognized Agricultural colleges or other recognized institutions will be admitted provided that they would have attained an approved standard of performance in their Diplomas. Those students who, after assessment by the

Departmental interviewing panel and after scrutiny of their transcripts, are deemed to deserve it, may be exempted from part of the programme.

6. PROGRAMME ASSESSMENT

6.1 Each course shall be assessed by coursework and a formal examination.

6.1.1 Courses may contain a practical component. Where there is a practical component, that component shall be taken as part of coursework assessment. The weighting of theory coursework and practical coursework shall be specified in course outline for each course. The total contribution of coursework (theory coursework and practical coursework) shall be 40% of the overall mark of that course.

6.1.2 Each formal examination shall be held during an examination period at the end of each semester, normally that of the semester in which the course was completed.

6.1.3 The formal examination for a course shall be of three hours duration and shall contribute 60% of the overall mark of that course.

6.2 Research Project

A student shall be evaluated for scientific writing skills and oral presentation skills. The allocation of marks shall be as follows: - 75% for the written work and 25% for oral presentation.

7. PROGRAMME STRUCTURE

This is a one-year programme or 2 semesters of study. A student takes a range of courses which cover important aspects of Animal Science.

8. List of modules offered:-

	Module	Credits	Learning Hours
SEMESTER I			
ASAW 4104	Animal Nutrition II	4	48
ASAW 4102	Animal Breeding and Genetics	4	48
ASAW 4106	Pasture and Rangeland Management	4	48
ASAW 4110	Wildlife Harvesting and Conservation	4	48
ASPR 4000	Research Project		120
SEMESTER 2			
ASAW 4211	Animal Products and Processing	4	48
ASAW 4213	Beef Production	4	48
ASAW 4214	Dairy Production (option)	4	48
ASAW 4215	Small Ruminant Production	4	48
ASAW 4212	Poultry, Pig and Ostrich Production (option)	4	48
ASPR 4000	Research Project	8	120

9. MODULE SYNOPSES

ASAW 4104 Animal Nutrition II

Mechanisms of control, metabolic pathways and energy relationships (ATP, ADP) in the metabolism and synthesis of carbohydrates, fats and protein. Metabolism of minerals and vitamins. The quantitative techniques used to measure whole body metabolic kinetics. Tissue and organ specific biochemical processes will be integrated with whole body control mechanisms. Feed requirements of animals and feed rations and computer programmes for ration formulation. Nutrient partitioning in animals – for reproduction, growth or milk production. Ration formulations for target production levels – for beef, dairy, pigs,

poultry (meat and egg birds). Assessing nutritional status of animals using visual and physiological indicators and diagnosing nutritional deficiencies. Topical and current issues of feeding ruminants (cattle, sheep, goats and game species) and non-ruminants (pigs, poultry, ostriches). Common metabolic disorders. Manufacturing stock feed, quality control and legislation.

ASAW 4102 Animal Breeding and Genetics

The nature of Mendelian inheritance when extended to quantitative traits that are jointly influenced by the environment and the simultaneous segregation of many genes. Prediction of response to natural and artificial selection in populations. Theoretical and scientific aspects of practical animal breeding programs which lead to genetic improvement of efficiency and profitability of animal production. Integrates quantitative genetics with concepts of statistics, economics, biology and biotechnology and expands into development of practical breeding plans. The application of recombinant DNA techniques to animal science, including the production from cloned genes of products of value to the livestock industry, the incorporation of marker-assisted selection and of transgenic livestock animals into animal breeding strategies, sexing techniques, and the genetic manipulation of gut and rumen microflora.

ASAW 4106 Pasture and Rangeland Management

The establishment of dryland and irrigated pastures. Management of pastures for grazing for extensive and intensive livestock production. Range management for beef and small ruminant production. The potential opportunities and challenges in management of grazing and browsing (including strategies to overcome them) in an integrated livestock/wildlife enterprise. Environmental problems associated with grazing and browsing by animals.

ASAW 4110 Wildlife Harvesting and Conservation

The importance of wildlife conservation is looked at. Zimbabwean policies and laws for harvesting and conservation of wildlife – what are they, their strengths and weaknesses. International laws and regulations. Enforcement of local and international laws – the challenges, and strategies to overcome them, local and international organisations involved. Designated conservation areas in Zimbabwe – establishment of parks, wildlife reserves and protected areas. Local schemes for game harvesting –e.g. CAMPFIRE.

ASPR 4000 Research Project

Independent study of a current topic in Animal Science and Rangeland Management designed to encourage senior undergraduates to conduct research. Students must make arrangements with both the faculty supervisor and the course coordinator at least one semester before starting the course. The course includes participation in meetings organized by the coordinator and meetings with a faculty advisor to review research progress. The student develops a project, formulates hypotheses, designs and (if necessary) carries out preliminary experiments to test the hypotheses. This is an independent study, so the student will carry out independent library research, begin experimental work, prepare a written report and make a presentation to other students in the course of the research plan and preliminary results. The student's final presentation will be a written report of the research findings done in a scholarly style and an oral presentation to other students and faculty staff.

ASAW 4211 Animal Products and Processing

Dairy regulations - siting and inspection of dairy premises, chemical and hygienic quality of milk and dairy products. milk and dairy products testing for hygienic and nutritional quality. Abattoir planning and construction, abattoir practice and legislation, inspection and

grading of slaughter animals, meat inspection and grading. The use of biotechnology in food processing and storage and biosafety. The use of bones, horns, skins and fat. Taxidermy – preparation and mounting of animal and bird skeletons, stuffing of vertebrate skins in life-like forms, other methods of preservation like storage in formalin. Storage and processing facilities and equipment in agriculture. Standards for product quality. Marketing of agricultural products. Challenges and prospects in agricultural products processing and storage.

ASAW 4213 Beef Production

The course covers all aspects of beef production. Production potential of various beef breeds under various production conditions. The management of reproduction, nutrition, health, pasture (range) and general management. The various beef production enterprises/systems – e.g. weaner - system, pen-fattening.

ASAW 4214 Dairy Production

The course covers all aspects of dairy farming – dairy breeds and breeding, calf rearing, management of the dairy cow (dry, pregnant, lactating cows), milk production and marketing.

ASAW 4215 Small Ruminant Production

The following subjects are covered: breeds and improvement of production through breeding, management of reproduction, nutrition, health, pasture (range) and general management, the small ruminant industries, systems of production and marketing.

ASAW 4212 Poultry, Pig and Ostrich Production (option)

The following subjects are covered: breeds and improvement of production through breeding, management of reproduction, nutrition, health, pasture (range) and general management, the pig, poultry and ostrich industries in Zimbabwe, systems of production and marketing.

REGULATIONS FOR THE BACHELOR OF AGRICULTURAL SCIENCES SPECIAL HONOURS DEGREE IN CROP SCIENCE (one year programme)

1. INTRODUCTION

- 1.1. These regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees hereinafter referred to as the General Regulations.
- 1.2. A number of courses will be studied over at least one academic year of full-time study. All courses offered in the Honours Degree Programme assume prior knowledge of the subject at the General Degree level. They will be taught and examined at a level requiring great breadth and depth of knowledge and understanding.
- 1.3. The combination of courses within this Honours Degree Programme shall allow a student to focus on Crop Science.
- 1.4. A student will be required to start and complete a research project within the area of Crop Science.

2. RATIONALE FOR THE PROGRAMME

Lupane State University is an institution of higher learning located in the semi-arid region of Matabeleland North province. The area covers agro ecological region IV and V, which is characterised by low and erratic seasonal rainfall. The soils are marginal. This makes rain fed agriculture to be difficult and unprofitable. The University's location makes it an ideal institution to host courses in semi-arid agriculture, soil science, conservation, land, water resources and irrigation development and management.

This programme is also necessitated by the need for specialisation by holders of the General Degree in Agricultural Sciences.

3. PROGRAMME AIMS AND OBJECTIVES

The broad objective of a crop science programme is the teaching of the principles, skills and knowledge needed for appropriate production, management practices and systems to maximise the use of limited water resources for dryland farming in different climatic, soil and crop production situations. The crop, soil, machinery, water management and soil conservation aspects are considered within the social context. The specific objectives are to:-

- 3.1 apply the scientific knowledge to advance agricultural crop and horticultural production and post production activities involved in the production.
- 3.2 implement government policies related to dryland crop production, land and environmental management.
- 3.3 initiate and manage horticultural and crop based agribusiness profitably.
- 3.4 provide technical expertise and support in matters relating to crop and horticultural production, mechanisation, crop storage and post harvest handling.

4. CAREER OPPORTUNITIES

Employment opportunities for the graduates in crop science exist in the public service, research organisations, non-governmental organisations, private sector and international organisations.

5. ENTRY REQUIREMENTS

- 5.1 Admission into a Special Honours Degree Programme will be competitive and will be based on grades obtained at the General Degree Programme. Students who obtained a second division classification and above will

be admitted with preference given to those with the best results.

- 5.2 Prospective students should have obtained a good aggregate in Crop Science subjects at the General Degree level.

6. PROGRAMME ASSESSMENT

- 6.1 Each course shall be assessed by coursework and a formal examination.

6.1.1 Courses may contain a practical component. Where there is a practical component, that component shall be taken as part of coursework assessment. The weighting of theory coursework and practical coursework shall be specified in course outline for each course. The total contribution of coursework (theory coursework and practical coursework) shall be 40% of the overall mark of that course.

6.1.2 Each formal examination shall be held during an examination period at the end of each semester, normally that of the semester in which the course was completed.

6.1.3 The formal examination for a course shall be of three hours duration and shall contribute 60% of the overall mark of that course.

6.2 Research Project

A student shall be evaluated for scientific writing skills and oral presentation skills. The allocation of marks shall be as follows: - 75% for the written work and 25% for oral presentation.

7. PROGRAMME STRUCTURE

This is a one-year programme or 2 semesters of study. A student takes a range of courses which cover important aspects of Crop Science.

8. List of Modules offered:-

	Module	Credits	Learning Hours
SEMESTER I			
ASAG 4102	Plant Genetics and Breeding	4	60
ASAG 4105	Crop Protection II	4	60
ASAG 4103	Plant Physiology	4	60
ASPR 4000	Research Project(credits are given at the end of semester 2)		120
SEMESTER 2			
ASAG 4231	Soil Fertility and Plant Nutrition II	4	60
ASAG 4206	Horticulture II	4	60
ASAG 4213	Cereal and Legume Production	4	60
ASAG 4214	Cotton and Tuber Production	4	60
ASPR 4000	Research Project	8	120

9. MODULE SYNOPSES:-

ASAG 4102 Plant Genetics and Breeding

This module covers the concepts and principles of genetic improvement of crop plants through application of qualitative and quantitative genetic principles. Breeding methods used for the genetic improvement of self-pollinated, and asexually propagated crops will be dealt with. Molecular markers and their role in breeding for traits of economic importance (drought tolerance, disease resistance, increased crop yield, increased nutritive value. Examples are drawn from a wide range of crop species.

ASAG 4103 Plant Physiology

This course examines the physiology of plant growth and development (photosynthesis, respiration, transport and partitioning, flowering and fruit development) and how they relate to plant yield; environmental factors affecting plant growth and yield and the use of biotechnology to improve plant productivity.

ASAG 4105 Crop Protection II

This covers looks at disease progression and spread in crops; insect pest damage and effects of weeds on crops. Host-pathogen interactions; role of pests in disease transmission; weeds as alternate hosts for diseases and pests. The course also covers the use of chemicals in the control of diseases, pests and weeds – groups of fungicides, insecticides, herbicides and their mode of action and residual effects; pesticide resistance, formulation of chemicals; application equipment, its calibration, application methods, safety procedures, legislation registration and the impact on the environment. The following issues are also explored; biological and biotechnological and cultural control of diseases, pests and weeds; integrated management of diseases, pests and weeds, pollution of the environment by chemicals.

ASPR 4000 Research Project

Independent study of a topic in crop science designed to encourage senior undergraduates to conduct research. Students must make arrangements with both the faculty supervisor and the course coordinator at least one semester before starting the course. The course includes participation in meetings organized by the coordinator and meetings with a faculty advisor to review research progress. The student develops a project, formulates hypotheses, designs and (if necessary) carries out preliminary experiments to test the hypotheses. This is an independent study, so the student will carry out independent library research, begin experimental work, prepare a written report and make a presentation to other students in the course of the research plan and

preliminary results. The student's final presentation will be a written report of the research findings done in a scholarly style and an oral presentation to other students and faculty staff.

ASAG 4231 Soil Fertility and Plant Nutrition II

The course covers nutrition requirements of major crops; soil organic matter, soil pH and soil buffering. The absorption of nutrients by different types of soils and the factors that affect the availability of the nutrients are explained. Soil fertility management and environmental impact of inorganic fertilisers and agrochemicals are covered. Soil fertility status of Zimbabwean soils, their constraints to crop production. Soil fertility management in cropping systems, choice of forms of fertilisers, nutrient-moisture interactions in semi-arid conditions. Calculation of fertiliser application rates and lime requirement are taught to the students. The role of micro-organism in improving the quality of the soil. Biological Nitrogen Fixation (BNF), exploiting BNF in agriculture. The use of stable and radio isotopes in nutrient cycling.

ASAG 4206 Horticulture II

A study of selected fruits (e.g. mangoes); vegetables (e.g. cabbages) and herbs (e.g. moringa); their classification, propagation, agronomic management and adaptability to semi-arid and arid environments. Diseases, pests and weed management; harvesting; strategies and handling requirements for storage and transportation; quality monitoring; harvesting and marketing of horticultural crops. Importance of biotechnology in improving the quality and yield of horticultural produce.

ASAG 4213 Cereal and Legume Production

This module covers major cereal and legume crops that are adaptable to the semi-arid to arid environments; climatic, agronomic and management requirements for their production; agronomic traits of cereals and legumes that make them suitable for production in semi-arid to arid environments. Use of biotechnology to improve drought tolerance, disease resistance, nutritive value and yield. Crop storage;

seed production techniques for the crops; diseases, pests and weeds of economic importance and their control; use of biotechnology and impact of cereals and legumes on the environment.

ASAG 4214 Cotton and Tuber Production

Climatic, agronomic and management requirements for the production of cotton and tuber (e.g. sweet potatoes, cassava) crops; agronomic traits of cotton and tubers that make them suitable for production in semi-arid to arid environments. Use of biotechnology to improve drought tolerance, disease resistance and yield. Storage, seed production techniques for the crops; diseases, pests and weeds of economic importance and their control. Use of biotechnology in improving crop production and the impact of cotton and tuber crop production on the environment.

ASPR 4000 Research Project

Independent study of a topic in crop science designed to encourage senior undergraduates to conduct research. Students must make arrangements with both the faculty supervisor and the course coordinator at least one semester before starting the course. The course includes participation in meetings organized by the coordinator and meetings with a faculty advisor to review research progress. The student develops a project, formulates hypotheses, designs and (if necessary) carries out preliminary experiments to test the hypotheses. This is an independent study, so the student will carry out independent library research, begin experimental work, prepare a written report and make a presentation to other students in the course of the research plan and preliminary results. The student's final presentation will be a written report of the research findings done in a scholarly style and an oral presentation to other students and faculty staff.

REGULATIONS FOR THE BACHELOR OF AGRICULTURAL SCIENCES SPECIAL HONOURS DEGREE IN SOIL SCIENCE (one year programme)

1. INTRODUCTION

- 1.1. These regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees hereinafter referred to as the General Regulations.
- 1.2. A number of courses will be studied over at least one academic year of full-time study. All courses offered in the Honours Degree Programme assume prior knowledge of the subject at the General Degree level. They will be taught and examined at a level requiring great breadth and depth of knowledge and understanding.
- 1.3. The combination of courses within this Honours Degree Programme shall allow a student to focus on Soil Science.
- 1.4. A student will be required to start and complete a research project within the area of Soil Science.

2. RATIONALE FOR THE PROGRAMME

Lupane State University is an institution of higher learning located in the semi-arid region of Matabeleland North province. The area covers agro ecological region IV and V, which is characterised by low and erratic seasonal rainfall. The soils are marginal. This makes rain fed agriculture to be difficult and unprofitable. The University's location makes it an ideal institution to host courses in semi-arid agriculture, soil science, conservation, land, water resources and irrigation development and management.

The Special Honours programme is necessitated by the need for specialisation by holders of the Bachelor of Agricultural Sciences General Degree.

3. PROGRAMME AIMS AND OBJECTIVES

The broad objective of a soil science programme is the teaching of the principles, skills and practical training needed in soil sciences for appropriate crop production, management practices and systems, infrastructural development, engineering and soil conservation to maximise the use of land and soil resources. Crop, soil, machinery, water management and soil conservation aspects are considered. The specific objectives of this programme are to:-

- 3.1 apply the scientific knowledge to advance the proper use and management of the different types of soils.
- 3.2 implement government policies related to soil research, dryland crop production, land and environmental management.
- 3.3 provide technical expertise and support in matters relating to soil fertility management, soil-crop-water relationship and mechanisation.

4. CAREER OPPORTUNITIES

Employment opportunities for the graduates in soil science exist in the public service, research organisations, non-governmental organisations, private sector and international organisations.

5. ENTRY REQUIREMENTS

- 5.1 Admission into a Special Honours Degree Programme will be competitive and will be based on grades obtained

at the General Degree Programme. Students who obtained a second division classification and above will be admitted with preference given to those with the best results.

- 5.2 Prospective students should have obtained a good aggregate in Soil Science subjects at the General Degree level.

6. PROGRAMME ASSESSMENT

- 6.1 Each course shall be assessed by coursework and a formal examination.

6.1.1 Courses may contain a practical component. Where there is a practical component, that component shall be taken as part of coursework assessment. The weighting of theory coursework and practical coursework shall be specified in course outline for each course. The total contribution of coursework (theory coursework and practical coursework) shall be 40% of the overall mark of that course.

6.1.2 Each formal examination shall be held during an examination period at the end of each semester, normally that of the semester in which the course was completed.

6.1.3 The formal examination for a course shall be of three hours duration and shall contribute 60% of the overall mark of that course.

6.2 Research Project

A student shall be evaluated for scientific writing skills and oral presentation skills. The allocation of marks shall be as follows:
- 75% for the written work and 25% for oral presentation.

7. PROGRAMME STRUCTURE

This is a one-year programme or 2 semesters of study. A student takes a range of courses which cover important aspects of Soil Science.

8. List of Modules offered:-

	Module	Credits	Learning Hours
SEMESTER I			
ASAG 4134	Physical Geology and Geomorphology	4	60
ASAG 4135	Soil Physics	4	60
ASAG 4136	Pedology	4	60
ASAG 4137	Soil Chemistry and Mineralogy	4	60
ASPR 4000	Research Project (credits are given at the end of semester 2)		120
SEMESTER 2			
ASAG 4238	Soil Resource Inventory and Soil Information Systems	4	60
ASAG 4231	Soil Fertility and Plant Nutrition II	4	60
ASAG 4239	Soil Pollution	4	60
ASPR 4000	Research Project	8	120

9. MODULE SYNOPSES:-

ASAG 4134 Physical Geology and Geomorphology

This course introduces students to landscape processes and composition of various rock types from which most soil characteristics are inherited. It covers characteristics of major rock types (igneous, sedimentary and metamorphic); geological formations that cover Zimbabwe. Landform

types (i.e. structural, erosional and depositional) and their formation; erosional surfaces; relationship between geology, landform and soils.

ASAG 4135 Soil Physics

The course focuses on the state and transport of matter and energy in the soil. It describes the characteristics of phases of the soil system (i.e. solid, liquid and gaseous) – their relationships and how they influence soil physical properties. Soil physical properties and how they relate to land qualities of importance to agriculture – e.g. soil water intake and retention, aeration, compaction, surface crusting, soil erodibility, soil temperature. Soil management and tillage practices for soil and moisture conservation.

ASAG 4136 Pedology

The course covers in detail factors of soil formation and soil forming processes; soil classification systems; major soils of the world – their formation, distribution and management; soil morphological, physical, chemical and mineralogical characteristics – their interpretation for agricultural and non-agricultural purposes in terms of soil behaviour and land quality; Zimbabwean soils – their classification, distribution, use and management. Throughout the course, emphasis will be on issues relating to soils of arid and semi-arid environments.

ASAG 4137 Soil Chemistry and Mineralogy

The course covers the importance of soil minerals in the soil, environment, and engineering, mineral dietary supplements in animal nutrition. Mineral weathering and soil formation. Crystal chemistry and mineral structures, geometry of crystal pattern. The course focus on solution chemistry of nutrients and pollutants, dissolution, precipitation, oxidation and reduction processes, types of bonding. Classification of minerals. Carbonates, Sulfates, Sulfides, Phosphates minerals, The silicate minerals, clay minerals (phyllosilicates), behavior of clay

minerals. Oxyhydroxides, aluminosilicates with short range order and mineraloids. Interactions between soil minerals and organics. Soil mineral separations and identification (physical fractionation techniques including magnetic, heavy liquid and electrophoretic separation techniques). Calculation of layer charge.

ASPR 4000 Research Project

Independent study of a topic in soil science designed to encourage senior undergraduates to conduct research. Students must make arrangements with both the faculty supervisor and the course coordinator at least one semester before starting the course. The course includes participation in meetings organized by the coordinator and meetings with a faculty advisor to review research progress. The student develops a project, formulates hypotheses, designs and (if necessary) carries out preliminary experiments to test the hypotheses. This is an independent study, so the student will carry out independent library research, begin experimental work, prepare a written report and make a presentation to other students in the course of the research plan and preliminary results. The student's final presentation will be a written report of the research findings done in a scholarly style and an oral presentation to other students and faculty staff.

ASAG 4238 Soil Resource Inventory and Soil Information Systems

Purpose and types of soil resource surveys; soil survey methodology; soil – landscape and soil- vegetation relationships. Remote sensing principles (types of sensors, image classification, spectral signatures of soils, plants and other surface features, land cover mapping); techniques and tools for mapping soils (use of aerial photography and satellite imagery); soil mapping units and soil spatial variation; production of soil maps and reports. Principles and applications of Geographic Information Systems (GIS) and soil databases.

ASAG 4231 Soil Fertility and Plant Nutrition II

The course covers nutrition requirements of major crops; soil organic matter, soil pH and soil buffering. The absorption of nutrients by different types of soils and the factors that affect the availability of the nutrients are explained. Soil fertility management and environmental impact of inorganic fertilisers and agrochemicals are covered. Soil fertility status of Zimbabwean soils, their constraints to crop production. Soil fertility management in cropping systems, choice of forms of fertilisers, nutrient-moisture interactions in semi-arid conditions. Calculation of fertiliser application rates and lime requirement are taught to the students. The role of micro-organism in improving the quality of the soil. Biological Nitrogen Fixation (BNF), exploiting BNF in agriculture. The use of stable and radio isotopes in nutrient cycling.

ASAG 4239 Soil Pollution

This course looks at the classification of soil pollutants according to their general characteristics and sources. These classes include: pesticides, fertilisers, organic wastes e.g. sewage sludge, hazardous substances (organic toxic chemicals), salinity and sodicity (induced by irrigation) and acidification (acid rains), radio-nuclides, greenhouse gases, dust particulate including volcanic particulate and sedimentation (flooding), erosion. The course focuses on properties regulating vulnerability of soils to pollution compounds (biological, chemical and physical), soil colloidal system, organic compounds and pollutant reaction with soil colloids. The role of farmers and other land users, effects of polluted soils on human and animal health. Methods of correcting contaminated soils such bioremediation.

ASPR 4000 Research Project

Independent study of a topic in soil science designed to encourage senior undergraduates to conduct research. Students must make arrangements with both the faculty supervisor and the course

coordinator at least one semester before starting the course. The course includes participation in meetings organized by the coordinator and meetings with a faculty advisor to review research progress. The student develops a project, formulates hypotheses, designs and (if necessary) carries out preliminary experiments to test the hypotheses. This is an independent study, so the student will carry out independent library research, begin experimental work, prepare a written report and make a presentation to other students in the course of the research plan and preliminary results. The student's final presentation will be a written report of the research findings done in a scholarly style and an oral presentation to other students and faculty staff.

FACULTY OF COMMERCE

REGULATIONS FOR UNDERGRADUATE DEGREE PROGRAMMES

BACHELOR OF COMMERCE HONOURS DEGREE IN ACCOUNTING AND FINANCE (B. COMM. ACC. and FIN.) AND BACHELOR OF COMMERCE HONOURS DEGREE IN HUMAN RESOURCE MANAGEMENT (B. COMM. HRM.) BACHELOR OF COMMERCE HONOURS DEGREE IN ENTREPRENEURSHIP, BACHELOR OF COMMERCE HONOURS DEGREE IN PURCHASING AND SUPPLY MANAGEMENT, BACHELOR OF COMMERCE HONOURS DEGREE IN ECONOMICS

1. PREAMBLE

- 1.1. These Faculty Regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees hereinafter referred to as the General Regulations.
- 1.2. The Undergraduate degree programmes offered in the Faculty of Commerce are:-
 - 1.2.1 Bachelor of Commerce Honours Degree in Accounting and Finance
 - 1.2.2 Bachelor of Commerce Honours Degree in Human Resource Management
 - 1.2.3 Bachelor of Commerce Honours Degree in Entrepreneurship

1.2.4 Bachelor of Commerce Honours Degree in Purchasing and Supply Management

1.2.5 Bachelor of Commerce Honours Degree in Economics

- 1.3. Undergraduate degrees offered by the Faculty of Commerce may be studied on a full time basis over four years with one year (at least 30 weeks) ear-marked for industrial attachment. A student placed under an organization will be required to submit himself/herself to Rules and Regulations as they apply to the employees of that organization. Should it become necessary for the student under attachment to change the organization, permission must be granted by the University.

2. ENTRY QUALIFICATIONS

- 2.1 Students must satisfy conditions for entry to Undergraduate Degree programmes as stipulated in the General Regulations.
- 2.2 For entry into the Faculty of Commerce, applicants must have passed 5 subjects at Ordinary Level or its equivalent, including English. There some programmes which require that an applicant have a pass in ‘O’ Level Mathematics with at least a C Grade.
- 2.3 Apart from five (5) subjects at Ordinary Level an applicant must have passed at least two subjects at the Advanced Level, preferably Accounting, Management of Business (MOB), Economics, Mathematics and Geography.
- 2.4 In approved cases a student may be exempted from certain Part I courses on condition that the student does not

complete the full-time programme in less than three full academic years.

2.5 Among Part I candidates, credit should not be given in excess of the number of courses offered in that Part.

3. EXAMINATIONS

3.1 Formal examinations will normally be held at the end of each part of each semester.

3.2 For students to be admitted to the examination they must have:-

3.2.1 Satisfactorily attended approved courses of study including submission of required written assignments.

3.2.2 Attended compulsory classes.

3.2.3 Participated in prescribed seminars, tutorials and practical classes.

3.2.4 Paid required fees in accordance with the General Regulations.

3.2.5 Coursework shall account for 30% of the overall assessment, while the formal examination will account for 70% of the overall assessment.

3.2.6 Pass mark shall be 50%.

3.2.7 When the candidate is permitted by the Board of Examiners he/she may carry forward into the subsequent Part not more than three courses which were not satisfactorily completed in the

previous part, provided that the course(s) is (are) not pre-requisite(s) for the subsequent Part.

3.2.8 In exceptional circumstances, a candidate may be allowed to re-write an examination without remaining in full-time study at the University or repeating the course of study.

4. SUPPLEMENTARY EXAMINATIONS

4.1 To be eligible for a supplementary examination in a course (i) a student must have passed at least 50% of the courses registered in an academic year during the semester examinations (ii) must have obtained a mark of at least 35% in the overall assessment in a subject and must have an aggregate of at least 40%.

4.2 A student who obtains a mark of less than 50% but not less than 35% may, on the recommendation of the Board of Examiners, be permitted to sit for a supplementary examination(s) in the respective course(s) failed.

4.3 Candidates will sit for supplementary examinations at the end of every Part.

5. REPEAT

5.1 A candidate who is not allowed to proceed to the subsequent Part of the Programme, but has passed at least 50% of the course in that Part of the Programme may be allowed to apply to repeat.

5.2 'Repeat' means that the student may apply for re-admission into the same Programme and his/her application will be considered through the normal procedures.

5.3 If a student is repeating a course(s), he/she shall only be credited with the marks obtained during the 'repeat' examination. Nevertheless, a repeat student may be exempted from re-attendance and re-examination in any course(s) in which he/she previously passed at Grade 2.2 level or better or may take another approved course or other approved courses instead of the course(s) previously passed.

6. DEGREE WEIGHTING AND CLASSIFICATION

6.1 For purposes of degree classification, the parts of all degree programmes in the Faculty of Commerce will be weighted as follows:-

Part I	10%
Part II	25%
Part III	25%
Part IV	40%

6.2 For the purpose of degree classification Part I, Part II, Part III and Part IV results will be taken into consideration.

6.3 In cases where candidates already hold an HND in Accounting, or an equivalent qualification and they are exempted from Part I, their programme shall be weighted on the basis of Part II, Part III and Part IV as follows:

Part II	22%
Part III	22%
Part IV	56%

7. NOTIFICATION OF RESULTS

Results shall be published in accordance with the provision of Section 22 of the General Regulations.

8. INDUSTRIAL ATTACHMENT

The Industrial Attachment Course shall be assessed by reference to the Employer's assessment, the Supervisor's assessment and the Student's final report. The Employer's report shall constitute 25%, the Supervisor's assessment 35% and the Student's report 40% of the overall course mark. The coursework mark shall be based on an assessment on the student's professional performance by his/her supervisors in the field. The final report mark shall be based on reports written by the student at the end of the industrial attachment course. The final report will normally be submitted not later than the end of the month following completion of the industrial attachment course.

9. Regulations of Programmes offered in the Faculty of Commerce:

BACHELOR OF COMMERCE HONOURS DEGREE IN ACCOUNTING AND FINANCE

1. INTRODUCTION

- 1.1 These Regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees, hereinafter referred to as General Regulations.
- 1.2 A candidate for the Full –time Bachelor of Commerce Honours Degree in Accounting and Finance shall pursue approved courses of study for a period of not less than four academic years (including one year of industrial attachment), each year constituting a Part of the Programme, except those joining the programme as direct entrants who may complete the programme in three years.
- 1.3 The Degree will be awarded to candidates who have successfully completed the programme and passed the examination in accordance with regulations set out below.

2. RATIONALE FOR THE PROGRAMME

The Bachelor of Commerce Honours Degree in Accounting and Finance (B. Comm. Acc. and Fin.) Programme is designed to equip practicing and aspiring practitioners in the fields of Accounting and Finance with the requisite knowledge and skills for effective and efficient execution of their duties and responsibilities in their respective work commitments. The programme blends the accounting and finance fields to create a balanced graduate, moving away from the traditional

specialization in accounting and finance, separately. With the close relationship between accounting and finance, an understanding of the background to, and the core concepts of both accounting and finance is ideal for graduates who will be able to bring added value to their organizations, considering the strategic importance of the subject areas that have been blended in this programme. The inclusion of other foundational business concepts such as principles of management, marketing and economics, enables the graduates to have a broad and balanced scope of the total organization and the strategic fit of accounting and finance into the broad spectrum of business operations. The provision of industrial attachment for non-practicing candidates creates a platform for blending theory with practice and a foundation for fluid entry into industry upon graduation.

3. PROGRAMME AIMS AND OBJECTIVES

The programme's main objectives are as outlined below: -

- 3.1 To equip current practitioners in Accounting and Finance with the requisite knowledge and skills to improve the management of financial accounting, financial management and investment analysis.
- 3.2 To equip potential practitioners in Accounting and Finance with the requisite knowledge and skills for fluid entry into industry.
- 3.3 To continuously research and disseminate the latest knowledge on contemporary developments in accounting, auditing, finance and investment, and related fields.
- 3.4 Identify and analyse key paradigm shifts in the contemporary world and their impact on Accounting and Finance.

3.5 Blend the theory of Accounting and Finance with its practical application within the corporate and industrial space through case studies and student experiences.

4. CAREER OPPORTUNITIES

- Financial Accountants
- Cost and Management Accountants
- Financial Managers
- Financial Advisors
- Fund Managers
- Stock Brokers
- Portfolio Managers
- Investment Analysts
- Internal Auditors and external Auditors
- Chartered Accountants
- Academic/Lecturing

5. ENTRY QUALIFICATIONS

5.1 To qualify for normal entry into the B. Comm. Accounting and Finance Degree Programme, a candidate in addition to satisfying the minimum conditions prescribed under the General regulations and the Faculty Regulations for English Language and Mathematics, must have obtained at least two passes at A Level. Preference shall be given to candidates with ‘A’ level Accounting, Mathematics, Geography, Management of Business and Economics.

5.2 **Special Entry** – Candidates who have successfully completed the Higher National Diploma in Business Studies

or have otherwise obtained equivalent qualifications may be exempted from certain Part I courses.

5.2.3 Candidates exempted from certain Part I courses shall be required to register for additional courses to make up the full complement of Part I of the degree programme.

5.2.4 No candidate may complete the degree programme in less than three academic years.

5.2.5 Successful completion of Industrial Attachment component at Part III level is compulsory for all candidates.

6. PRE-REQUISITES

6.1 A candidate must have passed Financial Accounting IA and IB before proceeding to Financial Accounting IIA.

6.2 A candidate must have passed Financial Accounting IIA and IIB before proceeding to Financial Reporting and Advanced Accounting.

6.3 A candidate must have passed Audit Skills and Process before proceeding to Advanced Auditing.

6.4 A candidate must have passed Cost and Management Accounting I and II before proceeding to Management Accounting.

6.5 A candidate must have passed Financial Mathematics I and II before proceeding to Corporate Finance I.

7. PROGRAMME ASSESSMENT

- 7.1 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.
- 7.2 For each module the final mark shall be determined by a combination of continuous assessment and examination marks.
- 7.3 Continuous assessment shall normally constitute 30% of the final mark, while the examination constitutes 70%.
- 7.4 A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.

8. GRADING AND CLASSIFICATION OF DEGREE

Refer to Section 6 of the Faculty Regulations.

9. PROGRAMME STRUCTURE

The course of study for the B. Comm. in Accounting and Finance is normally 4 years comprising of eight (8) semesters of study and one academic year of placement. The combination of modules within the Honours Degree programme shall be wide enough to allow a student to cover various issues in Accounting and Finance.

10. List of modules offered:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
COAF 1101	Financial Accounting IA/COAF 1107 Accounting IA	4	48
COAF 1102	Quantitative Analysis for Business I	4	48
COAF 1103	Principles of Management	4	48
COAF 1104	Introduction to Information Technology and Information Literacy	4	48
COAF 1105	Financial Mathematics I	4	48
COAF 1106	Business Communication	4	48
SEMESTER 2			
COAF 1201	Financial Accounting IB/COAF 1207 Accounting IB	4	48
COAF 1202	Quantitative Analysis for Business II	4	48
IDPL 1203	Peace and Leadership Studies	4	48
COAF 1203	Principles of Marketing	4	48
COHR 1204	Business Law	4	48
COAF 1205	Financial Mathematics II	4	48
COAF 1206	Micro Economics	4	48
PART 2			
SEMESTER I			
COAF 2101	Financial Accounting IIA	4	48
COAF 2102	Corporate Finance I	4	48
COAF 2103	Audit Skills and Process	4	48
COAF 2104	Macroeconomics	4	48
COAF 2105	Cost and Management Accounting I	4	48

COAF 2106	Company Law	4	48
SEMESTER 2			
COAF 2201	Financial Accounting IIB	4	48
COAF 2202	Corporate Finance II	4	48
COAF 2203	Public Finance	4	48
COAF 2204	Research Methods	4	48
COAF 2205	Cost and Management Accounting II	4	48
COAF 2206	Investment Analysis and Portfolio Management	4	48
PART 3			
COAF 3001	Industrial Attachment Student's Work Related Learning Report	16	
	Academic Supervisor's Assessment Report	14	
	Employer's Assessment Report	10	
PART 4			
SEMESTER 1			
COAF 4101	Financial Reporting	4	48
COAF 4102	Advanced Asset Pricing Theory	4	48
COAF 4103	Taxation I	4	48
COAF 4104	Advanced Auditing	4	48
COAF 4105	Management Accounting	4	48
COAF 4106	Risk Analysis and Management	4	48
SEMESTER 2			
COAF 4201	Advanced Financial Accounting	4	48
COAF 4202	Accounting Information Systems	4	48
COAF 4203	Taxation II	4	48
COAF 4204	Public Sector Accounting	4	48
COAF 4205	International Finance	4	48
COAF 4206	Dissertation	8	96

11. MODULE SYNOPSES:-

COAF 1101 FINANCIAL ACCOUNTING IA

COAF 1201 FINANCIAL ACCOUNTING IB

These courses are designed for those students **with** 'A' Level Accounting. The courses focus on principles and techniques of financial accounting and their application to the preparation of financial statements of sole traders, partnerships, limited companies and non-profit making organizations culminating in analysis and interpretation of financial data.

COAF 1107 ACCOUNTING IA

COAF 1207 ACCOUNTING IB

The course is designed for students **without** A level accounting. It introduces students to the basic principles and techniques of accounting in general. The course focuses on the use of accounting information in business and also on other elementary aspects like costing and management accounting.

COAF 1102 QUANTITATIVE ANALYSIS FOR BUSINESS I

This course introduces students to the mathematical tools relevant for application to the business environment. The course covers issues like describing data, measures of central tendency and dispersion, index numbers, introduction to probability theory; marginal probability, joint probability, conditional probability, multiplication rule, Bayes Theorem, Discrete probability distributions; Binomial and Poisson distribution.

COAF 1103 PRINCIPLES OF MANAGEMENT

History and development of management thought, functions of management, organisational structures, decision making, communication, centralisation and decentralisation, delegation, leadership and motivation, controlling budgeting and non-budgetary controls.

COAF 1104 INTRODUCTION TO INFORMATION TECHNOLOGY AND INFORMATION LITERACY

The computer as a system; computer hardware, system software, computer network and communication; network hardware and software, data transmission, the Internet, e-mail and e-commerce, application software are explored.

This course also teaches students information literacy skills. Students are taught how to analyze and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

COAF 1105 FINANCIAL MATHEMATICS I

This course will examine theories, concepts and lay the foundation in Financial Mathematics. The emphasis of this course will be placed on the computations of simple and compound interest, nominal and effective rates, future value, present value, discount factors, interpolation and extrapolation and cash flow analysis techniques. It will also develop into concepts necessary to impart deeper knowledge in the day/year conventions, money market calculations, discount instruments, CDs and general pricing of assets.

COAF 1106 BUSINESS COMMUNICATION

This course covers general comprehension and expression, report writing, comprehension of ideas, development of different styles and the use of English in a business setting, communicating skills, letter writing, committee documents, use of questionnaires, note taking and summarising.

COAF 1202 QUANTITATIVE ANALYSIS FOR BUSINESS II

This course seeks to introduce students to the application of quantitative methods to the business environment. Students will be expected to

grasp mathematical tools which are used for analysing data and to be able to accurately interpret it and apply them in decision making.

COAF 1203 PRINCIPLES OF MARKETING

This course looks at marketing functions; the environment of marketing; marketing information systems and marketing research; the marketing mix; consumer behaviour; the social responsibility of marketing; public policy with respect to marketing practices.

IDPL 1203 PEACE AND LEADERSHIP STUDIES

The Peace and Leadership module aims to introduce students to peace and leadership theories. It also deals with the analysis of conflict and violence. The module will demonstrate the inter-disciplinary character of peace and conflict studies and the application of theories and methods across the spectrum of conflict types and conflict levels. Students will gain an historical understanding of the nature of social conflict and will examine theories of the origins of conflict and violence. With approaches derived from peace and conflict theorists and practitioners students will explore what peace means in various settings. Through analysis of conflicts and exploration of the local and global peace infrastructure students will gain an understanding of constructive social change. The course is normative in its articulation of social and political theory. It proposes that the most desirable outcome in harmful conflicts is peace with justice.

COHR 1204 BUSINESS LAW

The course emphasises those areas of law which are most relevant to business activity. Particular attention is given to functions of law, Sources of Law, the Hierarchy of Courts in Zimbabwe, Theory of Contracts, Law of Sale, Law of Lease, Law of Partnerships, Law of Agency, Law of Insurance, as well as issues of insolvency, liquidation and placement under curatorship.

COAF 1205 FINANCIAL MATHEMATICS II

This course will cover pertinent concepts in the foreign exchange markets, bond markets, equity markets, derivative markets and the mathematics of finance involved in the pricing of assets in the above named markets. It will also focus on the pricing of commodities in the commodity markets and related risk and return concepts.

COAF 1206 MICRO ECONOMICS

The course provides a basic foundation for the subject matter of Economics to enable students to prepare themselves to use the concept of rationality to analyzing behaviour at a micro level. The course covers issues like Scarcity, choice and opportunity costs, Central problems of Economics, economic systems, Theory of demand and Supply, Theory of the firm, costs of production, market structures; perfect competition, monopolistic competition, monopoly, oligopoly, problems of microeconomic policy; antitrust and regulation.

COAF 2101 FINANCIAL ACCOUNTING IIA

The course builds on the foundation laid in Financial Accounting IA and B. The course aims at providing students with knowledge of accounting as related to partnership, accounting for specialized transactions and interpretation of financial statements.

COAF 2102 CORPORATE FINANCE I

The aim of the course is to identify the objective that corporate finance managers pursue or ought to pursue in order to satisfy the needs of corporate stakeholders and to develop in students, concepts and corporate analytical tools that will enable them to meet this objective. To this end, the course will cover the following critical areas: Goals of a firm and the agency theory, Time value concepts and valuation of bonds and shares; Capital Budgeting under certainty, Introduction to portfolio theory and capital asset pricing, market efficiency, Dividend policy theory and practice, and innovations in corporate finance.

COAF 2103 AUDIT SKILLS AND PROCESS

The course is meant to provide an understanding of the nature, purpose and scope of auditing including the role of the external audit and its regulatory framework. The course focuses on the audit process and its application in the context of the regulatory framework and for business control and development.

COAF 2104 MACRO ECONOMICS

This course covers topics like National income Accounting, Macroeconomic Equilibrium, Fiscal and Monetary Policy, Inflation, Unemployment and Phillips Curve , Economic Growth, macroeconomics in the open economy, International Trade and Exchange rate determination.

COAF 2105 COST AND MANAGEMENT ACCOUNTING I

The course aims at providing an understanding of the principles, concepts and techniques of management and cost accounting and help students develop an ability to apply this knowledge to practical situations related cost ascertainment, cost control and planning.

COAF 2106 COMPANY LAW

This course covers forms of business ownership such as, Sole Trader, Partnerships and Companies. It also covers the Incorporation of companies, Allotment, issue and transfer of Shares and Debentures, Memorandum and Articles of Association, Administration of Companies, Reconstruction, Mergers and Takeovers, Winding up of companies.

COAF 2201 FINANCIAL ACCOUNTING IIB

A continuation of Financial Accounting IIA. The course aims at helping students develop a thorough understanding of the practical framework of accounting and imbibe an ability to apply the International Accounting Standards (IAS), Financial Reporting

Standards adopted by the Institute of Chartered Accountants of Zimbabwe and GAAP.

COAF 2202 CORPORATE FINANCE II

The aim of the course is to develop further, in students, concepts and corporate financial analytical tools. The areas covered include: Introduction to capital structure theory and practice; Cost of capital and valuation; Operating and financial leverage, Corporate working capital management, lease financing, mergers and acquisitions, and innovations in corporate finance. Students will also be introduced to computer application in particular excel use in problems including capital budgeting, amortization, risk and return modelling and portfolio theory.

COAF 2203 PUBLIC FINANCE

The course will cover theories including the nature of Public finance; Public finance versus private finance; Public finance and attitudes towards government; Tools of public finance; Multi-government public finance: Public finance in a federal system; Sources of public finance; Some microeconomics (i.e. demand and supply, theory of choice: and marginal analysis in economics): Theory of public goods and other related issues.

The course emphasizes areas that include: Debt management; Local authority and quasi-government finance; Welfare theories; Revenue system, Public expenditure; budgetary principles; Macroeconomics policies (i.e. income policy, fiscal policy, monetary policy etc.) Inflation, Stagflation, Stabilization, International issues e.g. taxation of foreign source income, commodity taxes and other related issues.

COAF 2204 RESEARCH METHODS

The module equips students with the ability to gather, analyze, interpret qualitative and quantitative data and writing up a research. It covers the

following aspects: Data collection through questionnaires, interviews, focus group discussions etc, Data analysis through various packages such as E-views, SPSS and STATA. It will prepare students for their work related learning researches and dissertations in their final year. Other topics include: Probability, multicollinearity, auto correlation and heteroscedasticity, and Simulation Analysis.

COAF 2205 COST AND MANAGEMENT ACCOUNTING II

The course is a continuation of the Cost and Management Accounting I at Part II level and seeks to consolidate student's knowledge and understanding in behavioural aspects of Management and Cost Accounting, covering Management and Cost Accounting, Budgetary Control, Standard Costing and current issues in Management Accounting.

COAF 2206 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

The module sets out to examine Portfolio risk-return - investor utility relationships using Capital Market Theory, Capital Asset Pricing Model (CAPM) and Arbitrage Pricing Theory (APT). It further, explores the Investment Environment and Process using the fundamental and the technical techniques, Investment Management Strategies, distinguishing between Strategic Asset Allocation (SAA), Tactical Asset Allocation (TAA) and asset selection strategies. It also examines Investment Performance measures for both Broad Portfolio and Portfolio categories from both a theoretical and practical point of view.

COAF 3001 INDUSTRIAL ATTACHMENT

Candidates will be required to work for a specific organization for at least 30 weeks under the joint supervision of an academic supervisor

from the university and an associate supervisor from the organization to which the candidate will be attached.

At the end of the industrial attachment period, candidates will be required to produce a report that will normally be evaluated by the two supervisors.

COAF 4101 FINANCIAL REPORTING

The course focuses on accounting theory and current issues relating to financial reporting. It concentrates on the role of Accounting Theory, uses and objectives of corporate reports, accounting for price level changes, analysis and interpretation of financial statements, cash flow statements and application of International Financial Reporting Standards.

COAF 4102 ADVANCED ASSET PRICING THEORY

This course, which is a follow up to Corporate Finance I and II, examines, in greater detail, the concepts, issues and practical limitations in the valuations of both financial and real assets, in order to empower students to make decisions that optimize the needs of corporate stakeholders. Topics covered will include: Efficient market hypothesis, Capital asset pricing model, Capital market theory; Arbitrage pricing theory, Option pricing theory, Capital budgeting under uncertainty and existence of real options and Business valuations.

COAF 4103 TAXATION I

The course introduces individual taxation, culminating in the computation of tax payable by individuals in employment, as well as the tax position of landlords. Aspects of taxation such as P.A.YE. And Double Taxation agreements are covered. Administration provisions of the Income Tax are also dealt with.

COAF 4104 ADVANCED AUDITING

The course builds on the basic principles and techniques acquired in Part II of the Auditing courses. It seeks to consolidate students grasp of auditing theory and the latest auditing techniques and practices as enunciated in the International Standards on Auditing (ISAs).

COAF 4105 MANAGEMENT ACCOUNTING

The course is a continuation of Cost and Management Accounting II. It is designed to equip students with a thorough and comprehensive knowledge related to accounting techniques in planning, control, decision making under various conditions and implementation of management policies.

COAF 4106 RISK ANALYSIS AND MANAGEMENT

The aim of the course is to introduce the students to modern techniques of identifying, analyzing, quantifying, and managing various risks. Areas to be covered will include: Sources of financial risk, Value at Risk (VaR) techniques, Mean-variance analysis, Bond duration, Convexity and dispersion, Credit risk analysis and Liquidity risk analysis.

The course will look at: the use of models to hedge risk exposures, creation of instruments to enable investors to manage risk, enhance liquidity, and the arbitraging process. At the core of this will be derivatives which will encompass: Options, Forwards, Futures, Swaps. It will also include: Portfolio selection, Credit risk, Liquidity risk, Legal risk and Operational risk management and Bond immunization.

COAF 4201 ADVANCED FINANCIAL ACCOUNTING

The course is a continuation of the Financial Reporting and Financial Accounting II courses. It aims at students having a thorough knowledge of advanced accounting principles and practices as they apply to the rapidly changing international business environment. It focuses on

Group Financial Statements, Accounting for Foreign Currency Transactions, Valuation of businesses, Re-organizations, Mergers and Takeovers and Deferred Taxation.

COAF 4202 ACCOUNTING INFORMATION SYSTEMS

The course introduces students to the main concepts of systems theory, strategies of IS/IT and systems development.

This course covers the advanced aspect of computerised information systems such as risks, security and control associated with Networks, Internet, Intranets, E-commerce, EDI, EFT. The course also exposes students to topical issues in computerised information systems.

COAF 4203 TAXATION II

The course deals with the taxation of persons other than individuals, including businesses, companies, trusts and deceased estates. Taxes other than income tax are dealt with viz Capital Gains Tax, Indirect Taxes. Tax incentives as well as capital allowances relating to growth points, export processing zones and farmers are an integral element.

COAF 4204 PUBLIC SECTOR ACCOUNTING

This course seeks to enable students to appreciate the nature and diversity of public sector accounting. Students will be required to compile and present public sector financial statements. Areas to be covered in this course include the legal requirements for accounting in Local Authorities in Zimbabwe; Capital accounts of local authorities; the accounts of local authority commercial undertakings and the nature of accounting in central government and parastatals.

COAF 4205 INTERNATIONAL FINANCE

The objective of the course is to provide students with in-depth knowledge of international Business Finance at the micro level. The

course emphasizes the basic concepts underlying the theory of Finance, relating these concepts to Corporate Financial context. It is designed to elucidate on how decisions about financial management are made in modern international business and how they should be made. Areas covered will include: Scope and dimensions of International Business Finance, Foreign exchange market and foreign exchange exposure management, managing of ongoing operations, Financing multinational corporation (capital sourcing options), portfolio and direct foreign investment, Working capital management, Multinational International business finance, Currency derivatives.

The emphasis in this course will be on issues pertaining to International Capital Market Operations and financial transactions in the international financial system at the macro level. Issues will be discussed and appraised from the point of view of external financing problems of developing countries. Areas covered will include: Evaluation of International Monetary and financial system, Balance of Payment - theory, analysis and adjustment policy, Foreign Exchange market and foreign exchange risk management (at the macro level), Direct foreign investment, Foreign aid finance, International capital markets and globalization in finance, External borrowing and the debt problem, International capital flows and capital flight, International and regional Financial institutions, Developing countries and the international financial system, Regional monetary and financial cooperation.

COAF 4206 DISSERTATION

Students will be expected to complete a research project on a topic of their choice but limited to the taught courses. The project is a consolidation of the theoretical knowledge gained in the taught courses and the practical experience gained from Industrial Attachment.

REGULATIONS FOR THE BACHELOR OF COMMERCE HONOURS DEGREE IN HUMAN RESOURCE MANAGEMENT

1. INTRODUCTION

1.1 These Regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees, hereinafter referred to as General Regulations.

1.2 The Degree will be awarded to candidates who have successfully completed the programme and passed the examination in accordance with regulations set out below.

2. RATIONALE FOR THE PROGRAMME

The Bachelor of Commerce Honours Degree in Human Resource Management (B. Comm. HRM) Programme is designed to equip practicing and aspiring practitioners in Human Resource Management, Labour Relations Management, Training and Development, Salaries and Wages Administration, and other related fields, with the requisite skills and competencies to offer unparalleled service to their respective organizations and other stakeholders. The programme also offers a sound footing to those who provide Business Consultancy Services in Human Resources Management, Labour Relations and Training and Development. It covers a wide range of modules to give the graduate a broader scope of the business environment and various other functional aspects of running an organization and how Human Resources Management is of strategic importance to the effective and efficient running of an organization. Some of the modules covered include Strategic Human Resources Planning, Labour Economics, Organizational Psychology, Motivation Theories

and Strategies, International Labour Law, Business Ethics and Corporate Governance among others. In the third year of study the student has an opportunity to blend theory with practice during the time of industrial attachment, which enhances his/her fluid entry into industry upon graduation.

3. PROGRAMME OBJECTIVES

The programme's main objectives are: -

- To equip current practitioners in Human Resource Management and related fields with the requisite knowledge and skills to improve the management of human capital
- To equip potential practitioners in Human Resource Management and related fields with the requisite knowledge and skills for fluid entry into industry.
- To continuously research and disseminate the latest knowledge on contemporary Human Resource Management and related issues
- To identify and analyse key paradigm shifts in the contemporary world and their impact on the management of human capital within the work place.
- To blend the theory of Human Resource Management with its practical application within the corporate and industrial space through case studies and student experiences.

4. CAREER OPPORTUNITIES

- Human Resources Management Practitioner
- Labour/Industrial Relations Practitioner
- Training and Development Practitioner
- Consultancy Services in HRM, Labour Relations, Training and Development
- Industrial Psychologist

- Industrial Sociologist
- Recruitment/Employment Agencies
- Ministry of Labour and other Government Departments
- Workers' Unions
- Academic/lecturing

5. ENTRY REQUIREMENTS

5.1 Students must satisfy conditions for entry to undergraduate degree programmes stipulated in the General Regulations.

5.2 For entry into the Faculty of Commerce, students must have passed 5 subjects at Ordinary level (or its equivalent).

5.3 The 5 subjects at Ordinary level should include English Language with at least a C grade.

5.4 Apart from 5 subjects at Ordinary level a student must have passed at least two subjects at 'A' level. Preference shall be given to candidates with 'A' level Management of Business, Business Studies, Sociology or any Arts subjects.

5.5 In approved cases a student may be exempted from Part I courses on condition that the student does not complete the full-time programme in less than three full academic years.

5.6 **Special Entry**

Candidates who have successfully completed the Higher National Diploma in Human Resources Management or

have otherwise obtained equivalent qualifications and have passed the Diploma with merit (credits and distinctions) in half of the programme courses may apply for direct entry into Part II of the degree programme.

5.7 Among Part I candidates credit should not be given in excess of the number of courses offered in that part.

5.7.1 Direct entry into Part II of the degree programme is subject to the availability of places.

5.7.2 Candidates exempted from Part II courses shall be required to register for additional courses to make up the full complement of Part II of the Degree Programme.

5.7.3 Candidates admitted under regulation 5.6 above will normally be exempted from Part I.

5.8 Successful completion of Industrial Attachment component at Part III level is compulsory for all candidates, except where exemption has been granted.

6. PRE-REQUISITES

6.1 A candidate must have passed Business Law before proceeding to International Labour Law.

6.2 A candidate must have passed Introduction to Information Technology before proceeding to Management Information Systems.

6.4 A candidate must have passed Principles of Economics before proceeding to Labour Economics

- 6.5 Human Resource Management is a pre-requisite for Strategic Human Resource Management.

7. PROGRAMME ASSESSMENT

- 7.1 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.
- 7.2 For each module the final mark shall be determined by a combination of continuous assessment and examination marks.
- 7.3 Continuous assessment shall normally constitute 30% of the final mark, while the examination constitutes 70%.
- 7.4 A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.

8. GRADING AND CLASSIFICATION OF DEGREE

Refer to Section 5 of the Faculty Regulations.

9. PROGRAMME STRUCTURE

The course of study for the B. Comm. Honours Degree in Human Resource Management is normally 4 years comprising of eight (8) semesters of study and one academic year of placement. The combination of modules within the Honours degree programme shall be wide enough to allow a student to cover various issues in Human Resources Management.

10. List of modules offered:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
COHR 1101	Human Resource Management I	4	48
COHR 1102	Principles of Economics	4	48
COAF 1103	Principles of Management	4	48
COAF 1104	Introduction to Information Technology and Information Literacy	4	48
COAF 1106	Business Communication	4	48
COAF 1107	Accounting 1A	4	48
SEMESTER 2			
COHR 1201	Human Resource Management II	4	48
COHR 1202	Introduction to Quantitative Analysis for Business	4	48
COHR 1203	Talent Management	4	48
COAF 1203	Principles of Marketing	4	48
IDPL 1203	Peace and Leadership Studies	4	48
COHR 1204	Business law	4	48
COAF 1207	Accounting IB	4	48
PART 2			
SEMESTER I			
COHR 2101	Training and Development	4	48
COHR 2102	Organizational Behaviour	4	48
COHR 2103	Production and Operations Management	4	48
COHR 2104	Motivation Theories and Strategies	4	48
COHR 2105	Labour Economics	4	48
COHR 2106	Health and Safety Management	4	48

SEMESTER 2

COHR 2201	Labour Relations	4	48
COHR 2202	Industrial Psychology	4	48
COHR 2203	Sociology of Work	4	48
COHR 2204	Entrepreneurship	4	48
COHR 2205	Reward Management	4	48
COHR 2206	Research Methods	4	48

PART 3

COHR 3001	Industrial Attachment Student's Work Related Learning Report	16	
	Academic Supervisor's Assessment Report	14	
	Employer's Assessment Report	10	

PART 4**SEMESTER 1**

COHR 4101	Strategic Management and Policy Formulation	4	48
COHR 4102	Performance Management	4	48
COHR 4103	Human Resource Information Systems	4	48
COHR 4104	Corporate Governance	4	48
COHR 4105	Change Management	4	48
COHR 4106	Leadership in Human Resource Management	4	48

SEMESTER 2

COHR 4201	International Labour Law	4	48
COHR 4202	Business Ethics	4	48
COHR 4203	Organisational Design and Development	4	48
COHR 4204	Strategic Human Resource Management	4	48
COHR 4205	Quality Management	4	48

11. MODULE SYNOPSES:-

COHR 1101 HUMAN RESOURCE MANAGEMENT I

The course seeks to develop an understanding of the principles of Human Resource Management and its constituent elements while also integrating the function of HRM to the general management of the organisation for efficiency and effectiveness. It includes broad topics like: Introduction to HRM, Global HRM, Psychological contract, equal employment opportunity, analysing and staffing jobs, training and developing human resources, compensating human resources, maintaining employee and labour relations and work-life balance.

COHR 1102 PRINCIPLES OF ECONOMICS

The course provides a basic foundation for the subject matter of Economics to enable students to prepare themselves to use the concept of rationality to analyzing behaviour at a micro level. The course includes: Definitions of Economics, Evaluation and Development of Socio-economic systems, Factor Prices, Pricing and Production certainty and Uncertainty in Economic theory, Markets and Economic Decision-making.

The course seeks to introduce students to how economic aggregates such as national income, investment, savings, taxation, imports, exports, government expenditure, fiscal and monetary policies, employment/unemployment and inflation are related to micro economic behaviour. Emphasis is put on the definition; measurement and interlink ages of these so that students can be prepared for more advanced policy formulation and implementation

COAF 1103 PRINCIPLES OF MANAGEMENT

The course covers the history and development of management thought, functions of management, organisational structures, decision making, communication, centralisation and decentralisation, delegation, leadership and motivation, controlling budgeting and non-budgetary controls.

COAF 1104 INTRODUCTION TO INFORMATION TECHNOLOGY AND INFORMATION LITERACY

The course seeks to introduce students to how information technology is applied in business. It provides an overview of commercial computer systems, hardware and software, business use of the internet, and aspects of information security.

This course also teaches students information literacy skills. Students are taught how to analyse and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

COAF 1106 BUSINESS COMMUNICATION

The course seeks to equip students with General comprehension and expression, the communication process, report writing, development of different styles and the use of English in a business setting, communicating skills, letter writing, committee documents, use of questionnaires, note taking, summarising. The course also covers referencing styles, citations and quotations.

COAF 1107 ACCOUNTING IA

The course introduces students to the basic principles and techniques of accounting in general. The course focuses on the use of accounting information in business, double entry system, accounting principles and concepts, trial balance and final accounts, control accounts and incomplete records.

COHR 1201 HUMAN RESOURCE MANAGEMENT II

Human Resource Management II builds upon the foundations laid by Human Resource Management I, by examining some of the most important current practices including recruitment and selection current practices like job advertisements, CVs, online applications, soft skills and assessment centres, new modes of measuring the effectiveness of work such as performance management systems, HR Development as used in the management of individuals, teams, and organisation cultures, knowledge work, knowledge management, and knowledge workers, work design, organisation cultures, spirituality in organisations, integrating play and work, talent management, wellness and happiness at work, learning organisations and general current trends in HRM.

COHR 1202 INTRODUCTION TO QUANTITATIVE ANALYSIS FOR BUSINESS

The course seeks to introduce students to basic mathematical tools relevant for application to the business environment. Students will be expected to recognise the value of quantitative and qualitative methods in data classification, measurement of data, graphical presentation of data, measures of central tendency, sampling techniques, analysing data and interpreting it in order to make relevant business decisions.

COHR 1203 TALENT MANAGEMENT

This course focuses on the critical function of Human Resource operation in objectively determine the capabilities and quality of the company's workforce at all levels. It also focuses on how organisations can measure the effectiveness of its own efforts to maintain human resources that consistently meet the company's needs and standards. In this course, students will study various methods for maintaining the organization's intellectual wealth, innovation and entrepreneurial skills, and how to identify and overcome the obstacles to effecting positive change. In addition, students will explore further the use of the HR Scorecard to establish both the worth of the organization's "intangible" human assets and the value of the company's strategic HR efforts.

COAF 1203 PRINCIPLES OF MARKETING

The course introduces students to Marketing functions, the environment of marketing, marketing information systems and marketing research, the marketing mix, consumer behaviour, the social responsibility of marketing, e-commerce and public policy with respect to marketing practices.

IDPL 1203 PEACE AND LEADERSHIP STUDIES

The Peace and Leadership module aims to introduce students to peace and leadership theories. It also deals with the analysis of conflict and violence. The module will demonstrate the inter-disciplinary character of peace and conflict studies and the application of theories and methods across the spectrum of conflict types and conflict levels. Students will gain an historical understanding of the nature of social conflict and will examine theories of the origins of conflict and violence. With approaches derived from peace and conflict theorists and practitioners students will explore what peace means in various settings. Through analysis of conflicts and exploration of the local and global peace infrastructure students will gain an understanding of constructive

social change. The course is normative in its articulation of social and political theory. It proposes that the most desirable outcome in harmful conflicts is peace with justice.

COHR 1204 BUSINESS LAW

This course aims to introduce students to the basic legal principles governing the commercial business environment. Focus will be placed on: Functions of Law, Sources of Law in Zimbabwe, the Structure of the Judiciary System in Zimbabwe, Theory of Contracts, The Law of Lease, The Law of Agency, The Law of Insurance and The Law of Employment.

COAF 1207 ACCOUNTING 1B

This course is a continuation from accounting 1A. It covers bank reconciliation statements, cash flow statements, partnerships, accounts for non-profit entities and, public and private limited companies.

COHR 2101 TRAINING AND DEVELOPMENT

This course examines the purpose and responsibilities of the training and development function within organizations. It provides students with perspectives on the significance of training and development for improved productivity, efficiency and overall organizational performance. Students will learn and practise steps involved in designing, delivering and evaluating training.

Topics covered in this course include: training needs assessment, the development of specific training objectives, the planning and delivery of instruction, relevant learning principles, and the development and implementation of criteria and procedures for evaluation of training.

COHR 2102 ORGANIZATIONAL BEHAVIOUR

This course will provide the student with an overview of the fundamental theories and principles of organizational behaviour and

illustrate how these theories are translated into practice within organizations. It will demonstrate the importance of understanding behaviour at the individual, the group, and the organizational levels when managing organizations. An integral part of this course is to develop student's leadership and interpersonal skills through experiential exercises and discussion and to provide students with an opportunity to evaluate their own experiences, preferences, strengths, and weaknesses, and how these may impact their ability to become effective members of organizations. Topics include: employee motivation, attitudes and values, decision making, managing conflict, team development, leadership theory, and corporate and organizational culture.

COHR 2103 PRODUCTION AND OPERATIONS MANAGEMENT

This course seeks to provide in-depth analysis of the aspects that include designing products, designing and locating facilities, evaluating and using technology, quality control, project planning, supply chain management, forecasting customer demands, production and inventory management, and more.

COHR 2104 MOTIVATION THEORIES AND STRATEGIES

The course is designed to introduce you to the study of human motivation. It equips students in the analysis of individual and organizational factors affecting employee motivation, performance and satisfaction in the work environment. Topics include the role of leadership, job design, environmental variation, compensation policies, goal-setting techniques and group influences, effects of intrinsic and extrinsic motivation on liking for tasks, and other people. The course will focus on theory and research with some consideration of applied implications as each affects employee attitudes and behaviour.

COHR 2105 LABOUR ECONOMICS

This course is essentially an application of microeconomic theory to the labour market. It is a course in wage and employment determination and covers such topics as the supply of labour, labour force participation, the demand for labour, and details the market structure of wages. It also recounts for modification of traditional wage theory via an institutional approach. Economic aspects of labour unions, bargaining theories of wages, minimum wage legislations, labour supply incentives of various welfare programs, occupational licensure, labour mobility, migration, and discrimination theories are issues of interest.

COHR 2106 HEALTH AND SAFETY MANAGEMENT

The course seeks to introduce students to the importance of a safe and healthy work environment, main laws and regulations governing safety and health in the workplace, management and procedural aspects of safety, health and welfare, key concepts explaining employees' attitudes and behaviour in relation to safety, key dimensions of the role of key personnel for health and safety, and the main ways in which good safety behaviour can be developed and managed in the work-place.

COHR 2201 LABOUR RELATIONS

This course seeks to introduce students to the application of fundamental features of the legal regime governing labour rights and industrial relations needed by today's human resources professionals in order to address the issues and challenges faced in unionized workplaces. It begins with the schools of thought in understanding the labour problem through to an emphasis on the institutional framework for the protection of labour rights including collective bargaining, trade unions, and dispute settlement mechanisms.

COHR 2202 INDUSTRIAL PSYCHOLOGY

This course equips students on how industrial psychology relates to and contributes to the handling of problems with regards to an institutional and operational aspect. It examines the related theories, methods, findings and applications of industrial psychology. Topics covered include: personnel recruitment and selection, employee training and development, performance appraisal, work attitudes and motivation, leadership and group processes, organizational design, harassment: sexual, ethnic, and gender harassment, stress, engineering psychology: ergonomics, person machine system, telematics, robots, working conditions: physical, temporal, social psychological working conditions and employee safety and health issues.

COHR 2203 SOCIOLOGY OF WORK

This course focuses on labour force formation and functioning, attitudes towards work, unionization, industrial disputes, and managerial policies. It examines the characteristics of the labour force as a core aspect of the structure within which workers and managers decide how to approach each other. It also covers the different aspects of work which seem to disturb workers e.g. routine, low pay, pay relativities and other aspects of worker behaviour which sometimes bother managers, e.g. absenteeism, turnover and, poor motivation.

COHR 2204 ENTREPRENEURSHIP

The course introduces students to entrepreneurial practices with an emphasis on learning how to find business ideas, how to evaluate their potential, and how to recognize the barriers to success. Students are also exposed to the stresses of a start-up business, the uncertainties that exist, and the behaviour of entrepreneurs.

COHR 2205 REWARD MANAGEMENT

This course introduces students with the concepts of reward management within the wider context of human resource management. It provides students with an understanding of the reward management process which includes pay survey, job evaluation, the design of pay structure, basic data management techniques and the factors that determine the pay levels and employee benefits in the job market.

COHR 2206 RESEARCH METHODS

This course seeks to equip students to identify and apply appropriate research methodologies in order to plan, conduct, and evaluate basic research. It seeks to acquaint them with social research methodologies such as survey and field research, questionnaire design, content analysis, analysis of existing data, focus group, individual and group observation including participatory observation as well as exposing them to basic foundations of research, paradigms that underpin the conduct of research that respects ethical issues. Students are expected to master the data collection and analysis techniques for both qualitative and quantitative research, which requires students to demonstrate also an appreciation of descriptive and inferential statistics as skills they can employ in the conduct of supervised and independent research activities. The use of data analysis software is an integral part of this course.

COHR 4101 STRATEGIC MANAGEMENT AND POLICY FORMULATION

This course examines concepts and practical issues in strategic management; strategy formulation, strategy implementation, evaluation and control, corporate and business strategy, and functional strategy. The purpose of this course is to enhance students' ability to integrate the different functional areas of business (e.g. accounting, finance,

human resources, information systems, marketing, operations management, etc.) into a cohesive whole.

COHR 4102 PERFORMANCE MANAGEMENT

This course examines the importance of an effective performance management system in helping organizations define and achieve long-term and short-term goals vital to its overall success. It explains and reinforces the concept that performance management is not a one-time supervisory event, but an on-going process of planning, facilitating, assessing and improving individual and organizational performance. The course also focuses on the key elements of the performance management process and outlines techniques and tools that can be utilized to enhance employee performance.

COHR 4103 HUMAN RESOURCE MANAGEMENT INFORMATION SYSTEMS

This is an introduction to the application of information systems in the field of human resource management. It covers how information technology is used in the administration of aspects such as payroll, training and development, compensation, absence management, recruitment and reporting requirements of HR. Key elements of integration of HR systems to other systems in an organization are also covered.

COHR 4104 CORPORATE GOVERNANCE

The course equips students with an understanding of the principles and practices, local and global that affects the individual and collective roles and responsibilities of directors for the effective performance of the boards which they serve through sound governance aligned to strategic leadership for sustainable performance. Topics examined include Corporate Governance and Corporate Accountability, the Board as a mechanism of Corporate Governance, Self-Regulation and Compliance,

Corporate Governance and the Market, the Stakeholder Theory, Micro perspective and Macro perspective of corporate governance, Corporate Governance challenges of the 21st century.

COHR 4105 CHANGE MANAGEMENT

This course teaches students how to develop the skill to effectively address change and meet the challenges of transition in the work place. A major emphasis is the study and use of techniques and interventions to implement change and development programs, the role of managers as change agents, and the use of external consultants. It examines the essential skills of the change agents, explores the types of interventions and programs that should be considered and the importance of line and staff functions to ensure a successful change effort.

COHR 4106 LEADERSHIP IN HUMAN RESOURCE MANAGEMENT

The objective of this course is to provide a thorough familiarity with the literature on leadership (both theory and practice) as well as to take part in a transformative learning experience. Through developing knowledge of the established leadership literature and applying the models and concepts from this literature with experimental exercises, skill development exercises and the transformative learning experience, students will become adept at analysing, interpreting and appropriately responding to situations that call for leadership interventions. Students are expected to gain insights into how their own leadership styles and approaches may either facilitate or impede their leadership effectiveness.

COHR 4201 INTERNATIONAL LABOUR LAW

The course focuses on labour laws in an international context, discussing the role of the International Labour Organisation (ILO), international labour standards, and the globalization of labour. The

course covers a wide range of topics including ILO decent work standards, rights and freedom of association, regulation of wages, working hours, leave entitlements, and job security.

