

GREAT ZIMBABWE UNIVERSITY

**ACADEMIC REGULATIONS
FOR PROGRAMMES OFFERED IN THE JULIUS NYERERE SCHOOL OF SOCIAL
SCIENCES**

WITH EDUCATION5.0

DEPARTMENT OF PSYCHOLOGY

REGULATIONS FOR THE BACHELOR OF SCIENCE HONOURS DEGREE IN PSYCHOLOGY

1. PREAMBLE

These regulations should be read in conjunction with the School Regulations and General Academic Regulations for Undergraduate Degree Programmes, which have precedence over Departmental Regulations.

2. GENERAL DESCRIPTION OF THE PROGRAMME

The programme is designed to make up a disciplinary major in a structured honours degree in Psychology, as well as modules covering material relevant to a wide range of Social Sciences degrees and programmes such as Counselling, Human Resources management and sociology. Psychology is a very diverse, vibrant, and dynamic discipline with many different specialisations and therefore psychology degrees are designed to give students a broad overview of the discipline including application of psychological knowledge to all aspects of physical health and disease, Industrial/Organisational Psychology, Community psychology and Educational psychology. Experimental and applied research is undertaken in various areas and this work is supported by laboratory space and computer-controlled equipment that may be used for student research into a number of areas.

3. OBJECTIVES

- 3.1 To provide training in Psychology to standards accredited by the Allied Health Practitioners Council of Zimbabwe AHPCZ and to offer Zimbabwe Psychology Association (ZPA) supported tuition as a starting point for a career in psychology.
- 3.2 To comprehensively address the evidence base for psychological training using modern psychological equipment, models and methods.
- 3.3 To provide students with a dynamic tuition capable of meeting the fast changing environment and capable of harnessing capability to deal with third world challenges.
- 3.4 To provide complimentary tuition and training to allied programmes that require students to undertake specific modules in psychology.

4. EXPECTED LEARNING OUTCOMES

Students who complete the Psychology major should demonstrate competence in:

- 4.1 **Application of knowledge with critical thinking skills:** Students should be able to use critical thinking to evaluate and interpret evidence, and to apply psychological concepts, theories, and research findings to individual, social, and cultural issues.

- 4.2 **Application of research methods with values and integrity:** Students should be able to apply basic research methods in psychology, with sensitivity to ethical principles.
- 4.3 **Communication skills:** Students should be able to demonstrate effective communication skills following professional conventions in psychology appropriate to purpose and context.
- 4.4 **Awareness of sociocultural diversity and societal inequality:** Students should be able to understand the complexity of sociocultural diversity and societal inequality in the inquiry and analysis of psychological issues.
- 4.5 **Research:** Students should be able to demonstrate effective writing conventions by using APA style effectively in empirically based reports, literature reviews and theoretical papers.

5. CAREER PROSPECTS

Psychology provides a very useful basis for a wide range of careers. Knowledge of all areas of the subject makes one eligible for entry into any field normally open to psychology graduates in the National Health Service, in education, the civil service and industry, including;

- 5.1 Occupational health officers (e.g. focusing on health in the work place, stress and work, environmental influences on health);
- 5.2 Clinical health officers and workers (e.g. focusing on individuals in hospitals and individuals with illness and disease, examining systems of care);
- 5.3 Community workers (e.g. focusing on social and community factors involved in health and illness, health promotion, public health);
- 5.4 Critical health psychology (e.g. focusing broadly on how power and structural issues influence health and illness, at both cultural and individual levels).
- 5.5 Counsellors
- 5.6 Research assistants
- 5.7 Social services Officers
- 5.8 Human resources Officers

6. ENTRY REQUIREMENTS

6.1 Normal Entry

- 6.1.1 At least five (5) 'O' levels including English Language and Mathematics with Grade C or better.
- 6.1.2 At least two (2) Advanced level passes in Arts, Humanities or Commercials.

6.2 Special Entry

A candidate who does not meet normal entry requirements may, subject to the approval of the Senate, be admitted into a programme provided the candidate has either a relevant national certificate or diploma. Any additional qualifications and work experience may be an added advantage. In special circumstances, the Department reserves the right to carryout selection interviews.

6.3 Mature Entry

Shall be obtained by applicants who have five (5) 'O' levels including English Language and Mathematics and have a demonstrable work experience during the last five years before the academic year in which admission is sought, and aged 25 years and above. They may be required to attend an interview to assess their suitability for University education.

7. ASSESSMENT

7.1 Normally, assessment of each module shall be based on continuous assessment as well as formal examinations. Continuous assessment shall contribute 30% and the end of semester examination shall contribute 70% of the final mark.

7.2 Marks for research projects will be awarded based on two independent markers. The first marker shall be the supervisor of the research project and their mark shall contribute 50% of the marks, the second marker shall be another lecturer from the department and their mark will contribute the remaining 50%.

8. PROVISIONS FOR PROGRESSION

8.1 Students proceed automatically from semester one to semester two at each level with the exception of special cases which would have been approved by Senate e.g. cases of students applying for deferment of studies.

8.2 Each Scheme of Examinations shall indicate which modules must be passed before a candidate may be allowed to proceed to a subsequent level of the programme or portion thereof.

8.3 Normally, a student shall not be allowed **to proceed** in a subject without having passed the previous formal examination(s) in that subject and having satisfied the entire prerequisites for proceeding in that subject as may be specified in the School Regulations.

8.4 A student who passes sufficiently well in one level in aggregate may be permitted to proceed to a subsequent level carrying a failed module(s) subject to the provisions of the School Regulations.

9. DEGREE CLASSIFICATION AND WEIGHTING

9.1 The degree shall be classified using the average marks from modules at Level I, II, III and IV, the overall mark being the weighted average.

9.2 The following Grading and Classification System shall be adopted for all Modules:

75% and above	1	(First Class)
65%- 74%	2.1	(Upper Second Class)
60%-64%	2.2	(Lower Second Class)
50%-59%	3	(Pass)
40%-49%	Fail	(Supplementable)
39% and below	Fail	

10. STRUCTURE OF THE PROGRAMME

10.1 Duration

The normal duration of the BSc Honours Degree in Psychology shall be four (4) years.

10.2 Degree Structure

10.2.1 A programme shall run for at least eight (8) semesters.

10.2.2 The programme shall consist of a minimum of thirty-two (32) modules and a research project which is equivalent to twenty-four (24) credits.

10.2.2.1 At Level I, a candidate shall register for a minimum of ten (10) modules.

10.2.2.2 At Level II, a candidate shall register for at least ten (10) modules.

10.2.2.3 At Level III, a candidate shall register for three (3) modules and is required to spend a minimum of ten (10) months on work related learning experience.

10.2.2.4 At Level IV, a student shall register for a minimum of ten (10) modules.

10.2.3 A module in a programme shall be taught per semester in accordance with contact hours indicated in Table 10.4.

10.3 Work Related Learning

10.3.1 At Level III, a candidate shall be on Work Related Learning at any private or public institution where theory is applied into practice which is equivalent to six modules.

10.3.2 Block Release/ Parallel Students who are employed in the relevant sector and with at least two (2) years' experience may apply to the School to have the Work Related Learning Level run concurrently with Level IV.

10.4 Modules

CODE	MODULE DESCRIPTION	CONTACT TIME				NON-CONTACT TIME	NOTIONAL HOURS	CREDITS	PRERE-QUISITE
		Lectures	Tuto-rials	Field Trips	Demon-strations				
	LEVEL 1 SEMESTER 1								
HPSY111	Introduction to Psychology I	36	12	4	8	60	120	12	
HPSY112	Social Psychology I	36	12	4	8	60	120	12	
HSOC111	Introduction to Sociology I	36	12	4	8	60	120	12	
HHRM111	Human Resource Management I	36	12	4	8	60	120	12	
ICCT 101	Information Technologies & Communication	36	10	-	6	68	120	12	
SEMESTER TOTAL								60	
LEVEL I SEMESTER II									
HPSY121	Social Psychology II	36	12	4	8	60	120	12	
HPSY122	Introduction to Psychology II	36	12	4	8	60	120	12	
HHRM121	Human Resource Management II	36	12	4	8	60	120	12	
HSOC121	Introduction to Sociology II	36	12	4	8	60	120	12	
AGCH 101	Gender, Culture & Heritage Studies	36	7	-	8	69	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								120	
LEVEL II SEMESTER I									
HPSY211	Psychobiology	36	12	4	8	60	120	12	
HPSY212	Developmental Psychology	36	12	4	8	60	120	12	
HPSY213	Psychopathology	36	12	10	12	50	120	12	
HPSY214	Research Methods and Statistics	36	12	4	8	60	120	12	
HPSY215	Health Psychology	36	12	10	12	50	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								180	
LEVEL II SEMESTER II									

HPSY221	Principles of Learning	36	12	4	8	60	120	12	
HPSY222	Psychological Statistics	36	12	4	8	60	120	12	
HPSY223	Community Psychology	36	12	4	8	60	120	12	
HPSY224	Personality Theories	36	12	4	8	60	120	12	
Optional Modules									
A student may choose any one (1) module from the following:									
HPSY225	Environmental Psychology	36	12	4	8	60	120	12	
HPSY226	Guidance and Counselling	36	12	10	12	50	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								240	
LEVEL III									
HPSY301	Employer's Assessment	-	-	-	120	80	200	20	All Level 1 and 2 modules
HPSY302	Academic Supervisor's Assessment	-	-	-	5	495	500	50	All Level 1 and 2 modules
HPSY303	Student's Innovation Report	-	-	-	-	500	500	50	All Level 1 and 2 modules
LEVEL TOTAL								120	
CUMULATIVE TOTAL								360	
LEVEL IV SEMESTER 1									
HPSY411	Psychometrics	36	12	4	8	60	120	12	
HPSY412	Industrial Psychology	36	12	4	8	60	120	12	
HPSY413	Cognition	36	12	4	8	60	120	12	
Optional Modules									
A student may choose any two (2) modules from the following:									
HPSY414	Consumer Psychology	36	12	4	8	60	120	12	
HPSY415	Psychology and Law	36	12	10	12	50	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								420	
LEVEL IV SEMESTER 1I									
HPSY421	Educational Psychology	36	12	10	12	50	120	12	
HPSY422	Psychotherapy	36	12	10	12	50	120	12	
HPSY423	Research Project	10	24	-	24	182	240	24	
HPSY424	Comparative Psychology	36	12	4	8	60	120	12	
Optional Modules									

A student may choose any one (1) module from the following:									
HPSY425	Forensic Psychology	36	12	4	8	60	120	12	
HPSY426	Sport Psychology	36	12	10	12	50	120	12	
SEMESTER TOTAL								72	
CUMULATIVE TOTAL								492	

10.5 Credit System

10.5.1 Each module is assigned credits that represent the total number of notional hours of learning that a student is expected to be engaged in for their particular module.

10.5.2 A single credit is equivalent to 10 notional hours of learning.

10.5.3 The notional hours of learning of each module are made up of contact and non-contact hours.

10.5.4 The contact hours include the lectures, practicals and tutorials.

10.5.5 Non-contact hours include the hours for assignment preparation and writing, tests, examinations and self-directed learning.

11. MODULE SYNOPSES

LEVEL 1 SEMESTER 1

HPSY111 INTRODUCTION TO PSYCHOLOGY 1

This module will provide students with a broad introduction to the field of psychology. This preliminary survey of psychology should acquaint students with the major concepts and terminology of the discipline and give students a better understanding of themselves and others. This module is aimed to provide first year students with a good foundation in psychology.

HPSY112 SOCIAL PSYCHOLOGY 1

The module gives a basic understanding of the core topics in social psychology. These cover how we present ourselves and others, social influence, cooperation and group functioning, prejudice, discrimination and conflicts, friendship and attraction, pro-social behaviour and aggression. The course aims students to acquire an in-depth understanding and to critically reflect upon how people think and function as social beings, individually, in small groups and in society in general. During the course of the semester students will be encouraged to constitute themselves into small groups of 5 so that they work on academic tasks that will make them understand group processes like social facilitation, social loafing and deindividuation. This should culminate in them writing reports on these group processes.

HSOC111 INTRODUCTION TO SOCIOLOGY 1

The primary objective is to enable students to gain a theoretical foundation for understanding social issues. The module begins with a discussion of the theoretical origins of Sociology, its key concepts, similarities and differences with other social science subjects. As the students work through the module, they are expected to acquire critical, analytical and practical skills that will also serve them in other social science modules as well. Lecture notes are designed to introduce the students to some critical evaluation of discourse on the nature, antecedents and trends in sociological theorizing.

HHRM111 HUMAN RESOURCE MANAGEMENT I

This module serves as an introductory course to the discipline of Human Resource Management (HRM) and lays the foundation for further in-depth study of the discipline. Upon completion of this course, the student will be able to discuss key historical events related to the field of HRM. Students will also be in a position to discuss the major challenges facing the HRM phenomenon. It is in the interest of this module to enable students' appreciation of the current thinking and developments in the field of HRM. Students would be in a position to identify and discuss the major disciplines of HRM. The module will help in fostering an understanding of a work environment which facilitates high employee performance

ICCT 101 INFORMATION TECHNOLOGIES & COMMUNICATION – 12credits

Computer Literacy entails having knowledge and understanding of computers and its uses. As computers become an increasingly important part of daily living, many people believe that computer literacy is vital to success. You may interact directly with computers in fields such as education, finance, government, health care, science, publishing, travel and industry. Computers are now a primary means of communication for all types of people. People in today's modern world use computers for different reasons. The Module provides a fundamental understanding of computer applications with the module focus on the Microsoft Office Applications (Microsoft Word, Microsoft Excel and Microsoft PowerPoint, Microsoft Access and Microsoft Frontpage). This is a complete lab based module where students will learn these applications by working on class assignments in the lab. The module topics include Basics and Fundamentals of computer applications. Students will also be covering the basic concepts in Computer Hardware, Software, Operating Systems, Telecommunications, Databases, as well as the usage of the Internet and conversion of Microsoft file format into various other file format (PDF, PS etc.).

LEVEL 1 SEMESTER 2

HPSY121 SOCIAL PSYCHOLOGY 2

Social psychology is the scientific study of how people's thinking, feeling and behaviour are influenced by other people. Major theoretical perspectives in social psychology cover the socio-cultural, the evolutionary, social learning and the social cognitive, and these perspectives are used in describing and explaining social behaviour. This is an in-depth knowledge module in social psychology emphasizing social cognition perspective. Relevant subjects include social judgement, inferences and decisions, attitude formation and social influence. Social Psychology is the scientific study of how people's thoughts, feelings and behaviours are influenced by the actual, imagined or implied presence of others. The study of Social Psychology gives the student

an important background as they prepare to take on advanced module in psychology and social sciences in general. This module is an extension of Social Psychology 1 offered during the first semester. Students will research on how personal happiness can be increased among individuals in their social community. They will then come up with models or suggestions on increasing level of personal happiness among community members.

HPSY122 INTRODUCTION TO PSYCHOLOGY 2

This module is an extension of introduction to psychology 1 offered in the first semester which is pre-requisite. It provides students with a fuller understanding in the field of psychology. This post-preliminary survey of psychology should give students a better understanding of themselves and others. This course is aimed to provide first year students with a good grounding in the social sciences before they embark on their specific areas of study. In the course of the module, students will be required to work on mini projects in which they identify common symptoms of stress in their communities and symptoms of other common psychological problems. At this elementary level, students will be expected to at least theorise the kind of models that they may later develop to deal with identified problems.

HHRM121 HUMAN RESOURCE MANAGEMENT II

The aim of this module is to provide students with an overview of current thinking and developments in the field of Human Resource Management. The module will also equip students with the ability to lead the Human Resource function in a global context. Students will also understand the interrelationship between commitment, motivation and culture in organizations. The module will also enhance students' understanding of methods of evaluating employee performance in organizations.

HSOC121 INTRODUCTION TO SOCIOLOGY II

This module develops learners' sense of themselves as part of society. It uses a sociological approach, which encourages learners to ask questions about the social world in which we live and to use evidence to support explanations for human social behaviour. The module will therefore enable learners to become familiar with research methods and the use of evidence in sociology. The module equips learners with knowledge and understanding of the sociological perspectives, theories and concepts used to investigate and explain aspects of the social world. The sociological understanding that develops from learning in this module is used to question commonly-held assumptions about society and to consider sociological explanations. The module offers opportunities for learners to actively investigate human society, cultures and social issues. Learners apply sociological perspectives, theories, concepts and research evidence to analyze society.

ACGH101 GENDER, CULTURE AND HERITAGE STUDIES – 12 credits

The module exposes the learners to the country's cultural property, thus the tangible and intangible attributes of society, inherited from the past, maintained in the present and bestowed for social, economic and political advancement. Learners are introduced to the identification,

preservation and safeguarding of Zimbabwean values (ubuntu/hunhu) and heritage in its diverse forms.

LEVEL 2 SEMESTER 1

HPSY211 PSYCHOBIOLOGY

The introduction module deals with the biological foundation of human behaviour and perception, both at the neuronal and system level. The scientific content includes, in addition to principles characterizing brain structure and function, sensation/ perception, motivation, emotion, memory, language, sleep, dreaming and mental illness. The module also contains an introduction to research methods used in the field. Furthermore, the module will see students engaged in the production of simple models to explain biological basis of behaviour to lay people that will facilitate behaviour change and improve health and wellness. For example thirst anatomy.

HPSY 212 DEVELOPMENTAL PSYCHOLOGY

This introductory module presents basic knowledge and theory about different aspects of human development through childhood. It consists of a theoretical component intended to introduce students to the concepts and principles in child development. At the end of this module, students should be able to define child development concepts, understand the historical forces that have shaped development, discuss critically the applicability of development theory in African setting and engage and understand growth process from neonate to middle childhood. Students will come up with strategies to assess and improve the psychological development of children in the home through the constant mentoring of the various caregivers. This module also familiarizes students with the continued developmental concepts and theories in adolescence and adulthood and with a special focus on applicability to the African cultural contexts. From the areas treated are storm and distress in adolescence, choosing partners, midlife crisis, friendship relations and death and dying. Students will be familiarised with challenges faced by adolescents and the elderly. Psychosocial support services will be offered to adolescents with challenges and those adults in the late adulthood housed in old people's homes.

HPSY 213 PSYCHOPATHOLOGY

This module will try to give an introduction into abnormal psychology, and how this topic is understood from different perspectives. The most common psychiatric disorders will be reviewed both related to symptoms and different ways to treat these disorders. This module will cover the assessment and treatment of major psychopathologies based on the DSM-IV. Students will gain a thorough knowledge of the DSM. Students will learn about various diagnostic techniques and some psychological tests relevant to the disorders studied. Psychopharmacological treatment of the different disorders will also be addressed. The role of spirituality in psychological dysfunction will also be explored. Field trips will be organised for a better appreciation of different mental conditions. Assessment batteries will be translated to local languages and commercialised to hospitals, schools and interested organisations. Ecologically valid tools for easy screening for topical issues at a specific time will be devised and made available on mobile

phones to the community. More will be done to understand how mental illnesses present in an African community

HRMSP214 RESEARCH METHODS AND STATISTICS

The module is designed to assist students to develop a deep understanding of methodological approaches which are relevant when conducting social science research. Areas to be covered in this module include but not limited to identification of research problem, literature review, assumption, hypothesis, research questions, sampling, data collection, quantitative methods, qualitative methods, descriptive statistics, inferential statistics and probability. The module will equip students with skills that enable them to gather, analyze, and interpret data, problem solving and decision making. The module will assist the basic knowledge of statistics as it relates to research in social science. However, the module will also highlight the uses and limitations of statistics in the society. The module will acquaint students with the analysis of contemporary issues through scientific logical deductions presentation in the social sciences. It will enable students to understand some basic statistical theories and the importance of measures of central tendencies.