COHR 4202 BUSINESS ETHICS

The course considers ethical business actions and decisions in the light of moral principles and values in making businesses better and more successful while also affecting individual and social lives of employees and the community at large. It will examine morally related issues and conflicts that arise in business such as how employers treat their employees and vice versa, the way businesses treat their competitors, customers, the society, and the environment. Topics included will be moral reasoning, moral and ethical dilemmas, law and morality, equity, justice and fairness, descriptive versus normative ethics, utilitarian view of ethics and the rights view of ethics, integration social contracts theory, unethical practices within the HR discipline, ethical standards, and moral development, managing fraud and the fraud triangle whistle blowing, international business ethics, and ethical theories.

COHR 4203 ORGANIZATION DESIGN AND DEVELOPMENT

This course seeks to examine the theory and design of organizational systems, organization performance, culture and development. It examines the essential skills of the Organization Design practitioner, explores the types of interventions and programmes that can be implemented in redesigning organizational structures for effective strategy implementation, facilitation of organizational performance and growth. Through the use of case studies, role plays and experimental exercises students will apply these concepts.

COHR 4204 STRATEGIC HUMAN RESOURCE MANAGEMENT

The course examines the critical role of human resource management in creating an effective organization, how human resource planning supports the broader strategic planning process, and acquaints students with data collection and analysis techniques for strategic human resource planning. It encompasses topics like Human Resource with environmental demands and business strategy, creating high performance work system, implementing Human Resource planning and managing the Human Resource in the context of right sizing, restructuring, mergers and acquisitions, globalisation, and outsourcing.

COHR 4205 QUALITY MANAGEMENT

The course introduces students to the pursuit of quality by all employees and management in all levels of the organisations for better efficiency and effectiveness. It applies a new paradigm to organizational leadership that gives stakeholders the best possible products and services at the lowest possible costs. It covers a way of thinking that focuses on systems and processes, variation, psychology, and continuous learning. Topics covered include basics and overviews about quality management, history of quality management, total quality management, benchmarking, continuous improvement, ISO quality standards, lean management, and six-sigma.

COHR 4206 DISSERTATION

Students are expected to complete a dissertation on a topic of their choice but relevant to the program of study. The dissertation is a consolidation of the theoretical knowledge gained in the taught courses and the practical experience gained from Industrial Attachment.

BACHELOR OF COMMERCE HONOURS DEGREE IN ENTREPRENEURSHIP

1. PREAMBLE

- 1.1. These regulations should be read in conjunction with the General Regulations of Lupane State University.
- 1.2. Further these regulations should be read in conjunction with the Faculty Regulations of the Faculty of Commerce.
- 1.3. The Degree will be awarded to candidates who have successfully completed the programme and passed the examination in accordance with regulations set out below.

2. PROGRAMME RATIONALE

Unemployment is a challenge to many societies. The world, on the other hand is looking for new businesses and new products. An alternative of addressing this challenge is to empower people to learn the relative techniques needed to successfully generate business ideas, developing these ideas, and then marketing and selling the products and/or services. The people who can do this are Entrepreneurs. They plan and bring together the right blend of human resources, technology, and capital to fulfill business and consumer needs and in the process create employment for themselves and many other people. The Entrepreneurship Degree Programme therefore seeks to produce entrepreneurs who will be

responsive to the environmental opportunities thereby boosting the business sector and at the same time speeding up the country's economic growth and development.

3. OBJECTIVES

The Entrepreneurship Degree Programme prepares students for creativity and innovation in today's complex global economy. For those already in business it advances their knowledge to be able to grow their businesses and better manage them. To be able to do this, the program takes an interdisciplinary approach for the students who complete the course to:

- i. Develop management skills required to identify and launch new business ventures centred on innovative products, services and technologies.
- ii. Develop critical thinking skills that will enable them to evaluate entrepreneurial opportunities, manage risks and learn from results.
- iii. Develop an understanding of the concepts and activities associated with entrepreneurship and innovation.
- iv. Understand the processes that enable entrepreneurs with limited resources to transform simple ideas into sustainable successes.
- v. Understand the financial aspects of an entrepreneurial venture's life cycle from start-up to harvest.
- vi. Develop and implement effective business plans.

4. CAREER OPPORTUNITIES

The Entrepreneurship Honours Degree at Lupane State University focuses on teaching students to be able to manage people, products, and business ventures from start-up to harvest. Possible careers as a result of this knowledge are as follows:

- Small business owner
- Business Consultant
- Marketing Manager
- Corporate Manager
- Product Developer
- Market Analyst
- Business advisor
- Management consultant
- Academics

5. ENTRY QUALIFICATIONS

- 5.1. Students must satisfy conditions for entry to undergraduate degree programs stipulated in the General Regulations.
- 5.2. For entry into the Programme, students must have passed 5 subjects at Ordinary Level (or its equivalent) including English Language with at least a C grade.
- 5.3. Apart from five (5) subjects at Ordinary Level a student must have passed at least two subjects at the Advanced Level.

- 5.4. In approved cases a student may be exempted from Part I courses on condition the student does not complete the full-time programme in less than three full academic years.
- 5.5. Students with a relevant National Diploma (ND) and Higher National Diploma (HND) may apply for entry into the Programme.
- 5.6. Among exempted Part I candidates, credit should not be given in excess of the number of courses offered in that part.

5.7. **Mature Entry**

Persons who are at least 30 years of age on the first day of the academic year in which admission is sought and who are not eligible for entry under either the Normal or Special Entry Regulations may apply for Mature Entry provided that they have passed at least five 'O' Level subjects including English Language and must have demonstrated potential suitability for University studies by virtue of their attainments and/or relevant work experience.

6. **PROGRAMME ASSESSMENT**

- 6.1. A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments, or as clarified in a course outline.
- 6.2. For each module the final mark shall be determined by a combination of continuous assessment and examination marks.
- 6.3. Continuous assessment shall normally constitute 30% of the final mark, while the examination constitutes 70%.

6.4. A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.

7. GRADING AND CLASSIFICATION OF DEGREE

Refer to Section 6 of the Faculty Regulations.

8. PROGRAMME STRUCTURE

The course of study for the B. Comm. in Entrepreneurship is normally 4 years comprising eight (8) semesters of study and one academic year of placement. The combination of modules within the Honours Degree programme shall be wide enough to allow a student to cover various issues in Entrepreneurship.

9. EXAMINATIONS

Refer to Section 3 of the Faculty Regulations.

10. DEGREE WEIGHTING

Refer to Section 6 of the Faculty Regulations.

11. PREREQUISITIES

11.1 A candidate must have passed Introduction to Information Technology and Information Literacy before proceeding to E-Business.

12. List of Modules

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
COEN 1101	Entrepreneurship I	4	48

COAF 1103	Principles of Economics	4	48
COAF 1103	Principles of Management	4	48
COAF 1104	Introduction to Information Technology and Information Literacy	4	48
COAF 1107	Accounting 1A	4	48

SEMESTER 2

COEN 1201	Entrepreneurship II	4	48
COEN 1202	Human Resource Management	4	48
COHR 1202	Introduction to Quantitative Analysis for Business	4	48
COAF 1207	Accounting 1B	4	48
COAF 1203	Principles of Marketing	4	48
COHR 1204	Business Law	4	48
IDPL 1203	Peace and leadership Studies	4	48

PART 2

SEMESTER I

COEN 2101	Innovation and New Product Development	4	48
COEN 2102	Family Business Management	4	48
COEN 2103	Principles of Investment Management	4	48
COEN 2104	E-Business	4	48
COEN 2105	Effective Negotiation in Business	4	48
COHR 2103	Production and Operations Management	4	48

SEMESTER 2

COEN 2201	Evaluating New Business Opportunities	4	48
COEN 2202	Enterprise Risk Management	4	48
COEN 2203	Small Business Management	4	48
COEN 2204	Project Management	4	48

COHR 2201	Labour Relations	4	48
COHR 2206	Research Methods	4	48

PART 3

COEN 3001	Industrial Attachment Student's Work Related Learning Report	16	
	Academic Supervisor's Assessment Report	14	
	Employer's Assessment Report	10	

PART 4

SEMESTER 1

COHR 4101	Strategic Management and Policy Formulation	4	48
COEN 4102	Entrepreneurial Finance	4	48
COEN 4103	Management Information Systems	4	48
COEN 4104	Leadership, Teamwork and Diversity	4	48
COEN 4105	The Business Plan	4	48
COHR 4105	Change Management	4	48

SEMESTER 2

COEN 4201	Consumer and Buyer Behaviour	4	48
COEN 4202	Corporate Entrepreneurship	4	48
COHR 4203	Organisational Design and Development	4	48
COEN 4204	Business Ethics and Corporate Governance	4	48
COHR 4205	Quality management	4	48
COEN 4203	Dissertation	8	96

13. MODULE SYNOPSES

COEN 1101 ENTREPRENEURSHIP I

The course introduces students to entrepreneurial practices and examines the role of entrepreneurship in society. It investigates the entrepreneurial process in a variety of contexts with an emphasis on learning how to find business ideas, evaluate their potential, and how to recognize the barriers to success. Students are also exposed to the stresses of a start-up business, the uncertainties that exist, the business plan, the economics of the business, determination of resource needs and acquisition of resources, marketing requirements, deal structure, technology issues, harvesting issues, and ethical issues, among others.

COHR 1102 PRINCIPLES OF ECONOMICS

The course provides a basic foundation for the subject matter of Economics to enable students to prepare themselves to use the concept of rationality to analysing behaviour at a micro level. The course includes: Definitions of Economics, Evaluation and Development of Socio-economic systems, Factor Prices, Pricing and Production certainty and Uncertainty in Economic theory, Markets and Economic Decision-making.

The course seeks to introduce students to how economic aggregates such as national income, investment, savings, taxation, imports, exports, government expenditure, fiscal and monetary policies, employment/unemployment and inflation are related to micro economic behaviour. Emphasis is put on the definition; measurement and interlink ages of these so that students can be prepared for more advanced policy formulation and implementation

COAF 1103 PRINCIPLES OF MANAGEMENT

The course covers the history and development of management thought, functions of management, organisational structures, decision making, communication, centralisation and decentralisation, delegation, leadership and motivation, controlling budgeting and non-budgetary controls.

COAF 1104 INTRODUCTION TO INFORMATION TECHNOLOGY AND INFORMATION LITERACY

The course seeks to introduce students to how information technology is applied in business. It provides an overview of commercial computer systems, hardware and software, business use of the internet, and aspects of information security.

This course also teaches students information literacy skills. Students are taught how to analyse and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

COAF 1106 BUSINESS COMMUNICATION

The course seeks to equip students with general comprehension and expression, the communication process, report writing, development of different styles and the use of English in a business setting, communicating skills, letter writing, committee documents, use of questionnaires, note taking, summarising. The course also covers referencing styles, citations and quotations.

COAF 1107 ACCOUNTING IA

The course is designed for students **without** a background in accounting. It introduces students to the basic principles and techniques of accounting in general. The course focuses on the use of accounting information in business, double entry system, accounting principles and concepts, trial balance and final accounts, control accounts and incomplete records.

COEN 1201 ENTREPRENEURSHIP II

Students build on the business concepts they learnt in Entrepreneurship I. Topics covered include the importance of intellectual property, preparing for and evaluating the challenges of growth, strategies for firm growth, franchising, measuring and evaluating organizational performance, managing the balance between personal and work-life, and minority and women-owned businesses. The emphasis will be on exploring an creating new venture ideas, identification of entrepreneurial opportunities and provide an introduction to basic business skills needed for business start-up.

COEN 1202 HUMAN RESOURCE MANAGEMENT

Students in this course explore contemporary concepts and techniques essential to managing small businesses and corporate human resources. It outlines the roles and functions of members of the human resource department, as well as educating others outside human resources in how their roles include human resource-related activities. The student will be exposed to the view of HRM from the perception of both management and subordinate employees. Topics include resource planning, staffing, employee counselling, discipline, termination and rewards, equal employment opportunities, diversity as well as developing and maintaining positions and people.

COHR 1202 INTRODUCTION TO QUANTITATIVE ANALYSIS FOR BUSINESS

The course seeks to introduce students to basic mathematical tools relevant for application to the business environment. Students will be expected to recognise the value of quantitative and qualitative methods in data classification, measurement of data, graphical presentation of data, measures of central tendency, sampling techniques, analysing data and interpreting it in order to make relevant business decisions.

COAF 1207 ACCOUNTING 1B

This course is a continuation from accounting 1A. It covers bank reconciliation statements, cash flow statements, partnerships, accounts for non-profit entities and, public and private limited companies.

COAF 1203 PRINCIPLES OF MARKETING

The course introduces students to Marketing functions, the environment of marketing, marketing information systems and marketing research, the marketing mix, consumer behaviour, the social responsibility of marketing, e-commerce and public policy with respect to marketing practices. It also introduces students to marketing functions, the environment of marketing, marketing information systems and marketing research, the marketing mix, consumer behaviour, the social responsibility of marketing, e-commerce and public policy with respect to marketing practices.

COHR 1204 BUSINESS LAW

This course aims to introduce students to the basic legal principles governing the commercial business environment. Focus will be placed on: Functions of Law, Sources of Law in Zimbabwe, the Structure of the Judiciary System in Zimbabwe, Theory of Contracts, The Law of Lease, The Law of Agency, The Law of Insurance and The Law of Employment.

IDPL 1203 PEACE AND LEADERSHIP STUDIES

The Peace and Leadership module aims to introduce students to peace and leadership theories. It also deals with the analysis of conflict and violence. The module will demonstrate the inter-disciplinary character of peace and conflict studies and the application of theories and methods across the spectrum of conflict types and conflict levels. Students will gain an historical understanding of the nature of social conflict and will examine theories of the origins of conflict and violence. With approaches derived from peace and conflict theorists and practitioners students will explore what peace means in various settings. Through analysis of conflicts and exploration of the local and global peace infrastructure students will gain an understanding of constructive social change. The course is normative in its articulation of social and political theory. It proposes that the most desirable outcome in harmful conflicts is peace with justice.

COEN 2101 INNOVATION AND NEW PRODUCT DEVELOPMENT

This course will focus on exploring and creating new venture ideas. The emphasis will be on creativity and innovation in new venture creation. It introduces students to the innovation concept, motivation for innovation, drivers and mythologies associated with innovation, managing innovative individuals, corporate innovation, history of technology and its management, design thinking process, auditing organisational innovation, team based innovation, innovation commercialisation, effective innovation plans, sustaining the innovation strategy, technology transfer, knowledge management, business incubation, innovation adoption model, technology transfer networks, research and development issues in small business, innovation performance indicators, agri-food innovative small construction enterprise and technological development.

COEN 2102 FAMILY BUSINESS MANAGEMENT

This course is designed for students to understand the strategy, environment, and decision-making processes most important for creating, owning, and successfully operating a small and family business. The course will explore and analyse small and family business continuity challenges, small business management, family governance practices for leading successful small and family owned businesses including the competitive strengths and weaknesses in a small and family business.

COEN 2103 PRINCIPLES OF INVESTMENT MANAGEMENT

The module focuses on the appreciation of principles of financial theory to the issues and problems of investment management. Topics will include: time value of money, financial markets, bond valuation, foreign exchange management, stock valuation, cost of capital computations and capital budgeting. Students learn to use appropriate software.

COEN 2104 E-BUSINESS

This course explores the potential of e-commerce and its impact on small business practices. It examines the progress of the Internet and World Wide Web and how it is affecting the business world. It also explores the opportunities and challenges the Internet offers to start-ups as well as existing companies. Topics include opportunities, issues, alternatives, and techniques to support the development of an Internet marketing plan and related website.

COEN 2105 EFFECTIVE NEGOTIATION IN BUSINESS

This course introduces students to the basics of negotiations. Students will learn how to identify objectives and variables, establish negotiation requirements, research the other party, determine concessions, formulate a plan for agreement, conduct a successful negotiation,

facilitate communication and determine the logistics of a negotiation. They will also discover and learn how to gain control in a negotiation through the use of various tactics while also being able to deal with unethical negotiation tactics.

COHR 2103 PRODUCTION AND OPERATIONS MANAGEMENT

This course seeks to provide in-depth analysis of the aspects that include designing products, designing and locating facilities, evaluating and using technology, quality control, project planning, supply chain management, forecasting customer demands, production and inventory management, and more.

COEN 2201 EVALUATING NEW BUSINESS OPPORTUNITIES

This course deals with techniques used to create and evaluate new concepts and new business opportunities. Students study the process of feasibility analysis of business ventures from the time of generation of the concept through critical concept analysis, opportunity screening and pre-feasibility analysis, to the development of the written study, and the practical issues in founding a business. Other areas of study include evaluating environmental and local trends affecting business opportunities, identifying and acquiring resources, managing and growing the enterprise, and analysis rewards of businesses with a new product/service and those with an existing product.

COEN 2202 ENTERPRISE RISK MANAGEMENT

The course empowers students with managing, measuring and mitigating enterprise risk, to meet organisational obligations through a framework and proven techniques that enable excellence in entrepreneurial decision making within an enterprise. It explores both the positive and negative aspects of risk and aims to provide students

with improved knowledge and practical skills in the identification, assessment and control of business risk. Topics covered include hazard, financial, strategic and operational risks, core and non-core risks together with corporate strategy and corporate governance roles.

COEN 2203 SMALL BUSINESS MANAGEMENT

This course provides an overview of effective small business management from concept through funding. Emphasis is on designing a competitive business model, crafting the business plan, forms of ownership and exploring funding options. The course covers such diverse activities as management, marketing, finance, and operations. It also explores some of the special issues facing small business owners and managers such as technology, crime, risk management, family business, ethics, and the global marketplace.

COEN 2204 PROJECT MANAGEMENT

This course examines the step-by-step explanation of the project management process, differences between theory and practice, project management roles and environments, the project life cycle, and various techniques of work planning (such as Work Breakdown Structure, Network Diagrams, and Critical Path Method), resource allocation, control and evaluation, project analysis and termination to achieve project objectives.

COHR 2201 LABOUR RELATIONS

This course seeks to introduce students to the application of fundamental features of the legal regime governing labour rights and industrial relations needed by today's human resources professionals in order to address the issues and challenges faced in unionized workplaces. It begins with the schools of thought in understanding the labour problem through to an emphasis on the institutional framework

for the protection of labour rights including collective bargaining, trade unions, and dispute settlement mechanisms.

COHR 2206 RESEARCH METHODS

This course seeks to equip students to identify and apply appropriate research methodologies in order to plan, conduct, and evaluate basic research. It seeks to acquaint them with social research methodologies such as survey and field research, questionnaire design, content analysis, analysis of existing data, focus group, individual and group observation including participatory observation as well as exposing them to basic foundations of research, paradigms that underpin the conduct of research that respects ethical issues. Students are expected to master the data collection and analysis techniques for both qualitative and quantitative research, which requires students to demonstrate also an appreciation of descriptive and inferential statistics as skills they can employ in the conduct of supervised and independent research activities. The use of data analysis software is an integral part of this course.

COEN 3001 INDUSTRIAL ATTACHMENT

Candidates will be required to work for a specific organization for at least 30 weeks under the joint supervision of an academic supervisor from the university and an associate supervisor from the organization to which the candidate will be attached. At the end of the industrial attachment period, the following reports will need to be produced:

- Student Work Related Learning Report.
- Academic Supervisor's Assessment Report.
- Employer's Assessment Report.

COHR 4101 STRATEGIC MANAGEMENT AND POLICY FORMULATION

This course examines concepts and practical issues in strategic management; strategy formulation, strategy implementation, evaluation and control, corporate and business strategy, and functional strategy. The purpose of this course is to enhance students' ability to integrate the different functional areas of business (e.g. accounting, finance, human resources, information systems, marketing, operations management, etc.) into a cohesive whole.

COEN 4102 ENTREPRENEURIAL FINANCE

The course analyses the unique financial issues facing entrepreneurial firms. Topics covered include assessing financial performance, financial forecasting and planning, financial management of rapidly growing businesses, start-up ventures, valuation, sources of financing, venture capital, initial public offerings, and the decision to harvest, techniques for evaluating new venture opportunities, strategies of starting versus buying an existing firm, aspects of organizational forms, taxes, and related ethical issues.

COEN 4103 MANAGEMENT INFORMATION SYSTEMS

The purpose of this course is to provide the fundamentals associated with the management information systems in a business enterprise. These fundamentals are business concepts in which the influence of information technology has caused change or brought about new concepts. Special emphasis will be placed on understanding the managerial issues that are relevant to usage of information technology. Besides the general information system topics students will also attain basic understanding of specific information systems like the human resource information system, accounting information systems and marketing information systems.

COEN 4104 LEADERSHIP, TEAMWORK AND DIVERSITY

In this course, students will examine leadership with an emphasis on strategic thinking by focusing on all levels of leadership encompassing self, teams, teamwork unit, organizational, diversity and strategic. The course includes models and methods for developing effective leadership practices, measuring the impact of those strategies on relevant performance outcomes, characteristics of today's new leaders and skills necessary to fulfil this challenging, changing, and rewarding leadership role.

COEN 4105 THE BUSINESS PLAN

In this course students will appreciate the business plan as a tool used by entrepreneurs for reducing risks, ensuring success of a new business venture and securing funding. To help students create a comprehensive business plan for a small business, the course will also look at plan presentation, follow-up, business plan components, including executive summary, company description, target market, competition, marketing and sales, operations, management structure, future development, and financials.

COHR 4105 CHANGE MANAGEMENT

This course teaches students how to develop the skill to effectively address change and meet the challenges of transition in the work place. A major emphasis is the study and use of techniques and interventions to implement change and development programs, the role of managers as change agents, and the use of external consultants. It examines the essential skills of the change agents, explores the types of interventions and programs that should be considered and the importance of line and staff functions to ensure a successful change effort.

COEN 4201 CONSUMER AND BUYER BEHAVIOUR

The course will explore the differences between business and consumer markets, business buying motives, the organisational buying centre and roles as well as the organisational buying process. Topics include: needs and motives, perception, personality, cultural influence, attitudes and contributions of behavioural sciences that lead to the understanding of consumer decision making and behaviour.

COEN 4202 CORPORATE ENTREPRENEURSHIP

This course examines three types of corporate entrepreneurship: (1) new strategic direction, (2) initiative from below, and (3) autonomous business creation. Topics in this course include: identifying obstacles to entrepreneurship and developing strategies to overcome these, promoting creativity, innovation, and risk-taking behaviour within the firm, acquiring and managing knowledge in the pursuit of opportunities, managing growth, and empowering and rewarding all areas of the firm to be entrepreneurial. The course will help students become aware of the future needs of corporate bodies for employees capable of developing new skills and techniques to assist their changing requirements and for individual professional self-development.

COHR 4203 ORGANIZATION DESIGN AND DEVELOPMENT

This course seeks to examine the theory and design of organizational systems, organization performance, culture and development. It examines the essential skills of the Organization Design practitioner, explores the types of interventions and programmes that can be implemented in redesigning organizational structures for effective strategy implementation, facilitation of organizational performance and growth. Through the use of case studies, role plays and experimental exercises students will apply these concepts.

COEN 4204 BUSINESS ETHICS AND CORPORATE GOVERNANCE

This course enhances management practice through increased awareness of the forces in the environment of business; ethical issues, stakeholder perspectives, and social responsibility, knowledge of legal requirements, evolving business ethical principles and skills in ethical decision-making in both individual and group settings. It also includes the principles, guidelines, recommendations and suggestions for good corporate governance, and governance practices currently being promoted and ethics.

COHR 4205 QUALITY MANAGEMENT

The course introduces students to the pursuit of quality by all employees and management in all levels of the organisations for better efficiency and effectiveness. It applies a new paradigm to organizational leadership that gives stakeholders the best possible products and services at the lowest possible costs. It covers a way of thinking that focuses on systems and processes, variation, psychology, and continuous learning. Topics covered include basics and overviews about quality management, history of quality management, total quality management, benchmarking, continuous improvement, ISO quality standards, lean management, and six-sigma.

COEN 4203 DISSERTATION

Students are expected to complete a dissertation on a topic of their choice but relevant to the program of study. The dissertation is a consolidation of the theoretical knowledge gained in the taught courses and the practical experience gained from Industrial Attachment.

BACHELOR OF COMMERCE HONOURS DEGREE IN PURCHASING AND SUPPLY MANAGEMENT

1. PREAMBLE

- 1.1 These regulations should be read in conjunction with the General Regulations of Lupane State University.
- 1.2 Further these regulations should be read in conjunction with the Faculty Regulations of the Faculty of Commerce.
- 1.3 The degree will be awarded to candidates who have successfully completed the programme and passed the examination in accordance with regulations set out below.

2. PROGRAMME RATIONALE

Every organisation, small or big would want to cut costs where possible. Purchasing and supply management is an important resource management function that gives an organisation a competitive advantage at some point in the supply chain. Purchasing and supply is an invaluable activity in any organisation through its provision of more value to customers, development of lasting relationships with suppliers and its eventual establishment of market differentiation. Currently in our organisations there is a lot of purchasing and supply going on and the course will obviously result in the maximisation of the efficiency in adding value while interacting with the external environment.

3. OBJECTIVES

The Purchasing and Supply Management Degree Program prepares the business community to contribute to the competitive advantage of their

different organisations through the creation of value and service management that in turn benefits the wider environment of society as a whole. It advances participants knowledge to be able to grow their businesses and better manage them through global purchasing and supply practices and trends.

The Purchasing and Supply Management course is designed for those who aspire to work in Purchasing and Supply, those already in the field but want to advance their knowledge and for those who seek management positions in the field. The objectives of the program are to:

- vii. Critically evaluate the supply chain and understand the opportunities and constraints that can be realised.
- viii. Demonstrate a critical understanding of the processes of purchasing and supply management in an organization's value chain.
- ix. To hone certain competencies such as negotiation to deepen skills in supply chain management and logistics
- x. Demonstrate a thorough understanding of purchasing and supply within an organization, the industry, as well as in the global arena
- xi. Develop critical thinking skills that will enable purchasing and supply management to evaluate opportunities, manage risks and learn from results.
- xii. Understand the financial consequences of purchasing and supply to the competitive advantage of an organisation.

4. CAREER OPPORTUNITIES

The graduates of the Purchasing and Supply Management Degree from Lupane State University could expect to go into careers

dealing with purchasing and supply chain aspect of large business, small businesses as well as the public or private sector besides establishing their own small businesses. Possible careers could be:

- Buyer
- Purchasing Manager/officer
- Procurement Process Specialist
- Commodity Manager
- Consultant (Purchasing and Supply)
- Supply Chain Manager/Officer/Analyst
- Academic Tutor/Lecturer
- Entrepreneur.

5. ENTRY QUALIFICATIONS

5.1 Students must satisfy conditions for entry to undergraduate degree programs stipulated in the General Regulations.

5.2 For entry into the Programme, students must have passed 5 subjects at Ordinary Level (or its equivalent) including English and Mathematics with at least a C grade.

5.3 Apart from five (5) subjects at Ordinary Level a student must have passed at least two subjects at the Advanced Level, preferably Business Studies, Accounting, Economics, Mathematics, and Geography. These subjects will be given priority but the programme is open to other subjects if vacancies permit.

5.4 Holders of a National Diploma (ND) or a Higher National Diploma (HND) in Purchasing and Supply Management, Business Studies or equivalent may also apply for admission.

5.5 In approved cases a student may be exempted from Part I courses on condition that the student does not complete the full-time programme in less than three full academic years.

5.6 Among exempted Part I candidates' credit should not be given in excess of the number of courses offered in that part.

6. PROGRAMME ASSESSMENT

6.1 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments, or as clarified in a course outline.

6.2 For each module the final mark shall be determined by a combination of continuous assessment and examination marks.

6.3 Continuous assessment shall normally constitute 30% of the final mark, while the examination constitutes 70%.

6.4 A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.

7. GRADING AND CLASSIFICATION OF DEGREE

Refer to Section 6 of the Faculty Regulations.

8. PROGRAMME STRUCTURE

The course of study for the B. Comm. in Entrepreneurship is normally 4 years comprising eight (8) semesters of study and one academic year of placement. The combination of modules

within the Honours Degree programme shall be wide enough to allow a student to cover various issues in Entrepreneurship.

9. EXAMINATIONS

Refer to Section 3 of the Faculty Regulations.

10. DEGREE WEIGHTING AND CLASSIFICATION

Refer to Section 6 of the Faculty Regulations.

11. PREREQUISITIES

- 1.1 A candidate must have passed Accounting 1A or Financial Accounting IA before proceeding to Accounting 1B or Financial Accounting 1B.

12. List of Modules

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
COPS 1101	Principles of Purchasing and Supply Chain Management I	4	48
COPS 1102	Retail Buying	4	48
COAF 1103	Principles of Management	4	48
COAF 1104	Introduction to Information Technology and Information Literacy	4	48
COAF 1106	Business Communication	4	48
Options			
COAF 1101	Financial Accounting 1A	4	48
COAF 1107	Accounting 1A	4	48

SEMESTER 2

COPS 1201	Storage and Distribution I	4	48
COPS 1202	Principles of Purchasing and Supply Chain Management II	4	48
COAF 1206	Micro Economics	4	48
COHR 1202	Introduction to Quantitative Analysis for Business	4	48
COHR 1204	Business Law	4	48
IDPL 1203	Peace and Leadership Studies	4	48
Options			
COAF 1201	Financial Accounting 1B	4	48
COAF 1207	Accounting 1B	4	48

PART 2**SEMESTER I**

COPS 2101	Storage and Distribution II	4	48
COPS 2102	Purchasing Strategy	4	48
COPS 2103	Purchasing Information Systems	4	48
COAF 2103	Audit Skills and Process	4	48
COAF 2104	Macroeconomics	4	48
COAF 2105	Cost And Management Accounting I	4	48

SEMESTER 2

COPS 2201	Supply Market Analysis	4	48
COPS 2202	Contract Administration	4	48
COPS 2203	Public Procurement	4	48
COPS 2204	Negotiation and Buyer-Supplier Relationship	4	48
COEN 2204	Project Management	4	48
COHR 2206	Research Methods	4	48

PART 3

COPS 3001	Industrial Attachment Student's Work Related Learning Report	16	
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Academic Supervisor's		
Assessment Report		14
Employer's Assessment Report		10

PART 4

SEMESTER 1

COPS 4101	International Supply Chain Management	4	48
COPS 4102	Supply Chain Risk Management	4	48
COPS 4103	Sustainable Procurement	4	48
COPS 4104	Commodity Purchasing	4	48
COPS 4105	Legal Aspects of Purchasing	4	48
COPS 4106	Finance for Purchasers	4	48

SEMESTER 2

COPS 4201	Operations Management in the Supply Chain	4	48
COPS 4202	Strategic Purchasing and Supply Chain Management	4	48
COEN 4201	Consumer and Buyer Behaviour	4	48
COEN 4204	Business Ethics and Corporate governance	4	48
COHR 4205	Quality Management	4	48
COPS 4203	Dissertation	8	96

13. MODULE SYNOPSES

COPS 1101 PRINCIPLES OF PURCHASING AND SUPPLY CHAIN MANAGEMENT I

The course is designed to equip students with basic knowledge of the purchasing function. It focuses on the Objectives of the Purchasing Function, Purchasing in the Organization Chart, Duties of a Purchasing and Supply Officer, procurement in the Public and Private Sectors; procurement of goods and services, contemporary best practices in purchasing and supply, trends in purchasing and supply.

COPS 1102 RETAIL BUYING

The course focuses on the buying section in retailing. Areas to be covered include: the buyer's role, budgeting, assortment planning, anticipating and forecasting consumer demands, international buying, central buying, brand strategy and supplier management.

COAF 1103 PRINCIPLES OF MANAGEMENT

The course covers the history and development of management thought, functions of management, organisational structures, decision making, communication, centralization and decentralisation, delegation, leadership and motivation, controlling budgeting and non-budgetary controls.

COAF 1104 INTRODUCTION TO INFORMATION TECHNOLOGY AND INFORMATION LITERACY

The course seeks to introduce students to how information is applied in business. It provides an overview of commercial computer systems, hardware and software, business use of the internet, and aspects of information security.

This course also teaches students information literacy skills. Students are taught how to analyse and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

COAF 1106 BUSINESS COMMUNICATION

General comprehension and expression, report writing, comprehension of ideas, development of different styles and the use of English in a

business setting, communicating skills, letter writing, committee documents, use of questionnaires, note taking, summarising.

COAF 1101 FINANCIAL ACCOUNTING IA

The course is designed for students **with** a background in accounting. It focuses on the double entry system, the books of prime entry, the trial balance, bank reconciliation statements, control accounts, incomplete records, final accounts of sole traders and accounting for non-profit making entities.

COAF 1107 ACCOUNTING 1A

The course is designed for students **without** a background in accounting. It introduces students to the basic principles and techniques of accounting in general. The course focuses on the use of accounting information in business, double entry system, accounting principles and concepts, trial balance and final accounts, control accounts and incomplete records.

COPS 1201 STORAGE AND DISTRIBUTION I

The objectives and scope of stores and distribution in the supply chain; How the activity can meet its service and cost obligations while adding value; Factors that strategically affect the design and organisation of a store and distribution network; Different transport modes; Decision to outsource transport or manage the activity in-house; The methodology needed for evaluating the cost and service requirements when designing the layout of stores and warehouses; The various types of storage and handling equipment; coding systems and returns procedure required in modern stores and warehouses; Methods for controlling the activity in terms of security and achieving stated performance criteria; Major legal areas of concern to stores and distribution; How and why ICT can improve the efficiency and effectiveness of the activity.

COPS 1202 PRINCIPLES OF PURCHASING AND SUPPLY CHAIN MANAGEMENT II

This course is a continuation of Principles of Purchasing and Supply Chain Management I and mainly covers procurement methods, sourcing for suppliers, framework agreements, bid evaluation, contract award, vendor rating and performance review, conducting a should-cost analysis, a total-cost analysis, identifying and evaluating potential suppliers, managing the supply base, and developing suppliers.

COAF 1206 MICRO ECONOMICS

The course provides a basic foundation for the subject matter of Economics to enable students to prepare themselves to use the concept of rationality to analyzing behaviour at a micro level. The course covers issues like Scarcity, choice and opportunity costs, Central problems of Economics, economic systems, Theory of demand and Supply, Theory of the firm, costs of production, market structures; perfect competition, monopolistic competition, monopoly, oligopoly, problems of microeconomic policy; antitrust and regulation.

COHR 1202 INTRODUCTION TO QUANTITATIVE ANALYSIS FOR BUSINESS

The course seeks to introduce students to basic mathematical tools relevant for application to the business environment. Students will be expected to recognise the value of quantitative and qualitative methods in data classification, measurement of data, graphical presentation of data, measures of central tendency, sampling techniques, analysing data and interpreting it in order to make relevant business decisions.

COHR 1204 BUSINESS LAW

The course emphasises those areas of law which are most relevant to business activity. Particular attention is given to the broad functions of

law, sources of Law, the Hierarchy of Courts in Zimbabwe, Theory of Contracts, Law of Lease, and Law of Partnerships.

IDPL 1203 PEACE AND LEADERSHIP STUDIES

The Peace and Leadership module aims to introduce students to peace and leadership theories. It also deals with the analysis of conflict and violence. The module will demonstrate the inter-disciplinary character of peace and conflict studies and the application of theories and methods across the spectrum of conflict types and conflict levels. Students will gain an historical understanding of the nature of social conflict and will examine theories of the origins of conflict and violence. With approaches derived from peace and conflict theorists and practitioners students will explore what peace means in various settings. Through analysis of conflicts and exploration of the local and global peace infrastructure students will gain an understanding of constructive social change. The course is normative in its articulation of social and political theory. It proposes that the most desirable outcome in harmful conflicts is peace with justice.

COAF 1201 FINANCIAL ACCOUNTING 1B

The course is a continuation of Financial Accounting 1A. It focuses on principles and techniques of financial accounting and their application to the preparation of financial statements of partnerships, limited companies. It also covers cash flow statements and analysis and interpretation of financial data.

COAF 1207 ACCOUNTING 1B

This course is a continuation from Accounting 1A. It covers bank reconciliation statements, cash flow statements, partnerships, accounts for non-profit entities and, public and private limited companies.

COPS 2101 STORAGE AND DISTRIBUTION II

The course is a continuation of storage and distribution I. It is designed to further equip students with detailed knowledge of stores and distribution management. The course focuses on Stockholding policies, Lean Supply, Control of stock range, categorisation, standardisation and variety reduction, stock control techniques, Independent and dependent demand, measuring inventory management performance, stores efficiency and effectiveness, distribution channels, types of distributors, distribution channel strategy, as well as distribution policy and procedure.

COPS 2102 PURCHASING STRATEGY

This course focuses on Strategy definition, corporate strategy, contribution of supply and purchasing function, stakeholder's expectations. The course also covers issues like when to select a procurement strategy, the development of the procurement strategy in terms of organisation, factors that influence procurement strategy selection, processes and expenses, time schedule for strategy implementation in the company. Identification of purchasing categories and development of the procurement plan are also covered.

COPS 2103 PURCHASING INFORMATION SYSTEMS

This course is a follow up course to introduction to information technology and focuses on traditional MIS-type of computerized purchasing systems as well as E-procurement systems. Aspects covered include sourcing, negotiations with suppliers, and R&D co-ordination taking place on the Internet and electronic market as well as electronic reverse auctions, electronic catalogue management, electronic order fulfilment and electronic payment and settlement innovations.

COAF 2103 AUDIT SKILLS AND PROCESS

The course is meant to provide an understanding of the nature, purpose and scope of auditing including the role of the external audit and its regulatory framework. The course focuses on the audit process and its application in the context of the regulatory framework and for business control and development. It covers areas such as maintaining working papers, preparation of the auditors' report and the auditors' liability.

COAF 2104 MACRO ECONOMICS

This course covers topics like National income Accounting, Macroeconomic Equilibrium, Fiscal and Monetary Policy, Inflation, Unemployment and Phillips Curve , Economic Growth, macroeconomics in the open economy, International Trade, Exchange rate determination.

COAF 2105 COST AND MANAGEMENT ACCOUNTING I

The course aims at providing an understanding of the principles, concepts and techniques of management and cost accounting and help students develop an ability to apply this knowledge to practical situations related cost ascertainment, cost control and planning.

COPS 2201 SUPPLY MARKET ANALYSIS

The module covers the framework for supply market analysis, the internal and external environment, importance of suppliers to an organization. Supply management professionals will be expected to use supply market analysis in their sourcing process to establish and maintain a competitive advantage while also reducing supply risk. Supply market analysis includes developing a commodity profile, examining cost structures, researching suppliers, and identifying key market indicators. It involve the gathering, recording, and analyzing of data and information about customers, competitors, and the market at large in order to facilitate better procurement decisions.

COPS 2202 CONTRACT ADMINISTRATION

This module provides an overview of the contract law applied to the specific area of purchasing and supply management. It focuses information of contracts, performance and warranty, Pre Shipment inspection, Acceptance certificate and work completion report. Contract modifications, variations and price adjustments, prompt payment, advance payment and retention money, Termination of contract, Remedies for Breach of contract, liquidated damages, termination and disqualification, Force Majeure, Alternative dispute resolution, Mediation, reconciliation, adjudicator and arbitration. The law of Hire purchase, law of agency, and the law of Insurance are also covered in this course.

COPS 2203 PUBLIC PROCUREMENT

This course focuses on public procurement policy and procedures, Public Procurement Laws, the value and scope of public procurement, and the roles of key decision makers and organizations, the impact of procurement policy and government initiatives on procurement, the significance of the financial accountability cycle for procurement policy and practice.

COPS 2204 NEGOTIATION AND BUYER-SUPPLIER RELATIONSHIP

This course introduces students to the basics of negotiations. Students will learn how to identify objectives and variables, establish negotiation requirements, research the other party, determine concessions, formulate a plan for agreement, conduct a successful negotiation, facilitate communication and determine the logistics of a negotiation. They will also discover and learn how to gain control in a negotiation through the use of various tactics while also being able to deal with unethical negotiation tactics. Also key will be the analysis of buyer-

supplier relations, the dynamics involved as well as conflict avoidance and resolution.

COEN 2204 PROJECT MANAGEMENT

This course examines the step-by-step explanation of the project management process, differences between theory and practice, project management roles and environments, the project life cycle, and various techniques of work planning (such as Work Breakdown Structure, Network Diagrams, and Critical Path Method), resource allocation, control and evaluation, project analysis and termination to achieve project objectives.

COHR 2206 RESEARCH METHODS

This course seeks to equip students to identify and apply appropriate research methodologies in order to plan, conduct, and evaluate basic research. It seeks to acquaint them with social research methodologies such as survey and field research, questionnaire design, content analysis, analysis of existing data, focus group, individual and group observation including participatory observation as well as exposing them to basic foundations of research, paradigms that underpin the conduct of research that respects ethical issues. Students are expected to master the data collection and analysis techniques for both qualitative and quantitative research, which requires students to demonstrate also an appreciation of descriptive and inferential statistics as skills they can employ in the conduct of supervised and independent research activities. The use of data analysis software is an integral part of this course.

COPS 3001 Industrial Attachment

Candidates will be required to work for a specific organization for at least 30 weeks under the joint supervision of an academic supervisor from the university and an associate supervisor from the organization to

which the candidate will be attached. At the end of the industrial attachment period, the following aspects will need to be produced:

- Student's Work Related Report
- Academic Supervisor's Assessment Report
- Employer's Assessment Report

COPS 4101 INTERNATIONAL SUPPLY CHAIN MANAGEMENT

This module provides students with an overview of Supply Chain Management at international level. The course covers issues like Planning for international purchasing, Foreign suppliers - identification and selection, Procedure for international purchasing, Payment for international purchases, Countertrade Complexities, Terms and Conditions; Methods of Payment, Role of Customs and Excise Department, Management of currency fluctuation, international trade agreements.

COPS 4102 SUPPLY CHAIN RISK MANAGEMENT

This course is designed to enable students to undertake risk analysis and a variety of risk assessments relating to different aspects of purchasing and supply and to implement a range of appropriate risk management tools and techniques. Students will use a variety of risk assessment tools and techniques designed to provide a detailed analysis of supply chain situations, including legal, corporate social responsibility, ethical, health and safety, financial, international, innovation and a variety of other potential risk scenarios. The scope covers both the proactive identification and avoidance of risk, as well as provision for post-event recovery initiatives. Risk management processes and structures, managing risk and supply chain vulnerability, Understanding the nature of risk in purchasing and supply. By the end of the unit students should be able to apply a variety of tools and techniques, in a diverse range of

contexts, to proactively establish the level of risk presented and to recommend ways of avoiding, mitigating or managing those risks.

COPS 4103 SUSTAINABLE PROCUREMENT

This course is designed to provide students with knowledge of sustainable procurement: what it is, how it aligns with overall organisational strategies, policies and operations. It will cover the external factors influencing sustainable procurement, internal factors influencing sustainable procurement in different organisations and sectors, including the public, private and third-tier sectors, operational implementation of sustainable procurement policy, practical steps for introducing a sustainable procurement programme, operating a sustainable procurement approach and looking at sustainable procurement challenges.

COPS 4104 COMMODITY PURCHASING

The objectives and scope of Commodity purchasing vests in the areas of: Commodity team participation and management initiatives; Standardized logistics and delivery management; Supplier practices: selection and development; Supplier value analysis: 6 steps to productivity savings; Strategic cost management and its applications

COPS 4105 LEGAL ASPECTS OF PURCHASING

Formation of contract; Securities: performance and warranty; Pre Shipment inspection; Acceptance certificate and work completion report; Contract modifications, variations and price adjustments; Payment: prompt payment, advance payment and retention money; Termination of contract; Remedies for Breach of contract: liquidated damages, termination and disqualification; Force Majeure; Alternative dispute resolution: Mediation, reconciliation, adjudicator and

arbitration. Legal authority of buyer and seller, the uniform commercial code, Purchase of services. Sale and Supply of Goods and Services

COPS 4106 FINANCE FOR PURCHASERS

This course is designed to provide students with an understanding of strategic aspects of finance in relation to the decision-making process and detailed analysis necessary to deliver effective procurement. Students will understand how to navigate around the world of finance in an effective and efficient manner so they can identify the where, what, how, and when that a professional purchaser needs, in order to use and interpret the key financial models and tools required to deliver robust and sustainable procurement solutions. It will cover assessing different financial management tools, the financial and non-financial factors in decision-making, the various sources of finance available for business and major capital acquisitions and projects, developing and managing budget and cost management control, effective capital purchasing plans, financial risk in procurement.

COPS 4201 OPERATIONS MANAGEMENT IN THE SUPPLY CHAIN

This course is designed to enable students in purchasing to assess the efficiency and effectiveness of an organisation's operations. This course covers issues like service operations, operations strategy, forecasting in operations, capacity planning, layout and flow, process design, job design, network design, materials requirement planning, just-in-time, and supply chain management. By the end of this unit students should be able to analyse and evaluate an operations environment and implement a strategic plan that allocates resources in terms of materials, labour and machinery.

COPS 4202 STRATEGIC PURCHASING AND SUPPLY CHAIN MANAGEMENT

The course covers aspects like the process of developing corporate strategy and managing change processes directed towards achieving corporate strategy, the contribution of strategic supply chain management to corporate strategy, the concepts underlying strategic supply chain management, the global supply market as a source of competitive advantage, the models of supply chain structures and relationships, support strategy development and implementation, and risks associated with various models of supply chain structures and relationships. Appraise the role of the procurement and the supply chain function within an organisation, evaluate the nature and purpose of strategic analysis.

COEN 4201 CONSUMER AND BUYER BEHAVIOUR

The course will explore the differences between business and consumer markets, business buying motives, the organisational buying centre and roles as well as the organisational buying process. Topics include: needs and motives, perception, personality, cultural influence, attitudes and contributions of behavioural sciences that lead to the understanding of consumer decision making and behaviour.

COEN 4204 BUSINESS ETHICS AND CORPORATE GOVERNANCE

This course enhances management practice through increased awareness of the forces in the environment of business; ethical issues, stakeholder perspectives, and social responsibility, knowledge of legal requirements, evolving business ethical principles and skills in ethical decision-making in both individual and group settings. It also includes the principles, guidelines, recommendations and suggestions for good corporate governance, and governance practices currently being promoted and ethics.

COHR 4205 QUALITY MANAGEMENT

The course introduces students to the pursuit of quality by all employees and management in all levels of the organisations for better efficiency and effectiveness. It applies a new paradigm to organizational leadership that gives stakeholders the best possible products and services at the lowest possible costs. It covers a way of thinking that focuses on systems and processes, variation, psychology, and continuous learning. Topics covered include basics and overviews about quality management, history of quality management, total quality management, benchmarking, continuous improvement, ISO quality standards, lean management, and six-sigma.

COPS 4203 DISSERTATION

Students are expected to complete a dissertation on a topic of their choice but relevant to the program of study. The dissertation is a consolidation of the theoretical knowledge gained in the taught courses and the practical experience gained from Industrial Attachment.

BACHELOR OF COMMERCE HONOURS DEGREE IN ECONOMICS (B. Comm. Econs.)

1. PREAMBLE

1.1 These regulations should be read in conjunction with the General Regulations of Lupane State University.

1.2 Further these regulations should be read in conjunction with the Faculty Regulations of the Faculty of Commerce.

2. PROGRAMME RATIONALE

Economists study how scarce resources can be efficiently allocated to produce the maximum number of goods and services at individual, corporate, national and international levels. Economists conduct research, collect and analyze data, monitor economic trends, and develop forecasts that are fundamental to economic policy formulation and implementation. They apply economic theory to endeavours such as banking, finance, manufacturing, education, law, international trade, labour, insurance, agriculture, health, criminal justice, energy, natural resources, and telecommunications. The field of economics provides a framework for analyzing and solving problems that arise from scarcity across the economic divide. Public issues such as inflation, unemployment, budget deficits, and environmental pollution, individual and business decision-making, are key constituent components of the field of economics. It is against this background that the need to continuously train economists cannot be over emphasized. Given the analytical nature and diversity of the discipline, economics provides a solid background for many jobs and professions. The study of economics offers excellent preparation for advanced education in business, law, economics, finance, public policy, international relations, and medicine. Government, business, and education sectors are some of

the sectors in which economists play major roles. Government economists monitor and assess economic conditions and provide economic analysis to guide governmental programs and policies. Business economists provide the analysis required to make optimal decisions in all major aspects of business activity. Academic economists, in addition to teaching conduct research and may act as consultants to business and government agencies.

The Zimbabwean economy has been characterized by a decade of significant economic meltdown which saw the bulk of the qualified economists leaving the country to look for greener pastures in the diaspora. The semblance of economic stability and growth that has been ushered in by the introduction of the multicurrency system in Zimbabwe a few years ago needs to be complemented by a continuous formulation and implementation of sound economic policies that can propel the economy to significant sustainable growth. The role of economists in such policy formulation and implementation cannot and should not be underestimated, hence the need to complement the other institutions of higher learning that are offering similar degree programmes. Current trends in industry have also seen the role of the economist at enterprise/corporate level taking centre stage and prominence in providing the economic analyses and forecasts that guide strategy formulation, implementation, monitoring and evaluation.

3. OBJECTIVES

The programme aims to equip students with the fundamental principles of economics and the core concepts of both microeconomics and macroeconomics. It introduces the student to other fundamental business concepts such as accounting, finance, quantitative analysis for business, marketing, business law, and management, that shape the environment within which economic policies are formulated and

implemented. The programme focuses on the application of various models within the business context and the latest developments in the area of study. In brief, this programme aims to: -

- 3.1 Give an introduction to the theoretical foundation of the principles of economics,
- 3.2 Identifying key paradigm shifts in the contemporary world and their likely impact on economics,
- 3.3 Identifying and critically analyze theories and models that shape the subject of economics and their application to the whole economic divide in policy formulation, implementation, monitoring and evaluation.
- 3.4 Give students a broader perspective of the business environment within which economic decisions are made and their likely impact on economic performance at corporate national and international levels,
- 3.5 Blending economic theory and industrial practice through case studies and student experiences in work related learning. The emphasis on real situations, examples and cases is envisaged to help students go beyond learning foundational concepts and skills, and gain exposure to a wide range of contemporary scenarios and opportunities to provide solutions to economic problems that characterize the ever-evolving operating environment.

4. CAREER OPPORTUNITIES

Graduates of this programme can pursue careers as: -

- Agricultural Economists.
- Economic Analysts.
- Economists within various Government Ministries, Financial Institutions
- Academics.
- Business and Management Consultants.
- Fiscal and Monetary Policy Advisors.

- Investment Analysts and Advisors.
- Life Assurance and Pension Planning Advisors.
- Insurance Underwriters.
- Securities Traders/Brokers.

5. ENTRY QUALIFICATIONS

- 5.1 Students must satisfy conditions for entry to undergraduate degree programs stipulated in the General Regulations.
- 5.2 For entry into the Programme, students must have passed 5 subjects at Ordinary Level (or its equivalent) including English and Mathematics with at least a C grade.
- 5.3 Apart from five (5) subjects at Ordinary Level a student must have passed at least two subjects at the Advanced Level. Preference shall be given to candidates with ‘A’ level Economics, Mathematics, Accounting, Management of Business, Geography and any relevant courses.
- 5.4 In approved cases a student may be exempted from Part I courses on condition the student does not complete the full-time programme in less than three full academic years.
- 5.5 Among exempted Part I candidates, credit should not be given in excess of the number of courses offered in that part.

6. PROGRAMME ASSESSMENT

- 6.1 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student’s performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.
- 6.2 For each module the final mark shall be determined by a combination of continuous assessment and examination marks.
- 6.3 Continuous assessment shall normally constitute 30% of the final mark, while the examination constitutes 70%.

6.4 A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.

7. GRADING AND CLASSIFICATION OF DEGREE

Refer to Section 6 of the Faculty Regulations.

8. PROGRAMME STRUCTURE

The course of study for the B. Comm. in Economics is normally 4 years comprising eight (8) semesters of study and one academic year of placement. The combination of modules within the Honours Degree programme shall be wide enough to allow a student to cover various issues in Economics.

9. EXAMINATIONS

Refer to Section 3 of the Faculty Regulations.

10. DEGREE WEIGHTING

Refer to Section 6 of the Faculty Regulations.

11. PREREQUISITIES

11.1 A candidate must have passed Principles of Economics before proceeding to Microeconomics.

11.2 A candidate must have passed Principles of Economics before proceeding to Macroeconomics.

11.3 A candidate must have passed Microeconomics before proceeding to Advanced Microeconomics.

11.4 A candidate must have passed Macroeconomics before proceeding to Advanced Macroeconomics.

11.5 A candidate must have passed Financial Accounting/Accounting IA and IB before proceeding to Financial Accounting IIA.

12. List of Modules

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
COEC 1101	Principles of Economics	4	48
COAF 1102	Quantitative Analysis for Business I	4	48
COAF 1103	Principles of Management	4	48
COAF 1104	Introduction to Information Technology and Information Literacy	4	48
COAF 1106	Business Communication	4	48
COAF 1101/ 1107	Financial Accounting IA/Accounting 1A	4	48
SEMESTER 2			
COEC 1201	Principles of Economics	4	48
COEC 1204	Mathematics for Economists I	4	48
COAF 1202	Quantitative Analysis for Business II	4	48
COHR 1204	Business Law	4	48
IDPL 1201	Peace and Leadership Studies	4	48
COAF 1201/1207	Financial Accounting IB/Accounting 1B	4	48
PART 2			
SEMESTER I			
COEC 2101	Microeconomics	4	48
COAF 2101	Financial Accounting IIA	4	48
COEC 2102	Agricultural Economics	4	48

COEC 2103	Statistical Analysis and Applications	4	48
COEC 2104	Mathematics for Economists II	4	48
COEC 2105	International Trade Theory and Policy	4	48

SEMESTER 2

COEC 2201	Macroeconomics	4	48
COAF 2201	Financial Accounting IIB	4	48
COHR 2204	Entrepreneurship	4	48
COEC 2205	Research Methods for Economists	4	48
COEC 2206	Econometrics I	4	48
COAF 2206	Investment Analysis and Portfolio Management	4	48

PART 3

COEC 3001	Industrial Attachment Student's Work Related Learning Report	16	
	Academic Supervisor's Assessment Report	14	
	Employer's Assessment Report	10	

PART 4

SEMESTER 1

COEC 4101	Advanced Microeconomics	4	48
COEC 4102	Econometrics II	4	48
COEC 4103	Monetary Economics	4	48
COEC 4104	Development Economics	4	48
COEC 4105	Labour Economics	4	48
COEC 4106	Public Sector Economics	4	48

SEMESTER 2

COEC 4201	Advanced Macroeconomics and Policy	4	48
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COEC 4203	Managerial Economics	4	48
COEC 4204	Environmental Economics	4	48
COEC 4205	International Economics	4	48
COEC 4206	Dissertation	8	96

13. MOUDULE SYNOPSES

COEC 1101 PRINCIPLES OF ECONOMICS

The course provides a basic foundation for the subject matter of Economics to enable students to prepare themselves to use the concept of rationality to analyzing behaviour at a micro level. It also introduces students to the work of early economic theorists and how their theories shape economic thinking. The course covers issues like scarcity, choice and opportunity costs, central problems of economics, economic systems, Theory of Demand and Supply, Theory of the Firm, costs of production, market structures; perfect competition, monopolistic competition, monopoly, oligopoly, problems of microeconomic policy; antitrust and regulation.

COAF 1101 FINANCIAL ACCOUNTING IA

The course is designed for students **with ‘A’ Level** accounting. It focuses on principles and techniques of financial accounting and their application to the preparation of financial statements of sole traders, partnerships, limited companies and non-profit making organizations culmination in analysis and interpretation of financial data.

COAF 1102 QUANTITATIVE ANALYSIS FOR BUSINESS I

This course seeks to introduce students to mathematical tools relevant for application to the business environment. The course covers issues like stastical data, measures of central tendency and dispersion, , introduction to probability theory; marginal probability, joint probability, conditional probability, multiplication rule, Bayes Theorem, Discrete probability distributions; Binomial and Poisson distribution.

COAF 1103 PRINCIPLES OF MANAGEMENT

The course covers the history and development of management thought, functions of management, organisational structures, decision making, communication, centralization and decentralization, delegation, leadership and motivation, controlling budgeting and non-budgetary controls

COAF 1104 INTRODUCTION TO INFORMATION TECHNOLOGY AND INFORMATION LITERACY

The course seeks to introduce students to how information is applied in business. It provides an overview of commercial computer systems, hardware and software, business use of the internet, and aspects of information security.

This course also teaches students information literacy skills. Students are taught how to analyse and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

COAF 1106 BUSINESS COMMUNICATION

This course covers general comprehension and expression, report writing, comprehension of ideas, development of different styles and the use of English in a business setting, communicating skills, the communication process, communication models, use of electronic systems in communication, letter writing, committee documents, use of questionnaires, note taking, and summarizing. The course also covers referencing styles, citations and quotations.

COAF 1107 ACCOUNTING IA

The course is designed for students **without** a background in accounting. It introduces students to the basic principles and techniques of accounting in general. The course focuses on the use of accounting information in business, double entry system, accounting principles and concepts, trial balance and final accounts, control accounts and incomplete records.

COEC 1201 PRINCIPLES OF ECONOMICS

This course seeks to introduce students to fundamental macroeconomic ideas : definition of macroeconomics, major macroeconomic issues, national accounts, simple theory of national income distribution, national income in open economy, changes in the demand side the multiplier process, supply side equilibrium, role of money in macroeconomics, monetary policy, bank rate, open market operations, variable reserve ratios, moral suasion, international trade and balance of payment theories, foreign exchange markets.

COAF 1201 FINANCIAL ACCOUNTING IB

The course is a continuation of Financial Accounting IA. It focuses on principles and techniques of financial accounting and their application to the preparation of financial statements of partnerships, limited companies. It also covers cash flow statements and analysis and interpretation of financial data.

COEC 1204 MATHEMATICS FOR ECONOMISTS I

This course seeks to give students a firm understanding and appreciation of mathematics, which is now of paramount importance for appreciating the dynamic world of economics and business. the module seeks to show the relevance of mathematical tools/concepts such as linear functions the slope of a line in the plane , the equation of a line , polynomials of degree one have, interpreting the slope of a linear

function, the slope of nonlinear functions computing derivatives: rules for computing derivatives, differentiability and continuity, non-differentiable function ,continuous functions, continuously differentiable functions, higher-order derivatives, second derivatives and convexity graphing rational functions tails and horizontal asymptotes of rational functions maxima and minima ;local maxima and minima on the boundary and in the interior, second order conditions , global maxima and minima functions with only one critical point functions with nowhere-zero second derivatives matrix algebra ;addition ,subtraction ,scalar multiplication matrix multiplication ,laws of matrix algebra transpose, systems of equations in matrix form , special kinds of matrices algebra of square matrices.

COAF 1202 QUANTITATIVE ANALYSIS FOR BUSINESS II

Students are expected to grasp mathematical tools which are used for analyzing data and to be able to accurately interpret it and apply them in decision making. The course covers topics like Continuous Probability Distributions, Sampling Techniques, Confidence intervals and Hypothesis Testing.

COAF 1204 BUSINESS LAW

The course emphasizes those areas of law which are most relevant to business activity. Particular attention is given to functions of law, Sources of Law, the Hierarchy of Courts in Zimbabwe, Theory of Contracts, Law of Sale, Law of Lease, Law of Partnerships, Law of Agency, Law of Insurance, as well as issues of insolvency, liquidation and placement under curatorship.

COAF 1207 ACCOUNTING 1B

This course is a continuation from accounting IA. It covers bank reconciliation statements, cash flow statements, partnerships, accounts for non-profit entities and, public and private limited companies.

IDPL 1201 PEACE AND LEADERSHIP STUDIES

The Peace and Leadership module aims to introduce students to peace and leadership theories. It also deals with the analysis of conflict and violence. The module will demonstrate the inter-disciplinary character of peace and conflict studies and the application of theories and methods across the spectrum of conflict types and conflict levels. Students will gain an historical understanding of the nature of social conflict and will examine theories of the origins of conflict and violence. With approaches derived from peace and conflict theorists and practitioners students will explore what peace means in various settings. Through analysis of conflicts and exploration of the local and global peace infrastructure students will gain an understanding of constructive social change. The course is normative in its articulation of social and political theory. It proposes that the most desirable outcome in harmful conflicts is peace with justice.

COEC 2101 MICROECONOMICS

The module covers the following major topics: the budget constraint: Taxes, Subsidies, and Rationing, utility choice: Constructing a Utility Function, Indifference Curves from Utility Perfect Substitutes ,Perfect Complements ,Quasilinear Preferences, Cobb-Douglas Preferences , Marginal Utility, Marginal Utility and MRS, consumer choice: Perfect Substitutes , Perfect Complements ,Neutrals and Bads Discrete Goods ,Concave Preferences ,Cobb-Douglas Preferences, Implications of the MRS Condition Choosing Taxes, revealed preference, slusky equation, profit maximization.

COAF 2101 FINANCIAL ACCOUNTING IIA

The course builds on the foundation laid in Financial Accounting IA and B. The course aims at providing students with knowledge of accounting as related to partnership, accounting for specialized transactions, interpretation of financial statements etc.

COEC 2102 AGRICULTURAL ECONOMICS

Definitions of Agriculture economics and related ideas, subject matter of agricultural economics, production theory and agriculture, agricultural economics models : household models-decision theory and risk analysis in agriculture, issues of technological change-innovation transfer and diffusion; food policy – food security, self-sufficiency; agricultural trade issues drought mitigation and disaster management policies; agricultural policies and incentives with special reference to Zimbabwe.

COEC 2103 STATISTICAL ANALYSIS AND APPLICATIONS

The module forms an enhanced strong prelude to Econometrics. Time series analysis; trend, cyclical, seasonal, and the random component asymptotic distributions, Definitions One-Way Analysis of Variance, Two-Way Analysis of Variance and index numbers.

COEC 2104 MATHEMATICS FOR ECONOMISTS II

Unconstrained optimization: Single variable optimization, Multivariable optimization, applied economic examples. Unconstrained optimization: Single variable optimization, Multivariable optimization, applied economic examples Partial Differentiation: Two variable cases Partial Differentiation. Constrained Optimisation: The Lagrange multiplier, Interpreting the Lagrange multiplier, the substitution method, sufficient conditions Integration: Definite and indefinite integration Using integration in economic, Integration by parts, integration by substitution. Concave and convex functions calculus criteria for concavity properties of concave functions concave functions in economics quasi-concave and quasi-convex pseudo concave functions concave programming unconstrained problems constrained problems saddle point approach.

COEC 2105 INTERNATIONAL TRADE THEORY AND POLICY

The module covers an understanding of trade theories that form the basis for trade policy analysis. These theories include: classical theories, neoclassical theories and 'new' trade theories. The theory of trade protection, exchange rates and the Balance of Payments are also covered in this module. The policy section covers such topics as terms of trade and economic development, the role of industrial policy in the creation of comparative advantage, trade liberalization in Zimbabwe, the global trading environment, regional co-operation and integration and the role of the WTO in the 21st century.

COEC 2201 MACROECONOMICS

This course covers the review of national income accounts, consumption theories, investment theory, equilibrium in the goods and money market (IS-LM model) and macro-dynamics, balance of payment constraint.

COEC 2205 RESEARCH METHODS FOR ECONOMISTS

The module equips students with the ability to gather, analyse, interpret qualitative and quantitative data and writing up a research. It covers Data collection through various means such as interviews and questionnaires and Data analysis through various packages such as E-views, LimDep, SPSS and STATA. It will prepare students for their work related learning researches and dissertations in their final year.

COEC 2206 ECONOMETRICS I

This course the concepts of regression analysis, regression versus causation, statistical versus deterministic relationships, simple linear regression, regression and correlation, stochastic error term, the ordinary least squares method, assumptions underlying the OLS, properties of the least squares estimator's: the Gauss Markov theorem. It also covers the classical normal linear regression Model, the

Maximum likelihood method, hypothesis testing and confidence intervals in regression analysis

COHR 2204 ENTREPRENEURSHIP

The course introduces students to entrepreneurial practices with an emphasis on learning how to find business ideas, how to evaluate their potential, and how to recognize the barriers to success. Students are also exposed to the stresses of a start-up business, the uncertainties that exist, and the behaviour of entrepreneurs.

COAF 2201 FINANCIAL ACCOUNTING IIB

The course is a continuation of Financial Accounting IIA. It aims at helping students develop a thorough understanding of the practical framework of accounting and imbibe an ability to apply the International Accounting Standards (IAS), Financial Reporting Standards adopted by the Institute of Chartered Accountants of Zimbabwe and GAAP. The aim of the course is to enable students to carry out effective investment analysis based on both available financial statements and other tools of analysis. Areas to be covered will include: Financial statement analysis, Profitability analysis, Liquidity and Cash flow analysis, Efficiency, Economic value added (EVA) and Market value added (MVA) analysis, Valuation analysis, Strategic (sustainability) analysis, Political Economic Social Technological (PEST) analysis, Scenario and sensitivity analysis, Competitive rivalry analysis Value chain analysis, Core competences, Credit risk analysis, Other strategic analytic tools. The emphasis in this section will be the use of case studies to develop skills.

COAF 2206 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

The module sets out to examine Portfolio risk-return - investor utility relationships using Capital Market Theory, Capital Asset Pricing

Model (CAPM) and Arbitrage Pricing Theory (APT). It further, explores the Investment Environment and Process using the fundamental and the technical techniques, Investment Management Strategies, distinguishing between Strategic Asset Allocation (SAA), Tactical Asset Allocation (TAA) and asset selection strategies. It also examines Investment Performance measures for both Broad Portfolio and Portfolio categories from both a theoretical and practical point of view.

COEC 3001 INDUSTRIAL ATTACHMENT

Candidates will be required to work for a specific organization for at least 30 weeks under the joint supervision of an academic supervisor from the university and an associate supervisor from the organization to which the candidate will be attached. At the end of the industrial attachment period, the following reports will need to be produced:

- Student Work Related Learning Report
- Academic Supervisor's Assessment Report
- Employer's Assessment Report.

COEC 4101 ADVANCED MICROECONOMICS

The course covers issues like Industry Equilibrium in the Short Run, Industry Equilibrium in the Long Run, the Long-Run Supply, Curve Taxation in the Long Run and in the Short Run The Meaning of Zero Profits, Fixed Factors and Economic Rents, factor markets: Monopoly in the Output Market, Monopsony, Upstream and Downstream Monopolies, Oligopoly: Price, Leadership, Comparing Price Leadership and Quantity Leadership Simultaneous Quantity Setting, Cournot Equilibrium Adjustment to Equilibrium, Many Firms in Cournot Equilibrium Simultaneous Price Setting, Collusion,

Punishment Strategies, Nash Equilibrium mixed Strategies: Rock Paper Scissors, the Prisoner's Dilemma Repeated games, enforcing a cartel.

COEC 4102 ECONOMETRICS II

This course is a continuation of Econometrics I and covers the advanced aspects of statistical methods used in estimating and testing economic models; single and simultaneous equation estimation, problems caused by violating classical regression model assumptions. Dummy variables in regression analysis, interaction Effects of dummy variables, multicollinearity in regression, consequences of multicollinearity, detection of multicollinearity and remedial measures, heteroscedasticity-detection consequences tests-(Goldfield Quandt test, Breusch-Pagan-Godfrey test , autocorrelation – its nature, detection consequences, test-The Runs Test, Durbin Watson d test, the Breusch-Godfrey test.

COEC 4103 MONETARY ECONOMICS

Nature, definitions and value of money, role of money in economic activity, the nature of financial intermediation, role of financial intermediation, the demand and supply for money; theoretical and empirical issues, monetary policy and money supply control; Zimbabwe monetary policy since 1980, money and inflation, international monetary relations.

COEC 4104 DEVELOPMENT ECONOMICS

The course focuses on methods of promoting economic growth and structural change and on improving the potential for the mass of the population, for example, through health and education and workplace conditions, whether through public or private channels. Development economics involves the creation of theories and methods that aid in the determination of policies and practices and can be implemented at either the domestic or international level. This course covers issues that involve restructuring market incentives or using mathematical methods

like inter-temporal optimization for project analysis, and a mixture of quantitative and qualitative methods. The inclusion of social and political factors in structuring development plans is also incorporated in this study.

COEC 4105 LABOUR ECONOMICS

This course is essentially an application of microeconomic theory to the labour market. It is a course in wage and employment determination and covers such topics as the supply of labour, labour force participation, the demand for labour, and details the market structure of wages. It also recounts for modification of traditional wage theory via an institutional approach. Economic aspects of labour unions, bargaining theories of wages, minimum wage legislations, labour supply incentives of various welfare programs, occupational licensure, labour mobility, migration, and discrimination theories are issues of interest.

COEC 4106 PUBLIC SECTOR ECONOMICS

This course covers the study of government policy through the lens of economic efficiency and equity. It provides a framework for thinking about whether or not the government should participate in economics markets and to what extent its role should be. Microeconomic theory is utilized to assess whether the private market is likely to provide efficient outcomes in the absence of governmental interference. Its study involves the analysis of government taxation and expenditures. It encompasses topics such as market failures, externalities, and the creation and implementation of government policy. Public sector economics builds on the theory of welfare economics and is ultimately used as a tool to improve social welfare. Broad methods and topics covered include analysis and design of public policy, public-finance theory and its application, distributional effects of taxation and government expenditures, tax incidence, optimal taxation, and the

theory of public goods, analysis of market failure and government failure. Emphasis is on analytical and scientific methods and normative-ethical analysis, as distinguished from ideology.

COEC 4201 ADVANCED MACROECONOMICS AND POLICY

The course covers Fiscal and Monetary Policy formulation and implementation, Inflation, Balance of Payments, and Business Cycles. The course provides an overview of the literature on monetary aspects of the business cycle, with a special emphasis on optimizing sticky price models, their associated inflation dynamics, and their implications for monetary policy. It will cover both the main theoretical models as well as some relevant empirical evidence. Other topics covered include Innovation and diffusion, models with heterogeneous agents with special interest on the relations between growth, the income distribution and credit restrictions, and models with endogenous fertility and migration.

COEC 4203 MANAGERIAL ECONOMICS

The course covers the application of economic concepts and microeconomic analysis to the problems of formulating rational managerial decision. It bridges economic theory and economics in practice and draws from quantitative techniques such as regression analysis and correlation, and calculus. The course attempts to optimize business decisions given the firm's objectives and given constraints imposed by scarcity, for example through the use of operations research, mathematical programming, game theory for strategic decisions, and other computational methods. Managerial decision areas covered include, assessment of investible funds, selecting business area, choice of product, determining optimum output, determining price of product, determining input-combination and technology, and sales promotion. Major areas of application of managerial economics include

risk analysis, production analysis, pricing analysis and capital budgeting.

COEC 4204 ENVIRONMENTAL ECONOMICS

This module seeks to equip students with skills to utilize the techniques covered in core courses such as microeconomics, macroeconomics and quantitative methods to analyze environmental problems. The module explains the role of environmental economics in the development process in general and in the integrated management of ecological – economic systems in particular. It covers topics such as history of environmental economics, sustainable development, environmental accounting and valuation of natural resources.

COEC 4205 INTERNATIONAL ECONOMICS

The course covers normative and positive aspects of international trade and international monetary economics, with attention drawn to government policy as it relates to international commercial relations. It is concerned with the effects upon economic activity of international differences in productive resources and consumer preferences and the institutions that affect them. It seeks to explain the patterns and consequences of transactions and interactions between the inhabitants of different countries, including trade, investment and migration. Key focus areas are: trade, which studies goods-and-services flows across international boundaries from supply-and-demand factors, economic integration, international factor movements, and policy variables such as tariff rates and trade quotas; International finance, which studies the flow of capital across international financial markets, and the effects of these movements on rates; International monetary economics and macroeconomics, which studies money and macro flows across countries.

COEC 4206 DISSERTATION

Students will be expected to complete a research project on a topic of their choice but limited to the taught courses. The project is a consolidation of the theoretical knowledge gained in the taught courses and the practical experience gained from Industrial Attachment.

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

REGULATIONS FOR THE UNDERGRADUATE DIPLOMA PROGRAMMES

DIPLOMA IN DEVELOPMENT STUDIES

DIPLOMA IN YOUTH AND COMMUNITY DEVELOPMENT

DIPLOMA IN APPLIED LANGUAGE STUDIES

DIPLOMA IN ARTS MANAGEMENT

DIPLOMA IN COURT INTERPRETING AND TRANSLATION

1. INTRODUCTION

1.1 These Faculty Regulations apply only to students registered for undergraduate Diploma Programmes in the Faculty of Humanities and Social Sciences. These regulations should be read in conjunction with the General Academic Regulations hereinafter referred to as the General Regulations. General Regulations have precedence over these Faculty Regulations.

1.2 The Faculty of Humanities and Social Sciences offers the following undergraduate Diploma programmes:-

Diploma in Development Studies

Diploma in Youth and Community Development

Diploma in Applied Language Studies

Diploma in Arts Management

Diploma in Court Interpreting and Translation

2. Entry Requirements

2.1 To qualify for admission for an undergraduate Diploma Programme in the Faculty of Humanities and Social Sciences a student must satisfy the entry requirements as specified in the General Regulations.

- 2.2** For entry into the Faculty of Humanities and Social Sciences, students must have passed 5 subjects at Ordinary Level (or its equivalent).
- 2.3** The 5 subjects at Ordinary Level should include English Language.
- 2.4** In addition to fulfilling the requirements stipulated above, a student must normally satisfy the requirements which are stipulated under each programme.

3. PROGRAMME STRUCTURE AND COURSE COMBINATION

- 3.1** The structure of the Diploma Programme shall normally contain the following elements:-
- 3.2** A range of courses within specified subject areas will be studied over at least one academic year of full-time study for the Diploma.
- 3.3** The combination of Subjects and courses within the Diploma Programmes shall be wide enough to allow a student to cover various topics in the specific field covered by the Diploma. However not all courses will necessarily be available each year and the offer of courses is subject to timetable feasibility and staffing considerations, in addition to the approval of the academic viability of combinations.

4. Examinations

- 4.1 Examinations for Diploma programmes offered in the Faculty of Humanities and Social Sciences will normally take place at the end of each semester.
- 4.2 **To be admitted to the examination for any programme offered in the Faculty of Humanities and Social Sciences a candidate must:-**
 - 4.2.1 Have registered as a student of Lupane State University, in accordance with the General Regulations for students.
 - 4.2.2 Paid required fees in accordance with the General Regulations.
 - 4.2.3 Satisfactorily attended approved courses of study including submission of required written assignments. A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.
 - 4.2.4 Attended compulsory classes. Students are required to attend at least 75% of their lectures. All seminars are compulsory. The University reserves the right to bar students from writing examinations if they do not satisfy these requirements.
 - 4.2.5 Participated in prescribed seminars, tutorials and practical classes. Where there is a practical component, that component shall be taken as part of coursework assessment. The weighting of

theory coursework and practical coursework shall be specified in course outlines.

- 4.3 For some programmes a candidate must satisfy the examiners in both theory and practical examinations.
- 4.4 The examiners may, at their discretion, require any candidate to present himself/herself for an oral examination or written test.
- 4.5 Students are required to have a minimum mark of 50% in coursework in order for them to be eligible for writing examinations. Students would not be allowed to sit for an examination if they have a coursework mark which is less than 40%.
- 4.6 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments, or as clarified in a course outline.
- 4.7 A coursework mark is not transferable and is valid only for the specific registration period in which it has been achieved.
- 4.8 Coursework shall contribute 40% of the overall mark of that course. The formal examination for a course shall be of three hours duration and shall contribute 60% of the overall mark of that course.
- 4.9 The overall mark of a module shall be determined by the sum of weighting the coursework mark and the examination mark in the ratio 40:60.

4.10 Pass mark shall be 50% for the coursework mark, final examination mark, industrial attachment mark, and the dissertation.

5. AWARDING OF A DIPLOMA

5.1.1 To be eligible for the award of Diploma a student must:-

5.1.2 Pass all Core and Elective modules taken.

5.2 Each Departmental Panel of Examiners shall, having recommended to the Faculty Board of Examiners that a student has passed his/her programme, recommend the division in which he/she has passed that Programme.

6. CLASSIFICATION OF A DIPLOMA

The Diploma Certificate and the student's transcript shall record that the student has been awarded the Diploma with the Subject of specialization indicated, and the classification accorded to the Diploma.

7. NOTIFICATION OF RESULTS

Results shall be published in accordance with the General Regulations.

8. Regulations of Diploma programmes offered in the Faculty of Humanities and Social Sciences:-

REGULATIONS FOR THE DIPLOMA IN DEVELOPMENT STUDIES

1. INTRODUCTION

- 1.1 These regulations should be read in conjunction with the General Academic Regulations hereinafter referred to as the General Regulations.
- 1.2 These regulations apply only to students who are in full-time attendance of the programme.
- 1.3 The Diploma in Development Studies will be awarded to candidates who have successfully completed a course of training previously approved by the University, and have satisfied the Examiners in accordance with the Regulations set out below.

2. RATIONALE FOR THE PROGRAMME

This program was designed in view of the needs in the market in development related work. There were many untrained development workers who held five or more Ordinary level subjects. These students could not access University education because they did not hold Advanced level subjects but they had wide experience in development work and practice. This program was created to fill in this gap.

3. PROGRAMME AIMS AND OBJECTIVES

The program aims to produce skilled people who can apply basic to middle level skills in development.

4. CAREER OPPORTUNITIES

Candidates graduating with this qualification would be able to serve as skilled Research Assistants, Development facilitators, Monitoring and Evaluation Officers, Field Workers, Gender and HIV and AIDS officers. Candidates would also be able to work in humanitarian related organisations especially in the area of food security. Students who complete this qualification may proceed to work or join the Bachelor of Social Science Honours Degree Programme in Development Studies.

5. ENTRY QUALIFICATIONS

- 5.1 A candidate must have obtained 5 'O' level subjects including English Language.
- 5.2 Holders of National Certificates in relevant disciplines qualify for this programme.
- 5.3 A pass in 'A' level would be an added advantage.

6. PROGRAMME STRUCTURE

The normal duration of a Diploma Programme shall be one year of study. Each Diploma Programme shall be made up of two (2) semesters normally comprising fifteen (15) weeks each.

7. PROGRAMME ASSESSMENT

- 7.1 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.
- 7.2 For each module the final mark shall be determined by a combination of continuous assessment and examination marks.

- 7.3 Continuous assessment shall normally constitute 40% of the final mark, while the examination constitutes 60%.
- 7.4 A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.

8. List of modules offered:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
DPDS 1101	Overview of Development Studies	4	48
DPDS 1102	Rural Poverty Alleviation Strategies	4	48
DPDS 1103	Introduction to Social Science Research Methods	4	48
DPDS 1104	Introduction to Disasters and Disaster Preparedness (elective)	4	48
DPDS 1105	Introduction to Computers for Development Studies (elective)	4	48
DPDS 1106	Development Agents	4	48
SEMESTER 2			
DPDS 1201	Food Aid Management	4	48
DPDS 1207	Introduction to Gender Studies	4	48
DPDS 1203	HIV and AIDS Management in Zimbabwe	4	48
DPDS 1202	Introduction to Famine Studies (elective)	4	48
DPDS 1204	Civil Society and Development in Zimbabwe (elective)	4	48
DPDS 1205	Preliminary Principles of Project Planning and Management (elective)	4	48

9. MODULE SYNOPSES:-

DPDS 1101 Overview of Development Studies

This module will introduce students to the scope of Development Studies. The objectives of development and development studies will be examined. It will outline the differences between ‘developed’ and ‘developing’ countries, showing the differentiating factors between the two developments worlds. The module will take an overview of the common methods of measuring development including the Human Development Index, the Gross Domestic Product and the Index for Sustainable Economic Welfare, among others.

DPDS 1102 Rural Poverty Alleviation Strategies

The main aim of this module is to explore the challenge of poverty in the rural areas where the majority of the third world population lives. The module will examine the definition of the concept of poverty as well as the common standards of poverty measurement. It will also examine various interventions that are commonly used to overcome poverty in the rural areas which include rural credit programmes, rural public works and land reform among others. The successes and failures of these intervention strategies will be appraised.

DPDS 1103 Introduction to Social Science Research Methods

This module will introduce students to basic social science research methods particularly as they are applicable to the area of development studies. Students will be introduced to the rationale for research as well as different types of research. They will be taught basic data collection skills, advanced essay writing and referencing skills. As part of the

assessment for this module, students will be asked to produce as a 15 page assignment involving field research.

DPDS 1104 Introduction to Disasters and Disaster Preparedness

This module introduces students to the concept of disasters and disaster classifications. It examines various processes leading to disasters. It will equip students with skills for risk and vulnerability assessment techniques. Other areas to be covered in this module include preparedness planning, coordination, information management, Early Warning Systems and Resource mobilization.

DPDS 1105 Introduction to Computers for Development Studies

The objective of this module is to train students in computers so that they have adequate computer knowledge to be able function at general low to middle levels in the Development field. The module assumes that the students have little or no prior working knowledge of computers. Students will be introduced to computer hardware as well as basic packages applicable to development work.

DPDS 1106 Development Agents

This module introduces students to various active agents and stakeholders in the field of development which include governments, non-governmental organisations, the private sector and civil society organisations. The module seeks to show the complementary roles that these agents play as well their conflicting interests. Case studies will be taking from across the globe in developing countries.

DPDS 1201 Food Aid Management

This module equips students with skills to manage food aid in government as well as non-government organisational settings. The module will introduce students to various types of food aid and nutritional value management as well as possible sourcing routes. The

logistics of sourcing and distribution of food aid, and food aid targeting techniques will also form part of the domain of this module.

DPDS 1202 Introduction to Famine Studies

This module examines the concept of famines. It discusses the definition of the concept and the various theories of famine causation. At the end of the module, students are expected to understand the various processes that lead to famine causation both from the demand side of food as well as the supply-side.

DPDS 1203 HIV and AIDS Management in Zimbabwe

The module examines the rise of the HIV and AIDS pandemic in Zimbabwe. It discusses strategies that have been used to manage the scourge in Zimbabwe including, HIV and AIDS education, Anti-Retroviral Therapy and other strategies. Major players and their roles in the management of HIV and AIDS in Zimbabwe will be discussed including the Government, Local Authorities and Non-Governmental organisations will be discussed.

DPDS 1204 Civil Society and Development in Zimbabwe

The module examines the concept of civil societies. It explores the different types of civil societies in Zimbabwe and their influence in various development issues such as poverty, governance, HIV, AIDS, Gender and Education amongst others. It will examine the successes and failures of Civil Society with regards to the above stated issues. Students are expected to have a full appreciation of the nature of civil societies and their activities in Zimbabwe and how they contribute in key development issues.

DPDS 1205 Preliminary Principles of Project Planning and Management

This module introduces students to elementary principles of project planning and management. It outlines elements of project planning and management such as project identification, project design, implementation and evaluation, amongst others.

DPDS 1206 Project Impact Assessment Procedure

This module is an introduction to the procedures of project impact assessment. It equips students to be able to set baselines, and to carry out basic project impact assessments. It will equip students on how to set out indicators for impact assessment as well as how to gather information and make reports concerning impact assessments.

DPDS1207 Introduction to Gender Studies

This module introduces students to the issue of gender. A definition of the key concepts in the area of gender is done. The relationship between men and women in society is problematised and explored. Common gender perceptions and roles are interrogated. The module explores common gender disparities in the household, workplace and society and the causes of the disparities. The main objective of the module is to train students to appreciate gender issues and to be able to handle gender demanding environments.

REGULATIONS FOR THE DIPLOMA IN YOUTH AND COMMUNITY DEVELOPMENT

1. INTRODUCTION

- 1.1 These regulations should be read in conjunction with the General Academic Regulations hereinafter referred to as the General Regulations as well as the Faculty Regulations.
- 1.2 These regulations apply only to students who are in full-time attendance of the programme.
- 1.3 The Diploma in Youth and Community Development will be awarded to candidates who have successfully completed a course of training previously approved by the University, and have satisfied the Examiners in accordance with the Regulations set out below.
- 1.4 The course of study for the Diploma in Youth and Community Development Programme is one year.

2. RATIONALE FOR THE PROGRAMME

The Diploma in Youth and Community Development was developed out of a special request by the Ministry of Youth Development and Employment Creation to Lupane State University to offer a diploma programme in development studies tailor made for youths. The programme seeks to provide youths with theoretical and practical grounding in community development work. Students enrolling for this program are youth workers employed by government, NGOS, industry and community based organisations. In addition, there are those doing voluntary youth work in their communities (church structures, HBCC and NGOs). The need for training in youth work cannot be

overemphasised in Zimbabwe. Indeed students undertaking this study have work experience but no direct higher education entry qualifications. This study will produce professional graduates well grounded on issues relating to their areas of work and who are able to advance their studies and therefore have a professional approach at work.

3. PROGRAMME AIMS AND OBJECTIVES

The Diploma in Youth and Community Development provides an opportunity for developing professionalism, knowledge and skills of youth workers and career paths for young people. The major aim of the diploma course is to develop the potential of human resources involved in youth in development work. The diploma course therefore intends to develop through research and teaching; skills, knowledge, attitudes, understanding, experiences, and best practices in youth in development work. The objectives of the Diploma in Youth and Community Development are to:

- Provide youth workers with a wide range of experiences, skills, practices, and knowledge in youth work to enable them to implement youth policy and programmes.
- Enable youth workers to develop professionalism and values, to steer their work.
- Instil skills of management, and leadership to youth workers to enable them to create partnerships and teams; for planning, and implementing youth policy, life skills, positive values, and practices that shall empower the youth in development work.
- Enable the youth to develop themselves by becoming advocates of their own development agenda.
- Empower youth workers with the skills of critical analysis, reflection, peace building, planning, conflict resolution,

monitoring and evaluation of local, national and international perspectives relevant to the youth in formal, informal and non-formal education.

- Undertake projects and programmes aimed at developing the potential of the youth.
- Instil skills for self-employment, self-reliance and self-direction of youth workers and the youth.

4. CAREER PROSPECTS

- Youth Officers
- Government Officers
- Community Development Officers

5. ENTRY REQUIREMENTS

5.1 A candidate must have obtained 5 'O' level subjects including English Language.

5.2 Holders of National Certificates in relevant disciplines qualify for this programme.

5.3 A pass in 'A' level would be an added advantage.

6. PROGRAMME ASSESSMENT

Assessment of the programme is through continuous assessment which contributes 40% of the final grade and an examination, which contributes 60%.

Students will be required to pass a minimum of 10 modules, at least five from each semester in order to be awarded the Diploma Certificate.

7. PROGRAMME STRUCTURE

The programme is done over two semesters of full time study. Students will do five core modules per semester and an additional optional module. In order to graduate, all core modules must be passed.

8. List of modules offered:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
DYCD 1101	Principles and Values in Youth Development	4	48
DYCD 1102	Community Health Studies	4	48
DYCD 1103	Youths and Entrepreneurship Studies	4	48
DYCD 1104	Research Methods	4	48
DYCD 1105	Introduction to Computing	4	48
<i>Electives: plus any one from the following</i>			
DYCD 1106	Gender Studies	4	48
DYCD 1107	Youth and Society	4	48
DYCD 1108	Monitoring and Evaluation	4	48
SEMESTER 2			
DYCD 1201	Youth Policy Studies	4	48
DYCD 1202	Peace and Leadership Studies	4	48
DYCD 1203	Project Planning	4	48
DYCD 1204	Youth and Conflict Management	4	48
DYCD 1205	Principles of Financial Management	4	48
<i>Electives: plus any one from the following</i>			
DYCD 1206	Poverty Alleviation Strategies	4	48
DYCD 1207	Water and Sanitation in the Community	4	48

9. MODULE SYNOPSES:-

DYCD 1101 Principles and Values in Youth Development

This module is designed to equip students with knowledge on values and principles in youth development. Some of the key concepts referred to are: citizenship, human rights, participation, democracy, empowerment and equity. It will look at how these values are related to youth in development work and how they can be promoted by youth in development work.

DYCD 1102 Community Health Studies

There are two components to this course. Firstly, it will look at youth and health. Youth in development work have a key role in delivering a holistic approach to health promotion. It will compare and contrast the principles of youth in development work with those of health education. It will draw on contemporary health issues in the region such as sexual health, drug use and misuse, and nutrition and diet to name a few.

DYCD 1103 Youths and Entrepreneurship

The purpose of this course is to make the link between youth in development work and economic development. It will relate informal education to the development of enterprise, skills and projects that promote economic development. In particular, it will cover the skills to promote self-employment among young people, including the establishment of micro-enterprises.

DYCD 1104 Research Methods

The module grounds the students in basic aspects of research. The importance of research is emphasised as well as the various data collection instruments. Students should be able to identify a problem that necessitates research and be able to design the necessary research instruments to carry out such research as well as to interpret the results.

DYCD 1105 Introduction to Computing

The module introduces the students to the use of computers as a basic tool in their studies. The use of basic software such as Word and Excel is introduced to students.

DYCD 1106 Gender Studies

This course will explore the theory and practice of ensuring equal outcomes for young women and young men. It will expose students to a range of theoretical perspectives in gender and development, and feminist traditions. It will explore the implications of such theories for youth in development work in particular the need for gender sensitivity in project work.

DYCD 1107 Youth work and Society

There are two components to this course. The first is designed to equip students with the knowledge of the history, principles and practice of youth in development work. It focuses primarily on the professional role of the practitioner. It also looks at the process of informal education as a means to achieving social, economic and political development.

DYCD 1108 Monitoring and Evaluation

This module equips students with strategic skills and knowledge on appraising development projects. The module will introduce students to different approaches to project monitoring and evaluation i.e. results based, gender based and theoretical based monitoring and evaluation. The module will also equip the students with skills to design data collection instruments, present both qualitative and quantitative data

DYCD 1201 Youth Policy Studies

Youth programming has remained topical in government and civil society circles. This module will examine different youth policies from different countries. Specifically, the module will focus on youth issues

of interest such as participation in social, economic and political circles. The module will critically analyse Zimbabwe's youth policy on issues of national interest such as the land reform, affirmative action and the indigenization.

DYCD 1202 Peace and Leadership Studies

Peace, good governance and strong leadership have been seen as a panacea for sustainable development in less developed countries. This module will enable students to gain an insight into the fundamentals of good governance and how they intertwine with strong leadership. Students will also be capacitated on different strategies for peace building, different leadership styles and their implications on public administration.

DYCD 1203 Project Planning

This course will enable students to develop the knowledge and skills necessary in the design and delivery of projects. The stages covered will be action research to identify needs, project planning, developing detailed project proposals, writing and presenting bids for funding and the monitoring and evaluation of projects.

DYCD 1204 Youth and Conflict Management

This course will enable participants to work effectively with and through conflict, rather than always viewing it as a problem. It will draw on practical examples from within youth work around the region. It will look at the theory and practice of negotiation and mediation. The course draws from the assumption that conflict is inevitable when there are competing perspectives. This course is geared specifically to youth work and youth workers.

DYCD 1206 Poverty Alleviation Strategies

Africa remains the most impoverished continent in the world despite the abundant natural resources that she has. The module exposes students to the basic concepts in the political economy and causes of poverty in Africa. Students will also explore various poverty alleviation strategies as they are employed in various African countries.

DYCD 1207 Water and Sanitation in the Community

Community development in less developed countries has remained problematic on development indicators such as access to clean water and sustained sanitation. This module will examine water and sanitation challenges faced by rural and urban dwellers and will seek to engage youths in addressing the challenge.

REGULATIONS FOR THE DIPLOMA IN APPLIED LANGUAGE STUDIES (Dip. ALS)

1. INTRODUCTION

- 1.1 These regulations should be read in conjunction with the General Academic Regulations hereinafter referred to as the General Regulations.
- 1.2 The course of study for the Diploma in Applied Language Studies is one year.

2. RATIONALE FOR THE PROGRAMME

The Diploma in Applied Language Studies prepares candidates for a professional career in language related disciplines such as courts, media and broadcasting and education. The programme is designed for non-degree holders who have an interest in Translation and Interpretation as well as other language related interests. It is designed to build a firm foundation in languages and translation skills. The programme is comprised of theory on translation and interpretation principles and techniques as well as practical application to the working world. After the programme, the candidates are expected to translate and interpret proficiently in varied social settings. With this qualification, one may proceed to do an Honours Degree in Language.

3. PROGRAMME AIMS AND OBJECTIVES

- 3.1 To provide students with the opportunity to navigate across language boundaries and cultures.
- 3.2 To assist students to communicate effectively with speakers of varying linguistic and cultural backgrounds.

- 3.3 To equip students with necessary skills to translate and interpret proficiently in varied social and cultural settings.

4. CAREER PROSPECTS

The Diploma in equips candidates with expertise to work in a wide range of settings as professional interpreters and translators. Other opportunities might include public relations; media; education; copy writing and other related professions.

6. ENTRY REQUIREMENTS

- 5.1 A candidate must have obtained 5 ‘O’ level subjects including English Language.
- 5.2 A pass in ‘A’ level would be an added advantage.

7. PROGRAMME STRUCTURE

The normal duration of a Diploma Programme shall be one year of study. Each Diploma Programme shall be made up of two (2) semesters normally comprising fifteen (15) weeks each.

8. PROGRAMME ASSESSMENT

- 7.1 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student’s performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.
- 7.2 For each module the final mark shall be determined by a combination of continuous assessment and examination marks.

- 7.3 Continuous assessment shall normally constitute 40% of the final mark, while the examination constitutes 60%.
- 7.4 A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.

8. List of modules offered:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
HSLA 1101	Introduction to Linguistics	4	48
HSLA 1102	Introduction to Translation	4	48
HSLA 1103	Bilingual Lexicography	4	48
HSLA 1104	Human Communication	4	48
HSLA 1105	Analysis of Spoken Discourse	4	48
HSLA 1107	Language and Society I	4	48
SEMESTER 2			
HSLA 1208	Translation Skills for Different Genres	4	48
HSLA 1209	Bilingual Dictionaries and Terminology	4	48
HSLA 1211	Multilingualism and Bilingualism in Society	4	48
HSLA 1212	Introduction to Literary	4	48
HSLA 1213	Language and Society II	4	48
HSLA 1214	Discourse, Culture and	4	48

9. MODULE SYNOPSES:-

HSLA 1101 Introduction to Linguistics

In this module the student is introduced to how language is acquired, produced, and understood. The module provides a general introduction

to the field of Linguistics, the scientific study of language. The main goals of the module are to begin to think about language analytically, apply methods of linguistic analysis, and become more aware of the important issues related to language and society. Along the way, we will also challenge some commonly held misconceptions about language. Through course readings, lectures, class discussions, exercises, and tutorials, the class will address the following questions:

- What is language?
- How can language be studied systematically?
- What are the subsystems of language, and how do they relate to each other?
- How do language use and culture interact?

Further, it entails a study of how language functions in interactions between individuals and in society. The abstract structure of language, how language is represented in the brain and how language changes over time is investigated. Language is in this module understood to be a phenomenon of communication peculiar to humans. This is an introductory module.

HSLA 1102 Introduction to Translation

This module introduces the most significant theoretical and practical aspects of translation, focusing on translation as a profession and in relation to social and cultural contexts. It is designed to challenge student's ideas of what a translation is or should be and to think creatively and responsibly about their professional practice as translators.

HSLA 1103 Bilingual Lexicography

As dictionaries are one of the most important tools in the field of translation, the course aims to provide students with an overview of the

history, types and content of these essential reference works. It will help students select and use dictionaries in their translation-related work, and even compile their own dictionaries to meet their own needs.

HSCS 1104 Human Communication

In this module the history of anthroposemiotics is studied in the light of new trends in communication. The evolution of communication from speech to symbols, cave paintings, petroglyphs, pictograms, ideograms, writing, alphabet and telecommunications will be studied in detail. Students will be involved in the investigation of forms of communication, basic modes and types of communication, communication industries and the media.

HSLA 1105 Analysis of Spoken Discourse

This module examines the patterns, organization and functions of spoken discourse. The analyses of various features of spoken interaction are included, such as turn-taking, topic control, intonation, discourse markers and repetition. The theoretical models cover a range of approaches, including discourse analysis, Conversational Analysis, speech acts and the ethnography of speaking. Throughout, students are encouraged to relate the theoretical concepts to data elicited from their own contexts.

HSLA 1107 HSLA Language in Society I

This module is the first part of two. In this part the study explores how language functions within a society, and how certain characteristics of society are reflected in language. It examines the variety of language forms used by individuals and groups within society, namely different styles, different dialects and different languages.

HSLA 1208 Translation Skills for Different Genres

This module analyzes texts of different genres and their translations, to demonstrate their stylistic and linguistic features and recommends strategies to cope with them in translation. It covers genres such as business documents, technical writings, news reports and literature, to raise students' awareness of styles and improve the quality of translations.

HSLA 1209 Bilingual Dictionaries and Terminology

This module explores applications of lexicography and terminology in a bilingual context, covering topics such as bilingual dictionaries, electronic dictionaries and thesauruses, terminology extraction and management.

HSLA 1211 Multilingualism and Bilingualism in Society

This module examines the challenges that multilingualism presents in postcolonial states. The aims of the course are to raise awareness around issues relating to language and social justice in the process of democratic development and to provide analytical skills for analysing language policies and empowerment. This module also examines bilingualism and multilingualism in individuals, the essential features of multilingual communities and typical processes such as code switching, language shift and even language death, as well as various ways of using languages in bilingual education programs.

HSLA 1212 Introduction to Literary Analysis

This module aims to introduce students to literary and rhetorical terms, and to basic issues in literary theory. Different literary genres will be explored and analysed, including the novel, poetry and drama. This is a module in which students investigate and apply various universal theories in the study of literature in select languages. Theories are not studied from an abstracted form but rather as applied to select

languages. Students will be expected to study any of the following theories, examine and apply them to select languages: gender and literature, Negritude/Africanism, classical theory of literature, Marxist aesthetic, liberal thought in literature and politics and literature. Students will also be introduced to different kinds of critical writing and will engage in honing their own writing skills.

HSLA 1213 Language in Society II

The focus in this module is moved to specific or selected speech communities in Zimbabwe. It focuses on examining the different social contexts in which the variety of language forms used by individuals and groups within a selected speech community are used, how they are used and to which ends. It considers particularly how the phenomena of language variety are manifested in communities.

HSLA 1214 Discourse Culture and Communication

This module covers aspects of how spoken and written discourse is organized, how it varies, and how it may be described and analyzed. There is a strong focus on issues of culture and ideology underlying communication.

REGULATIONS FOR THE DIPLOMA IN ARTS MANAGEMENT

1. INTRODUCTION

- 1.1 These regulations should be read in conjunction with the General Academic Regulations hereinafter referred to as the General Regulations.
- 1.2 The course of study for the Diploma in Arts Management is one year.

2. RATIONALE FOR THE PROGRAMME

The Diploma in Arts Management is a trans-disciplinary programme that equips graduates to take an entrepreneurial role in the development and management of the artistic and cultural resources of the country and the region. The programme is open to people engaged in the arts as well as to managers of arts and cultural enterprises in the public and private sectors.

The need for training in the management of the arts, artists and cultural activities has long been recognized among artists themselves. It is increasingly accepted that professionalism and the relevant management techniques are critical ingredients to artistic success.

3. PROGRAMME AIMS AND OBJECTIVES

The Diploma in Arts Management is intended to:

- 3.1 train artists in the development and management of artistic and cultural resources.
- 3.2 train artists in the management of their own talent.
- 3.3 develop regional and international contact with arts organizations, cultural agencies and practitioners in the field.

- 3.4 develop the entrepreneurial insight and skill to transform cultural resources into sources of economic benefit for all concerned.

4. LEARNING OUTCOMES

On conclusion of the programmes the successful graduate should be able to:

- 4.1 appreciate the potential of cultural industries.
- 4.2 organize and produce artistic and cultural events.
- 4.3 manage artistic talent.
- 4.4 construct project proposals.
- 4.5 manage an arts or cultural institution.

5. CAREER PROSPECTS

5.1 Students who do this Diploma can find career opportunities in the following areas:-

Departments of Culture, Trade, Intellectual Property Rights,
Museums and Art Galleries, Theatres and Theatre Companies
Technical Production – Sound Light and Stage Management
Festival Organizations, Music and Record Producers
Heritage Sites and Organizations
Craft Producers, Arts Organizations
Book Publishers
Film Producers/Distributors
Event Promoters, Talent Agents .

6. ENTRY REQUIREMENTS

- 6.1 A candidate must have obtained 5 ‘O’ level subjects including English Language.
- 6.2 A pass in ‘A’ level would be an added advantage.

7. PROGRAMME STRUCTURE

The normal duration of a Diploma Programme shall be one year of study. Each Diploma Programme shall be made up of two (2) semesters normally comprising of fifteen (15) weeks each.

8. PROGRAMME ASSESSMENT

- 8.1 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.
- 8.2 For each module the final mark shall be determined by a combination of continuous assessment and examination marks.
- 8.3 Continuous assessment shall normally constitute 40% of the final mark, while the examination constitutes 60%.
- 8.4 A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.

9. List of modules offered:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
HSLA 1126	Introduction to the History of Art	4	48
HSLA 1127	Introduction to the Genres of Art	4	48
HSLA 1128	Information Technology for Arts Managers	4	48
HSLA 1129	Arts and Society	4	48

HSLA 1130	Gender and Sexuality in Media Arts	4	48
HSLA 1131	Arts Policy and Legislation	4	48
SEMESTER 2			
HSLA 1229	Marketing Strategies for Arts Organisations	4	48
HSLA 1230	Business Management and Entrepreneurship	4	48
HSLA 1231	Accounting for Creative Industries	4	48
HSLA 1232	Cultural Festivals and Special Event Management	4	48
HSLA 1233	Research Paper	8	96

10. MODULE SYNOPSES:-

HSLA 1126 Introduction to the History of Art in Zimbabwe

In this module, students will be taken through a journey of discovering the origins of Art and its development thereof. An attempt to explain the history of art will be done looking at its relationship with politics, economics and region of Zimbabwe. The impact of culture in the history of art will be explored.

HSLA 1127 Introduction to the Genres of Art

A foundation will be laid on the different genres of the arts. The thrust of the module is to make a comparative analysis of the genres of the arts and go on to explore managerial techniques one would employ to manage the different sectors.

HSLA 1128 Information Technology for Arts Managers

The course sets to provide arts management students with the opportunity to advance IT skills to required levels. In this module students take classes in campus media labs ranging from MS

Office/Excel to advanced IT. Net working aspects using the IT tools will be explored.

HSLA 1129 Arts and Society

The module examines role of visual and performing arts as social and cultural institutions, with emphasis on historic traditions and trends that have most directly influenced contemporary practice.

Consideration is given to the essential functions of art in society in an effort to address questions: Why do we require art at all? What constitutes “good” or “bad” art? What encouragements or impediments does our society offer to the creative artist or arts institution? How do the various forms differ in their traditions, philosophical underpinnings, and current manifestations? How can arts managers participate in the cultural conversation to the benefit of art forms, artists and the institutions they serve.

HSLA 1130 Gender and Sexuality in Media Arts

The module seeks to make students have an awareness of gender issues and uphold gender sensitivity within the arts sector. Gender theories and analysis will be explored in relation to the arts. An analysis of the different ways in which sexuality and gender have been depicted in cinemas and within the art sector will be done.

HSLA 1131 Arts Policy and Legislation

The module reviews current state of non-profit arts field, then it familiarises students with the most common rationales for public support of the arts and respective roles of the state, and local governments and private policy actors. It examines dilemmas that arts organizations face in balancing the need for government support and artistic integrity with push and pull of market. It compares policies in the region to those of developed countries.

HSLA 1229 Marketing Strategies for Arts Organizations

The module teaches students about strategic way of thinking about audience, community and market. Students learn about external and internal environments and the interplay among them; discuss marketing fundamentals pertaining to arts audiences; and are introduced to fundamentals of applied marketing media and advertising fundamentals.

HSLA 1230 Business Management and Entrepreneurship

The course will explore the theoretical and conceptual issues of project planning and project management. It equips students with the appropriate skills for administration and leadership necessary for resources management, team building and conflict resolution. The thrust of the course will be in the project definition, approval and project cycle and techniques.

HSLA 1231 Accounting for Creative Industries

Introduces accounting fundamentals, financial statement preparation and interpretation, along with financial health indicators specifically related to needs of arts organizations. Provides an overview of accounting as a tool to manage and control arts organizations.

HSLA 1232 Cultural Festivals and Special Event Management

The thrust of the course is to explore technical aspects of events and festival management. Topics such as cultural understanding, tourism, sponsorship, fundraising and development, logistics of scheduling and contracts, and the relationship to larger, marketing and sales and budgeting will be looked at.

HSLA 1233 Research Paper

in this module the student will be required to choose a genre of art of their choice. They research on how it is structured, performed and its benefits to the performers and the audience. This may be done in two

ways, either through practical visits to various schools of arts that perform it, or through desk research. Desk research means the student will rely on previous research that have been done on that particular art genre of their choice. After doing their research, the student will then write a long essay on his/her findings. The essay should be 2500 to 3000 words long. The essay should be clear on the following:

- Type of art
- Type of research to be used
- Done by which group of people?
- For what purposes?
- Current trends in that genre

REGULATIONS FOR THE DIPLOMA IN COURT INTERPRETING AND TRANSLATION

1. PREAMBLE

1.1 These regulations should be read in conjunction with the General Regulations of Lupane State University.

1.2 Further these regulations should be read in conjunction with the Faculty Regulations of the Faculty of Humanities and Social Sciences.

2. RATIONALE FOR THE PROGRAMME

The Diploma in Court Interpreting and Translation is a client specific programme tailor made for the Judicial Service Commission. This is in response to the concern raised by the Public Service Commission (in its minute E/A/12/13 dated 30th October 2003) in which it advised the Ministry of Justice Legal and Parliamentary Affairs to “revisit qualification, training and competencies requirements for Court Interpreters with a view to professionalising this field.” The current situation considers bilingualism (fluency in the court language English and at least one other language) as the prerequisite criteria for the recruitment of Court Interpreters. This Diploma aims to pedagogically expose Court Interpreters (and those interested in this area) to the theoretical and academic foundations to interpreting, translation and general courtroom practice. Students undertaking this programme will be grounded on the principles of court interpreting. This will include a brief history of this subject and the key tenets and considerations within this area pertinent to the client’s needs. Communication and translation courses will also be mainstreamed in the Diploma as well as those on civil and criminal procedure. Furthermore the role of the interpreter as an intermediary in victim

friendly courts will be covered by the Diploma. The programme integrates a holistic multi-disciplinary approach and highly specialised training geared towards producing a professional court interpreter.

3. PROGRAMME AIMS AND OBJECTIVES

The main aim of the programme is for capacity building for the Judiciary Services Commission.

4. CAREER OPPORTUNITIES

On successful completion of the Diploma, graduates can be formally employed as Professional Court Interpreters and Translators.

5. ENTRY REQUIREMENTS

- 5.1** At least 2 ‘A’ Levels and 5 ‘O’ Levels including English Language.

6. PROGRAMME ASSESSMENT

- 6.1** A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student’s performance in a module through various methods like tests, practical work, and assignments, or as clarified in a course outline.
- 6.2** For each module the final mark shall be determined by a combination of continuous assessment and examination marks.
- 6.3** Continuous assessment shall normally constitute 30% of the final mark, while the examination constitutes 70%.

- 6.4 A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.

7. PROGRAMME STRUCTURE

- 7.1 The duration of the diploma programme shall be 18 months of which 6 months will be industrial attachment.
- 7.2 The following list of modules constitutes the content and structure of the Diploma in Court Interpreting and Translation.

8. List of Modules:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
HSCI 1101	Principles of Court Interpreting I	4	48
HSCI 1102	Introduction to Translation and Editing	4	48
HSCI 1103A	Introduction to the Zimbabwe Legal System	2	24
HSC1 1103B	Introduction to Professional Ethics	2	24
HSCI 1104	Language and Society I	4	48
HSCI 1105	Introduction to Linguistics	4	48
HSCI 1106	Introduction to Communication	4	48
SEMESTER 2			
HSCI 1201	Principles of Court Interpreting II	4	48
HSCI 1202	Introduction to Civil Procedure and Evidence	4	48
HSCI 1203	Introduction to Criminal Procedure and Evidence	4	48
HSCI 1204	Language and Society II	4	48

HSCI 1205	Language, VFC and Children's rights	4	48
HSCI 1206	Multilingualism and Bilingualism in Society	4	48

SEMESTER 3

HSCI 1207 Industrial Attachment

9. MODULE SYNOPSES

HSCI 1101 Principles of Court Interpreting I

This module introduces the student to the principles and practises governing the interpreting profession. It provides a general overview of the discipline by in-calculating basic interpreting skills and techniques such as language proficiency. The student will be taught on identifying the process involved in interpreting and translation and how to distinguish between the two. The module will include a brief history of court interpreting. It will also cover modes and types of interpreting as well as ethical considerations and professional conduct for court interpreters.

HSCI 1102 Introduction to Translation and Editing

This module aims at imparting to the interpreter the translating skill of extracting the gist of a text. The interpreter will be grounded on how to come up with a summarised version of the same text in another language without distorting the original message. It will also impart the skill of solving translation problems encountered at word and phrase level. This will be achieved by defining translation and discussing important topics within translation. The module will further equip students with writing and communication skills meant to facilitate the transcription of court proceedings and the preparation of court records.

Students will also receive instruction in the transposition of oral discourse into written narrative guided by rules of syntax and lexicon. Evidence given in court does not necessarily conform to the dictates of language use hence interpreters need to edit it so that it agrees with language conventions without losing the original meaning.

HSCI 1103A Introduction to the Zimbabwe Legal System

This course introduces students to basic legal concepts, principles and procedures in the Zimbabwean Legal System. It enables students to also understand the legal method and the structure of the Zimbabwean legal system including the nature of law in general. This includes all sources of Law notably Statute Law, Customary Law, Common Law, Law of Precedent and the Constitution. The module also covers the definition of law, the role and purpose of law in society, the relationship between law and justice as well as legal jargon. The course trains students in legal reasoning and analysis and fosters the acquisition of knowledge of substantive areas of law and the appreciation of criminal procedure. There is emphasis on thinking, speaking and writing clearly. At the end of the course students should have a clear understanding of the role of an interpreter in legal court proceedings and also an understanding of the role the attorney, law enforcement agents and other legal professionals.

HSCI 1103B Introduction to Professional Ethics

In this module students are going to learn about professional conduct in the court and the does and don'ts. The students are also introduced to duties and qualities of a good Court Interpreter. The module also covers study on how the Court Interpreter relates to:

- The court managers such as Chairman of Disciplinary Committees, Magistrate, President of Labour and Administration Court, Judges of the High Court and Judges of Appeal of the Supreme Court

- Other officers of the Court such Clerks of Court, Judges Clerks, Prosecutors, Court Orderlies etc
- The handling and controlling of the Litigants
- The handling and controlling of vulnerable witnesses (the young and elderly)

HSCI 1104 Language and Society I

The purpose of this module is to develop a view of language as a social practice, the module therefore focuses on fluidity of language – language is not seen as a static phenomenon but as existing in a dialectical relationship with the society. The module and society are inextricably intertwined and it seeks consequently to provide an overview of the most relevant topics concerned with language and society as well as culture. Social and linguistic concerns are integrated for a fuller understanding of how the two impinge and interface with each other for attainment of a comprehensive theory on how they can be usefully manipulated by different language practitioners in different domains.

HSCI 1105 Introduction to Linguistics

This module provides a general introduction to the field of linguistics, the scientific study of language. The main goals of the module are to introduce students to the structure of language, the sub systems of language and how they relate to each other. The module further introduces students to the rules which govern different languages. It is important for students of translation and interpretation to master the different languages which are governed by different rules, as this will enable them to avoid distorting the target language when translating.

HSCI 1106 Introduction to Communication

This module will initiate students to the various understandings that have come to bear on communication. The intention is to equip students with the knowledge of the variables and cultural dynamics that impact on communication and intended meaning. This is fore-grounded by the fact that what witnesses, defendants and accused say in court is influenced by the socio-cultural situation of the encoder. Evidence given in court and all its attendant discourses have implications on how one will be judged by the law, hence a nuanced understanding of communication will help eliminate ‘noise’ and reduce the chances of the interpreter making an oppositional reading to what the original speaker has said. The module will therefore help interpreters to decode and convey meaning as intended by the speaker.

HSCI 1201 Principles of Court Interpreting II

This module is a continuation of module Principles of Interpretation I. Its key focus is to assist the interpreter by undergoing a skill-oriented process of study that is aimed both at improving theoretical and practical knowledge of the interpreting process in a variety of contexts. This will be achieved by studying speech act theory, conversational principles and the dynamics involved in the interpreted model and professional practice of liaison. Interpreting is also central in this module.

HSCI 1202 Introduction to Civil Procedure and Evidence

This module aims to give a general overview of civil procedures and out of court litigation systems such as summons, court and chamber applications, pleading and pre-trial conferences.

Topics include, court process, the civil trial procedure, application procedure, enforcement judgement and maintenance applications procedure. The course also examines the strength and weaknesses of

the civil procedure. Students will also be taken through introduction to civil evidence and burden of proof.

HSCI 1203 Introduction to Criminal Procedure and Evidence

This module aims to introduce students to criminal procedures in the court such as remand procedure, plea procedure, trial procedure, verdict, competent verdict, judgement, mitigation, sentence and execution. The students will also learn about rule of evidence namely admissible evidence, inadmissible, character evidence, circumstantial evidence, evidence aliunde and hearsay evidence.

HSCI 1204 Language and Society II

This is the second part of the two part module. In this module students are equipped with relevant skills to develop realistic expectations and appropriate approaches for sociolinguistic issues in cross-cultural fieldwork and specific domains and in concrete performance situations. The focus of this module shifts to specific speech communities in Zimbabwe and examines the different social contexts in which different language varieties are used. It also concerns itself with the motivations behind certain linguistic choices in a speech community and attempts to link this variation to various sociolinguistic phenomena and specific professional practice and experiences.

HSCI 1205 Language, VFC and Children's rights

This course will examine appropriate language and interpreting skills relevant and applicable to the Victim Friendly Court (VFC such as having a good choice of child vocabulary, a good understanding of children's developmental stages. The course will aim to develop the ability to be patient with witnesses particularly child victims, look at possible challenges encountered by an intermediary and how best they can be solved and to appreciate the set-up of a Victim Friendly Court and how the system works. This course will further examine critically

a range of legislation, policies and services affecting children, through the concepts of childhood, rights and children's rights and the articles of the UN Convention on the Rights of the Child. It will examine the effectiveness, equity and cultural sensitivity of the laws on children and consider national laws in light of international and regional human rights and to discuss strategies for raising children's rights in court.

HSCI 1206 Multilingualism and Bilingualism in Society

This module examines the challenges that multilingualism and bilingualism present in post-colonial states. The aim of the course is to raise awareness around issues relating to language and social justice in the process of democratic development and to provide analytical skills of appraising language policies and linguistic rights in multilingual states. This module also examines bilingualism and multilingualism at the level of individual and essential features such as code switching, code mixing and various ways in which bilinguals and multilinguals manipulate their codes in different situations and professions associated with language practice.

HSCI 1207 Industrial Attachment

This period will be covered in 6 months during which the student should be attached to any court in Zimbabwe. The placement shall be assessed by onsite visits as well as by means of a detailed report from the student on the placement experience. The overall grading shall be done in consideration of the academic supervisors report, placement supervisor's report as well as the student report on attachment.

REGULATIONS FOR UNDERGRADUATE DEGREES OFFERED IN THE FACULTY OF HUMANITIES AND SOCIAL SCIENCES

1. INTRODUCTION

1.1 These Faculty Regulations apply only to students registered for undergraduate degree Programmes in the Faculty of Humanities and Social Sciences. These regulations should be read in conjunction with the General Academic Regulations for undergraduate degrees hereinafter referred to as the General Regulations. General Regulations have precedence over these Faculty Regulations.

1.2 The Faculty of Humanities and Social Sciences offers the following undergraduate degrees:-

Bachelor of Arts Honours Degree in Language and Communication Studies.

Bachelor of Arts Honours Degree in IsiNdebele.

Bachelor of Arts Honours Degree in Applied Language Studies.

Bachelor of Social Science Honours Degree in Development Studies.

Bachelor of Social Science Honours Degree in Geography and Population Studies.

1.3 Undergraduate degrees offered by the Faculty of Humanities and Social Sciences may be studied on a full time basis over four years with one year (at least 30 weeks) ear-marked for industrial attachment. A student placed under an organization will be required to submit himself/herself to Rules and Regulations as apply to the employees of that organization. Should it become

necessary for the student under attachment to change the organization, permission must be granted by the University.

2. ENTRY REQUIREMENTS

- 2.1 To qualify for admission for an undergraduate degree Programme in the Faculty of Humanities and Social Sciences a student must satisfy the entry requirements as specified in the General Regulations.
- 2.2 For entry into the Faculty of Humanities and Social Sciences, students must have passed 5 subjects at Ordinary Level (or its equivalent).
- 2.3 The 5 subjects at Ordinary Level should include English Language. Some programmes offered in the Faculty require that a candidate should have passed 'O' level Mathematics with at least a C grade.
- 2.4 Apart from five (5) subjects at Ordinary Level a student must have passed at least two subjects at the Advanced Level.
- 2.5 Holders of relevant Diplomas from recognized colleges or other recognized institutions will be admitted provided that they would have attained an approved standard of performance in their Diplomas.
- 2.6 Subject to the Departmental Panel's recommendation a student who has completed a **Diploma** may proceed to the **related Honours programme**.
- 2.7 A student with a Distinction Diploma classification may be allowed to proceed to Part 2 of the related Honours programme
- 2.8 In addition to fulfilling the requirements stipulated above, a student must normally satisfy the requirements which are stipulated under each programme.

3. PROGRAMME STRUCTURE AND COURSE COMBINATION

- 3.1 The structure of the Honours Programme shall normally contain the following elements:-
- 3.2 A range of courses within specified subject areas will be studied over at least four academic years of full-time study for the Honours Degree programmes. The four years are inclusive of one year of Industrial Attachment. There are also one year Special Honours programmes which are offered to holders of Bachelors Degrees.
- 3.3 The combination of Subjects and courses within the Honours Degree Programmes shall be wide enough to allow a student to cover various topics in the social sciences. However not all courses will necessarily be available each year and the offer of courses is subject to timetable feasibility and staffing considerations, in addition to the approval of the academic viability of combinations.
- 3.4 The four year Honours Degree Programmes shall include Industrial Attachment. Industrial attachment for the Honours Programme shall cover a period of one academic year. Students go on Industrial Attachment when they are in Part III.
- 3.5 Students can be exempted from Industrial Attachment. Such exemption will involve scrutiny of the student's employment period and whether or not the work that a student does where he/she is employed is relevant to the degree programme.
- 3.6 During the final year of study a student will be required to complete a research project/dissertation.

4. Examinations

4.1 Examinations for degree programmes offered in the Faculty of Humanities and Social Sciences will normally take place at the end of each semester.

4.2 **To be admitted to the examination for any programme offered in the Faculty of Humanities and Social Sciences a candidate must:-**

4.2.1 Have registered as a student of Lupane State University, in accordance with the General Regulations for students.

4.2.2 Paid required fees in accordance with the General Regulations.

4.2.3 Satisfactorily attended approved courses of study including submission of required written assignments. A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.

4.2.4 Attended compulsory classes. Students are required to attend at least 75% of their lectures. All seminars are compulsory. The University reserves the right to bar students from writing examinations if they do not satisfy these requirements.

4.2.5 Participated in prescribed seminars, tutorials and practical classes. Where there is a practical component, that component shall be taken as part

of coursework assessment. The weighting of theory coursework and practical coursework shall be specified in course outlines.

- 4.3 For some programmes a candidate must satisfy the examiners in both theory and practical examinations.
- 4.4 The examiners may, at their discretion, require any candidate to present himself/herself for an oral examination or written test.
- 4.5 Students are required to have a minimum mark of 50% in coursework in order for them to be eligible for writing examinations. Students would not be allowed to sit for an examination if they have a coursework mark which is less than 40%.
- 4.6 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.
- 4.7 A coursework mark is not transferable and is valid only for the specific registration period in which it has been achieved.
- 4.8 Coursework shall contribute 40% of the overall mark of that course. The formal examination for a course shall be of three hours duration and shall contribute 60% of the overall mark of that course.
- 4.9 The overall mark of a module shall be determined by the sum of weighting the coursework mark and the examination mark in the ratio 40:60.

4.10 Pass mark shall be 50% for the coursework mark, final examination mark, industrial attachment mark, and the dissertation.

4.11 Industrial Attachment Courses shall be assessed by coursework and by the assessment of a final report, written by the student. The coursework mark shall constitute 40% and the final report mark shall constitute 60% of the overall course mark. The coursework mark shall be based on an assessment on the student's professional performance by his/her supervisors in the field and the employer's assessment. The final report mark shall be based on reports written by the student at the end of the industrial attachment course. The final report will normally be submitted not later than the end of the month following completion of the industrial attachment course.

5. AWARDING OF A DEGREE

5.1 Honours Degrees

5.1.1 To be eligible for the award of an Honours Degree a student must:-

5.1.2 Pass all Core and Elective modules taken.

5.1.3 Present and pass a Dissertation.

5.2 Each Departmental Panel of Examiners shall, having recommended to the Faculty Board of Examiners that a student has passed his/her programme, recommend the division in which he/she has passed that Programme.

5.3 In classifying the pass the Faculty Board of Examiners shall consider the weighted aggregate mark for Part I, II, III and IV. Parts shall be weighted as follows:

Part I	10%
Part II	25%
Part III	25%
Part IV	40%

6. CLASSIFICATION OF A DEGREE

The Honours Degree Certificate and the student's transcript shall record that the student has been awarded the Degree with the Subject of specialization indicated, and the classification accorded to the Degree.

7. NOTIFICATION OF RESULTS

Results shall be published in accordance with the General Regulations.

8. Regulations of programmes offered in the Faculty of Humanities and Social Sciences:-

REGULATIONS FOR THE BACHELOR OF ARTS HONOURS DEGREE IN LANGUAGE AND COMMUNICATION STUDIES

1. INTRODUCTION

- 1.1 These regulations should be read in conjunction with the General Academic Regulations hereinafter referred to as the General Regulations.
- 1.2 These regulations apply only to students who are in full-time attendance of the programme.
- 1.3 The Bachelor of Arts Honours Degree in Language and Communication Studies will be awarded to candidates who have successfully completed a course of training previously approved by the University, and have satisfied the Examiners in accordance with the Regulations set out below.
- 1.4 During the final year of study a student is required to start and complete a 9000 word dissertation on any aspect of the study of Language and Communication.
- 1.5 Students, who are active language practitioners, can apply to be exempted from the one year attachment on condition that they satisfy the placement assessment needs of the Faculty.

2. RATIONALE FOR THE PROGRAMME

This degree programme is necessitated by the fact that language and communication are central to all fields of human endeavour. The degree is designed for students with a broad and critical interest in the processes of human language and mediated communication, and in the theories of particular aspects of contemporary life. An inclusive view of

communication is taken, encompassing the practicalities of linguistic and visual communication as well as more abstract approaches to meaning and symbolic exchange; thereby increasing ones' understanding of linguistic and human communication processes. It is also premised on the fact that whichever profession one chooses, the ability to use language to communicate will be a skill highly valued by an employer. The study of contemporary issues in language communication and culture also complements all forms of study in the humanities and social sciences as well as law, the sciences, the arts, government, economics, commerce and education.

3. AIMS AND OBJECTIVES

On successful completion of the course, one will be equipped with the necessary skills and knowledge to:

- assess the place of language within systems and processes of communication generally;
- describe particular usages of language, for example at the levels of pronunciation, lexicogrammar, discourse structure and functioning;
- appreciate relationships between language forms and the social and cultural contexts where they are used;
- analyse the specific demands and constraints of using language and communicating within particular institutional and professional settings, such as the mass media, medicine, education (including language education), business and industry;
- appreciate the shared elements of human communication processes and explore their diversity and their central relevance to contemporary social life;
- analyse the communication practices that sustain and constitute social institutions such as the newspaper, TV and film industries and critically appraise their output;

- identify generic categories within types of media communication and understand their constitution as cultural products.

4. CAREER PROSPECTS

Language and Communication graduates can be found in a variety of occupations which require a good grounding in these areas, in conjunction with some applied and vocational specialisation such as speech writer, journalist, community affairs liaison, lobbyist, recruiter, personnel director and public relations specialist, counselling, all aspects of writing (commercial, technical, journalistic, and so on), work in cross-cultural and multilingual settings, literacy or language education, publishing houses and research in social and applied aspects of language to mention a few.

In addition to the above, there are many careers which require a more specific linguistic training. Career possibilities associated with linguistics are language teaching, translation, speech and language therapy, computing applications and research in descriptive or applied linguistics.

Our whole life revolves around how we use language. This, therefore, necessitates the study of language. This equips the students with knowledge of how languages work, develop and how they are similar to one another with respect to sounds, words, meanings and structure. They also discover how language affects our thoughts, our interactions and our cultural identity. Language is a means for communication which therefore makes it necessary to study the two aspects conjointly. A qualification on this will therefore leave the candidate in a

better position to research, use and apply language in whatever situation that may require such expertise.

5. ENTRY REQUIREMENTS

5.1 Five (5) 'O' level passes including English and an African language

and

5.2 2 'A' level passes including an African language/ English Literature

or

5.3 A Diploma in Education majoring in an African Language/ English.

6. PROGRAMME ASSESSMENT

6.1 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.

6.2 For each module the final mark shall be determined by a combination of continuous assessment and examination marks.

6.3 Continuous assessment shall normally constitute 40% of the final mark, while the examination constitutes 60%.

6.4 A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.

7. GRADING AND CLASSIFICATION OF DEGREE

Refer to Section 5 of the Faculty Regulations.

8. PROGRAMME STRUCTURE

The course of study for the B.A. Honours Degree in Language and Communication is normally 4 years comprising of eight (8) semesters of study and one academic year of placement. The combination of modules within the Honours degree programme shall be wide enough to allow a student to cover various issues in Language and Communication Studies.

8. List of modules offered:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
HSLA 1121	Introduction to linguistics	4	48
HSLA 1122	Introduction to Human Communication	4	48
HSLA 1123	African Philosophy and Worldview	4	48
HSLA 1124	Introduction to Computers and Information Literacy	4	48
<i>Plus any two electives from the following:</i>			
HSLA 1118	Culture and Counselling	4	48
HSDS 1107	Introduction to Development Studies	4	48
HSLA 1120	HIV/AIDS and Culture	4	48
SEMESTER 2			
HSLA 1228	Theories and Approaches to Communication	4	48
HSLA 1226	Introduction to Literature	4	48
HSLA 1217	Introduction to Southern African Languages	4	48

HSLA 1227	Perspectives to Human Communication	4	48
	<i>Plus any two electives from the following:</i>		
HSLA 1224	Critical Analysis of Texts in an African Language	4	48
HSLA 2212	African Languages and the Media	4	48
HSLA 1218	Multilingualism and Bilingualism in Post-Colonial Africa	4	48

PART 2
SEMESTER I

HSLA 2104	Research in Language and Communication	4	48
HSLA 2111	Arts Organisations and Management	4	48
HSLA 2117	Cross-Cultural Communication	4	48
HSLA 2115	Theories of Literature and Criticism	4	48
	<i>Plus any two electives from the following:</i>		
HSLA 2105	Language Planning and Policy	4	48
HSLA 2116	Translation Studies	4	48
HSLA 2114	Theatre and Performance	4	48

SEMESTER 2

HSLA 2213	Indigenous Knowledge Systems	4	48
HSLA 2217	Language Learning and Acquisition	4	48
HSLA 2219	Current Issues in Literature	4	48
HSLA 2220	Dialectology	4	48
	<i>Plus any two electives from the following:</i>		
HSLA 2222	Law, Ethics and		

	Communication	4	48
HSLA 2211	Language Change and Development	4	48
HSLA 2221	Linguistic Theory	4	48

PART 3

HSLA 3000	Industrial Attachment Student's Work Related Learning Report	16	
	Academic Supervisor's Assessment Report	14	
	Employer's Assessment Report	10	

PART 4

SEMESTER 1

HSLA 4101	Sociolinguistics I	4	48
HSLA 4102	Materials Design	4	48
HSLA 4106	Critical Media Studies	4	48
HSLA 4108	Creative Writing and Editing	4	48
	<i>Plus any two electives from the following:</i>		
HSLA 4110	Globalisation and African Languages	4	48
HSLA 4109	Gender Issues in Literature	4	48
HSLA 4111	Arts and Cultural Industries	4	48

SEMESTER 2

HSLA 4209	Materials Design	4	48
HSLA 4213	Culture and Communication	4	48
HSLA 4208	Sociolinguistics II	4	48
HSLA 4214	Media Economics	4	48
HSLA 4210	Dissertation	8	96

10. MODULE SYNOPSES:-

HSLA 1118 Culture and Counselling HSLA 1118

This module seeks to help students gain the knowledge and skills needed in cross cultural practice with groups and communities. Students are expected to be able to:

- Express self - awareness of group and community social identity.
- Explain the ways in which groups and communities experience socio-political factors.
- Explain the various roles that cross-cultural counsellors play with clients.
- Distinguish between cross- cultural work with individuals and groups.
- Explain theory and concepts related cross-cultural counselling with groups and communities.
- Apply culturally appropriate techniques for working with groups and communities.
- Research a wide variety of culturally appropriate resources
- Intervene and evaluate professional role when working with diverse groups and communities.

HSLA 1120 AIDS and Culture

This module explores the history of HIV and AIDS. It dwells much on the African cultural practices (particularly those of Zimbabwe) that curb and those that promote the spread of HIV. The major thrust is also on the management and control of HIV and AIDS through the utilisation of locally available resources. Major analysis is applied on the imported ideas of HIV and AIDS management in view of African cultural practices. Students are equipped with the knowledge and skills of preventing and management of the pandemic through the sharing of ideas. This module is unique in the sense that most of the learning is

through the sharing of ideas since no one individual can be said to have an exhaustive knowledge of HIV and AIDS.

HSLA 1121 Introduction to Linguistics

The module focuses on the detailed aspects of linguistic description. Students are introduced to the fundamental levels of linguistic structure. These are sounds, words, phrases and meaning and simple modelling of these levels. Special attention is paid to data from the languages of Zimbabwe and South Africa.

HSLA 1122 Introduction to Human Communication

In this module the history of anthroposemiotics is studied in the light of new trends in communication. The evolution of communication from speech to symbols, cave paintings, petroglyphs, pictograms, ideograms, writing, alphabet and telecommunications will be studied in detail. Students will be involved in the investigation of forms of communication, basic modes and types of communication, communication industries and the media.

HSLA 1124 Introduction to Computers and Information Literacy

This module will equip students with standard computer packages for language and communication work and research. The packages to be studied in this module currently include MS Word, MS Excel, Power Point, Statistical Package for Social Sciences (SPSS) as well as any other relevant packages that might come into the market from time to time. The module seeks to create a computer literate graduate.

This course also teaches students information literacy skills. Students are taught how to analyse and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in

understanding the legal and ethical issues relating to the use of information.

HSLA 1217 Introduction to Southern African Languages

In this module students are exposed to a survey of the Linguistic structure and classification of selected Bantu languages in Southern Africa. Students explore the effects of different social, historical and political issues on the development of the languages. The behaviour of languages in contact, bilingualism and multilingualism are studied. Students will be expected to examine and evaluate discourses of the selected languages in various media.

HSLA 1218 Multilingualism and Bilingualism in Society

This module examines the challenges that multilingualism presents in postcolonial states. The aims of the course are to raise awareness around issues relating to language and social justice in the process of democratic development and to provide analytical skills for analysing language policies and empowerment. This module also examines bilingualism and multilingualism in individuals, the essential features of multilingual communities and typical processes such as code switching, language shift and even language death, as well as various ways of using languages in bilingual education programs.

HSLA 1224 Critical Analysis of Texts in an African Language

This module explores textual analysis with a focus on the cultural relevance. It is a study of registers and as they relate to language structures in African Languages. The student has to develop a sound understanding of how texts function, how texts differ in terms of contexts, and then also to understand linguistic selection within particular speech communities.

HSLA 1226 Introduction to Literature

Introduction to literature is designed to introduce students to various approaches to the analysis of poetry, the novel, oral and written genres of literature. Basic methods of evaluating, understanding and placing the individual text in its wider cultural and historical context will be explored.

HSLA 1227 Perspectives on Human Communication

In this module the history of human communication is studied in the light of new trends in communication. The evolution of communication from speech to symbols, cave paintings, petroglyphs, pictograms, ideograms, writing, alphabet and telecommunications will be studied in detail. Students will be involved in the investigation of forms of communication, basic modes and types of communication, communication industries and the media. All the topics will be oriented to basic theories, dimensions, and concepts of human communicative interaction and behaviour.

HSLA 1228 Theories and approaches to Communication

This module examines a variety of communication theories, how they are constructed, tested and revised. Several theories are examined and critiqued with reference to their theoretical traditions, and their respective orientations. Emerging Approaches such as: Uses and Gratification, Study of Mass Communication institutions, Agenda-setting, Approach, Westley and McClean's models of communication, Hypodermic Needle Theory, Uses and Gratification Theory, Frankfurt school of thought and other relevant theories will be studied. This module will enable students to challenge linear approaches to communication studies and will broaden the theoretical vision of the students.

HSLA 2104 Research in Language and Communication

The module offers an introduction to research theory and methods. The course covers both quantitative and qualitative applied linguistics research methods through a combination of readings and critical analysis of research articles. Class participants are likely to be at different stages in their graduate study, and the course (and assessment) aims to accommodate differing goals. Where possible, participants are encouraged to select a method of research not yet attempted. Both small-scale replication studies and original work are encouraged. Topics include quantitative and qualitative methods of research; empirical research in communication language; research designs; data collection and analysis; results interpretation; and report writing. Once the essential components of a range of different methods are grasped, students prepare a detailed research design for an applied linguistics study, including piloting some aspects of the design with a view to improving the final version. This course is a prerequisite for the dissertation modules.

HSLA 2105 Language Planning and Policy

This module will be a study of organized activity designed to solve social problems involving language, how languages are standardized, selected as official, prescribed for use as medium of instruction, for the law and business etc. Language planning activity can be as broad as the selection and development of a new national language or as focused as a mother attempting to stop her child from using a particular dialect. Since language planning is more an activity than a body of knowledge, this module emphasizes the examination of cases, both as a class and individually. The cases examined will vary from those in Zimbabwe and Southern Africa in general.

HSLA 2111 Arts Organisations and Management

This subject develops a critical appreciation of management practices and organizational forms in the arts and culture industries. It examines the impact of different modes of managing and creative problem solving. It creates an awareness of behavioural issues within arts organizations, including power, control, conflict, negotiation, decision making and strategic planning. It also addresses a range of contemporary issues which impact on managing within these organizations, including leadership, employment relations, cutback management, and corporatization. Students will cover the areas of producer-artist relations, basic accounting and bookkeeping, marketing, and show management; public relations, legislations and regulations governing arts performances in Zimbabwe and the region, piracy and copyright laws. The aim of this module is to get the student to appreciate the basic management principles as they affect the artist at the level of the individual to the group.

HSLA 2114 Theatre and Performance

This module explores the major genres or performative traditions, including ritual, festival, initiation, storytelling, and occasional performances found in Africa; how they are organized to reflect social and spiritual bonding, and how this is mediated in performance and the beauty it creates. Analysis of contexts, texts, spaces, and expressive techniques adopted in the presentation of the self and other as expressed by the individual/community in performance. Factors that account for the continuity and change in the performative structures, such as colonialism, and how they are performed are explored. Relevant material is presented from African literature, history, and religion.

HSLA 2115 Theories of Literature and Criticism

This module aims to introduce students to theories of Literature and Criticisms. Different theories of literature will be explored focusing

mainly on their origins, tenets and their applicability to the study of Afrocentricism, Marxism, Formalism, Structuralism, Modernisms and Postmodernism among other theatres.

HSLA 2116 Translation Studies

This is an introductory module to the theory and practice of translation as well as language development. Language development as an applied linguistic discipline is emphasised in this module with students being exposed to term creation in the process of translation. Intra and inter language studies will form the basis since translation involves comparative language studies. Various types of translation are also studied in this course. The problems associated with each type of translation are also looked at in detail through practical aspects. Translation is studied in this module as a tool and means for the development of a language as opposed to a simple discipline.

HSLA 2211 Language Change and Development

In this module we survey different kinds of language evolution and change, their causes and the methods linguists use to analyze language change and to model the relationships between and among dialects and languages. Special emphasis is put on the role of **linguistic variation** and of **external influences** (e.g. social context, writing systems, contact with other speakers, contact with other cultures, self- and group-imposed ideologies and attitudes, etc.) in the historical development of languages and in bringing about linguistic differentiation and diversity. Counteracting forces of convergence through contact and of standardization are examined as well.

HSLA 2212 African Languages and the Media

In this module students investigate the place of African Languages in the various media that include newspapers, television, radio and advertisements. The aim is to develop a more critical examination of the

metalanguage used by African Language journalists, reporters and newscasters in selected media. The importance of this module is to show the link between communication and culture in the analysis of language use and choice as it brings out the use of euphemism, “Hlonipha” pronoun and idiom, gender and taboos among many other issues. This is a practical module with a lot of hands on analysis of texts.

HSLA 2213 Indigenous Knowledge Systems

The module will provide students with a comparative survey and analysis of the epistemological properties, worldviews and modes of transmission associated with various indigenous knowledge systems, with an emphasis on those practiced in Southern Africa and in Zimbabwe in particular. On managing and recording indigenous knowledge the module will provide a comprehensive understanding of traditional knowledge systems related to the environment, technology and science, language and communication, survival skills, artifacts and weapons, economics, kinship and social organization of a particular people. The module will present an overview of elements of traditional Indigenous knowledge, how it is used and how it has survived change and the processes we need to follow to manage it, and to record it. It will illustrate the need to record and manage the knowledge of different groups to document such knowledge. In this module, students should gain knowledge and understanding of: the structure and influence of knowledge, communication and language globally, and in Indigenous and non-indigenous societies, and how knowledge can be utilised and managed; the importance of oral history and traditions and their relationship to nature, the customs and behaviours of African Indigenous societies and cultures; Indigenous intellectual property rights and copyright, Government legislation and policy formulation in relation to Indigenous societies and cultures; as well as Research ethics in Indigenous contexts.

HSLA 2217 Cross Cultural Communication

Students examine critical issues in cross-cultural communication from a theoretical and practical point of view with specific reference to the Southern African situation in general and the Zimbabwean situation in particular. Cultural influences on communication, description and analysis of cross - cultural interaction events; cross cultural conversation analysis; male-female differences; applications in such areas as personal relationships, business, politics and education. Topics include: cross-cultural communication - a framework for analysis; communication styles - discourse and the presentation of self across cultures; the colonisation and decolonisation of communication in the context of globalization; communicating in diversity; and central challenges to effective communication. The aim of the course is to develop students' sensitivity to cross cultural variation in communication and to provide a theoretical framework for interpreting it. Assessment will focus on evaluations of actual communicative encounters in cross-cultural situations.

HSLA 2219 Current Issues in Literature

This module will introduce students to contemporary or dominant issues in literature studies in the past decade to the present. Special attention will be given to issues pertaining to poverty, HIV and AIDS, xenophobia, corruption, land reform, migration, failure of leadership, multiparty democracy and inclusive governments among other things.

HSLA 2220 Dialectology

This is a module that introduces students to that branch of sociolinguistics that studies the systematic variants of a language. Students will be involved in a comparative study of linguistic features of a certain family of languages. They familiarize themselves with common terms and processes that fall within the discipline of dialectology.

HSLA 2221 Linguistic Theory

In this module the student is introduced to how language is acquired, produced, and understood. The module provides a general introduction to the field of Linguistics, the scientific study of language. The main goals of the module are to begin to think about language analytically, apply methods of linguistic analysis, and become more aware of the important issues related to language and society. Along the way, we will also challenge some commonly held misconceptions about language. Through course readings, lectures, class discussions, exercises, and tutorials, the class will address the following questions:

- What is language?
- How can language be studied systematically?
- What are the subsystems of language, and how do they relate to each other?
- How do language use and culture interact?

Further, it entails a study of how language functions in interactions between individuals and in society. The abstract structure of language, how language is represented in the brain and how language changes over time is investigated. Language is in this module understood to be a phenomenon of communication peculiar to humans. This is an introductory module.

HSLA 2222 Law, Ethics and Communication

This module is intended to inculcate the values of rational, empathetic and socially responsible communication, without which mass communication because of its pervasive nature can have a damaging effect in society. The different understandings and philosophical conceptions of the doctrine of ethics will be reviewed, with the aim of appropriating the most useful insights that can help communication. These range from utilitarian to Kantian perspectives on ethics. The appeal to moral values will then be applied to mass communication,

particularly around notions of objectivity, impartiality, neutrality, fairness and the truth value of media communication.