HPSY 215 HEALTH PSYCHOLOGY

The module will introduce models for understanding the relationship between behaviour and health and will discuss factors that may contribute to promoting and maintaining health and preventing sickness and injuries. The module focuses on the relationships between health and quality of life, stress and health, psychosocial factors linked to serious/chronic illnesses and disabilities, overcoming sickness and death and the significance of social support for health. Relevant scientific methods within the field will be taught. At the end of the semester students should be in a position to gather data and develop a brief model of coping with post-traumatic stress disorder (PTSD) among people who have been exposed to stress inducing situations like the victims of cyclone Idai.

LEVEL 2 SEMESTER 2

HPSY 221 PRINCIPLES OF LEARNING

This module will present the major theories of learning and discuss their basic tenets. Learning is the relatively permanent change in behaviour that results from experience. The theories that will be covered range from classical conditioning to the cognitive approaches to learning including social learning theory. These theories form the backbone of the whole field of psychology and they are always discussed under different themes. This module will among other things equip the student with basic techniques to be better trainers or instructors. As part of the module, students will be expected to craft training/teaching manuals appropriate for the different areas of their programmes, based on the theories of learning.

HPSY 222 PSYCHOLOGICAL STATISTICS

This is an in depth module in theoretical and practical aspects of quantitative research in psychology and building on psychology methodology. The module elaborates on the quantitative analysis program (SPSS) of calculating measures of central tendency, dispersion and test hypotheses relating to t-tests, chi-square, ANOVA, correlation and regression. These tests need to be applied in research hypotheses so that students will find it easier when doing their dissertations.

HPSY223 COMMUNITY PSYCHOLOGY

The teaching will include central concepts, issues and working methods in community psychology. Topical themes include the organisation of health and social services, legislation and administration. Professional challenges for psychologists in municipal health and social services will be illustrated. Important framework conditions that are significant for action planning will be examined. As part of the module, students will be expected to design models for different communities intended for the improvement of psychosocial wellbeing and increase of uptake of psychological services, with particular focus on the university community.

HPSY224 PERSONALITY THEORIES

This module discusses the concept of personality, and gives an introductory knowledge of the main theories, methods and research findings. It aims to give students a basic understanding of concepts used in the Psychology of Personality, and the three main questions in these fields: What is personality? What factors form the personality? What role does personality play in behaviour and functioning? It also covers the major theoretical approaches to the study of human personality and encourages an evaluation of these approaches in the light of relevant empirical research and a module in psychological statistics is useful but not required. Tests will be designed to measure personality. Tests will also be translated into indigenous languages.

OPTIONAL MODULES

HPSY225 ENVIRONMENTAL PSYCHOLOGY

Environmental Psychology is an integrative area of psychology which places particular emphasis on people-environment inter-relationships and transactions, including environment-behaviour relationships, environmental perception and cognition, environmental stress and adaptive responding, cultural values, disaster preparedness and response, conservation behaviour and sustainability initiatives, and the effects of climate, ergonomics and behavioural design. Students will write group projects that promote good health and attract funding

HPSY226 GUIDANCE AND COUNSELLING

Counselling is mostly dedicated to enhancing or restoring clients' own self-understanding, decision making resources, risk taking and personal growth. Counselling as a discipline defines the helping side of psychology as a field of study. This introductory course to counselling will

dwell on the counselling skills and processes. Students will be introduced to holding counselling sessions to their peers. The module provides important background for students who wish to pursue a career in counselling. Students will come up with models that are applicable in different social environments.

LEVEL 3

HPSY 301 EMPLOYER'S ASSESSMENT

The Practice will be linked to a company in which students can practice their knowledge in work and organizational psychology. The assignment can be anything from a work environment survey, observation, interviewing, literature review and presentation, to be a change agent, or help in personnel / HR departments, etc. Students will be empowered to start own companies, cooperatives and organisations where they will put theory into practice. Workshops on entrepreneurship will be organised to enforce the skill.

HPSY 302 ACADEMIC SUPERVISOR'S ASSESSMENT

Students will be assessed by the employer who produces a written report and this report should be quality assured by a supervisor in the department. The overall assessment by the department will act as a term paper that would be an extended report about the process, learning outcomes and goal achievement. Students will be encouraged to come up with ideas to improve their areas of work by designing appropriate strategies that enhance production and performance.

HPSY 303 STUDENT'S INNOVATION REPORT

In this module, students are expected to write a report on their work related experience clearly outlining the challenges and opportunities that emerged from the work experience. The student's will be further expected to come up with innovative ideas on how they can improve systems and services in the organisations that they were attached to. Students will also be expected to report on the new methods or programmes that they developed during the work related learning period.

LEVEL 4 SEMESTER 1

HPSY411 PSYCHOMETRICS

The main focus of this module is to teach students test methodology so that students can assess the quality of tests that can be used in the workplace. In this module the student will also receive an overview of different types of tests and assessment procedures that are in the labour market for employment, career guidance, training, development and performance reviews. Examples of tests and assessment procedures that can be reviewed are: job analysis, recruitment interviews, personality tests, ability tests, interest tests, tests of emotional intelligence, team skill tests, tests to assess the quality of team work, tests on leadership and change readiness tests. This module will also review ethical guidelines and standards for testing and selection. In this module, students will be given mini projects to standardise psychometric instruments that can be used in Zimbabwe. Psychometric instruments that would have been successfully standardised will be published with a view to copyright them and commercialise the tests.

HPSY412 INDUSTRIAL PSYCHOLOGY

The students will gain a general insight into the main historical and updated theories in organisational and personnel psychology within a clinical perspective. The module includes teaching that will deal with issues in working life where (clinical) psychological skills and qualifications are important. This module also provides an overview of key psychological issues pertaining personnel management in areas such as selection, recruitment, training and development. This applies for example to areas such as business culture, organisational change, sickness, absence, working environment, health and safety, management, personal development, business culture, mental health in working life, personnel psychology, management or personnel development and economics. The issues of testing and ethical guidelines are also key to the module. The processes that make some people unable to perform at higher levels in industry will be outlined and analysed. Students need to develop a skills test in order to make people aware of their talents and skills strengths and use these in secondary schools for talent identification at a fee. Such a test can be used for those who need to identify their talents/skills strengths so that they can be self-employed or utilise them in any area employment such as sports.

HPSY413 COGNITION

This module constitutes applied and clinical use of knowledge obtained through the Cognitive domain. The theoretical part cover social cognition and its development, neurocognitive aspects of pain, cognition and therapy, the neural and cognitive basis of hallucinations and delusions, and methods. The latter part covers cognitive aspects relating to intelligence testing and other tests of neuro-cognitive functions. This is a basic module in cognitive psychology (theory and method). Cognitive Psychology is used throughout the entire range of human knowledge, perception, activity, speech processing, problem solving and thinking about learning and memory. The module will give students knowledge of the most important concepts, themes, problems and empirical research in modern cognitive theory as it concerns how we receive, interpret, edit, use and save information. The module will deal with the study of both general traits and individual differences. At the end of the semester students should be in a position to consult with local schools and orient teachers on memory enhancement techniques also help students on effective learning and studying techniques that would enhance retention of the various subjects learned. They should also produce psychological reports on their activities.

OPTIONAL MODULES

HPSY414 CONSUMER PSYCHOLOGY

This module outline the dynamic psychological application of theory to consumerism systems theory and learning psychological issues relating to why consumers engage personality, learning processes, learning principles and social- cognitive processes in buying process. Students will be required to write individual and/group project work that solve consumer behaviour challenges in the market place.

HPSY415 PSYCHOLOGY AND LAW

The module of Psychology and Law involves the application of scientific and professional aspects of psychology to questions and issues relating to law and the legal system. There are a number of specialties that psychologists may pursue within the larger area of psychology and law. This field encompasses contributions made in a number of different areas--research, clinical practice, public policy, and teaching/training among them--from a variety of orientations within the field of psychology, such as developmental, social, cognitive, and clinical. Students will be expected to analyse the psychological components of the Zimbabwean criminal justice system (methods, policies, procedures, etc) and draft models to improve said system.

LEVEL 4 SEMESTER 2

HPSY 421 EDUCATIONAL PSYCHOLOGY

Topical themes are general and specific learning difficulties and social-emotional difficulties in the educational context. The thrust is on inclusive education and improving the learning of students at both primary and secondary general education. The use of special teaching will be illustrated, including the use of case studies. Survey and consultation methodology, habilitation and rehabilitation work and pedagogic development work from kindergarten to university will be examined. Students should adapt career tests suitable for Zimbabwean context and provide these to form 2 up to form 4. This is necessary because students will know their strengths and weaknesses in certain subjects and hence make appropriate subject combination at lower sixth and therefore make appropriate job decisions. Work with teachers on how to improve the education of students with and without disabilities in mainstream classes

HPSY 422 PSYCHOTHERAPY

This module will assist the student to have a thorough grounding in the basic goals of psychotherapy and to define psychotherapy and its emergence as a discipline. Students will understand key concepts underlying the nature of psychoanalysis and subsequent psychodynamic therapies. Perspectives in therapy including cognitive, behavioural and humanistic therapies will be explored. Students will offer counselling services to the university community and the wider general community. Students will design functional approaches that are suitable for the environment they operate in. A mobile counselling centre will be established and manned by the students. The centre will be used in cases of emergency. A departmental counselling centre will also be used to offer counselling services.

HPSY 423 RESEARCH PROJECT – 24 credits

The module is intended to expose students to the research process. It involves proposal writing, chapterisation, data collection and analysis and discussion of findings. The module is offered in two semesters.

HPSY 424 COMPARATIVE PSYCHOLOGY

This module is designed to enable students to acquire an understanding of behaviour and the principles of learning in nearly all species of animal life, including humans. Contrasts and comparisons between the behaviour, learning styles and capabilities of species are made.

This module is designed to enable students to answer questions concerning basic genetics, the evolution of behaviour, maintenance behaviours, the spatial aspects of behaviour, foraging and anti-predator behaviour, reproductive behaviour, social behaviour, communication, physiology of behaviour and learning. The module will help students to come up with behaviour models that can help maintain mutual and faithful mating partnerships that can reduce the spread of deadly diseases and ensures off springs that are not controversial.

OPTIONAL MODULES

HPSY 425 FORENSIC PSYCHOLOGY

The module deals with the most frequent applications of psychology during the administration of justice. This includes expert assistance in criminal cases in the form of judicial observations, in civil cases in the form of rights to compensation and in civil cases and administration in the form of support in child custody and child protection cases. The module will also cover clinical forensic psychology, which includes conditions important in the context of anti-social behaviour and witness psychology.

HPSY426 SPORT PSYCHOLOGY

Sport psychology is the scientific study of people and their behaviours in sport and exercise activities. Sport psychology is primarily concerned with understanding the effects of psychological factors on physical performance and understanding the effects of participating in physical activity on psychological development, health and well-being. This module is designed to introduce the student to the sport psychology arena through the provision of a broad overview of the major topics in the area. Sport psychology encompasses a range of topics including motivation to persist and achieve, psychological considerations in sports injury and rehabilitation, counselling techniques with athletes, assessing talent and psychological theories related to sport behaviour among other issues. At the end of this module students should carry out consultancy services where they offer help to local sporting teams, both professional and school teams. Focus should be on enhancing team building and enhancing motivation to perform to standards expected. They should be in a position to write reports on their activities at the end of each exercise.

REGULATIONS FOR THE MASTER OF SCIENCE DEGREE IN COUNSELLING PSYCHOLOGY

1. PREAMBLE

These regulations shall be read in conjunction with the School Regulations for taught Masters Degree Programmes and General Regulations for Taught Masters Degree and Postgraduate Programmes which have precedence over Departmental Regulations.

2. GENERAL DESCRIPTION OF THE PROGRAMME

The MSc Counselling Psychology is an advanced psychology programme which seeks to advance knowledge in counselling for students who have majored in psychology or counselling. The programme provides a practical and realistic approach to the field of counselling with a particular focus on internship. The modules offered include psychopathology and therapy, postmodern counselling approaches, ethical issues in counselling and community psychology.

3. OBJECTIVES

- 3.1 To provide specialised training in counselling processes and interventions relevant to individuals, couples, families, parent-infant relationships, children, and groups.
- 3.2 To assist clients facing challenging or prolonged difficulties, such as bereavement, intimacy issues, relationship breakdown, transition to parenthood, attachment issues, sexual abuse, adjustment to step-parenting, sexual assault, or involuntary redundancy.
- 3.3 To provide psychological assessment and diagnosis, counselling and psychotherapeutic services to individuals, couples, families, children, and groups. Counselling psychologists are trained to work with a wide range of psychological difficulties and mental health disorders.
- 3.4 To evaluate and monitor the quality of helping services provided by counsellors and counselling service units.
- 3.5 To impart specialised psychological skills and knowledge to normal and or clinical populations, and promote reflection upon life experiences, depth of self-understanding, and therapeutic experiences in the service of the client.

4. EXPECTED LEARNING OUTCOMES

Students who complete the MSc Counselling Psychology program should demonstrate competency in:

4.1 Theories of psychopathology and relevant classification systems

Students should demonstrate knowledge of theories of psychopathology, including but not limited to, biological and sociocultural theories. Moreover, they should be able to demonstrate knowledge of classification systems of behavior and evaluates limitations of those systems. Students will also be expected to apply concepts of normal/abnormal behavior to case formulation, diagnosis, and treatment planning in the context of stages of human development and diversity.

4.2 Research methods and program evaluation

Students should demonstrate knowledge of scientific methods commonly used by counselors and psychology practitioners in their clinical work. Furthermore students will be expected to demonstrate knowledge of use of scientific methods to add to the knowledge base of counseling and psychology.

4.3 Professional identity, ethical and professional standards

Students will be expected to demonstrate knowledge and application of ethical concepts in counselling, and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

4.4 Evidence-based theories and practice of counseling and psychotherapy

Students who complete this programme should demonstrate knowledge of individual and group theories of counseling and psychotherapy consistent with program orientation and goals.

4.5 Multiculturalism and diversity

Students should demonstrate knowledge, self-awareness, and skills in working with individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics.

5. CAREER PROSPECTS

5.1 Students may work in a variety of settings such as health institutions, social work, education and private practice.

5.2 Networking with other government organisations such as The Ministry of Justice, police, defense and non-governmental organisations

6. ENTRY REQUIREMENTS

6.1 Normal entry

Applicants must normally hold an appropriate Honours Degree in at least the lower second grade.

6.2 Special entry

Applicants holding an appropriate general degree or approved equivalent qualification may be considered by Senate. Normally, such applicants should also possess relevant experience and may be required to pass a qualifying examination set by the University prior to Senate deciding on their acceptability for admission.

7. ASSESSMENT

7.1 Candidates shall be assessed on the basis of their performance in continuous assessment, formal examinations, practicum/internship and research components where applicable.

7.2 Examinations for modules shall be taken at the end of each semester.

- 7.3 To be admitted into the examination, a candidate shall have fulfilled continuous assessment requirements.
- 7.4 The continuous assessment and examination components shall comprise 30% and 70% for each module respectively.
- 7.5 Internship I and II are assessed through a continuous practical assessment. Internship 1 shall be assessed based on class presentations, role playing and case presentations. Internship 11 shall be assessed based on marks submitted from an external assessor who shall be a registered psychologist and an internal assessor who shall also be a registered psychologist and a lecturer in the department. The student will be expected to submit a file which shall form the basis of the assessment.
- 7.6 Dissertation marks will be awarded based on two independent markers. The first marker shall be the supervisor of the research project and their mark shall contribute 50% of the marks, the second marker shall be another lecturer from the department and their mark will contribute the remaining 50%.

8. PROVISIONS FOR PROGRESSION

- 8.1 Students proceed automatically from semester one to semester two at each level with the exception of special cases which would have been approved by Senate e.g. cases of students applying for deferment of studies.
- 8.2 Each Scheme of Examinations shall indicate which modules must be passed before a candidate may be allowed to proceed to a subsequent level of the programme or portion thereof.
- 8.3 Normally, a student shall not be allowed **to proceed** in a subject without having passed the previous formal examination(s) in that subject and having satisfied the entire prerequisites for proceeding in that subject as may be specified in the Faculty Regulations.
- 8.4 A student who passes sufficiently well in one level in aggregate may be permitted to proceed to a subsequent level carrying a failed module(s) subject to the provisions of the Faculty Regulations.

9. GRADING AND CLASSIFICATION OF THE DEGREE

- 9.1 The following Grading and Classification shall be adopted for all Modules:

80% and above	Distinction	
70%- 79%	Merit	
50%-69%	Pass	
40%-49%	Fail	(Supplementable)
39% and below	Fail	

- 9.2 The final classification of the degree shall be calculated by averaging all the module marks.

10. STRUCTURE OF THE DEGREE PROGRAMME

10.1 The duration of the Master of Science Degree in Counselling Psychology shall be 1½ years on a block release basis.

10.2 The programme shall consist of a minimum of eleven (11) modules and a dissertation which is equivalent to ninety (90) credits.

10.3 Students shall be required to take five (5) modules in semester I, five (5) modules in semester II and two (2) modules in the final semester.

10.4 Modules

CODE	MODULE DESCRIPTION	CONTACT TIME				NON-CONTACT TIME	NOTIONAL HOURS	CREDITS	PRERE-QUISITE
		Lectures	Tuto-rials/ seminars	Field Trips	Demon-strations				
LEVEL 1 SEMESTER I									
MCP511	Psychopathology	48	24	12	20	96	200	20	
MCP512	Psychometrics	48	14	8	10	120	200	20	
MCP513	Research Methods and Statistics	48	24	12	20	96	200	20	
MCP514	Ethical Issues in Counselling	48	14	8	10	120	200	20	
MCP515	Psychotherapy Skills	48	24	12	20	96	200	20	
SEMESTER TOTAL								100	
LEVEL I SEMESTER II									
MCP521	Cross-cultural Counselling	48	14	8	10	120	200	20	
MCP522	Systemic Counselling	48	14	8	10	120	200	20	
MCP523	Internship I	60	24	12	84	20	200	20	
Optional Modules									
A student may choose any two (2) modules from the following:									
MCP524	Community Psychology and Development	48	14	8	10	120	200	20	
MCP525	Post Modern Counselling Approaches	48	14	8	10	120	200	20	
MCP526	Group Psychotherapy	48	14	8	10	120	200	20	
SEMESTER TOTAL								100	
CUMULATIVE TOTAL								200	
LEVEL II SEMESTER I									

MCP611	Dissertation	40	20	-	20	820	900	90	
MCP612	Internship II	40	20	30	350	160	600	20	
SEMESTER TOTAL								110	
CUMULATIVE TOTAL								310	

10.5 Credit System

10.5.1 Each module is assigned credits that represent the total number of notional hours of learning that a student is expected to be engaged in for their particular module.

10.5.2 A single credit is equivalent to 10 notional hours of learning.

10.5.3 The notional hours of learning of each module are made up of contact and non-contact hours.

10.5.4 The contact hours include the lectures, practicals and tutorials.

10.5.5 Non-contact hours include the hours for assignment preparation and writing, tests, examinations and self-directed learning.

MODULE SYNOPSES

LEVEL 1 SEMESTER 1

MCP511 PSYCHOPATHOLOGY

Signs, symptoms, and etiology of certain commonly encountered conditions will be described in some detail following the current Diagnostic and Statistical Manual of Mental Illness conceptualization and definition of mental illness. Neurotic disorders (anxiety, depression, obsessive compulsive disorder (OCD), and paranoia) will be introduced with only minor attention paid to psychotic conditions. In addition, this course focuses on the eating disorders, substance abuse and its related disorders, and sleep disturbances. Students will visit some organisations that deal with certain disorders and offer psychological assistance to the patients or clients. Mobile clinics will be designed to offer such services as counselling, education and information dissemination.

MCP 512 PSYCHOMETRICS

Subjective, projective, and inventory assessment tools have been developed over the years as a means of assessing both normal and abnormal patterns of psychological functioning and pathology. Additional instruments have been developed as an aid to educational assessment and vocational counselling. This course will survey the major types of psychological tests, how they are administered, how they are constructed, and how the results might be interpreted for practical use. In this module, students will be given mini projects to standardise psychometric instruments that can be used in Zimbabwe. Psychometric instruments that would have been successfully standardised will be published with a view to copyright them and commercialise the tests.

MCP 513 RESEARCH METHODS AND STATISTICS

Research is vital in psychology as it helps in describing human behavior and psychological phenomena. Research helps psychologists in identifying what exists in the social world and the way it manifests itself, research therefore offers the opportunity to ‘unpack’ issues to see what they are about or what lies inside and explore how they are understood by those connected to them, (Ritchie and Lewis, 2003). This module introduces the student to the basics of research as it applies to Psychology. The module is combined with Statistics. The statistics component includes basic descriptive statistics and inferential statistics with more emphasis on hypothesis testing. Students will be expected to come up with research proposals that tackle real life problems in their communities. The proposals that they work on should point towards developing a model that can address the challenges that their proposal would have identified. This proposal will be the basis of the dissertation that they will complete at level 2.1.

MCP 514 ETHICAL ISSUES IN COUNSELLING

This module examines contemporary ethical issues in counseling and psychotherapy. The focus will be on attaining a level of applied ethical knowledge and awareness appropriate for master level professional. As a result of this course, the student will be able to identify key ethical issues facing counseling professionals, describe the relationship between professionalism and ethics, ethics governance, and law, describe and apply several prominent approaches to ethical decision-making. Students should also be able to identify and discuss the ethical obligations and knowledge base relevant to their future roles as school counselors, rehabilitation counselors, supervisors, and leaders in the profession. The module enables the students to advise the lawmakers and other stakeholders on pertinent ethical issues infringed or omitted for proper governance.

MCP 515 PSYCHOTHERAPY SKILLS

This module is designed to acquaint students with the processes of psychotherapy, psychotherapy skills used in different approaches and the person centered skills which has common skills to all theories. Different communication skills in all sub-processes need emphasis. Similarities and differences among the approaches will be explored. The module will cover theories ranging from the older, traditional techniques through the contemporary approaches that begin to integrate greater awareness of the impact of one’s gender and ethnicity. There will be an emphasis on approaches that are frequently used today. In class lectures will stress theory and case conceptualization; readings will address both theory and application. This module provides a more sophisticated look at the theories as they pertain to actual individuals. Students need to do practicum periods in psychiatric hospitals, school settings and special schools where they would apply their skills to people who deserve them. There is need to develop indigenous psychotherapy skills which can be applied in the Zimbabwean context and utilized in different settings.

LEVEL 1 SEMESTER 2

MCP 521 CROSS-CULTURAL COUNSELLING

Multiculturalism is both an intellectual movement and an ethical imperative within the counseling and psychology fields. This module provides an introduction to multicultural knowledge, skills and awareness that will support your work with clients. Through activities, discussion, reading and media, you will be exposed to both the theoretical movements in

multiculturalism, develop skills for working with clients who differ from you. Students will also explore own values, beliefs and cultural identity and make connections to how these aspects of your personhood influence your relationship and intervention with clients. The thrust of this module is to help students to creatively think how they can contextualize counselling psychology to cultures around them. As such, students will be expected, as part of assignments and a mini-project, to come with Afro-centric counselling models and techniques.

MCP 522 SYSTEMIC COUNSELLING

This module serves as an introduction to systemic intervention and is designed to provide the student with the skills and competencies necessary to effectively deal with the interpersonal and intrapersonal dynamics of intimate relationships and family systems and groups. Family interaction and communication patterns, conflict resolution, the impact of children on relationships, and other factors that influence family systems will be introduced. The module will enable students to offer family counselling using different counselling models. The module would also be used as a preventive approach to family disintegration. Students will visit the communities and train them on family dynamics.

MCP 523 INTERNSHIP 1

Each student in the programme is required to successfully complete a two part internship as a prerequisite to being awarded the Master of Science degree in Counselling Psychology. The internship performance includes in-house training assignments and activities, placements and case presentations that carry academic credit equivalent to 3 hour written examinations. There shall be no written examination for these modules. Students must receive approval from the course co-ordinator before they may begin their internship placements. The internship practicum must be an in-person experience at an approved institution including this university. In Case Presentations, students are required to present case files to the Departmental Board which will constitute 50% of the practical equivalent internship. Students select one or more clients or problems from among those encountered in their internship placements. Their presentation should include relevant background information, a scholarly analysis of the pertinent literature, an analysis of the case, a plan of intervention, a description of the intervention, the results of its implementation, and a discussion. Students are encouraged to complete their case presentation concurrent with the completion of the internship.

OPTIONAL MODULES

MCP 524 COMMUNITY PSYCHOLOGY AND DEVELOPMENT

This course is a continuation of systemic interventions as communities are becoming increasingly popular as an intervention level. Although this trend is partly driven by budgetary and professional staff restrictions, the primary advantage of community intervention is that participants get the opportunity to learn from each other and try to get a hand in dealing with own issues. This course will take a multi-sectorial approach to introducing community psychology and development across diverse theoretical perspectives. The major thrust is on primary and secondary prevention. Currently, Zimbabwe is experiencing socio-economic meltdown and students need to focus on primary prevention of problems such as suicidal ideation, domestic violence, and neglect among others at universities, schools and communities. Such a thrust will prevent problems before they occur.

MCP 525 POSTMODERN COUNSELLING APPROACHES

This module provides students a realistic and practical opportunity to apply postmodern methods of counselling in line with evolving trends in psychotherapy. Content emphasis will be on introducing Social Constructionism as a movement away from secular psychology with an in depth focus of Narrative therapy in the new discourse. The module would promote research on postmodern theories that apply in the students' environment.

MCP 526 GROUP PSYCHOTHERAPY

The module builds on student knowledge developed in psychotherapy skills. The main focus is to help students develop skills of working with common theme groups such as people living with HIV& AIDS and drug addicts or those facing common natural disasters. Emphasis will be placed on encouraging student s to participate in group experiences and get involved in the planning of common theme groups in the community as professional counselors.

LEVEL 2 SEMESTER 1**MCP611 INTERNSHIP 11 – 20 credits**

The module is intended to expose students to the practical world of counselling psychology. During this period, the main evaluation is on fieldwork and written psychological reports on a case formulation and theoretical applications for integrated psychological assessments and a long term therapy case presentation for a client, Individual counseling and or group counseling. The main components of this second part of the Internship shall include, five (5) individual counseling sessions, two (2) group counseling sessions, one (1) Workshop and one (1) Institutional visit report.

MCP612 DISSERTATION – 90 credits

The module is intended to expose students to the research process. It involves proposal writing, chapterisation, data collection and analysis and discussion of findings. The module is offered in two semesters.

DEPARTMENT OF RURAL AND URBAN DEVELOPMENT

REGULATIONS FOR THE BACHELOR OF SCIENCE HONOURS DEGREE IN LOCAL GOVERNANCE STUDIES

1. PREAMBLE

These regulations should be read in conjunction with the Faculty Regulations and General Academic Regulations for Undergraduate Degree Programmes, which have precedence over Departmental Regulations.

2. GENERAL DESCRIPTION OF THE PROGRAMME

As people become more politically active, they need to know how government works. Most people seek to make an impact at the national level and local level. Prior to attempting to influence local government systems, it is necessary to understand how local government operate and the statutes which guide them, local government structures and how they compare to other governing styles as well as how local governments can generate their funds for their operations. These issues are the focus of this programme.

3. OBJECTIVES

- 3.1 To enhance efficiency and effectiveness of the administration of local authorities.
- 3.2 To foster stakeholder participation in the governance of local authorities.
- 3.3 To capacitate institutions in local governance with the theoretical and practical understanding of local governance system.

4. EXPECTED LEARNING OUTCOMES

The degree programme is designed to produce local governance professionals who are competent in local government administration, public administration, project planning and development, disaster management, strategic management, economics, public sector accounting, environmental health, policy issues, public relations, land management, politics and governance, human resources management and participatory planning.

5. CAREER PROSPECTS

Local Government Practitioners, Disaster Management Project Officers, GIS and Remote Sensing Practitioners, Monitoring and Evaluation Officers, Policy Development Practitioners, Environmental Management Officers, Research Officers

6. ENTRY REQUIREMENTS

6.1 Normal Entry

- 6.1.1 At least five (5) 'O' levels including English Language with Grade C or better.
- 6.1.2 At least two (2) Advanced level passes in Arts, Humanities or Commercials.

6.2 Special Entry

A candidate who does not meet normal entry requirements may, subject to the approval of the Senate, be admitted into a programme provided the candidate has either a relevant national certificate or diploma. Any additional qualifications and work experience may be an added advantage. In special circumstances, the Department reserves the right to carryout selection interviews.

6.3 Mature Entry

Shall be obtained by applicants who have five (5) 'O' levels including English Language and have a demonstrable work experience during the last five years before the academic year in which admission is sought, and aged 25 years and above. They may be required to attend an interview to assess their suitability for University education.

7. ASSESSMENT

7.1 Normally, assessment of each module shall be based on continuous assessment as well as formal examinations. Continuous assessment shall contribute 30% and the end of semester examination shall contribute 70% of the final mark.

7.2 Marks for research projects will be awarded based on two independent markers. The first marker shall be the supervisor of the research project and their mark shall contribute 50% of the marks, the second marker shall be another lecturer from the department and their mark will contribute the remaining 50%.

8. PROVISIONS FOR PROGRESSION

8.1 Students proceed automatically from semester one to semester two at each level with the exception of special cases which would have been approved by Senate e.g. cases of students applying for deferment of studies.

8.2 Each Scheme of Examinations shall indicate which modules must be passed before a candidate may be allowed to proceed to a subsequent level of the programme or portion thereof.

8.3 Normally, a student shall not be allowed **to proceed** in a subject without having passed the previous formal examination(s) in that subject and having satisfied the entire prerequisites for proceeding in that subject as may be specified in the School Regulations.

8.4 A student who passes sufficiently well in one level in aggregate may be permitted to proceed to a subsequent level carrying a failed module(s) subject to the provisions of the School Regulations.

9. DEGREE CLASSIFICATION AND WEIGHTING

9.1 The degree shall be classified using the average marks from modules at Level I, II, III and IV, the overall mark being the weighted average.

9.2 The following Grading and Classification System shall be adopted for all Modules:

75% and above	1	(First Class)
65%- 74%	2.1	(Upper Second Class)
60%-64%	2.2	(Lower Second Class)
50%-59%	3	(Pass)
40%-49%	Fail	(Supplementable)
39% and below	Fail	

10. STRUCTURE OF THE PROGRAMME

10.1 Duration

The normal duration of the BSc Honours Degree in Local Governance Studies shall be four (4) years.

10.2 Degree Structure

10.2.1 A programme shall run for at least eight (8) semesters.

10.2.2 The programme shall consist of a minimum of thirty-two (32) modules and a research project which is equivalent to twenty-four (24) credits.

10.2.2.1 At Level I, a candidate shall register for a minimum of ten (10) modules.

10.2.2.2 At Level II, a candidate shall register for at least ten (10) modules.

10.2.2.3 At Level III, a candidate shall register for three (3) modules and is required to spend a minimum of ten (10) months on work related learning experience.

10.2.2.4 At Level IV, a student shall register for a minimum of ten (10) modules.

10.2.3 A module in a programme shall be taught per semester in accordance with contact hours indicated in Table 10.4.

10.3 Work Related Learning

10.3.1 At Level III, a candidate shall be on Work Related Learning at any private or public institution where theory is applied into practice which is equivalent to six modules.

10.3.2 Block Release/ Parallel Students who are employed in the relevant sector and with at least two (2) years' experience may apply to the School to have the Work Related Learning Level run concurrently with Level IV.

10.4 Modules

CODE	MODULE DESCRIPTION	CONTACT TIME				NON-CONTACT TIME	NOTIONAL HOURS	CREDITS	PRERE- QUISITE
		Lectures	Tuto- rials	Field Trips	Demo- strations				
LEVEL 1 SEMESTER 1									
HLGS111	Introduction to Public Administration	36	12	4	8	60	120	12	
HLGS112	Principles of Local Government Administration	36	12	4	8	60	120	12	
HLGS113	Local Governance and Development	36	12	4	8	60	120	12	
HLGS114	Traditional Leadership Systems and Local Governance	36	12	4	8	60	120	12	
ICCT101	Information Technologies and Communications	36	10	-	6	68	120	12	
SEMESTER TOTAL								60	
LEVEL I SEMESTER II									
HLGS121	Public Sector Accounting	36	12	4	8	60	120	12	
HLGS122	Principles of Economics	36	12	4	8	60	120	12	
HLGS123	Environmental Health	36	12	4	8	60	120	12	
HUPD226	Development Theory	36	12	4	8	60	120	12	
AGCH 101	Gender, Culture Heritage Studies	36	7	-	8	69	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								120	
LEVEL II SEMESTER I									
HLGS211	Democracy and Human Rights	36	12	4	8	60	120	12	
HLGS212	Project Planning and Development	36	12	4	8	60	120	12	
HLGS213	Public Sector Auditing	36	12	4	8	60	120	12	
HLGS214	Local Governance Legislations	36	12	4	8	60	120	12	
HLGS215	Research Methods and Statistics	36	12	4	8	60	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								180	

LEVEL II SEMESTER II									
HLGS221	Local Government Finance	36	12	4	8	60	120	12	
HLGS222	Civic Society and Local Governance	36	12	4	8	60	120	12	
HLGS223	Public Policy Formulation and Analysis	36	12	4	8	60	120	12	
HLGS224	Local Governance and Land Management	36	12	10	12	50	120	12	
HLGS225	Human Resources Management	36	12	4	8	60	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								240	
LEVEL III									
HLGS301	Employer's Assessment	-	-	-	120	80	200	20	All Level 1 and 2 modules
HLGS302	Academic Supervisor's Assessment	-	-	-	5	495	500	50	All Level 1 and 2 modules
HLGS303	Student Innovation Report	-	-	-	-	500	500	50	All Level 1 and 2 modules
LEVEL TOTAL								120	
CUMULATIVE TOTAL								360	
LEVEL IV SEMESTER 1									
HLGS411	Administrative Law	36	12	4	8	60	120	12	
HLGS412	Disaster Management	36	12	4	8	60	120	12	
HLGS413	Public Sector Corporate Governance and Management	36	12	4	8	60	120	12	
HLGS414	Strategic Management	36	12	4	8	60	120	12	
HLGS415	Local Governance Ethics	36	12	4	8	60	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								420	
LEVEL IV SEMESTER 1I									
HLGS421	E-Governance Management Information System	36	12	4	8	60	120	12	

HLGS422	Housing in Theory and Practice	36	12	4	8	60	120	12	
HLGS423	Development Planning and Administration	36	12	4	8	60	120	12	
HLGS424	Research Project	10	24	-	24	182	240	24	
HLGS425	Programme Evaluation and Management	36	12	4	8	60	120	12	
SEMESTER TOTAL								72	
CUMULATIVE TOTAL								492	

10.5 Credit System

10.5.1 Each module is assigned credits that represent the total number of notional hours of learning that a student is expected to be engaged in for their particular module.

10.5.2 A single credit is equivalent to 10 notional hours of learning.

10.5.3 The notional hours of learning of each module are made up of contact and non-contact hours.

10.5.4 The contact hours include the lectures, practicals and tutorials.

10.5.5 Non-contact hours include the hours for assignment preparation and writing, tests, examinations and self-directed learning.

11. Module synopses

LEVEL 1 SEMESTER 1

HLGS111 INTRODUCTION TO PUBLIC ADMINISTRATION – 12 credits

The module seeks to introduce students to the practice and study of public administration and policy. It introduces students to the historical, normative and institutional context of public administration in both developed and developing countries.

HLGS112 PRINCIPLES OF LOCAL GOVERNMENT ADMINISTRATION – 12 credits

The module focus on the principles in the administration of local government. It will cover local government systems in Southern Africa considering their organogram in local authorities both urban and rural district council and their functions. Both elected and appointed officials' duties and responsibilities are spelt out.

HLGS113 LOCAL GOVERNANCE AND DEVELOPMENT – 12 credits

The module looks at the history of local government and highlighting the of laws reforms, contextualising local government in Zimbabwe and local government's development potential.

HLGS114 TRADITIONAL LEADERSHIP SYSTEMS AND LOCAL GOVERNANCE – 12 credits

The module examines local authorities and traditional leadership. It looks at the influence of local authorities on the selection, appointment, monitoring, succession issues and how they administrator local inhabitants. It focuses on the relationship between local and traditional authorities and trends in other countries in the region. Also the vision and mission behind traditional leadership will be captured.

ICCT101 INFORMATION TECHNOLOGIES AND COMMUNICATIONS – 12 credits

Effective communication helps students to communicate effectively in the academic realm, the work place and social life. They will learn and understand how to communicate, how others communicate and adjust to meet their needs simultaneously helping to improve relationships in general. It also inculcates awareness and understanding of fundamental concepts that can have a profound effect on life and success at the work place.

LEVEL 1 SEMESTER 2

HLGS121 PUBLIC SECTOR ACCOUNTING – 12 credits

This focus on how public sector organisation manage public funds. Its focus is on how they sustain themselves financially, their involvement in partnership with private and third sector organisations in an effort to manage their funds in a sustainable manner.

HLGS122 PRINCIPLES OF ECONOMICS - 12 credits

This module covers fundamental tools and application of concepts in economics. It focuses on markets as a mechanism for allocating scarce resources and also examines the foundation of economic theory and their subsequent effects to the rural populace. Micro and macro-economic issues shall be explained in relation to their manifestation in rural areas

HLGS123 ENVIRONMENTAL HEALTH – 12 credits

The module looks at all aspects of the national and built environment that affect human health. It also interrogates mother disciplines of environmental health such as environmental public health and environmental health and protection. The module endeavours to address all the physical, and biological factors extension to a person and all the factor which potentially affect health.

HUPD226 DEVELOPMENT THEORY – 12 credits

Development is a fundamental concept in socio-economic and political thought going back to enlightenment thinking with its concern for progress and an ideal society. A number of ideas for development have emerged which could hardly be separated from dominant practices and beliefs of their time. Therefore, this module critically examines different historical trends and key development theories which shape the development field. Development theories to be discussed range from modernization, neo-classical, dependency to more critical concerns emerging from post-development, feminist and post-structuralist thinking. By the end of this module students will be well exposed to key trends in development thinking across different historical periods. Students will be able to critically assess the strengths and weaknesses of different development

theories – this puts them in a position to understand the relevance or significance of these theories to urban planning and development.

ACGH101 GENDER, CULTURE AND HERITAGE STUDIES – 12 credits

The module exposes the learners to the country's cultural property, thus the tangible and intangible attributes of society, inherited from the past, maintained in the present and bestowed for social, economic and political advancement. Learners are introduced to the identification, preservation and safeguarding of Zimbabwean values (ubuntu/hunhu) and heritage in its diverse forms.

LEVEL 2 SEMESTER 1

HLGS211 DEMOCRACY AND HUMAN RIGHTS – 12 credits

The module deals with good governance and personal entitlements which people have regardless of creed, race, gender and nationality. The module will interrogate conceptualisation of democracy and human rights from Southern and Northern perspectives.