Law comes in as the legal codification of ethics, this necessitated by the subjective nature of morality from which ethics largely derive. Hence, observance of ethics is fluid and not always guaranteed; law comes in to offset the subjective flaws by upholding an objective standard through codification and punitive measures.

Law is of value to mass communication because it also serves as a guarantor of the freedom to communicate closely allied to those of assembly and movement and the existence of democratic norms. Without constitutional guarantee for the above the media freedom and freedom of expression (FoE) are always under threat. Thus, law will be studied for purposes of establishing how far it adequately caters for FoE, provisions for legislative recourse for those who are harmed by communication (e.g. defamation law) or denied rights to communicate (practising license, right of reply etc). Students are expected to know media law as it is presently constituted in Zimbabwe and probe its implications.

HSLA 4101 Sociolinguistics I

This module provides a basic overview of sociolinguistics, emphasizing particularly the contributions of sociolinguistics to understandings of literacy and literate practices, the use of language in classrooms, bilingualism and multilingualism. The module explores--through readings in sociolinguistic theory and research and practical applications--a wide range of topics in sociolinguistics which will include linguistic variation and social stratification, the ethnography of speaking, as well as language in multilingual societies and language choice.

HSLA 4102 Materials Design I

This module examines the practice of language learning materials development as informed by linguistic theory, in particular theories of reading. The student will be introduced into the various theories of reading as part of the larger understanding of the four skills of language learning which include writing, listening and speaking. The purpose of this module is to develop the skill in the students to develop learning materials for learners of the endangered languages. This module is directly related to HSLA 4209 since it is largely theoretical and introductory in nature.

HSLA 4108 Creative Writing and Editing

In this module students will explore different models of creative writing for various purposes; magazines, periodicals, journals, academic and non-academic writing. The aim of the module is to develop an ability in the student to prepare written materials for different purposes. In the process the module will also develop critical thought in the student as the student explores the theory and practice of editing. Editing will be studied using various texts for analysis.

HSLA 4109 Gender Issues in Literature

The module emphasizes the way in which literature explores gender relations. Questions of femaleness and maleness will receive equal attention since there has been a significant shift within the field of feminist criticism. There has in short been a move from studying women in literature to studying gender. Previously attention tended to fall only on women writers; the presentation of women and historical construction of femaleness while questions of maleness and masculinity received little attention and remained invisible.

HSLA 4111 Arts and Cultural Industries

The central premise of this subject is that art is a social product. This challenges romantic and mystical notions that represent art as 'above' society, as transcending social and historical forces. In arguing against these idealist notions, this subject explores how social, political and economic factors distinguish art from a wide range of regulated cultural practices. The specific focus is on the structures of arts organisations and policy in Zimbabwe. Particular issues considered include the politics and history of public support for the arts, the formation of audiences and publics, the economic impact of the arts, the interaction of the public and private sectors and theories of culture and art.

HSLA 4208 Sociolinguistics II

In this module students are taken through the study of language and gender, language and world view, social networks, linguistic diversity in Zimbabwe and language in classrooms. There shall also be an investigation of the relationship of language and power within the linguistic diversity of Zimbabwe. Throughout the module, emphasis is placed on using sociolinguistics to understand language practices in different situational and social contexts.

HSLA 4209 Materials Design II

This module presents the student with an opportunity to put into practice what has been learnt in the theory section. Students choose a language to work with. The module includes a practical assignment in which students develop their own materials for a senior secondary class. The practical assignment is the major component of the students' continuous assessment. This module should be of interest to people who may be considering a career in language teaching, education and training in general, media, writing, editing or publishing.

HSLA 4210 Dissertation

The dissertation module allows students to work intensively and under individual supervision on a carefully defined topic. It will consist of one-to-one meetings with supervisors, each of up to 30 minutes duration. The module demands the student to exhibit the knowledge and ability of defining a research topic, selecting a methodology, writing footnotes and bibliographies, and making effective presentations. The following learning outcomes will be expected of the student:

- an understanding of the structure and rationale of literary research.
- knowledge of at least one research methodology and its theoretical implications.
- Detailed knowledge of a significant topic of their choice.
- The ability to compile a working bibliography.
- The ability to make an oral presentation and defend it.
- The capacity to produce a detailed proposal.
- The ability to produce an extended piece of scholarly writing with appropriate documentation.

HSLA 4212 Language Learning and Acquisition

Students are introduced to the fields of language acquisition. The module explores the universal processes and stages that govern first language acquisition within a multilingual context. It requires students to describe and analyse the emerging language of children in formal terms and how children learn to communicate with language.

HSLA 4213 Culture and Communication

This module introduces the student to the basic concepts, principles and skills entailed in communication with a focus on the cultures of persons in different minority, racial, ethnic and cultural backgrounds. There is also an investigation of cultural influences on communication, including

social functions of language like bilingualism, biculturalism and bi-dialecticism.

HSLA 4214 Media Economics

This module seeks to involve students in the study of the management of financial resources in a media organisation. It will look at managing production costs, generating revenues, balancing advertising with editorial (financial ratios – advertising versus editorial; production costs versus revenue generation etc); outsourcing, investment. In this module the student has to see the management of a media organisation as a business enterprise.

REGULATIONS FOR THE BACHELOR OF ARTS HONOURS DEGREE IN ISINDEBELE

1. INTRODUCTION

- 1.1 These regulations should be read in conjunction with the General Academic Regulations hereinafter referred to as the General Regulations
- 1.2 These regulations apply only to students who are in full-time attendance of the programme.
- 1.3 The Bachelor of Arts Honours Degree in isiNdebele will be awarded to candidates who have successfully completed a course of training previously approved by the University, and have satisfied the Examiners in accordance with the Regulations set out below.
- 1.4 The medium of instruction in this programme will be mainly in isiNdebele.
- 1.5 During the final year of study a student is required to start and complete a 9000 word dissertation on any aspect of isiNdebele.
- 1.6 Students, who are active language practitioners, can apply to be exempted from the one year attachment on condition that they satisfy the placement assessment needs of the Faculty.

2. RATIONALE FOR THE PROGRAMME

The programme is concerned with the theoretical and empirical investigation of real world problems in which language is a central issue. It offers a field of study that identifies, investigates, and offers solutions to language, cultural and communication related real-life problems. The programme provides a supportive environment for both

theoretical and applied approaches, and for open, critical debate on various aspects of language learning and language use. By deepening their understanding of language learning, language use and language application students are given expertise as they prepare for professional careers in different government and private sectors.

As part of UNESCO's Biennial sectorial policies for 2008-2009 priority one is "Promoting cultural diversity through the safeguarding of heritage and the enhancement of cultural expressions." Languages are recognized as intangible cultural expressions that also need to be enhanced and safeguarded. It is in the same context that 2008 has been declared as the United Nation's "**International Year of Languages.**" LSU is then forced to participate actively in the teaching and development of IsiNdebele at tertiary level.

3. PROGRAMME AIMS AND OBJECTIVES

- 3.1 To provide a supportive environment for both theoretical and applied approaches, and for open, critical debate on various aspects of language learning and language use.
- 3.2 To help students use their language learning experience to gain an understanding of how language is related to individual cognition and to social context.
- 3.3 To help students gain an appreciation of how languages are used to achieve a wide range of social, cultural, aesthetic purposes.
- 3.4 To equip the graduates with some basic knowledge of modern languages necessary for intercultural communication.

- 3.5 To inculcate into graduates a mentality of viewing applied language studies as a problem-driven field that also includes the solution of language-related problems in the real world.

4. CAREER PROSPECTS

On successful completion of the degree programme, graduates can be formally employed in the private or public sector. They may also be self-employed. The following career prospects are available to graduates:

- 4.1 **Private sector**-creative writers, consultants, publishers, translators, editors.
- 4.2 **Public sector**-researchers, editors, interpreters, language policy planners, lecturers, lexicographers, diplomatic attaches, adult education officers.
- 4.3 **Self employment**-publishers, creative writers.

5. ENTRY REQUIREMENTS

- 5.1 Five (5) ‘O’ level passes including English and isiNdebele
- and**
- 5.2 2 ‘A’ level passes including isiNdebele
- or**
- 5.3 A Diploma in Education majoring in isiNdebele.

6. PROGRAMME ASSESSMENT

- 6.1 A coursework mark is determined by means of the assessment (during the course of an academic semester)

of a student's performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.

- 6.2 For each module the final mark shall be determined by a combination of continuous assessment and examination marks.
- 6.3 Continuous assessment shall normally constitute 40% of the final mark, while the examination constitutes 60%.
- 6.4 A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.

7. PROGRAMME STRUCTURE

The course of study for the B.A. Honours Degree in isiNdebele normally 4 years, comprises of eight (8) semesters of study and one academic year of placement. The combination of modules within the Honours degree programme shall be wide enough to allow a student to cover various issues in isiNdebele language and culture.

8. List of modules offered:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
HSLA 1115	Introduction to the Literature and Linguistics of isiNdebele I	4	48
HSLA 1116	The History of isiNdebele	4	48
HSLA 1117	The Ndebele Philosophy and World View I	4	48
<i>Plus any three electives from the following:</i>			
HSCS 1118	Culture and Counselling	4	48

HSCS 1111	Perspectives on Human Communication	4	48
HSDS 1107	Introduction to Development Studies	4	48
HSDS 1120	HIV/ AIDS and Culture	4	48

SEMESTER 2

HSLA 1223	Introduction to the Literature and Linguistics of isiNdebele II	4	48
HSLA 1218	Introduction to Southern African Languages	4	48
HSLA 1225	The Ndebele Philosophy and World View II	4	48

Plus any three (3) electives from the following:

HSDS 1213	The History of Development	4	48
HSCS 1224	Critical Analysis of Texts in an African Language	4	48
HSCS 2214	Cross-Cultural Communication	4	48
HSMS 2212	African Languages and the Media in Post-Colonial Africa	4	48

PART 2

SEMESTER I

HSLA 2104	Research in Language and Communication	4	48
HSLA 2108	Literature in isiNdebele I	4	48
HSLA 2110	Comparative Nguni Studies I	4	48
HSLA 2113	Translation and Language Development Studies I	4	48

Plus any two(2) electives from the following:

HSLA 2105	Language Planning and Policy	4	48
HSDS 2102	Gender and Development	4	48
HSAM 2111	Arts Organisations and Management	4	48
HSPA 2114	Theatre and Performance	4	48

SEMESTER 2

HSLA 2215	Literature in isiNdebele II	4	48
HSLA 2216	Translation and Language Development Studies II	4	48
HSLA 2217	Comparative Nguni Studies II	4	48
HSLA 2218	Language Learning and Acquisition	4	48
<i>Plus any two (2) electives from the following:</i>			
HSDS 2212	Development and Society	4	48
HSLA 2211	Language Change and Development	4	48
HSCS 2213	Indigenous Knowledge Systems	4	48

PART 3

HSLA 3000	Industrial Attachment Student's Work Related Learning Report	16	
	Academic Supervisor's Assessment Report	14	
	Employer's Assessment Report	10	

PART 4

SEMESTER 1

HSLA 4102	Materials Design I	4	48
HSLA 4101	Sociolinguistics I	4	48
HSLA 4108	Creative Writing and Editing	4	48
HSLA 4109	Semantics in isiNdebele	4	48
<i>Plus any two electives from the following:</i>			
HSDS 4106	Globalisation and Development	4	48
HSLA 2106	Psycholinguistics	4	48
HSMS 4106	Criticism and the Media	4	48
HSAM 4111	Arts and Cultural Industries	4	48

SEMESTER 2

HSLA 4209	Materials Design II	4	48
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HSDS 4107	African Languages and Development in Africa	4	48
HSLA 4208	Sociolinguistics II	4	48
HSEM 4207	Ethnomusicology	4	48
HSLA 4210	Dissertation	8	96

9. MODULE SYNOPSES

HSLA 1115 Introduction to the Literature and Linguistics of isiNdebele I

This is the first of two modules that are directly related. In this module the student is introduced the phonetics, phonology, morphology and syntax of isiNdebele. The various structures of the language will be examined with the student proffering examples. This is an introductory module and is a prerequisite for the modules HSLA 2108 and 2206.

HSLA 1116 The History of isiNdebele

This module examines the history of the isiNdebele language up to date from two different but interlocking perspectives. First we trace the rise of Standard isiNdebele against the background of historical events, social change and language standardization theory, asking questions such as 'What processes lead to the development of a standard language? When did 'Standard' isiNdebele evolve, and why? In the second part of the module, we look at the way the standard language itself has changed in terms of its grammar, pronunciation, orthography etc.; and at the historical relationship between Standard isiNdebele and non-standard regional dialects. This part of the module raises questions such as 'Why has 'standard' isiNdebele changed so much? What are the historical origins of Standard isiNdebele and of the main regional dialects?

HSLA 1117 Ndebele Philosophy and World View I

The student will be taken through an investigation of the philosophy, religion, culture and folklore of the amaNdebele. The material culture, spiritual world, ritual and performance of the amaNdebele shall be surveyed. The student will be expected to analyse the dynamism of the

philosophy in the context of the literature, creative art and design as well as the spoken word. At this level the student is merely being introduced to the philosophy that a people's world view is paramount in the understanding of their literature, language and history.

HSCS 1118 Culture and Counselling

This module seeks to help students gain the knowledge and skills needed in cross cultural practice with groups and communities. Students are expected to be able to:

- Express self awareness of group and community social identity.
- Explain the ways in which groups and communities experience socio-political factors.
- Explain the various roles that cross-cultural counsellors play with clients.
- Distinguish between cross cultural work with individuals and groups.
- Explain theory and concepts related cross-cultural counselling with groups and communities.
- Apply culturally appropriate techniques for working with groups and communities.
- Research a wide variety of culturally appropriate resources
- Intervene and evaluate professional role when working with diverse groups and communities.

HSCS 1111 Perspectives on Human Communication

In this module the history of human communication is studied in the light of new trends in communication. The evolution of communication from speech to symbols, cave paintings, petroglyphs, pictograms, ideograms, writing, alphabet and telecommunications will be studied in detail. Students will be involved in the investigation of forms of communication, basic modes and types of communication, communication industries and the media. All the topics will be oriented to basic theories, dimensions, and concepts of human communicative interaction and behaviour.

HSCS 1120 HIV, AIDS and Culture

This module explores the history of HIV and AIDS. It dwells much on the African cultural practices (particularly those of Zimbabwe) that curb and those that promote the spread of HIV. The major thrust is also on the management and control of HIV and AIDS through the utilisation of locally available resources. Major analysis is applied on the imported ideas of HIV and AIDS management in view of African cultural practices. The Students are equipped with the knowledge and skills of preventing and management of the pandemic through the sharing of ideas. However, this module is unique in the sense that most of the learning is through the sharing of ideas since no one individual can be said to have an exhaustive knowledge of HIV and AIDS.

HSLA 1223 Introduction to the Literature and Linguistics of isiNdebele II

In this module the student is introduced to various approaches to the analysis of poetry, the novel, oral narratives and written genres of literature in isiNdebele.

HSLA 1218 Introduction to Southern African Languages

In this module students are exposed to a survey of the Linguistic structure and classification of select Bantu languages in Southern Africa. Students explore the effects of different social, historical and political issues on the development of the languages. The behaviour of languages in contact, bilingualism and multilingualism are studied. Students will be expected to examine and evaluate discourses of the selected languages in various media.

HSLA 1225 Ndebele Philosophy and World View II

In this part, the second of two parts, the student will examine in greater and deeper detail the material and spiritual culture of the amaNdebele. A survey of the symbols, music and expressions of the amaNdebele will be made. The extent of amaNdebele symbolism is further investigated with the intention of understanding the current operations of amaNdebele literary expression, social organisation, religious manifestation and political thought. This module is a practical

application of the first with the student making use of more analytic and deductive skills. Relevance and transferability of information between literary studies, linguistics and culture studies will be a priority.

HSCS 1224 Critical Analysis of Texts in an African Language

This module explores textual analysis with a focus on the cultural relevance. It is a study of registers and as they relate to language structures in African Languages. The student has to develop a sound understanding of how texts function, how texts differ in terms of contexts, and then also to understand linguistic selection within particular speech communities.

HSCS 2214 Cross cultural communication

Students examine critical issues in cross-cultural communication from a theoretical and practical point of view with specific reference to the Southern African situation in general and the Zimbabwean situation in particular. Cultural influences on communication, description and analysis of cross cultural interaction events; cross cultural conversation analysis; male-female differences; applications in such areas as personal relationships, business, politics and education. Topics include: cross-cultural communication - a framework for analysis; communication styles - discourse and the presentation of self across cultures; the colonisation and decolonisation of communication in the context of globalization; communicating in diversity; and central challenges to effective communication. The aim of the course is to develop students' sensitivity to cross cultural variation in communication and to provide a theoretical framework for interpreting it. Assessment will focus on evaluations of actual communicative encounters in cross-cultural situations.

HSMS 2212 African Languages and the Media

In this module students investigate the place of African Languages in the various media that include newspapers, television, radio and advertisements. The aim is to develop a more critical examination of the metalanguage used by African Language journalists, reporters and newscasters in selected media. The importance of this module is to

show the link between communication and culture in the analysis of language use and choice as it brings out the use of euphemism, “Hlonipha” pronoun and idiom, gender and taboos among many other issues. This is a practical module with a lot of hands on analysis of texts.

HSLA 1217 Multilingualism and Bilingualism in Post-Colonial Africa

This module examines the challenges that multilingualism presents in postcolonial states. The aims of the course are to raise awareness around issues relating to language and social justice in the process of democratic development and to provide analytical skills for analysing language policies and empowerment. This module also examines bilingualism and multilingualism in individuals, the essential features of multilingual communities and typical processes such as code switching, language shift and even language death, as well as various ways of using languages in bilingual education programs.

HSLA 2104 Research in Language and Communication

The module offers an introduction to research theory and methods. The course covers both quantitative and qualitative applied linguistics research methods through a combination of readings and critical analysis of research articles. Class participants are likely to be at different stages in their graduate study, and the course (and assessment) aims to accommodate differing goals. Where possible, participants are encouraged to select a method of research not yet attempted. Both small-scale replication studies and original work are encouraged. Topics include quantitative and qualitative methods of research; empirical research in communication language; research design, data collection and analysis, results interpretation and report writing. Once the essential components of a range of different methods are grasped, students prepare a detailed research design for an applied linguistics study, including piloting some aspects of the design with a view to improving the final version. This course is a prerequisite for the dissertation modules.

HSLA 2108 Literature in isiNdebele I -requires HSLA 1115 and HSLA 1220

In this module the theories of African Literature together with the universals in literature shall be investigated. A select number of texts shall be used to apply the approaches to the analysis of isiNdebele Novel and Drama. Contemporary fiction shall be surveyed using major works in isiNdebele.

HSLA 2110 Comparative Nguni Studies I

In this module the student will be exposed to a comparison of the isiNdebele language within the Nguni group of languages viz. Zulu, Swati, Xhosa and the Ndzunza/Manala Ndebele. In this module the student shall be engaged in a comparative study of linguistic features of this family of languages; this will include a comparison of the phonology, morphology and syntax. There shall be the use of various examples in the five languages so as to establish the place of isiNdebele in the macro development of the Nguni languages in Southern Africa.

HSLA 2113 Translation and Language Development Studies I

This is an introductory module to the theory and practice of translation as well as language development. Language development as an applied linguistic discipline is emphasised in this module with students being exposed to term creation in the process of translation. Intra and inter language studies will form the basis since translation involves comparative language studies. Various types of translation are also studied in this course. The problems associated with each type of translation are also looked at in detail through practical aspects. Translation is studied in this module as a tool or and means for the development of a language as opposed to a simple discipline.

HSLA 2105 Language Planning and Policy

This module will be a study of organized activity designed to solve social problems involving language, how languages are standardized, selected as official, prescribed for use as medium of instruction, for the law and business etc. Language planning activity can be as broad as the selection and development of a new national language or as focused as

a mother attempting to stop her child from using a particular dialect. Since language planning is more an activity than a body of knowledge, this module emphasizes the examination of cases, both as a class and individually. The cases examined will vary from those in Zimbabwe and Southern Africa in general.

HSAM 2111 Arts Organisations and Management

This subject develops a critical appreciation of management practices and organizational forms in the arts and culture industries. It examines the impact of different modes of managing and creative problem solving. It creates an awareness of behavioral issues within arts organizations, including power, control, conflict, negotiation, decision making and strategic planning. It also addresses a range of contemporary issues which impact on managing within these organizations, including leadership, employment relations, cutback management, and corporatization. Students will cover the areas of producer-artist relations, basic accounting and bookkeeping, marketing, and show- management; public relations, legislations and regulations governing arts performances in Zimbabwe and the region, piracy and copyright laws. The aim of this module is to get the student to appreciate the basic management principles as they affect the artist at the level from the individual to the group. Assessment will be by means of class tests, assignments and an exam.

HSPA 2114 Theatre and Performance

This module explores the major genres of performance traditions, including ritual, festival, initiation, storytelling, and occasional performances found in Africa; how they are organized to reflect social and spiritual bonding, and how this is mediated in performance and the beauty it creates. Analysis of contexts, texts, spaces, and expressive techniques adopted in the presentation of the self and other as expressed by the individual/community in performance. Factors that account for the continuity and change in the performance structures, such as colonialism, and how they are performed are explored. Relevant material is presented from African literature, history, and religion.

HSLA 2205 Literature in isiNdebele II

The theories of African Literature shall be applied to the specific study of select texts in isiNdebele of oral narrative performances, heroic poetry, epic and written poetry as a continuation of studies introduced in HSLA 2108. In the process there shall be a study of aesthetic symbolic and structural analysis of texts and their relationships. Of special attention will be the study of how orature and various oral performances affect the modern performance.

HSLA 2217 Comparative Nguni Studies II

Students will in this module, which is a continuation of HSLA 2110, be further exposed to a comparison of literature in isiNdebele within the literatures of the Nguni group of languages viz. Zulu, Swati, Xhosa and the Ndzunza Ndebele. It is the aim of this module to enable the student to compare the development of the literature in isiNguni in the genres of orature, poetry, the novel, drama and the short story. The cross influences shall be studied. A variety of texts will be selected in each of the languages for in depth analysis.

HSLA 2218 Language Learning and Acquisition

Students are introduced to the fields of language acquisition. The module explores the universal processes and stages that govern first language acquisition within a multilingual context. It requires students to describe and analyse the emerging language of children in formal terms and how children learn to communicate with language.

HSLA 2216 Translation and Language Development Studies II

This module is a continuation of HSLA 2113 and focuses on equipping students with the requisite skills to render what is communicated in any language to isiNdebele and to translate from isiNdebele to other languages. Various term creation strategies will be studied in this module. Students are taught how to deal with complex situations that may be encountered in the process of translation. Students are also exposed to practices where they translate selected passages as well as investigating the role of translation in language development. Students are also expected to translate a passage of between 75 and 100 words in

the examination. Theories of translation are also studied in detail in this course.

HSLA 2211 Language Change and Development

In this module we survey different kinds of language evolution and change, their causes and the methods linguists use to analyze language change and to model the relationships between and among dialects and languages. Special emphasis is put on the role of **linguistic variation** and of **external influences** (e.g. social context, writing systems, contact with other speakers, contact with other cultures, self- and group-imposed ideologies and attitudes, etc.) in the historical development of languages and in bringing about linguistic differentiation and diversity. Counteracting forces of convergence through contact and of standardization are examined as well.

HSDS 2213 Indigenous Knowledge Systems

The module will provide students with a comparative survey and analysis of the epistemological properties, worldviews and modes of transmission associated with various indigenous knowledge systems, with an emphasis on those practiced in Southern Africa and in Zimbabwe in particular. On managing and recording Indigenous knowledge the module will provide a comprehensive understanding of traditional knowledge systems related to the environment, technology and science, language and communication, survival skills, artifacts and weapons, economics, kinship and social organization of a particular people. Essentially the module will present an overview of elements of traditional Indigenous knowledge, how it is used and how it has survived change and the processes we need to follow to manage it, and to record it. It will illustrate the need to record and manage the knowledge of different groups to document such knowledge. In this module, students should gain knowledge and understanding of: the structure and influence of knowledge, communication and language globally, and in Indigenous and non-indigenous societies, and how knowledge can be utilised and managed; the importance of oral history and traditions and their relationship to nature, the customs and behaviours of African Indigenous societies and cultures; Indigenous

intellectual property rights and copyright, Government legislation and policy formulation in relation to Indigenous societies and cultures; as well as Research ethics in Indigenous contexts.

HSLA 4102 Materials Design I

This module examines the practice of language learning materials development as informed by linguistic theory, in particular theories of reading. The student will be introduced into the various theories of reading as part of the larger understanding of the four skills of language learning which include writing, listening and speaking. The purpose of this module is to develop the skill in the students to develop learning materials for learners of the endangered languages. This module is directly related to HSLA 4209 since it is largely theoretical and introductory in nature.

HSLA 4101 Sociolinguistics I

This module provides a basic overview of sociolinguistics, emphasizing particularly the contributions of sociolinguistics to understandings of literacy and literate practices, the use of language in classrooms, bilingualism and multilingualism. The module explores--through readings in sociolinguistic theory and research and practical applications--a wide range of topics in sociolinguistics which will include linguistic variation and social stratification, the ethnography of speaking, as well as language in multilingual societies and language choice.

HSLA 4109 Semantics in isiNdebele

The aim of this course is to introduce some basic approaches to the study of although semantics and pragmatics at the clausal level and above will be addressed in regard to how lexical semantics is integrated in larger units. The general theme running through the course is how best to describe meaning in human language. Theoretical topics covered include categorization; construal; acquisition of concepts; metaphor; blending; metonymy; compositionality; mental spaces; lexical semantic change. Various semantic domains will be examined in connection with these topics, e.g. colour terms, kinship, dimensional terms, verb

meaning; but two domains will be treated in depth from various perspectives: the semantics of everyday concepts, and the semantics of space and motion.

HSLA 4108 Creative Writing and Editing

In this module students will explore different models of creative writing for various purposes; magazines, periodicals, journals, academic and non-academic writing. The aim of the module is to develop an ability in the student to prepare written materials for different purposes. In the process the module will also develop critical thought in the student as the student explores the theory and practice of editing. Editing will be studied using various texts for analysis.

HSLA 2106 Psycholinguistics

This module will discuss how linguistic models help us to understand the psychology of language. We will focus on the emergence of language in children, acquisition and development of language, language disorders and neurolinguistics, sociolinguistics, and bilingualism. Students will survey various theories on the notion of language and the mind with particular reference to endangered languages.

HSMS 4106 Criticism and the Media

This module is intended to equip students with the requisite analytical skills for the effective deconstruction of media texts. Criticism is borne from the logic that communication in contemporary society is caught up on issues of power. Acceptance of government policy, corporate projects and social practices, by and large depends on how it is represented in the media. Consequently a struggle over the meaning and the construction of media texts attends all mass communication products, necessitating the use of analytic-conceptual tools to reveal the underlying motivations behind representations and the consequences of those representations. Analysis of texts will include print, visual and aural texts. Students will be taken through a survey of different

discourse analysis methods, ranging from structuralism to critical discourse analysis, as well as semiotics. At this level, instruction aims at more than acquaintance and rehashing of the methodologies but is extended to a critique of the sufficiency of each method.

HSAM 4111 Arts and Cultural Industries

The central premise of this subject is that art is a social product. This challenges romantic and mystical notions that represent art as 'above' society, as transcending social and historical forces. In arguing against these idealist notions, this subject explores how social, political and economic factors distinguish art from a wide range of regulated cultural practices. The specific focus is on the structures of arts organisations and policy in Zimbabwe. Particular issues considered include the politics and history of public support for the arts, the formation of audiences and publics, the economic impact of the arts, the interaction of the public and private sectors and theories of culture and art.

HSLA 4209 Materials Design II

In this module Students choose a language to work with. The module includes a practical assignment in which students develop their own materials for a senior secondary class. The practical assignment is the major component of the students' continuous assessment. This module should be of interest to people who may be considering a career in language teaching, education and training in general, media, writing, editing or publishing.

HSDS 4107 African Languages and Development in Africa

This module discusses the increasingly topical question of African languages in the development of the African continent as a key communication channel. The module will examine the role of language in economic development. Japan and the East Asian Tigers will be cited as examples as well as Western countries. The module seeks to answer the simple question – Is it possible to develop without putting African languages at the centre of African communication?

HSLA 4208 Sociolinguistics II

In this module students are taken through the study of language and gender, language and world view, social networks, linguistic diversity in Zimbabwe and language in classrooms. There shall also be an investigation of the relationship of language and power within the linguistic diversity of Zimbabwe. Throughout the module, emphasis is placed on using sociolinguistics to understand language practices in different situational and social contexts.

HSEM 4207 Ethnomusicology

Students first are introduced to a series of musical terms and concepts (timbre, vocals, modulation, etc.), which they will be expected to integrate into class discussions and individual musical analyses. The course then moves historically through 20th-century Western and African popular music; we begin with blues, R&B, and country and western, after which we trace these musical genres into early rock 'n' roll. African music is traced from pre-colonial, colonial and post-colonial periods tapping from spiritual, traditional, religious as well as political music. Western and African popular music from the 1950s through to the 2000s are then examined; topics range from individual artists and groups to record labels and stylistic trends, to musical genres, and finally, to sociological issues (gendered, racial, political and religious representations).

HSLA 4210 Dissertation

The dissertation module allows students to work intensively and under individual supervision on a carefully defined topic. It will consist of one-to-one meetings with supervisors, each of up to 30 minutes duration. The module demands the student to exhibit the knowledge and ability of defining a research topic, selecting a methodology, writing footnotes and bibliographies, and making effective presentations. The following learning outcomes will be expected of the student:

- an understanding of the structure and rationale of literary research knowledge of at least one research methodology and its theoretical implications.
- Detailed knowledge of a significant topic of their choice

- The ability to compile a working bibliography
- The ability to make an oral presentation and defend it
- The capacity to produce a detailed proposal
- The ability to produce an extended piece of scholarly writing with appropriate documentation.

REGULATIONS FOR THE BACHELOR OF ARTS HONOURS DEGREE IN APPLIED LANGUAGE STUDIES

1. INTRODUCTION

- 1.1 These regulations should be read in conjunction with the General Academic Regulations hereinafter referred to as the General Regulations
- 1.2 These regulations apply only to students who are in full-time attendance of the programme.
- 1.3 The Bachelor of Arts Honours in Applied Language Studies will be awarded to candidates who have successfully completed a course of training previously approved by the University, and have satisfied the Examiners in accordance with the Regulations set out below.
- 1.4 During the final year of study a student is required to start and complete a 9000 word dissertation on any aspect of the study of Language.
- 1.5 Students, who are active language practitioners, can apply to be exempted from the one year placement on condition that they satisfy the placement assessment needs of the Faculty.

2. RATIONALE FOR THE PROGRAMME

The programme is concerned with the theoretical and empirical investigation of real world problems in which language is a central issue. It offers a field of study that identifies, investigates, and offers solutions to language related real-life problems. The programme provides a supportive environment for both theoretical and applied approaches, and for open, critical debate on various aspects of language

learning and language use. By deepening their understanding of language learning, language use and language application students are given expertise as they prepare for professional careers in education, business, law, language policy and development, and for graduate study in the field of applied language studies.

The enunciation of the National Educational Policy has placed a demand on the education system to take the development of the so called “minority” languages seriously. LSU cannot afford to ignore this call because it is the best placed University in the country to deal with these languages. The languages in question are: Nambya, Sotho, Tswana, Kalanga, Venda, Xhosa and Shangaan. In Matabeleland North Province, where LSU is domiciled, seven (7) of these languages are found to have substantial number of mother tongue speakers. An active involvement in the development of these languages by LSU is not an option but an imperative. It is for this reason that the Department of Languages at LSU has taken a deliberate approach to design courses that are aimed at developing “applied linguists” who will be well equipped to move these languages from their current position of being endangered.

As part of UNESCO’s Biennial sectoral policies for 2008-2009 priority one is “Promoting cultural diversity through the safeguarding of heritage and the enhancement of cultural expressions.” Languages, especially the endangered ones, are recognized as intangible cultural expressions that also need to be enhanced and safeguarded. It is in the same context that 2008 has been declared as the United Nation’s **“International Year of Languages.”** LSU will not be forgiven by posterity if she does not participate actively in making academic activities within the context of what the international community is involved in.

3. PROGRAMME AIMS AND OBJECTIVES

- 3.1 To provide a supportive environment for both theoretical and applied approaches, and for open, critical debate on various aspects of language learning and language use.
- 3.2 To help students use their language learning experience to gain an understanding of how language is related to individual cognition and to social context.
- 3.3 To help students gain an appreciation of how languages are used to achieve a wide range of social, cultural, aesthetic purposes.
- 3.4 To equip the graduates with some basic knowledge of modern languages necessary for intercultural communication.
- 3.5 To inculcate into graduates a mentality of viewing applied language studies as a problem-driven field that also includes the solution of language-related problems in the real world.

4. CAREER PROSPECTS

On successful completion of the degree programme, graduates can be formally employed in the private or public sector. They may also be self-employed. The following career prospects are available to graduates:

- 4.1 **Private sector** - creative writers, consultants, publishers, translators, editors.
- 4.2 **Public sector** - researchers, editors, interpreters, language policy planners, lecturers, lexicographers, diplomatic attaches, adult education officers.
- 4.3 **Self employment** - publishers, creative writers.

5. ENTRY REQUIREMENTS

5.1 Diploma in Applied Language Studies from this University or any other approved equivalent from a recognised institution.

or

5.2 Diploma in Education majoring in isiNdebele/Shona

or

5.3 2 'A' Level subjects one of which should be isiNdebele or Shona

6. PROGRAMME ASSESSMENT

6.1 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.

6.2 For each module the final mark shall be determined by a combination of continuous assessment and examination marks.

6.3 Continuous assessment shall normally constitute 40% of the final mark, while the examination constitutes 60%.

6.4 A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.

7. DEGREE CLASSIFICATION

Refer to Section 8.2 of the General Regulations.

8. PROGRAMME STRUCTURE

The course of study for the B.A. Honours Degree in Applied Language Studies is normally 4 years, comprising of eight (8) semesters of study and one academic year of placement. The combination of modules within the Honours degree programme shall be wide enough to allow a student to cover various issues in Applied Language Studies.

9. List of Modules:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
HSLA 1108	Foundations in Linguistics	4	48
HSLA 1109	Theories of Translation and Interpretation I	4	48
HSLA 1110	Theories of Lexicography and Terminology I	4	48
HSLA 1111	Perspectives on Human Communication	4	48
<i>Plus any two electives from the following:</i>			
HSLA 1112	Discourse and Textual Analysis	4	48
HSLA 1113	Theories of Pragmatics	4	48
HSLA 1114	A Survey of Language in Society	4	48
SEMESTER 2			
HSLA 1215	Theories of Translation and Interpretation II	4	48
HSLA 1216	Theories of Lexicography and Terminology II	4	48
HSLA 1217	Introduction to Southern African Languages	4	48

Plus any three electives from the following:

HSLA 1218	Multilingualism and Bilingualism in Post-Colonial Africa	4	48
HSLA 1219	Approaches to Literary Analysis	4	48
HSLA 1220	Survey of Language and Society II	4	48
HSLA 1221	Reading and the Critical Analysis of Texts	4	48

PART 2

SEMESTER I

HSLA 2101	Field Linguistics I	4	48
HSLA 2102	General Linguistics I	4	48
HSLA 2103	General Literary Theory I	4	48
HSLA 2104	Research in Language and Communication	4	48

Plus any two electives from the following:

HSLA 2105	Language Planning and Policy	4	48
HSLA 2106	Psycholinguistics	4	48
HSLA 2107	Language, Identity and Society	4	48

SEMESTER 2

HSLA 2208	Field Linguistics II	4	48
HSLA 2209	General Linguistics II	4	48
HSLA 2210	General Literary Theory II	4	48
HSLA 2211	Language Change and Development	4	48

Plus any two (2) electives from the following:

HSLA 2212	African Languages and the Media	4	48
HSLA 2213	Indigenous Knowledge Systems	4	48
HSLA 2214	Cross Cultural Communication	4	48

PART 3

HSLA 3000	Industrial Attachment Student's Work Related Learning Report	16
	Academic Supervisor's Assessment Report	14
	Employer's Assessment Report	10

PART 4

SEMESTER 1

HSLA 4101	Sociolinguistics I	4	48
HSLA 4102	Materials Design I	4	48
HSLA 4103	Literature in an African Language	4	48
HSLA 4104	Linguistics of an African Language	4	48
HSLA 4106	Critical Media Studies	4	48
HSLA 4107	Ethnomusicology	4	48

SEMESTER 2

HSLA 4208	Sociolinguistics II	4	48
HSLA 4209	Materials Design II	4	48
HSLA 4210	Dissertation	8	48
HSLA 4211	Language and Social Development	4	48

Plus one elective from the following:

HSLA 4212	Language Learning and Acquisition	4	48
HSLA 4213	Culture and Communication	4	48

4. MODULE SYNOPSES:-

HSLA 1108 Foundations in Linguistics

The student is introduced to how language is acquired, produced, and understood. The module provides a general introduction to the field of Linguistics, the scientific study of language. The main goals of the

module are to begin to think about language analytically, apply methods of linguistic analysis, and become more aware of the important issues related to language and society. Along the way, we will also challenge some commonly held misconceptions about language through course readings, lectures, class discussions, exercises, and tutorials, the class will address questions like, what is language? How can language be studied systematically? What are the subsystems of language, and how do they relate to each other? How does language use and culture interact? Further, it entails a study of how language functions in interactions between individuals and in society. The abstract structure of language, how language is represented in the brain and how language changes over time is investigated. Language is in this module understood to be a phenomenon of communication peculiar to humans. This is an introductory module.

HSLA 1109 Theories of Translation and Interpreting I

This is an introductory module to the study of translation and interpretation. In this module students will be introduced to the various models and theoretical framework of translation and interpretation. The definition, comparison and contrasting of translation and interpretation will be examined. This module explores the theory and practice of translation and interpretation, so as to make the students appreciate its role as a discipline which can improve the effectiveness of communication for development.

HSLA 1110 Theories of Terminology and Lexicography I

In this module students examine the definition, theory and practice of terminology creation and lexicography. What each of the terms entails is investigated to give the students an understanding of the need, method and various justifications for terminology creation and the necessity of dictionary creation in language development and growth.

HSLA 1111 Perspectives on Human Communication

In this module the history of human communication is studied in the light of new trends in communication. The evolution of communication from speech to symbols, cave paintings, petroglyphs, pictograms, ideograms, writing, alphabet and telecommunications will be studied in detail. Students will be involved in the investigation of forms of communication, basic modes and types of communication, communication industries and the media. All the topics will be oriented to basic theories, dimensions, and concepts of human communicative interaction and behaviour.

HSLA 1112 Discourse and Textual Analysis

This module offers a linguistic approach to the study of speech events that are longer than the single sentence. We view these as vehicles through which such central issues as identity; subjectivity and power are negotiated in human societies. Further, this module will introduce students to a range of different discourse analytic strategies and structural concerns, that all fall under the rubric of 'discourse analysis'. Although this module is primarily functional and practical (i.e., focused on analysing texts), discussions will also include the theoretical differences that motivate many of those approaches. Central concerns include: lexical and semantic classifications that illustrate social and/or cultural attitudes toward world phenomena; and how discourse structures represent social and cultural group membership. The module takes a hands-on approach in which students prepare their own recordings, transcriptions and analyses of naturally occurring speech events. Students will prepare commentaries on readings, and complete a seminar paper for presentation to the class.

HSLA 1113 Theories of Pragmatics

This module looks at recent developments in pragmatic theory and practice, such as the dynamic nature of pragmatic meaning and the

negotiation of meaning. Topics will include discourse roles, social roles, role-switching in interaction, language and power. We discuss the difference between pragmatics and sociolinguistics and pragmatics and conversation analysis in terms of their underlying assumptions and methodologies. The module also surveys the role of context in the inference of communicative meaning. General topics include deixis, presupposition, implicatures, speech acts, and conversational structure, with special attention to the semantics/pragmatics interface, connectives in logic and natural language, discourse markers, and transition from pragmatics in philosophy to empirical modes of inquiry in linguistics. An important aim of the course is to help students to evaluate critically traditional approaches to pragmatic theory and practice, by attempting to apply the concepts learnt to a range of naturally occurring data.

HSLA 1114 A Survey of Language in Society I

This module is the first part of two. In this part the study explores how language functions within a society, and how certain characteristics of society are reflected in language. It examines the variety of language forms used by individuals and groups within society, namely different styles, different dialects and different languages.

HSLA 1215 Theories of Translation and Interpreting II

The aim of this module is to make students of translation and interpretation to appreciate the importance of these disciplines in the development of national languages. It will enable the students to apply the theories of translation and interpretation to selected texts and situations. The role of translation and interpretation in communication and development will be examined.

HSLA 1216 Theories of Terminology and Lexicography II

The aim of this module is to create awareness in the students of how created terms are standardized and further how new terms are recorded.

The module focuses on the design, compilation, use and evaluation of dictionaries. It will deal with organizing the components of the dictionary, choosing the appropriate structures for presenting the data in the dictionary, selecting words, choosing lemma forms for each word and organizing definitions for each form. The module will further assess the importance of a dictionary as a tool for standardizing a language.

HSLA 1217 Introduction to Southern African Languages

In this module students are exposed to a survey of the Linguistic structure and classification of select Bantu languages in Southern Africa. Students explore the effects of different social, historical and political issues on the development of the languages. The behaviour of languages in contact, bilingualism and multilingualism are studied. Students will be expected to examine and evaluate discourses of the selected languages in various media.

HSLA 1218 Multilingualism and Bilingualism in Post-colonial Africa

This module examines the challenges that multilingualism presents in postcolonial states. The aims of the course are to raise awareness around issues relating to language and social justice in the process of democratic development and to provide analytical skills for analysing language policies and empowerment. This module also examines bilingualism and multilingualism in individuals, the essential features of multilingual communities and typical processes such as code switching, language shift and even language death, as well as various ways of using languages in bilingual education programs.

HSLA 1219 Approaches to Literary Analysis

This module aims to introduce students to literary and rhetorical terms, and to basic issues in literary theory. Different literary genres will be explored and analysed, including the novel, poetry and drama. This is a

module in which students investigate and apply various universal theories in the study of literature to the study of literature in select languages. Theories are not studied from an abstracted form but rather as applied to select languages. Students will be expected to study any of the following theories, examine and apply them to select languages: gender and literature, Negritude/Africanism, classical theory of literature, Marxist aesthetic, liberal thought in literature and politics and literature. Students will also be introduced to different kinds of critical writing and will engage in honing their own writing skills.

HSLA 1220 A Survey of Language in Society II

In this module, focus is moved to specific or selected speech communities in Zimbabwe. It focuses on examining the different social contexts in which the variety of language forms used by individuals and groups within a selected speech community are used, how they are used and to which ends. It considers particularly how the phenomena of language variety are manifested in communities.

HSLA 1221 Reading and the Critical Analysis of Texts

This module aims to explore the nature of texts and the relationship between texts and contexts within the broader study of the theories of reading. It begins with a consideration of the question, "what makes a good text" and goes on to examine questions of coherence, cohesion and genre in texts. The theoretical concepts are used in the analysis of texts from everyday life, such as newspaper articles, conversations, and fairy tales. Knowledge of texts and how they function would be invaluable to students in their later professional roles.

HSLA 2101 Field Linguistics I

This module will simulate the situation of a field linguist. It is aimed at getting the student to understand the structure of an unfamiliar or unwritten language and language which is not analysed. In this module

the student will be exposed to the study of practical linguistics in the areas of phonetics, phonology, morphology and syntax. A thorough study of the International Phonetic Alphabet will be done so as to develop a student who has an ear for language sounds and interpretation. The module will be assessed through class tests and a major exam.

HSLA 2102 General Linguistics I

This module provides a basic understanding of the major trends in linguistic analysis and theory. The first part of the module will be spent on the basics of linguistic analysis and the major subfields in current linguistics, concentrating on the central questions, goals and methods of each. The better part of the module will be spent reading primary texts from representatives of various schools of thought. More specifically, this module surveys major theories and methods of linguistic analysis. The student is exposed to the theories of phonetics, phonology and morphology. Assessment will be made of class tests, assignments and a major exam.

HSLA 2103 General Literary Theory I

This module aims to introduce students to literary and rhetorical terms, and to basic issues in literary theory. Different literary genres will be explored and analysed, including the novel, poetry and drama. Theories are not studied from an abstracted form but rather as applied to select languages. Students will be expected to study any of the following theories, examine and apply them to select languages: gender and literature, Negritude/Africanism, classical theory of literature, Marxist aesthetic, liberal thought in literature and politics and literature. Students will also be introduced to different kinds of critical writing and will engage in honing their own writing skills.

HSLA 2104 Research in Language and Communication

The module offers an introduction to research theory and methods. The course covers both quantitative and qualitative applied linguistics research methods through a combination of readings and critical analysis of research articles. Class participants are likely to be at different stages in their graduate study, and the course (and assessment) aims to accommodate differing goals. Where possible, participants are encouraged to select a method of research not yet attempted. Both small-scale replication studies and original work are encouraged. Topics include quantitative and qualitative methods of research; empirical research in communication language; research designs; data collection and analysis; results interpretation; and report writing. Once the essential components of a range of different methods are grasped, students prepare a detailed research design for an applied linguistics study, including piloting some aspects of the design with a view to improving the final version. This course is a prerequisite for the dissertation modules.

HSLA 2105 Language Planning and Policy

This module will be a study of organized activity designed to solve social problems involving language, how languages are standardized, selected as official, prescribed for use as medium of instruction, for the law and business etc. Language planning activity can be as broad as the selection and development of a new national language or as focused as a mother attempting to stop her child from using a particular dialect. Since language planning is more an activity than a body of knowledge, this module emphasizes the examination of cases, both as a class and individually. The cases examined will vary from those in Zimbabwe and Southern Africa in general.

HSLA 2106 Psycholinguistics

This module will discuss how linguistic models help us to understand the psychology of language. We will focus on the emergence of language in children, acquisition and development of language, language disorders and neuro-linguistics, sociolinguistics, and bilingualism. Students will survey various theories on the notion of language and the mind with particular reference to endangered languages.

HSLA 2107 Language, Identity and Society

This module includes a consideration of how language functions as one of the strongest markers of individual and group identity. The role of language in constructing personal, gender, racial, ethnic, national and cultural differences is considered. Students are introduced to various approaches to the study of language in society, and to reliable methods of sociolinguistic research. Students are expected to do an assignment in which, on a limited scale, they collect and interpret local linguistic data that will disclose patterns of bi- and multilingualism in Zimbabwe.

HSLA 2208 Field Linguistics II

This module will be practical and will not involve any attendance in classes. Each student will elicit data orally from a native speaker of any one of the endangered languages in Zimbabwe, viz. Kalanga, Nambya, Tonga, Sotho, Venda and Xhosa. The students transcribe the utterances, submit them to analysis and thus develop skills of linguistic analysis as they cumulatively proceed through phonological, morphological and syntactic topics. The aim of the course will be to produce an explanatory description of as much of the language as possible. The assessment of the module shall constitute a detailed explanatory description of one of the following aspects of the grammar of the language investigated: phonology, morphology or syntax in a long essay.

HSLA 2209 General Linguistics II

This module exposes the student to Universal Grammar within the principles and parameters framework. The structure of phrases and sentences is studied in relation to universal principles and language specific parameters and in accordance with X-bar theory. Evidence for the existence of syntactic constituents, syntactic relations and certain universal principles and parameters is considered. It is important to note that this module will not be specific to any language so exemplification can be made from any language.

HSLA 2210 General Literary Theory II

In this module students are expected to do an in depth analysis of the Novel, Poetry and Drama in a select language. There is a further exploration of the theories surrounding oral literature in which the students study and analyse texts to develop their thoughts on the performance, form and function of orature. The study will be broad enough to include both a historical perspective and the current developments in orature. Assessment will include class tests, seminars and a major exam.

HSLA 2211 Language Change and Development

In this module we survey different kinds of language evolution and change, their causes and the methods linguists use to analyze language change and to model the relationships between and among dialects and languages. Special emphasis is put on the role of **linguistic variation** and of **external influences** (e.g. social context, writing systems, contact with other speakers, contact with other cultures, self- and group-imposed ideologies and attitudes, etc.) in the historical development of languages and in bringing about linguistic differentiation and diversity. Counteracting forces of convergence through contact and of standardization are examined as well.

HSLA 2212 African Languages and the Media

In this module students investigate the place of African Languages in the various media that include newspapers, television, radio and advertisements. The aim is to develop a more critical examination of the metalanguage used by African Language journalists, reporters and newscasters in selected media. The importance of this module is to show the link between communication and culture in the analysis of language use and choice as it brings out the use of euphemism, “Hlonipha” pronoun and idiom, gender and taboos among many other issues. This is a practical module with a lot of hands- on analysis of texts.

HSLA 2213 Indigenous Knowledge Systems

The module will provide students with a comparative survey and analysis of the epistemological properties, worldviews and modes of transmission associated with various indigenous knowledge systems, with an emphasis on those practiced in Southern Africa and in Zimbabwe in particular. On managing and recording Indigenous knowledge the module will provide a comprehensive understanding of traditional knowledge systems related to the environment, technology and science, language and communication, survival skills, artifacts and weapons, economics, kinship and social organization of a particular people. Essentially the module will present an overview of elements of traditional Indigenous knowledge, how it is used and how it has survived change and the processes we need to follow to manage it, and to record it. It will illustrate the need to record and manage the knowledge of different groups to document such knowledge. In this module, students should gain knowledge and understanding of: the structure and influence of knowledge, communication and language globally, and in Indigenous and non-indigenous societies, and how knowledge can be utilised and managed; the importance of oral history and traditions and their relationship to nature, the customs and

behaviour of African Indigenous societies and cultures; Indigenous intellectual property rights and copyright, Government legislation and policy formulation in relation to Indigenous societies and cultures; as well as research ethics in indigenous contexts.

HSLA 2214 Cross Cultural Communication

Students examine critical issues in cross-cultural communication from a theoretical and practical point of view with specific reference to the Southern African situation in general and the Zimbabwean situation in particular. Cultural influences on communication, description and analysis of cross-cultural interaction events; cross cultural conversation analysis; male-female differences; applications in such areas as personal relationships, business, politics and education. Topics include: cross-cultural communication - a framework for analysis; communication styles - discourse and the presentation of self across cultures; the colonisation and decolonisation of communication in the context of globalization; communicating in diversity; and central challenges to effective communication. The aim of the course is to develop students' sensitivity to cross cultural variation in communication and to provide a theoretical framework for interpreting it. Assessment will focus on evaluations of actual communicative encounters in cross-cultural situations.

HSLA 3000 Industrial Attachment

This is normally a period covering two (2) semesters during which a student is exposed to various environments of linguistic application. This placement shall be assessed by on site visits as well as by means of a detailed report by the student on the placement experience.

HSLA 4101 Sociolinguistics I

This module provides a basic overview of sociolinguistics, emphasizing particularly the contributions of sociolinguistics to understandings of

literacy and literate practices, the use of language in classrooms, bilingualism and multilingualism. The module explores--through readings in sociolinguistic theory and research and practical applications--a wide range of topics in sociolinguistics which will include linguistic variation and social stratification, the ethnography of speaking, as well as language in multilingual societies and language choice.

HSLA 4102 Materials Design I

This module examines the practice of language learning materials development as informed by linguistic theory, in particular theories of reading. The student will be introduced into the various theories of reading as part of the larger understanding of the four skills of language learning which include writing, listening and speaking. The purpose of this module is to develop the skill in the students to develop learning materials for learners of the endangered languages.

HSLA 4103 Literature in an African Language

In this module the students are introduced to the general theories of African Literature where they analyse African oral narratives and various genres of written literature. In this module students investigate the features of oral narratives in an unwritten language so as to make inferences on its development as well as analyse how oral narratives affect or determine written narratives.

HSLA 4104 Linguistics of an African Language

General linguistic theory is in this module applied to an unwritten language so as to develop an understanding into its phonology, morphology and syntax. The main outcome of this study is to make deductions on the materials needed in a language to help it develop linguistically. Further, in this module the emphasis is on the application of current linguistic theory to analytical problems presented by that

language and the testing of current theoretical hypotheses by reference to those problems.

General linguistic theory is in this module applied to an unwritten language so as to develop an understanding into its phonology, morphology and syntax. The main outcome of this study is to make deductions on the materials needed in a language to help it develop linguistically. Further, in this module the emphasis is on the application of current linguistic theory to analytical problems presented by that language and the testing of current theoretical hypotheses by reference to those problems.

HSLA 4207 Ethnomusicology

Students first are introduced to a series of musical terms and concepts (timbre, vocals, modulation, etc.), which they will be expected to integrate into class discussions and individual musical analyses. The course then moves historically through 20th-century Western and African popular music; we begin with blues, R&B, and country and western, after which we trace these musical genres into early rock 'n' roll. African music is traced from pre-colonial, colonial and post colonial periods tapping from spiritual, traditional, religious as well as political music. Western and African popular music from the 1950s through to the 2000s are then examined; topics range from individual artists and groups to record labels and stylistic trends, to musical genres, and finally, to sociological issues (gendered, racial, political and religious representations).

HSLA 4208 Sociolinguistics II

In this module students are taken through the study of language and gender, language and worldview, social networks, linguistic diversity in Zimbabwe and language in classrooms. There shall also be an investigation of the relationship of language and power within the

linguistic diversity of Zimbabwe. Throughout the module, emphasis is placed on using sociolinguistics to understand language practices in different situational and social contexts.

HSLA 4209 Materials Design II

This module presents the student with an opportunity to put into practice what has been learnt in the theory section. Students choose a language to work with. The module includes a practical assignment in which students develop their own materials for a senior secondary class. The practical assignment is the major component of the students' continuous assessment. This module should be of interest to people who may be considering a career in language teaching, education and training in general, media, writing, editing or publishing.

HSLA 4210 Dissertation

The dissertation module allows students to work intensively and under individual supervision on a carefully defined topic. It will consist of one-to-one meetings with supervisors, each of up to 30 minutes duration. The module demands the student to exhibit the knowledge and ability of defining a research topic, selecting a methodology, writing footnotes and bibliographies, and making effective presentations. The following learning outcomes will be expected of the student:

- An understanding of the structure and rationale of literary research.
- Knowledge of at least one research methodology and its theoretical implications.
- Detailed knowledge of a significant topic of their choice.
- The ability to compile a working bibliography.
- The ability to make an oral presentation and defend it.
- The capacity to produce a detailed proposal.
- The ability to produce an extended piece of scholarly writing with appropriate documentation.

HSLA 4211 Language and Social Development

In this module students will be involved in the examination and investigation of the link of language and its usage in development related scenarios like participatory rural appraisals, community development programmes, medical and social work practice. The study will entail an understanding of how development studies as a discipline uses language as a tool to understand a community's appreciation of itself and therefore affect the design and implementation of various projects that ameliorate a community.

HSLA 4212 Language Learning and Acquisition

Students are introduced to the fields of language acquisition. The module explores the universal processes and stages that govern first language acquisition within a multilingual context. It requires students to describe and analyse the emerging language of children in formal terms and how children learn to communicate with language.

HSLA 4213 Culture and Communication

This module introduces the student to the basic concepts, principles and skills entailed in communication with a focus on the cultures of persons in different minority, racial, ethnic and cultural backgrounds. There is also an investigation of cultural influences on communication, including social functions of language like bilingualism, biculturalism and bi-dialectism.

REGULATIONS FOR THE BACHELOR OF SOCIAL SCIENCE HONOURS DEGREE IN DEVELOPMENT STUDIES

1. INTRODUCTION

- 1.1 These regulations should be read in conjunction with the General Academic Regulations hereinafter referred to as the General Regulations
- 1.2 These regulations apply only to students who are in full-time attendance of the programme.
- 1.3 The Bachelor of Social Science Honours in Development Studies will be awarded to candidates who have successfully completed a course of training previously approved by the University, and have satisfied the Examiners in accordance with the Regulations set out below.
- 1.4 During the final year of study a student is required to start and complete a 9000 word dissertation on any aspect of Development Studies.
- 1.5 Students, who are active development practitioners, can apply to be exempted from the one year attachment on condition that they satisfy the attachment assessment needs of the Faculty.

2. RATIONALE FOR THE PROGRAMME

The program fills in a major gap in the needs of developing countries, and Zimbabwe in particular. It is a thorough academic interrogation of development alternatives that have been employed in Africa and the rest

of the developing countries. The programme is designed to produce graduates who are knowledgeable about development debates and policies to parachute Zimbabwe and the developing world into better living standards for all people.

3. AIMS AND OBJECTIVES

The program aims to produce a thoroughbred graduate in development studies with a clear understanding of both practical and theoretical issues in international development. While the program attempts to capture all key development issues, its key areas of focus are Poverty Reduction, Food Security, HIV and AIDS Management, Research Methods, Gender and Development and Monitoring and Evaluation.

4. CAREER OPPORTUNITIES

Candidates graduating with a Bachelor of Social Science Honours Degree in Development Studies can work in a variety of social science environments that are development related. They can be employed in international and local development organisations. Holders of this qualification can also work in various government departments such as those that deal with gender, social welfare, HIV and AIDS, Monitoring and Evaluation and social research issues.

5. ENTRY REQUIREMENTS

- 5.1 Candidates must have passed 5 subjects at Ordinary Level and the subjects should include English with at least a C grade or better.
- 5.2 Apart from five (5) subjects at Ordinary Level a student must have passed at least two subjects at the Advanced Level. One of the subjects should preferably be

Geography, History, Management of Business, Sociology, Law, Economics or Agriculture

or

- 5.3 A Diploma in Development Studies, Education, Agriculture, Nursing or Public Health, or equivalent from this university or a recognised institution with a merit pass or higher.

6. PROGRAMME ASSESSMENT

- 6.1 Normally evaluation shall be based on continuous assessment as well as examinations.
- 6.2 Students will be required to attend a minimum of 75% of all lectures.
- 6.3 A formal examination shall be held during a specified examination period at the end of each semester. The examination mark shall contribute 60% of the overall mark while continuous assessment shall contribute 40%.
- 6.4 A coursework mark is not transferable and is valid only for the specific registration period in which it has been achieved.
- 6.5 Students who fail to satisfy all coursework requirements shall be barred from sitting for examinations.
- 6.6 Pass mark shall be 50%.
- 6.7 A student may, with the permission of the Faculty Board, carry forward into subsequent academic year not more than two failed courses, provided the courses are not prerequisite for the subsequent year.

- 6.8 The assessment of a dissertation shall be based on oral presentation of the project proposal and the final written report by the student before a panel of departmental lecturers.
- 6.9 The overall assessment of the industrial attachment shall consist of 40% Student's Report, 30% Supervisor's Assessment and 30% lecturer's Assessment. A student who obtains less than 50% in the overall mark for the Industrial Attachment will be required to repeat.
- 6.10 In order for a student to proceed to the subsequent academic year, she/he should have passed at least 10 courses carrying the other two failed courses. The student *may be allowed* to proceed with 3 outstanding modules provided they are not offered in a single semester. This entails that a *carrying* student is not allowed to do more than 8 modules in any given semester.
- 6.11 Students in the teaching field shall be required to undertake their Industrial Attachment during the school holidays.

7. GRADING AND CLASSIFICATION OF DEGREE

Refer to Section 5 of the Faculty Regulations.

8. PROGRAMME STRUCTURE

The course of study for the Bachelor of Social Science Honours Degree in Development Studies is normally 4 years, comprising of eight (8) semesters of study and one academic year of placement. The combination of modules within the Honours Degree programme shall be wide enough to allow a student to cover various issues in Development Studies.

9. List of Modules offered:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
HSDS 1107	Introduction to Development Studies	4	48
HSDS 1108	Issues in Development Studies	4	48
HSDS 1103	Research Methods for Development	4	48
HSDS 1109	NGOs, Government and the Private Sector in Development	4	48
HSDS 1104	Report Writing for Development Studies	4	48
<i>Plus the following module</i>			
HSDS 1110	Computer Packages for Development Studies and Information Literacy	4	48
SEMESTER 2			
HSDS 1207	Food Supply and Aid	4	48
HSDS 1208	HIV/AIDS and Cultural Linkages in Africa	4	48
HSDS 1209	Advocacy and Development	4	48
HSDS 1210	Project Planning and Management	4	48
<i>Plus any two electives from the following:</i>			
HSDS 1211	Famines and Food Security	4	48
HSDS 1212	Principles of Monitoring and Evaluation	4	48
HSDS 1213	History of Development	4	48

PART 2

SEMESTER I

HSDS 2101	Aid and International Development	4	48
HSDS 2102	Gender and Development	4	48
HSDS 2103	Rural Development	4	48
HSDS 2104	Issues in Participatory Development	4	48

Plus any two electives from the following:

HSDS 2105	Multilateral Institutions of Development	4	48
HSDS 2106	HIV and AIDS Management in Africa	4	48
HSDS 2112	Development and Society	4	48

SEMESTER 2

HSDS 2214	Theories of Economic Development	4	48
HSDS 2208	Sustainable Livelihoods in Zimbabwe	4	48
HSDS 2210	Media and Development	4	48
HSDS 2211	HIV/AIDS and Development in Sub-Saharan Africa	4	48

Plus any two of the following electives:

HSDS 2212	Land Reform and Development in Zimbabwe	4	48
HSDS 2213	Intercultural Communication	4	48
HSDS 2209	Religion and Development	4	48

PART 3

HSDS 3000	Industrial Attachment Student's Work Related Learning Report	16	
	Academic Supervisor's Assessment Report	14	
	Employer's Assessment Report	10	

PART 4

SEMESTER 1

HSDS 4101	Population and Development	4	48
HSDS 4102	International Trade and Development in Africa	4	48
HSDS 4103	Gender Budgeting	4	48
HSDS 4104	Democracy and Development	4	48
<i>Plus any two electives from the following:</i>			
HSDS 4105	Public Health in Zimbabwe	4	48
HSDS 4106	Globalisation and Development	4	48
HSDS 4107	African Languages and Development in Africa	4	48

SEMESTER 2

HSDS 4208	Dissertation	8	96
HSDS 4212	Development Economics of South East Asia	4	48
HSDS 4211	Culture and Development	4	48
HSDS 4210	Financial Accounting for NGO Managers	4	48
HSDS 4213	Faith Based Organisations and Development	4	48

10. MODULE SYNOPSES:

HSDS 1103 Research Methods for Development

This module will ground students in research techniques for development studies. Students will be introduced to various types of research as well as research methodologies including qualitative as well as quantitative research techniques. The module aims to produce a student that can meaningfully participate in social science research. As part of the assessment for this module, students will be asked to produce as a 20 page assignment involving field research.

HSDS 1104 Report Writing Skills for Development Studies

This module will ground students in report writing skills for development studies. The module will outline various types of reports in the area of development studies as well as skills required for the effective production of the different types of reports.

HSDS 1107 Introduction to Development Studies

This module will introduce students to Development studies as an interdisciplinary field of study. The definition of the concept of development and the relevant ideological disagreements about the definition of development and the people who define it will be foregrounded. The module will take an overview of the common methods of measuring development including the Human Development Index, the Gross Domestic Product and the Index for Sustainable Economic Welfare. Students will also be introduced to various theories of development.

HSDS 1108 Current Issues in Development Studies

This module will examine dominant issues the development studies area in the past two decades to the present ear. Special attention will be given to the Millennium Development Goals of the international development agenda and other unfolding development international agendas. Students in this module will appraise progress towards poverty reduction, primary education, gender equity, reducing HIV and AIDS and malaria, reduction of child and maternal mortality, environmental sustainability, among other things.

HSDS 1109 NGOs, Government and the Private Sector in Development

This module examines the different and complementary roles played by the Non-governmental Organisations, the Government and the Private Sector in National Development. The module examines commonly held beliefs about the delineation of roles between the three. Particular

attention will be placed on the role of government. Common conflicts between the three parties will be examined.

HSDS 1110 Computer Packages for Development Studies and Information Literacy

This module will equip students with standard computer packages for development work and research. The packages to be studied in this module currently include MS Word, MS Excel, Power Point, Statistical Package for Social Sciences (SPSS) as well as any other relevant packages that might come into the market from time to time. The module seeks to create a computer literate and complete graduate of development studies.

This course also teaches students information literacy skills. Students are taught how to analyse and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

HSDS 1207 Food Supply and Aid

The module will introduce students to key skills required in the administration of Food Aid in the Humanitarian Aid field of Development studies. The module will make an overview of key players in the field of Food Aid which including the WFP, USAID and other organisations. The module will pay specific attention to the concept of food aid targeting techniques as practised by various organisations. Disadvantages of food aid will be critically explored.

HSDS 1208 HIV, AIDS and Cultural Linkages in Africa

This module examines the HIV and AIDS pandemic and its cultural linkages in Africa. It examines the cultural practices that exacerbate the spread of the pandemic. Cultural practices that mitigate the practice will also be examined. The module seeks to strengthen the cultural dimension in response to HIV in Africa. It will seek to examine different ways in which cultures have responded to the pandemic and their comparative successes.

HSDS 1209 Advocacy and Development

This module examines the role of advocacy and civil societies in the development process. It discusses the role of advocacy and civil societies in influencing the development agenda through advocacy and other strategies. The module focuses mostly on advocacy work in Zimbabwe.

HSDS 1210 Project Planning and Management

The module examines the various stages involved in project management. It seeks to equip the student with skills relevant for project management as well as understanding the chronology of events involved.

HSDS 1211 Famines and Food Security

The module examines theories of famine and food security. It discusses the definition of the concept of famine, as well as controversies surrounding its causation. The module will also explore world food security projections with particular attention on Africa. Food security projection strategies such as the Famine Early Warning Systems will be studied (FEWS).

HSDS 1212 Principles of Monitoring and Evaluation

The module will introduce students to the concept of monitoring and evaluation as well as the rationale for this concept in development

work. The module will explore practical steps in preparing effective monitoring and evaluation systems. The module will also discuss practical steps in conducting monitoring and evaluation surveys of various types.

HSDS 1226 History of Development

Learners in this module investigate select treatment of the concepts used in the study and discussion of development, and the historical context in which the concepts have arisen and evolved, the relative import and weight accorded to the concepts in the different paradigms and theories of development. Specific focus will include the significance of concepts as “organising poles” for development thought, and the socio-political milieu as informant of world outlook. The module will be taken through lectures, tutorials, seminars, class tests, assignments and an exam.

HSD 2101 Aid and International Development

This module critically examines the key topic of Aid in the Development of the Third World. The module will examine how Aid contributes to international development. The question of whether Aid is beneficial at all to the Third World will be discussed. It will take an overview of the main givers of International Aid as well as the politics of International Aid. The module will examine the impact of International aid on developing countries to date.

HSDS 2102 Gender and Development

Students in this course are introduced to historical and contemporary theoretical perspectives and debates on gender relations, with particular reference to development issues. A critical analysis of gender relations in the household: decision making, resources and income, Gender inequality: legal and customary, the position and role of women in the labour force. The intersection of gender issues with issues of social

class, race, and ethnicity. Strategies and movements for political and economic empowerment of women, policy interventions and their impact on gender relations will be investigated.

HSDS 2103 Rural Development

The module will introduce students to the theory of rural development. It will examine key issues affecting rural development in Zimbabwe including agriculture, water and sanitation, drought and famine, HIV and AIDS.

HSDS 2104 Issues in Participatory Development

The module introduces students to the concept of participatory development. It traces the development of the concept showing its advantages as well as challenges. The practical methodologies used in participatory development approaches are explored.

HSDS 2105 Multilateral Institutions of Development

This module will introduce students to key multilateral Institutions of Development such as the International Monetary Fund (IMF), World Bank (WB), OECD, African Development Bank (ADB), ECOWAS, as well as SADC amongst others. Their policies will be examined as they impact the Development of the Third World, particularly Africa.

HSDS 2106 HIV and AIDS Management in Africa

The module examines management strategies of the HIV and AIDS pandemic in Africa and the World. It comparatively discusses strategies that have been used to manage the outbreak in different African countries. The module will particularly focus on various government response strategies as well their successes.

HSDS 2112 Development and Society

At this level the students are expected to have a broad understanding of a variety of social aspects of development inclusive of Unequal social

relations: gender, class, race and ethnic inequalities including middlemen minorities. Negative consequences of inequality for development; conflict, power games, and problems of organization; various strategies used to change inequalities.

HSDS 2207 Sustainable Development

This module examines the concept of sustainable development. The concept is defined the context leading the rise of this concept is explored. The module discusses the concept of green development as it relates to sustainable development. Other key issues such Global warming, Air and Water Pollution as well as Renewable Resource use will form a necessary component of the module.

HSDS 2208 Sustainable Livelihoods in Zimbabwe

This module is an in-depth overview of key livelihoods in rural and urban areas in Zimbabwe especially in the informal sector. The main livelihoods to be studied include informal mining, cotton farming, fisheries etc. The module will examine major challenges facing these livelihoods as well as examine ways to make them sustainable.

HSDS 2209 Religion and Development

The module examines the link between development and religion. It seeks to answer among other things, the question, is religion a hindrance or a catalyst to development? Selected African as well as Western cultural communities will be examined with regard to how religion affects the progress of gender equity, education, agriculture as well as other socio-economic affairs.

HSDS 2210 Media and Development

The module explores the relationship between media and development. It will examine the importance of the media in putting into perspective the development discourse of nations. The effect of the media will be examined on economics, governance, peace and related spheres of life.

HSDS 2211 HIV/ AIDS and Development in Sub-Saharan Africa

This module examines the impact of HIV and AIDS on the economic development of Sub-Saharan Africa. It will explore the nature of the spread and effect of the pandemic on various sectors including Agriculture, Mining, Education, the public sector. Key areas of vulnerability in these sectors will be examined as well as possible solutions. An examination of the cost of the spread of the pandemic will be done in terms of human capital, as well as other resources.

HSDS 2212 Land Reform and Development in Zimbabwe

This module examines the history of land reform in Zimbabwe beginning with the onset of colonialism through the second liberation struggle to the fast track land reform programme. It will examine the impact of various land reform laws on agricultural production and economic development. A critical appraisal will be done of the current land tenure laws to establish relevance to economic development needs.

HSDS 2213 Inter-Cultural Communication

This module introduces students to the theory and practise of inter-cultural communication. It equips students to be able to effectively communicate with people from different cultures other than their own. This is important especially as development practitioners often find themselves dealing with people from foreign cultures, often resulting in conflicts due to communication failure drought and famine, HIV and AIDS.

This module is an exploration of various development theories that have arisen in an attempt to create solutions for third world development problems. The module will examine various modernisation and dependency related theories against the background of practical experiences in the developing world. Students will be encouraged to explore possible alternatives to current development theory.

HSDS 4101 Population and Development

This module examines the relationship between population growth and development. The Malthusian theory of population growth and other relevant theories will be examined. The module examines how population growth impacts on the economy. It will answer questions like: Does rapid economic growth and population density positively or negatively impact on economic growth? Reference will be made to various countries from differing economic development levels and populations.

HSDS 4102 International Trade and Development in Africa

This module examines key international trade issues particularly as they affect the African continent. It will examine key products exported from various parts of the African continent in relation to imports. Balance of trade issues will be raised with particular attention being paid on trade treaties signed between the global south and north, and how these impact on the South.

HSDS 4103 Gender Budgeting

This module examines origins of the notion of gender budgeting. It sets out the rationale for the concept of gender budgeting. It will also outline practical steps involved in gender budgeting. The module will examine case studies of countries that exercise gender budgeting as well as their failures and successes. An assessment of progress in the direction of gender budgeting will be done on African countries.

HSDS 4104 Democracy and Development

The module examines the concept of democracy and the controversies surrounding the definition. It seeks to establish the link between democracy and development. Is democracy a necessary component of development? Is it part of the development agenda? Does it aid or hinder development?

HSDS 4105 Poverty Alleviation Studies

This module is an in-depth examination of the concept of poverty. It discusses the meaning of the concept of poverty as well as the various strategies applied to alleviate the problem of poverty both in rural areas and urban areas. Students are grounded in various skills for poverty analysis including participatory poverty analysis techniques that include scoring and ranking among others.

HSDS 4106 Globalisation and Development

In this module the notion of globalisation will be examined and defined together with its implication for the modern world. This module examines the concept of development and the opportunities and challenges that it poses for developing African economies. Particular attention is paid on the implications of globalisation on the growing African economies.

HSDS 4107 African Languages and Development in Africa

This module discusses the increasingly topical question of African languages in the development of the African continent as a key communication channel. The module will examine the role of language in economic development. Japan and the East Asian Tigers will be cited as examples as well as Western countries. The module seeks to answer the simple question – Is it possible to develop without putting African languages at the centre of African communication?

HSDS 4208 Dissertation

In this module students are required to engage on a research topic approved by the Department under the supervision of a designated academic staff member or members. The module demands the student to exhibit the knowledge and ability of defining a research topic, selecting a methodology, referencing and other related research skills.

The student must complete a written piece of research work of approximately 9 000 words.

HSDS 4210 Financial Accounting for NGO Managers

This module introduces Development practitioners especially at the managerial level to fundamental principles of accounting in the NGO sector so that they can have a full oversight of projects including the understanding of financial statements and presentations.

HSDS 4211 Culture and Development

This module consists of two main parts. The first part of the module examines comparative cultural philosophy according to Hofstede's cultural dimensions. It will examine how these may affect development differently amongst different cultural communities. The second part examines the possible ways to harness cultural resources for development in Africa, with reference to Zimbabwe. It will examine the possible contribution of cultural tourism to economic development. A survey of cultural industry in Zimbabwe will also be done to establish how it can contribute to economic development.

HSDS 4212 Development Economics of South East Asia

This module introduces students to the history of the development economics of the Asian Tigers. Students are introduced to various development economics arguments regarding the rise of the East Asian Tigers. The module examines topical issues in the area of development economics particularly about the role of states and the markets in increasing economic productivity as well as other economic strategies that the developing world may need to adopt.

HSDS 4213 Faith Based Development Organisations

This module explores the contribution of Faith based organisations to Development in Zimbabwe. The module will explore the contribution

of faith based organisations on education, health, farming and other sectors of socio-economic life in Zimbabwe. It will examine their contribution against their interests as different faith groups.

REGULATIONS FOR THE BACHELOR OF SOCIAL SCIENCE HONOURS DEGREE IN GEOGRAPHY AND POPULATION STUDIES

1. INTRODUCTION

- 1.1 These regulations should be read in conjunction with the General Academic Regulations hereinafter referred to as the General Regulations.
- 1.2 These regulations apply only to students who are in full-time attendance of the programme.
- 1.3 The Bachelor of Social Science Honours in Geography and Population Studies will be awarded to candidates who have successfully completed a course of training previously approved by the University, and have satisfied the Examiners in accordance with the Regulations set out below.
- 1.4 During the fourth year, a student will be required to start and complete a study project in any aspect of Geography but preferably related to population issues.
- 1.5 Students, who are actively engaged in work that is related to Geography and Population Studies can apply to be exempted from the one year attachment on condition that they satisfy the attachment assessment needs of the Faculty.

2. RATIONALE FOR THE PROGRAMME

The Bachelor of Social Science Honours in Geography and Population studies is an interdisciplinary study designed for future professionals,

government programmes, NGOs and the academia at large. It is a unique course of study that seeks to expose students to various geographical and population issues. The programme has been designed with the understanding that social change is the primary focus of many developing country governments and many NGOs, UN Agencies and other donors that operate within these countries. The course of study is unique because of its strong emphasis on population issues. This is in view of the pre-occupation, world over, and Zimbabwe in particular with the need to address the needs of the ever growing population. The programme seeks to produce graduates who will apply their skills in seeking to address developmental concerns that manifest amongst the wider population. This programme would be of interest to government departments, NGOs and agencies that are directly involved in population issues. These agencies include UNFPA, The Zimbabwe Family Planning Council, NAC to name just but a few. Students will be able to develop practical and theoretical skills that will be applicable in both government and the private sector. There is a wider market for this programme. The primary target will be students completing advanced level studies who wish to pursue their careers in Geography and Population Studies. Also the programme will target professionals in the teaching field, those working for NGOs and UN Agencies.

3. PROGRAMME AIMS AND OBJECTIVES

The general aim of the programme is to equip students with theoretical and research skills in Geography as an inter-disciplinary field of study. Students should also be able, on completion, to use their skills to address geographical problems obtaining in their communities. Below are the specific objectives of the programme:-

- To enable students to understand the emergence of geography as a field of study.

- To enable students to understand various geographical issues around the world.
- To equip students with computer skills for use in research and analysis of various aspects of Geography.

4. CAREER OPPORTUNITIES

- Teaching
- Research
- Consultancy
- Field Officers
- Government Programme Managers
- Non-Governmental Programme Managers
- Environmentalists
- Statistical Officers
- Meteorology

5. ENTRY REQUIREMENTS

The Bachelor of Social Science Honours Degree in Geography and Population Studies is a challenging programme. Entry into the programme is competitive and holding of the minimum requirements will not guarantee admission. All prospective students satisfying Faculty requirements compete on the basis of overall points obtained at ‘O’ and ‘A’ level. To be admitted for this course of study, the prospective student must satisfy the following requirements:

- 5.1 Normally have at least 5 ‘O’ level passes including English and Mathematics.
- 5.2 Have a pass in ‘O’ and ‘A’ level Geography.
- 5.3 Have a relevant and recognised Diploma preferably in Education with a specialisation in Geography, a Diploma in Geography or Development Studies provided that the

applicant has good 'O' level Geography and Mathematics.

6. PROGRAMME ASSESSMENT

- 6.1 Normally evaluation shall be based on continuous assessment as well as examinations.
- 6.2 Students will be required to attend a minimum of 75% of all lectures.
- 6.3 A formal examination shall be held during a specified examination period at the end of each semester. The examination mark shall contribute 60% of the overall mark while continuous assessment shall contribute 40%.
- 6.4 A coursework mark is not transferable and is valid only for the specific registration period in which it has been achieved. Students who fail to satisfy all coursework requirements shall be barred from sitting for examinations.
- 6.5 Pass mark shall be 50%.
- 6.6 A student may, with the permission of the Faculty Board, carry forward into the subsequent academic year not more than two failed courses, provided the courses are not prerequisites for the subsequent year.
- 6.7 The assessment of a dissertation shall be based on oral presentation of the project proposal and the final report by the student before a panel of Departmental lecturers.
- 6.8 The overall assessment of the Industrial Attachment shall consist of 37, 5% Student's Report, 25% Employer's

Assessment Report and Academic Supervisor's Assessment Report 37, 5%. A student who obtains less than 50% in the overall mark for the Industrial Attachment will be required to repeat.

6.9 In order for a student to proceed to the subsequent academic year, she/he should have passed at least 10 courses carrying the other two failed courses. The student *may be allowed* to proceed with 3 outstanding modules provided they are not offered in a single semester. This entails that a *carrying* student is not allowed to do more than 8 modules in any given semester.

6.10 Students in the teaching field shall be required to undertake their Industrial Attachment during the school holidays.

7. GRADING AND CLASSIFICATION OF DEGREE

Refer to Section 5 of the Faculty Regulations.

8. PROGRAMME STRUCTURE

The course of study for the Bachelor of Social Science Honours Degree in Geography and Population Studies is normally 4 years, comprising of eight (8) semesters of study inclusive one academic year of attachment. A range of courses in both Physical and Human Geography will be studied intensively.

9. List of Modules offered:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
HSGP 1101	Introduction to World Regional Geography (Europe and North America)	4	48
HSGP 1102	Climatology and Meteorology	4	48
HSGP 1103	Development Issues Sub-Saharan Africa	4	48
HSGP 1104	Introduction to Computers and Information Literacy	4	48
HSGP 1105	History of Geographical Thought	4	48
HSGP 1106	Introductory Mathematics for Geography and Population Studies	4	48
SEMESTER 2			
HSGP 1201	World Regional Geography (Asia)	4	48
HSGP 1202	Ecological Processes	4	48
HSGP 1203	Introduction to GIS and Remote Sensing	4	48
HSGP 1204	Epidemiological Studies	4	48
HSGP 1205	Soil Science	4	48
<i>Plus any one elective from the following:</i>			
HSGP 1206	Project Planning and Management	4	48
HSGP 1207	Land Use Planning	4	48

PART 2**SEMESTER I**

HSGP 2101	Techniques in Physical Geography	4	48
HSGP 2102	Research Methods for Population Studies	4	48
HSGP 2103	Regional Development	4	48
HSGP 2104	Population Programmes and Policies in Developing Countries	4	48
HSGP 2105	Women, Health and Child Survival	4	48

Plus any one elective from the following:

HSGP 2106	Rural Development and Livelihoods	4	48
HSGP 2107	Population, Community Health and Disease Control	4	48

SEMESTER 2

HSGP 2201	Applications of GIS and Remote Sensing	4	48
HSGP 2202	Demography and Population Studies	4	48
HSGP 2203	Techniques in Human Geography	4	48
HSGP 2204	Climate Change Risks and Mitigation	4	48
HSGP 2205	Sustainable Natural Resources Management	4	48
HSGP 2206	Hydrology and Water Resources Management	4	48

PART 3

HSGP 3000	Industrial Attachment Student's Work Related Learning Report	16	
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Academic Supervisor's Assessment Report	14
Employer's Assessment Report	10

PART 4

SEMESTER 1

HSGP 4101	Population Data Analysis and Computing	4	48
HSGP 4102	Urban Social Geography	4	48
HSGP 4103	Migration Studies	4	48
HSGP 4104	Environmental Impact Assessment and Management	4	48
HSGP 4105	Disasters and Human Response	4	48
HSGP 4106	International Development Perspectives	4	48

SEMESTER 2

HSGP 4201	Dissertation	8	96
HSGP 4202	HIV/AIDS and Population Studies	4	48
HSGP 4203	Waste and Management Issues	4	48
HSGP 4204	Population and the Environment	4	48
HSGP 4205	Food Security and Population	4	48

10. MODULE SYNOPSES:-

HSGP 1101 Introduction to World Geography (Europe and North America)

The student is introduced into World Regional Geography with emphasis being placed on variations across space. At the end of the course the student will be able to understand how historical processes have defined the present wealth and prosperity among European and North American countries. The module will seek to highlight the stages

of development that Europe and North America have gone through to reach the high mass consumption stage they enjoy today. The role of free markets and regional co-operation within these regions are looked at. The Common Agricultural Policy in Europe will be looked at in detail among other policy initiatives.

HSGP 1102 Meteorology and Climatology

The module introduces students to meteorology and climatology. Radiation concepts and physical laws of radiation will be explored. Insulation over the earth and radiation budget will be discussed. Subsequently atmospheric thermodynamics and adiabatic processes to engender (in)stability will also be explored. The module will also introduce students to cloud and precipitation formation processes (theories of raindrop formation, pressure systems, and types of rainfall among other processes and elements of weather). An introduction to General Circulation Models and air masses will be made. Furthermore an introduction to weather and climate observation (various equipments used and also field trips) will be made. The physics of thunderstorm electrification shall be introduced and the raging debate on the causes of lightning will also be discussed.

HSGP1103 Development Issues in Sub Saharan Africa

The module basically looks into developmental concerns and strategies in SSA. The impact of the physical environment on the socio-economic development of Africa is discussed. Other factors such as drought, civil wars, corruption, unfair trade, are also looked at. Students are introduced to some efforts to address African problems such as regional integration, economic structural adjustment programmes among other initiatives. The Common Market for East and Southern Africa and the Southern African Customs Union among other regional co-operation initiatives will be looked at. The Geography of selected countries within the region is looked at. The impact of diamond mining on the economic

development of Botswana will be explored. Students will at the end of the module be able to appreciate Africa's development process and therefore understand why it remains the most impoverished continent of the world.

HSGP 1104 Introduction to Computers and Information Literacy

This module seeks to equip students with the most basic skills in computing. Students should be able to understand the difference between computer software and hardware. The use of basic software like word processing, internet, excel is introduced to the students. At the end of the module the basic computer literacy skills would have been imparted to the students.

This course also teaches students information literacy skills. Students are taught how to analyse and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

HSGP 1105 History of Geographical Thought

The module outlines the historical development of Geography as a field of study. It looks into the contribution of various classical geographers in the development of Geography. Alexandra von Humboldt is among the classical geographers whose contribution will be looked at. Students will be able to appreciate how Geography developed to be a field that looks at temporary and spatial variations of phenomenon.

HSGP 1106 Elementary Statistics for Geographers

The module introduces students to the theoretical and practical application of statistics in Geography and Population studies.

Definitions of different statistical concepts (experiment, descriptive statistics, inferential statistics). Definition of geographical data, types and its sources will be discussed. An introduction to sampling types (random, stratified, and systematic) and their application in spatial investigations will be made. Further the module introduces methods of organizing data using tabular and graphical methods so that the data is more readable and effective. Various graphic representation methods (histograms, bar graphs, line graphs, frequency polygons, scatter diagrams, pictographs, cumulative frequency distributions, frequency tables) will be discussed. Analysis of data using descriptive statistics (arithmetic mean, median and mode) will be done. Relative advantages and disadvantages of mean, median and mode will be discussed. Finally measures of dispersion (range, variance, standard deviation) will be discussed. Students should be able to practically calculate these statistics by the end of the module.

HSGP 1201 World Regional Geography (Asia)

The module looks into key geographical processes that have defined South Asia and the Middle East. Issues of economic development and demographic patterns in these regions will be looked into. The Geography of China and India is looked at, particularly the Chinese economic transformation since 1949. In addition, the political geography of the Middle East is explored especially the role of planned Israeli settlements on occupied Palestine land. The impact of oil on the economic development of countries such as Iran and Saudi Arabia is looked at as well. The module will trace the history of economic development. It also examines topical issues in the area of development especially the involvement of the state and markets in enhancing economic productivity. The module further looks at how lessons from the East Asian experience can be integrated into development planning in developing countries particularly Zimbabwe.

HSGP 1202 Ecological Processes

The aim of the module is to introduce students to the various aspects of ecosystems processes. It focuses on population, community and ecosystem ecology. Population growth patterns and factors affecting population growth will be explored. Factors influencing community structure will be discussed. The concept of community stability will also be introduced. Subsequently, the ecosystem concept will be introduced. Key topics to be examined include trophic structure, nutrient cycles and food webs, ecosystem processes, ecosystem engineers and global changes, plant succession, habitat, competition, niche, diversity, ecosystem homeostasis and mineral cycles. Threats to biodiversity will be explored. Key driving forces such as extinctions, island biogeography theory, habitat fragmentation, invasive alien species, pollution and toxification, overexploitation, global climate change, diseases will be discussed. The role of the *Homo sapiens* as a keystone species will be amplified and the general anthropogenic impacts on ecosystem processes shall be explored. Characteristics of selected biomes will be discussed. Finally an introduction to conservation biology and the rationale for conservation of ecosystems/species given that diversity of life has always re-established after mass extinctions. Different approaches to ecosystems management will be explored in order to engender ecosystem resilience and sustainability.

HSGP 1203 Introduction to GIS and Remote Sensing

The module introduces students to the theoretical concepts of Geographical Information Systems and Remote Sensing. Functions of a unified GIS and Remote Sensing are explored. It introduces students to the hardware and Software of GIS. The following concepts will be covered; geo referencing, database and database management systems in GIS, data models and data structures for example vector and raster data, satellite systems and segments as well as the physics of it, evolution of remote sensing, stages involved in image processing and

will be explored in detail. Integration of GIS and Remote Sensing will be outlined.

HSGP 1204 Epidemiological Studies

In this module students will be introduced to epidemiology as a field of study. In that respect students will be able to understand the disease risk factor among different populations. Students will be able on completion to understand the importance of epidemiological information in planning strategies design to prevent illnesses especially among vulnerable populations. Particular diseases to be looked at include malaria, measles, TB among others. These will be looked at with respect to the vulnerability of different populations.

HSGP1205 Soil Science

The module introduces students to the science of the soil. Students will be taken through the key concepts in soil science. Issues such as soil forming factors, Pedological processes, physical properties of soil and soil taxonomy in Zimbabwe will be discussed in detail. Students will also undertake laboratory practical lessons (*soil ph, soil temperature, texture, moisture content, organic matter content, and bulk density*) in soil science as well as field visits so as to get a feel of the practical set up. The module will again explore the concepts of soil erosion and conservation in detail. Issues such as causes, nature and effects of soil erosion will be looked at. Soil conservation measures and challenges faced by farmers in soil conservation are dealt with in detail.

HSGP 1206 Project Planning and Management

The module will introduce students to the project/programme cycle. An introduction to project planning and management will be made. The module will enable students to develop the knowledge and skills necessary in the design and delivery of projects. The stages covered will be action research to identify need, project planning, developing detailed project proposals, writing and presenting bids for funding as

well as the Monitoring and Evaluation of projects. Various project planning techniques like the Gantt chart, project works breakdown, checklists, the PERT and critical path analysis among others.

HSGP 1207 Land Use Planning

The module introduces students to key theoretical and practical aspects of land use planning. On completion, students will have an advanced understanding of the nature and sources of planning law, its understanding and interpretation. The module also seeks to familiarise students with the contemporary legal frameworks within which planning and assessment law and policy operates. Students will develop expertise at advanced level in the operation of LUP and assessment law and policy as well as the legal obligation of citizens in regards to planning and environmental matters and influence their ability to change decision making within relevant legal frameworks.

HSGP 2101 Techniques in Physical Geography

The module introduces students to various field techniques in physical geography. At the end of the module students must be able to draw sketch maps and sketch section and be able to interpret topographic maps among other methodological approaches in Physical Geography.

HSGP 2102 Research Methods in Population Studies

It will introduce methods and techniques of accessing research materials and bibliographic sources, preparation of a literature review and research proposal, techniques of data collection and sampling, questionnaire design, fieldwork approaches and problems, ethics of research, coding, editing and assembly of data, some techniques of data analysis, and dissemination of research results.

HSGP 2103 Regional Development

The module explores developmental concerns, especially those of developing countries. It looks at various theories of economic

development with emphasis on the core - periphery models. It highlights the role of regional economic blocks such as SADC, COMESA among others in development. The module also examines regional development strategies like export processing zones, growth centre strategies in regional economic development. It also covers in detail challenges faced by developing countries in attempting to develop their economies. The module also explores regional disparities in economic development within and between regions at various levels.

HSGP 2104 Population Programmes and Policies

Students are introduced into various programmes and policies that seek to address population pressure in developing countries. The one child policy, population census among other programmes and policies shall be look at. The role of international and national programmes responses is explored. These will include among others, the activities of organisations such as Population Services international and United Nations Fund for Population Activities. The one child policy of China is looked at with the view to understand its rationale, successes and failures in the world's most populous nation.

HSGP 2105 Women, Health and Child Survival

The topic is offered for students with a professional background or specialised interest in the issues of women's health and child survival. The topic will mainly comprise a study of the status of women's health in developed and developing countries and of the factors affecting their status, giving particular attention to women's reproductive health, sexually transmitted diseases, and antenatal and postpartum health care; and child survival issues focusing on the Mosley and Chen framework for child survival analysis. Social and cultural factors affecting women's and children's health will also be discussed.

HSGP 2106 Rural Development and Livelihoods

The module looks at rural development processes in developing countries with the view of understanding the nature of rural transformation as shaped by national and international development processes. Students will be able to understand the causal processes of rural deprivation in developing countries and should also be able to formulate appropriate strategies to fight rural poverty. Land reform, credit schemes, co-operatives, irrigation projects are some of the issues addressed in this module. The impact of government policy and prescribed economic policies like ESAP on rural transformation is looked at. The module looks at diversification as a livelihoods strategy, participatory rural development among other strategies.

HSGP 2107 Population, Community Health and Disease Control

The module looks into various health issues related to community health and disease control particularly in developing countries. In particular the module looks into issues of access to public health in developing countries, the ability of people to access balanced diet and well as issues of water and sanitation. The second part of the module looks at control strategies for problematic disease like Polio, TB, HIV and AIDS, Malaria among other particularly in developing countries. Strategies to improve community health and to combat the spread of particular diseases that affected communities are looked at in detail. The module seeks to produce a student who will appreciate the need for strategic approach on issues to improve community health and therefore be able to combat diseases.

HSGP 2201 Applications of GIS and Remote Sensing

This module is designed to provide an insight into applications of GIS and Remote Sensing to the modern world. Emphasis is on analytical modelling approach to spatial problems. Spatial database design and manipulation, error assessment and management, GIS project design

and management as well as Environmental applications of GIS and Remote sensing will be dealt with in detail. Case studies of GIS and Remote sensing applications will be explored. Students will carry out GIS and Remote Sensing practical lessons.

HSGP 2202 Demography and Population Studies

The module introduces the students to various demographic and population processes in both developed and developing countries. Concepts of overpopulation, under population, ageing population, population pyramids are introduced. The demographic transition model as it applies to selected countries is explored. At the end of the module students will understand the variations in demographic processes between world regions over time. Students will be able to understand the relationship between population available resources and to appreciate variations in demographic and population variables between developed and developing countries.

HSGP 2203 Techniques in Human Geography

This module covers the various techniques used in Human Geography. Students will be introduced to the representation of population data through the use of choropleths maps, pie charts, and dot maps among other techniques. The advantages and disadvantages of these techniques are looked at as well as the construction procedure. The module aims to produce a graduate able to use statistical data to produce maps that are easy to interpret for purposes of planning.

HSGP 2204 Climate Change Risks and Mitigation

The module introduces students to climate, climate variability and climate change. The role of models in studying climate change will be explored. Current debates and schools of thought on climate change will be discussed. Furthermore, driving forces of climate change shall be explored. Risks associated with climate change and implications to

society will be evaluated. Evidence of climate change in developing and developed countries will be explored as clear exhibits of the phenomenon. Climate change risk reduction initiatives and climate change in the context of sustainable development will be explored. The role of governance and community based initiatives in climate change risk reduction will be explored. Finally, challenges of managing climate change in developing and developed countries will be discussed.

HSGP 2205 Sustainable Natural Resources Management

This module looks into key elements of natural resources utilisation and management and introduces the concept of sustainable development. It introduces the resource concept. These include; water, forest, minerals, soils, land and wildlife. The rationale for sustainable management of natural resources shall also be explored. It also outlines approaches and challenges to sustainable natural resources management.

HSGP 2206 Hydrology and Water Resources Management

The module is designed to introduce students to hydrological processes and their role in shaping the earth's surface. It will also look at ground occurrence, exploration and exploitation. River processes of erosion, transportation and deposition as well as resultant landforms are dealt with in detail. Definition of water resources e.g. fisheries etc, Rationale of environmental flows, water quality concept, challenges to sustainable water resources management- habitat fragmentation, overexploitation, pollution and toxification, introduction of invasive alien species, global climatic change, demographic factors, scientific and technological changes, institutional gaps. The module will also examine sustainable management of fresh water resources in Southern Africa- water management institutions in Zimbabwe and the SADC region, water demand management and integrated water resources management.

HSGP 3000 Industrial Attachment

During attachment students will be expected to write an attachment report that will be examined. Employers should assess students based on the guidelines provided by the department. The department will also make two attachment visits to assess the students' work related learning.

HSGP 4101 Population Data Analysis and Computing

The course aims to give students a working knowledge of a range of the basic techniques required in the analysis of population change and distribution. It aims to impart practical skills in the analysis and interpretation of population data and trends, focusing particularly on analysis of fertility, mortality and migration, and on population projections. It also highlights the major variables of interest in the study of population and development and provides students with practical experience in applying various techniques to estimate population variables. It is intended that the topic should complement the more theoretical approach taken in the other core topics in the Programme. Packages such as SPSS, EpiInfo will be explored.

HSGP 4102 Urban Social Geography

This module addresses issues of urban deprivation among urban dwellers in developing countries. The manifestation of urban poverty will be addressed in this module as well as how some urban dwellers have strategised to cope with their challenges. Housing problems and the development of squatter settlements in developing countries shall be looked at. The module will seek to impart both theoretical and practical skills to the students in terms of their ability to understand the origins of urban problems and practical solutions to such challenges.

HSGP 4103 Migration Studies

The module looks into various aspects of population migration with the view to understand the causal push and pull factors and how this phenomenon has impacted on population patterns in developing countries. Labour migration flows between developed and developing countries are explored. The impact of labour migration on the sending and receiving countries are looked at. Forced migration as a result of conflict especially in Africa is introduced to the students.

HSGP 4104 Environmental Impact Assessment and Management

The module will introduce students to Environmental Impact Assessment (EIA) as an environmental planning tool. EIA definition and functions or rationale shall be explored. The history and evolution of EIA, dating back to the US's National Environmental Protection Act (NEPA) of 1969 will be explored. Advantages and disadvantages of EIAs to different stakeholders will be discussed. The generic EIA process and legislative provisions for the EIA process in selected countries will be explored. The role of public participation in the EIA process shall be discussed. The importance of integrating the EIA process into the project cycle will be explored. The module will also discuss various EIA tools and techniques such as matrices, networks, checklists, GIS and Remote Sensing, descriptive, predictive and decision making techniques, assessing impact significance, Environmental Management Plan development, experiments and laboratory testing. Subsequently valuation approaches for social and environmental impacts shall be introduced i.e. direct and indirect approaches. Students will also be introduced to monitoring and Auditing in Environmental impact assessment. Different types of monitoring and environmental auditing will be explored. Finally students will be introduced to EIA report writing.

HSGP 4105 Disasters and Human Response

The module seeks to introduce students to the broader field of hazard/disaster management. Concepts of Hazard perception and vulnerability and how different social groups respond to hazards will be explored. The module also identifies typologies of hazards and the hazard-disaster continuum shall be explored. It also introduces students to various models that attempt to explain causes of disasters (pressure and release model, Capacities and Vulnerability analyses and the Sustainable Livelihoods framework models). The module will also identify various impacts of hazards. Students will also be introduced to the disaster preparedness framework as key to disaster planning. The inexact science of risk assessment shall also be explored. Further, the module shall explore risk reduction strategies within a broader framework of sustainable development.

HSGP 4106 International Development Perspectives

The module provides students from different academic backgrounds with an overview of development from a number of disciplinary angles, a theoretic background to development in general and an understanding of the development strategies followed by Organisations within UN System, World Bank and other International Organisations. Through individualised course work students will be given the opportunity to critically examine current theoretical debates and phenomena related to development issues. Students will acquire the knowledge and concrete skills to understand, assess and work in development related fields, either with direct poverty reduction or with other aspects of social and institutional development.

HSGP 4201 Dissertation

A student chooses a research area of his/her choice and writes a report with the help of an allocated supervisor. Students will be expected to demonstrate individual effort and creativity.

HSGP 4202 HIV/AIDS and Population Studies

The module looks at the impact HIV and AIDS has had on population and development in SSA. Students will be able to appreciate how countries such as Zimbabwe have designed strategies to address the impact of HIV and AIDS among the various sections of the population. The role of international and national programme responses is looked at. Sub Saharan Africa will be the focus of this module. The activities of UNAIDS, the Global Fund and national programme responses of selected countries is looked at. The impact of HIV/AIDS on vulnerable populations is explored in detail as well.

HSGP 4203 Waste Management Issues

This module intends to provide students with an overarching strategy for sustainable waste disposal and management for both rural and urban population. The module will also explore strategies and technologies for liquid and solid waste management (with the aid of case studies from developed and developing countries). Students will also be introduced to the role of bio-technology in waste management. An introduction to environmental sanitation will be made. The ecological sanitation concept will be introduced and attendant technologies will be explored. The roles of institutions and organisations involved in waste management shall also be explored. Finally the concept of clean technology in waste management and the politics of waste disposal on a global scale shall also be introduced. International Conventions on waste disposal as well as local legislative instruments will be outlined.

HSGP 4204 Population and the Environment

The topic introduces basic concepts and analysis of ecosystems and key inter-relationships between population and environment within the context of development issues and policies. It deals with resource depletion and management, land use and agricultural systems related to population pressure, population mobility, population policies,

urbanisation and the environment, and integrated approaches to population-environment planning.

HSGP 4205 Food Security and Population

This module introduces the concept of food security, the role of organic farming versus conventional farming such as bio-technology, precision farming as a solution to food insecurity. Current trajectory of population growth vis-a-vis food security shall also be explored. The challenges to achieving household and national food security will also be explored. In addition, solutions to the food security problem shall be explored. Global food security disparities, role of agricultural policies such as CAP, land reforms in developing countries and the effect of rural urban migration on food security are looked into. The module will also explore the effect of the HIV/AIDS pandemic at household level.

REGULATIONS FOR POSTGRADUATE DEGREES AND POSTGRADUATE DIPLOMAS IN THE FACULTY OF HUMANITIES AND SOCIAL SCIENCES

1. INTRODUCTION

- 1.1 These regulations should be read in conjunction with the General Academic regulations for Post Graduate Diplomas and Masters Degrees by coursework, hereinafter referred to as the General Regulations.
- 1.2 These regulations apply both to students who are in full-time attendance and those in part-time attendance at the University.

- 1.1 These regulations are in respect of the following programmes in the Faculty of Humanities and Social Sciences:-

Postgraduate Diploma in Development Studies

Master of Social Science Degree in Development Studies

Bachelor of Science Special Honours Degree in Urban Management Studies

Bachelor of Social Science Special Honours Degree in Monitoring and Evaluation

Postgraduate Diploma in Arts Management

Bachelor of Arts Special Honours Degree in African Languages and Literature

2. ENTRY REQUIREMENTS

Normally for entry into a Postgraduate Diploma programme, a Special Honours Degree Programme and a Masters Degree Programme, a candidate is required to have a good first degree

from this University or another recognised University or institution of higher learning.

3. **EXAMINATIONS**

Formal three- hour examinations will be conducted in all courses at the end of each semester.

4. **SUPPLEMENTARY EXAMINATIONS**

Supplementary examinations may be permitted in accordance with the provisions of the General Regulations.

5. **AWARDING OF A DEGREE**

Postgraduate Diplomas and Degrees shall be awarded in accordance with the provisions of the General Regulations.

7. **NOTIFICATION OF RESULTS**

Results shall be published in accordance with the provisions of the General Regulations.

8. Regulations of postgraduate programmes offered in the Faculty of Humanities and Social Sciences:-

REGULATIONS FOR THE POSTGRADUATE DIPLOMA IN DEVELOPMENT STUDIES

1. INTRODUCTION

These regulations should be read in conjunction with the General Academic Regulations hereinafter referred to as the General Regulations.

2. RATIONALE FOR THE PROGRAMME

The rationale of the programme is to address a knowledge gap for general degree holders and other non-social degree holders who have been practising in the development without a development qualification.

3. PROGRAMME AIMS AND OBJECTIVES

The aim of the programme is to address a variety of core development issues. The objective of the programme is make development practitioners have a firm grounding in development issues. This programme is designed for candidates who are holders of a first degree or its equivalent and who work in a development related sector or are interested in making a career move into development. It is also particularly designed for candidates who hold a general degree and would like to enrol into the Master of Social Science in Development Studies.

The program aims to produce a versatile graduate with a sound theoretical and practical understanding of development issues affecting the third world and Sub-Saharan Africa in particular.

4. CAREER OPPORTUNITIES

Candidates graduating with this qualification may work in a variety of environments as social science researchers,

programme/project managers, monitoring and evaluation officers, gender consultants in NGOs and government departments.

5. ENTRY QUALIFICATIONS

5.1 To be admitted to this programme a prospective student should have at least the following qualifications:

5.1.1 A recognised good first degree from this or another recognised University or its recognised equivalent.

6. PROGRAMME ASSESSMENT

6.1 Modules shall normally be assessed by coursework and a formal examination.

6.1.1 Students are required to attend a minimum of 70% of lectures. All seminars and tutorials are compulsory.

6.1.2 Modules may contain a practical component; in such cases the practical component shall be deemed to be part of the coursework assessment. The weighting of theory components and practical components of coursework shall be specified in each course outline. The total contribution of coursework shall be 40% of the overall mark of that module.

6.1.3 Students who fail to satisfy all course work requirements will be barred from sitting for examinations.

6.1.4 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.

6.1.5 A coursework mark is not transferable and is valid only for the specific registration period in which it has been achieved.

6.1.6 Each formal examination shall be held during an examination period at the end of each semester, normally that of the semester in which the module was read for and completed. The formal examination for a module shall contribute 60% of the overall mark of that module.

7. **MARKING SCHEME AND CLASSIFICATION OF POSTGRADUATE DIPLOMA**

7.1 All Diplomas shall be classified as: Distinction, Pass with Merit, Pass or Fail

7.2 The following Marking Scheme shall be adopted for Postgraduate Diplomas:

75% and above	Distinction
60% - 74%	Pass with Merit
50% - 59%	Pass
Below 50%	Fail

8. **REPEATING OF MODULES**

8.1 A student who fails a particular examination is obliged to attend the module(s) concluded by that examination again, unless the Dean, on the recommendation of the Department concerned grants exemption from class attendance, in which case the year or semester mark of the student has to be taken into consideration and normally exemption in a specific module shall be allowed only once. Normally a student will only be allowed to repeat a module once.

9. PROGRAMME STRUCTURE

The Postgraduate Diploma is done over one academic year or two semesters.

10. List of modules offered:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
HSDS 5101	Introduction to Development Studies	4	48
HSDS 5102	Global Development Issues	4	48
HSDS 5103	Research Methods for Development	4	48
HSDS 5206	Gender and Development	4	48
HSDS 5108	HIV and AIDS Management in Africa	4	48
<i>Plus any one elective from the following:</i>			
HSDS 5107	Development within the Tiger Economies	4	48
HSDS 5104	Advanced Report Writing Skills	4	48
HSDS 5105	Computer Packages for Development Studies and Information Literacy	4	48
SEMESTER 2			
HSDS 5201	Project Planning and Management	4	48
HSDS 5202	Post Graduate Diploma Treatise	8	96
HSDS 5203	Famines and Food Security	4	48
HSDS 5204	Monitoring and Evaluation Systems	4	48
<i>Plus any one elective from the following:</i>			
SDS 5205	HIV, AIDS and Culture in Africa	4	48
HSDS 5207	Civil Society and Development	4	48
HSDS 5208	Humanitarian Food Aid Studies	4	48

11. MODULE SYNOPSES

HSDS 5101 Introduction to Development Studies

This module is a rigorous overview of the scope of the domain of Development studies as an interdisciplinary field of study. The definition of the concept of development and the relevant ideological disagreements about the definition of development and the people who define it will be foregrounded. The module will take an overview of the common methods of measuring development including the Human Development Index, the Gross Domestic Product and the Index for Sustainable Economic Welfare.

HSDS 5102 Global Development Issues

This module is an in-depth examination of current dominant issues in the development studies field in the past two decades to the present era. The aim to the module is to sensitise students to key concerns in development studies. Students will explore various development theories and their practical applicability to the developing world. Special attention will be given to the Millennium Development Goals of the international development agenda. Students in this module will appraise progress towards poverty reduction, primary education, gender equity, reducing HIV and AIDS and malaria, reduction of child and maternal mortality, environmental sustainability, among other things.

HSDS 5103 Research Methods for Development

This module will ground students in advanced research techniques for development studies. Students will explore various types of research as well as research methodologies including qualitative and quantitative research techniques. The module aims to produce a student that can

meaningfully participate in social science research at Masters level. As part of the assessment for this module, students will be asked to produce as a 30 page assignment involving field research.

HSDS 5104 Advanced Report Writing Skills

This module grounds students in advanced report writing skills for development studies. The module will outline various types of reports in the area of development studies as well as skills required for the effective production of the different types of reports. As part of the assessment students will not only be asked to produce reports but also to critique professional reports.

HSDS 5105 Computer Packages for Development Studies and Information Literacy

This module will equip students with advanced computer packages for development work and research. The packages to be studied in this module currently include MS Word, MS Excel, Power Point, Statistical Package for Social Sciences (SPSS) as well as any other relevant packages that might come into the market from time to time. The module seeks to create a computer literate and complete graduate of development studies.

This course also teaches students information literacy skills. Students are taught how to analyse and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

HSDS 5106 NGOs, Government and the Private Sector in Development

This module is an advanced interrogation of the roles played by the Non-governmental Organisations, the Government and the Private Sector in National Development. The module examines commonly held beliefs about the delineation of roles between the three. Particular attention will be placed on the role of government. Common conflicts between the three parties will be examined.

HSDS 5107 Development within the Tiger Economies

This module is a rigorous interrogation of the development experiences of the South East Asian countries against the background of commonly held development economics principles. African states' development challenges are examined in relation to the successes of these countries.

HSDS 5108 HIV and AIDS Management in Africa

The module examines the rise of the HIV and AIDS pandemic in the world and in Africa. It discussed strategies that have been used to manage the scourge in Zimbabwe and other African countries including, HIV and AIDS education, Anti-Retroviral Therapy and other strategies. Major players and their roles in the management of HIV and AIDS in Zimbabwe will be discussed including the National Aids Council, Local Authorities and Non-Governmental organisations will be discussed.

HSDS 5201 Project Planning and Management

The module takes students through the project management cycle. It grounds students on the various stages involved in project management. It seeks to equip the student with skills relevant for project management as well as understanding the chronology of events involved.

HSDS 5202 Post Graduate Diploma Treatise

This is a module that examines students' ability to carry out approved research work in line with faculty of arts regulations. The examination is presented in the form of a written project.

HSDS 5203 Famines and Food Security

The module is an in-depth examination of the theories of famine and food security. It discusses the definition of the concept of famine, as well as controversies surrounding its causation. The module will also explore world food security projections with particular attention on Africa. Food security projection strategies such as the Famine Early Warning Systems will be studied (FEWS).

HSDS 5204 Monitoring and Evaluation Systems

The module grounds students in the concept of monitoring and evaluation as well as the rationale for this concept in development work. The module will explore practical steps in preparing effective monitoring and evaluation systems. The module will also discuss practical steps in conducting monitoring and evaluation surveys of various types.

HSDS 5205 HIV, AIDS and Culture in Africa

The module is an advanced study of the linkage between HIV and AIDS in Africa. It examines ways in which culture exacerbates or helps to prevent the spread of HIV and AIDS. HIV and AIDS patterns will be studied across different cultural societies.

HSDS 5206 Gender and Development

The explore the notion of gender, and gender equity in relation to development studies. It will discuss why gender equity is a necessary goal of development efforts. The module will examine progress toward the improvement of the status of women in key development sectors in

Africa and the world such as Education, Agriculture, Government and Industry.

HSDS 5207 Civil Society and Development

This module is a rigorous examination of the role of civil societies in the development process. It discusses the role of civil societies in influencing the development agenda through advocacy and other strategies. The module focuses mostly on civil societies in Zimbabwe.

HSDS 5208 Humanitarian Food Aid Studies

The module exposes students to key skills required in the administration of Food Aid in the Humanitarian Aid field of Development studies. The module will make an overview of key players in the field of Food Aid which including the WFP, USAID and other organisations. The module will pay specific attention to the concept of food aid targeting techniques as practised by various organisations.

REGULATIONS FOR MASTER OF SOCIAL SCIENCE DEGREE IN DEVELOPMENT STUDIES (MSoc. Sc. Dev. Studies)

1. INTRODUCTION

- 1.1 These regulations should be read in conjunction with the General Regulations of Lupane State University.
- 1.2 Further these regulations should be read in conjunction with the Faculty Regulations of the Faculty of Humanities and Social Sciences.

2. RATIONALE FOR THE PROGRAMME

The rationale for the programme is to fill in a gap in terms of skilled personnel both in government and non-government sectors. This cross cutting programme is designed to feed national, regional and international development processes and institutions with resource persons who have a broad panoramic understanding of development issues. This programme is relevant because the less developed world seeks policy solutions to persistent development challenges.

3. PROGRAMME AIMS AND OBJECTIVES

The programme is designed to impart an advanced theoretical and practical understanding of development issues affecting developing countries in the global context. Key issues covered in the program include development theory, poverty alleviation strategies, food security, land reform, development finance, gender and development and development management techniques among other issues.

4. CAREER OPPORTUNITIES

Candidates who enrol into this programme are those who want to understand local, national and global processes of development, and those who would like to work on, or analyse, development related tasks

and issues. Candidates who graduate with this qualification can work as senior officers and managers in development advocacy, policy making, and global development policy analysis, the NGO sector, government agencies, and international development organisations.

5. ENTRY REQUIREMENTS

- 5.1 To be admitted to this programme a prospective student should normally have an upper second class relevant good honours degree from this or another recognised University or,
- 5.2 Any first degree plus a Postgraduate Diploma in Development Studies from this university or another recognised university.

6. MODULE LOAD

All students shall normally take 3 modules per semester.

7. PROGRAMME ASSESSMENT

- 7.1 Modules shall normally be assessed by coursework and a formal examination.
- 7.2 Students are required to attend a minimum of 70% of lectures. All seminars and tutorials are compulsory.
- 7.3 Modules may contain a practical component; in such cases the practical component shall be deemed to be part of the coursework assessment. The weighting of theory components and practical components of coursework shall be specified in each course outline. The total contribution of coursework shall be 50% of the overall mark of that module.
- 7.4 Students who fail to satisfy all course work requirements will be barred from sitting for examinations.

- 7.5 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.
- 7.6 A coursework mark is not transferable and is valid only for the specific registration period in which it has been achieved.
- 7.7 Each formal examination shall be held during an examination period at the end of each semester, normally that of the semester in which the module was read for and completed. The formal examination for a module shall contribute 50% of the overall mark of that module.
- 7.8 The overall mark of a module shall be determined by the sum of weighting the coursework mark and the examination mark in the ratio 50:50.

8. REPEATING OF MODULES

- 8.1 A student who fails a particular examination is obliged to attend the module(s) concluded by that examination again, unless the Dean, on the recommendation of the Department concerned grants exemption from class attendance, in which case the year or semester mark of the student has to be taken into consideration and normally exemption in a specific module shall be allowed only once. Normally a student will only be allowed to repeat a module once.

9. DEGREE CLASSIFICATION AND MARKING SCHEME

- 9.1 All Masters Degrees shall be classified as: Distinction, Pass with Merit, Pass or Fail.
- 9.2 The following Marking Scheme shall be adopted for Masters Degrees and:

75% and above Distinction

60% - 74%	Pass with Merit
50% - 59%	Pass
Below 50%	Fail

10. PROGRAMME STRUCTURE

10.1 The duration of the Master of Social Science Degree in Development Studies shall be three (3) semesters of full-time study.

11. List of Modules offered:-

Module		Credits	Learning Hours
PART I			
SEMESTER I			
HSDS 6601	Development Theories, Strategies and Issues	8	60
HSDS 6602	Development Research Methods and Approaches	8	60
<i>Plus any one elective from the following:</i>			
HSDS 6603	Theory and Practice of Rural Development	4	48
HSDS 6604	Development Finance	4	48
SEMESTER 2			
HSDS 6605	Land Reform, Poverty, Food Security in Africa	8	60
HSDS 6606	Development Management Techniques	8	60
<i>Plus any one elective from the following:</i>			
HSDS 6607	Industrialisation, Technology and Development in Africa	4	48
HSDS 6608	Gender and Development	4	48
HSDS 6609	Disability and Development	4	48

12. MODULE SYNOPSES:-**HSDS 6601 Development Theories, Strategies and Issues**

This module is an in-depth examination and interrogation of various development theories including modernisation and structural dependency approaches. The module will examine the development of development theory up to the present era. Other key issues relating to the theories and strategies of development will be examined such as population and development, the role of state and non-state actors in development, international trade and aid in development.

HSDS 6602 Development Research Methods and Approaches

This module is an advanced study of research methods and approaches as they are particularly applied in the field of development studies. The module has a particular emphasis on practical research skills. Candidates will not only be trained to execute tasks in research, but they will also be trained in research criticism.

HSDS 6603 Theory and Practice of Rural Development

This module is an examination of theoretical and practical issues that are pertinent in Rural Development. It will examine the evolution of themes and areas of interest in rural development over the years. Key areas of interest in this module will include finance for rural development, rural infrastructure, the rural economy, poverty and livelihoods amongst other topics of interest.

HSDS 6604 Development Finance

Candidates registering for this module may need a sound financial background. The Department may select candidates accordingly. This module examines problems facing the financial sector of developing and emerging countries. The module aims to analyse problems facing the financial sector of developing and emerging economies in a structured manner, through the use of existing theoretical models and

the study of empirical evidence. Further, the module shall endeavour to explore traditional and emerging avenues of financing development related issues, programmes and policies.

HSDS 6605 Land Reform, Poverty, Food Security in Africa

This module examines the linkage between land reform, poverty and food security. An overview of the history of land reform and land reform policies will be made with reference to Southern Africa. The module will trace the link between land reform, poverty and food security.

HSDS 6606 Development Management Techniques

This module examines key development management techniques. Students in this module will be grounded in project planning and management. Key emphasis will be placed on concepts like the project management cycle and monitoring and evaluation.

HSDS 6607 Industrialisation, Technology and Development in Africa

This module examines the link between industrialisation and development. It seeks to explore the relationship between levels and types of industrialisation and levels of economic growth and GDP levels. The module will also examine the place of technology and technology transfer in the growth of developing countries.

HSDS 6608 Gender and Development

Students in this module will examine the gender dimension in development. The module will explore the gender dimension in various development related sectors such as education, agriculture, employment and politics.

HSDS 6609 Disability and Development

This module introduces students to the theory of disability. It also links disability issues with development studies. It will examine the role of disabled people in development and attempt to engrain disability issues into mainstream development thinking.

HSDS 6660 Development Studies Dissertation

This is a research project carried out on an approved development studies related topic. Approval of a research topic rests with the Board of the Department of Development Studies. The dissertation must contribute to new knowledge in the area of development. The length of the dissertation shall be approximately 20 000 words excluding the front matter and the appendices.

REGULATIONS FOR THE BACHELOR OF SCIENCE SPECIAL HONOURS DEGREE IN URBAN MANAGEMENT STUDIES

1. INTRODUCTION

- 1.1 These regulations should be read in conjunction with the General Academic Regulations hereinafter referred to as the General Regulations.
- 1.2 These regulations apply only to students who are in full- time attendance of the programme.
- 1.3 The Bachelor of Science Special Honours in Urban Management Studies will be awarded to candidates who have successfully completed a course of training previously approved by the University, and satisfied the Examiners in accordance with the Regulations set out below.

2. RATIONALE FOR THE PROGRAMME

The Bachelor of Science Special Honours in Urban Management Studies is a specialist interdisciplinary programme of study designed for practicing professionals in the diverse fields of urban management. This can be within government agencies, NGOs, educational and research institutions, community-based associations, private corporations, and urban development consultants. Such professionals ideally possess a wide variety of first degrees that are, however, not so close to the field of urban management. This programme therefore shall provide an opportunity for such professionals to re-align themselves and acquire a relevant qualification at degree level. It is a value-adding programme of study that is built upon an understanding that urban environments are unique socio-economic spaces that require a deliberate set of

management knowledge and skills. Focus shall be on contemporary knowledge areas in urban management that include water supply, sanitation, social service delivery, real property development, climate change, gender and poverty, urban disasters, and urban transport. The programme of study is also characterised by an emphasis on equipping students with management skills in research projects, local authority finance, projects and programmes. The programme shall draw prospective students from NGOs, Research and Education institutions, government departments, construction companies, real estate developers, urban and rural authorities, political and civic leaders, and any individual with an interest in urban development management.

3. AIMS AND OBJECTIVES

The aim of the programme is to equip students with knowledge and skills in urban management. The course is meant for degree-holders who are qualified in areas that are divorced from urban management. The programme shall provide a platform for specialisation in urban management in terms of theory, practice and skills.

4. CAREER PROSPECTS

After completing the programme, it is anticipated that graduates will be able to secure employment within Rural District Councils, Urban Municipalities, local authorities, real estate companies, government agencies, Civic Society, NGOs, colleges, and various related institutions. The programme offers career prospects in various aspects of urban management like Housing Officers, Community Services Manager, Estate Managers, Facility Managers, Advocacy Officers, Development Planners, Chief Executive Officers, Researchers, Academics, Project Managers, Transport and Logistics Managers, Property Valuers and Managers, among others.

5. SPECIAL HONOURS DEGREE

This is an intensive, one year or 2 semester programme in which a student takes a range of courses in Urban Management Studies. The programme is designed for degree holders who wish to specialise in the management of urban development work in cities and growth points. The degree shall cover aspects of land administration, urban management, real estate development, and local government finance, among other issues. A student registered for this course will have to undertake an individual research project during the second semester of study and submit his/her work to the Department for assessment.

6. ENTRY REGULATIONS

The Bachelor of Science Special Honours Degree in Urban Management Studies is a highly specialised programme of learning. Entry into the programme is competitive and holding of the minimum requirements will not guarantee admission. All prospective students satisfying Faculty requirements compete on the basis of their passes at first degree level and relevant work experience. To be admitted for this course of study, the prospective student must satisfy the following requirements:

- 6.1 Have a relevant first degree in the following areas: Geography, Political Administration, Business Studies, Economics, Civil Engineering, Land Surveying, Quantity Surveying, Architecture, Agriculture, Sociology, Psychology, Environmental Management, Media and Communication, Education, Law or any other relevant discipline.
- 6.2 Have relevant work experience in the areas of urban planning, urban management, social work, local authority administration, housing development, real estate and property management,

physical planning, land management, environmental management, among others.

7. ASSESSMENT

- 7.1 Normally evaluation shall be based on continuous assessment as well as examinations.
- 7.2 Students will be required to attend a minimum of 75% of all lectures.
- 7.3 A formal examination shall be held during a specified examination period at the end of each semester. The examination mark shall contribute 60% of the overall mark while continuous assessment shall contribute 40%.
- 7.4 A coursework mark is not transferable and is valid only for the specific registration period in which it has been achieved.
- 7.5 Students who fail to satisfy all coursework requirements shall be barred from sitting for examinations.

10. DEGREE CLASSIFICATION

Refer to Section 5 of the Faculty Regulations.

11. PROGRAMME STRUCTURE

The programme shall be taught over a period of at least one (1) academic year of full time, block or parallel modes of study. The student who is undertaking this programme will study three (3) compulsory modules and three (3) elective modules per semester. During the second semester, a student would be required to study three (3) compulsory modules (one of which must be a dissertation) and two

(2) elective modules. The dissertation must be in any aspect of urban management.

10. List of Modules offered:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
HSUM 1101	Urban Development and Management	4	48
HSUM 1102	Urban Planning Theory and Practice	4	48
HSUM 1105	Social Research Methods	4	48
<i>Plus any three electives from the following:</i>			
HSUM 1103	Environment and Climate Change in Cities	4	48
HSUM 1104	Urban Sociology and Culture	4	48
HSUM 1106	Urban Transport Management	4	48
HSUM 1107	Sustainable Energy for Cities	4	48
SEMESTER 2			
HSUM 1201	Urban Policy Administration	4	48
HSUM 1203	Local Government Finance	4	48
HSUM 1209	Urban Studies Dissertation	8	96
<i>Plus any two electives from the following:</i>			
HSUM 1202	Real Estate and Property Development	4	48
HSUM 1204	Gender and Poverty in Cities	4	48
HSUM 1205	Urban Agriculture and Food Security	4	48
HSUM 1206	Urban Water Supply and Waste Management	4	48
HSUM 1207	Managing Urban Disasters	4	48

11. MODULE SYNOPSES:-

HSUM 1101 Urban Development and Management

This module introduces students to the key concepts in urban development and gives a historical overview of the emergence of towns and cities. Case studies shall be drawn from the development of cities in ancient Greece, Great Britain's industrial revolution, development of mining and industrial towns around 1900, South Africa and Zimbabwe. Students shall be exposed to the various stages, processes and common challenges associated particularly with spontaneous, unplanned and uncontrolled urban growth. Such problems include housing shortage, overcrowding, various forms of pollution, unemployment and urban poverty, public health threats, among others. The module will also cover urban management strategies that have evolved over time in response to a myriad of urban related crises.

HSUM 1102 Urban Planning Theory and Practice

This module deals with the evolution of urban planning thought as exemplified by key theories that have defined the discipline. The term 'theory' shall be used in reference to differing worldviews, coherent bodies of planning thought, concepts and frameworks. Generally, two broad categories of theories will be covered, namely, substantive theories and procedural theories. While the former includes theories that explain fundamental urban sectors like housing, transport, urban agriculture, land values; the latter deals specifically with how to do planning in urban environments. They include the Rationale Comprehensive Theory, the Disjointed Incrementalist Theory, Collective Action, Game Theory, Tragedy of the Commons, Prisoners' Dilemma, among others. In terms of Urban Planning Practice, students shall be introduced to various aspects of physical planning like layout production and urban design.

HSUM 1103 Environment and Climate Change in Cities

This module locates the important sector of environmental studies within the broad discipline of urban development and management. Students shall be exposed to a comprehensive understanding of the term ‘environment’ as meaning not only the biophysical elements of urban centres, but also the socio-economic and cultural aspects. The overriding aim is to introduce students to key concepts in environmental management in response to urban problems of pollution (air, land, and water), deforestation, and urban decay. Students shall cover key environmental problems in urban situations, and also the response strategies used by urban planners. The module also focuses on the increasingly significant phenomenon of climate change, particularly its effects on urban health, urban water supply, urban food security and its role in urban disasters like floods and fires. The students shall be familiarised with the various schools of thought on climate change, and the local, regional and global efforts to dealing with climate change in towns and cities.

HSUM 1104 Urban Sociology and Culture

This module seeks to equip students with knowledge on the various aspects or elements of urban societies. Using a sociological perspective, students shall be exposed to urban forms of social organisation, urban social movements, urban demography, and public health, family morphology in urban environments, urban homelessness, and urban poverty, among others. The module shall also cover aspects of urban culture like religion, sport, entertainment, criminality, deviancy, and so on. Students shall be given an understanding of the diverse ‘building blocks’ of urban society and its social fabric. Such an understanding will be critical to enable students to interpret generic social problems bedeviling cities and towns like conflict, crime, poverty, homelessness, violence, among others.

HSUM 1105 Social Research Methods

This module approaches research methods from an interdisciplinary perspective with equal emphasis on both qualitative and quantitative research strands. Social research methods shall equip students with key skills in designing research projects in urban environments. Such skills include identifying a research problem, structuring a research project, designing research instruments, ethical applications, data collection, coding and analysis, discussion of findings and report writing. At the end of the module, students will be expected to conduct both the qualitative and the statistical analyses of data, and derive meanings out of such an analysis. In addition, emphasis in this module shall be on the utilisation of research in urban management processes.

HSUM 1106 Urban Transport Management

The module looks into transport problems in urban areas and the various policies and planning approaches to urban transport management. Students shall be equipped with knowledge and skills in transport economics, transport systems in urban areas, behaviour analyses of urban transport users, financial costing of transport options in urban areas, and infrastructural transport planning. The module also deals with advantages and disadvantages of centralised transport provision as opposed to decentralised or privatised models. Both the formal and informal transport sectors shall be analysed, drawing examples from Kenya, South Africa and India. Cross-cutting issues in urban transport management in the 21st century shall also be covered. These include engendering transport provision, children and the disabled, transport planning in disaster prone cities, urban transport and climate change, and urban transport and terrorism.

HSUM 1107 Sustainable Energy for Cities

The module introduces students to the various strategic and technological options available to urban managers in meeting the ever-

increasing energy needs of urban populations for household and industrial use. These strategies include expansion of existing energy supply grids, rehabilitation of disused energy generation plants, partnerships with private entities, legislation and energy policies, and adopting new options. In terms of technologies, urban managers are faced with hydropower electricity, solar energy, biogas, methane gas, wind power, among others. Focus of the module shall be on economic, social and technical feasibility and sustainability of these and other alternatives.

HSUM 1201 Urban Policy Administration

This module deals with different policies used to guide urban development and management processes. Such policies will include legislative instruments like the Regional, Town and Country Planning Act, Urban Councils Act, Local Authority Strategic Plans, Master Plans, and a host of other sectoral policies in the areas of housing, water and energy, social services, transport, informal trade, local economic development, child protection, among others. The module shall familiarise students with key urban governance concepts of decentralisation and how local authorities make decisions and enforce them. The local authority organogramme will be used to demonstrate the administrative lines used to administer urban policies. Focus shall also be on the role of ‘other’ stakeholders in urban policy administration. These stakeholders include, but are not limited to, civic society in its varied forms, central government, community advocacy groups, religious institutions, among others.

HSUM 1203 Local Government Finance

The management of financial resources in urban local authorities is important in ensuring urban sustainability and is a key indicator of good urban governance. This module shall cover aspects of local government accounting procedures, financing mechanisms, constraints to financial

growth, challenges and opportunities. Focus shall be on the role of finance in urban development management. It is anticipated that by the end of this module, students will have gained basic skills in mobilising and managing local government finance, and appreciating its critical role within the broader framework of contemporary urban management.

HSUM 1204 Gender and Poverty in Cities

The module introduces students to the key concepts of gender, namely, gender analysis, gender budgeting, gender mainstreaming, gender blindness, gender stereotyping, among others. Various elements and aspects of urban society and urban spaces are historically known to perpetuate gender inequalities. Some of these include access to housing, health, education, economic opportunities, employments, political participation, and sexuality. Urban histories, religions, cultures and poverty are also critical in creating an unequal urban landscape from a gender perspective. The module shall equip students with key policy and programme interventions that have been implemented in selected European, Asian and African cities in addressing gender-related problems. Emphasis in this module shall be on why and how urban poverty is gendered, and on the implications of this reality to urban management processes.

HSUM 1206 Urban Agriculture and Food Security

This module seeks to address the contentious issues of food insecurity and urban agriculture. While most developing country economies are inherently agro-based and their populations are rapidly urbanising, food insecurity is an ever-increasing challenge in the urban centres in poorer nations of the world. This module attempts to conceptualise food security in a comprehensive manner, to include aspects of food shortages, poor harvesting and storage techniques, poor distribution and transportation systems, unsafe handling of food commodities, and lack of value-adding industrial processes on food products. Focus shall also

be on various strategies used by central and local governments in response to food insecurity and in promoting urban agriculture. The module shall also examine the potential of urban agriculture in reducing urban food insecurity, with a particular focus on policy, legislative, resource and cultural constraints.

HSUM 1207 Urban Water Supply and Waste Management

This module covers urban waste management and water supply. It equips students with knowledge on causes of urban waste, environmental aesthetics, property values and public health, forms of urban waste, environmental and social consequences of urban waste. The module covers the key strategies, policies and technologies that had evolved overtime in urban waste management. Focus shall be extended to include financing of urban waste management, capacity-building and public awareness, community participatory and behaviour change programming. This module shall also provide students with an opportunity for a practical field visit in order for them to be able to critically engage with current methodologies that underpin urban waste management in Zimbabwe. Such an approach will enhance students' appreciation of challenges and opportunities in the area of study and practice. In terms of water supply, the provision of adequate and clean water remains a challenge in urban areas. This module seeks to unravel the underlying problems associated with urban water supply, and introduces students to both policy and programmatic responses to critical services of water supply and sanitation. The module shall cover issues on water and sanitation economics, appropriate technologies, decentralised or community-controlled provision of water and sanitation, water harvesting technologies, quality and standards for water and sanitation, engineering solutions, controlling urban sprawl, and the provision of these essential services to poverty-stricken sections of urban communities.

HSUM 1208 Managing Urban Disasters

This module shall cover major urban disasters like fire outbreaks, earthquakes, urban terror, epidemic outbreaks, and road and rail transport accidents, disasters in mining towns, violence and floods. Focus shall be on the causes and effects of disasters in towns and cities, particularly on damage caused to infrastructure, essential services and disruption on urban livelihoods. Students shall be familiarised with key methodologies of dealing with urban disasters like disaster risk reduction, preparedness planning, capacity-building of emergency services, public education, among others. Examples from Asia and Sub-Saharan Africa will be used.

HSUM 1202 Real Estate and Property Development

Real estate relates to immovable property like land and buildings. Real estate planning, development and management are important in shaping urban economic, physical, and social outlooks. By undertaking this module, students will be familiarised with key concepts in real estate that include, but are not limited to, land economics, land valuation, valuation of buildings, real estate sales, urban decay and urban renewal, real estate management, infrastructural development, construction project management, among others. The module shall establish the linkages between real estate development and other socio-economic indicators.

REGULATIONS FOR THE BACHELOR OF SOCIAL SCIENCE SPECIAL HONOURS DEGREE IN MONITORING AND EVALUATION

1. INTRODUCTION

- 1.1 These regulations should be read in conjunction with the General Academic Regulations hereinafter referred to as the General Regulations.
- 1.2 These regulations apply only to students who are in full-time attendance of the programme.
- 1.3 The Bachelor of Social Science Special Honours Degree in Monitoring and Evaluation will be awarded to candidates who have successfully completed a course of training previously approved by the University, and satisfied the Examiners in accordance with the Regulations set out below.

2. RATIONALE FOR THE PROGRAMME

This program was necessitated by the growing need to Monitoring and Evaluation personnel who are skilled for the job. Monitoring and Evaluation is increasingly becoming a necessary tool not only for accountability but also for results based management and performance evaluation among other things.

3. AIMS AND OBJECTIVES

The aim of this program is to produce versatile graduates who understand both the theory and practice of monitoring and evaluation.

4. CAREER PROSPECTS

Candidates graduating with this qualification can work in a variety of social science environments primarily as Monitoring and Evaluation specialists. They can also work as Programme and Project Managers. Holders of this qualification are also resource people in social science research as this program is inclined towards research specialisation.

5. SPECIAL HONOURS DEGREE

This is an intensive, one year or 2 semester programme in which a student takes a range of courses in Monitoring and Evaluation. The programme is designed for degree holders who wish to specialise in monitoring and evaluation. The program is especially crafted for practicing professionals in Monitoring and Evaluation.

6. ENTRY REGULATIONS

- 6.1 A recognised first degree from this or another recognised University.
- 6.2 Preference will be accorded to applicants with work experience in Monitoring and Evaluation or a related field.

7. PROGRAMME ASSESSMENT

- 7.1 Modules shall normally be assessed by coursework and a formal examination.
- 7.2 Modules may contain a practical component; in such cases the practical component shall be deemed to be part of the coursework assessment. The weighting of theory components and practical components of coursework shall be specified in each course outline. The total contribution of coursework shall be 40% of the overall mark of that module.

- 7.3 A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.
- 7.4 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.
- 7.5 A coursework mark is not transferable and is valid only for the specific registration period in which it has been achieved.
- 7.6 Each formal examination shall be held during an examination period at the end of each semester, normally that of the semester in which the module was read for and completed. The formal examination for a module shall contribute 60% of the overall mark of that module.
- 7.7 The overall mark of a module shall be determined by the sum of weighting the coursework mark and the examination mark in the ratio 40:60.
- 7.8 Students are required to attend at least 70 percent of their lectures. All seminars are compulsory. The University reserves the right to bar students from writing examinations if they do not satisfy these requirements.
- 7.9 Candidates who have completed a dissertation in the Bachelor of Social Science Special Honours Degree in Monitoring and Evaluation shall be required to attend a viva-voce examination on their completed dissertation. The examining Board shall be constituted by at least three specialists from the Departmental Board, and may include other external people invited by the Departmental Board. The viva-voce mark shall be averaged with the supervisor's mark.

8. DEGREE CLASSIFICATION

Refer to Section 5 of the Faculty Regulations.

9. PROGRAMME STRUCTURE

The programme shall be taught over a period of at least one (1) academic year of full time, block or parallel modes of study. The student who is undertaking this programme will study three (3) compulsory modules and three (3) elective modules per semester. During the second semester, a student will be required to study three (3) compulsory modules (one of which must be a dissertation) and two (2) elective modules. The dissertation must be in any aspect of monitoring and evaluation.

11. List of Modules offered:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
HSME 1101	General Principles in Monitoring and Evaluation Studies	4	48
HSME 1102	Monitoring and Evaluation Planning	4	48
HSME 1103	Data Collection Methods for Monitoring and Evaluation Research	4	48
HSME 1104	Quantitative and Qualitative Analysis Methods for Evaluation Studies	4	48
HSME 1105	Impact Assessment Designs	4	48

HSME 1106	Computer Packages for Data Analysis in Monitoring and Evaluation and Information Literacy	4	48
SEMESTER 2			
HSME 1201	Thematic Issues in Monitoring and Evaluation	4	48
HSME 1202	Report Writing for Monitoring and Evaluation	4	48
HSME 1203	Gender Analysis in Monitoring and Evaluation	4	48
HSME 1204	Participatory Monitoring and Evaluation	4	48
HSME 1210	Monitoring and Evaluation Dissertation	8	96

11. MODULE SYNOPSES:-

HSME 1101 General Principles in Monitoring and Evaluation Studies

This module will introduce students to the general principles of Monitoring and Evaluation which will include defining monitoring and evaluation research. It will also discuss the main purposes of monitoring and evaluation. It will also examine the various types of evaluation including but not limited to formative and summative evaluations. Key monitoring and evaluation issues such as effectiveness, relevance, efficiency, impact and sustainability will be fore-grounded. Types of evaluation studies: experimental, quasi-experimental, qualitative, empowerment constructivist and realist approaches to evaluation will also be dealt with.

HSME 1102 Monitoring And Evaluation Planning

The module will examine the planning requirements for an effective monitoring and evaluation system. Particular attention will be given to the logical framework approach and how it is used in project planning and in the setting of Monitoring and Evaluation plans. Students will also be taken through the processes of assigning individual team members tasks in the monitoring and evaluation system.

HSME 1103 Data Collection Methods for Monitoring and Evaluation Research

In this module candidates will study the various data collection methods applicable in monitoring and evaluation research. These include questionnaires, focus group discussions, interviews and a variety of tools associated with Participatory Rural Appraisal techniques. Emphasis will be made on the difference between conventional M&E and PME.

HSME 1104 Quantitative and Qualitative methods for evaluation studies

Candidates in this module will learn how to apply various techniques of data analysis in Monitoring and Evaluation. An introduction to statistical analysis (basic descriptive statistics/ statistical graphics/ analysis of variance) will be made. Candidates will apply these methods to practical M&E requirements. Further to this, a qualitative analysis (content analysis/ thematic analysis and narrative analysis) for evaluation studies will also be studied with practical applications.

HSME 1105 Impact Assessment Designs

This module will focus on impact Assessment designs as a key element of Monitoring and Evaluation. Key components of the module will include: the logic of making causal claims, the notion of causality in social interventions, quasi-experimental designs, comparison group designs and repeated measures designs and designing an impact

assessment study. Various designs will be studied with particular reference to case studies.

HSME 1106 Computer Packages for Data Analysis in Monitoring and Evaluation and Information Literacy

The module grounds students in key data analysis programs used by computers including the Social Sciences Statistical Package, Microsoft Excel and other programs that may come into the market from time to time. A practical application is emphasised.

This course also teaches students information literacy skills. Students are taught how to analyse and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

HSME 1201 Thematic Issues in Monitoring and Evaluation

In this module students will learn about key and peculiar issues that arise in Monitoring and Evaluation in different disciplines. Candidates will review the pertinent issues in key development themes such as Gender, HIV and AIDS, Food Security and Poverty Alleviation. Common indicators for progress in these thematic areas will be examined. The objective is to familiarise students with key concerns in development interventions so that they are positioned to conduct effective evaluations. Best practices in these thematic areas will be discussed and debated.

HSME 1202 Report Writing for Monitoring and Evaluation

Monitoring and Evaluation work generally ends up in the form of reports. It is important that students understand how to produce those

reports. This module grounds students in the art of report writing for Monitoring and Evaluation. The module will outline various key skills required in producing such reports. Practical work will be done in report writing. M&E reports produced by evaluators will be studied and critiqued.

HSME 1203 Gender Analysis in Monitoring and Evaluation

This module will ground students on the necessary skills to integrate gender issues into Monitoring and Evaluation. An examination of the importance of gender considerations in Monitoring and Evaluation will be made. Students will be taken through the various gender analysis tools including the Harvard Analytical Framework, the Moser Framework, the Gender Analysis Matrix and the Longwe Framework amongst others. These will be applied in Monitoring and Evaluation situations.

HSME 1204 Participatory Monitoring and Evaluation

This module introduces students to issues in Participatory Monitoring and Evaluation as an area of specialisation in the broad field of Monitoring and Evaluation. Students will be introduced to the various methodologies employed in this specialised area of evaluation. Comparisons between conventional M&E and PME (Participatory Monitoring and Evaluation) will be made.

HSME 1210 Monitoring and Evaluation Dissertation

In this module candidates will be required to undertake a research project linked to Monitoring and Evaluation or engage in an evaluation exercise of an approved development project, programme, policy or organisation under the guidance of an academic staff member. The length of the written project shall be approximately 9000 words, Times New Roman font size 12, double spacing.

REGULATIONS FOR THE POSTGRADUATE DIPLOMA IN ARTS MANAGEMENT

1. INTRODUCTION

1.1 These regulations should be read in conjunction with the General Regulations of Lupane State University.

1.2 Further these regulations should be read in conjunction with the Faculty Regulations of the Faculty of Humanities and Social Sciences.

2. RATIONALE FOR THE PROGRAMME

The Post Graduate Diploma in Arts Management is A trans-disciplinary programme that equips graduates to take an entrepreneurial role in the development and management of the artistic and cultural resources of the country and the region. The programme is open to graduates in the humanities, social sciences or other related fields, as well as to managers of arts and cultural enterprises in the public and private sectors.