HLGS212 PROJECT PLANNING AND DEVELOPMENT – 12 credits

The thrust is local government project plans, their formulation, implementation, monitoring and evaluation and summative evaluation. It analyses project management techniques, role of project managers and their skills. It also looks at the methods of planning projects and programmes.

HLGS213 PUBLIC SECTOR AUDITING – 12 credits

This module entails modern auditing techniques, role of auditing, its attributes, communication of audit findings and recommendation, follow-up on audits reports and performance measurement and assessment. It also examines the enabling legislation of the supreme audit institutions.

HLGS214 LOCAL GOVERNANCE AND LEGISLATIONS – 12 credits

This focus on the rules and laws or the legal status and the role of local government in Southern African countries particularly Zimbabwe, supervision of local government, monitoring, assessment and recommendation for policy and law reform. It also looks at powers and responsibilities of local authorities according to the constitution.

HLGS215 RESEARCH METHODS AND STATISTICS – 12 credits

The module is designed to assist students to develop a deep understanding of methodological approaches which are relevant when conducting social science research. Areas to be covered in this module include but not limited to identification of research problem, literature review, assumption, hypothesis, research questions, sampling, data collection, quantitative methods, qualitative methods, descriptive statistics, inferential statistics and probability. The module will equip students with skills that enable them to gather, analyze, and interpret data, problem solving and decision making. The module will assist the basic knowledge of statistics as it relates to research in social science. However, the module will also highlight the uses and limitations of statistics in the society. The module will acquaint students with the analysis of contemporary issues through scientific logical deductions presentation in the social sciences. It will enable

students to understand some basic statistical theories and the importance of measures of central tendencies.

LEVEL 2 SEMESTER 2

HLGS221 LOCAL GOVERNMENT FINANCE – 12 credits

This focus on how local authorities finance their activities, the significance of various revenue sources and sources of funding of local authorities, main expenditure drivers and laws governance public sectors finances.

HLGS222 CIVIC SOCIETY AND LOCAL GOVERNANCE – 12 credits

This looks at the role of civic societies in steering socio-economic transformation in the SADC region, analysing historical trends and gazing into the future. It focus on history of local government and how civic societies have contributed to development. Opportunities and constraints on civic society – local government interactions will be highlighted

HLGS223 PUBLIC POLICY FORMULATION AND ANALYSIS – 12 credits

This explains the meaning of public policy, how they are made starting from the policy idea, formulation, appraisal, monitoring and evaluation and policy recommendations. This is done in the contexts of local government programmes and projects. Successes and failures of policies will be highlighted.

HLGS224 LOCAL GOVERNANCE AND LAND MANAGEMENT – 12 credits

This module will involve ensuring that Land use does not damage ecological processes or reduce biological diversity. Students should be able to apply the principles of ecologically sustainable development to council decision, prepare plans for land management, assess applications for land use, undertake research of the natural and built environment and implement strategies to minimise environmental pollution.

HLGS225 HUMAN RESOURCES MANAGEMENT – 12credits

The module discusses key historical events related to human resource, discipline, major challenges facing human resource management phenomenon, new developments in the field and foster a work environment which facilitates high employee performance.

LEVEL 3

HLGS301 EMPLOYER’S ASSESSMENT – 20 credits

The internship experience is designed to give students in Urban Planning Development the opportunity to put their theoretical debates into practice. The skills and ideas taught throughout the Urban Planning Development programme would be transformed in reality. Students would be attached in various organisations relevant to Urban Planning Development to transform the theory into practice. The rationale behind this is to produce students who are well acquainted with the working environments related to their study.

HLGS302 ACADEMIC SUPERVISOR'S ASSESSMENT – 50 credits

The internship experience is designed to give students in Urban Planning Development the opportunity to put their theoretical debates into practice. The skills and ideas taught throughout the Urban Planning Development programme would be transformed in reality. Students would be attached in various organisations relevant to Urban Planning Development to transform the theory into practice. The rationale behind this is to produce students who are well acquainted with the working environments related to their study.

HLGS303 STUDENT INNOVATION REPORT – 50 credits

Students will be assessed by the supervisor who produces a written report and this report should be quality assured by the head of department at work place. The overall assessment by the mentor and the head of the department in the organisation will contribute to final assessment of the student work place experience

LEVEL 4 SEMESTER 1**HLGS411 ADMINISTRATIVE LAW – 12 credits**

The module focuses on legislations for public development administration. It examines the principles statutes detailing local and central authority operations, powers and responsibilities. It explores the balance of power among local and central governments, hierarchy and specialisation among local governments and the nature of democracy including citizen influence of local law making through initiatives, referenda and visiting schemes and non-electoral participation.

HLGS412 DISASTER MANAGEMENT – 12 credits

In the context of local government, focus is on role of civil protection unit in identifying the types, cause and impacts of disaster in both developing and developed nation. The thrust is on the preparedness, mitigation measures, prevention and management of disaster.

HLGS413 PUBLIC SECTOR CORPORATE GOVERNANCE AND MANAGEMENT – 12 credits

In light of the global economic crisis much study in corporate governance has been concentrated on the activity of organisations deemed systematically important to the economy. Yet relatively little dismodule has been directed towards corporate governance in the public sector. The module takes students through the models of corporate government arrangements accountability, organisational structures and processes. Risk management and business continuity.

HLGS414 STRATEGIC MANAGEMENT – 12 credits

The thrust is on organisational management defining the vision and mission statement, aim and objectives, plan of Action. Implementation and continuous monitoring and evaluation periodically for organisations to meet intended goals. Remedial measures are key in meeting organisational purpose.

HLGS415 LOCAL GOVERNANCE ETHICS – 12 credits

This focus on rules and laws to be followed in governance for us to say there is ‘good’ governance or ‘bad’ governance. It looks at responsibility, accountability, altruism of the local authorities. More so, how to curb corruption in organisations and maintaining the code of conduct in combating corruption.

LEVEL 4 SEMESTER 2**HLGS421 E-GOVERNANCE MANAGEMENT INFORMATION SYSTEMS-12 credits**

The focus of E-Governance Management Information Systems is on the application of Information Communication Technologies (ICTs) to delivering government services, exchange of information, communication transactions, integration of various stand-alone systems and services between government-to-citizen (G2C), government-to-business (G2B), government-to-government (G2G), government-to-employees (G2E) as well as back office processes and interactions within the entire government framework.

HLGS422 HOUSING IN THEORY AND PRACTICE – 12 credits

This focus on human settlement in both rural and urban environment and approaches to rural and urban settlement provisions. Issues to do with resettlement before and after independence will be explored. In the context of urban housing, policies and models of housing provision exploring opportunities and constraints in developing nations will be highlighted.

HLGS423 DEVELOPMENT PLANNING AND ADMINISTRATION – 12 credits

This focus on Development Models and how they assist in planning. Evaluation of each model will be done in our quest to address development challenges affecting developing nations.

HLGS424 RESEARCH PROJECT - 24 credits

This is a double semester module (8 credits) where students undertake a research project by first identifying a local governance problem and then carry out research to arrive at rationale planning and development decisions and conclusions. The dissertation shall be of individual original work with the guidance of a Supervisor.

HLGS425 PROGRAMME EVALUATION AND MANAGEMENT – 12 credits

The focus of Programme Evaluation and Management is to provide students with the theoretical and practical basis for program evaluation. Students will develop basic skills in a variety of approaches to evaluation, including techniques that are particularly suitable for evaluating local government and socio-economic services programmes. Course learning will be synthesized through design of an evaluation framework and methodology for a relevant programme.

REGULATIONS FOR THE BACHELOR OF SCIENCE HONOURS DEGREE IN URBAN PLANNING AND DEVELOPMENT

1. PREAMBLE

- 1.1 These regulations should be read in conjunction with the Faculty Regulations and General Academic Regulations for Undergraduate Degree Programmes which have precedence over Departmental Regulations.
- 1.2 The student who has started a programme following one set of regulations will not be affected by regulations adopted subsequently unless agreed to in writing by the student.
- 1.3 The Senate has the authority to exempt a student from any of these regulations.

2. GENERAL DESCRIPTION OF THE PROGRAMME

- 2.1 These regulations should be read in conjunction with the Faculty Regulations and General Academic Regulations for Undergraduate Degree Programmes which have precedence over Departmental Regulations.
- 2.2 The student who has started a programme following one set of regulations will not be affected by regulations adopted subsequently unless agreed to in writing by the student.
- 2.3 The Senate has the authority to exempt a student from any of these regulations.

3. OBJECTIVES

- 3.1 To equip students with the problem solving skills required in the planning and development of towns and cities.
- 3.2 To provide knowledge about the various roles and responsibilities of urban professionals in as far as tackling the contemporary urban ills is concerned.

4. EXPECTED LEARNING OUTCOMES

The degree programme is designed to produce urban planning and development professionals who are competent in plan designing, surveying, urban morphology studies, development planning, environmental design, geographic information systems and remote sensing applications, environmental planning, land use planning, infrastructural planning, housing, property valuation, financing urban development, building economics, transport planning, monitoring and evaluation methods, project planning and management.

5. CAREER PROSPECTS

After studying this degree, graduates should have competences in urban and regional planning, surveying, design and development, as well as fields such as transport planning and traffic management, building economics, project planning & management, and property valuation & management. Employment opportunities exist in both central and local government, transport organisations, construction industries, private planning consultancies, private land developers and environmental organisations.

6. ENTRY REQUIREMENTS

6.1 Normal Entry

6.1.1 At least five (5) 'O' levels including English Language and Mathematics with Grade C or better.

6.1.2 At least two (2) Advanced level passes in Arts, Humanities or Commercials.

6.2 Special Entry

A candidate who does not meet normal entry requirements may, subject to the approval of the Senate, be admitted into a programme provided the candidate has either a relevant national certificate or diploma. Any additional qualifications and work experience may be an added advantage. In special circumstances, the Department reserves the right to carryout selection interviews.

6.3 Mature Entry

Shall be obtained by applicants who have five (5) 'O' levels including English Language and Mathematics and have a demonstrable work experience during the last five years before the academic year in which admission is sought, and aged 25 years and above. They may be required to attend an interview to assess their suitability for University education..

7. ASSESSMENT

7.1 Normally, assessment of each module shall be based on continuous assessment as well as formal examinations. Continuous assessment shall contribute 30% and the end of semester examination shall contribute 70% of the final mark.

7.2 Marks for research projects will be awarded based on two independent markers. The first marker shall be the supervisor of the research project and their mark shall contribute 50% of the marks, the second marker shall be another lecturer from the department and their mark will contribute the remaining 50%.

8. PROVISIONS FOR PROGRESSION

8.1 Students proceed automatically from semester one to semester two at each level with the exception of special cases which would have been approved by Senate e.g. cases of students applying for deferment of studies.

8.2 Each Scheme of Examinations shall indicate which modules must be passed before a candidate may be allowed to proceed to a subsequent level of the programme or portion thereof.

8.3 Normally, a student shall not be allowed **to proceed** in a subject without having passed the previous formal examination(s) in that subject and having satisfied the entire prerequisites for proceeding in that subject as may be specified in the School Regulations.

- 8.4 A student who passes sufficiently well in one level in aggregate may be permitted to proceed to a subsequent level carrying a failed module(s) subject to the provisions of the School Regulations.

9. DEGREE CLASSIFICATION AND WEIGHTING

- 9.1 The degree shall be classified using the average marks from modules at Level I, II, III and IV, the overall mark being the weighted average.

- 9.2 The following Grading and Classification System shall be adopted for all Modules:

75% and above	1	(First Class)
65%-74%	2.1	(Upper Second Class)
60%-64%	2.2	(Lower Second Class)
50%-59%	3	(Pass)
40%-49%	Fail	(Supplementable)
39% and below	Fail	

10. STRUCTURE OF THE PROGRAMME

10.1 Duration

The normal duration of the BSc Honours Degree in Urban Planning Development shall be four (4) years.

10.2 Degree Structure

- 10.2.1 A programme shall run for at least eight (8) semesters.

- 10.2.2 The programme shall consist of a minimum of 34 modules and a research project which is equivalent to twenty-four (24) credits.

- 10.2.2.1 At Level I, a candidate shall register for a minimum of ten (10) modules.
- 10.2.2.2 At Level II, a candidate shall register for at least twelve (12) modules.
- 10.2.2.3 At Level III, a candidate shall register for three (3) modules and is required to spend a minimum of ten (10) months on work related learning experience.
- 10.2.2.4 At Level IV, a student shall register for a minimum of ten (10) modules.

- 10.2.3 A module in a programme shall be taught per semester in accordance with contact hours indicated in Table 10.4.

10.3 Work Related Learning

- 10.3.1 At Level III, a candidate shall be on Work Related Learning at any private or public institution where theory is applied into practice which is equivalent to six modules.

10.3.2 Block Release/ Parallel Students who are employed in the relevant sector and with at least two (2) years' experience may apply to the School to have the Work Related Learning Level run concurrently with Level IV.

10.4 Modules

CODE	MODULE DESCRIPTION	CONTACT TIME				NON-CONTACT TIME	NOTIONAL HOURS	CREDITS	PRERE-QUISITE
		Lecture s	Tutorials	Field Trips	Demon- strations				
LEVEL 1 SEMESTER I									
HUPD111	Introduction to Planning and Development	36	12	4	8	60	120	12	
HUPD112	Quantitative Techniques	36	12	10	12	50	120	12	
HUPD113	Plan Design I	36	12	10	12	50	120	12	
HUPD114	Urban Morphology	36	12	4	8	60	120	12	
ICCT101	Information Technology and Communication	36	10	-	6	68	120	12	
SEMESTER TOTAL								60	
LEVEL I SEMESTER II									
HUPD121	Principles of Economics	36	12	4	8	60	120	12	
HUPD122	Design Elements and Principles	36	12	10	12	50	120	12	
HUPD123	Principles and Applications of GIS	36	12	10	12	50	120	12	
HUPD124	Plan Design II	36	12	10	12	50	120	12	
AGCH101	Gender Culture and Heritage Studies	36	12	-	8	64	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								120	
LEVEL II SEMESTER I									
HUPD211	Planning Theory	36	12	4	8	60	120	12	
HUPD212	Plan Design III	36	12	10	12	50	120	12	
HUPD213	Planning Techniques and Research Methods	36	12	10	12	50	120	12	
HUPD214	Environmental Systems and Planning	36	12	4	8	60	120	12	
HUPD215	Principles and	36	12	10	12	50	120	12	

	Applications of Remote Sensing								
HUPD216	Principles of Planning Law	36	12	10	12	50	120	12	
SEMESTER TOTAL								72	
CUMULATIVE TOTAL								192	
LEVEL II SEMESTER II									
HUPD221	Planning Law Practice	36	12	4	8	60	120	12	
HUPD222	Plan Design IV	36	12	10	12	50	120	12	
HUPD223	Urban Poverty and Livelihoods	36	12	4	8	60	120	12	
HUPD224	Property Valuation	36	12	4	8	60	120	12	
HUPD225	Regional Economic Theory	36	12	4	8	60	120	12	
HUPD226	Development Theory	36	12	10	12	50	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								252	
LEVEL III									
HUPD301	Employer's Assessment	-	-	-	120	80	200	20	All Level 1 and 2 modules
HUPD302	Academic Supervisor's Assessment	-	-	-	5	495	500	50	All Level 1 and 2 modules
HUPD303	Student Innovation Report	-	-	-	-	500	500	50	All Level 1 and 2 modules
LEVEL TOTAL								120	
CUMULATIVE TOTAL								312	
LEVEL IV SEMESTER I									
HUPD411	Regional Planning Methods and Techniques	60	120	60	120	60	120	60	
HUPD412	Housing in Theory and Practice	60	120	60	120	60	120	60	
HUPD413	Culture & Professional Planning Practice	60	120	60	120	60	120	60	
HUPD414	Infrastructure Planning	36	12	10	12	50	120	12	
Optional Modules									
A student may choose any one (1) module from the following:									

HUPD415	Transport Planning I	36	12	10	12	50	120	12	
HUPD416	Building Economics I	36	12	10	12	50	120	12	
HUPD417	Project Planning and Management	36	12	10	12	50	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								432	
LEVEL IV SEMESTER 1I									
HUPD421	Property Management	36	12	10	12	50	120	12	
HUPD422	Urban Policy and Governance	36	12	4	8	60	120	12	
HUPD423	Development Planning	36	12	4	8	60	120	12	
HUPD424	Research Project	10	24	-	24	182	240	24	
Optional Modules									
A student may choose any one (1) module from the following:									
HUPD425	Building Economics II	36	12	10	12	50	120	12	
HUPD426	Transport Planning II	36	12	10	12	50	120	12	
HUPD427	Monitoring and Evaluation Methods	36	12	10	12	50	120	12	
SEMESTER TOTAL								72	
CUMULATIVE TOTAL								504	

10.5 Credit System

10.5.1 Each module is assigned credits that represent the total number of notional hours of learning that a student is expected to be engaged in for their particular module.

10.5.2 A single credit is equivalent to 10 notional hours of learning.

10.5.3 The notional hours of learning of each module are made up of contact and non-contact hours.

10.5.4 The contact hours include the lectures, practicals and tutorials.

10.5.5 Non-contact hours include the hours for assignment preparation and writing, tests, examinations and self-directed learning.

MODULE SYNOPSES

LEVEL 1 SEMESTER 1

HUPD111 INTRODUCTION TO PLANNING AND DEVELOPMENT– 12 credits

This module introduces students to the issues, concepts and the broader perspective of the field of planning. Students taking this module will appreciate the challenges and complexities faced in the field of planning and possible strategies that can be adopted to address these challenges. In addition, students are equipped with the decision making skills in as far as addressing urban planning challenges are concerned with the major goal being to successfully and professionally practice urban planning and development

HUPD122 QUANTITATIVE TECHNIQUES – 12 credits

The module emphasise the logical use of quantitative techniques in urban planning with a clear focus on calculation, application, and interpretation of calculus, statistics and quantitative models. Topics include association, variation, probability, sampling, regression, and models for population forecasting.

HUPD113 PLAN DESIGN I – 12 credits

A practical introduction to the purpose of architectural designs and drawings. An appreciation of site layout planning, two to three dimensional drawings and their uses. The relationship between scale and degree of details, lettering, hatching, shading and colour detailing and their meanings

HUPD114 URBAN MORPHOLOGY – 12 credits

The module covers aspects of historical, geographical, demographical, and regional evolution of urban areas. Topics include: settlement patterns, urban grids and forms, industrialization, reform movements, geographical diversity, urban culture, local building techniques and materials. Basic concepts of urban morphology and their relationships to the contemporary urban context will be explored.

ICCT101 INFORMATION TECHNOLOGIES AND COMMUNICATION – 12 credits

Effective communication helps students to communicate effectively in the academic realm, the work place and social life. They will learn and understand how to communicate, how others communicate and adjust to meet their needs simultaneously helping to improve relationships in general. It also inculcates awareness and understanding of fundamental concepts that can have a profound effect on life and success at the work place.

LEVEL 1 SEMESTER 2

HUPD121 PRINCIPLES OF ECONOMICS – 12 credits

This module 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

system, Factors Prices, Pricing and Production Certainty and uncertainty in Economic Theory, Markets and Economic Decision Making. The course also seeks to introduce students on how economic aggregates such as national income, investment, savings, taxation, imports, government expenditure, fiscal and monetary policies/employment and inflation are related to micro-economic behaviour. Emphasis is put on the definition; measurement and inter-linkages of these.

HUPD122 DESIGN ELEMENTS AND PRINCIPLES – 12 credits

The module covers the planning and design of towns and urban centers which are in turn characterized by the use of spaces. Central areas have common features in various sizes and proportions and each central area is affected by systems of roads and the location of intense land use and value. Different activities in central areas tend to be grouped together in varying magnitudes within certain streets and districts. Thus the module will mainly focus on issues to do with site planning. It is also important for students to understand the relative significance of these land uses and their relationship to each other before further development of the environment is implemented. In addition, students will become familiar with the principles and standards that govern the preparation and design of development plans for urban settlement use.

HUPD123 PRINCIPLES AND APPLICATIONS OF GIS- 12 credits

Geographical Information Systems (GIS) is now an important tool that supports urban planning decision. GIS can input, manipulate, analyse, model, and display geographically referenced (spatial) data. This module introduces basic principles, concepts, technologies and applications of GIS in urban planning. The content of the module includes coordinate systems, geo-referencing, digitizing and spatial analysis for urban planning.

HUPD124 PLAN DESIGN II – 12 credits

This practical course which builds on HUPD111 Plan Design I is to equip students with site layout plan design and how urban real property is conceived and designed to cater for various property functions. Of particular emphasis is the models of site planning, layout design manual for Zimbabwe all embraced in the best standards in town planning. The essential skills of layout reporting are engrained for new property development, subdivisions and consolidations.

ACGH101 GENDER, CULTURE AND HERITAGE STUDIES – 12 credits

The module exposes the learners to the country's cultural property, thus the tangible and intangible attributes of society, inherited from the past, maintained in the present and bestowed for social, economic and political advancement. Learners are introduced to the identification, preservation and safeguarding of Zimbabwean values (ubuntu/hunhu) and heritage in its diverse forms.

LEVEL 2 SEMESTER 1

HUPD211 PLANNING THEORY – 12 credits

The module gives an overview of the history of urban form and describes different forces behind urban development in different times; characterize and explain contemporary urban patterns from a historical perspective; describe and explain dominating modern ideals in planning theory and explain differences and similarities between them. The module further examines contemporary urban planning and development case, identify, describe and compare central actors in the planning process, and their incentives and relation to other actors; with a starting point in a contemporary urban planning case, as well as through the use of former knowledge about planning legislation.

HUPD212 PLAN DESIGN III – 12 credits

This practical module equips skills in designing commercial property layout for various commercial use groups with a strong bias towards the designing of shopping malls and ancillary facilities. Both two and three dimensional designs will be practiced.

HUPD213 PLANNING TECHNIQUES AND RESEARCH METHODS – 12 credits

The module survey of the planning techniques, methods, and analytical techniques used in planning public actions and policies, with emphasis on the logic and assumptions upon which these are based. Various planning surveys and methods particularly those which assist in goal identification/formulation, objectives setting, alternative actions and monitoring and evaluation of planning challenges.

HUPD214 ENVIRONMENTAL SYSTEMS AND PLANNING – 12 credits

Knowledge of environmental systems is fundamental in understanding the relationship between the bio-physical and socio-economic systems. The socio-economic activities such as land use planning are greatly influenced by the bio-physical systems. At the same time socio-economic activities are exerting pressure on the bio-physical environment resulting in many environmental problems such as climate change, loss of biodiversity and fresh water scarcity. Environmental planning is important in minimizing the adverse effects of human activities on the natural environment i.e. achievement of sustainability at various scales. The content of the module include environmental management principles, global environment problems such as climate change, ecological sensitive urban planning and Environmental Impact Assessment (EIA).

HUPD215 PRINCIPLES AND APPLICATIONS OF REMOTE SENSING- 12 credits

Remote Sensing or Earth Observation is one of the main Geographical Information Systems (GIS) data sources. The module provides an introduction to principles, concepts and techniques of Remote Sensing, and the characteristics of remotely sensed data, their collection, processing, and display. The content of the module include an introduction to remote sensing platforms and sensors, basic image pre-processing, interpretation of aerial photographs, photogrammetry and application of Remote Sensing to Town Planning.

HUPD216 PRINCIPLES OF PLANNING LAW

The purpose of the course is to introduce the students to the concepts of law and its origins, purpose and importance. The module will examine the sources of law. The court hierarchy and the role of courts will also be assessed as well as planning appeals.

LEVEL 2 SEMESTER 2

HUPD221 PLANNING LAW PRACTICE – 12 credits

This module explores the principal legislation and institutions that regulate regional town and county planning in Zimbabwe. Examining the utility of Regional Town and Country Planning Act which is the planning legislation used to control development in Zimbabwe; and other allied acts which influence development control.

HUPD222 PLAN DESIGN 1V – 12 credits

This module caps all practical Plan Design modules by considering architectural designs for buildings in both two and three dimensional plans with special emphasis on the key elements and essentials for functioning buildings. Plan interpretation and specifications for plan implementation are discussed to allow students the ability to harness the diverse character of buildings.

HUPD223 URBAN POVERTY AND LIVELIHOODS – 12 credits

This module intends to help students gain a comprehensive understanding of poverty and livelihoods in an urban context. To this end, the module critically discusses different definitions and theories (causes) of poverty, poverty traps and profiles as well as methods of analysing and measuring poverty. The module also explores the sustainable livelihoods approach, different approaches and tools for livelihoods analysis, and how the sustainable livelihoods framework can be used as a tool for designing, monitoring and evaluating urban poverty alleviation policies and programmes. This module ends by giving students an opportunity to debate the effectiveness of contemporary urban poverty reduction or livelihood security interventions.

HUPD224 PROPERTY VALUATION – 12 credits

The module introduces aspects of real estate economics, law and property development as precursor understanding for property valuation. It then considers property valuation, reasons for valuation, methods of valuation (comparative, residual valuation, contractors' method investment method), and factors affecting property values. Discussions on real property rights/interests and the effect on property values and management. The module further examines mathematics of valuation, compound interest, present worth (uniform series, dual rate), term and reversionary valuations, Annual sinking fund, capital recovery [annuity \$1 will purchase], application of mathematics of valuation to practical valuation of properties.

HUPD225 REGIONAL ECONOMIC THEORY – 12 credits

The module introduces students to the dynamics of spatial development in the framework of regional economics. Furthermore the relationships of regions are explored and how these apply to the contexts of sectoral development, trade and processes of globalization

HUPD226 DEVELOPMENT THEORY – 12 credits

Development is a fundamental concept in socio-economic and political thought going back to enlightenment thinking with its concern for progress and an ideal society. A number of ideas for development have emerged which could hardly be separated from dominant practices and beliefs of their time. Therefore, this module critically examines different historical trends and key development theories which shape the development field. Development theories to be discussed range from modernization, neo-classical, dependency to more critical concerns emerging from post-development, feminist and post-structuralist thinking. By the end of this module students will be well exposed to key trends in development thinking across different historical periods. Students will be able to critically assess the strengths and weaknesses of different development theories – this puts them in a position to understand the relevance or significance of these theories to urban planning and development.

LEVEL 3

HUPD301 EMPLOYER’S ASSESSMENT -20 credits

The internship experience is designed to give students in Urban Planning Development the opportunity to put their theoretical debates into practice. The skills and ideas taught throughout the Urban Planning Development programme would be transformed in reality. Students would be attached in various organisations relevant to Urban Planning Development to transform the theory into practice. The rationale behind this is to produce students who are well acquainted with the working environments related to their study.

HUPD302 ACADEMIC SUPERVISOR’S ASSESSMENT – 50 credits

The internship experience is designed to give students in Urban Planning Development the opportunity to put their theoretical debates into practice. The skills and ideas taught throughout the Urban Planning Development programme would be transformed in reality. Students would be attached in various organisations relevant to Urban Planning Development to transform the theory into practice. The rationale behind this is to produce students who are well acquainted with the working environments related to their study.

HUPD 303 STUDENT INNOVATION REPORT – 50 credits

Students will be assessed by the supervisor who produces a written report and this report should be quality assured by the head of department at work place. The overall assessment by the mentor and the head of the department in the organisation will contribute to final assessment of the student work place experience

LEVEL 4 SEMESTER 1

HUPD411 REGIONAL PLANNING METHODS AND TECHNIQUES – 12 credits

This module groups basic techniques for regional planning into three categories. The first focuses on techniques which characterize urban and regional spatial structure such as density profile, accessibility, and spatial interaction. The second category contains population forecasting techniques, with a focus on extrapolation, symptomatic approaches, and cohort-component models. The third category deals with analysis of regional economic structure and

dynamics. Three major techniques to be studied are Location Quotient, Shift-Share Analysis and Input-Output Modeling.

HUPD412 HOUSING IN THEORY AND PRACTICE – 12 credits

This module provides understanding of social policy and the wider context within which housing organisations operate. The module places particular focus on the role of housing development and its policy context in shaping the social and physical fabric of the contemporary city. The module further examines a range of housing and planning policy approaches, theories and their interaction. The module posits the urban planner as the critical professional in housing challenges in Zimbabwe by revisiting the perennial housing question [cases from pre and post independent Zimbabwe], housing for the poor, housing standards, Housing Standards Control Act, Development permits, reacting to housing problems in the urban environment, and housing financing models. Emphasis is made to developing alternative housing delivery systems which can curb the national housing backlog and ensure serviced housing developments. Underlying the module is the cascading role and fluidity of power and class in shaping housing policy in Zimbabwe.

HUPD413 CULTURE & PROFESSIONAL PLANNING PRACTICE – 12 credits

This module equips students with a critiquing mind of planning practice with regards to its applicability within the Zimbabwe planning context thereby teaching them to tackle topical issues in planning in the context of African culture and identity in planning operations. In addition, students will get an understanding of the office environment in planning and be able to differentiate the planning profession from other professions. The module also covers the relationships that exist between the state and planning and how planners fuse with other professions in practice.

HUPD414 INFRASTRUCTURE PLANNING – 12 credits

This module leads to the deeper understanding of planning and the provision of social and physical infrastructure in an urban setting, including transportation, water and sewerage, energy, as well as schools, health, and communication services. Students will acquire skills in analysis of supply and demand in transport and water infrastructure. The course also explores critical assessment of governance aspects including private and public provision of infrastructure.

OPTIONAL MODULES

HUPD415 TRANSPORT PLANNING 1 – 12 credits

The module examines transport economics particularly on how economic theories are used to determine transport service provision for both public and private passenger and freight transport. Further the module examines costing and pricing in transport as key techniques of managing transport operations. Transport policy issues are mainstreamed particularly the regulation/deregulation regimes in Zimbabwe and how they promote or curtail transport service development.

HUPD416 BUILDING ECONOMICS 1 – 12 credits

The module covers aspects of the construction industry, professionals in construction, construction law, and the construction process. The module further examines the preparation of quantities of building materials and their presentation. Aspects of contract for building projects are discussed and the various methods of delivering construction projects.

HUPD417 PROJECT PLANNING AND MANAGEMENT – 12 credits

This module equips students with project planning and management knowledge and skills right away from project conception to its termination. It covers an array of project planning and management concepts, methods and tools. At the end of the module students should have an in-depth understanding of the project life cycle, able to identify socio-economic problems in urban communities and propose solutions or project(s) to the problems, and able to develop or write a fundable project proposal as well as project progress and termination reports.

LEVEL 4 SEMESTER 2**HUPD421 PROPERTY MANAGEMENT – 12 credits**

This module gives an overview to Property Management principles. Students will acquire knowledge concerning the basics of property management, the benefits to clients, key elements of leases, residential leasing and commercial leasing. In addition, the course also explores property inspection and report writing; tenant selection; handling property maintenance works; handling property insurance policies; rates and other charges; and arbitration- rent board and its functions.

HUPD422 URBAN POLICY AND GOVERNANCE – 12 credits

This module examines policy making in public and non-profit organizations. Students learn the major elements of the policy making process: defining problems, developing alternative policies, evaluating alternatives, policy implementation, and evaluating policy outcomes. The focus is on policy making at the local and state level. Substantive policy areas covered in the module include: welfare, urban economic development, environmental and land use policy, housing policy, and health policy. The module is intended to provide the theoretical and analytical basis for interventions programs in Zimbabwe.

HUPD423 DEVELOPMENT PLANNING – 12 credits

The module focuses on the role of theory in planning research and practice. It is a critical analysis of the development of regional planning in terms of the evolution of theory and practice, the associated developments of spatial theory and analysis of the influence of the societal context on the evolution of regional planning doctrine and spatial theory. It explores the critical role of development planning in the African context as critical ingredient of curtailing poverty and unlocking socio-economic potential of regions.

HUPD424 RESEARCH PROJECT – 24 credits

This is a double semester module (8 credits) where students undertake a research project by first identifying a planning problem and then carry out research to arrive at rationale planning

decisions and conclusions. The dissertation shall be of individual original work with the guidance of a Supervisor.

OPTIONAL MODULES

HUPD425 BUILDING ECONOMICS II – 12 credits

The module examines costs estimation with emphasis on concepts and techniques of pricing, forecasting and estimating cost of materials, engineering, construction and service operations, equipment, projects and systems; preliminary, detailed procedures using qualitative, quantitative and computer methods. The module further considers building services and aspects of project management in the construction industry.

HUPD426 TRANSPORT PLANNING II – 12 credits

The module builds on HUPD406 Transport Planning I by further examining operational elements of transport including logistics and supply chain management, warehousing, road freight operations, public passenger transport and documentation requirements for successful domestic and international transport operations. The module gives an overview of transport needs of rural areas. The module caps by examining traffic management system and the environment particularly issues of road accidents and safety.

HUPD427 MONITORING AND EVALUATION METHODS – 12 credits

This module covers the M&E components of projects and programmes. A focus will be on principles of evaluation science, clarificatory evaluation, process evaluation, impact evaluation and comprehensive evaluation. The module also emphasizes on key issues of data collection, analysis and evaluation reporting.

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

REGULATIONS FOR THE BACHELOR OF SCIENCE HONOURS DEGREE IN HUMAN RESOURCE MANAGEMENT

1. PREAMBLE

These regulations should be read in conjunction with the Faculty Regulations and General Academic Regulations for Undergraduate Degree Programmes, which have precedence over Departmental Regulations.

2. GENERAL DESCRIPTION OF THE PROGRAMME

In an increasingly knowledge-based economy, an organisation's success is dependent on the quality and performance of its employees. People need to be recruited, trained, developed, paid and motivated to perform effectively, and human resource specialists have the capabilities to make this happen. This four year degree programme provides a specialist education in Human Resource Management, leading to a comprehensive understanding of its strategic and operational roles. In addition to the focus on Human Resource Management knowledge and skills, the course provides a broad-based business management education. Students will gain a thorough understanding of human resources within a business environment both nationally and internationally. They will also develop key skills in analysis, communication, leadership and decision-making, as well as personal skills and flexibility. All in all, this programme creates HR professionals who can assist their organisations achieve a competitive advantage in a dynamic global environment.

3. OBJECTIVES

- 3.1 To help students understand theory, concepts and methods pertaining to the various aspects of Human Resource Management
- 3.2 To help students understand the critical role of functional and cross-functional responsibilities in Human Resource Management
- 3.3 To help students appreciate the relationship between business operations and Human Resource Management.
- 3.4 To develop a range of professional and managerial approaches for linking Human Resource Management and strategic objectives in both for profit and non- profit organisations.

4. EXPECTED LEARNING OUTCOMES

Students who complete the Human Resource Management/ Industrial Relations major should demonstrate competency in:

- 4.1 Application of knowledge with critical thinking skills: Students should be able to use critical thinking to evaluate and interpret evidence, and apply Human Resource Management/Industrial Relations concepts, theories and research findings to individual, organisational and labour issues.
- 4.2 Application of research methods with values and integrity: Students should be able to apply basic research methods in Human Resource Management /Industrial Relations with sensitivity to ethical principles.
- 4.3 Communication skills; Students should be able to demonstrate effective communication skills following professional practices in Human Resource Management/ Industrial Relations appropriate to purpose and context.
- 4.4 Awareness of sociocultural diversity and societal in equality: Students should be able to understand the complexity of sociocultural diversity and societal inequality in the inquiry and analysis of Human Resource Management/Industrial Relations issues.
- 4.5 Research: Students should be able to demonstrate effective writing conventions by using APA style effectively in empirically based reports, literature reviews and theoretical papers.

5. CAREER PROSPECTS

- 5.1 Human Resource Managers
- 5.2 Industrial Relations Officers
- 5.3 Administrative Officers
- 5.4 Public Service Officers
- 5.5 Consultancy
- 5.6 Academia
- 5.7 Trade Unions
- 5.8 NGOs

6. ENTRY REQUIREMENTS

6.1 Normal Entry

- 6.1.1 At least five (5) 'O' levels including English Language with Grade C or better.
- 6.1.2 At least two (2) Advanced level passes in Arts, Humanities or Commercials.

6.2 Special Entry

A candidate who does not meet normal entry requirements may, subject to the approval of the Senate, be admitted into a programme provided the candidate has either a relevant national certificate or diploma. Any additional qualifications and work experience may be an added advantage. In special circumstances, the Department reserves the right to carryout selection interviews.

6.3 **Mature Entry**

Shall be obtained by applicants who have five (5) 'O' levels including English Language and have a demonstrable work experience during the last five years before the academic year in which admission is sought, and aged 25 years and above. They may be required to attend an interview to assess their suitability for University education.

7. **ASSESSMENT**

7.1 Normally, assessment of each module shall be based on continuous assessment as well as formal examinations. Continuous assessment shall contribute 30% and the end of semester examination shall contribute 70% of the final mark.

7.2 The research project must be completed and submitted for examination by end of the semester. Usually the research project submission date will be announced by the department before the start of the examination. The project will be marked by one lecturer after which a second opinion will be sought from another lecturer in the department in line with the general academic regulations. The final mark will be an average of the two marks.

8. **PROVISIONS FOR PROGRESSION**

8.1 Students proceed automatically from semester one to semester two at each level with the exception of special cases which would have been approved by Senate e.g. cases of students applying for deferment of studies.

8.2 Each Scheme of Examinations shall indicate which modules must be passed before a candidate may be allowed to proceed to a subsequent level of the programme or portion thereof.

8.3 Normally, a student shall not be allowed **to proceed** in a subject without having passed the previous formal examination(s) in that subject and having satisfied the entire prerequisites for proceeding in that subject as may be specified in the School Regulations.

8.4 A student who passes sufficiently well in one level in aggregate may be permitted to proceed to a subsequent level carrying a failed module(s) subject to the provisions of the School Regulations.

9. **DEGREE CLASSIFICATION AND WEIGHTING**

9.1 The degree shall be classified using the average marks from modules at Level I, II, III and IV, the overall mark being the weighted average.

9.2 The following Grading and Classification System shall be adopted for all Modules:

75% and above	1	(First Class)
65%- 74%	2.1	(Upper Second Class)
60%-64%	2.2	(Lower Second Class)

50%-59%	3	(Pass)
40%-49%	Fail	(Supplementable)
39% and below	Fail	

10. STRUCTURE OF THE PROGRAMME

10.1 Duration

The normal duration of the BSc Honours Degree in Human Resource Management shall be four (4) years.

10.2 Degree Structure

10.2.1 A programme shall run for at least eight (8) semesters.

10.2.2 The programme shall consist of a minimum of thirty-two (32) modules and a research project which is equivalent to twenty (24) credits.

10.2.2.1 At Level I, a candidate shall register for a minimum of ten (10) modules.

10.2.2.2 At Level II, a candidate shall register for at least ten (10) modules.

10.2.2.3 At Level III, a candidate shall register for three (3) modules and is required to spend a minimum of ten (10) months on work related learning experience.

10.2.2.4 At Level IV, a student shall register for a minimum of ten (10) modules.

10.2.3 A module in a programme shall be taught per semester in accordance with contact hours indicated in Table 10.4.

10.3 Work Related Learning

10.3.1 At Level III, a candidate shall be on Work Related Learning at any private or public institution where theory is applied into practice which is equivalent to six modules.

10.3.2 Block Release/ Parallel Students who are employed in the relevant sector and with at least two (2) years' experience may apply to the School to have the Work Related Learning Level run concurrently with Level IV.