The programme has been necessitated by the need for training in the management of the arts, artists and cultural activities. It is increasingly accepted that professionalism and the relevant management techniques are critical ingredients to artistic success in Zimbabwe.

3. PROGRAMME AIMS AND OBJECTIVES

The Post Graduate Diploma in Arts Management is intended to:

- train artists in the development and management of artistic and cultural resources;
- train artists in the management of their own talent;;

- develop regional and international contact with arts organizations, cultural agencies and practitioners in the field;
- Develop the entrepreneurial insight and skill to transform cultural resources into sources of economic benefit for all concerned.

Learning outcomes:-

On conclusion of the programmes the successful graduate should be able to:

- appreciate the potential of cultural industries;
- organize and produce artistic and cultural events;
- manage artistic talent;
- construct project proposals;
- Manage an arts or cultural institution.

4. CAREER OPPORTUNITIES

Students can find employment opportunities in the following areas:

Departments of Culture, Trade, Intellectual Property Rights,
 Museums and Art Galleries, Theatres and Theatre Companies
 Technical Production – Sound Light and Stage Management
 Festival Organizations, Music and Record Producers
 Heritage Sites and Organizations
 Craft Producers, Arts Organizations
 Book Publishers
 Film Producers/Distributors
 Event Promoters, Talent Agents

5. ENTRY REQUIREMENTS

5.1 In order to qualify for entry into this programme candidates should have a relevant good first degree with a 2.2 classification or higher.

6. PROGRAMME ASSESSMENT

6.1 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.

6.2 For each module the final mark shall be determined by a combination of continuous assessment and examination marks.

6.3 Continuous assessment shall normally constitute 40% of the final mark, while the examination constitutes 60%.

6.4 A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.

7. PROGRAMME STRUCTURE

7.1 The duration of the diploma programme shall be two (2) semesters or one academic year.

7.2 The following list of modules constitutes the content and structure of the Post-Graduate Diploma.

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
HSLA5101	The Performing Arts Management	4	48

HSLA 5102	The Visual Arts Management	4	48
HSLA 5103	Information Technology for Arts Managers	4	48
HSLA 5104	Research Methods in Arts	4	48
HSLA 5105	Arts and Culture	4	48
<i>Plus any one elective from the following:</i>			
HSLA 5106	Multicultural Communication and the Creative Industry	4	48
HSLA 5107	A Survey of the Artistic History in Zimbabwe	4	48
HSLA 5108	Ethnicity, Ethics and Aesthetics in the Arts	4	48
HSLA 5109	Heritage and the Cultural industry	4	48

SEMESTER 2

HSLA 5201	Art Marketing	4	48
HSLA 5202	Financial Management/Philosophy and Creativity	4	48
HSLA 5203	Art and Law	4	48
HSLA 5204	Arts Entrepreneurship	4	48
HSLA 5210	Dissertation	8	96
<i>Plus any one elective from the following:</i>			
HSLA 5206	Project Planning and Management	4	48
HSLA 5207	Gender and Sexuality in Media Arts	4	48
HSLA 5208	Arts and Development	4	48
HSLA 5209	Archiving	4	48
HSLA 5205	Festival and Special Event Management	4	48

8. MODULE SYNOPSES:-

HSLA 5101 The Performing Arts Management

The Performing Arts Management course offers students the opportunity to study the principles and practices of the disciplines of the performing arts: music, theatre, and dance. The student will compare and contrast successful performing arts organizations. Through case studies, field trips, guest lectures, and up to the date resources, students will learn to assess and improve arts organizations in the areas of: visibility, growth, sustainability, audience development, artistic programming, arts education, outreach and operational management. Students will be immersed in the convergence of the business side with the artistic side.

HSLA 5102 Visual Arts Management

The module is concerned with the management of galleries and museums as well as general skills in culture management including arts governance, funding systems, fund raising and other related topics. The main focus of this course is on the Zimbabwean arts and cultural experience including analysis of and comparisons with the regional and international context. The module will be delivered in lectures and seminars in order to enable the students to gain more theoretical and practical skills.

HSLA 5103 Information Technology for Arts Managers

The course sets to provide arts management students with the opportunity to advance IT skills to required levels. Following skills assessment and seminar, students take classes in campus media labs ranging from MS Office/Excel to advanced IT. Networking aspects using IT tools will be explored.

HSLA 5104 Research Methods in Arts

This module will develop students' knowledge and skills in the research methods necessary for the successful running of art businesses, and also instigate the preliminary thinking and planning. The unit begins with theoretical concepts underlying research methods. It continues with introductions to useful analytical and presentational tools including online art market databases, spreadsheets (Excel), and slide shows (PowerPoint). A project proposal would be submitted as an assessment of this unit.

HSLA 5105 Arts and Culture

The central premise of this subject is that art is a cultural product. This challenges romantic and mystical notions that represent art as 'above' society, as transcending social and historical forces. In arguing against these idealist notions, this subject explores how social, political and economic factors distinguish art from a wide range of regulated cultural practices. The specific focus is on the structures of arts organisations and policy in Zimbabwe. Particular issues to be considered include the politics and history of public support for the arts, the formation of audiences and publics, the economic impact of the arts, the interaction of the public and private sectors and theories of culture and art.

HSLA 5106 Multicultural Communication and the Creative Industry

This module focuses on multi-cultural communication in the creative industry. Its aim is to discuss the centrality of multicultural communication within the creative industry. The premise for this is the reality that the creative arts are a global phenomenon that cuts across cultures in terms of creation and consumption. It is imperative that those in the creative arts master strategies for enhancing cross cultural communication. The course shall define culture and examine the communication challenges in the arts industry. This will be examined

from a local, regional and international perspective. The role of the arts in enhancing multicultural communication shall be examined in addition to equipping students with the requisite skills and practical acumen for creating effective strategies for enhancing multicultural communication.

HSLA 5107 Survey of the Artistic History in Zimbabwe

This module introduces a number of key strategic management theories, principles and practices which are applicable to the art business world. It equips students with the appropriate skills for leading and managing both commercial and not for profit business. Different modes of managing and creative problem solving will be examined so as to create an awareness of behavioural issues within arts organizations. The aim is to get the student to appreciate the basic principles of management as they affect the artist from the individual level to the group.

HSLA5108 Ethnicity, Ethics and Aesthetics in the Arts

The purpose of this course is to examine issues of ethnicity in the light of ethics and aesthetics. It interrogates the appreciation of beauty in the field of arts and media and how this transgresses on ethnic identity. The course will discuss ethics and how these have a bearing on aesthetical appreciation particularly that which impedes on the different genres in the performing, visual and narrative arts.

HSLA 5201 Art Marketing

The module seeks to encourage an understanding of the various potential roles of marketing within the arts and art business. We examine both the established concepts of marketing, as well as strategies developed specifically for the art market sector. The problems of buyer behaviour are discussed, leading to an understanding of market segmentation; the importance of targeting markets; and the interdependence of marketing and business planning.

HSLA 5202 Financial Management / Philosophy and Creativity

Basic skills required for financial planning and the analysis for factors affecting business will be done. An introductory analysis of principles of accounting, and an introduction to the fundamentals of financial management and budgeting in the arts organization would be done. Financial statement preparation and interpretation, along with financial health indicators specifically related to needs of arts organizations would be covered. This module provides an overview of accounting as tool to manage and control arts organizations.

HSLA 5203 Art and Law

Art and law are concerned with the ethical and legal implications of the interactions generated between artist, exhibiting spaces and the viewing/public in contemporary society. It is concerned with the development of a broader critical perspective on the cultural, legal, and moral context of gallery and museums management. Issues to be addressed include contracts, copyright, acquisition and disposal of works, moral rights and censorship, conflict of interest, and the responsibility of trustees and directors. The crucial question of how national and international laws impact upon the art world, exploring the principles which lie behind the framing of art related legislation and balancing claims of different interesting groups which it attempts to achieve would be looked at.

HSLA 5204 Arts Entrepreneurship

This course focuses on discovering and developing entrepreneurial skills in the artist/arts. Special focus will be given to developing communication skills, planning strategies, and nurturing the skills and attitudes that enable students to creatively solve problems and identify opportunities. This entrepreneurial perspective is in line with the GMU experience, and is widely applicable outside the business world, in fields such as politics, education, and the arts. Assigned readings in the class will be augmented and supported by presentations, lectures and

meetings with successful art and non-art entrepreneurs in the region. At mid-term, students will conceive, develop, and present a for-profit or not-for-profit 'business plan strategy' including business model(s), market overview, and management structure. Their final project will include adding a revenue model, developing revenue streams, constructing a partnership acquisition strategy and technical/IT strategy to their business plan strategy. A public presentation of their 'business plan summary' before a panel of entrepreneurs, business and non-profit managers will be ideal.

HSLA 5205 Festival and Special Event Management

The thrust of the course is to explore technical aspects of events and festival management. This subject examines the principles of managing venue and facility operations specifically it addresses how facilities and venues are planned, managed operated, evaluated and maintained. The module also covers issues ranging from traffic circulation to security and safety issues. Guest speakers from various venues and facilities are featured and current trends, case studies and future directions are also covered.

HSLA 5206 Project Planning and Management

The course will explore the theoretical and conceptual issues of project planning. The thrust of the course will be in the project cycle, particularly in project approval, techniques such as the cost benefit analysis, cost utility techniques, internal rate of returns, net present value, sensitivity analysis, environment impact. The course will also focus on human resource management, team building, conflict resolution and coordination.

HSLA 5207 Gender and Sexuality in Media Arts

The module seeks to make students conscious about gender issues and uphold gender sensitivity within the arts sector. Gender theories and

analysis will be explored in relation to the arts. An analysis of the different ways in which sexuality and gender have been depicted in cinemas and within the art sector will be done.

HSLA 5208 Arts and Development

This module examines the role of art in community development. Consideration will be given to the essential functions of art in society in an effort to address the questions of sustainable development. How can arts contribute to social inclusion and change? How does creativity enhance the local economy? How can art organisations participate in providing insight to issues and ways of making positive difference in communities through creativity.

HSLA 5209 Archiving

In this module students will study the value of collecting, preservation and provision of long term access to information. Traditional and contemporary methods of archiving will also be discussed.

HSLA 5210 Dissertation

The student will be expected to choose and carry out a research on a relevant topic of his or her own choice. The independent study will be carried out under the supervision and guidance of an academic supervisor. The student will be expected to collect data, interpret data and write a report that will illustrate an understanding of the problem under study.

REGULATIONS FOR THE BACHELOR OF ARTS SPECIAL HONOURS DEGREE IN AFRICAN LANGUAGES AND LITERATURE

1. PREAMBLE

1.1 These regulations should be read in conjunction with the General Regulations of Lupane State University.

1.2 Further these regulations should be read in conjunction with the Faculty Regulations of the Faculty of Humanities and Social Sciences

2. RATIONALE FOR THE PROGRAMME

The Special Honours Programme is meant to offer General Degree students greater flexibility in specialising in one field. The Special Honours Degree seeks to explore the key critical influences at play in the contemporary language scene, and secondly to train one in useful tools and methods of analysis and argument which will be useful for postgraduate students. This curriculum is a carefully shaped series of courses that focus on preparing one as a professional. Its basic value is to afford students the opportunity to pursue language skills and interests at an advanced level and grow in self-knowledge as the planned project develops.

3. PROGRAMME AIMS AND OBJECTIVES

The main aim of the programme is to allow B.A. General Degree holders to specialise in African Languages Literature.

4. CAREER OPPORTUNITIES

On successful completion of the Special Honours Degree in African Languages and Literature, graduates can be formally employed in the private or public sector. They may also be self-employed. The following career prospects are available to graduates:

- 4.1 **Private sector**- creative writers, consultants, publishers, translators, editors.
- 4.2 **Public sector**-researchers, editors, interpreters, language policy planners, lecturers, lexicographers, diplomatic attaches, adult education officers.
- 4.3 **Self employment**-publishers, creative writers.

5. ENTRY REQUIREMENTS

- 5.1 The Special Honours Degree in African Languages and Literature is designed for students who already hold a first degree, in which an African Language is one of the major subjects.

6. PROGRAMME ASSESSMENT

- 6.1 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.
- 6.2 For each module the final mark shall be determined by a combination of continuous assessment and examination marks.
- 6.3 Continuous assessment shall normally constitute 40% of the final mark, while the examination constitutes 60%.

- 6.4 A student who does not satisfy all course work requirements shall be barred from sitting for final examinations

7. PROGRAMME STRUCTURE

7.1 The duration of the Specials Honours programme shall be two (2) semesters or one academic year.

7.2 The following list of modules constitute the content and structure of the Special Honours Degree in African Languages and Literature.

8. List of Modules:-

	Module	Credits	Learning hours
PART I			
SEMESTER I			
HSLA 4122	Syntax of an African Language	4	48
HSLA 4123	Research in Language and Communication	4	48
HSLA 4124	African Literature	4	48
HSLA 4110	Globalisation and African Languages	4	48
HSLA 4125	Indigenous Knowledge Systems	4	48
HSLA 4126	Language and Society	4	48
SEMESTER 2			
HSLA 4221	Semantics of an African Language	4	48
HSLA 4219	Current Issues in Literature	4	48
HSLA 4220	Theories of Literature and Criticism	4	48
HSLA 4215	Sociolinguistics	4	48
HSLA 4210	Dissertation	8	96

9. MODULE SYNOPSES

HSLA 4122 Syntax of an African Language

The aim of this module is to analyse the sentence structure of different African languages. It starts by looking at different approaches to syntax such as word-class Grammar. The Structuralist Approach, Immediate Constituent, Phrase Structure, Grammar and, Transformational Generative Grammar. Various tools will be used to analyse different types of sentences. These include phrase-markers or tree diagrams and bracketing. The module goes further to look at the Argument Structure and thematic roles.

HSLA 4123 Research in Language and Communication

The module offers an introduction to research theory and methods. The course covers both quantitative and qualitative applied linguistics research methods through a combination of readings and critical analysis of research articles. Class participants are likely to be at different stages in their graduate study, and the course aims to accommodate differing goals. Where possible, participants are encouraged to select a method of research not yet attempted. Both small-scale replication studies and original work are encouraged. Topics include quantitative and qualitative methods of research; empirical research in communication language; research designs; data collection and analysis; results interpretation; and report writing. Once the essential components of a range of different methods are grasped, students prepare a detailed research design for an applied linguistics study, including piloting some aspects of the design with a view to improving the final version. This course is a prerequisite for the dissertation module.

HSLA 4124 African Literature

In this module the students are introduced to the general theories of African Literature where they analyse African oral narratives and various genres of written literature. In this module students investigate the features of oral narratives in an unwritten language so as to make inferences on its development as well as analyse how oral narratives affect or determine written narratives.

HSLA 4110 Globalisation and African Languages

This course involves an assessment of the position of African languages in the global village. The module will assess the role played by African languages in the political and socio-economic development processes within the Southern African sub-continent in comparison with the rest of the developing world. Deliberate focus is placed on the special cases like Lesotho which has been characterised as a “labour reserve”, Swaziland which has a “distinct” political system, the less well-studied cases of Lusophone Southern Africa as seen in Angola and Mozambique, Zimbabwe and its developments as well as the unique features of Botswana and Namibia. Attempts are also made to compare the region’s transnational organisations with those existent in other regions. Topics include pre-colonial trade patterns and state formation, forms of colonialism and capital accumulation, regional co-operation and its effects on intra-society democracy and societal welfare, aspects of sovereignty and collective survival.

HSLA 4125 Indigenous Knowledge Systems

The module will provide students with a comparative survey and analysis of the epistemological properties, worldviews and modes of transmission associated with various indigenous knowledge systems, with an emphasis on those practiced in Southern Africa and in Zimbabwe in particular. The module will provide a comprehensive understanding of traditional knowledge systems related to the

environment, technology and science, language and communication, survival skills, artifacts and weapons, economics, kinship and social organization of a particular people. Essentially the module will present an overview of elements of traditional Indigenous knowledge, how it is used and how it has survived change and the processes we need to follow to manage it, and to record it. It will illustrate the need to record and manage the knowledge of different groups to document such knowledge. In this module, students should gain knowledge and understanding of; the structure and influence of knowledge, communication and language globally, and in Indigenous and non-Indigenous societies, and how knowledge can be utilized and managed; the importance of oral history and traditions and their relationship to nature, the customs and behaviours of African Indigenous societies and cultures; Indigenous intellectual property rights and copyright, Government legislation and policy formulation in relation to Indigenous societies and cultures; as well as Research ethics in Indigenous contexts.

HSLA 4126 Language and Society

This module analyses the function of language in the society. It explores the role of language in constructing personal, gender, racial, ethnic, national and cultural differences. Students are introduced to various approaches to the study of language in society. Students are expected to do an assignment. In a limited scale they collect and interpret local linguistic data which will disclose patterns of multilingualism in Zimbabwe.

HSLA 4221 Semantics in an African Language

The aim of this course is to introduce some basic approaches to the study of semantics. This will be done at lexical level and at casual level. The course will look at the approaches to meaning and the various theories that have been put forward. These include the

Referential Theory, Cognitive Semantics, Sense relations, Generative Semantics and Semantic features. The course will also explore the types of meaning, collocative Meaning, Social Meaning, Social Meaning and Reflected Meaning and Connotative Meaning. All these will be explore with special reference to African Languages.

HSLA 4219 Current Issues in Literature

This module will introduce students to contemporary or dominant issues in literature studies in the past decade to the present. Special attention will be given to issues pertaining to poverty, HIV and AIDS, xenophobia, corruption, land reform, migration, leadership, multiparty democracy and inclusive governments among other things.

HSLA 4220 Theories of Literature and Criticism

This module aims to introduce students to Theories of Literature and Criticisms. Different theories of literature will be explored focusing mainly on their origins, tenets and their applicability to the study of African literature. Theories to be studied will include Marxism, Formalism, Structuralism, Modernism and Post modernism among others.

HSLA 4215 Sociolinguistics

This module examines the relationship that exists between language and society. There will be readings, research and practical application of a wide range of topics and sociolinguistic theories. These topics include multilingualism language variation, language planning, diglossia and language and power. Linguistic diversity will be explored, especially with reference to the Zimbabwean situation and Southern Africa as a whole.

HSLA 4210 Dissertation

The dissertation module allows students to work intensively and under individual supervision on a carefully defined topic. It will consist of one-to-one meetings with supervisors, each of up to 30 minutes duration. The module demands the student to exhibit the knowledge and ability of defining a research topic, selecting a methodology, writing footnotes and bibliographies, and making effective presentations. The following learning outcomes will be expected of the student:

- an understanding of the structure and rationale of literary research
- knowledge of at least one research methodology and its theoretical implications
- Detailed knowledge of a significant topic of their choice
- The ability to compile a working bibliography
- The ability to make an oral presentation and defend it
- The capacity to produce a detailed proposal
- The ability to produce an extended piece of scholarly writing with appropriate documentation.

FACULTY OF EDUCATION

REGULATIONS FOR UNDERGRADUATE DEGREES AND THE POSTGRADUATE DIPLOMA IN EDUCATION

1. INTRODUCTION

These regulations should be read in conjunction with the General Regulations for Undergraduates Degrees.

1.2 These Regulations are in respect of the following programmes:-

Bachelor of Education Degree in English and Communication

Bachelor of Education Degree in Language and Communication

Bachelor of Education Degree in Geography

Bachelor of Education Degree in Accounting

Bachelor of Education Degree in Agriculture

Bachelor of Education Degree in Chemistry

Bachelor of Education Degree in Physics

Bachelor of Education Degree in Biology

Bachelor of Education Degree in Mathematics

Bachelor of Education Degree in Applied Language Education -
Primary (First Language Instruction)

Postgraduate Diploma in Education.

1.3 The Bachelor of Education Degree (BEHD) programme is designed for holders of Diploma in Education to upgrade themselves in one subject area of specialisation into degree holders. This programme is relevant to practising teachers.

- 1.4 The appropriate degree will be awarded to a student who has successfully completed an approved programme in accordance with these regulations.

2. ENTRY QUALIFICATIONS

- 2.1 Students must satisfy conditions for entry to Undergraduate Degree programmes as stipulated in the General Regulations.
- 2.2 Applicants must have obtained 5 ‘O’ level subjects including English Language.
- 2.3 For the Mathematics and Science programmes, the 5 ‘O’ Level subjects should include a pass in Mathematics and a Science subject.
- 2.4 Applicants must have a teaching qualification obtained from a recognised college or institution.
- 2.5 Applicants must have at least two years of relevant professional experience after obtaining a teaching qualification.
- 2.6 An applicant must normally be employed as a full time teacher in an approved secondary school or college or doing appropriate educational work throughout the duration of the programme.

3. DURATION

The Bachelor of Education degree is for a duration of six semesters in the block release format.

4. EXAMINATIONS

Examinations will normally take place at the end of each semester.

To be admitted to the examination for any programme offered in the Faculty of Education a candidate must:-

- 4.2.1 Have registered as a student of Lupane State University, in accordance with the General Regulations for students.
- 4.2.2 Paid required fees in accordance with the General Regulations.
- 4.2.3 Satisfactorily attended approved courses of study including submission of required written assignments. A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.
- 4.2.4 Attended compulsory classes. Students are required to attend at least 75% of their lectures. All seminars are compulsory. The University reserves the right to bar students from writing examinations if they do not satisfy these requirements.
- 4.2.5 Participated in prescribed seminars, tutorials and practical classes. Where there is a practical component, that component shall be taken as part of coursework assessment. The weighting of theory coursework and practical coursework shall be specified in course outlines.

- 4.3 For some programmes a candidate must satisfy the examiners in both theory and practical examinations.
- 4.4 The examiners may, at their discretion, require any candidate to present himself/herself for an oral examination or written test.
- 4.5 Students are required to have a minimum mark of 50% in coursework in order for them to be eligible for writing examinations.
- 4.6 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.
- 4.7 A coursework mark is not transferable and is valid only for the specific registration period in which it has been achieved.
- 4.8 Coursework shall contribute 50% of the overall mark of that course. The formal examination for a course shall be of three hours duration and shall contribute 50% of the overall mark of that course.
- 4.9 The overall mark of a module shall be determined by the sum of weighting the coursework mark and the examination mark in the ratio 50:50.

- 4.10 Pass mark shall be 50% for the coursework mark, final examination mark, industrial attachment mark, and the dissertation.

5. SUPPLEMENTARY EXAMINATIONS

- 5.1 To be eligible for a supplementary examination in a course
(i) a student must have passed at least 50% of the courses registered in an academic year during the semester examinations (ii) must have obtained a mark of at least 40% in the overall assessment in a subject and must have an aggregate of at least 40%.
- 5.2 A student who obtains a mark of less than 50% but not less than 40% may, on the recommendation of the Board of Examiners, be permitted to sit for a supplementary examination(s) in the respective course(s) failed.
- 5.3 A candidate who is not allowed to proceed to the subsequent Part of the Programme, but has passed at least 50% of the course in that Part of the Programme may be allowed to apply to repeat.
- 5.4 ‘Repeat’ means that the student may apply for re-admission into the same Programme and his/her application will be considered through the normal procedures.
- 5.5 If a student is repeating a course(s), he/she shall only be credited with the marks obtained during the ‘repeat’ examination. Nevertheless, a repeat student may be exempted from re-attendance and re-examination in any course(s) in which he/she previously passed at Grade 2.2

level or better or may take another approved course or other approved courses instead of the course(s) previously passed.

6. ASSESSMENT

- 6.1 All modules shall be assessed by continuous assessment or course work and formal examinations.
 - 6.1.1. 2 Coursework shall consist of assignments, tests and/or seminar presentations.
 - 6.1.1.3 Candidates must pass all coursework assignments for each of the prescribed courses done in each academic year before proceeding to the examination.
 - 6.1.3.4 An average mark for the final grading for each course will be obtained from the coursework assignments for each course/module.
- 6.2 Continuous assessment shall constitute 50% of the final assessment unless otherwise specified in a particular programme.
- 6.3 Written examinations shall constitute 50% of the final assessment.
- 6.4 In order to pass a candidate should obtain at least 50% of continuous assessment and examination combined.
- 6.5 During the final year of study each candidate would be required to write a dissertation on a research topic in their subject of specialisation.

7. PROVISION FOR PROGRESSION

To proceed from one part to another a candidate should not carry more than two modules.

8. WEIGHTING OF A DEGREE/DIPLOMA

8.1 To be awarded a Degree or a Post Graduate Diploma in Education a student must pass all modules.

8.2 For the purposes of degree classification Part I, Part II, and Part III results will be taken into consideration and will be weighted as follows:-

Part I	20%
Part II	40%
Part III	40%

9. CLASSIFICATION OF A DEGREE/DIPLOMA

The Honours Degree Certificate and the student's transcript shall record that the student has been awarded the Degree with the Subject of specialization indicated, and the classification accorded to the Degree. Classification for Degrees shall be as follows:

75% and above	I (Distinction)
65%-74%	2.1(Upper Second Division)
60%-64%	2.2 (Lower Second Division)
50% - 59%	3 (Third Class)

10. NOTIFICATION OF RESULTS

10.1 Results shall be published in accordance with the provision of Section 22 of the General Regulations.

11. Regulations of programmes offered in the Faculty of Education:-

BACHELOR OF EDUCATION DEGREE IN APPLIED LANGUAGE EDUCATION – First Language Instruction (Primary)

1. INTRODUCTION

These regulations should be read in conjunction with the General Regulations for Undergraduates Degrees.

2. RATIONALE FOR THE PROGRAMME

There is a move by the Education sector which is spearheaded by the Ministry of Education, Sport, Arts and Culture, which seeks to promote the teaching and use of indigenous languages that were previously marginalised. The move by the Ministry of Education, Sport, Arts and Culture is in a quest to implement the Nziramasanga Commission Report of 1999 on the teaching of Zimbabwean languages. In 2011 the first Grade 7 examinations in Tonga would be written. In addition there would be a roll out of primary school textbooks in Shangaan, Sotho, Venda, Kalanga and Nambya. The majority of these marginalised languages are spoken in the Matabeleland region, yet there are no teachers who are trained to competently teach them, hence the introduction of this programme. There are some teachers who have an interest in these marginalised languages mainly because they are mother tongue speakers of these languages or they would have lived and worked for a long time in areas where these languages are spoken. This programme is justified because it will provide teachers who have an interest in indigenous languages with a tertiary qualification that will enable them to teach these languages competently. This programme is significant in that it will train teachers in first language instruction and not just language instruction in general, which is currently the focus in

primary school. The rationale for this programme is to make Lupane State University relevant to local needs which are in line with official government policy.

3. PROGRAMME AIMS AND OBJECTIVES

- 3.1 To provide a supportive environment for both theoretical and applied approaches, and for open, critical debate on various aspects of language learning and language use.
- 3.2 To help students use their language learning experience to gain an understanding of how language is related to individual cognition and to social context.
- 3.3 To help students gain an appreciation of how languages are used to achieve a wide range of social, cultural and aesthetic purposes.
- 3.4 To equip the graduates with some basic knowledge of modern languages necessary for intercultural communication.
- 3.5 To inculcate into graduates a mentality of viewing applied language studies as a problem-driven field that also includes the solution of language-related problems in the real world.
- 3.6 Teach and instruct in the first language.

4. CAREER PROSPECTS

On successful completion of the degree programme, graduates can be formally employed in the private or public sector. They may also

be self-employed. The following career prospects are available to graduates:

4.1 Private sector-creative writers, consultants, publishers, translators, editors.

4.2 Public sector-researchers, editors, interpreters, language policy planners, lecturers, lexicographers, diplomatic attachées, adult education officers, teachers.

4.3 Self-employment-publishers, creative writers.

5. ENTRY REQUIREMENTS

5.1 To be admitted to this programme a prospective student should have at least the following qualifications:

5.1.1 An education diploma or its equivalent from a recognised institution.

5.1.2 Should be proficient in the mother language that the student would have chosen.

5.1.3 Should have at least 2 years post qualification experience in teaching.

6. PROGRAMME ASSESSMENT

6.1 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.

6.2 For each module the final mark shall be determined by a combination of continuous assessment and examination marks.

6.3 Continuous assessment shall normally constitute 40% of the final mark, while the examination constitutes 60%.

6.4 A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.

7. GRADING AND CLASSIFICATION

Refer to Faculty Regulations.

8. PROGRAMME STRUCTURE

8.1 The duration of the degree programme shall be six (6) semesters or three academic years.

8.2 Normally the Bachelor's Degree in education is designed for students who already hold a diploma.

8.3 The following list of modules constitutes the content and structure of the Bachelor of Arts Honours Degree in Applied Language Education - First Language Instruction (primary).

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
EDCT 1101	Information Communication Technology in Education and Information Literacy	4	48
EDCA 1102	Communication Skills	4	48
EDAL 1103	Introduction to Linguistics	4	48

EDAL 1104	Theories of Language Learning	4	48
EDAL 1105	Philosophy of Language	4	48
EDAL 1106	Language, Identity and Society	4	48

SEMESTER 2

EDEF 1201	Educational Foundations	4	48
EDAL 1201	First Language Instruction	4	48
EDAL 1203	Theories of Language Acquisition	4	48
EDAL 1204	Introduction to Southern African Languages	4	48
EDAL 1205	Language and Literacy Development in Young Children	4	48
EDAL 1206	Aspects of Reading for Multilingual Learners	4	48

PART 2

SEMESTER I

EDEF 2101	Research Methods in Education	4	48
EDEF 2102	Contemporary Issues in Education	4	48
EDAL 2103	Orthography and Early Language Teaching	4	48
EDAL 2104	Field Linguistics I	4	48
EDAL 2105	Skills Based Language teaching	8	96

SEMESTER 2

EDCA 2201	Assessment and Evaluation Techniques	4	48
EDCA 2202	Curriculum Issues in Education	4	48
EDAL 2203	Field linguistics II	4	48
EDAL 2204	Bilingualism and multilingualism in Post-Colonial Africa	4	48
EDAL 2205	Dialectology	4	48

EDAL 2206	Materials Design for Primary Learners	4	48
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PART 3

SEMESTER 1

EDCA 3101	Educational Management	4	48
EDAL 3102	Sociolinguistics	4	48
EDAL 3103	Creative Writing and Language Development	4	48
EDAL 3104	Language Planning in Southern Africa	4	48
EDAL 3105	Children's Literature	4	48
EDAL 3106	Discourse Culture and Communication	4	48

SEMESTER 2

EDAL 3201	Language Harmonisation and Early Language Teaching	4	48
EDEF 3201	Methods of Teaching Language	4	48
EDPR 3202	Dissertation	8	96
EDAL 3203	Guidance and Counselling	4	48
EDAL 3205	Semantics and Pragmatics	4	48

9. MODULE SYNOPSES:-

EDCT 1101 Information Communication Technology in Education and Information Literacy

This module seeks to equip students with skills of improving learning and teaching through the use of various instructional media that include audio visual communication. The course will also familiarise students with different computer software including Ms Word, Ms Excel, Ms Access, PowerPoint and Publisher. Upon completion of the module students should be able to design and use instructional media, create databases and tables, query information from tables, open/close files

and directories, analyse students' performance using the Excel formulas and research from the internet.

This course also teaches students information literacy skills. Students are taught how to analyze and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

EDCA 1102 Communication Skills

This course covers the communication process, models of communication and kinds of communication. It emphasizes both oral and written communication which includes speech preparation, interviews and business communication. Issues of academic writing will also be dealt with in this course.

EDAL 1103 Introduction to Linguistics

In this module the student is introduced to how language is acquired, produced, and understood. The module provides a general introduction to the field of linguistics and the scientific study of language. The main goals of the module are to begin to think about language analytically, apply methods of linguistic analysis, and become more aware of the important issues related to language and society. Along the way, we will also challenge some commonly held misconceptions about language. Through course readings, lectures, class discussions, exercises, and tutorials, the class will address the following questions:

What is language?

How can language be studied systematically?

What are the subsystems of language, and how do they relate to each other?

How do language use and culture interact?

Further, it entails a study of how language functions in interactions between individuals and in society. The abstract structure of language, how language is represented in the brain and how language changes over time is investigated. Language is in this module understood to be a phenomenon of communication peculiar to humans. This is an introductory module.

EDAL 1104 Theories of Language Learning

The module encourages students to consider the theories underlying language and language learning and to develop new ways of thinking about language within the classroom. The module pays particular attention to issues of language and learning in order to gain insights into how different modes and practices of communication impact upon our understanding of the complexities of language in the process of learning.

EDAL 1105 Philosophy of Language

The main focus of this module will be the inquiry of the origins, nature and usage of language. Theories of how language came into being will be discussed and critiqued. Students will explore the central themes in the philosophy of language, the nature of meaning, language and cognition and the history of language itself.

EDAL 1106 Language, Identity and Society

This module includes a consideration of how language functions as one of the strongest markers of individual and group identity. The role of language in constructing personal, gender, racial, ethnic, national and cultural differences is considered. Students are introduced to various approaches to the study of language in society, and to reliable methods of sociolinguistic research. Students are expected to do an assignment in

which, on a limited scale, they collect and interpret local linguistic data that will disclose patterns of bi- and multilingualism in Zimbabwe.

EDAL 1201 First Language Instruction

The course introduces students to the theories of first language instruction. It explores how students acquire language, what influences the learning process and how instruction best aids that process.

EDEF 1201 Educational Foundations

The course is an exploration of the foundations of education. The module will explore and critically analyse psychological theories and problems as they apply to education; the philosophy of education and sociological approaches as they apply to the complex social organisation of schooling in Zimbabwe. Throughout the module an opportunity to examine how these foundations apply to teaching and learning will be given.

EDAL 1203 Theories of Language Acquisition

Students are introduced to the fields of language acquisition. The module explores the universal processes and stages that govern first language acquisition within a multilingual context. It requires students to describe and analyse the emerging language of children in formal terms and how children learn to communicate with language. Candidate's theoretical and practical language acquisition framework will enable them to effectively evaluate language activities in the classroom.

EDAL 1204 Introduction to Southern African Languages

In this module students are exposed to a survey of linguistic Structure and classification of select Bantu Languages in Southern Africa. Students explore the effects of different social, historical and political issues on the development of the languages. The behaviour of languages

in contact, bilingualism and multilingualism are studied. Students will be expected to examine and evaluate the discourse of selected languages in various media.

EDAL 1205 Language and Literacy Development in Young Children

This course examines the development of language and literacy in young children from birth through the primary years. Students will explore theoretical foundations of early literacy development and the implementation of various models to effectively support young children as readers and writers. Other topics include, working with families to support early literacy development, assessing early literacy development, integrating literacy throughout the curriculum and adaptations for individual children in diverse and inclusive settings.

EDAL 1206 Aspects of Reading for Multilingual Learners

This course examines the role of literacy for learners of linguistic and cultural diversity. The influence of first language on reading in another language, contrasting differences between first and second language reading, the role of vocabulary, and aspects of comprehension are among the topics of study.

EDEF 2101 Research Methods and Statistics in Education

This module seeks to empower students with research techniques and statistical analysis tools. Students will be introduced to various types of research as well as research methodologies including qualitative and quantitative research designs. Different statistical ways of analysing and testing data will be covered in this course as well. The module aims to produce a student that can contribute meaningfully to educational research.

EDEF 2102 Contemporary Issues in Education

Pertinent issues which have a bearing on education will be dealt with. Issues like Human Rights and gender will be explored. A major thrust on gender in education will be done, where theories of gender will be critiqued and their application to education situations explored.

EDAL 2103 Orthography and Early Language Teaching

This module examines orthography as another concept of early language teaching and learning. The module will seek to discuss issues like how children acquire spelling rules in their early stages of language learning. Students will also be introduced to error analysis in the quest to explain the kind of spelling mistakes that children make in their early stages of language development.

EDAL 2104 Field Linguistics I

This module will stimulate the situation of a field linguist; it is aimed at getting the student to understand the structure of an unfamiliar or unwritten language and language which is not analysed. In this module the student will be exposed to the study of practical linguistics in the area of phonetics, phonology, morphology and syntax. A thorough study of the International Phonetic Alphabet will be done so as to develop a student who has an ear for language sounds and interpretation. The module will be assessed through class tests and an exam.

EDAL 2105 Skills Based Language Teaching

The teachers will critically examine a range of methods, approaches and techniques currently used in first language instruction. The purpose is to arrive at models of good pedagogical practice in the teaching of a first language to first language speakers in Zimbabwe. The four basic language skills, namely reading, listening, speaking and writing, will be emphasised through the development of learning and teaching activities focussed on them. The module will include a lot of on the job exercise

as well as micro-teaching so as to test the application of teaching strategies.

EDCA 2201 Assessment and Evaluation Techniques

The module is intended to introduce candidates to the assessment and evaluation techniques using assessment and evaluation models as they apply to educational programmes. Students will explore principles of test construction, administration, scoring, item analysis and technical adequacy from both theoretical and practical perspectives. Candidates are also expected to evaluate the current situation in the school in the assessment and evaluation sect with a view to identify opportunities for change.

EDCA 2202 Curriculum Issues

This course deals with basic knowledge of curriculum planning, development, implementation, evaluation and change, issues and trends. The course aims at producing professionals who will contribute meaningfully to curriculum development and design.

EDAL 2203 Field linguistics II

This module will be practical and will not involve any attendance of classes. Each student will elicit data orally from a native speaker of any one of the endangered languages in Zimbabwe, viz Kalanga, Nambya, Tonga, Sotho, Venda and Xhosa. The students transcribe the utterances, submit them to analysis and thus develop skills of linguistic analysis as they cumulatively proceed through phonological, morphological and syntactic topics. The aim of the course will be to produce an explanatory description of as much of the language as possible. The assessment of the module shall consist of a detailed explanatory description of one of the following aspects of the grammar of the language investigated: phonology, morphology or syntax in a long essay.

EDAL 2204 Bilingualism and Multilingualism in Post-Colonial Africa

This module examines the challenges that multilingualism presents in postcolonial states. The aims of the course are to raise awareness around issues relating to language and social justice in the process of democratic development and to provide analytical skills for analysing language policies and empowerment. This module also examines bilingualism and multilingualism in individuals, the essential features of multilingual communities and typical processes such as code switching, language shift and even language death, as well as various ways of using languages in bilingual education programs.

EDAL 2205 Dialectology

This is a module that introduces students to that branch of sociolinguistics that studies the systematic variants of a language. Students will be involved in a comparative study of linguistic features of a certain family of languages. They familiarize themselves with common terms and processes that fall within the discipline of dialectology.

EDAL 2206 Materials Design for Primary Learners

This module examines the practice of language learning materials development as informed by linguistic theory, in particular theories of reading. The student will be introduced to the various theories of reading as part of the larger understanding of the four skills of language learning which include writing, listening and speaking. The purpose of this module is to develop the skill in the students to develop learning materials for learners of the endangered languages. The module further presents the student with an opportunity to put into practice what has been learnt in the theory section. Students choose a language to work with. The module includes a practical assignment in which students develop their own materials for primary learners. The practical

assignment is the major component of the students' continuous assessment.

EDCA 3101 Educational Management

This module is organised around key themes and issues of educational leadership and management. These include, among others, an examination of educational change, contemporary understandings of educational leadership, organisational culture and schools as learning organisations. The course provides students with an introduction to the study of educational leadership and management and a basis for reflecting critically on the structures and cultures of educational organisations. Students are to apply concepts of educational leadership and management to personal experiences and practices through a process of reflection and discussion. In addition, students should be in a position to consider various strategies to improve educational organisations and reflect on the values that underpin them.

EDAL 3102 Sociolinguistics

This module provides an overview of sociolinguistics concentrating mainly on the attributes of sociolinguistics and on the understanding of the relationship between language and society in a multilingual set up. It encompasses a wide range of issues in sociolinguistics theory and practical applications. Linguistic diversity, linguistic variation and language choice are central in this module. The module will also explore the fields of language and gender in society, language and social networks and language and power. Students will be equipped to be able to relate how language influences various social structures and social phenomena.

EDAL 3103 Creative Writing and Language Development

In this module students will explore different models of creative writing for various purposes; magazines, periodicals, journals, academic and

non-academic writing. The aim of the module is to develop an ability in the student to prepare written materials for different purposes. In the process the module will also develop critical thought in the student as the student explores the theory and practice of editing. Editing will be studied using various texts for analysis.

EDAL 3104 Language Planning in Southern Africa

This module will be a study of organized activity designed to solve social problems involving language, how languages are standardized, selected as official, prescribed for use as medium of instruction, for law and business etc. Language planning activity can be as broad as the selection and development of a new national language or as focused as a mother attempting to stop her child from using a particular dialect. Since language planning is more of an activity than a body of knowledge, this module emphasizes the examination of cases, both as a class and individually. The cases examined will vary from those in Zimbabwe and Southern Africa in general.

EDAL 3105 Children's Literature

This course is concerned with literature as an art form and the ways that literature supports children's language. The students will study the various types of literature for children and gain familiarity with different authors, of both fiction and non-fiction. Fairy tales and other works emerging from oral tradition, picture books, poetry, juvenile novels and informational books are all considered, for both their general literary qualities and in terms of what they have to offer to children. The course aims to develop students' critical perceptiveness.

EDAL 3106 Discourse, Culture and Communication

This module covers aspects of how spoken and written discourse is organized, and how it may be described and analysed. There is a strong focus on issues of culture and ideology underlying communication.

EDAL 3201 Language Harmonisation and Early Language Teaching

This module explores language harmonisation and early language teaching in the context of corpus planning. Students are introduced to the concepts of how different languages varieties are harmonised to come up with one standard variety which is then taught in the classroom. The stages that language varieties go through as far as harmonisation is concerned will be given attention in this module.

EDEF 3201 Methods of Teaching

An application of teaching principles to the presentation of specific subject matter will be done. Emphasis is on the development of a repertoire of strategies that enhance a variety of learning outcomes in students. Emphasis will be placed on developing content specific instructional objectives, strategies and materials for teaching and methods of evaluation.

EDPR 3202 Dissertation

The dissertation module allows students to work intensively and under individual supervision on a carefully defined topic. It will consist of one-to-one meetings with supervisors, each of up to 30 minutes duration. The module demands the student to exhibit the knowledge and ability of defining a research topic, selecting a methodology, writing footnotes and bibliographies, and making effective presentations. The following learning outcomes will be expected of the student:

- an understanding of the structure and rationale of literary research.
- knowledge of at least one research methodology and its theoretical implications.
- Detailed knowledge of a significant topic of their choice.

- The ability to compile a working bibliography.
- The ability to make an oral presentation and defend it.
- The capacity to produce a detailed proposal.
- The ability to produce an extended piece of scholarly writing with appropriate documentation.

EDAL 3203 Guidance and Counselling

This module introduces the students to the basics of guidance and counselling. The students will compare and contrast different theories of counselling and state how they can be applied in the work environment. The module will further explore topics like foundations of guidance and counselling, use of technology in guidance and counselling and ethical issues.

EDAL3205 Semantics and Pragmatics

The aim of this course is to introduce students to some basic approaches to the study of semantics and pragmatics at the clausal level with regard to how lexical semantics is integrated in larger units. The general theme running through the course is how best to describe meaning in human language. Theoretical topics covered include categorization; construal; acquisition of concepts; metaphor; blending; metonymy; compositionality; mental spaces and lexical semantic change. Various semantic domains will be examined in connection with these topics, e.g. colour terms, kinship, dimensional terms, verb meaning; but two domains will be treated in depth from various perspectives: the semantics of everyday concepts, and the semantics of space and motion.

REGULATIONS FOR THE BACHELOR OF EDUCATION DEGREE IN GEOGRAPHY

1. INTRODUCTION

1.1 These regulations should be read in conjunction with the General Regulations for Undergraduates Degrees and Faculty regulations.

2. RATIONALE FOR THE PROGRAMME

This degree programme is necessitated by the need to complement sciences in secondary schools because geography is both a science and an art. For the purposes of Lupane State University it is a necessity because it is a recognised entry subject into agriculture.

3. PROGRAMME AIMS AND OBJECTIVES

The objective of introducing a Bachelor of Education Degrees in Geography is to contribute towards further training of teachers who will be competent to teach Geography at all levels in secondary schools and cultivate interest in this subject among students in high schools.

4. CAREER OPPORTUNITIES

Students who do this programme can enhance their knowledge in Geography and find employment as senior teachers in schools and as college lecturers and as environmentalists as well.

5. ENTRY REGULATIONS

For admission into this programme students must have the following qualifications:

- 5.1 Normally have a teaching diploma from a recognised college in which Geography was a major subject of specialisation.
- 5.2 Normally have 2 years post qualification teaching experience.
- 5.3 Should have a pass in 'O' level Mathematics or an equivalent subject.

6. PROGRAMME ASSESSMENT

- 6.1 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.
- 6.2 For each module the final mark shall be determined by a combination of continuous assessment and examination marks.
- 6.3 Continuous assessment shall normally constitute 40% of the final mark, while the examination constitutes 60%.
- 6.4 A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.

7. PROGRAMME STRUCTURE

- 7.1 The duration of the degree programme shall be six (6) semesters or three academic years.
- 7.2 Normally the Bachelor's Degree in education is designed for students who already hold a diploma.

7.3 The following list of modules constitutes the content and structure of the Bachelor of Education Degree in Geography.

8. List of Modules offered:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
EDCT 1101	Information Communication Technology in Education and Information Literacy	4	48
EDCA 1102	Communication Skills	4	48
EDGP 1103	Introduction to World Regional Geography	4	48
EDGP 1104	Climatology	4	48
EDGP 1105	Hydrology and Fluvial Studies	4	48
EDGP 1106	History of Geographical Thought	4	48
SEMESTER 2			
EDEF 1201	Educational Foundations	4	48
EDGP 1202	Techniques in Physical Geography	4	48
EDGP 1203	Geomorphology	4	48
EDGP 1204	Soils and Ecosystems	4	48
EDGP 1205	Introduction to Geographic Information Systems	4	48
EDGP 1206	Arid and Semi-Arid Environments	4	48
PART 2			
SEMESTER I			
EDEFU 2101	Research methods in education	4	48
EDEF 2102	Contemporary issues in education	4	48

EDGP 2103	Demography and Population Studies	4	48
EDGP 2104	Techniques in Human Geography	4	48
EDGP 2105	Geography of Sub-Saharan Africa	4	48
EDGP 2106	Hazardous Environments	4	48

SEMESTER 2

EDCA 2202	Curriculum Issues in Education	4	48
EDCA 2201	Assessment and Evaluation	4	48
EDGP 2203	Transport and Trade	4	48
EDGP 2204	Tourism and Recreational Geography	4	48
EDGP 2205	Natural Resources and Sustainable Development	4	48
EDGP 2206	Geography of Rural Development and Livelihoods	4	48

PART 3

SEMESTER 1

EDCA 3101	Educational Management	4	48
EDGP 3102	Mining, Energy & Power Development	4	48
EDGP 3103	Industrial Studies	4	48
EDGP 3104	Regional Development	4	48
EDGP 3105	Introduction to Epidemiology	4	48
EDGP 3106	Settlement Studies	4	48

SEMESTER 2

EDPR 3202	Dissertation	8	96
EDEF 3201	Methods of teaching Geography	4	48
EDGP 3203	Structural Landforms	4	48
EDGP 3204	Agricultural Studies	4	48
EDGP 3205	Environmental Management	4	48

9. MODULE SYNOPSES:-

EDCT 1101 Information Communication Technology in Education and Information Literacy

This module seeks to equip students with skills of improving learning and teaching through the use of various instructional media that include audio visual communication. The course will also familiarise students with different computer software including Ms Word, Ms Excel, Ms Access, PowerPoint and the Publisher. Upon completion of the module students should be able to design and use instructional media, create data bases and tables, query information from tables, open/close files and directories, analyse students' performance using the Excel formulas and research from the internet.

This course also teaches students information literacy skills. Students are taught how to analyze and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

EDCA 1102 Communication Skills

This course covers the communication process, models of communication and kinds of communication. It emphasises both oral and written communication which includes speech preparation, interviews and business communication. Issues of academic writing will also be dealt with in this course.

EDGP 1104 Climatology

This is an introductory module to aspects of physical geography specifically to issues related to atmospheric science and hydrological processes. The student is introduced into atmospheric processes that define weather processes and the dynamism which characterises them. The module introduces students to theories of raindrop formation, pressure systems, and types of rainfall among other processes and elements of weather. The module explores various issues related

climatic changes and related impacts. Quaternary environments, glacial stages and inter glacial stages, ice sheets, growth and decline, sea level, global warming phenomenal and related impacts, evidence for ECC; ecological, social, economic and political aspects related to climatic change; modelling, projections, and impacts of future climate.

EDGP 1105 Hydrology and Fluvial Studies

The module explores in detail hydrological processes and their role in shaping the earth surface. The module also looks at ground water exploration, occurrence and exploitation. The module takes the student through river processes of erosion, transportation and deposition and the resultant landforms. Issues of river management, drainage networks and systems form an integral part of a module.

EDGP 1103 Introduction to World Regional Geography

The student is introduced into world regional geography with emphasis being placed on variations across space. At the end of the course the student will be able to understand how historical processes have defined the present wealthy and prosperity among European, Asian and North American countries. The module will seek to highlight on the stage development processes that Europe and North America has gone through to reach the high mass consumption stage they enjoy today. The role of free markets and regional co-operation within these regions are looked at. The Common Agricultural Policy in Europe will be looked at in detail among other policy initiatives.

EDGP 1106 History of Geographical Thought

The module outlines the historical development of Geography as a field of study. It looks into the contribution of various classical geographers in the development of Geography. Alexandra von Humboldt is among the classical geographers whose contribution will be looked at. Students will be able to appreciate how geography developed to be a field that looks at temporary and spatial variations of phenomenon.

EDEF 1201 Educational Foundations

The course is an exploration of the foundations of education. The module will explore and critically analyse psychological theories and problems as they apply to education; the philosophy of education and sociological approaches as they apply to the complex social organisation of schooling in Zimbabwe. Throughout the module an opportunity to examine how these foundations apply to teaching and learning will be given.

EDGP 1202 Techniques in Physical Geography

The module introduces students to various field techniques in physical geography. At the end of the module students must be able to draw sketch maps and sketch section and be able to interpret topographic maps among other methodological approaches in physical geography.

EDGP 1203 Geomorphology

The module examines denudational processes that shape the earth's surface. It takes the student's through a detailed study of weathering, slope and mass movement processes and also highlights the theories of landforms, evolutions particularly pediplanation, peneplanation, etchplanation and slope evolution. It also examines the impact of geomorphological processes on human activities.

EDGP 1204 Soils and Ecosystems

The module introduces students to soils and ecosystem studies. This is particularly important in view of the ever increasing world population which affects the world's ecological systems. Habitat loss as a result of human activity is explored. The module also looks at soils as an important component of physical geography. Soil characteristics and their impact on human settlement and vegetation are looked.

EDGP 1205 Introduction to Geographical Information Systems

The module introduces students to Geographical Information Systems applications. It covers the theoretical and practical aspects of GIS. Students will be able to use GIS as a system that captures, stores,

analyse, manages, and present data that are linked to location. The application of GIS in cartography, remote sensing and land surveying emergency management and utility management is introduced to the students. This module will attempt to equip students with an important planning tool for use in government and the private sector.

EDGP 1206 Arid and Semi-Arid Environments

The module introduces the students to the concept of aridity and the global distribution of arid and semi-arid areas. The causes of aridity will also be looked at in detail. The module also explores the geomorphological and climatic processes and characteristics of such areas and how they embarked on human activities. The module will take the student through issues of desertification, its causes and effects. It will also look at the sustainable use of arid and semi-arid environments.

EDEF 2101 Research Methods and Statistics

This module seeks to empower students with research techniques and statistical analysis tools. Students will be introduced to various types of research as well as research methodologies including qualitative and quantitative research designs. Different statistical ways of analysing and testing data will be covered in this course as well. The module aims to produce a student that can contribute meaningfully to educational research

EDEF 2102 Contemporary Issues in Education

Pertinent issues which have a bearing in education will be dealt with. Issues like Human Rights and gender will be explored. A major thrust on gender in education will be done, where theories of gender will be critiqued and their application to the education situations explored.

EDGP 2103 Demography and Population

The module introduces the students to various demographic and population processes in both developed and developing countries. Concepts of overpopulation, under population, ageing population, population pyramids are introduced. The demographic transition model as it applies to selected countries is explored. At the end of the module students will understand the variations in demographic processes between world regions over time. Students will be able to understand the relationship between population available resources and to appreciate variations in demographic and population variables between developed and developing countries. Push and pull factors of migration will dealt with as well as socioeconomic, physical and political effects of migration. The module also looks population policies e.g. the One Child Policy.

EDGP 2104 Techniques in Human Geography

This module covers the various techniques used in human geography. Students will be able introduced into the representation of population data through the use of choropleths maps, pie charts, and dot maps among other techniques. The advantages and disadvantages of these techniques are looked at as well as the construction procedure. The module aims to produce a graduate able to use statistical data to produce maps that are easy to interpret for purposes of planning.

EDGP 2105 Geography of Sub Saharan Africa

The module basically looks into developmental concerns and strategies in SSA. The impact of the physical environment on the socio-economic development of Africa is discussed. Other factors such as drought, civil wars, corruption, unfair trade, are also looked at. Students are introduced to some efforts to address African problems such as regional integration, economic structural adjustment programmes among other initiatives. The Common Market for East and Southern Africa and the

Southern African Customs Union among other regional co-operation initiatives will be looked at. The geography of selected countries within the region is looked at. The impact of diamond mining on the economic development of Botswana will be explored. Students will at the end of the module be able to appreciate Africa's development process and therefore understand why it remains the most impoverished continent of the world.

EDGP 2106 Hazardous Environments

Students are introduced into the various environments that are a threat to people. The module looks at the causes of the hazards, nature, impact on people. The spatial variation of such hazards is studied in detail. The module also explores the human response to such hazards and their successes and limitations. Hazards to be studied include tropical cyclones, tsunamis, volcanoes, floods, landslides, veldt fires, etc.

EDCA 2201 Assessment and Evaluation Techniques

The module is intended to introduce candidates to the assessment and evaluation techniques using assessment and evaluation models as they apply to educational programmes. Students will explore principles of test construction, administration, scoring, item analysis and technical adequacy from both theoretical and practical perspectives. Candidates are also expected to evaluate the current situation in the school in the assessment and evaluation sect with a view to identify opportunities of change.

EDCA 2202 Curriculum Issues

This course deals with basic knowledge of curriculum planning, development, implementation, evaluation and change, issues and trends. The course aims at producing professionals who will contribute meaningfully to curriculum development and design.

EDGP 2203 Transport and Trade

This module outlines the nature of transport and communication; development of transport networks, design and route location; transport systems, models and their influence on development. The module also looks at international trade especial between developed and developing countries. It examines trade policies and regulations as well as regional, economic blocks.

EDGP 2204 Tourism and Recreational Geography

The module details the concepts of tourism, recreation and leisure. It also outlines the benefits and disadvantages of tourism. Types of tourism e.g. eco tourism and cultural tourism etc. This module also looks at the development of tourism product.

EDGP 2205 Natural Resources and Sustainable Development

This module introduces the concepts of Natural resources development and conservation with the aim of building up the notion of sustainability and to provide an understanding of current issues in environment policy and the development of resource management systems. The objective is for the student to gain a broad perspective and think critically about the use of natural resources. The need to manage resources for a sustainable future, theoretical frameworks of resource management policy and planning, legislation in resource usage and management, development of an appreciation for and skills of the important tools of contemporary resource management.

EDGP 2206 Geography of Rural Development and Livelihoods

The module looks at rural development processes in developing countries with the view of understanding the nature of rural transformation as shaped by national and international development processes. Students will be able to understand the causal processes of rural deprivation in developing countries and should also be able to

formulate appropriate strategies to fight rural poverty. Land reform, credit schemes, co-operatives, irrigation projects are some of the issues addressed in this module. The impact of government policy and prescribed economic policies like ESAP on rural transformation is looked at. The module looks at diversification as a livelihoods strategy, participatory rural development among other strategies.

EDCA 3101 Educational Management

This module is organised around key themes and issues of educational leadership and management. These include, among others, an examination of educational change, contemporary understandings of educational leadership, organisational culture and schools as learning organisations. The course provides students with an introduction to the study of educational leadership and management and a basis for reflecting critically on the structures and cultures of educational organisations. Students are to apply concepts of educational leadership and management to personal experiences and practices through a process of reflection and discussion. In addition, students should be in position to consider various strategies to improve educational organisations and reflect on the values that underpin them.

EDGP 3102 Mining, Energy and Power Development

The module explores the nature of mining, energy and power development and outlines the factors that influence the location of mining activities and exploitation of energy and power resources. Challenges faced in exploiting mining and energy resources are also looked into. The role of mining and energy in economic development is dealt with in detail. The impact of mining and energy on the environment form an integral part of the course. At the end the student will appreciate the importance of developing alternative energy resources.

EDGP 3103 Industrial Studies

The module explores the factors that influence the location of the different types of industry, the nature and characteristics of industry, theories of industrial development, the industrialisation process form an integral part of the course. Industrial policies like import substitution, export processing zones, privatisation and indigenisation are looked into in detail. The effects of industry on the environment are discussed.

EDGP 3104 Regional Development

The module explores developmental concerns especially those of developing countries. It looks at various theories of economic development with emphasis on the core periphery models. It highlights the role of regional economic blocks like SADC, COMESA, etc. It also discuss in detail the challenges faced by developing countries in attempting to develop their economies.

EDGP 3105 Introduction to Epidemiology

In this module students will be introduced into epidemiology as a field of study. In that respect students will be able to understand the disease risk factor among different population. Students will be able on completion to understand the importance of epidemiological information in planning strategies design to prevent illnesses especially among vulnerable populations. Particular diseases to be looked at include malaria, measles, TB among other. These will be looked at with respect to the vulnerability of different populations.

EDGP 3106 Settlements Studies

This module introduces students to the origins and growth of urban and rural settlements, the nature and characteristics of settlements are studied in detail. It also incorporates theories of settlements studies which include the central place theory, urban primacy, the rank size rule among others. The module also looks into the urbanisation process and

its problems, particularly challenges of service provision and waste management.

EDEF 3201 Methods of Teaching

An application of teaching principles to the presentation of specific subject matter will be done. Emphasis is on the development of repertoire of strategies that enhance a variety of learning outcomes in students. Emphasis will be placed on developing content specific instructional objectives, strategies and materials for teaching and methods of evaluation.

EDPR 3202 Dissertation

The dissertation module allows students to work intensively and under individual supervision on a carefully defined topic. It will consist of one-to-one meetings with supervisors, each of up to 30 minutes duration. The module demands the student to exhibit the knowledge and ability of defining a research topic, selecting a methodology, writing footnotes and bibliographies, and making effective presentations. The following learning outcomes will be expected of the student:

- an understanding of the structure and rationale of literary research
- knowledge of at least one research methodology and its theoretical implications
- Detailed knowledge of a significant topic of their choice
- The ability to compile a working bibliography
- The ability to make an oral presentation and defend it.

EDGP 3203 Structural Landforms

The module introduces the student into an understanding of the internal forces that operates within the earth. The folding and faulting processes as well as resultant landforms are studied in detail and their influence

on human activities. The nature, occurrence and effects of earthquakes are also studied.

EDGP 3204 Agricultural Studies

This module gives an insight into the nature and types of farming systems. It examines the theoretical of the spatial organization of agricultural activity paying attention to VON, Thunen's model. The module explores the role of science and technology in agriculture and food production. It also looks at the problem of food supply and the relationship between agriculture and the environment. At the end of the course the student will appreciate the role government policies, especially land reform and resettlement in Agriculture. Land ownership policies are looked into including the transformation of subsistence to commercial agriculture.

EDGP 3205 Environmental Management

The module introduces the student into the increasingly important discourse of environmental management. The causes, nature, and impact of environmental degradation form the core of the module. Issues of climate change, the greenhouse effect, soil erosion and pollution are studied in detail. Measures to address environmental degradation are studied in detail. International conventions e.g. the Kyoto protocol on the environment are explored. The module also looks at the current argument on climate change, mitigation and adaptation. The political, economic, social dimensions of climate change.

REGULATIONS FOR THE BACHELOR OF EDUCATION HONOURS DEGREE IN ENGLISH AND COMMUNICATION

1. INTRODUCTION

1.1 These regulations should be read in conjunction with the General Regulations for Undergraduates Degrees and Faculty regulations.

2. RATIONALE FOR THE PROGRAMME

The rationale for this programme is largely to upgrade the academic levels of secondary school teachers so as to enable them to teach advanced level, thereby assisting to prepare pupils for university education. It is hoped that through this degree, more secondary schools would be able to competently offer and motivate pupils to study English as a subject and therefore make the subject popular among pupils.

3. PROGRAMME AIMS AND OBJECTIVES

The objective of introducing a Bachelor of Education Degrees in English and Communication is to contribute towards further training of teachers who will be competent to teach English at all levels in secondary schools and cultivate interest in this subject among students in high schools.

4. CAREER OPPORTUNITIES

Students who do this programme can enhance their knowledge in English and Communication and find employment as senior teachers in schools and as college lecturers. In addition students who complete this programme can find opportunities outside the teaching field, as communication officers, public relations officers in government and private institutions.

5. ENTRY REGULATIONS

5.1 To be admitted to this programme a prospective student should have at least the following qualifications:

5.1.1 An education diploma with a specialisation in English or its equivalent from a recognised institution

5.1.2 Should have at least 2 years post qualification experience in teaching.

6. PROGRAMME ASSESSMENT

6.5 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.

6.6 For each module the final mark shall be determined by a combination of continuous assessment and examination marks.

6.7 Continuous assessment shall normally constitute 40% of the final mark, while the examination constitutes 60%.

6.8 A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.

7. PROGRAMME STRUCTURE

7.1 The duration of the degree programme shall be six (6) semesters or three academic years.

7.2 Normally the Bachelor's Degree in education is designed for students who already hold a diploma.

7.3 The following list of modules constitutes the content and structure of the Bachelor of Education Honours Degree in English and Communication:

8. List of Modules offered:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
EDCT 1101	Information Communication Technology in Education and Information Literacy	4	48
EDCA 1102	Communication Skills	4	48
EDEC 1103	English Linguistics I	4	48
EDEC 1104	Human Communication	4	48
EDEC 1105	Zimbabwean Literature in English	4	48
EDEC 1106	Culture and Counselling	4	48
SEMESTER 2			
EDEF 1201	Educational Foundations	4	48
EDEC 1202	Theories of literature and Criticism	4	48
EDEC 1203	Discourse Analysis	4	48
EDEC 1204	English Linguistics II	4	48
EDEC 1205	African Languages and the Media	4	48
EDEC 1206	Bilingualism & Multilingualism in Post-colonial Africa	4	48

PART 2

SEMESTER I

EDEF 2101	Research Methods in Education	4	48
EDEF 2102	Contemporary Issues in Education	4	48
EDEC 2103	African Literature in English	4	48
EDEC 2104	Cross-Cultural Communication	4	48
EDEC 2105	Language Planning and Policy	4	48
EDEC 2106	Semantics in English	4	48

SEMESTER 2

EDCA 2201	Assessment and Evaluation Techniques	4	48
EDCA 2202	Curriculum Issues	4	48
EDEC 2203	African- American and Caribbean Literature	4	48
EDEC 2204	Indigenous Knowledge Systems	4	48
EDEC 2205	Language Learning and Acquisition	4	48
EDEC 2206	Language Change and Development	4	48

PART 3

SEMESTER 1

EDCA 3101	Educational Management	4	48
EDEC 3102	Materials Design I	4	48
EDEC 3103	Sociolinguistics	4	48
EDEC 3104	Creative Writing and Editing	4	48
EDEC 3105	Gender Issues in Literature	4	48
EDEC 3106	English Literature	4	48

SEMESTER 2

EDEF 3201	Methods of Teaching	4	48
EDPR 3202	Dissertation	8	96
EDEC 3203	Materials Design II	4	48

EDEC 3204	Theories and Approaches to Communication	4	48
EDEC 3206	Theories of Pragmatics	4	48

9. MODULE SYNOPSES:-

EDCT 1101 Information Communication Technology in Education and Information Literacy

This module seeks to equip students with skills of improving learning and teaching through the use of various instructional media that include audio visual communication. The course will also familiarise students with different computer software including Ms Word, Ms Excel, Ms Access, PowerPoint and the Publisher. Upon completion of the module students should be able to design and use instructional media, create data bases and tables, query information from tables, open/close files and directories, analyse students' performance using the Excel formulas and research from the internet.

This course also teaches students information literacy skills. Students are taught how to analyze and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

EDCA 1102 Communication Skills

This course covers the communication process, models of communication and kinds of communication. It emphasises both oral and written communication which includes speech preparation, interviews and business communication. Issues of academic writing will also be dealt with in this course.

EDEC 1103 English Linguistics I

This module provides a basic understanding of the major trends in linguistic analysis and theory. The first part of the module will be spent on the basics of linguistic analysis and the major subfields in current linguistics, concentrating on the central questions, goals and methods of each. The better part of the module will be spent reading primary texts from representatives of various schools of thought. More specifically, this module surveys major theories and methods of linguistic analysis. The student is exposed to the theories of phonetics, phonology and morphology.

EDEC 1104 Human Communication

In this module the history of human communication is studied in the light of new trends in communication. The evolution of communication from speech to symbols, cave paintings, petroglyphs, pictograms, ideograms, writing, alphabet and telecommunications will be studied in detail. Students will be involved in the investigation of forms of communication, basic modes and types of communication, communication industries and the media. All the topics will be oriented to basic theories, dimensions, and concepts of human communicative interaction and behaviour.

EDEC 1105 Zimbabwe Literature in English

The module focuses on Zimbabwean literature, its form and concerns. The selected texts are generally in tandem with the Zimbabwean schools literature syllabus. As such selection of related books will help equip the student for analysis of what motivates this writing.

EDEC 1106 Culture and Counselling

This module seeks to help students gain the knowledge and skills needed in cross cultural practice with groups and communities. Students are expected to be able to:

- Express self awareness of group and community social identity.
- Explain the ways in which groups and communities experience socio-political factors.

- Explain the various roles that cross-cultural counsellors play with clients.
- Distinguish between cross cultural work with individuals and groups.
- Explain theory and concepts related cross-cultural counselling with groups and communities.
- Apply culturally appropriate techniques for working with groups and communities.
- Research a wide variety of culturally appropriate resources.

EDEF 1201 Educational Foundations

The course is an exploration of the foundations of education. The module will explore and critically analyse psychological theories and problems as they apply to education; the philosophy of education and sociological approaches as they apply to the complex social organisation of schooling in Zimbabwe. Throughout the module an opportunity to examine how these foundations apply to teaching and learning will be given.

EDEC 1202 Theories of literature and Criticism

The course seeks to examine both Eurocentric and Afrocentric theoretical approaches to the study and criticism of literary texts propounded over the years. Representative text will be cited for study and theoretical application.

EDEC 1203 Discourse Analysis

This module offers a linguistic approach to the study of speech events that are longer than the single sentence. We view these as vehicles through which such central issues as identity; subjectivity and power are negotiated in human societies. Further, this module will introduce students to a range of different discourse analytic strategies and structural concerns, that all fall under the rubric of 'discourse analysis'. Although this module is primarily functional and practical (i.e., focused on analysing texts), discussions will also include the theoretical differences that motivate many of those approaches. Central concerns include: lexical and semantic classifications that illustrate social and/or

cultural attitudes toward world phenomena; and how discourse structures represent social and cultural group membership. The module takes a hands-on approach in which students prepare their own recordings, transcriptions and analyses of naturally occurring speech events. Students will prepare commentaries on readings, and complete a seminar paper for presentation to the class.

EDEC 1204 English Linguistic II

This course examines traditional grammar, structuralism's view and Transformational Generative Grammar. It looks at the word "grammar" from several aspects as rules governing a language, as the rules used by native speakers of a language. This course also focuses on types of grammars: descriptive, teaching and universal and is based on linguistic theory.

EDEC 1205 African languages and the Media

In this module students investigate the place of African Languages in the various media that include newspapers, television, radio and advertisements. The aim is to develop a more critical examination of the met language used by African Language journalists, reporters and newscasters in selected media. The importance of this module is to show the link between communication and culture in the analysis of language use and choice as it brings out the use of euphemism, "Hlonipha" pronoun and idiom, gender and taboos among many other issues. This is a practical module with a lot of hands on analysis of texts.

EDEC 1206 Bilingualism and Multilingualism in Post-Colonial Africa

This module examines the challenges that multilingualism presents in postcolonial states. The aims of the course are to raise awareness around issues relating to language and social justice in the process of democratic development and to provide analytical skills for analysing language policies and empowerment. This module also examines bilingualism and multilingualism in individuals, the essential features of

multilingual communities and typical processes such as code switching, language shift and even language death, as well as various ways of using languages in bilingual education programs

EDEF 2101 Research Methods and Statistics in Education

This module seeks to empower students with research techniques and statistical analysis tools. Students will be introduced to various types of research as well as research methodologies including qualitative and quantitative research designs. Different statistical ways of analysing and testing data will be covered in this course as well. The module aims to produce a student that can contribute meaningfully to educational research.

EDEF 2102 Contemporary Issues in Education

Pertinent issues which have a bearing in education will be dealt with. Issues like Human Rights and gender will be explored. A major thrust on gender in education will be done, where theories of gender will be critiqued and their application to the education situations explored.

EDEC 2103 African literature in English

This module traces the development of this literary from its form as orature to its current state. Special reference shall be made to texts and literary theories that accentuate the uniqueness of this literature.

EDEC 2104 Cross - Cultural communication

Students examine critical issues in cross-cultural communication from a theoretical and practical point of view with specific reference to the Southern African situation in general and the Zimbabwean situation in particular. Cultural influences on communication, description and analysis of cross cultural interaction events; cross cultural conversation analysis; male-female differences; applications in such areas as personal relationships, business, politics and education. Topics include: cross-

cultural communication - a framework for analysis; communication styles - discourse and the presentation of self across cultures; the colonisation and decolonisation of communication in the context of globalization; communicating in diversity; and central challenges to effective communication. The aim of the course is to develop students' sensitivity to cross cultural variation in communication and to provide a theoretical framework for interpreting it. Assessment will focus on evaluations of actual communicative encounters in cross-cultural situations.

EDEC 2105 Language Planning and Policy

This module will be a study of organized activity designed to solve social problems involving language, how languages are standardized, selected as official, prescribed for use as medium of instruction, for the law and business etc. Language planning activity can be as broad as the selection and development of a new national language or as focused as a mother attempting to stop her child from using a particular dialect. Since language planning is more an activity than a body of knowledge, this module emphasizes the examination of cases, both as a class and individually. The cases examined will vary from those in Zimbabwe and Southern Africa in general.