10.4 Modules

CODE	MODULE DESCRIPTION	CONTACT TIME				NON-CON-TACT TIME	NOTIO-NAL HOURS	CREDITS	PRERE-QUISITE
		Lectures	Tutorials	Field Trips	Demon-strations				
	LEVEL 1 SEMESTER 1								
HHRM111	Human Resource Management I	36	12	4	8	40	100	12	
HHRM112	Principles of	36	12	4	8	40	100	12	

	Accounting								
HHRM113	Industrial Relations	36	12	4	8	40	100	12	
HHRM 114	Introduction to Psychology	36	12	4	8	40	100	12	
ICCT 101	Information Technologies and Communication	36	12	4	6	8	60	12	
SEMESTER TOTAL								60	
LEVEL 1 SEMESTER 11									
HHRM121	Human Resource Management II	36	12	4	8	40	100	12	
HHRM122	Principles of Management	36	12	4	8	40	100	12	
HHRM123	Principles of Economics	36	12	4	8	40	100	12	
HHRM124	Occupational Health and Safety Management	36	12	10	12	30	100	12	
AGCH 101	African Philosophy, Gender , Culture & Heritage	21	6	-	6	17	50	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								120	
LEVEL II SEMESTER 1									
HHRM211	Reward Management	36	12	10	12	30	100	12	
HHRM212	Training and Development	36	12	4	8	40	100	12	
HHRM213	Production and Operations Management	36	12	4	8	40	100	12	
RMS101	Introduction to Research Methods and Statistics	36	12	4	8	40	100	12	
Optional Modules									
A student may choose any one (1) module from the following:									
HHRM213	Business Law	36	12	4	8	40	100	12	
HHRM214	Public Relations	36	12	4	8	40	100	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								180	
LEVEL II SEMESTER II									
HHRM221	Organisational Behaviour	36	12	4	8	40	100	12	
HHRM222	Labour Law	36	12	4	8	40	100	12	
HHRM223	Human Resource Information Systems	36	12	4	8	40	100	12	
HHRM224	Managing Change	36	12	4	8	40	100	12	
Optional Modules									

A student may choose any one (1) module from the following:									
HHRM225	Personnel Management	36	12	4	8	40	100	12	
HHRM226	Labour Economics	36	12	4	8	40	100	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								240	
LEVEL 3									
HHRM301	Employer's Assessment	-	-	-	120	80	200	20	All Level 1 and 2 modules
HHRM302	Academic Supervisor's Assessment	-	-	-	5	495	500	50	All Level 1 and 2 modules
HHRM303	Student's Innovation Report	-	-	-	-	500	500	50	All Level 1 and 2 modules
LEVEL TOTAL								120	
CUMULATIVE TOTAL								360	
LEVEL IV SEMESTER I									
HHRM411	Employee Resourcing	36	12	4	8	40	100	12	
HHRM412	Entrepreneurship	36	12	4	8	40	100	12	
HHRM413	Strategic Management	36	12	4	8	40	100	12	
HHRM414	Comparative Industrial Relations	36	12	4	8	40	100	12	
Optional Modules									
A student may choose any one (1) module from the following:									
HHRM415	Management of Non-Profit Organisations	36	12	4	8	40	100	12	
HHRM416	Industrial Psychology	36	12	4	8	40	100	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								420	
LEVEL IV SEMESTER II									
HHRM421	Research Project	10	24	-	24	142	200	24	
HHRM422	Corporate Governance	36	12	4	8	40	100	12	
HHRM423	Strategic Human Resource Management	36	12	4	8	40	100	12	
HHRM 424	Human Resource Analytics	36	12	4	8	40	100	12	
Optional Modules									
A student may choose any one (1) module from the following:									
HHRM425	Marketing Management	36	12	4	8	40	100	12	

HHRM426	Management Information Systems	36	12	4	8	40	100	12	
HHRM427	Business Ethics and Customer Care	36	12	4	8	40	100	12	
SEMESTER TOTAL								72	
CUMULATIVE TOTAL								492	

10.5 Credit System

10.5.1 Each module is assigned credits that represent the total number of notional hours of learning that a student is expected to be engaged in for their particular module.

10.5.2 A single credit is equivalent to 10 notional hours of learning.

10.5.3 The notional hours of learning of each module are made up of contact and non-contact hours.

10.5.4 The contact hours include the lectures, practicals and tutorials.

10.5.5 Non-contact hours include the hours for assignment preparation and writing, tests, examinations and self-directed learning.

MODULE SYNOPSIS

LEVEL 1 SEMESTER 1

HHRM111 PRINCIPLES OF ACCOUNTING

This module is designed to provide students with an understanding of essentials of fundamental accounting such as: definition of accounting, accounting concepts and principles, measuring and recording of business transactions, adjusting entries, completing the accounting cycle, depreciation, inventories, managerial accounting basics, analysis and budgeting.

HHRM112 HUMAN RESOURCE MANAGEMENT I - 12 credits

This module serves as an introductory course to the discipline of Human Resource Management (HRM) and lays the foundation for further in-depth study of the discipline. Upon completion of this course, the student will be able to discuss key historical events related to the field of HRM. Students will also be in a position to discuss the major challenges facing the HRM phenomenon. It is in the interest of this module to enable students' appreciation of the current thinking and developments in the field of HRM. Students would be in a position to identify and discuss the major disciplines of HRM. The module will help in fostering an understanding of a work environment which facilitates high employee performance.

HHRM113 INDUSTRIAL RELATIONS – 12 credits

The course industrial relations provide students with an understanding of the relationship that exist among various players in the running of business organisations. It helps students understand, appreciate and manage the complexities and challenges associated with working in modern organisations. The course therefore aims to assist learners develop a wide range of

knowledge in industrial relations so as to enhance organisational effectiveness and to familiarise learners to various schools of thought in industrial relations.

HHRM 114 INTRODUCTION TO PSYCHOLOGY -12 credits

This module will provide students with a broad introduction to the field of psychology. This preliminary survey of psychology should acquaint students with the major concepts and terminology of the discipline and give students a better understanding of themselves and others. This module is aimed to provide first year students with a good foundation in psychology.

ICCT101 INFORMATION TECHNOLOGIES AND COMMUNICATION – 12 credits

Effective communication helps students to communicate effectively in the academic realm, the work place and social life. They will learn and understand how to communicate, how others communicate and adjust to meet their needs simultaneously helping to improve relationships in general. It also inculcates awareness and understanding of fundamental concepts that can have a profound effect on life and success at the work place.

LEVEL 1 SEMESTER 11

HHRM121 HUMAN RESOURCE MANAGEMENT II – 10 credits

The module aims to give students a practical understanding of the role of Human Resource Management in contributing to the long term performance and vitality of organisations. Students will learn the concepts of talent management, knowledge management, human resource development and performance management. The module provides the defining features, enabling or facilitating conditions and theoretical models of the concepts.

HHRM122 PRINCIPLES OF MANAGEMENT – 10 credits

The course enables students to develop short and long range plans to effectively accomplish organizational goals. Through the use of terminology, exercises and case studies, students will be able to give a critical appraisal of real life situations involving organizing, staffing and motivating others. The students will also learn tools to aid in problem solving, valuing diversity and coping with change.

The principles learned in this course will allow the student to effectively work with and through others in an organization. The principles are relevant to any type of organization or group, empowering the student to lead others, negotiate, embrace change and better understand the role of business in society.

HHRM123 PRINCIPLES OF ECONOMICS

This is an introductory course to economic theory. The purpose of this course is to introduce the student to the disciplines of economics and provide a basic understanding of how it functions in today's society. The course introduces economic reasoning as well as techniques and processes of thinking used by economists in their attempt to analyze and explain the complex social institution we call the Economic System. The course centers on understanding the market for inputs and outputs and behavior of the consumer as well as the firms. It also introduces the student to the macro picture, particularly topics such as the use of supply and demand model. The role of government policy to address microeconomic market failures and macroeconomic objectives will be examined.

HHRM 124
credits**OCCUPATIONAL HEALTH AND SAFETY MANAGEMENT – 12**

This course intends to provide students with a basic understanding of the legal rules governing aspects relating to workplace safety and health in as far as these impact upon the workplace. Students will have to appreciate the importance of safe working environments.

AGCH 101 AFRICAN PHILOSOPHY, GENDER, CULTURE & HERITAGE-12 credits

The module exposes the learners to the country's cultural property, thus the tangible and intangible attributes of society, inherited from the past, maintained in the present and bestowed for social, economic and political advancement. Learners are introduced to the identification, preservation and safeguarding of Zimbabwean values (ubuntu/hunhu) and heritage in its diverse forms.

LEVEL 2 SEMESTER 1**HHRM211 REWARD MANAGEMENT – 12 credits**

The course Reward Management provides learners with a solid background and development of compensation systems in Zimbabwe and surrounding countries. It assists students to have a better understanding and acknowledgement of the basic theories and approaches underlying pay systems. The course therefore aims to provide learners with the information pertaining to the role played by the various stakeholders in Reward Management. It also intends to help students identify the contemporary issues in direct and indirect compensation.

HHRM212 TRAINING AND DEVELOPMENT – 12credits

Training and Development provides students with a strong base on issues pertaining to Training and Development in Zimbabwe and in other countries. Thus the theories and concepts of Training and Development are explored in some detail. The aim of the module is for students to gain a firm foundation in the field of Training and Development.

HHRM213 PRODUCTION AND OPERATIONS MANAGEMENT-12 credits

This module aims to introduce the student to the design, analysis, reengineering, optimization and functional control of contemporary organisations and seeks to address elements that forge the effective management of an organization's limited resources. The same principles hold whether the organization manufactures a product or provides a service, operates in the public or private sector, or is profit or non-profit oriented. This module thus equips students with an understanding of the organizational structure and the various components, sub-systems and functions of a Production or Service Provisioning System. The module will cover most complex and interrelated business processes inherent in the systems operation, e.g., product and process design, operations planning and scheduling, facility location and layout.

RMS101 INTRODUCTION TO RESEARCH METHODS AND STATISTICS – 12 credits

The module is designed to assist students to develop a deep understanding of methodological approaches which are relevant when conducting social science research. Areas to be covered in this module include but not limited to identification of research problem, literature review, assumption, hypothesis, research questions, sampling, data collection, quantitative methods, qualitative methods, descriptive statistics, inferential statistics and probability. The module will equip students with skills that enable them to gather, analyze, and interpret data, problem solving and decision making. The module will assist the basic knowledge of statistics as it relates to research in social science. However, the module will also highlight the uses and limitations of statistics in the society. The module will acquaint students with the analysis of contemporary issues through scientific logical deductions presentation in the social sciences. It will enable students to understand some basic statistical theories and the importance of measures of central tendencies.

OPTIONAL MODULES

HHRM213 BUSINESS LAW – 12 credits

The course is designed to introduce the students to general principles of law and business law in particular. The course will enable students to make sound business decisions which facilitates commercial transactions and promotes order in the economy. The practical application of the rules in the legal system will be discussed. Analytical problem solving and ethical decision making will be critically analysed.

HHRM 214 PUBLIC RELATIONS - 12 credits

The purpose of this module is to provide learners with knowledge of the theory and practice of public relations and to enable them to plan the execution of public relations campaigns. Student will also gain skills to understand media relations, analyse public relations problems.

LEVEL 2 SEMESTER 2

HHRM221 ORGANISATIONAL BEHAVIOUR – 12 credits

The field of Organizational Behaviour (OB) is about understanding how people and groups in organizations behave, react, and interpret events. It also describes the role of organizational systems, structures, and processes in shaping behaviour, and explains how organizations really work. Drawing from fields including management, anthropology, sociology, information technology, ethics, economics, and psychology, OB provides a foundation for the effective management of people in organizations. Because it explains how organizations work from individual motivation to team dynamics to organizational structure, knowing about OB is essential to being effective at all organizational levels. Effective management of human resources within organisations requires an understanding of various behaviours and processes. Managers need to know why people behave as they do in relation to their jobs, their work groups and their organisations. This knowledge of individuals' perceptions, motivational attitudes and

behaviour will enable managers to not only understand themselves better but also to adopt appropriate managerial policies and leadership styles to increase their effectiveness.

HHRM222 LABOUR LAW – 12 credits

The labour law course aims to give Industrial Relations and Human Resource Management students legal knowledge and skills in an industrial relations environment that is increasing becoming technical legalistic. It aims to provide students with a solid grounding in labour and also to understand the legal framework within which Zimbabwe labour law operates. It helps students acquire an advanced knowledge of all the relevant areas of labour law that are vitally important to the effective conduct of industrial relations in the workplace. Through case studies, practical exercises and lectures, students are taught greater skills in problem prevention, problem solving and policy formulation.

HHRM223 HUMAN RESOURCE INFORMATION SYSTEMS -12 credits

Human Resource Information Systems (HRIS) shape the intersection between human resource management (HRM) and information technology (IT). The field merges HRM as a discipline and in particular its basic HR activities and processes with the information technology field. In addition, there are a number of add-on IT applications to various human resource functional areas. This course provides the student with a basic overview of various automated information systems that are available to support today's Human Resource Professionals. The course will increase the student's ability and awareness to utilize modern systems and other automated processes. The course also explores other methods to increase recruiting, simplify interviews and permit easier employee or prospect access to an organization's human resource offices. The course also focuses on systems security and individual privacy as well as legal implications to users and organizations.

HHRM224 MANAGING CHANGE – 12 credits

The primary aim of this module is to introduce undergraduate students to the principles and practices of effective change management in relation to complexities of organisational life. It will take both a theoretical and practical approach in an attempt to meet both the academic and applied needs of the student. Students are introduced to organisational transformation and change. The module also seeks to increase the students' knowledge of the theoretical frameworks for implementing change. It is also in the interest of this module to provide an insight in the change process and explain management's role in driving organisational change.

OPTIONAL MODULES

HHRM225 PERSONNEL MANAGEMENT – 12 credits

The course is an in-depth study of the purposes, principles, and techniques of personnel management. Emphasis is on areas inclusive of policies, organizational structure, recruitment, selection, compensation, and other areas related to an effective personnel organization. The success of any Organisation depends on Human Capital, and in today's fiercely competitive business world it is those in the personnel department – the people behind the people – who make all the difference

HHRM226 LABOUR ECONOMICS – 12 credits

The module examines the labour market paying particular attention to the demand and supply of labour, wage and employment determination and ways of improving labour productivity. It is also concerned about unemployment and the influence of trade unions in the labour market.

LEVEL 3**HHRM 301 EMPLOYER'S ASSESSMENT – 20 credits**

The Practice will be linked to a company in which students can practice their knowledge in work and organizational psychology. The assignment can be anything from a work environment survey, observation, interviewing, literature review and presentation, to be a change agent, or help in personnel / HR departments, etc.

HHRM 302 ACADEMIC SUPERVISOR'S ASSESSMENT – 50 credits

Students will be assessed by the Academic Supervisor who produces a written report and this report should be quality assured by the head of the department. The overall assessment by the department will contribute to the student work related learning grade.

HHRM 303 STUDENT INNOVATION REPORT – 50 credits

Students will be assessed by the employer who produces a written report and this report should be quality assured by a supervisor in the department at the work place. The overall assessment by the mentor and head of department in the organisation will contribute to the final assessment grade of the student workplace experience.

LEVEL 4 SEMESTER 1**HHRM411 EMPLOYEE RESOURCING – 12 credits**

The module Industrial Relations provides students with an understanding of the relationship that exist among various players in the running of business organizations. It helps students understand, appreciate and manage the complexities and challenges associated with working in modern organizations. The module therefore aims to assist learners develop a wide range of knowledge in Industrial Relations so as to enhance organizational effectiveness and to familiarize learners to various schools of thought in Industrial Relations.

HHRM412 ENTREPRENEURSHIP – 12 credits

The module aims to introduce students to the theories, philosophies and practices underpinning the concept of entrepreneurship. The course equips learners with skills, capabilities and mindset that will enable them to meet the challenges in the contemporary business environment. The module is meant to help students to identify the area within which employers are competing for labour; conduct or participate in market surveys within the labour market to determine the salaries being paid for specific positions, work with management to validate the market areas, market competitors, and job matches (benchmarks); identify market trends such as: ancillary

pay, merit and pay practices, and to establish, salary structures that will allow the organisations to effectively compete for staff within specific classification levels or grades.

HHRM413 STRATEGIC MANAGEMENT – 12 credits

The module involves the formulation and implementation of the major goals and initiatives taken by a company's top management on behalf of owners, based on consideration of resources and an assessment of the internal and external environments in which the organization competes. Strategic management provides overall direction to the enterprise and involves specifying the organization's objectives, developing policies and plans designed to achieve these objectives, and then allocating resources to implement the plans.

HHRM414 COMPARATIVE INDUSTRIAL RELATIONS – 12 credits

This module explores contemporary topics in international and comparative employment relations in developed and developing countries. Countries cases include Brazil, South Africa, China, Germany, Norway, Sweden and Japan. Special topics include labour rights, culture and transfer of human resource practices, corporate social responsibility, immigration and the International Labour Organisations (ILO).

OPTIONAL MODULES

HHRM415 MANAGEMENT OF NON-PROFIT ORGANISATIONS – 12 credits

This is a course intended to give students a broad overview of the leadership challenges of the non-profit sector. The course content is designed for students who not only plan to lead non-profit organisations but who also may serve as volunteers on non-profit boards.

HHRM416 INDUSTRIAL PSYCHOLOGY – 12 credits

Industrial Psychology is largely concerned with how people think, feel and behave. It focuses mostly on cognition, behaviour and affect. Cognition means the mind and how it affects human behaviour. The purpose of the course is to help you understand workplace behaviour and experience.

LEVEL 4 SEMESTER 2

HHRM421 RESEARCH PROJECT – 24 credits

The module is intended to expose students to the research process. It involves proposal writing, chapterisation, data collection and analysis and discussion of findings. The module is offered in two semesters.

HHRM422 CORPORATE GOVERNANCE – 12 credits

Corporate Governance is the structured system of policies and processes established and maintained by a board of directors and senior management to oversee an organization's strategic activities and evaluate resulting performance. The system exists to ensure proper accountability, probity, and openness in the conduct of an organization's business for the long-term benefit of its shareholders/stakeholders. As such, Corporate Governance focuses on effectuating sound relationships among a company's board of directors, top management, investors (particularly

institutional investors), and various other stakeholders. The aim of this module is to provide students with;

- An overview of current thinking and developments in the field of Corporate Governance
- The ability to administer effectively corporate affairs within an organization and to contribute to corporate performance at a senior level.
- To understand the interrelationship between management, finance, law and ethics in the field of corporate governance
- To foster an understanding of ethics and values in the business community

HHRM423 STRATEGIC HUMAN RESOURCE MANAGEMENT – 12 credits

This module familiarizes students with the concepts of strategic Human Resource Management within the wider context of human resource management. It provides students with an understanding of the Strategic Human Resource Management issues which includes conceptualization of strategic human resource management formulation, implementation and evaluation, communication and the design and structure of organization.

HHRM 424 HUMAN RESOURCE ANALYTICS

This course will serve as an introduction to human resource analytics. The students will explore the use of analytics within the Human Resource discipline. Through class case studies, students will gain experience in the areas of HR Leadership, Employee Benefits, Compensation, Talent Acquisition and Talent Management.

HHRM425 MARKETING MANAGEMENT – 12 credits

The module aims to introduce students to the theories, philosophies and practices underpinning the concept Marketing Management. Fundamentally, the module demonstrates the importance of Marketing Management Relations in achieving business success in the contemporary business environment. In this regard, Marketing emerges to be the most important source of competitive advantage away from traditional management thinking which regarded the importance of the marketing as secondary to other organizational resources.

HHRM426 MANAGEMENT INFORMATION SYSTEMS – 12 credits

The course provides learners with a solid background to understand Information Technology concepts in Management Information Systems. It begins by giving learners the necessary appreciation of computer hardware and software then develops into concepts used in Information Systems and concepts on networking and telecommunications including the social and ethical issues brought about by digitalisation.

HHRM427 BUSINESS ETHICS AND CUSTOMER CARE – 12 credits

The thrust of this course is to help foster a culture of integrity, which in turn will result in longevity for business and the broader society. While we concur with the pervasive nature of integrity, many of us want to work in ethical environments. It also deals with the application of corporate ethics not because it pays but simply because it's the right thing to do

REGULATIONS FOR THE MASTER OF SCIENCE DEGREE IN HUMAN RESOURCE MANAGEMENT

1. PREAMBLE

These regulations shall be read in conjunction with the School Regulations for taught Masters Degree Programmes and General Regulations for Taught Masters Degree and Postgraduate Programmes which have precedence over Departmental Regulations.

2. GENERAL DESCRIPTION OF THE PROGRAMME

The programme covers human resources principles and practices that are significant for the human resources function to contribute meaningfully to an organisation's strategic direction. The core elements of the programme encompass strategic human resources management, reward management, employee resourcing, leadership and organisation behaviour, human resource information system and managing organisational change. These are among the core competencies that are required of a human resources practitioner. The programme also covers key functions of a business such as marketing, business law, managerial accounting, and operations management, to which the human resources function is obligated to provide an effective support service.

3. OBJECTIVES

- 3.1 Enhance efficiency and effectiveness in the execution of human resource functions.
- 3.2 Provide 21st century managers with the knowledge and skills to coordinate human resource functions in private and public sector organizational settings.
- 3.3 Prepares human resource managers with skills to take on a more strategic role in organisations.

4. EXPECTED LEARNING OUTCOMES

Students who complete the Master of Science Degree in Human Resource Management should demonstrate competency in:

- 4.1 Application of knowledge with and strategic thinking skills: Students should be able to think strategically as they apply Human Resource Management concepts to individual, organisational and labour issues.
- 4.2 Application of research methods with values and integrity: Students should be able to apply basic research methods in Human Resource Management with sensitivity to ethical principles.
- 4.3 Coordinating the human resource function: Students should provide twenty first century organisations with the skills needed to steer an integrated and strategic human resource base that helps drive organisations through the uncertainties brought about by globalization.

4.4 Awareness of sociocultural diversity: Students should be able to understand the complexity of sociocultural diversity and societal inequality in the inquiry and analysis of Human Resource Management issues.

4.5 Research: Students should be able to demonstrate effective writing conventions in empirically based reports, literature reviews and theoretical papers.

5. CAREER PROSPECTS

5.1 Human Resource/Organisational Development Practitioners

5.2 Recruitment officers

5.3 Compensation Administrators

5.4 Human Resource Managers

5.5 Human Resource Directors

5.6 Academics

5.7 Labour/HR Consultants

6. ENTRY REQUIREMENTS

6.1 Normal entry

Applicants must normally hold an appropriate Honours Degree in at least the lower second grade.

6.2 Special entry

Applicants holding an appropriate general degree or approved equivalent qualification may be considered by Senate. Normally, such applicants should also possess relevant experience and may be required to pass a qualifying examination set by the University prior to Senate deciding on their acceptability for admission.

7. ASSESSMENT

7.1 Candidates shall be assessed on the basis of their performance in continuous assessment, formal examinations, practicum/internship and research components where applicable.

7.2 Examinations for modules shall be taken at the end of each semester.

7.3 To be admitted into the examination, a candidate shall have fulfilled continuous assessment requirements.

7.4 The continuous assessment and examination components shall comprise 30% and 70% for each module respectively.

7.5 Students shall be required to first defend their research proposals by way of a viva after which they will be allocated a supervisor. The dissertation must be completed and submitted for examination by end of the semester. Usually the research project submission date will be announced by the department before the start of the examination. The project will be marked by one lecturer after which a second opinion will be sought from another lecturer in the department in line with the general academic regulations. The final mark will be an average of the two marks.

8. PROVISIONS FOR PROGRESSION

- 8.1 Students proceed automatically from semester one to semester two at each level with the exception of special cases which would have been approved by Senate e.g. cases of students applying for deferment of studies.
- 8.2 Each Scheme of Examinations shall indicate which modules must be passed before a candidate may be allowed to proceed to a subsequent level of the programme or portion thereof.
- 8.3 Normally, a student shall not be allowed **to proceed** in a subject without having passed the previous formal examination(s) in that subject and having satisfied the entire prerequisites for proceeding in that subject as may be specified in the Faculty Regulations.
- 8.4 A student who passes sufficiently well in one level in aggregate may be permitted to proceed to a subsequent level carrying a failed module(s) subject to the provisions of the School Regulations.

9. GRADING AND CLASSIFICATION OF THE DEGREE

- 9.1 The following Grading and Classification shall be adopted for all Modules:

80% and above	Distinction	
70%- 79%	Merit	
50%-69%	Pass	
40%-49%	Fail	(Supplementable)
39% and below	Fail	

- 9.2 The final classification of the degree shall be calculated by averaging all the module marks.

10. STRUCTURE OF THE DEGREE PROGRAMME

- 10.1 The duration of the Master of Science Degree in Human Resources Management shall be 1½ years on a block release basis.
- 10.2 The programme shall consist of a minimum of ten (10) modules and a dissertation which is equivalent to ninety (90) credits.
- 10.3 Students shall be required to take five (5) modules in semester I, five (5) modules in semester II and one (1) module in the final semester.

10.4 Modules

CODE	MODULE DESCRIPTION	CONTACT TIME				NON-CONTACT TIME	NOTIONAL HOURS	CREDITS	PRERE-QUISITE
		Lectures	Tuto-rials/ semin ars	Field Trips	Demon-strations				

LEVEL 1 SEMESTER I									
MHRM511	Human Resource Information Systems	48	24	12	20	96	200	20	
MHRM512	Strategic Human Resource Development	48	14	8	10	120	200	20	
MHRM513	Advanced Labour Relations and Collective Bargaining	48	14	8	10	120	200	20	
MHRM514	Organisational Theory	48	14	8	10	120	200	20	
Optional Modules A student may choose any one (1) module from the following:									
MHRM515	Financial Management and Policy	48	14	8	10	120	200	20	
MHRM516	Operations Management	48	24	12	20	96	200	20	
SEMESTER TOTAL								100	
LEVEL I SEMESTER II									
MHRM521	Strategic Human Resource Management	48	14	8	10	120	200	20	
MHRM522	Reward Management	48	24	12	20	96	200	20	
MHRM523	Advanced Research Methods and Statistics	48	24	12	20	96	200	20	
MHRM524	Managing Organisational Change	48	14	8	10	120	200	20	
Optional Modules A student may choose any one (1) module from the following:									
MHRM525	Managerial Accounting	48	14	8	10	120	200	20	
MHRM526	Managerial Economics	48	14	8	10	120	200	20	
SEMESTER TOTAL								100	
CUMULATIVE TOTAL								200	
LEVEL II SEMESTER I									
MHRM611	Dissertation	40	20	-	20	820	900	90	
SEMESTER TOTAL								90	
CUMULATIVE TOTAL								290	

10.5 Credit System

10.5.1 Each module is assigned credits that represent the total number of notional hours of learning that a student is expected to be engaged in for their particular module.

10.5.2 A single credit is equivalent to 10 notional hours of learning.

10.5.3 The notional hours of learning of each module are made up of contact and non-contact hours.

10.5.4 The contact hours include the lectures, practicals and tutorials.

10.5.5 Non-contact hours include the hours for assignment preparation and writing, tests, examinations and self-directed learning.

11. Module synopses

LEVEL 1 SEMESTER 1

MHRM511 HUMAN RESOURCE INFORMATION SYSTEMS – 20 credits

This course aims at analyzing the role played by information systems in the strategic management of Human Resources in organizations. Topics covered include the application of decision support systems, expert systems in the strategic management of human resources; information reporting systems; executive information systems; operations information systems.

MHRM512 STRATEGIC HUMAN RESOURCE DEVELOPMENTS – 20 credits

This module extends scholars' awareness of the different practices of human resource development (HRD) as an area of organisational activity. It emphasises the importance of integrating HRD practice and activity into the broader scope of organisational strategic directions and examines activities related to the development of all employees to achieve desired organisational outcomes. While some attention is directed to traditional approaches to organisational training, this module particularly examines a diverse range of alternate learning, organisational development and performance improvement strategies which can be utilised to enhance organisational learning and facilitate organisational change and development.

MHRM513 ADVANCED LABOUR RELATIONS AND COLLECTIVE BARGAINING – 20 credits

This course enables student to grasp modern issues in labour relations and collective bargaining and how Human Resources manager can use techniques to meet organizational objectives. This course enables students to develop and fine tune skills in the analysis of strategic organizational environments which impacts on employee relations.

MHRM514 ORGANISATIONAL THEORY – 20 credits

This module is to help scholars acquire an in-depth understanding of organizations through good comprehension of central theoretical perspectives as well as paradigms. This module will focus on determinants of an organization's success, with a particular focus on structure and design issues, as well as external environmental factors that impact organizational structure and functioning.

Organisational Theory as a module will focus on the systems theory approach, making links to the strategic management, power and control literatures, as well as different forms of organizing

("rational" to "natural" organizing). In addition, the effects of macro-level factors on individual decisions and behaviors, and thus organizational effectiveness, will be examined from a multiple levels-of-analysis perspective.

The main objective of this module is to introduce the essential concepts, contributions, and limits of the main paradigms of Organizational Theories and help scholars to develop the capability of reflection and of understanding, designing, and managing organizations. The module emphasizes both the macro characteristics of organizations such as their structures, technology and environment, and internal processes such as organizational culture, managerial decision making, political games and conflicts. By means of lecture, readings, class discussion, case studies and research projects, this course will help students obtain a broad and in-depth understanding of the dynamics of organizations.

OPTIONAL MODULES

MHRM515 FINANCIAL MANAGEMENT AND POLICY – 20 credits

An advanced study of the financial management of firms. Areas covered include management of working capital, portfolio management, analysis of hedging and investment decisions, capital budgeting, capital valuation, capital structure, mergers and acquisition, financing decisions and cash flow estimates. This course emphasizes the role and responsibilities of the financial manager in an organization in achieving the ultimate goal of wealth maximization.

MHRM516 OPERATIONS MANAGEMENT – 20 credits

The course acquaints participants with the management of all resources and activities of an organization that are responsible for the creation and delivery of goods and services. The course encompasses planning, designing and controlling of systems, functions, and activities that are involved in the production and delivery of goods and services.

LEVEL 1 SEMESTER 2

MHRM521 STRATEGIC HUMAN RESOURCE MANAGEMENT – 20 credits

An analysis of contemporary trends in Human Resource Management. The course aims at imparting knowledge that enables Human Resource practitioners to be strategic parties in organizational management. Topical issues in Human Resource Management are covered and an analysis made on the role of Human Resource Management in the strategic management of organizations.

MHRM522 REWARD MANAGEMENT – 20 credits

Analysis of reward management practices and their applicability in achieving organizational objectives. Topical issues include the exchange relationship rewards strategy, link between job evaluation and rewards designing pay structures, strategic choices in rewards, management and performance management.

MHRM523 ADVANCED RESEARCH METHODS AND STATISTICS – 20 credits

An advanced study of quantitative and qualitative methods and procedures in the field of business management.

MHRM524 MANAGING ORGANISATIONAL CHANGE – 20 credits

This course analyses strategic change and the role of Human Resource Management. The course also focuses on the contemporary management processes, concepts, theories and approaches needed in dealing with ever-changing challenges facing managers.

OPTIONAL MODULES**MHRM512 MANAGERIAL ACCOUNTING – 20 credits**

The course emphasizes on the internal uses of cost and financial accountancy data for planning, controlling and decision-making. As such it involves a detailed study of budgeting, responsibility, accountability accounting and reporting standards costs and variance analysis, capital expenditure planning and evaluation and alternative choice decisions.

MHRM513 MANAGERIAL ECONOMICS – 20 credits

Managerial Economics as module focuses on the application of economic theory and methodology to managerial decision making problems within a variety of organizational settings both in the private and the public sector. The emphasis in this module will be on demand analysis and estimation, production and cost analysis under diverse market conditions, forecasting and decision making under uncertainty. Scholars taking this module are expected to have had some exposure to economics and be comfortable with basic algebra. Some knowledge of calculus would also be helpful although not necessary.

In today's dynamic economic environment, effective managerial decision making needs timely and efficient use of information. The purpose of this module is to provide students with an essential understanding of the economic theory and analytical tools that can be used in decision making problems. Scholars who successfully complete the module will have a good understanding of economic concepts and tools that have direct managerial applications. The course will sharpen their analytical skills through integrating their knowledge of the economic theory with decision making techniques. Scholars will learn to use economic models to isolate the relevant elements of a managerial problem, identify their relationships, and formulate them into a managerial model to which decision making tools can be applied. Among the topics covered in the module are: price determination in alternative market structures, demand theory, production and cost functions, and decision making under uncertainty. In addition, the module will provide a basic introduction to econometric analysis and its role in managerial decision making.

LEVEL 2 SEMESTER 1**MHRM611 DISSERTATION - 90 credits**

The module is intended to expose students to the research process. It involves proposal writing, chapterisation, data collection and analysis and discussion of findings. The module is offered in two semesters.

REGULATIONS FOR THE BACHELOR OF SCIENCE HONOURS DEGREE IN POLITICS AND PUBLIC ADMINISTRATION

1. PREAMBLE

These regulations should be read in conjunction with the Faculty Regulations and General Academic Regulations for Undergraduate Degree Programmes, which have precedence over Departmental Regulations.

2. GENERAL DESCRIPTION OF THE PROGRAMME

The programme seeks to develop students who are relevant to the career demands and challenges of governmental and quasi-governmental bodies either locally, regionally and internationally, through teaching and research, by developing critical thinking and independent judgement around issues of politics, public management and corporate governance issues. The programme will enable graduates to be in a position to efficiently and effectively run the administration function of an organization. They would be able to apply theory into practice in any form of organization, be it private or public. Key elements in politics and administration includes various forms of decentralising management of public services, increasing use of markets and competition in the provision of public services and increasing emphasis on the performance, output and customer orientation.

The degree will create career opportunities in the area of Foreign Relations, Public Management (Central and Local Government Management), and International Organisations Management, National Politics, Academia, Consultancy, NGO Sector and Civil Society.

The program prepares individuals to serve as managers in the executive arm of local, provincial and national government and also in non-profit sectors. It provides training in the public policy field since public management institutions are evolving, maturing and overlapping in services. The program therefore prepares students to excel even in turbulent macroeconomic environments.

3. OBJECTIVES

- 3.1 To prepare students for graduate studies and or careers in public service, business, education or law.
- 3.2 To help students understand the changing political environment and prepare them to take responsibility in their community, nation and world at large.
- 3.4 To help students communicate clearly and think critically about the role of public organisations in a democratic society.
- 3.5 To allow students to gain a critical understanding of problems, challenges and dilemmas in contemporary public management.

4. EXPECTED LEARNING OUTCOMES

Students who complete the Bachelor of Science Honors Degree in Politics and Public Administration should demonstrate competency in:

- 4.1 Application of public governance and be able to participate and contribute to the policy process. In fact, students will be able to analyze, synthesize, think critically, solve problems, and make decisions. Students will be able to articulate and apply knowledge from a public service perspective.
- 4.2 Application of communication and interact productively with a diverse and changing workforce and citizenry. They will be familiar with the mechanisms operating in the major political institutions and agencies for the creation and implementation of public policies in the public sector.
- 4.3 Application and be familiar with the social forces that affect public administration. Inherently, they will be familiar with the predominant political, economic, and social actors that actively engage in the policymaking process, including expert communities, interest groups, the media, agency bureaucrats, and elected officials. The students will be familiar with the dominant ideas presently used in the social sciences for understanding the impetus for the creation of public policy and the means for its successful implementation.
- 4.4 Applying and understanding of the various components of politics and public administration to effectively introduce new aspects to the existing consideration of a specific area of recent public sector interest. Students will have the ability to understand that public administration will shape, and are shaped by, the institutional, legal, political and economic contexts in which they occur.
- 4.5 Critiquing and formulating public policies by collecting and analyzing qualitative and quantitative information. They will also have the aptitude to identify factors that influence the political support for a policy and that help or hinder its successful implementation. In fact students will also the expertise in public enterprise management coupled with development of effective written and oral communication skills and professional skills such as working in teams and understanding the need for tradeoffs in pursuing multiple objectives.

5 CAREER PROSPECTS

- 5.1 Administrative Officers
- 5.2 Public Service Commissioners
- 5.3 Public Service Inspector
- 5.4 Manager
- 5.5 Central Government Ministries
- 5.6 Local Authorities (Rural and Urban)
- 5.7 Civil Society Organisations
- 5.8 Non-Governmental Organisations
- 5.9 International Organisations
- 5.10 Consultancy Firms
- 5.11 National Political Parties

- 5.12 Academia
- 5.13 Trade Union Movement

6. ENTRY REQUIREMENTS

6.1 Normal Entry

- 6.1.1 At least five (5) 'O' levels including English Language with Grade C or better.
- 6.1.2 At least two (2) Advanced level passes in Arts, Humanities or Commercials.

6.2 Special Entry

A candidate who does not meet normal entry requirements may, subject to the approval of the Senate, be admitted into a programme provided the candidate has either a relevant national certificate or diploma. Any additional qualifications and work experience may be an added advantage. In special circumstances, the Department reserves the right to carryout selection interviews.

6.3 Mature Entry

Shall be obtained by applicants who have five (5) 'O' levels including English Language and have a demonstrable work experience during the last five years before the academic year in which admission is sought, and aged 25 years and above. They may be required to attend an interview to assess their suitability for University education.

7. ASSESSMENT

- 7.1 Normally, assessment of each module shall be based on continuous assessment as well as formal examinations. Continuous assessment shall contribute 30% and the end of semester examination shall contribute 70% of the final mark.
- 7.2 The research project must be completed and submitted for examination by end of the semester. Usually the research project submission date will be announced by the department before the start of the examination. The project will be marked by one lecturer after which a second opinion will be sought from another lecturer in the department in line with the general academic regulations. The final mark will be an average of the two marks.

8. PROVISIONS FOR PROGRESSION

- 8.1 Students proceed automatically from semester one to semester two at each level with the exception of special cases which would have been approved by Senate e.g. cases of students applying for deferment of studies.
- 8.2 Each Scheme of Examinations shall indicate which modules must be passed before a candidate may be allowed to proceed to a subsequent level of the programme or portion thereof.

8.3 Normally, a student shall not be allowed **to proceed** in a subject without having passed the previous formal examination(s) in that subject and having satisfied the entire prerequisites for proceeding in that subject as may be specified in the School Regulations.

8.4 A student who passes sufficiently well in one level in aggregate may be permitted to proceed to a subsequent level carrying a failed module(s) subject to the provisions of the School Regulations.

9. DEGREE CLASSIFICATION AND WEIGHTING

9.1 The degree shall be classified using the average marks from modules at Level I, II, III and IV, the overall mark being the weighted average.

9.2 The following Grading and Classification System shall be adopted for all Modules:

75% and above	1	(First Class)
65%- 74%	2.1	(Upper Second Class)
60%-64%	2.2	(Lower Second Class)
50%-59%	3	(Pass)
40%-49%	Fail	(Supplementable)
39% and below	Fail	

10. STRUCTURE OF THE PROGRAMME

10.1 Duration

The normal duration of the BSc Honours Degree in Politics and Public Administration shall be four (4) years.