EDEC 2106 Semantics in English

The aim of this course is to introduce some basic approaches to the study, although semantics and pragmatics at the clausal level and above will be addressed in regard to how lexical semantics is integrated in larger units. The general theme running through the course is how best to describe meaning in human language. Theoretical topics covered include categorization; construal; acquisition of concepts; metaphor; blending; metonymy; compositionality; mental spaces; lexical semantic change. Various semantic domains will be examined in connection with these topics, e.g. colour terms, kinship, dimensional terms, verb

meaning; but two domains will be treated in depth from various perspectives: the semantics of everyday concepts, and the semantics of space and motion.

EDCA 2201 Assessment and Evaluation Techniques

The module is intended to introduce candidates to the assessment and evaluation techniques using assessment and evaluation models as they apply to educational programmes. Students will explore principles of test construction, administration, scoring, item analysis and technical adequacy from both theoretical and practical perspectives. Candidates are also expected to evaluate the current situation in the school in the assessment and evaluation sect with a view to identify opportunities of change.

EDCA 2202 Curriculum Issues

This course deals with basic knowledge of curriculum planning, development, implementation, evaluation and change, issues and trends. The course aims at producing professionals who will contribute meaningfully to curriculum development and design.

EDEC 2203 African- American and Caribbean literature

The distinguishing features of these two literary varieties are discussed, compared and contrasted. This course seeks to describe and situate the literature within the context of its history, geography, intellectual and cultural struggles. The course focuses intensely on the critical and salient aspects of African – American and Caribbean consciousness which distinguish it from any other literature of the Black Diaspora. Students will explore and critic how writers of Caribbean literature respond to Caribbean condition of slavery colonialism and its neo-colonial legacy and how the tradition of resistance informs the writer's conception of history and struggle.

EDEC 2204 Indigenous Knowledge Systems

The module will provide students with a comparative survey and analysis of the epistemological properties, worldviews and modes of transmission associated with various indigenous knowledge systems, with an emphasis on those practiced in Southern Africa and in Zimbabwe in particular. On managing and recording Indigenous knowledge the module will provide a comprehensive understanding of traditional knowledge systems related to the environment, technology and science, language and communication, survival skills, artifacts and weapons, economics, kinship and social organization of a particular people. Essentially the module will present an overview of elements of traditional Indigenous knowledge, how it is used and how it has survived change and the processes we need to follow to manage it, and to record it. It will illustrate the need to record and manage the knowledge of different groups to document such knowledge. In this module, students should gain knowledge and understanding of: the structure and influence of knowledge, communication and language globally, and in Indigenous and non-indigenous societies, and how knowledge can be utilised and managed; the importance of oral history and traditions and their relationship to nature, the customs and behaviours of African Indigenous societies and cultures; Indigenous intellectual property rights and copyright, Government legislation and policy formulation in relation to Indigenous societies and cultures; as well as Research ethics in Indigenous contexts.

Intervene and evaluate professional role when working with diverse groups and communities

EDEC 2205 Language Learning and Acquisition

Students are introduced to the fields of language acquisition. The module explores the universal processes and stages that govern first language acquisition within a multilingual context. It requires students

to describe and analyse the emerging language of children in formal terms and how children learn to communicate with language.

EDEC 2206 Language Change and Development

In this module we survey different kinds of language evolution and change, their causes and the methods linguists use to analyze language change and to model the relationships between and among dialects and languages. Special emphasis is put on the role of **linguistic variation** and of **external influences** (e.g. social context, writing systems, contact with other speakers, contact with other cultures, self- and group-imposed ideologies and attitudes, etc.) in the historical development of languages and in bringing about linguistic differentiation and diversity. Counteracting forces of convergence through contact and of standardization are examined as well.

EDCA 3101 Educational Management

This module is organised around key themes and issues of educational leadership and management. These include, among others, an examination of educational change, contemporary understandings of educational leadership, organisational culture and schools as learning organisations. The course provides students with an introduction to the study of educational leadership and management and a basis for reflecting critically on the structures and cultures of educational organisations. Students are to apply concepts of educational leadership and management to personal experiences and practices through a process of reflection and discussion. In addition, students should be in position to consider various strategies to improve educational organisations and reflect on the values that underpin them.

EDEC 3102 Materials Design I

This module examines the practice of language learning materials development as informed by linguistic theory, in particular theories of

reading. The student will be introduced into the various theories of reading as part of the larger understanding of the four skills of language learning which include writing, listening and speaking. The purpose of this module is to develop the skill in the students to develop learning materials for learners of the endangered languages. This module is directly related to HSLA 4209 since it is largely theoretical and introductory in nature.

EDEC 3101 Sociolinguistics

This module provides a basic overview of sociolinguistics, emphasizing particularly the contributions of sociolinguistics to understandings of literacy and literate practices, the use of language in classrooms, bilingualism and multilingualism. The module explores--through readings in sociolinguistic theory and research and practical applications--a wide range of topics in sociolinguistics which will include linguistic variation and social stratification, the ethnography of speaking, as well as language in multilingual societies and language choice.

EDEC 3104 Creative Writing and Editing

In this module students will explore different models of creative writing for various purposes; magazines, periodicals, journals, academic and non-academic writing. The aim of the module is to develop an ability in the student to prepare written materials for different purposes. In the process the module will also develop critical thought in the student as the student explores the theory and practice of editing. Editing will be studied using various texts for analysis.

EDEC 3105 Gender Issues in Literature

The module emphasizes the way in which literature explores gender relations. Questions of femaleness and maleness will receive equal attention since there has been a significant shift within the field of

feminist criticism. There has in short been a move from studying women in literature to studying gender. Previously attention tended to fall only on women writers; the presentation of women and historical construction of femaleness while questions of maleness and masculinity received little attention and remained invisible.

EDEC 3106 English Literature

The course traces the roots of English literature from its inception through the 13th century lyrics, Chaucer's Tales, Restoration, The Elizabethan , the latter years post-modernist approaches in the 20th and 21st century. Different genres of literature will be explored within the English literature. The emphasis is on leading lights in the tradition as well as new writing that distinguish the genre and its concerns over various periods.

EDEF 3201 Methods of Teaching

An application of teaching principles to the presentation of specific subject matter will be done. Emphasis is on the development of repertoire of strategies that enhance a variety of learning outcomes in students. Emphasis will be placed on developing content specific instructional objectives, strategies and materials for teaching and methods of evaluation.

EDEC 3203 Materials Design II

This module is the sequel to HSLA 4102 and presents the student with an opportunity to put into practice what has been learnt in the theory section. Students choose a language to work with. The module includes a practical assignment in which students develop their own materials for a senior secondary class. The practical assignment is the major component of the students' continuous assessment. This module should be of interest to people who may be considering a career in language

teaching, education and training in general, media, writing, editing or publishing.

EDEC 3204 Theories and Approaches to Communication

This course introduces students to a variety of communication models and theories, how they are constructed, tested and revised. The course will examine and criticize several theories with reference to their theoretical traditions and their respective orientations. Emerging approaches to communication will also be studied. The course will enable students to challenge linear approaches to communication studies and broaden their theoretical vision.

EDPR 3202 Dissertation

The dissertation module allows students to work intensively and under individual supervision on a carefully defined topic. It will consist of one-to-one meetings with supervisors, each of up to 30 minutes duration. The module demands the student to exhibit the knowledge and ability of defining a research topic, selecting a methodology, writing footnotes and bibliographies, and making effective presentations. The following learning outcomes will be expected of the student:

- an understanding of the structure and rationale of literary research
- knowledge of at least one research methodology and its theoretical implications
- Detailed knowledge of a significant topic of their choice
- The ability to compile a working bibliography
- The ability to make an oral presentation and defend it
- The capacity to produce a detailed proposal
- The ability to produce an extended piece of scholarly writing with appropriate documentation.

REGULATIONS FOR THE BACHELOR OF EDUCATION DEGREE IN LANGUAGE AND COMMUNICATION (Specialisation in Ndebele or Shona)

1. INTRODUCTION

- 1.1 These regulations should be read in conjunction with the General Regulations for Undergraduates Degrees and Faculty regulations.

2. RATIONALE FOR THE PROGRAMME

The rationale for this programme is largely to upgrade the academic levels of secondary school teachers so as to enable them to teach advanced level, thereby assisting to prepare pupils for university education. It is hoped that through this degree, more secondary schools would be able to competently offer and motivate pupils to study their own languages as a subject and therefore make the subject popular among pupils.

3. PROGRAMME AIMS AND OBJECTIVES

The objective of introducing a Bachelor of Education Degrees in Language and Communication (Specialisation in Ndebele or Shona) is to contribute towards further training of teachers who will be competent to teach Ndebele and Shona at all levels in secondary schools and cultivate interest in this subject among students in high schools.

4. CAREER OPPORTUNITIES

Students who do this programme can enhance their knowledge in language and find employment as senior teachers in schools and as college lecturers. In addition students who complete this programme can find opportunities outside the teaching field, such as speech writer,

journalist, community affairs liaison, lobbyist, recruiter, personnel director and public relations specialist, counselling, all aspects of writing (commercial, technical, journalistic, and so on), work in cross-cultural and multilingual settings, literacy or language education, publishing houses and research in social and applied aspects of language to mention a few.

In addition to the above, there are many careers which require a more specifically linguistic training; Career possibilities associated with Linguistics are translation, speech and language therapy, computing applications, research in descriptive or applied linguistics.

5. ENTRY REGULATIONS

5.1 To be admitted to this programme a prospective student should have at least the following qualifications:

5.1.1 An education diploma with a specialisation in Ndebele or Shona or its equivalent from a recognised institution

5.1.2 Should have at least 2 years post qualification experience in teaching.

6. PROGRAMME ASSESSMENT

6.1.1 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.

6.1.2 For each module the final mark shall be determined by a combination of continuous assessment and examination marks.

6.1.3 Continuous assessment shall normally constitute 40% of the final mark, while the examination constitutes 60%.

6.1.4 A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.

7. PROGRAMME STRUCTURE

7.1 The duration of the degree programme shall be six (6) semesters or three academic years.

7.2 Normally the Bachelor's Degree in Education is designed for students who already hold a diploma.

7.3 The following list of modules constitutes the content and structure of the Bachelor of Education Degree in Language and Communication.

8. List of Modules offered:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
EDNC 1103	Introduction to Linguistics	4	48
EDNC 1104	Introduction to Human Communication in Education	4	48
EDNC 1105	African Philosophy and World View	4	48
EDCT 1101	Information Communication Technology in Education and Information Literacy	4	48
EDCA 1102	Communication Skills	4	48
EDNC 1106	History of an African Language	4	48
SEMESTER 2			
EDNC 1202	Introduction to Literature	4	48

EDNC 1203	Introduction to Southern African Languages	4	48
EDNC 1204	Perspectives on Human Communication	4	48
EDEF 1201	Educational Foundations	4	48
EDNC 1205	African Languages and the Media	4	48
EDNC 1206	Multilingualism and Bilingualism in Post-Colonial Africa	4	48

PART 2

SEMESTER 1

EDEF 2101	Research Methods in Education	4	48
EDEF 2102	Contemporary Issues in Education	4	48
EDNC 2103	Cross Cultural Communication	4	48
EDNC 2104	Theories of Literature and Criticism	4	48
EDNC 2105	Language Planning and Policy	4	48
EDNC 2106	Psycholinguistics	4	48

SEMESTER 2

EDNC 2201	Current Issues in Literature	4	48
EDCA 2201	Assessment and Evaluation Techniques	4	48
EDCA 2202	Curriculum Issues in Education	4	48
EDNC 2203	Indigenous Knowledge Systems	4	48
EDNC 2205	Language Learning and Acquisition	4	48
EDNC 2206	Language Change and Development	4	48

PART 3

SEMESTER 1

EDCA 3101	Educational Management	4	48
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EDNC 3102	Sociolinguistics	4	48
EDNC 3103	Materials design I	4	48
EDNC 3104	Creative Writing and Editing	4	48
EDNC 3105	Gender Issues in Literature	4	48
EDNC 3106	Criticism and the Media	4	48

SEMESTER 2

EDEF 3201	Methods of Teaching an African Language	4	48
EDEF 3202	Dissertation	8	96
DNC 3203	Materials Design II	4	48
EDNC 3204	African Languages and Development	4	48
EDNC 3205	Ethnomusicology	4	48

9 MODULE SYNOPSES:-

EDCT 1101 Information Communication Technology in Education and Information Literacy

This module seeks to equip students with skills of improving learning and teaching through the use of various instructional media that include audio visual communication. The course will also familiarise students with different computer software including Ms Word, Ms Excel, Ms Access, PowerPoint and the Publisher. Upon completion of the module students should be able to design and use instructional media, create data bases and tables, query information from tables, open/close files and directories, analyse students' performance using the Excel formulas and research from the internet.

This course also teaches students information literacy skills. Students are taught how to analyze and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in

understanding the legal and ethical issues relating to the use of information.

EDCA 1102 Communication Skills

This course covers the communication process, models of communication and kinds of communication. It emphasises both oral and written communication which includes speech preparation, interviews and business communication. Issues of academic writing will also be dealt with in this course.

EDNC 1103 Introduction to Linguistics

The module focuses on the detailed aspects of linguistic description. Students are introduced to the fundamental levels of linguistic structure. These are sounds, words, phrases and meaning and simple modelling of these levels. Special attention is paid to data from the languages of Zimbabwe and South Africa.

EDNC 1104 Introduction to Human Communication in Education

This course introduces students to Human Communication from a theoretical and practical point of view. It traces its origins by examining the major scientific and different religious explanations that attempt to explain how these phenomena occurred. From there it proceeds to trace this development and types of communication and language, current and communication.

EDNC 1105 African Philosophy and World View

In this module the student shall investigate the salient features and characteristics that influence, affect and describe the spiritual psychological, material and social world of the Africans. A comparative survey in the trends of the symbols, music and expressions of selected Africans will be made. The extent of African symbolism will be investigated with the intention of understanding the current

operations of African literary expression, social organization, religious manifestation and political thought. It envisages that in the process, the student will gain understanding of how language is a function of a greater whole of both linguistic and non-linguistic factors. Relevance and transferability of information between literary studies, linguistics and culture will be a priority.

EDEF 1201 Educational Foundations

The course is an exploration of the foundations of education. The module will explore and critically analyse psychological theories and problems as they apply to education; the philosophy of education and sociological approaches as they apply to the complex social organisation of schooling in Zimbabwe. Throughout the module an opportunity to examine how these foundations apply to teaching and learning will be given.

EDNC 1202 Introduction to the Literature

Introduction to literature is designed to introduce students to various approaches to the analysis of poetry, the novel, oral and written genres of literature. Basic methods of evaluating, understanding and placing the individual text in its wider cultural and historical context will be explored.

EDNC 1203 Introduction to Southern African languages

In this module students are exposed to a survey of the Linguistic structure and classification of select Bantu languages in Southern Africa. Students explore the effects of different social, historical and political issues on the development of the languages. The behaviour of languages in contact, bilingualism and multilingualism are studied. Students will be expected to examine and evaluate discourses of the selected languages in various media

EDNC 1204 Perspectives on Human Communication

In this module the history of human communication is studied in the light of new trends in communication. The evolution of communication from speech to symbols, cave paintings, petroglyphs, pictograms, ideograms, writing, alphabet and telecommunications will be studied in detail. Students will be involved in the investigation of forms of communication, basic modes and types of communication, communication industries and the media. All the topics will be oriented to basic theories, dimensions, and concepts of human communicative interaction and behaviour.

EDNC 1205 African Languages and the Media

In this module students investigate the place of African Languages in the various media that include newspapers, television, radio and advertisements. The aim is to develop a more critical examination of the met language used by African Language journalists, reporters and newscasters in selected media. The importance of this module is to show the link between communication and culture in the analysis of language use and choice as it brings out the use of euphemism, “Hlonipha” pronoun and idiom, gender and taboos among many other issues. This is a practical module with a lot of hands on analysis of texts.

EDNC 1206 Bilingualism and Multilingualism in Post-Colonial Africa

This module examines the challenges that multilingualism presents in postcolonial states. The aims of the course are to raise awareness around issues relating to language and social justice in the process of democratic development and to provide analytical skills for analysing language policies and empowerment. This module also examines bilingualism and multilingualism in individuals, the essential features of multilingual communities and typical processes such as code switching,

language shift and even language death, as well as various ways of using languages in bilingual education programs.

EDEF 2101 Research Methods and Statistics in Education

This module seeks to empower students with research techniques and statistical analysis tools. Students will be introduced to various types of research as well as research methodologies including qualitative and quantitative research designs. Different statistical ways of analysing and testing data will be covered in this course as well. The module aims to produce a student that can contribute meaningfully to educational research.

EDEF 2102 Contemporary Issues in Education

Pertinent issues which have a bearing in education will be dealt with. Issues like Human Rights and gender will be explored. A major thrust on gender in education will be done, where theories of gender will be critiqued and their application to the education situations explored.

EDNC 2104 Theories of Literature and Criticism

This module aims to introduce students to theories of Literature and Criticisms. Different theories of literature will be explored focusing mainly on their origins, tenets and their applicability to the study of Afrocentricism, Marxism, Formalism, Structuralism, Modernisms and Postmodernism among other theatres.

EDNC 2106 Psycholinguistics

This module will discuss how linguistic models help us to understand the psychology of language. We will focus on the emergence of language in children, acquisition and development of language, language disorders and neurolinguistics, sociolinguistics, and bilingualism. Students will survey various theories on the notion of

language and the mind with particular reference to endangered languages

EDNC 2103 Cross Cultural Communication Students examine critical issues in cross-cultural communication from a theoretical and practical point of view with specific reference to the Southern African situation in general and the Zimbabwean situation in particular. Cultural influences on communication, description and analysis of cross cultural interaction events; cross cultural conversation analysis; male-female differences; applications in such areas as personal relationships, business, politics and education. Topics include: cross-cultural communication - a framework for analysis; communication styles - discourse and the presentation of self across cultures; the colonisation and decolonisation of communication in the context of globalization; communicating in diversity; and central challenges to effective communication. The aim of the course is to develop students' sensitivity to cross cultural variation in communication and to provide a theoretical framework for interpreting it. Assessment will focus on evaluations of actual communicative encounters in cross-cultural situations.

EDNC 2104 Theories of Literature and Criticism

This module aims to introduce students to theories of Literature and Criticisms. Different theories of literature will be explored focusing mainly on their origins, tenets and their applicability to the study of Afrocentricism, Marxism, Formalism, Structuralism, Modernisms and Postmodernism among other theories.

EDNC 2105 Language Planning and Policy

This module will be a study of organized activity designed to solve social problems involving language, how languages are standardized, selected as official, prescribed for use as medium of instruction, for the law and business etc. Language planning activity can be as broad as the

selection and development of a new national language or as focused on a mother attempting to stop her child from using a particular dialect. Since language planning is more an activity than a body of knowledge, this module emphasizes the examination of cases, both as a class and individually. The cases examined will vary from those in Zimbabwe and Southern Africa in general.

EDCA 2201 Assessment and Evaluation Techniques

The module is intended to introduce candidates to the assessment and evaluation techniques using assessment and evaluation models as they apply to educational programmes. Students will explore principles of test construction, administration, scoring, item analysis and technical adequacy from both theoretical and practical perspectives. Candidates are also expected to evaluate the current situation in the school in the assessment and evaluation sector with a view to identifying opportunities of change.

EDCA 2202 Curriculum Issues

This course deals with basic knowledge of curriculum planning, development, implementation, evaluation and change, issues and trends. The course aims at producing professionals who will contribute meaningfully to curriculum development and design.

EDNC 2201 Current Issues in Literature

This module will introduce students to contemporary dominant issues in literature studies in the past decade to the present. Special attention will be given to issues pertaining to poverty, HIV and AIDS, xenophobia, corruption, land reform, migration, failure of leadership, multiparty democracy and inclusive governments among other things.

EDNC 2203 Indigenous Knowledge Systems

The module will provide students with a comparative survey and analysis of the epistemological properties, worldviews and modes of transmission associated with various indigenous knowledge systems, with an emphasis on those practiced in Southern Africa and in Zimbabwe in particular. On managing and recording Indigenous knowledge the module will provide a comprehensive understanding of traditional knowledge systems related to the environment, technology and science, language and communication, survival skills, artifacts and weapons, economics, kinship and social organization of a particular people. Essentially the module will present an overview of elements of traditional Indigenous knowledge, how it is used and how it has survived change and the processes we need to follow to manage it, and to record it. It will illustrate the need to record and manage the knowledge of different groups to document such knowledge. In this module, students should gain knowledge and understanding of: the structure and influence of knowledge, communication and language globally, and in Indigenous and non-indigenous societies, and how knowledge can be utilised and managed; the importance of oral history and traditions and their relationship to nature, the customs and behaviours of African Indigenous societies and cultures; Indigenous intellectual property rights and copyright, Government legislation and policy formulation in relation to Indigenous societies and cultures; as well as Research ethics in Indigenous contexts.

EDNC 2205 Language Learning and Acquisition

Students are introduced to the fields of language acquisition. The module explores the universal processes and stages that govern first language acquisition within a multilingual context. It requires students to describe and analyse the emerging language of children in formal terms and how children learn to communicate with language.

EDNC 2206 Language Change and Development

In this module we survey different kinds of language evolution and change, their causes and the methods linguists use to analyze language change and to model the relationships between and among dialects and languages. Special emphasis is put on the role of **linguistic variation** and of **external influences** (e.g. social context, writing systems, contact with other speakers, contact with other cultures, self- and group-imposed ideologies and attitudes, etc.) in the historical development of languages and in bringing about linguistic differentiation and diversity. Counteracting forces of convergence through contact and of standardization are examined as well.

EDCA 3101 Educational Management

This module is organised around key themes and issues of educational leadership and management. These include, among others, an examination of educational change, contemporary understandings of educational leadership, organisational culture and schools as learning organisations. The course provides students with an introduction to the study of educational leadership and management and a basis for reflecting critically on the structures and cultures of educational organisations. Students are to apply concepts of educational leadership and management to personal experiences and practices through a process of reflection and discussion. In addition, students should be in position to consider various strategies to improve educational organisations and reflect on the values that underpin them.

EDNC 3103 Materials Design I

This module examines the practice of language learning materials development as informed by linguistic theory, in particular theories of reading. The student will be introduced into the various theories of reading as part of the larger understanding of the four skills of language learning which include writing, listening and speaking. The purpose of

this module is to develop the skill in the students to develop learning materials for learners of the endangered languages. This module is a directly related to HSLA 4209 since it is largely theoretical and introductory in nature.

EDNC 3102 Sociolinguistics

This module provides a basic overview of sociolinguistics, emphasizing particularly the contributions of sociolinguistics to understandings of literacy and literate practices, the use of language in classrooms, bilingualism and multilingualism. The module explores--through readings in sociolinguistic theory and research and practical applications--a wide range of topics in sociolinguistics which will include linguistic variation and social stratification, the ethnography of speaking, as well as language in multilingual societies and language choice.

EDNC 3106 Criticism and the Media

This module is intended to equip students with the requisite analytical skills for the effective deconstruction of media texts. Criticism is borne from the logic that communication in contemporary society is caught up on issues of power. Acceptance of government policy, corporate projects and social practices, by and large depends on how it is represented in the media. Consequently a struggle over the meaning and the construction of media texts attends all mass communication products, necessitating the use of analytic-conceptual tools to reveal the underlying motivations behind representations and the consequences of those representations. Analysis of texts will include print, visual and aural texts. Students will be taken through a survey of different discourse analysis methods, ranging from structuralism to critical discourse analysis, as well as semiotics. At this level, instruction aims at more than acquaintance and rehashing of the methodologies but is extended to a critique of the sufficiency of each method.

EDNC 3104 Creative and Writing Editing

In this module students will explore different models of creative writing for various purposes; magazines, periodicals, journals, academic and non-academic writing. The aim of the module is to develop an ability in the student to prepare written materials for different purposes. In the process the module will also develop critical thought in the student as the student explores the theory and practice of editing. Editing will be studied using various texts for analysis.

EDNC 3105 Gender Issues in Literature

The module emphasizes the way in which literature explores gender relations. Questions of femaleness and maleness will receive equal attention since there has been a significant shift within the field of feminist criticism. There has in short been a move from studying women in literature to studying gender. Previously attention tended to fall only on women writers; the presentation of women and historical construction of femaleness while questions of maleness and masculinity received little attention and remained invisible.

EDEF 3201 Methods of Teaching

An application of teaching principles to the presentation of specific subject matter will be done. Emphasis is on the development of repertoire of strategies that enhance a variety of learning outcomes in students. Emphasis will be placed on developing content specific instructional objectives, strategies and materials for teaching and methods of evaluation.

EDNC 3203 Materials Design II

This module is the sequel to HSLA 4102 and presents the student with an opportunity to put into practice what has been learnt in the theory section. Students choose a language to work with. The module includes a practical assignment in which students develop their own materials for

a senior secondary class. The practical assignment is the major component of the students' continuous assessment. This module should be of interest to people who may be considering a career in language teaching, education and training in general, media, writing, editing or publishing.

EDNC 3204 African Languages and Development

This module discusses the increasingly topical question of African languages in the development of the African continent as a key communication channel. The module will examine the role of language in economic development. Japan and the East Asian Tigers will be cited as examples as well as Western countries. The module seeks to answer the simple question – Is it possible to develop without putting African languages at the centre of African communication?

EDNC 3205 Ethnomusicology

Students first are introduced to a series of musical terms and concepts (timbre, vocals, modulation, etc.), which they will be expected to integrate into class discussions and individual musical analyses. The course then moves historically through 20th-century Western and African popular music; we begin with blues, R&B, and country and western, after which we trace these musical genres into early rock 'n' roll. African music is traced from pre-colonial, colonial and post colonial periods tapping from spiritual, traditional, religious as well as political music. Western and African popular music from the 1950s through to the 2000s are then examined; topics range from individual artists and groups to record labels and stylistic trends, to musical genres.

EDPR 3202 Dissertation

The dissertation module allows students to work intensively and under individual supervision on a carefully defined topic. It will consist of one-to-one meetings with supervisors, each of up to 30 minutes

duration. The module demands the student to exhibit the knowledge and ability of defining a research topic, selecting a methodology, writing footnotes and bibliographies, and making effective presentations. The following learning outcomes will be expected of the student:

- an understanding of the structure and rationale of literary research
- knowledge of at least one research methodology and its theoretical implications
- Detailed knowledge of a significant topic of their choice
- The ability to compile a working bibliography
- The ability to make an oral presentation and defend it
- The capacity to produce a detailed proposal
- The ability to produce an extended piece of scholarly writing with appropriate documentation.

REGULATIONS FOR THE BACHELOR OF EDUCATION DEGREE IN ACCOUNTING

1. INTRODUCTION

- 1.1 These regulations should be read in conjunction with the General Regulations for Undergraduates Degrees and Faculty regulations.

2. RATIONALE FOR THE PROGRAMME

The rationale for this programme is largely to upgrade the academic levels of secondary school teachers so as to enable them to teach advanced level, thereby assisting to prepare pupils for university education. It is hoped that through this degree, more secondary schools would be able to competently offer accounts as a subject and therefore make the subject popular among pupils.

3. PROGRAMME AIMS AND OBJECTIVES

The objective of introducing a Bachelor of Education Degrees in Accounting is to contribute towards further training of teachers who will be competent to teach Accounts at all levels in secondary schools and cultivate interest in this subject among students in high schools.

4. CAREER OPPORTUNITIES

Students who do this programme can enhance their knowledge in Accounting and find employment as senior teachers in schools and as college lecturers. In addition students who complete this programme can find opportunities outside the teaching field, accountants in private and public enterprises.

5. ENTRY REGULATIONS

For admission into this programme students must have the following qualifications:

- 5.1 Normally have a teaching diploma from a recognised college in which accounting was a major subject of specialisation.
- 5.2 Normally have 2 years post qualification teaching experience.
- 5.3 Should have a pass in 'O' level Mathematics or an equivalent subject.

6. PROGRAMME ASSESSMENT

- a. A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.
- b. For each module the final mark shall be determined by a combination of continuous assessment and examination marks.
- c. Continuous assessment shall normally constitute 40% of the final mark, while the examination constitutes 60%.
- d. A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.

7. PROGRAMME STRUCTURE

- 7.1 The duration of the degree programme shall be six (6) semesters or three academic years.
- 7.2 Normally the Bachelor's Degree in Education is designed for students who already hold a diploma.
- 7.3 The following list of modules constitutes the content and structure of the Bachelor of Education Degree in Accounting.

8. List of Modules offered:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
EDCT 1101	Information Communication Technology in Education and Information Literacy	4	48
EDCA 1102	Communication Skills	4	48
EDAC 1103	Financial Accounting IA	4	48
EDAC 1104	Quantitative Analysis for Business I	4	48
EDAC 1105	Commercial Law I	4	48
EDAC 1106	Financial Mathematics	4	48
SEMESTER 2			
EDEF 1201	Educational Foundations	4	48
EDAC 1201	Financial Accounting IB	4	48
EDAC 1202	Principles of Management	4	48
EDAC 1204	Commercial Law II	4	48
EDAC 1205	Principles of Marketing	4	48
EDAC 1206	Micro-economics	4	48

PART 2

SEMESTER I

EDEF 2101	Research methods in Education	4	48
EDAC2101	Financial Accounting IA	4	48
EDEF 2102	Contemporary Issues	4	48
COAF2102	Corporate Finance I	4	48
EDAC2103	Public Finance	4	48
EDAC2105	Management and Cost Accounting IB	4	48

SEMESTER 2

EDCA 2201	Assessment and evaluation	4	48
EDAC 2201	Financial Statements Analysis	4	48
EDCA 2202	Curriculum Issues	4	48
EDAC 2202	Financial Accounting IIA	4	48
EDAC 2203	Business Finance	4	48
EDAC 2205	Management Accounting IA	4	48

PART 3

SEMESTER 1

EDCA 3101	Educational Management	4	48
EDAC 3101	Finance Reporting	4	48
EDAC 3102	Advanced Asset Pricing Theory	4	48
EDAC 3103	Taxation I	4	48
EDAC 3104	Company Accounting	4	48
EDAC 3105	Risk Management	4	48

SEMESTER 2

EDEF 3201	Methods of teaching Accounts	4	48
EDAC 3201	International Finance	4	48
EDAC 3203	Strategic Management	4	48
EDAC 3204	Macroeconomics	4	48
EDPR 3202	Dissertation	8	96

9 MODULE SYNOPSES:-

EDCT 1101 Information Communication Technology in Education and Information Literacy

This module seeks to equip students with skills of improving learning and teaching through the use of various instructional media that include audio visual communication. The course will also familiarise students with different computer software including Ms Word, Ms Excel, Ms Access, PowerPoint and the Publisher. Upon completion of the module students should be able to design and use instructional media, create data bases and tables, query information from tables, open/close files and directories, analyse students' performance using the Excel formulas and research from the internet.

This course also teaches students information literacy skills. Students are taught how to analyze and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

EDCA 1102 Communication Skills

This course covers the communication process, models of communication and kinds of communication. It emphasises both oral and written communication which includes speech preparation, interviews and business communication. Issues of academic writing will also be dealt with in this course.

EDAC 1103 Financial Accounting IA

The module attempt to relate theory to practice with regards to basic accounting concepts and standards as an introduction course to the broad subject of accounting the sequence of units has been designed to give a general overview of the accounting cycle.

EDAC 1104 Quantitative Analysis for Business I

To introduce students to the mathematical tools relevant for application to the business environment. Students will be expected to recognise the value of quantitative methods in analysing data and interpreting it in order to make relevant business decisions.

EDAC 1105 Commercial Law I

To introduce students to the basic legal principles governing the commercial business environment. Focus will be placed on: definition of contracts, capacity to enter into a legal contract, breach of contract, remedies for breach of contract and law of agency.

EDAC 1106 Financial Mathematics

This course will examine theories, concepts and lay the foundation in Financial Mathematics. The emphasis of this course will be placed on the computations of simple and compound interest, nominal and effective rates, future value, present value, discount factors, interpolation and extrapolation and cashflow analysis techniques. It will also develop into concepts necessary to impart deeper knowledge in the day/year conventions, money market calculations, discount instruments, CDs and general pricing of assets.

EDEF 1201 Educational Foundations

The course is an exploration of the foundations of education. The module will explore and critically analyse psychological theories and problems as they apply to education; the philosophy of education and sociological approaches as they apply to the complex social organisation of schooling in Zimbabwe. Throughout the module an opportunity to examine how these foundations apply to teaching and learning will be given.

EDAC 1201 Financial Accounting IB

The course is designed for those students **with** 'A' Level Accounting. The course focuses on principles and techniques of financial accounting and their application to the preparation of financial statements of sole traders, partnerships, limited companies and non-

profit making organizations culminating in analysis and interpretation of financial data.

EDAC 1202 Principles of Management

History and development of management thought, functions of management, organisational structures, decision making, communication, centralisation and decentralisation, delegation, leadership and motivation, controlling budgeting and non-budgetary controls.

EDAC 1205 Principles of Marketing

Marketing functions; the environment of marketing; marketing information systems and marketing research; the marketing mix; consumer behaviour; the social responsibility of marketing; public policy with respect to marketing practices.

EDAC 1204 Commercial Law II

This course will expand on the knowledge gained in Commercial Law I. Focus will be placed on equipping students with skills of identifying, analysing and interpreting selected types of business contracts which will include purchase and sale, letting and hiring as well as issues of insolvency, liquidation and placement under curatorship.

EDAC 1206 Microeconomics

It explores theories currently used to explain how people choose what to consume and to produce. This analysis is extended to well defined groups such as business firms. The course also explores the phenomenon of “the market” with its prices and the way in which people react to them.

EDEF 2101 Research Methods and Statistics

This module seeks to empower students with research techniques and statistical analysis tools. Students will be introduced to various types of research as well as research methodologies including qualitative and quantitative research designs. Different statistical ways of analysing and testing data will be covered in this course as well. The module aims to

produce a student that can contribute meaningfully to educational research

EDAC 2101 Financial Accounting and Analysis IA

The course builds on the foundation laid in Financial Accounting IA and B. The course aims at providing students with knowledge of accounting as related to partnership, accounting for specialized transactions, interpretation of financial statements etc.

EDAC 2102 Corporate Finance

The aim of the course is to identify the objective that corporate finance managers pursue or ought to pursue in order to satisfy the needs of corporate stakeholders and to develop, in students, concepts **and corporate** analytical tools that will enable them to meet this objective. To this end, the course will cover the following critical areas: Goals of a firm and the agency theory;

Time value concepts and valuation of bonds and shares; Capital Budgeting under certainty; Operating and financial leverage; Introduction to portfolio theory and capital asset pricing; The stock market and other sources of long-term capital; innovations in corporate finance.

EDEF 2102 Contemporary Issues in Education

Pertinent issues which have a bearing in education will be dealt with. Issues like Human Rights and gender will be explored. A major thrust on gender in education will be done, where theories of gender will be critiqued and their application to the education situations explored.

EDAC2103 Public Finance

The course will cover theories including the nature of Public finance; Public finance versus private finance; Public finance and attitudes towards government; Tools of public finance; Multi-government public finance: Public finance in a federal system; Sources of public finance; Some microeconomics (i.e. demand and supply, theory of choice: and marginal analysis in economics): Theory of public goods. etc.

The course emphasizes areas that include: Debt management; Local authority and quasi-government finance; Welfare theories; Revenue system, Public expenditure; Budgetary principles; Macroeconomics policies (i.e. income policy, fiscal policy, monetary policy etc.) Inflation, Stagflation, Stabilization, International issues e.g. taxation of foreign source income, commodity taxes, etc.

EDCA 2201 Assessment and Evaluation Techniques

The module is intended to introduce candidates to the assessment and evaluation techniques using assessment and evaluation models as they apply to educational programmes. Students will explore principles of test construction, administration, scoring, item analysis and technical adequacy from both theoretical and practical perspectives. Candidates are also expected to evaluate the current situation in the school in the assessment and evaluation sect with a view to identify opportunities of change.

EDCA 2202 Curriculum Issues

This course deals with basic knowledge of curriculum planning, development, implementation, evaluation and change, issues and trends. The course aims at producing professionals who will contribute meaningfully to curriculum development and design.

EDAC 2202 Financial Accounting IIA

The module provides a comprehensive up to date course in financial accounting. An attempt is made to relate theory to practice with regards to basic accounting conventions and standards.

EDAC2105 Management and Cost Accounting IB

The course aims at providing an understanding of the principles, concepts and techniques of management and cost accounting and help students develop an ability to apply this knowledge to practical situations related cost ascertainment, cost control and planning.

EDAC 2201 Financial Statements and Analysis

The module outlines the scope and purpose of financial statements, the context in which financial statements are prepared, the regulatory framework, the accounting treatment of various business aspects and use of financial statements in assessing the strengths of business operations.

EDAC 2203 Business Finance

It is an introductory course on the study of money and its management. The course sections that encompass the major areas of finance, financial institutions and business finance.

EDAC 2205 Management Accounting IA

The course is a continuation of Management and Cost Accounting IB. It is designed to equip students with a thorough and comprehensive knowledge related to accounting techniques in planning, control, decision making under various conditions and implementation of management policies.

EDCA 3101 Educational Management

This module is organised around key themes and issues of educational leadership and management. These include, among others, an examination of educational change, contemporary understandings of educational leadership, organisational culture and schools as learning organisations. The course provides students with an introduction to the study of educational leadership and management and a basis for reflecting critically on the structures and cultures of educational organisations. Students are to apply concepts of educational leadership and management to personal experiences and practices through a process of reflection and discussion. In addition, students should be in position to consider various strategies to improve educational organisations and reflect on the values that underpin them.

EDAC 3101 Finance Reporting

The course focuses on accounting theory and current issues relating of financial reporting. It concentrates on the role of Accounting Theory, users and objectives of corporate reports, accounting for price level changes, analysis and interpretation of financial statements, cash flow statements and application for International Accounting Standards.

EDAC 3102 Advanced Asset Pricing Theory

This course, which is a follow up to Corporate Finance I and II, examines, in greater detail, the concepts, issues and practical limitations in the valuations of both financial and real assets, in order to empower students to make decisions that optimize the needs of corporate stakeholders. Topics covered will include: Efficient market hypothesis, Capital asset pricing model, Capital market theory; Arbitrage pricing theory, Option pricing theory, Capital budgeting under uncertainty and existence of real options and Business valuations.

EDAC 3103 Taxation

The course introduces individual taxation, culminating in the computation of tax payable by individuals in employment, as well as the tax position of landlords. Aspects of taxation such as P.A.YE. and Double Taxation agreements are covered Administration provisions of the Income Tax are also dealt with.

EDAC 3104 Company Accounting

The course material covers formalities that are observed during the formation of a company, presentation of company statements, accounting policies, equity accounting, amalgamation, liquidation accounting for government grant, cash flow statements and consolidated accounts.

EDAC 3105 Risk Management

The module outlines various types of risks. It then examines operational risk in detail. Finally it gives measures to be taken in mitigating risks.

EDEF 3201 Methods of Teaching

An application of teaching principles to the presentation of specific subject matter will be done. Emphasis is on the development of repertoire of strategies that enhance a variety of learning outcomes in students. Emphasis will be placed on developing content specific instructional objectives, strategies and materials for teaching and methods of evaluation.

EDAC 3201 International Finance

The objective of the course is to provide students with in-depth knowledge of international Business Finance at the micro level. The course emphasizes the basic concepts underlying the theory of Finance, relating these concepts to Corporate Financial context. It is designed to elucidate on how decisions about financial management are made in modern international business and how they should be made. Areas covered will include: Scope and dimensions of International Business Finance, Foreign exchange market and foreign exchange exposure management, managing of ongoing operations, Financing multinational corporation (capital sourcing options), portfolio and direct foreign investment, Working capital management, Multinational International business finance, Currency derivatives.

The emphasis in this course will be on issues pertaining to International Capital Market Operations and financial transactions in the international financial system at the macro level. Issues will be discussed and appraised from the point of view of external financing problems of developing countries. Areas covered will include: Evaluation of International Monetary and financial system, Balance of Payment - theory, analysis and adjustment policy, Foreign Exchange market and foreign exchange risk management (at the macro level), Direct foreign investment, Foreign aid finance, International capital markets and globalization in finance, External borrowing and the debt problem, International capital flows and capital flight, International and regional Financial institutions, Developing countries and the international financial system, Regional monetary and financial cooperation.

EDPR 3202 Dissertation

The dissertation module allows students to work intensively and under individual supervision on a carefully defined topic. It will consist of one-to-one meetings with supervisors, each of up to 30 minutes duration. The module demands the student to exhibit the knowledge and ability of defining a research topic, selecting a methodology, writing footnotes and bibliographies, and making effective presentations. The following learning outcomes will be expected of the student:

- an understanding of the structure and rationale of literary research
- knowledge of at least one research methodology and its theoretical implications
- Detailed knowledge of a significant topic of their choice
- The ability to compile a working bibliography
- The ability to make an oral presentation and defend it.

EDAC 3203 Strategic Management

The module presents a comprehensive framework of various strategies which can be adapted and applied as industry, commerce, the public sector and not for project sector.

EDAC 3204 Macroeconomics

The module is organised around three themes which are economic theory, the design of economic policies and factual information pertaining to the conduct of macroeconomic policies. The module pays particular attention to the inter relationships between the domestic economy and the rest of the world.

BACHELOR OF EDUCATION DEGREE IN AGRICULTURE

1. INTRODUCTION

- 1.1 These regulations should be read in conjunction with the General Academic Regulations for undergraduate degrees, hereinafter referred to as the General Regulations.

2. RATIONALE FOR THE PROGRAMME

This degree programme is necessitated by the critical shortage of secondary school science and mathematics teachers. This is a country - wide problem which is particularly acute in the Southern parts of the country. In most secondary schools in Matabeleland Mathematics and science subjects are no longer being taught at 'A' level because most of the trained and experienced science teachers left for greener pastures and emigrated to other countries. As a result most schools in Matabeleland and Bulawayo provinces (which are the primary catchment areas of Lupane State University) are concentrating mostly on arts subjects. The rationale for this programme is largely to fill in the gap in mathematics and sciences in secondary schools.

In addition agriculture is supposed to be the mainstay of Lupane State University and as such offering an education degree in Agriculture is in line with the thrust of the University. It is hoped that through this degree, more secondary schools would be able to competently offer agriculture as a subject and therefore make the subject popular among pupils.

3. PROGRAMME AIMS AND OBJECTIVES

The objective of introducing a Bachelor of Education Degrees in Agriculture is to contribute towards further training of teachers who will be competent to teach Agriculture at all levels in secondary schools and cultivate interest in this subject among students in high schools.

4. CAREER OPPORTUNITIES

Students who do this programme can enhance their knowledge in Agriculture and find employment as senior teachers in schools and as college lecturers. In addition students who complete this programme can find opportunities outside the teaching field, as food security officers, programme officers and field officers in non-governmental organisations.

5. ENTRY REQUIREMENTS

For admission into this programme students must have the following qualifications:

- 5.1 Normally have a teaching diploma from a recognised college in which agriculture was a major subject of specialisation.
- 5.2 Normally have 2 years post qualification teaching experience.
- 5.3 Should have an 'A' level pass in Biology and Agriculture or an equivalent subject.
- 5.4 Should have a pass in 'O' level Mathematics or an equivalent subject.

6. PROGRAMME ASSESSMENT

6.1 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.

6.2 For each module the final mark shall be determined by a combination of continuous assessment and examination marks.

6.3 Continuous assessment shall normally constitute 40% of the final mark, while the examination constitutes 60%.

6.4 A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.

7. PROGRAMME STRUCTURE

7.1 The duration of the degree programme shall be six (6) semesters or three academic years.

7.2 Normally the Bachelor's Degree in education is designed for students who already hold a diploma.

7.3 The following list of modules constitutes the content and structure of the Bachelor of Education Degree in Agriculture.

8. List of Modules offered:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
EDCT 1101	Information Communication Technology in Education and Information Literacy	4	60
EDCA 1102	Communication Skills	4	60
EDAG 1102	Agricultural Biostatistics I	4	60
EDAG 1103	Introduction to Crop Science	4	60
EDAG 1104	Introduction to Forestry and Wildlife	4	60
EDAG 1105	Introduction to Animal science	4	60
SEMESTER 2			
EDEF 1201	Educational Foundations	4	60
EDAG 1201	Introduction to Soil Science	4	60
EDAG 1202	Agricultural Biostatistics II	4	60
EDAG 1203	Land Use Planning	4	60
EDAG 1204	Introduction to Genetics and Biotechnology	4	60
EDAG 1205	Irrigation and Drainage	4	60
PART 2			
SEMESTER I			
EDEF 2101	Research Methods in Education	4	60
EDEF 2102	Contemporary Issues in Education	4	60
EDAG 2103	Soil Fertility and Plant Nutrition	4	60
EDAG 2104	Veld and Pasture Management	4	60
EDAG 2105	Horticulture	4	60
EDAG 2106	Animal Nutrition	4	60
SEMESTER 2			
EDAG 2201	Soil and Water Conservation	4	60

EDCA 2201	Assessment and Evaluation Techniques	4	60
EDAG 2202	Applied Plant and Animal Breeding	4	60
EDAG2203	Crop Production I	4	60
EDAG 2204	Animal Production I	4	60
EDCA 2202	Curriculum Issues	4	60

PART 3

SEMESTER 1

EDCA 3101	Educational Management	4	60
EDAG 3102	Resource Management	4	60
EDAG 3103	General Aspects of Animal Health	4	60
EDAG 3104	Animal Production II	4	60
EDAG 3105	Crop Production II	4	60
EDAG 3106	Agri - Business Management	4	60

SEMESTER 2

EDEF 3201	Methods of Teaching Agriculture	4	60
EDAG 3203	Fiscal Policy and Rural Finance	4	60
EDAG 3204	Agriculture Commodity Marketing	4	60
EDAG 3205	Agricultural Engineering Machinery	4	60
EDPR 3202	Dissertation	8	120

9 MODULE SYNOPSES:-

EDCT 1101 Information Communication Technology in Education and Information Literacy

This module seeks to equip students with skills of improving learning and teaching through the use of various instructional media that include

audio visual communication. The course will also familiarise students with different computer software including Ms Word, Ms Excel, Ms Access, PowerPoint and the Publisher. Upon completion of the module students should be able to design and use instructional media, create data bases and tables, query information from tables, open/close files and directories, analyse students' performance using the Excel formulas and research from the internet.

This course also teaches students information literacy skills. Students are taught how to analyze and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

EDAG 1102 Agricultural Biostatistics I

Statistics one will introduce scholars to definition terms of statistics, statistical procedures. Summarizing data populations and samples, descriptive statistics, graphical presentation of data. Calculation of means, median and mode. Frequency polygons and introduction to distribution curves.

EDCA 1102 Communication Skills

This course covers the communication process, models of communication and kinds of communication. It emphasises both oral and written communication which includes speech preparation, interviews and business communication. Issues of academic writing will also be dealt with in this course.

EDAG 1103 Introduction to Crop Science

Examination of the adaptation, growth, development, and management systems employed for producing and maintaining the major field and green crops grown throughout the world. Approaches taken to produce these crops economically, and in keeping with prudent stewardship of the entire ecosystem, will be analyzed. The connections between Crop Science and related disciplines that enable global needs for food, feed, fiber, and specialty crops (eg cash crops) to be met will be explored. Strategies will be evaluated that should enable our producers to maintain strong crop management enterprises fully competitive in local, national, and global markets, while simultaneously preserving the integrity of the crop's growing environment. Cultural practices leading to long-term and economically viable crop yield and quality, including those impacting on soil quality, weed, insect, and disease behavior will be emphasized. Both traditional approaches and the newer molecular biology techniques associated with crop improvement will be discussed.

EDAG 1104 Introduction to Forestry and Wildlife

Game species of interest and importance of biodiversity. Population structure and composition, density, distribution. Population size (as influenced by birth, survival, mortality, predator- prey interactions) game census, sampling methods and assessment of yield. Radio tracking, Ariel tracking and remote senses. Choosing a habitat, habitat requirements, territorial defense and neighbor intrusions. Feeding and watering (habits and response to variability) Social rank, mating and sexual behaviour (fighting strategies and aggressiveness) Parks and their management. Harvesting and conservation.

EDAG 1105 Introduction to Animal Science

The morphology and systematic description of organs of animals and how they function. Concepts of reproduction, animal fertility and immunology of farm animals. Highlight of mechanisms for physiological responses in endocrine and immune systems are discussed. Application of reproductive physiology in solving reproductive disorders. Measures of reproductive efficiency. Comparative anatomy and physiology.

EDAG 1201 Introduction to Soil Science

The course covers history of soil science and concepts of a soil, and is a general introduction to factors (climate, parent material, relief, time) and processes of formation, soil classification, soil conservation, soil survey, mapping, soil profile morphology. Students are also introduced to soil mineralogy, physical and chemical properties of the soils, soil organic matter, cation exchange in soils, movement of water and air in soils. Life in the soil. Essential plant nutrients in soils (major and trace nutrients), human activities and their effect on soil quality. Soil conservation measures to reduce soil erosion.

EDEF 1201 Educational Foundations

The course is an exploration of the foundations of education. The module will explore and critically analyse psychological theories and problems as they apply to education; the philosophy of education and sociological approaches as they apply to the complex social organisation of schooling in Zimbabwe. Throughout the module an opportunity to examine how these foundations apply to teaching and learning will be given.

EDAG 1202 Agricultural Biostatistics II

Principles and procedures in the analysis of agricultural data including indices of central tendency and dispersion; probability; sampling; significance tests; analysis of variance; and correlation and simple

linear regression. (F, S, SS.) Interferences about the mean, standard error of sample mean contingency tables: chi square tests.

EDAG 1203 Land Use Planning

The objective of the course impart knowledge to students on the land use planning principles, need for planning, levels of planning, types of land use plans. The assessment of soils and land qualities in order to identify their limitations, their capability/suitability and the most promising kinds of land use in terms of returns and sustainability. Covers land evaluation as basis for land use planning; major kinds of land-use resources- physical land-use resources (climate, vegetation, landform, soil, hydrology and water), human resources and capital resources; land utilisation types; land-use requirements; evaluation of land characteristics and qualities and interpretation of land characteristics (climate, topography, wetness, stoniness, physical soil characteristics; soil fertility, salinity and alkalinity). Locally and internationally used methods of land evaluation for rain fed and irrigated agriculture.

EDAG 1204 Introduction to Genetics and Biotechnology

Biological methods and techniques, tissue culture, embryo culture, anther and pollen culture, ovary and ovule culture, genetic engineering, transgenic organisms, in vitro horticulture.

EDAG 1205 Irrigation and Drainage

Principles of irrigation, sources of water for irrigation, drainage and water management, soil-water-plant relationship, storage of soil moisture, crop and irrigation water requirements, factors affecting these: climatic factors (precipitation, groundwater, temperatures, relative humidity, wind, solar radiation), consumptive use of water by plants, artificial recharge. Pollution of the environment and remedial methods to control are discussed. Field irrigation scheduling: soil, root

zone depth, irrigation scheduling based on movement of daily crop water use. Irrigation scheduling based on crop water requirement calculation. Evaluation of existing irrigation systems in terms of designs and water use efficiency.

EDEF 2101 Research Methods and Statistics

This module seeks to empower students with research techniques and statistical analysis tools. Students will be introduced to various types of research as well as research methodologies including qualitative and quantitative research designs. Different statistical ways of analysing and testing data will be covered in this course as well. The module aims to produce a student that can contribute meaningfully to educational research.

EDEF 2102 Contemporary Issues in Education

Pertinent issues which have a bearing in education will be dealt with. Issues like Human Rights and gender will be explored. A major thrust on gender in education will be done, where theories of gender will be critiqued and their application to the education situations explored.

EDAG 2103 Soil Fertility and Plant Nutrition

The course covers physical and chemical properties and processes in the soil, solution chemistry, how the mineral phase of the soil, organic matter, soil pH, and soil buffering capacity affect plant growth. Essential plants, macro and micro elements and those factors that affect the availability of the nutrients such as acidity, salinity and sodicity are also covered. Synergetic and antagonistic interactions of nutrients. The role of soil micro-organisms and their influence on soil productivity and environmental quality. Importance of microbes in soil fertility, oxidation and reduction processes in soils. Students are expected to understand the types of synthetic fertilizers used worldwide. How to calculate fertilizer application rates and lime.

EDAG 2104 Veld and Pasture Management

Common grass species in Zimbabwe. Establishment of dry land and irrigated pastures. Principles of veld management are discussed. Veld management systems (economic, managerial and environmental considerations; grazing systems including split season; 1 herd 4 paddocks) veld improvement methods (bush control, legumes) Veld fire control. Integration of livestock and wildlife, Veld assessment, (including developing stock rates) silage and hay making.

EDAG 2105 Horticulture

Classification of horticultural plants; sexual and asexual propagation; photoperiodism; use of plant growth regulators. General climatic requirements, agronomic and management practices (e.g. irrigation and use of green houses) for horticultural plants. Post harvest handling and marketing of horticultural plants; use of biotechnology for improved productivity; and how horticulture impacts the environment.

EDAG 2106 Animal Nutrition

Sources of animal feed –veld, pastures, crops and crop residues, fodder and forage, supplementary feeds. Nutrients and the basic characteristics (nutritive value) of feeds – comparative digestion of feed and absorption of feedstuffs in ruminant and non-ruminants. Nutritive evaluation of e.g. the TDN systems, importance of feed digestibility and systems of describing energy value in different feed types. Mineral and vitamin nutrition – sources, function and deficiency symptoms of major and minor minerals; and water and fat soluble vitamins. The role of water in animal nutrition. How animals cope with nutritional stressing environments.

EDCA 2201 Assessment and Evaluation Techniques

The module is intended to introduce candidates to the assessment and evaluation techniques using assessment and evaluation models as they apply to educational programmes. Students will explore principles of test construction, administration, scoring, item analysis and technical adequacy from both theoretical and practical perspectives. Candidates are also expected to evaluate the current situation in the school in the assessment and evaluation sect with a view to identify opportunities of change.

EDAG 2201 Soil and Water Conservation

Soil degradation (types and causes) and its threat to soil productivity, geological erosion and sedimentation, Role of communities in soil conservation programmes. Conservation measures to reduce the soil loss on farmlands. Water erosion and sedimentation, wind erosion and deposition. Introduction to Soil Loss Prediction Equations, soil and water pollution from agricultural products, mines and heavy metals. General guide lines to the policies and implementation and the economics of soil conservation.

EDAG 2202 Applied Plant and Animal Breeding

Application of genetics (Mendelian and population genetics, quantitative and molecular genetics). Prediction of response to natural and artificial selection in populations. Theoretical and scientific aspects of practical animal / crop breeding programs that lead to genetic improvement and profitability in animal and crop production. Genetically modified organisms: strength and weaknesses. Use of biotechnology is also to be discussed in detail.

EDCA 2202 Curriculum Issues

This course deals with basic knowledge of curriculum planning, development, implementation, evaluation and change, issues and trends. The course aims at producing professionals who will contribute meaningfully to curriculum development and design.

EDAG 2203 Crop Production I

Basic climatic, agronomic and management requirements for the major crops will be studied. However the following crops shall be discussed in ASCS 1(cereals, and cash crops e.g. cotton, tobacco, fodder and forage) in agriculture are given. Cultivar selection and planting strategies; weeds, pest and disease management; harvesting; storage and utilisation of the crops are discussed. The general principles and practices involved in the production of seed of the various crops; and highlight of government legislation governing seed production of released varieties and hybrids are given. Students are enlightened on the use of biotechnology in crop production and the impact of crop production practices on the environment in general.

EDAG 2204 Animal Production I

An overview of the factors which affect animal production (temperature, moisture, nutrition, disease) and the management practices used to minimise the adverse effects of these factors for: beef and dairy cattle and small ruminants. The problems and opportunities available in animal production. Enhancing animal production. Animal behaviour and the application of behavioural knowledge to improve animal production systems. Designing housing facilities and management procedures to suit the behaviour of the animals in question is also dealt with. The impact of animal production activities on the

environment and the use of biotechnology in improving productivity. Cover major domesticated livestock; beef, dairy and small ruminants.

EDCA 3101 Educational Management

This module is organised around key themes and issues of educational leadership and management. These include, among others, an examination of educational change, contemporary understandings of educational leadership, organisational culture and schools as learning organisations. The course provides students with an introduction to the study of educational leadership and management and a basis for reflecting critically on the structures and cultures of educational organisations. Students are to apply concepts of educational leadership and management to personal experiences and practices through a process of reflection and discussion. In addition, students should be in position to consider various strategies to improve educational organisations and reflect on the values that underpin them.

EDAG 3102 Resource Management

The course will cover systems approach to management, major motivating factors (values, goals, and standards). Ethics in management will be outlined. Resources: definition and classification of resources including natural resources such as water, air, fuels (wood, kerosene, petrol). Land and soil (solid waste management). Green cover resources and factors affecting utilization of resources. Environmental impact on resource use. Maximizing use and conservation of resources, resource conservation – importance and methods.

EDAG 3103 General Aspects of Animal Health

The definition of disease and causative organisms to diseases listed (bacteria, fungi, protozoa etc). Factors predisposing animals to ill health outlined. Normality's and abnormalities, symptoms and signs of

diseases including diagnosis of cattle / domestic animals diseases. Defence mechanism of the body (phagocytosis, cell replacement, inflammation etc) and immunity should also be discussed. Metabolic disorders (acidosis, laminitis, and agalactia) outlined including remedial actions. Burns, wounds and snake bite discussed and medicinal intervention. Internal and external parasites, control prevention and their economic significance. Brief discussion on plant and chemical poisoning. Legislation for disease control and environmental issues in animal health and disease control. The socio-cultural impact and economic importance of epizootic, enzootic, and zoonotic and emerging disease in animal production and pharmaceutical products.

EDAG 3104 Animal production II

A sequel of Animal production 1. Discussion on pig, poultry production and by choice (option) fish, bee, and ostrich production. Production concepts as in Animal production one.

EDAG 3105 Crop Production II

A sequel of Crop production one. Choice on legume crop and tuber crop production e.g. soya beans, groundnuts, round nuts, Irish potatoes and cassava. The rest of the course outline shall be as in crop production I.

EDAG 3106 Agribusiness Management

Principles of micro and macro economics in agricultural context. Law of supply and demand of both products and factors of production (land labour and capital). The product theory: pricing in different types of markets (monopolistic, competitive and imperfectly competitive). Economic fluctuations and inflation. Zimbabwe and SADC policies relating to food (imports and exports). Impact of policies in agribusiness.

EDEF 3201 Methods of Teaching Agriculture

An application of teaching principles to the presentation of specific subject matter will be done. Emphasis is on the development of repertoire of strategies that enhance a variety of learning outcomes in students. Emphasis will be placed on developing content specific instructional objectives, strategies and materials for teaching and methods of evaluation.

EDAG 3202 Agriculture Commodity Marketing

The concepts of markets, geographical area or location to which goods are sold. Marketing definition. Agri-business marketing and agriculture food marketing in economic development. The Neoclassic economics theory; monopoly, oligopoly. Strategic planning and marketing management.

EDAG 3203 Fiscal Policy and Rural Finance

Service delivery institutions. Economic drivers (agriculture resources and natural resources). Social factors and agriculture development. Agriculture contribution to GNP and GDP are discussed. Challenges of rural finance. Disaster management.

EDAG 3205 Agriculture Engineering and Machinery

Agriculture mechanization (merits and demerits). Various types of machines used in agriculture (harvesters, combines, drillers, ox drawn equipment etc) Calibration, assembling and repairs. Machinery maintenance. Types of engines (two stroke, four stroke diesel, petrol, engines) Engine services and checks. Repair and assembly. Impact of mechanization on the environment.

EDPR 3202 Dissertation

The dissertation module allows students to work intensively and under individual supervision on a carefully defined topic. It will consist of one-to-one meetings with supervisors, each of up to 30 minutes duration. The module demands the student to exhibit the knowledge and ability of defining a research topic, selecting a methodology, writing footnotes and bibliographies, and making effective presentations. The following learning outcomes will be expected of the student:

- an understanding of the structure and rationale of literary research
- knowledge of at least one research methodology and its theoretical implications
- Detailed knowledge of a significant topic of their choice
- The ability to compile a working bibliography
- The ability to make an oral presentation and defend it

BACHELOR OF EDUCATION DEGREE IN MATHEMATICS

1. INTRODUCTION

- 1.1 These regulations should be read in conjunction with the General Academic Regulations for undergraduate degrees, hereinafter referred to as the General Regulations.

2. RATIONALE FOR THE PROGRAMME

This degree programme is necessitated by the critical shortage of secondary school science and mathematics teachers. This is a country - wide problem which is particularly acute in the Southern parts of the country. In most secondary schools in Matabeleland Mathematics and science subjects are no longer being taught at ‘A’ level because most of the trained and experienced science teachers left for greener pastures and emigrated to other countries. As a result most schools are concentrating mostly on arts subjects. The rationale for this programme is largely to fill in the gap in mathematics and sciences in secondary schools.

3. PROGRAMME AIMS AND OBJECTIVES

The objective of introducing a Bachelor of Education Degrees in Mathematics is to contribute towards further training of teachers who will be competent to teach Mathematics at all levels in secondary schools and cultivate interest in this subject among students in high schools.

4. CAREER OPPORTUNITIES

Students who do this programme can enhance their knowledge in Mathematics and find employment as senior teachers in schools and as college lecturers.

5. ENTRY REQUIREMENTS

For admission into this programme students must have the following qualifications:

- 5.1 Normally have a teaching diploma from a recognised college in which Mathematics was a major subject of specialisation.
- 5.2 Normally have 2 years post qualification teaching experience.
- 5.3 Should have an 'A' level pass in 'O' and 'A' level Mathematics or an equivalent subject.

6. PROGRAMME ASSESSMENT

- 6.1 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.
- 6.2 For each module the final mark shall be determined by a combination of continuous assessment and examination marks.
- 6.3 Continuous assessment shall normally constitute 40% of the final mark, while the examination constitutes 60%.
- 6.4 A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.

7. PROGRAMME STRUCTURE

7.1 The duration of the degree programme shall be six (6) semesters or three academic years.

7.2 Normally the Bachelor's Degree in education is designed for students who already hold a diploma.

7.3 The following list of modules constitutes the content and structure of the Bachelor of Education Honours in Mathematics.

8. List of Modules offered:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
EDMT 1101	Calculus I	4	60
EDCT1101	Information Communication Technology in Education and Information Literacy	4	60
EDMT 1102	Linear Mathematics	4	60
EDCA 1102	Communication Skills	4	60
EDMT 1103	Ordinary Differential Equations	4	60
EDMT 1104	Probability Theory I	4	60
SEMESTER 2			
EDMT 1201	Calculus II	4	60
EDEF1201	Educational Foundations	4	60
EDMT 1202	Mechanics	4	60
EDMT 1203	Statistical Inference I	4	60
EDMT 1204	Probability Theory II	4	60
EDMT 1205	Design and Analysis of Experiments	4	60

PART 2

SEMESTER I

EDEF 2101	Research Methods in Education	4	60
EDMT 2101	Operations Research I	4	60
EDEF2102	Contemporary Issues in Education	4	60
EDMT 2102	Vector Analysis	4	60
EDMT 2103	Numerical Methods	4	60
EDMT 2104	Linear Mathematics II	4	60

SEMESTER 2

EDMT 2201	Complex Analysis	4	60
EDCA2201	Curriculum Issues	4	60
EDMT 2202	Statistical Interference II	4	60
EDCA2202	Assessment and Evaluation Techniques	4	60
EDMT 2203	Operations Research II	4	60
EDMT 2204	Time Series Analysis	4	60

PART 4

SEMESTER 1

EDMT 3101	Econometrics	4	60
EDCA 3101	Educational Management	4	60
EDMT 3102	Elements of Real Analysis	4	60
EDMT 3103	Optimisation	4	60
EDMT 3104	Hypothesis Testing	4	60
EDMT 3105	Linear Models	4	60

SEMESTER 2

EDMT 3201	Fluid Mechanics	4	60
EDEF3201	Methods of Teaching Mathematics	4	60
EDMT 3202	Mathematical Modelling	4	60
EDMT 3203	Partial Differential Equations	4	60
EDPR3202	Dissertation	8	120

9. MODULE SYNOPSES:-

EDMT 1101 Calculus I

Study and application of real functions and relations, coordinate geometry, differentiation and integration. Limits and continuity of one variable functions, Taylor's Theorem, Mean value Theorem of differential calculus, Mean value Theorem of Integral calculus.

EDCT 1101 Information Communication Technology in Education and Information Literacy

This module seeks to equip students with skills of improving learning and teaching through the use of various instructional media that include audio visual communication. The course will also familiarise students with different computer software including Ms Word, Ms Excel, Ms Access, PowerPoint and the Publisher. Upon completion of the module students should be able to design and use instructional media, create data bases and tables, query information from tables, open/close files and directories, analyse students' performance using the Excel formulas and research from the internet.

This course also teaches students information literacy skills. Students are taught how to analyze and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

EDCA 1102 Communication Skills

This course covers the communication process, models of communication and kinds of communication. It emphasises both oral and written communication which includes speech preparation,

interviews and business communication. Issues of academic writing will also be dealt with in this course.

EDMT 1102 Linear Mathematics

Complex numbers: geometric representation, algebra. De Moivre's theorem polynomials and roots of polynomial equations. Matrices and determinants: algebra of matrices, + inverses, definition and manipulation of determinants, solutions of simultaneous linear equations, applications to geometry and vectors. Differential equations: separable, homogeneous, exact, integrating factors, linear equation with constant coefficients. Roots of unity and roots of other complex numbers, Integrals of powers of trigonometrical ratios.

EDMT 1103 Ordinary Differential Equations

First order ordinary differential equations. Separable, Linear, Exact. Integrating factors Existence. Uniqueness. Applications. Second Order equations. Linear equations and linear differential operators. Linear independence, Wronskian. Ordinary Linear Differential Equations with constant coefficients. Undermined coefficients. Variation of parameters. Applications. Systems. Predator-prey and Volterra-Litka equations. Series solution of ordinary differential equations. Method of Frobenius, Legendre polynomials and Bessel functions.

EDMT 1104 Probability Theory I

Axiomatic probability, sets and events, sample space, conditional probability, independence, laws discrete and continuous random variables, probability density functions, mean, variance, expectation. Independence, Chebyshev's inequality, moments and moment generating functions. Common Discrete Distributions, Uniform, Bernoulli and Binomial, multinomial, hypergeometric, Poisson, Geometric and negative binomial. Use of tables. Common Continuous

Distributions: Unifrom, Normal, Exponential, gamma, beta. Use of tables. Joint Probability Distributions. Conditional and marginal distribution, expectation, covariance and correlation. Approximations, Law of large numbers, Central limit Theorem, Normal approximation to binomial, poission, etc.

EDMT 1201 Calculus II

Study and application of functions of two or more variables and their deviations, partial deviations, multiple integrals, vector fields and integration, introductions to differential equations. Sequence and series, power series, convergence tests, applications, centre of masses and moments of Inertia, Lagrange's multipliers.

EDEF 1201 Educational Foundations

The course is an exploration of the foundations of education. The module will explore and critically analyse psychological theories and problems as they apply to education; the philosophy of education and sociological approaches as they apply to the complex social organisation of schooling in Zimbabwe. Throughout the module an opportunity to examine how these foundations apply to teaching and learning will be given.

EDMT 1202 Mechanics

Introduction to kinematics and projections; Newton's Laws, force, momentum, work energy, power, conservative and dissipative forces. Includes orbits, oscillations, elastic forces and damped resonance; Equivalent systems of forces, plain statistics, systems of particles; and Elementary theory of rigid bodies. Central forces and Planetary Motion.

EDMT 1203 Statistical Inference I

Deductive inference, population and sample concepts as the basis of statistical inference, parameters and statistics, review of probability

theory. Central Limit Theorem, Chi-square, student-t and F distributors, distribution of min and max, Estimation; methods of estimation, properties of estimators and their sampling distributions.

EDMT 1204 Probability Theory II

Probability. Random/Statistical Experiments, Sample spaces, events, set theory. Axioms of probability. Laws of probability. Finite sample spaces. Conditional probability, independent events. Random variables and probability distributions. Discrete bivariate distributions. Continuous bivariate distributions. Marginal probability distribution. Independent random variables. Conditional probability distributions. Distribution of functions of a single random variables. Conditional probability distributions of Mathematical expectation. Expectations of discrete and continuous random variables. Expectation of a function of a single random variable. Expectation of a function of several random variables. Properties of expectations. Variance and Covariance. MARKOW and Chebyshev inequalities. Moment generation functions. Properties of moment generating functions. Baye's Theorem (Rule) Special distributions. Bernoulli, Binomial. Geometric, Negative Binomial, Hypergeometric, Poisson distributions. Normal, Gamma, Exponential, Beta distribution.

EDMT 1205 Design and Analysis of Experiments

Principles of experimentation. Randomisation, replication, treatment structure, blocking and error control. The two way model; fixed and random effects. Randomised block designs; Latin Square designs; Balanced Incomplete Block Designs; Crossover Designs. Checking model assumptions. Techniques for missing observations. Balance and Orthogonality, Analysis of Covariance, Factorial designs; fractional factorials; confounding. Split plot designs. Repeated Measures. Nested designs. Ideas of response surface methodology.

EDEF 2101 Research Methods and Statistics

This module seeks to empower students with research techniques and statistical analysis tools. Students will be introduced to various types of research as well as research methodologies including qualitative and quantitative research designs. Different statistical ways of analysing and testing data will be covered in this course as well. The module aims to produce a student that can contribute meaningfully to educational research.

EDMT 2101 Operations Research I

Review of mathematical programming methods: linear programming simplex method, M-technique, Dual linear programming methods. Dynamic programming: problem formulation and solution. Project scheduling: network construction, PERT – CPM methods, project control. Queuing theory: single queing models MM/1), Multi-server queing models (MM/c), finite queue variation and P.K. formula. Inventory Control Models: Optimator economic order quantities, deterministic models for single and multiple items. Probability models. Decision Analysis: Bayesian methods, minimax-maxi-maxi criteria, maximum likelihood, maximal opportunity criteria, introduction to Utility Theory.

EDEF 2102 Contemporary Issues in Education

Pertinent issues which have a bearing in education will be dealt with. Issues like Human Rights and gender will be explored. A major thrust on gender in education will be done, where theories of gender will be critiqued and their application to the education situations explored.

EDMT 2102 Vector Analysis

Study of derivatives of vector functions; directional derivatives; gradient of scalar fields; divergence and curl of vector fields; constrained external problems; line and surface integrals; Green's

theorem, Gauss' divergence theorem, Stoke's theorem; and their applications; orthogonal curvilinear coordinates.

EDMT 2103 Numerical Methods

Introduction to simple numerical methods for solving problems in Mathematics, Science and Finance. Computer arithmetic and rounding errors. Numerical Methods for root-finding, simple iterative methods and the Newton –Raphson method, convergence. Polynomial interpolation and splines. Solution of linear algebraic equations, scaled partial pivoting. Numerical integration and differentiation. Numerical integration of ODE's. Euler and second order. Runge-Kutta methods. Error sources and types, strategies for reducing errors.

EDMT 2104 Linear Mathematics II

Vector spaces, linear dependence and independence, bases and dimension. Linear transformations, operations on linear operators. Eigenvectors, eigenvalues, orthogonality of eigenvectors, geometric and algebraic multiplicity of eigenvalues. Application of diagonalisation of matrices, quadratic and bilinear forms, Jordan Normal form of a matrix, solution of systems of differential equations. The Cayley Hamilton Theorem and its applications.

EDMT 2201 Complex Analysis

Cauchy-Riemann equations, harmonic functions, Cauchy's integral formula; Liouville's theorem and the fundamental theorem of algebra; Taylor-Laurent expansions; the maximum modulus theorem; Rouché's theorem; the calculus of residues; the residues theorem and application to the evaluation of real-valued integrals and series; linear fractional transformations.

EDCA 2201 Assessment and Evaluation Techniques

The module is intended to introduce candidates to the assessment and evaluation techniques using assessment and evaluation models as they apply to educational programmes. Students will explore principles of test construction, administration, scoring, item analysis and technical adequacy from both theoretical and practical perspectives. Candidates are also expected to evaluate the current situation in the school in the assessment and evaluation sect with a view to identify opportunities of change.

EDCA 2202 Curriculum Issues

This course deals with basic knowledge of curriculum planning, development, implementation, evaluation and change, issues and trends. The course aims at producing professionals who will contribute meaningfully to curriculum development and design.

EDMT 2202 Statistical Inference II

Confidence intervals, hypothesis testing, unbiased estimators (minimum variance unbiased estimators). Consistent and asymptotic normality of estimators. Confidence intervals (P is less than 0.05; P is less than 0.01). To include exact and asymptotic confidence intervals. Test statistics: critical regions (to include type I and type II errors). Uniformly most powerful test. Computer based test statistics (System Application Statistics: ASA) inference.

EDMT 2203 Operations Research II

A study of integer linear programming. Also includes Gomory cut and Branch and Bound procedures; project management, PERT, CPM, cost and resources scheduling, cost crash programmes; inventory: materials requirements planning, just-in-time technique; queuing: single and multiple server; replacement and reliability simple problems. Queuing

Theory and Stochastic processes, Categorical analysis, Simulation and Forecasting, Control Theory, Financial Mathematics.

EDMT 2204 Time Series Analysis

Time series models, estimation and elimination of trend and seasonal variation. Tests of randomness and normality. Introduction to projects. Model building strategy. Variance and covariance of linear combinations. Time series as a stochastic process, stationary stochastic process, white noise, and random walk. Variance of sample mean estimation of trends and seasonal variation. Sample ACP. Variance of sample autocorrelation and corresponding significance test for zero autocorrelation. General linear process. Autocovariance generating function. Moving average process. Invertibility. Autoregressive processes. Yule-Walker equation. Solution of difference equations AR (1) and AR (2) processes: stationarity conditions. ARMA (1,1) process. General ARMA (p,q) process. ARIMA models for non-stationary processes: IMA (1,1), AR (1,1), IMA (2,2) models. Log transformation to stationarity. Identification of ARIMA models. Var (Z) for stationary processes. Partial ACF and applications to AR (1), AR (2) and MA (1) models. Parameter estimation: method of moments, Goodness of fit: Box-Pierce statistics, over fitting, autocorrelation of residuals. Forecasting: minimum mean square error forecast; forecast errors. Applications to ARMA and ARIMA processes. MA (1) 12, AR (1) 12, ARMA (1,1) 12 models. Multiplicative seasonal ARMA (p,q) x (P,Q)s model. Introduction to the frequency domain. Periodogram and spectral analysis.

EDMT 3101 Econometrics

Introduction to econometrics, its role in Zimbabwe. Review of general linear model: least squares estimators, correlation matrix, partial correlation coefficients regression coefficients, Significance tests and confidence intervals. Linear restrictions, multicollinearity, specification

error, dummy variables. Generalised least squares, GLS estimator, Heteroscedacity, pure and mixed estimation, group observation and grouping of equations. Autocorrelation:sources consequences and conventional tests including Durbin – Waston, Thiel BLUS procedure, estimation, and prediction. Stochastic regressors: definition, instrumental variables, errors in variables. Lagged variables: lagged explanatory variables, lagged dependant variable an estimation including Koyck’s lag Scheme. Simultaneous equations systems, endogenous and exogenous variables identification problems. Restrictions on structural parameters. Two stage and three stage least squares.

EDCA 3101 Educational Management

This module is organised around key themes and issues of educational leadership and management. These include, among others, an examination of educational change, contemporary understandings of educational leadership, organisational culture and schools as learning organisations. The course provides students with an introduction to the study of educational leadership and management and a basis for reflecting critically on the structures and cultures of educational organisations. Students are to apply concepts of educational leadership and management to personal experiences and practices through a process of reflection and discussion. In addition, students should be in position to consider various strategies to improve educational organisations and reflect on the values that underpin them.

EDMT 3102 Elements of Real Analysis

Study of measure theory and the Lebesgue Integral; Fubini’s theorem; the Riesz representation theorem; L-spaces; Ron measure on locally compact spaces.

EDMT 3103 Optimization

Study of optimisation of one dimensional function: conditions for a local minimal, golden section search, Powell's method, Newton's method multidimensional unconstrained optimisation: direct methods, gradient methods, steepest descent, modified Newton-Raphson, linear programming; non-linear constrained optimisation: method of Lagrange Kuhn-Tucker conditions, penalty-function techniques.

EDMT3104 Hypothesis Testing

Introduction to testing of hypothesis. Simple hypothesis versus simple alternative. Composite hypothesis. Sampling from the normal distribution. Chi-square tests. Tests of equality of two multinomial distributions and generalisations, tests of independence in contingency tables. Sequential tests of hypothesis.

EDMT 3105 Linear Models

Regression: Linear regression model, point and interval estimation of parameters. Pure error and lack of fit. Residual analysis. Multiple regression: estimation and confidence intervals. General linear hypothesis. Stepwise methods. Experimental design models: one factor models. Fixed and random effects. Two factor models, with and without interaction. Qualitative and quantitative optimization.

EDEF 3201 Methods of Teaching Mathematics

An application of teaching principles to the presentation of specific subject matter will be done. Emphasis is on the development of repertoire of strategies that enhance a variety of learning outcomes in students. Emphasis will be placed on developing content specific instructional objectives, strategies and materials for teaching and methods of evaluation.

EDMT 3201 Fluid Mechanics

Fluid concepts. Fluids in equilibrium. The principles of fluid motion. Continuity equations. Bernouli's equation. Momentum equation. Introduction to viscous flow. Laminar flow problem. Dimensional analysis. Potential flow, vorticity.

EDMT 3202 Mathematical Modelling

Study of construction of mathematical models in the natural sciences, economics, psychology, and other disciplines.

EDMT 3203 Partial Differential Equations

Includes partial differentiation equations of mathematical physics, and introduction to their study. Classification of second order pde's in two independent variables. Derivation of the way, Laplace and Poisson equations: methods and separation of variables and Laplace transforms techniques. Orthogonal sets of functions in an inner product space. Introduction to Hilbert spaces. Fourier series. Fourier sine and Fourier cosine series. Discussion of convergence theorem. Integration and differentiation of Fourier series. Application of Fourier series to boundary value problems. Fourier series in two variables. The Fourier transform and inverse. The convolution theorem. Applications. Bessel functions $J(x)$. The zeros of $J(x)$. Orthogonal sets of Bessel functions. Fourier Bessel. Applications. Applications of the theory to the solution of partial differential equations stressed.

EDPR 3202 Dissertation

The dissertation module allows students to work intensively and under individual supervision on a carefully defined topic. It will consist of one-to-one meetings with supervisors, each of up to 30 minutes duration. The module demands the student to exhibit the knowledge and ability of defining a research topic, selecting a methodology, writing

footnotes and bibliographies, and making effective presentations. The following learning outcomes will be expected of the student:

- an understanding of the structure and rationale of literary research
- knowledge of at least one research methodology and its theoretical implications
- Detailed knowledge of a significant topic of their choice
- The ability to compile a working bibliography
- The ability to make an oral presentation and defend it
- The capacity to produce a detailed proposal
- The ability to produce an extended piece of scholarly writing with appropriate documentation.

BACHELOR OF EDUCATION DEGREE IN BIOLOGY

1. INTRODUCTION

- 1.1 These regulations should be read in conjunction with the General Academic Regulations for undergraduate degrees, hereinafter referred to as the General Regulations.

2. RATIONALE FOR THE PROGRAMME

This degree programme is necessitated by the critical shortage of secondary school science and mathematics teachers. This is a country - wide problem which is particularly acute in the Southern parts of the country. In most secondary schools in Matabeleland Mathematics and science subjects are no longer being taught at 'A' level because most of the trained and experienced science teachers left for greener pastures and emigrated to other countries. As a result most schools in Matabeleland and Bulawayo provinces (which are the primary catchment areas of Lupane State University) are concentrating mostly on arts subjects. The rationale for this programme is largely to fill in the gap in mathematics and sciences in secondary schools.

3. PROGRAMME AIMS AND OBJECTIVES

The objective of introducing a Bachelor of Education Degrees in Biology is to contribute towards further training of teachers who will be competent to teach Biology at all levels in secondary schools and cultivate interest in this subject among students in high schools.

4. CAREER OPPORTUNITIES

Students who do this programme can enhance their knowledge in Biology and find employment as senior teachers in schools and as college lecturers.

5. ENTRY REQUIREMENTS

For admission into this programme students must have the following qualifications:

- 5.1 Normally have a teaching diploma from a recognised college in which Biology was a major subject of specialisation.
- 5.2 Normally have 2 years post qualification teaching experience.
- 5.3 Should have an 'A' level pass in Biology or an equivalent subject.
- 5.4 Should have a pass in 'O' level Mathematics or an equivalent subject.

6. PROGRAMME ASSESSMENT

- 6.1 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.
- 6.2 For each module the final mark shall be determined by a combination of continuous assessment and examination marks.

6.3 Continuous assessment shall normally constitute 40% of the final mark, while the examination constitutes 60%.

6.4 A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.

7. PROGRAMME STRUCTURE

7.1 The duration of the degree programme shall be six (6) semesters or three academic years.

7.2 Normally the Bachelor's Degree in education is designed for students who already hold a diploma.

7.3 The following list of modules constitutes the content and structure of the Bachelor of Education Degree in Biology.

8. List of Modules offered:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
EDCT 1101	Information Communication Technology in Education and Information Literacy	4	60
EDBS 1102	Animal Anatomy and Physiology	4	60
EDCA 1102	Communication Skills	4	60
EDBS 1103	Cell Biology	4	60
EDBS 1104	Biological Methods and Techniques	4	60
EDBS 1105	Diversity of Life	4	60
SEMESTER 2			
EDBS 1201	Principles of Ecology	4	60
EDEF 1201	Educational Foundations	4	60

EDBS 1202	Principles of Nutrition	4	60
EDBS 1204	Biomathematics	4	60
EDBS 1205	Metabolic Processes	4	60
EDBS 1206	Genetics and Evolution	4	60

PART 2

SEMESTER I

EDU 2101	Research Methods in Education	4	60
EDEF 2102	Contemporary Issues in Education	4	60
EDBS 2103	Immunology	4	60
EDBS 2104	Rangeland Ecology	4	60
EDBS 2105	Environmental Microbiology	4	60
EDBS 2106	Analytical Biochemistry	4	60

SEMESTER 2

EDBS 2201	Biotechnology	4	60
EDCA 2201	Assessment and Evaluation Techniques	4	60
EDBS 2202	Mycology	4	60
EDCA 2202	Curriculum Issues	4	60
EDBS 2204	Plant Anatomy And Physiology	4	60
EDBS 2206	Industrial Microbiology	4	60

PART 3

SEMESTER 1

EDBS 3101	Applied Animal and Plant Breeding	4	60
EDCA 3101	Educational Management	4	60
EDBS 3102	Bacteriology	4	60
EDBS 3103	Applied Ecology	4	60
EDBS 3104	Ethology	4	60
EDBS 3105	Systematic Botany	4	60

SEMESTER 2

EDBS 3201	Vertebrate Biology	4	60
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EDEF 3201	Methods of Teaching Biology	4	60
EDBS 3202	Invertebrate Biology	4	60
EDBS 3204	Enzyme Technology	4	60
EDPR 3202	Dissertation	8	120

9. MODULE SYNOPSES:-

EDCT 1101 Information Communication Technology in Education and Information Literacy

This module seeks to equip students with skills of improving learning and teaching through the use of various instructional media that include audio visual communication. The course will also familiarise students with different computer software including Ms Word, Ms Excel, Ms Access, PowerPoint and the Publisher. Upon completion of the module students should be able to design and use instructional media, create data bases and tables, query information from tables, open/close files and directories, analyse students' performance using the Excel formulas and research from the internet.

This course also teaches students information literacy skills. Students are taught how to analyze and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

EDCA 1102 Communication Skills

This course covers the communication process, models of communication and kinds of communication. It emphasises both oral and written communication which includes speech preparation, interviews and business communication. Issues of academic writing will also be dealt with in this course.

EDBS 1104 Biological Methods and Techniques

Laboratory safety practices and procedures; Preparation of solution and standards in laboratories; Absorbency spectroscopy, principles, techniques and biological applications; Electrophoresis, types, principles and applications of each type; Centrifugation, basis, types and applications; Chromatography; Introduction to biosensors.

EDBS 1102 Animal Anatomy and Physiology

A detailed integrated study of human anatomy and physiology. Focus is on structural and functional relationships for correlation and coordination. All the major organ systems are studied with emphasis on the control of mechanism of each system. This course also deals with the nervous system, parasympathetic and sympathetic system.

EDBS 1103 Cell Biology

Structure of eukaryotic cells, function of different organelles, membrane structures including modification e.g. gap and tight junctions; transport across membranes; membrane synthesis, protein synthesis, sorting and delivery – the organelles involved, the role of lysosomes in recycling cellular components, functional importance of mitochondrial membranes in respiration, the components of the cytoskeleton, cell motility, cell differentiation, unlimited cell growth and cancer cells.

EDBS 1105 Diversity of Life

The module includes the binomial system of classification. List the five kingdom system diagnostic features of the following phyla, Cnidaria, Platyhelminth, Helminthes, Nematode, Mollusca, Annelid, Arthropoda, Echinodemata, Chordata.

EDEF 1201 Educational Foundations

The course is an exploration of the foundations of education. The module will explore and critically analyse psychological theories and problems as they apply to education; the philosophy of education and sociological approaches as they apply to the complex social organisation of schooling in Zimbabwe. Throughout the module an opportunity to examine how these foundations apply to teaching and learning will be given.

EDBS 1201 Principles of Ecology

This course focuses on the study of plants and animals in relation to their environment, looking at interspecific and intraspecific and community relationships. Topics will include a study of the systems, climate, and soil, energy flow in an ecosystem, populations and community structures of freshwater, marine and terrestrial ecosystems.

EDBS 1202 Principles of Nutrition

The course deals with nutritional requirements of humans and animals as well as recommendations for nutrient intake. Some of the topics covered are on nutritional evaluation of food, for example vitamin assays, and these will be covered with nutritional labeling of packaged foods in mind.

EDBS 1204 Biomathematics

What is Statistics? Variability and error; precision and accuracy. Summarizing data- populations and samples; descriptive statistics, graphical presentation of data, measures of the centre, measures of dispersion, Estimation and hypothesis testing – the normal distribution, inferences about the mean, standard error of sample mean, testing hypotheses about mean, t-tests, confidence interval, comparing two samples. Contingency tables; chi-square tests for two-way tables.

Whitney U-test, relative merit of parametric and non parametric procedures.

EDBS 1205 Metabolic Processes

The course acquaints student with the modern concepts in Bioenergetics (biological and oxidative phosphorylation). Carbohydrate metabolism and its regulation (Glycolysis, citric acid cycle, pentose phosphate pathway, gluconeogenesis, glycogen degradation and synthesis). Lipid metabolism and its regulation (degradation and synthesis of glycerol fatty acids). The course also deals with ketone body information, metabolism of cholesterol and steroids. Amino acid metabolism and their conversation to specialized products. Nucleic acid metabolism. Protein synthesis. Regulation and integration of metabolism.

EDBS 1206 Genetics and Evolution

Genetics: Mitosis and meiosis; Mendelian genetics and the chromosome theory of heredity; mutation and variation; introduction to population genetics. Evolution: population genetics and variation; the concept of; and evidence for evolution; theory of evolution by natural selection; adaptation and adaptive radiation; the nature of species; specific mate recognition systems; isolating mechanisms; speciation.

EDEF 2101 Research Methods and Statistics

This module seeks to empower students with research techniques and statistical analysis tools. Students will be introduced to various types of research as well as research methodologies including qualitative and quantitative research designs. Different statistical ways of analysing and testing data will be covered in this course as well. The module aims to produce a student that can contribute meaningfully to educational research

EDEF 2102 Contemporary Issues in Education

Pertinent issues which have a bearing in education will be dealt with. Issues like Human Rights and gender will be explored. A major thrust on gender in education will be done, where theories of gender will be critiqued and their application to the education situations explored.

EDBS 2103 Immunology

Definition of immunology; cellular participants in immune response i.e. leukocytes; types of immunity, passive vs. acquired, cytotoxic T lymphocytes, cytokines; primary and secondary responses; antigens and antigen processing structure and functions of antibodies (the immunoglobulin fold, including experiments that led to the elaboration of this structure); antibody – antigen interactions, non-covalent interactions, affinity, avidity, specificity; Antibody – antigen reactions (neutralization, precipitation, agglutination); Theory of vaccination; Basis of cellular immunity – clonal selection theory of McFarlane Burnet; Immune tolerance; Monoclonal vs. polyclonal antibodies; AIDS and HIV-immunological basis.

EDBS 2104 Rangeland Ecology

The course include the following topics: What is a community? Foundations of community ecology. Succession. Biological soil crusts. Mineral cycles and nutrient cycling. The soil environment. Plant nutrition and growth. Vegetation classification. Disturbance ecology. Biological invasions. Biological diversity. Ecosystem health and sustainability.

EDBS 2105 Environmental Microbiology

This course covers the classification of microorganisms, microorganisms in nature, microbial processes of environmental significance, metabolic diversity of microorganisms as well as methods to study microorganisms.

EDBS 2106 Analytical Biochemistry

Course introduces students to practical techniques used in biochemical research as well as terms that are the language of the practicing biochemist. Topics covered include measurement of pH, extraction of biomolecules and techniques used in elucidating their structures (e.g. Centrifugation, Chromatography, Electrophoresis, Spectrophotometry, Radioisotope technique).

EDCA 2201 Assessment and Evaluation Techniques

The module is intended to introduce candidates to the assessment and evaluation techniques using assessment and evaluation models as they apply to educational programmes. Students will explore principles of test construction, administration, scoring, item analysis and technical adequacy from both theoretical and practical perspectives. Candidates are also expected to evaluate the current situation in the school in the assessment and evaluation sect with a view to identify opportunities of change.

EDCA 2202 Curriculum Issues

This course deals with basic knowledge of curriculum planning, development, implementation, evaluation and change, issues and trends. The course aims at producing professionals who will contribute meaningfully to curriculum development and design.

EDBS 2201 Biotechnology

Definition; Methods in biotechnology – tradition and modern; Ethical issues or Biopolitics, introduction to legislation, Applications – agriculture: viral elimination by meristeming, frost prevention, Bt genes, antisense technology, breeding for resistance or tolerance, state of art of certain crops in Zimbabwe; Food industries – strain improvement (for unique flavors, increased nutritional value), other

recent examples; medical applications – drug production, gene therapy and other examples.

EDBS 2202 Mycology

The module covers Zoosporic Fungi 1 (Oomycota); Zoosporic Fungi 11 (Chytridiomycota); Zygomycota; Ascomycota; Basidiomycota; Slime moulds. General characteristics, Classifications and life cycles of all.

EDBS 2204 Plant Anatomy and Physiology

The organization of plants, Photosynthesis: efficiency of plants in converting radiant energy into chemical energy, the path of carbon in photosynthesis; C3 and C4 plants, crassulacean acid metabolism, photorespiration. Mineral nutrition, role of mycorrhizae in plant nutrition, biological nitrogen fixation by *Rhizobium* spp, Assimilation of inorganic nutrients, plant growth substances, the physiology of seeds, biochemical changes accompanying seed germination, dormancy, prospects of plant improvement and the role of biochemical basis for plant improvement.

EDBS 2206 Industrial microbiology

The module covers microbial diversity. Nutrient cycling: C and S cycles. Microbiology of water. Waste water treatment. Brewing. Fermentations. Bioremediation. Agricultural micro: Plant pathology.

EDBS 3101 Applied Animal and Plant Breeding

Application of genetics (Mendelian and population genetics, quantitative and molecular genetics). Prediction of response to natural and artificial selection in population. Theoretical and scientific aspects of practical animal/ crop breeding programs that lead to genetic improvement and profitability in animal and crop production. Genetically modified organisms: strength and weakness. Use of biotechnology is also to be discussed in detail.

EDCA 3101 Educational Management

This module is organised around key themes and issues of educational leadership and management. These include, among others, an examination of educational change, contemporary understandings of educational leadership, organisational culture and schools as learning organisations. The course provides students with an introduction to the study of educational leadership and management and a basis for reflecting critically on the structures and cultures of educational organisations. Students are to apply concepts of educational leadership and management to personal experiences and practices through a process of reflection and discussion. In addition, students should be in position to consider various strategies to improve educational organisations and reflect on the values that underpin them.

EDBS 3102 Bacteriology

The history of bacteriology. The methods in microbiology, including principles of aseptic techniques, sterilization and exenic culture. Review of bacterial cell structure. Bacterial diversity, including methods and criteria used for identification and classification. Basic principles of bacterial nutrition. Bacterial metabolic pathways; chemoautotrophy and photosynthesis. Bacterial genetics – the nature and replication of the bacteria genome, mutation, transformation, transduction and conjugation.

EDBS 3103 Applied Ecology

Population ecology, including: exponential and logistic models of population growth; life-tables and Leslie – type matrices, life history strategies; inter and intra specific. Competition; predator-prey interaction. Community ecology, including: patterns in multispecies communities, stability and complexity, linear and non-linear succession models; phenology. Biomes of the world, concentrating on tropical rain

forests, savanna ecosystems, grasslands and arid lands. Biomass and productivity; utilization by man.

EDBS 3104 Ethology

Evolution of behaviour. Social behaviour e.g. human society. Communication in animals. Cultures. General information transmission e.g., Aggression and Submission. Significance of mating systems. Predictive models, Plasticity of mating systems. Parental care of offspring, adaptive behavior: Behaviour in influencing reproductive success, e.g. Avian mating systems.

EDBS 3105 Systematic Botany

The course introduces pupils to systematics, taxonomy, classification and the nomenclatural system. The course gives basics on herbarium techniques and management. The lectures include scientific classification of plants: Bryophytes, Pteridophytes, Tracheophytes including important medicinal fruit trees, ornamental plants, plants of ecological importance and economic importance in Zimbabwe.

EDBS 3201 Vertebrate Biology

This course covers biology of terrestrial vertebrates at the level of the whole organism and the population, with an emphasis on classification and ecology. The classification, structure, function, evolution and biogeography of each class are used as a starting point. Theoretical, applied and practical aspects of ecology and behavior are also covered, pointing out difference in approach to these issues between the different classes.

EDEF 3201 Methods of Teaching

An application of teaching principles to the presentation of specific subject matter will be done. Emphasis is on the development of repertoire of strategies that enhance a variety of learning outcomes in

students. Emphasis will be placed on developing content specific instructional objectives, strategies and materials for teaching and methods of evaluation.

EDBS 3203 Invertebrate Biology

Examination of the structural and functional characteristics of the main invertebrate. Phyla with emphasis on evolutionary developments' locomotion, hydrostatics and the coelom, nutrition, respiration, excretion, osmotic and ionic regulation, patterns of reproduction, intimate associations and parasitism; a brief introduction to the arthropods; anatomy, evolution and biomimics of arthropod phyla, in particular Uniramia.

EDBS 3204 Enzyme Technology

Proteins and protein techniques, sources of enzymes, screening and extraction from the sources; classes of enzymes with reference to conditions within they operate (acidic – alkaline, thermostable); enzyme kinetics (one substrate first order kinetics, construction of double reciprocal plots and advantages of such plots i.e. information obtained from the plots); Overview of operations of enzymes in different media – water, organic solvents and immobilization of enzymes; industrial applications of enzymes – scrap meat recovery, production of fructose high syrup, cellulose and lignin degradation, enzyme detergents.

EDPR 3202 Dissertation

The dissertation module allows students to work intensively and under individual supervision on a carefully defined topic. It will consist of one-to-one meetings with supervisors, each of up to 30 minutes duration. The module demands the student to exhibit the knowledge and ability of defining a research topic, selecting a methodology, writing footnotes and bibliographies, and making effective presentations. The following learning outcomes will be expected of the student:

- an understanding of the structure and rationale of literary research
- knowledge of at least one research methodology and its theoretical implications
- Detailed knowledge of a significant topic of their choice
- The ability to compile a working bibliography
- The ability to make an oral presentation and defend it
- The capacity to produce a detailed proposal
- The ability to produce an extended piece of scholarly writing with appropriate documentation.

BACHELOR OF EDUCATION DEGREE IN PHYSICS

1. INTRODUCTION

- 1.1 These regulations should be read in conjunction with the General Academic Regulations for undergraduate degrees, hereinafter referred to as the General Regulations.

2. RATIONALE FOR THE PROGRAMME

This degree programme is necessitated by the critical shortage of secondary school science teachers. This is a country - wide problem which is particularly acute in the Southern parts of the country. In most secondary schools in Matabeleland science subjects are no longer being taught at 'A' level because most of the trained and experienced science teachers left for greener pastures and emigrated to other countries. As a result most schools are concentrating mostly on arts subjects. The rationale for this programme is largely to fill in the gap in the sciences in secondary schools.

3. PROGRAMME AIMS AND OBJECTIVES

The objective of introducing a Bachelor of Education Degrees in Physics is to contribute towards further training of teachers who will be competent to teach Physics at all levels in secondary schools and cultivate interest in this subject among students in high schools.

4. CAREER OPPORTUNITIES

Students who do this programme can enhance their knowledge in Physics and find employment as senior teachers in schools and as college lecturers.

5. ENTRY REQUIREMENTS

For admission into this programme students must have the following qualifications:

- 5.1 Normally have a teaching diploma from a recognised college in which Physics was a major subject of specialisation.
- 5.2 Normally have 2 years post qualification teaching experience.
- 5.3 Should have an 'A' level pass in Physics or an equivalent subject.
- 5.4 Should have a pass in 'O' level maths.

8. PROGRAMME ASSESSMENT

- 6.1 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.
- 6.2 For each module the final mark shall be determined by a combination of continuous assessment and examination marks. Continuous assessment shall normally constitute 40% of the final mark, while the examination constitutes 60%.
- 6.3 A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.

7. PROGRAMME STRUCTURE

7.1 The duration of the degree programme shall be six (6) semesters or three academic years.

7.2 Normally the Bachelor's Degree in education is designed for students who already hold a diploma.

7.3 The following list of modules constitute the content and structure of the Bachelor of Education Degree in Physics.

8. List of Modules offered:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
EDMT 1101	Calculus I	4	60
EDMT 1102	Mechanics	4	60
EDPS1101	Linear Algebra	4	60
EDCT1101	Information Communication Technology in Education and Information Literacy	4	60
EDPS 1102	Fluid Mechanics	4	60
EDCA 1102	Communication Skills	4	60
SEMESTER 2			
EDPS 1201	Thermal Physics	4	60
EDEF1201	Educational Foundations	4	60
EDPS 1202	Electricity and Magnetism	4	60
EDPS 1203	General Physics I	4	60
EDPS 1204	Computers and Software Applications	4	60
EDPS 1205	Waves and Optics	4	60

PART 2

SEMESTER I

EDEF 2101	Research Methods in Education	4	60
EDMT 2101	Calculus II	4	60
EDEF 2102	Contemporary Issues in Education	4	60
EDPS 2101	Computational Physics	4	60
EDPS 2102	Modern Physics	4	60
EDPS 2103	General Physics II	4	60

SEMESTER 2

EDCA2201	Curriculum Issues	4	60
EDPS 2201	Electric Circuits and Electronics	4	60
EDPS 2202	Theoretical Mechanics	4	60
EDCA 2202	Assessment and Evaluation Techniques	4	60
EDPS 2203	Astronomy	4	60
EDPS 2204	Projects in Physics	4	60

PART 3

SEMESTER 1

EDCA 3101	Educational Management	4	60
EDPS 3101	Advanced Physics Lab	4	60
EDPS 3102	Quantum Physics I	4	60
EDPS 3103	Management and Quality Assurance	4	60
EDPS 3104	Advanced Calculus	4	60
EDPS 3105	Lasers and Modern Optics	4	60

SEMESTER 2

EDPS 3203	Nuclear Physics	4	60
EDPS 3201	Concurrent Enrolment	4	60
EDEF3201	Methods of Teaching Physics	4	60
EDPS 3202	Quantum Physics II	4	60
EDPR3202	Dissertation	8	120

9 MODULE SYNOPSES:-

EDCT 1101 Information Communication Technology in Education and Information Literacy

This module seeks to equip students with skills of improving learning and teaching through the use of various instructional media that include audio visual communication. The course will also familiarise students with different computer software including Ms Word, Ms Excel, Ms Access, PowerPoint and the Publisher. Upon completion of the module students should be able to design and use instructional media, create data bases and tables, query information from tables, open/close files and directories, analyse students' performance using the Excel formulas and research from the internet.

This course also teaches students information literacy skills. Students are taught how to analyze and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

EDCA 1102 Communication Skills

This course covers the communication process, models of communication and kinds of communication. It emphasises both oral and written communication which includes speech preparation, interviews and business communication. Issues of academic writing will also be dealt with in this course.

EDPS 1101 Linear Algebra

Vector Algebra: Scalar and vector product. Collinear, coplanar vectors. Applications. Equations of lines and phrases. Matrices,

Products, sums, echelon form, rank, inverse. Determinants: Definition, properties, evaluation. Systems of Linear Equations. Consistency, Gauss' method, Cramer's rule. Homogenous systems. Vector Spaces. Definition, Linear independence, bases. Subspaces.

EDMT 1102 Mechanics

Introduction to kinematics and projections; Newton's Laws, force, momentum, work energy, power, conservative and dissipative forces. Includes orbits, oscillations, elastic forces and damped resonance; Equivalent systems of forces, plain statistics, systems of particles; and Elementary theory of rigid bodies. Central forces and Planetary Motion.

EDPS 1102 Fluid Mechanics

Fluid concepts. Fluids in equilibrium. The principles of fluid motion. Continuity equations. Bernouli's equation. Momentum equation. Introduction to viscous flow. Laminar flow problem. Dimensional analysis. Potential flow, vorticity.

EDEF 1201 Educational Foundations

The course is an exploration of the foundations of education. The module will explore and critically analyse psychological theories and problems as they apply to education; the philosophy of education and sociological approaches as they apply to the complex social organisation of schooling in Zimbabwe. Throughout the module an opportunity to examine how these foundations apply to teaching and learning will be given.

EDPS 1201 Thermal Physics

History of discovery of concept; Macroscopic and Microscopic overview of the form of energy; thermal equilibrium – zero law of thermodynamics; measures temperature; ideal gas (temperature scale); $^{\circ}\text{C}$ scale; thermal expansion; heat (a form of energy); quantity of heat

and specific heat; heat conduction; heat and work; mechanical equivalent to heat. 1st Law of Thermodynamics, 2nd Law of thermodynamics, efficiency of engines; entropy; entropy and the 2nd law.

EDPS 1202 Electricity and Magnetism

History of the discovery concept; electric charge; conductors and insulators; Coulomb's Law; quantization of charge; charge and matter; charge conserved; E-field: lines of force in E-Field; characteristics of E-field; calculation of E-field (or E); point charge in E; dipole in E-field, Electric potential; potential and electric field, potential due to a point charge; electric potential energy; calculation of E from V; capacitance; calculating capacitance; energy stored in E-field; parallel plate capacitor with a dielectric; current and resistance (+density of I); resistance and resistivity; Ohm's Law; energy transfers in electric circuits; emf (p.d.,circuits), calculating I; B-field; definition of B; magnetic force on I; torque on current loop; Hall effect; circulating charge; cyclotrons; measuring e/m for the electron, Biot-Sarvart; Law; B-force on I; (Two Conductors); Amperes Law; Solenoids; toroids; Faraday's Law of Induction; Lenz's Law; Induced Electric fields; Inductance, magnetic properties of matter; em oscillations; ac; RCL elements and circuit; transformer.

EDPS 1205 Waves and Optics

History of the discovery concept (brief); waves in elastic media; types of waves; travelling waves; wave speed in stretched string; power and intensity in a wave motion; superposition principle; interference waves; standing waves; resonance; sound waves (audible, ultrasonic and infrasonic waves); propagation and speed of longitudinal waves; travelling longitudinal waves; radiation pressure; polarization; speed of light and Einstein's postulate; geometric optics: reflection and refraction (plane waves and plane surfaces); Huygen's Principle; Laws of

reflection and refraction; total internal reflection; Brewsters law; spherical waves (plane mirror; spherical mirror); Thin lenses; optical instruments; wave optics:-experiment; coherence; diffraction (single and double); locating minima and maxima; X-ray diffraction.

EDEF 2101 Research Methods and Statistics

This module seeks to empower students with research techniques and statistical analysis tools. Students will be introduced to various types of research as well as research methodologies including qualitative and quantitative research designs. Different statistical ways of analysing and testing data will be covered in this course as well. The module aims to produce a student that can contribute meaningfully to educational research

EDEF 2102 Contemporary Issues in Education

Pertinent issues which have a bearing in education will be dealt with. Issues like Human Rights and gender will be explored. A major thrust on gender in education will be done, where theories of gender will be critiqued and their application to the education situations explored.

EDPS 2101 Computational Physics

Roots of algebraic equations. Matrices. Numerical differential and integration. Data, acquisition, reduction and manipulation. Curve fitting and interpolation. Basic simulation and modeling of physics problems. Monte-Carlo simulation. Computer interfacing in the physics laboratory. Computational physics and spreadsheets. Use of wide range of physics packages.

EDPS 1203 General Physics I

Fundamental concepts of classical and modern physics. Three lectures, one recitation, one laboratory briefing lecture, and one three hour Lab per week.

EDPS 1204 Computers and Software Applications

Place of physics in technology; society and schools; background to technology and education; IT usage in A level Physics and beyond ; microprocessor/ship and binary data; data capture (hardware). Exams and homework generated and graded by computer.

EDPS 2102 Modern Physics

History of the discovery of the concepts; atomic nucleus; nuclear properties; radioactive decay; nuclear reactions; models; the hydrogen atom/quantum numbers; wave functions; spinning electron atom in B-field; atom building and the Periodic Table; the laser; conduction electrons – allowed states; filled and allowed states; conductors; insulators and semi-conductors; devices; Planck’s Radiation Law and the origin of the Quantum, the Photo-electric effect; The Photon Theory; Compton effect; Line Spectra; Bohr’s Theory of H-atom; Physical meaning of the wave function; Uncertainty Principle; Wave-Particle Duality (The Complementarily Principle); Nuclear Fission (basic processes); thermonuclear fusion; sun and other stars; relativity; de Broglie Wavelength.

EDPS 2103 General Physics II

Fundamental concepts of classical and modern physics.

EDCA 2201 Assessment and Evaluation Techniques

The module is intended to introduce candidates to the assessment and evaluation techniques using assessment and evaluation models as they apply to educational programmes. Students will explore principles of test construction, administration, scoring, item analysis and technical adequacy from both theoretical and practical perspectives. Candidates are also expected to evaluate the current situation in the school in the assessment and evaluation sect with a view to identify opportunities of change.

EDCA 2202 Curriculum Issues

This course deals with basic knowledge of curriculum planning, development, implementation, evaluation and change, issues and trends. The course aims at producing professionals who will contribute meaningfully to curriculum development and design.

EDPS 2201 Electric Circuits and Electronics

History of the discovery concept; analogue systems:- Properties of electric circuits; transducers; ideal Op. Amp., Op amp circuits; LDR; thermistors; strain gauge; LED; buzzer; relay comparator; inverting and non-inverting op.amp; single signal input; virtual earth; voltage gain; voltage follower; Schmitter trigger; potential divider.

Digital systems: logic gates; logic gates combinations (NOT, AND, AND,OR, NOR); truth tables (2 inputs as max) EX-OR; EX-NOR; control functions; Electronics in society and industry; communication; devices; domestic and industrial activities.

EDPS 2202 Theoretical Mechanics

Statistics, kinematics and dynamics of systems of particles. Application vector calculus to mechanics. Lagrangian and Hamiltonian formulations.

EDPS 2203 Astronomy

Introductory course. Through use of computer planetarium programme, students learn to use stellar and planetary maps to identify planets and constellations, and to study planetary orbits, declination and ascension elevation and azimuth, lunar phases, solar and lunar eclipses, planetary transits and oscillations and precession.

EDPS 2204 Projects in Physics

Reading and lab projects.

EDCA 3101 Educational Management

This module is organised around key themes and issues of educational leadership and management. These include, among others, an examination of educational change, contemporary understandings of educational leadership, organisational culture and schools as learning organisations. The course provides students with an introduction to the study of educational leadership and management and a basis for reflecting critically on the structures and cultures of educational organisations. Students are to apply concepts of educational leadership and management to personal experiences and practices through a process of reflection and discussion. In addition, students should be in position to consider various strategies to improve educational organisations and reflect on the values that underpin them.

EDPS 3101 Advanced Physics Lab

Development of advanced laboratory skills in the study of basic physical phenomena. Emphasis on scientific instrumentation, laboratory procedure, data reduction, interpretation, and technical communication.

EDPS 3102 Quantum Physics I

Hilbert space (inner product space), linear operators, self-adjointness, eigenvalues and eigenvectors, uncertainty principle, Schrodinger's equation, Hamiltonian equations, time evolution and expectation values, parity operators, the harmonic oscillator, bound states and unbound states (potential barrier problems) step potentials, quantum mechanics in three dimensions, quantum mechanics of many particles, spin, angular momentum, the hydrogen (like) atom, Laguerre polynomials the Zeeman effect.

EDPS 3103 Management and Quality Assurance

General and personnel management. Management control and Marketing Strategies. Business and Finance. Quality Control plans for factories with special reference to physics equipment. Cost Effective product Development. ISO standards. Research and Development Strategies in factories. Quality and reliability.

EDPS 3104 Advanced Calculus

Introduction to topology; theorems on continuity differential, integration and convergence.

EDPS 3105 Lasers and Modern Optics

Introductory concepts: Line spontaneous and stimulated emission Rates of absorption and stimulated emission. Line broadening mechanisms. Transition cross-section and Gain co-efficient. Einstein Thermodynamic treatment. Saturation of absorption. Gain saturation. Pumping Process: Optical pumping. Radioactive and transfer efficiencies. Quantum efficiencies for absorption and power. Electrical pumping. Electron impact excitation. Ionization balance equation. Pump rate calculation. Optical Systems: matrix formulation of geometrical optics. The Fabry Perot Interferometer. Fox and Li treatment, Confocal resonator. Gaussian beam propagation and 'ABCD' law. Stability condition. Unstable resonators. Hard-Edge Unstable resonators. Transformation of independence through multi-layer optical systems. Resonator design.

EDEF 3201 Methods of Teaching

An application of teaching principles to the presentation of specific subject matter will be done. Emphasis is on the development of repertoire of strategies that enhance a variety of learning outcomes in students. Emphasis will be placed on developing content specific

instructional objectives, strategies and materials for teaching and methods of evaluation.

EDPS 3201 Concurrent Enrolment

Geometrical and physical optics, interference and diffraction, polarization, Fourier optics, lasers and holography.

EDPS 3202 Quantum Physics

The wave equation, the wave function and the Schrodinger equation, the harmonic oscillator, eigenfunctions, wave packets, double oscillator, free particle wave functions, the potential step, potential barrier, the WKB approximation, wave mechanics – the Hermitian operator, commutator algebra, central forces and angular momentum, spherical harmonics. The free particle in three dimensions, the square potential well, the scattering theory, phase shifts and scattering reasonable, linear vectors in Quantum mechanics.

EDPS 3203 Nuclear Physics

Study of the structural properties, radioactive decay, reaction mechanisms associated with atomic nuclei, and models of nuclear structure.

EDPR 3202 Dissertation

The dissertation module allows students to work intensively and under individual supervision on a carefully defined topic. It will consist of one-to-one meetings with supervisors, each of up to 30 minutes duration. The module demands the student to exhibit the knowledge and ability of defining a research topic, selecting a methodology, writing footnotes and bibliographies, and making effective presentations. The following learning outcomes will be expected of the student:

- an understanding of the structure and rationale of literary research

- knowledge of at least one research methodology and its theoretical implications
- Detailed knowledge of a significant topic of their choice
- The ability to compile a working bibliography
- The ability to make an oral presentation and defend it
- The capacity to produce a detailed proposal
- The ability to produce an extended piece of scholarly writing with appropriate documentation.

BACHELOR OF EDUCATION DEGREE IN CHEMISTRY

1. INTRODUCTION

- 1.1 These regulations should be read in conjunction with the General Academic Regulations for undergraduate degrees, hereinafter referred to as the General Regulations.

2. RATIONALE FOR THE PROGRAMME

This degree programme is necessitated by the critical shortage of secondary school science teachers. This is a country - wide problem which is particularly acute in the Southern parts of the country. In most secondary schools in Matabeleland science subjects are no longer being taught at 'A' level because most of the trained and experienced science teachers left for greener pastures and emigrated to other countries. As a result most schools are concentrating mostly on arts subjects. The rationale for this programme is largely to fill in the gap in the sciences in secondary schools.

3. PROGRAMME AIMS AND OBJECTIVES

The objective of introducing education degrees in Chemistry is to contribute towards further training of teachers who will be competent to teach chemistry at all levels in secondary schools and cultivate interest in this subject among students in high schools.

4. CAREER OPPORTUNITIES

Students who do this programme can enhance their knowledge in chemistry and find employment as senior teachers in schools and as college lecturers.

5. ENTRY REQUIREMENTS

For admission into this programme students must have the following qualifications:

- 5.1 Normally have a teaching diploma from a recognised college in which chemistry was a major subject of specialisation.
- 5.2 Normally have 2 years post qualification teaching experience.
- 5.3 Should have an 'A' level pass in Chemistry or an equivalent subject.
- 5.5 Should have a pass in 'O' level maths.

6. PROGRAMME ASSESSMENT

- 6.1 A coursework mark is determined by means of the assessment (during the course of an academic semester) of a student's performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.
- 6.2 For each module the final mark shall be determined by a combination of continuous assessment and examination marks.
- 6.3 Continuous assessment shall normally constitute 40% of the final mark, while the examination constitutes 60%.
- 6.4 A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.

7. PROGRAMME STRUCTURE

7.1 The duration of the degree programme shall be six (6) semesters or three academic years.

7.2 Normally the Bachelor's Degree in education is designed for students who already hold a diploma.

7.3 The following list of modules constitutes the content and structure of the Bachelor Education Degree in Biology.

8. List of Modules:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
EDCH 1101	Inorganic Chemistry I	4	60
EDCT 1101	Information Communication Technology in Education and Information Literacy	4	60
EDCA 1102	Communication skills	4	60
EDCH 1102	General Chemistry	4	60
EDCH 1103	Mathematics for Science	4	60
EDCH 1104	Physics for Chemists	4	60
SEMESTER 2			
EDU 1201	Educational Foundations	4	60
EDCH 1201	Inorganic Chemistry II	4	60
EDCH 1202	Organic Chemistry I	4	60
EDCH 1203	Analytical Chemistry I	4	60
EDCH 1204	Laboratory Techniques	4	60
EDCH 1205	Analytical Techniques	4	60

PART 2

SEMESTER I

EDEF 2101	Research Methods and Statistics in Education	4	60
EDCH 2101	Physical Chemistry I	4	60
EDCH 2102	Analytical Chemistry II	4	60
EDCH 2103	Organic Chemistry II	4	60
EDCH 2104	Inorganic Chemistry III	4	60
EDEF 2105	Contemporary Issues in Education	4	60

SEMESTER 2

EDCA2201	Curriculum Issues	4	60
EDCH 2201	Physical Chemistry II	4	60
EDCH 2202	Analytical Chemistry III	4	60
EDCA2202	Assessment and Evaluation Techniques	4	60
EDCH 2203	Organic Chemistry III	4	60
EDCH 2204	Soil Chemistry	4	60

PART 3

SEMESTER 1

EDCA3101	Educational Management	4	60
EDCH 3101	Introduction to Biochemistry	4	60
EDCH 3102	Environmental Chemistry	4	60
EDCH 3103	Chemical Instrumentation I	4	60
EDCH 3104	Polymer Chemistry	4	60
EDCH 3105	Physical Chemistry	4	60

SEMESTER 2

EDCH 3201	Chemical Instrumentation II	4	60
EDCH 3202	Introduction to Chemical Engineering	4	60
EDEF 3201	Methods of Teaching Chemistry	4	60
EDCH 3204	Laboratory Quality Management	4	60
EDPR 3202	Dissertation	8	120

9 MODULE SYNOPSES:-

EDCT 1101 Information Communication Technology in Education and Information Literacy

This module seeks to equip students with skills of improving learning and teaching through the use of various instructional media that include audio visual communication. The course will also familiarise students with different computer software including Ms Word, Ms Excel, Ms Access, PowerPoint and the Publisher. Upon completion of the module students should be able to design and use instructional media, create data bases and tables, query information from tables, open/close files and directories, analyse students' performance using the Excel formulas and research from the internet.

This course also teaches students information literacy skills. Students are taught how to analyze and critically evaluate research findings. This will enable them to develop effective approaches to keep up to date with the latest research in an area and manage research information and saving valuable time and effort. Students will also be assisted in understanding the legal and ethical issues relating to the use of information.

EDCA 1102 Communication Skills

This course covers the communication process, models of communication and kinds of communication. It emphasises both oral and written communication which includes speech preparation, interviews and business communication. Issues of academic writing will also be dealt with in this course.

EDCH 1101 Inorganic Chemistry I

Atomic structure principle, Electronic structure of atoms, Periodicity of atomic properties, Polyatomic molecules, Bonding in ionic and covalent compounds. Practical Inorganic Chemistry.

EDCH 1102 General Chemistry

The module will focus on the Atomic Structure, Fundamental Concepts of solutions Chemistry, Chemical Equilibrium, Elementary Treatment of Analytical Data and Practical application of the above.

EDCH 1103 Mathematics for Science

Linear Algebra: Matrices, Operations, Inverses, Determinants, Eigen values, Eigenvectors, Solution of Linear Equations. Functions: Exponential, Logarithmic, Circular functions and their inverses. Calculus: Idea of Limit and continuity. Differentiation. Reignites theorem. L'Hospital's rule. Maxima and minima. Asymptotes. Concavity. Curve sketching. Taylor's theorem. Power series. Integration – substitution, by parts, reduction formulae. Applications.

EDCH 1104 Physics for Chemists

Atomic physics, discovery of electron, Thompson e/m experiment Millikan experiment, Rutherford atomic model, Bohr model of the electron atom, X-ray production, the laser, Nuclear physics, Radioactive decay, half-life, theory of successive transformations, measurement of half-life, constitution of nucleus, nuclear reactions, cross-sections alpha and beta particles and calculation of binding energies. Spectroscopy and spectrometry.

EDEF 1201 Educational Foundations

The course is an exploration of the foundations of education. The module will explore and critically analyse psychological theories and problems as they apply to education; the philosophy of education and sociological approaches as they apply to the complex social organisation of schooling in Zimbabwe. Throughout the module an opportunity to examine how these foundations apply to teaching and learning will be given.

EDCH 1201 Inorganic Chemistry II

Nomenclature of inorganic compounds, periodic trends, main group elements, noble gases, transition elements, coordination compounds,

redox reactions. Introduction to the magnetic properties of transitional materials.

EDCH 1202 Organic Chemistry I

Structure and bonding in organic compounds, nomenclature, stereochemistry, reaction mechanisms. Function groups, chemistry of aliphatic hydrocarbons, spectroscopic analysis.

EDCH 1203 Analytical Chemistry I

Introduction to analytical chemistry, analytical data, chemical equilibrium (acid base, redox, complex formation, precipitation). Application of chemical equilibrium.

EDCH 1204 Laboratory Techniques

Sampling techniques, separation and purification techniques, concentration techniques, apparatus or instrumental basic handling techniques.

EDCH 1205 Analytical Techniques

Ionic equilibrium, chemical compositions of solutions, chemical equations and stoichiometry, elementary treatment of analytical data, Gravimetric Methods; Precipitation from homogeneous precipitation (PFHS), Volumetric (titrimetric) methods of analysis.

EDEF 2101 Research Methods and Statistics in Education

This module seeks to empower students with research techniques and statistical analysis tools. Students will be introduced to various types of research as well as research methodologies including qualitative and quantitative research designs. Different statistical ways of analysing and testing data will be covered in this course as well. The module aims to produce a student that can contribute meaningfully to educational research.

EDCH 2101 Physical Chemistry I

Chemical Thermodynamics, work, heat and energy, first law of thermodynamics, reversible and irreversible changes, thermo chemistry, reaction kinetics, electrochemistry, thermodynamics of electrochemical cells, ions in solution, solution and mixtures.

EDCH 2102 Analytical Chemistry II

Introduction to instrumental analytical chemistry. Spectro-metric and electro-metric analysis techniques and instruments involved.

EDCH 2103 Organic Chemistry II

Introduction to organic spectroscopy, synthetic methods and reaction mechanisms, formation of C-C bonds, multi centre reactions eg Wittling and Diels – Alder reactions, Oxidation reactions, epoxidation of alkenes and ring opening, reduction reactions. Practical in organic chemistry.

EDCH 2104 Inorganic Chemistry III

Further properties of transition metal compounds, reaction mechanisms, introduction to photo chemical reactions, organometalic chemistry fundamental concepts. Practical inorganic chemistry.

EDEF 2105 Contemporary Issues in Education

Pertinent issues which have a bearing in education will be dealt with. Issues like Human Rights and gender will be explored. A major thrust on gender in education will be done, where theories of gender will be critiqued and their application to the education situations explored.

EDCA 2201 Assessment and Evaluation Techniques

The module is intended to introduce candidates to the assessment and evaluation techniques using assessment and evaluation models as they apply to educational programmes. Students will explore principles of test construction, administration, scoring, item analysis and technical adequacy from both theoretical and practical perspectives. Candidates are also expected to evaluate the current situation in the school in the

assessment and evaluation set with a view to identify opportunities of change.

EDCA 2202 Curriculum Issues

This course deals with basic knowledge of curriculum planning, development, implementation, evaluation and change, issues and trends. The course aims at producing professionals who will contribute meaningfully to curriculum development and design.

EDCH 2201 Physical Chemistry II

Quanta mechanics and molecular spectroscopy, Postulates of quanta mechanics. Molecular spectroscopy, Raman spectra, general and gas phase kinetics, simple collision theory of bi-molecular reactions, the transition state theory, uni-molecular reactions, Lindemann mechanisms.

EDCH 2202 Analytical Chemistry III

Steps in an analytical investigation (selecting of a method of analysis, sampling preliminary sample treatment, separation, measurement, assessment of results), - calculating and organisation and management of a chemical laboratory in schools.

EDCH 2203 Organic Chemistry III

An overview of organic chemistry of carbohydrates, amino acids, proteins, nucleic acids. Polymerisation systems, Polymer classifications, Structure and properties of polymers.

EDCH 2204 Soil Chemistry

The module covers an introduction to soil chemistry, chemical principles as applied to soils, soil weathering the solid phase, soil organic matter, cation exchange, anion Exchange and sorption, soil acidity and liming, salt affected soils, Radox reactions.

EDCA 3101 Educational Management

This module is organised around key themes and issues of educational leadership and management. These include, among others, an examination of educational change, contemporary understandings of educational leadership, organisational culture and schools as learning organisations. The course provides students with an introduction to the study of educational leadership and management and a basis for reflecting critically on the structures and cultures of educational organisations. Students are to apply concepts of educational leadership and management to personal experiences and practices through a process of reflection and discussion. In addition, students should be in position to consider various strategies to improve educational organisations and reflect on the values that underpin them.

EDCH 3101 Introduction to Biochemistry

Biomolecules, the molecules and chemical reactions of life, Amino acids and proteins, simple and complex carbohydrates, lipids and membranes, nucleotides and Nucleic Acids, Vitamins and Cofactors.

Biochemical reactions Enzymes, metabolic pathways, carbohydrate metabolism lipid metabolism, Amino Acid metabolism, Molecular Genetics DNA and RNA, Translation and the Genetic code.

EDCH 3102 Environmental Chemistry

Nature and composition of natural water, complexion in natural water, Liquid – solid – Gas interaction in water, water pollution and trace substance in water, water treatment – sewerage and drinking, atmospheric gases – composition, atmospheric pollution and atmospheric monitoring.

EDCH 3103 Chemical Instrumentation I

Introduction to instrumental methods, statistical treatment analytical data, spectroscopic methods of analysis, chromatographic methods of analysis, electro chemistry, practical.

EDCH 3104 Polymer Chemistry

Introduction to polymer, classification of polymers, methods of polymerisation, condensation polymerisation, molecular weight of condensation polymer, free radical addition polymerisation, cationic polymerisation, Anionic polymerisation, molecular weight of addition polymers, co-ordination polymerisation (Zeigler Natta Catalysis Polymerisation). Co-polymerisation, Crystallisation of the polymer, Glassy polymer, Glass Transition Temperature (T_g) mechanical properties of polymers, methods of studying mechanical property of the polymers, Dynamic mechanical properties.

EDCH 3105 Physical Chemistry III

Ionic and solution kinetics; kinetics and mechanisms of thermal and photo chemical reactions. Surface chemistry; the liquid – air interface, the Kelvin equation liquid to liquid interface, the liquid – solid – air interface. Practical Physical Chemistry.

EDEF 3201 Methods of Teaching

An application of teaching principles to the presentation of specific subject matter will be done. Emphasis is on the development of repertoire of strategies that enhance a variety of learning outcomes in students. Emphasis will be placed on developing content specific instructional objectives, strategies and materials for teaching and methods of evaluation.

EDCH 3204 Laboratory Quality Management

Quality assurance in chemicals; The Chemical Laboratory; Quality Systems and Quality Assurance, Total Quality Management Systems (TQMs), Quality Control and Chemical Measurement Systems; Methods of selection and validation, Equipment calibration and maintenance, Estimation of measurement uncertainty, Data handling, Quality Assessment of Chemical Measurement systems, Laboratory management; Safety and Health.

EDCH 3202 Introduction to Chemical Engineering

Introduction to chemical calculations: (Units and Dimensions, conversion of units, systems of units, force and weight, dimensional Homogeneity and Dimension less Quantities, Process Data Representation and Analysis)

Process and Process variables: [Mass and Volume, flow rate, chemical composition, pressure, temperature]

Fundamental of material balances: [process classification, balances, material balances calculations, balance on multiple unit processes, recycle and by pass, balances on reactive systems, combustion reactions]

Single phase systems: [single-component phase equilibrium, Gibbs Phase, Rule, Gas Liquid Systems – one condensable component, multi-component Gas-liquid systems].

EDCH 3201 Chemical Instrumentation II

Instrumental methods of analysis, Electrochemical methods, Modified voltammetric methods, Spectroscopic methods, Radiochemical methods, Chromatographic methods, Practical.

EDPR 3202 Dissertation

The dissertation module allows students to work intensively and under individual supervision on a carefully defined topic. It will consist of one-to-one meetings with supervisors, each of up to 30 minutes duration. The module demands the student to exhibit the knowledge and ability of defining a research topic, selecting a methodology, writing footnotes and bibliographies, and making effective presentations. The following learning outcomes will be expected of the student:

- an understanding of the structure and rationale of literary research
- knowledge of at least one research methodology and its theoretical implications
- Detailed knowledge of a significant topic of their choice
- The ability to compile a working bibliography
- The ability to make an oral presentation and defend it
- The capacity to produce a detailed proposal
- The ability to produce an extended piece of scholarly writing with appropriate documentation.

REGULATIONS FOR THE POST GRADUATE DIPLOMA IN EDUCATION –PGDE

1. INTRODUCTION

1.1 These regulations should be read in conjunction with the General Academic Regulations for Post Graduate Diplomas hereinafter referred to as General Regulations.

2. RATIONALE FOR THE PROGRAMME

This programme is necessitated by the fact that there are a lot of University graduates who find themselves in the teaching field, without proper grounding in the theory and practice of education. There was also a realization that teachers of this nature who work in the Matabeleland region do not have easy access to this training, because other Universities in Zimbabwe which offer this programme are quite far away. It would be more cost effective to the students who are based in this region for LSU to offer this programme.

3. AIMS AND OBJECTIVES

3.1 The aim of this course is to equip students with the theory and practice of education, so that they will be able to teach students competently.

4. CAREER OPPORTUNITIES

Students who do this course have the advantage of having a professional teaching qualification which will enable them to be regarded as qualified teachers. Apart from teaching in secondary

schools students who do this course can also find work as lecturers in teachers' colleges and other institutions engaged in educational work.

5. ENTRY QUALIFICATIONS

In order to be eligible for entry into this programme, a candidate must:

- 5.1 Have a degree of this University or have obtained a degree from another University which is accepted by this University as an appropriate qualification.
- 5.2 Normally be employed full-time as a teacher in an approved secondary school or college in Zimbabwe or in appropriate educational work throughout the duration of the programme.

6. PROGRAMME ASSESSMENT

- a. A coursework mark is determined by means of the assessment of a student's performance in a module through various methods like tests, practical work, assignments or as clarified in a course outline.
- b. For each module the final mark shall be determined by a combination of continuous assessment and examination marks.
- c. Continuous assessment shall normally constitute 50% of the final mark, while the examination constitutes 50%. This applies to Pedagogics of Teaching Subjects and Theoretical Foundations of Education.

- d. A student who does not satisfy all course work requirements shall be barred from sitting for final examinations.

Teaching Practice shall be examined by observation of the candidate's performance in the actual teaching situation throughout the programme. There will normally be two assessments by a department supervisor. A final assessment will be made by the Departmental Board of Examiners in the second semester. The assessment will focus on record Keeping and the presentation of the teaching practice file as well as the supervisor's report

7. PROGRAMME STRUCTURE

7.1 The duration for the Post Graduate Diploma in Education shall be one calendar year.

7.2 The programme shall consist of three parts: Studies in the pedagogics of two teaching subjects namely:- Ndebele, English, Shona, Geography, History, Mathematics, Divinity, Commerical Subjects and Science.

7.2.1 Not all the subjects that are listed above may be available in any one year.

7.2.2 Other subjects may be added to the list from time to time.

7.3 Theoretical Foundations of Education which shall consist of the following components;

Philosophy of Education

Sociology of Education

Psychology of Education

7.4 Teaching Practice

7.4.1 Teaching Practice shall be examined by observation of the candidate's performance in the actual teaching situation throughout the programme.

8. SUPPLEMENTARY EXAMINATIONS

Supplementary examinations may be permitted in accordance with the provisions of the General Regulations.

9. List of Modules offered:-

	Module	Credits	Learning Hours
PART I			
SEMESTER I			
EDEF5101	Philosophy of Education	4	48
EDEF 5102	Psychology of Education	4	48
EDEF 5103	Sociology of Education	4	48
EDEF 5104	Educational Media and Technology	4	48
EDEF 5105	Pedagogics of Subject Major I	4	48
EDEF 5106	Pedagogics of Subject major II	4	48
SEMESTER 2			
EDEF 5201	Approaches to Student Assessment	4	48
EDEF 5202	Curriculum Issues	4	48
EDEF 5203	Educational Leadership and Management	4	48
EDEF 5204	Research Methods and Statistics	4	48
EDEF 5205	Guidance and Counselling	4	48

10. MODULE SYNOPSES:-

EDEF 5101 Philosophy of Education

This course introduces the main theories that inform teaching and learning and provides students with the understandings and skills to translate theory into practice. Various approaches, techniques and philosophies of education, including current educational debates will be studied. Students should be able to apply pedagogical theories to classroom practice to explain critical events; demonstrate reflective teaching practices by relating issues from lectures and readings to relevant practicum experiences; and synthesise information from diverse sources to support views on current educational debates.

EDEF 5102 Psychology of Education

The course introduces students to basic concepts of educational and school psychology. Such concepts as behavioural, learning and motivation theories critical in education form the basis of this course. In addition, aspects of child development, ethical and professional issues are introduced and discussed. Emphasis shall also be placed on behaviour problems encountered in mainstream schools and how they are managed by teachers. Students should be in a position to demonstrate an understanding of cognitive, social, language and emotional development of adolescents. They also need to demonstrate competency in basic counselling skills, apply appropriate professional ethical considerations to situations they are likely to encounter in the field and develop an awareness of the responsibilities that they face as teachers.

EDEF 5103 Sociology of Education

This module equips students with the knowledge of basic sociological principles and theories. The course helps students to learn to study certain phenomena and explain their causal effect. Educational sociology help students understand and appreciate gender and culture as

social constructs. Students taking this course should be able to study and understand institutions that human beings create within a society in order to solve social problems. In addition, students should be able to show an appreciation of pupils with various cultural backgrounds in order to reduce cases of labelling and deviance in secondary schools.

EDEF 5104 Educational Media and Technology

This module seeks to equip students with skills of improving learning and teaching through the use of various instructional media that include audio visual communication. The course will also familiarise students with different computer software programmes including, but not limited to ms word, ms excel, PowerPoint and the publisher. On completion of the study students should be able to design and use instructional media, create data bases and tables, query information from tables, open/close files and directories, analyse students' performance using the Excel formulas and do research from the internet.

EDEF 5105 Pedagogics of Subject Major I

This module grounds student in pedagogical theories and classroom practice techniques. Students will be introduced to various types of teaching methods and skills in programming, lesson planning and classroom management and lesson delivery. Various ways of handling various concepts at different levels will be introduced. The module aims to produce teachers that can deliver their lessons effectively and produce high quality students. While the module is a first semester course, students will write examinations at the end of the year.

EDEF 5106 Pedagogics of Subject Major II

This module grounds student in pedagogical theories and classroom practice techniques. Students will be introduced to various types of teaching methods and skills in programming, lesson planning and classroom management and lesson delivery. Various ways of handling

various concepts at different levels will be introduced. The module aims to produce teachers that can deliver their lessons effectively and produce high quality students. While the module is a first semester course, students will write examinations at the end of the year.

Students may choose any two of the following subjects:

English Language and Literature

The module equips students with various methods and approaches that have been developed over the years for teaching and learning of English. Methods of teaching the novel, drama, poetry, language, grammar and practical criticism among other things will be explored. The methods' appropriateness will also draw from the Zimbabwean context.

Geography

This module grounds student in pedagogical theories and classroom practice techniques in teaching Geography. Students will be introduced to various types of teaching methods and skills in programming, lesson planning and classroom management and lesson delivery. Various ways of handling various concepts at different levels will be introduced. Upon completion of the course students should be able to draw schemes of work, lesson plans, assess and evaluate students' performance. The module aims to produce teachers that can deliver their lessons effectively and produce high quality students.

History

The module introduces students to the nature of history and the broad elements of the methodology of teaching History up to 'A' level. The course will explore such topics as history curriculum (the school and national syllabus), schemes of work, lesson planning, teaching methods, measurement and the concept of evaluation.

Ndebele

The module grounds students in the broad spectrum in the theory and methodology of teaching Ndebele up to 'A' level. Methods of teaching Ndebele novel, drama, poetry, grammar and practical criticism will be dealt with at length. Upon completion of the course students should be able to interpret the Ndebele syllabus (school and national), draw schemes of work, lesson plans, measure and evaluate students' performance. Duties of an H.O.D, classroom management and control are some of the topics to be explored.

Divinity / Religious Education

This module introduces students teaching and learning of Religious Education techniques. Dialogical, constructivist, materialist, Piagetian and conventional teaching approaches are some of the topics to be covered. Attitudes, values and feelings and the teaching and learning of Religious Education will also be explored. By the end of the course students should be able to interpret the Religious Education syllabus (school and national), draw schemes of work, lesson plans, measure and evaluate students' performance manage and control classroom.

Shona

The module grounds students in the broad spectrum in the theory and methodology of teaching Shona up to 'A' level. Methods of teaching Shona novel, drama, poetry, grammar and practical criticism will be dealt with at length. Upon completion of the course students should be able to interpret the Shona syllabus (school and national), draw schemes of work, lesson plans, measure and evaluate students' performance. Duties of an H.O.D, classroom management and control are some of the topics to be explored.

Biology

The module introduces students to planning and teaching approaches in biology. Such topic as aims of teaching science, sources of students preconceptions/misconceptions, biology curriculum (ZJC, 'O' level and 'A' level) and will be explored. Students will also be equipped with skills in scheming, lesson planning, measurement, evaluation, use of various teaching approaches and teaching methods.

Chemistry

Students will be introduced to the aims of chemistry education, philosophy and methodology of chemistry, lab management and the role of the H.O D. The chemistry curriculum (the national and school syllabi will be examined as well. Upon completion of the module students should be able to interpret chemistry curriculum, draw schemes of work, lesson plans, assess and evaluate students' performance. Various teaching approaches and methods will be explored.

Physics

Students will be introduced to the aims and nature of physics education, philosophy and methodology of physics, lab management and the role of the H.O D. The physics curriculum (the national and school syllabi) will be examined as well. Upon completion of the module students should be able to interpret physics curriculum, draw schemes of work, lesson plans, assess and evaluate students' performance. Various teaching approaches and methods will be explored.

Mathematics

The module introduces students to school mathematics where they will covers such topics as the nature of mathematics, procedural and conceptual knowledge of mathematics, overview of mathematics curriculum issues and some mathematics education philosophies, approaches and methods. Students will gain knowledge in implementing the mathematics curriculum (national and school

syllabus), drawing of schemes of work, lesson planning, teaching strategies, assessment and evaluation. Some problems associated with teaching of mathematics in Zimbabwe will also be explored.

Agriculture

The module introduces students to school agriculture where they will cover basic topics in Crop Science and Animal Science.

Accounting

This module introduces students to planning and teaching approaches, measurement and evaluation techniques to the teaching of Accounting. Topics to be covered include the nature and aims of Accounting education, methodologies, the curriculum (school syllabi; national syllabus) and the duties of an H.O.D. The course grounds students with skills in drawing schemes of work, lesson plans, performance measurement and evaluation. Teaching approaches include the balance sheet, cash book, journal and ledger. Upon completion of the course students should be able to teach selected topics using relevant techniques.

Economics

This module introduces students to planning and teaching approaches, measurement and evaluation techniques to the teaching of Economics. Topics to be covered include the nature and aims of economics education, the philosophy and methodology in Economics, curriculum (school syllabi; national syllabus) and role of an H.O.D. The course grounds students with skills in drawing schemes of work, lesson plans, performance measurement and evaluation. Upon completion of the course students should be able to teach selected topics using relevant techniques.

Management of Business (MOB)

This module introduces students to planning and teaching approaches, measurement and evaluation techniques to the teaching of Management of Business (MOB). Topics to be covered include the nature and aims of MOB education, the philosophy and methodology in MOB, curriculum (school syllabi; national syllabus) and role of an H.O.D. The course grounds students with skills in drawing schemes of work, lesson plans, and performance measurement and evaluation techniques. Upon completion of the course students should be able to teach selected topics using relevant techniques.

HSED 5107 Teaching Practice

Students are required to apply pedagogical theories to classroom practice, plan and implement programs and lessons in their teaching subjects. They should be able to use relevant curriculum documents to prepare, implement and assess learning programs in schools; design and teach effective lesson plans; demonstrate knowledge of and skills in developing student-centred learning tasks; use a variety of resources to engage student interest; develop and implement sound assessment procedures; accept and act on advice from their mentor teacher and University supervisor; undertake a range of teacher responsibilities of a teacher both inside and outside the classroom; and develop and sustain professional working relationships with school colleagues. In order to complete the course students are expected to submit a file containing lecture notes, lesson plans and schemes of work, assignments and teaching aids by the end of the year.

HSED 5201 Approaches to Student Assessment

Students are able to read and interpret information pertaining to the technical properties of established measures, and apply the principles introduced to the construction of measures with appropriate technical properties. The module focuses on the principles of assessment and

evaluation in the context of education and the social sciences. Students explore principles of test construction, administration, scoring, item analysis and technical adequacy from both theoretical and practical perspectives.

HSED 5202 Curriculum Issues

This module focuses on the aims, curriculum, and teaching, management and teacher preparation aspects of education in contemporary society. It details how these aspects in any society, including Zimbabwe, can be described, analysed and critiqued using selected philosophical, sociological, psychological and historical frameworks. Examples of topics covered include elements of a curriculum, historical foundations of a curriculum, history of education curriculum development and planning. This course aims at producing professionals who will contribute meaningfully to the curriculum development and design.

HSED 5203 Educational Leadership and Management

This module is organised around key themes and issues of educational leadership and management. These include, among others, an examination of educational change, contemporary understandings of educational leadership, organisational culture and schools as learning organisations. The course provides students with an introduction to the study of educational leadership and management and a basis for reflecting critically on the structures and cultures of educational organisations. Students are to apply concepts of educational leadership and management to personal experiences and practices through a process of reflection and discussion. In addition, students should be in position to consider various strategies to improve educational organisations and reflect on the values that underpin them.

HSED 5204 Research Methods and Statistics

This module seeks to empower students with research techniques and statistical analysis tools. Students will be introduced to various types of research as well as research methodologies including qualitative and quantitative research designs. Different statistical ways of analysing and testing data will be covered in this course as well. The module aims to produce students that can contribute meaningfully in educational research.

HSED 5205 Guidance and Counselling

This module introduces students to the basics of guidance and counselling. The students will be introduced to different theories of counselling and indicate how they can be applied in the school environment. The module will further explore topics like foundations of guidance and counselling, use of technology in guidance and counselling and ethical issues in counselling.