10.2 Degree Structure

10.2.1 A programme shall run for at least eight (8) semesters.

10.2.2 The programme shall consist of a minimum of thirty-two (32) modules and a research project which is equivalent to twenty (24) credits.

10.2.2.1 At Level I, a candidate shall register for a minimum of ten (10) modules.

10.2.2.2 At Level II, a candidate shall register for at least ten (10) modules.

10.2.2.3 At Level III, a candidate shall register for three (3) modules and is required to spend a minimum of ten (10) months on work related learning experience.

10.2.2.4 At Level IV, a student shall register for a minimum of ten (10) modules.

10.2.3 A module in a programme shall be taught per semester in accordance with contact hours indicated in Table 10.4.

10.3 Work Related Learning

10.3.1 At Level III, a candidate shall be on Work Related Learning at any private or public institution where theory is applied into practice which is equivalent to six modules.

10.3.2 Block Release/ Parallel Students who are employed in the relevant sector and with at least two (2) years' experience may apply to the School to have the Work Related Learning Level run concurrently with Level IV.

10.4 Modules

CODE	MODULE DESCRIPTION	CONTACT TIME				NON-CON-TACT TIME	NOTIONAL HOURS	CREDITS	PRERE-QUISITE
		Lectures	Tutorials	Field Trips	Demon-strations				
LEVEL 1 SEMESTER 1									
PPA111	Introduction to Public Management	36	12	4	8	60	120	12	
PPA112	Introduction to Political Science	36	12	4	8	60	120	12	
PPA113	Political Theory	36	12	4	8	60	120	12	
PPA114	Administrative Law	36	12	4	8	60	120	12	
ICCT101	Information Technologies and communication	36	10	-	6	68	120	12	
SEMESTER TOTAL								60	
LEVEL 1 SEMESTER 11									
PPA121	Public Sector Accounting	36	12	4	8	60	120	12	
PPA122	Micro and macro economics	36	12	4	8	60	120	12	
PPA123	Introduction to Development Studies	36	12	4	8	60	120	12	
PPA124	International Relations	36	12	4	8	60	120	12	
AGCH101	African Philosophy, Gender, Culture and Heritage	36	10	-	6	68	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								120	
LEVEL II SEMESTER 1									
PPA211	Public Policy and Analysis	36	12	4	8	60	120	12	

PPA212	Planning and Development	36	12	4	8	60	120	12	
PPA213	State, Democracy & Development in Africa	36	12	4	8	60	120	12	
RMS101	Introduction to Research Methods & Statistics	36	12	4	8	60	120	12	
Optional Modules									
A student may choose any one (1) module from the following:									
PPA 214	Planning Theory	36	12	4	8	60	120	12	
PPA 215	Diplomacy	36	12	4	8	60	120	12	
HHRM212	Training and Development	36	12	4	8	60	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								180	
LEVEL II SEMESTER II									
PPA221	Local Government Systems	36	12	4	8	60	120	12	
PPA222	Project Management	36	12	4	8	60	120	12	
PPA223	Public Human Resources Administration	36	12	4	8	60	120	12	
PPA224	Political Institutions and Analysis	36	12	4	8	60	120	12	
Optional Modules									
A student may choose any one (1) module from the following:									
PPA225	Management of Non-Profit Organisations	36	12	4	8	60	120	12	
HHRM222	Labour Law	36	12	4	8	60	120	12	
HHRM224	Managing Change	36	12	4	8	60	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								240	
LEVEL 3									
PPA301	Employer's Assessment	-	-	-	120	80	200	20	All Level 1 and 2 modules
PPA302	Academic Supervisor's Assessment	-	-	-	5	495	500	50	All Level 1 and 2 modules
PPA303	Student's Innovation Report	-	-	-	-	500	500	50	All Level 1 and 2 modules
LEVEL TOTAL								120	
CUMULATIVE TOTAL								360	
LEVEL IV SEMESTER I									

PPA411	International Administration	36	12	4	8	60	120	12	
PPA412	Ethics in Public Management	36	12	4	8	60	120	12	
PPA413	Comparative Public Management	36	12	4	8	60	120	12	
PPA414	Public Sector Finance	36	12	4	8	60	120	12	
Optional Modules A student may choose any one (1) module from the following:									
PPA415	Entrepreneurship	36	12	4	8	60	120	12	
PPA416	Governance, the Public Sector and Corporate Power	36	12	4	8	60	120	12	
PPA417	Leadership in the Public Sector	36	12	4	8	60	120	12	
PPA418	Public Private Partnership Management	36	12	4	8	60	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								320	
LEVEL IV SEMESTER II									
PPA421	Comparative Local Government Systems	36	12	4	8	60	120	12	
PPA422	Civil Service	36	12	4	8	60	120	12	
PPA423	E-Governance	36	12	4	8	60	160	12	
PPA424	Research Project	12	24	-	24	180	240	24	
Optional Modules A student may choose any one (1) module from the following:									
PPA425	Public Taxation & Fiscal Policy	36	12	4	8	60	120	12	
PPA426	Public Budgeting Systems	36	12	4	8	60	120	12	
PPA427	Public Sector Corporate Governance	36	12	4	8	60	120	12	
SEMESTER TOTAL								72	
CUMULATIVE TOTAL								492	

10.5 Credit System

10.5.1 Each module is assigned credits that represent the total number of notional hours of learning that a student is expected to be engaged in for their particular module.

10.5.2 A single credit is equivalent to 10 notional hours of learning.

10.5.3 The notional hours of learning of each module are made up of contact and non-contact hours.

10.5.4 The contact hours include the lectures, practical lectures and tutorials.

10.5.5 Non-contact hours include the hours for assignment preparation and writing, tests, examinations and self-directed learning.

11. MODULE SYNOPSES

LEVEL 1 SEMESTER 1

PPA111 INTRODUCTION TO PUBLIC MANAGEMENT– 12 credits

The module introduces the broad spectrum of Public Management from a global and a local perspective. It covers areas such as the theories and philosophy that underpins the discipline of Public Management. The module also reveals how public authorities are set up, their structure and functions, and roles of both elected and appointed officials.

PPA112 INTRODUCTION TO POLITICAL SCIENCE – 12 credits

This is an introduction to the study of political behaviour, processes and institutions. Course includes a discussion and comparison of political ideas, theories, systems and policies. It also focuses on the analysis of political problems on a national and global level, as well as a definition of central concepts. An introduction is also made to major political philosophies and ideologies from John Locke to present-day political ideas. Topics may include communism, fascism, liberalism, conservatism, utilitarianism, capitalism, post-modernism, social contract theory and libertarianism.

PPA 113 INTRODUCTION TO POLITICAL THEORY 12 credits

Political theory is concerned mainly with the foundations of political community and institutions. It focuses on human nature and the moral purposes of political association. To clarify these concepts, political theorists draw on enduring political writings from ancient Greece to the present and on various writings by moral philosophers. Political theory also focuses on empirical research into the way political institutions function in practice. Here political theorists subject beliefs about political life found in important political writings to re-examination in the light of ongoing human behavior. In either case, political theory seeks to ultimately deepen political thinking and to spur citizens to responsible and creative political action.

PPA 114 ADMINISTRATIVE LAW – 12 credits

Administrative Law is the body of law that governs the activities of government. The module seeks to examine how government activities are governed. The module explores sources and limits of agency authority and procedures which must be used in investigation, rulemaking and adjudication. It includes aspects such as the separation of powers, constitutional law and the functions of the Ombudsman.

ICCT101 INFORMATION TECHNOLOGIES AND COMMUNICATION – 12 credits

This module will cover effective communication skill that will help students to communicate effectively in the academic realm, the work place and social life. They will learn and understand how to communicate, how others communicate and adjust to meet their needs simultaneously helping to improve relationships in general. It also inculcates awareness and understanding of fundamental concepts that can have a profound effect on life and success at the work place.

The module will also cover computer literacy entails having knowledge and understanding of computers and its uses. As computers become an increasingly important part of daily living, many people believe that computer literacy is vital to success. You may interact directly with computers in fields such as education, finance, government, health care, science, publishing, travel and industry. Computers are now a primary means of communication for all types of people. People in today's modern world use computers for different reasons. The module provides a fundamental understanding of computer applications with the module focus on the Microsoft Office Applications (Microsoft Word, Microsoft Excel and Microsoft PowerPoint, Microsoft Access and Microsoft Frontpage). This is a complete lab based module where students will learn these applications by working on class assignments in the lab. The module topics include Basics and Fundamentals of computer applications. Students will also be covering the basic concepts in Computer Hardware, Software, Operating Systems, Telecommunications, Databases, as well as the usage of the Internet and conversion of Microsoft file format into various other file format (PDF, PS etc.).

LEVEL 1 SEMESTER 2**PPA121 PUBLIC SECTOR ACCOUNTING – 12 credits**

The aim of this module is to establish a firm understanding of the nature, organization and accountability of key public sector organizations. It also provides students with an opportunity to extend their general understanding of accounting and financial management systems. This is done through exploring how the design and operation of such systems and associated techniques affect, and are affected by different public sector organizational contexts. This module provides students with an introduction to Accounting and Finance in the Public Sector, drawing together the theory and practice of accounting in the areas of management accounting and financial accounting and auditing.

PPA122 MICRO AND MACRO ECONOMICS – 12 credits

This course aims to introduce to students the concepts of scarcity and choice, and their influences in the decision-making process of individual consumers, groups of consumers, and firms. The course examines: price mechanism (demand, supply and price) and allocation of resources; comparative advantage and specialization; the theory of the firm – short run and long run cost/revenue structure and the interaction between markets. This module will also equip students with a unified framework that can be used to analyze macroeconomic issues such as growth, productivity, labor markets, wages, business cycles, inflation, money, interest rates, monetary and fiscal policy, financial crises, global imbalances in the allocation of capital, and sovereign debt crises. The course is a mixture of macro theory and real-world applications.

PPA123 INTRODUCTION TO DEVELOPMENT STUDIES – 12 credits

This module offers a general introduction to development issues and the problems facing developing countries. The concept of development will be considered within the context of non-economic aspects of human life, such as freedom, justice and dignity, recognizing the role of human, social and environmental capital in addition to the three basic factors of production (land, labour and capital). The nature and causes of poverty are also examined, giving importance to the role of individuals and communities in the development process and the special circumstances created by urbanization and globalization for development in Africa but especially so in Zimbabwe. Attention is also given to the impact of technology on society and development. The course examines several specific issues in independent East Africa, gender and development, HIV/AIDS and development, and African responses to development (Regional Institutions, AGOA, and NEPAD), and global development projects such as Millennium Development Goals (MDGs).

The course equips students with the theoretical foundations for addressing the challenges and complexities of the field of Social Development. It explores processes of social change, mobilization, and development that can generate greater equity and well-being for people with diverse identities living in cities of the Global South. Recognizing that unequal social relations are a product of unequal power relations, this course explores different approaches through which populations gain access to rights, resources, and recognition. This course builds on the increasing prominence of ‘people-centered’ approaches to international development. The course also explores the strengths and weaknesses of current government interventions. Special focus is given to social welfare policies and programs designed to promote social and economic justice. The themes of poverty, racism, xenophobia, sexism, homophobia, and other forms of oppression are addressed. Students will also explore ways to conduct effective social welfare policy analysis

PPA124 INTERNATIONAL RELATIONS – 12 credits

This module explains the theory of international law and organizations that is accepted by diplomats and compares this viewpoint to the analysis of social scientists concerning the past record and likely future of world order concerning conflict, economic redistribution, and human rights. The module will examine the effects of national policies and international collaboration of public and private international financial institutions, in particular management of international debt crisis, economic policy coordination, and the role of international lender of last resort. The course also surveys the theory and function of IOs (UN, NATO, EU, World Bank, IMF) in promoting international cooperation in security, peace-keeping, trade, environment, and human rights.

AGCH 101 AFRICAN PHILOSOPHY, GENDER, CULTURE AND HERITAGE – 12 credits

The module exposes the learners to the country’s cultural property, thus the tangible and intangible attributes of society, inherited from the past, maintained in the present and bestowed for social, economic and political advancement. Learners are introduced to the identification, preservation and safeguarding of Zimbabwean values (ubuntu/hunhu) and heritage in its diverse forms.

LEVEL 2 SEMESTER 1

PPA211 PUBLIC POLICY AND ANALYSIS – 12 credits

The module seeks to critically analyse the public policy making processes, interrelationships between policy formulation, execution, evaluation and revision, models of policy choices, citizen participation in policy making, and administrative responsibility in policy development.

PPA 212 PLANNING AND DEVELOPMENT – 12 credits

This module examines the techniques and assumptions of development planning and policy analysis at the national, regional, and project levels. The course focuses on modeling techniques and planning applications rather than on theory. The module will also cover analytical techniques used in macroeconomic modeling, cost-benefit analysis and project appraisal, and program impact evaluation.

PPA213 STATE, DEMOCRACY AND DEVELOPMENT IN AFRICA – 12 credits

This module is about the relationship between the State, democracy and development in Africa. Development goes hand in glove with democracy. Thus, the role of the state in development ought to be predicated upon democratic governance. It therefore goes without saying that development cannot be left to market forces alone. The widely documented failure of the IMF/World Bank policies in Africa has amply attested to this reality. That development needs an active state participation brooks no controversy today. Interestingly, even the World Bank has come to accept the centrality of the state in development after peddling policies premised upon market fundamentalism for decades.

Consensus is now emerging in development discourses in Africa that both states and markets do play an important complimentary role in the development process. Thus, Africa needs a developmental and capable state for socio-economic progress and sustainable democracy. Such a state however, will have to contend with challenges of globalization whose pressures seem to denude and diminish state capacity and capability. This module therefore addresses three main issues confronting contemporary Africa: (a) the quest for a democratic developmental state, (b) challenges for institutionalizing democratic governance and (c) prospects for sustainable human development. It interrogates both endogenous and exogenous factors for the evolution of a democratic, developmental and capable state in the African continent.

RMS101 INTRODUCTION TO RESEARCH METHODS AND STATISTICS – 12 credits

The module is designed to assist students to develop a deep understanding of methodological approaches which are relevant when conducting social science research. Areas to be covered in this module include but not limited to identification of research problem, literature review, assumption, hypothesis, research questions, sampling, data collection, quantitative methods, qualitative methods, descriptive statistics, inferential statistics and probability. The module will equip students with skills that enable them to gather, analyze, and interpret data, problem solving and decision making. The module will assist the basic knowledge of statistics as it relates to research in social science. However, the module will also highlight the uses and limitations of statistics in the society. The module will acquaint students with the analysis of contemporary issues through scientific logical deductions presentation in the social sciences. It will enable

students to understand some basic statistical theories and the importance of measures of central tendencies.

OPTIONAL MODULES

PPA214 PLANNING THEORY – 12 credits

The course is designed to make students appreciate the pedagogical concepts and issues of planning function starting from a global perspective. Of interest is the interrogation of the institutional frameworks of the planning function from the global, regional, and national levels.

The course introduces students to the theoretical and practical dimensions of planning in the public sector. Topics to be covered include: concepts and philosophies of planning; rationale for public sector planning; typology of plans; development planning; issues, in planning; like data generation, participation; monitoring and evaluation; and the future of planning.

PPA215 DIPLOMACY – 12 credits

The module explores bilateral, regional and multilateral diplomacy and its practical application in the international system. It also explores the theory and application of diplomatic law.

HHRM212 TRAINING AND DEVELOPMENT – 12 credits

Training and Development provides students with a strong base on issues pertaining to Training and Development in Zimbabwe and in other countries. Thus the theories and concepts of Training and Development are explored in some detail. The aim of the module is for students to gain a firm foundation in the field of Training and Development.

LEVEL 2 SEMESTER 2

PPA221 LOCAL GOVERNMENT SYSTEMS – 12 credits

Issues to be discussed will be very wide to cover areas like relationships among the three arms of government is a democracy; various methods of public accountability, e.g. political accountability, fiscal accountability, Ombudsmanship, etc, at all levels of governance in Zimbabwe; reforming Zimbabwean bureaucracies, the journey so far; privatization and commercialization of public organizations, problems and prospects; corruption-factors that generate it and strategies for checking it. The module also looks at the role of traditional leadership in Zimbabwe's local and central governance.

PPA222 PROJECT MANAGEMENT – 12 credits

This course addresses the fundamental principles of project management, and the tools and techniques at our disposal to help achieve our goals

PPA223 PUBLIC HUMAN RESOURCE ADMINISTRATION – 10 credits

This module serves as an introductory course to the discipline of Human Resource Administration (HRA) and lays the foundation for further in-depth study of the discipline. Upon completion of this course, the student will be able to discuss key historical events related to the field of HRA from personnel administration to present day people management. Students will also be in a position to discuss the major challenges facing the HRA phenomenon. It is in the

interest of this module to enable students' appreciation of the current thinking and developments in the field of HRA. Students would be in a position to identify and discuss the major disciplines of HRA. The module will help in fostering an understanding of a work environment which facilitates high employee performance, trends in public personnel administration, payroll and job evaluation trends.

PPA224 POLITICAL INSTITUTIONS AND ANALYSIS – 12 credits

This module introduces the logic, structure, operation, and social importance of political institutions. The module introduce students to the conceptual tools of modern institutional analysis and illustrate the tools' use in understanding legislatures, executives, courts, bureaucracies, electoral systems, and political parties. The module will also look at other political institutions other than the government to include political parties, and various non state actors.

OPTIONAL MODULES

PPA225 MANAGEMENT OF NON-PROFIT ORGANISATIONS – 12 credits

Non-profit organizations and agencies continue to grow in size and quantity and the need for skilled management is in high demand. In this module, we will examine how non-profit organisations are faring in this shifting landscape and the issues for effective non-profit management. We will examine the organising responses in non-profit organisations to altered external conditions. We will also see how non-profit organisations are drivers of societal changes, themselves upsetting and unsettling the organisational landscape. Two major themes addressed in this course with be emerging hybrid organisational forms and sustainability.

HHRM222 LABOUR LAW – 12 credits

The labour law course aims to give Industrial Relations and Human Resource Management students legal knowledge and skills in an industrial relations environment that is increasing becoming technical legalistic. It aims to provide students with a solid grounding in labour and also to understand the legal framework within which Zimbabwe labour law operates. It helps students acquire an advanced knowledge of all the relevant areas of labour law that are vitally important to the effective conduct of industrial relations in the workplace. Through case studies, practical exercises and lectures, students are taught greater skills in problem prevention, problem solving and policy formulation.

LEVEL 3

PPA301 EMPLOYER'S ASSESSMENT – 20 credits

The Practice will be linked to a company in which students can practice their knowledge in work and organizational psychology. The assignment can be anything from a work environment survey, observation, interviewing, literature review and presentation, to be a change agent, or help in personnel / HR departments, etc.

PPA302 ACADEMIC SUPERVISOR'S ASSESSMENT – 50 credits

Students will be assessed by the Academic Supervisor who produces a written report and this report should be quality assured by the head of the department. The overall assessment by the department will contribute to the student work related learning grade.

PPA303 STUDENT’S INNOVATION REPORT – 50 credits

Students will be assessed by the employer who produces a written report that shows active and proactive innovation strategies to enhance performance of public services. This report should be quality assured by a supervisor in the department at the work place. The overall assessment by the mentor and head of department in the organisation will contribute to the final assessment grade of the student workplace experience.

LEVEL 4 SEMESTER 1

PPA411 INTERNATIONAL ADMINISTRATION – 12 credits

The module will focus on the genesis and evolution of international administration. Discussions will also centre on key areas of international control techniques through governmental and non-governmental organizations, and basic elements of international administration. The module will also discuss globalization of administration. Development and problems of international personnel; complexities facing international operations: international environment political and legal environments and international planning. Theories of administration and approaches of adaptation by different countries will be discussed. The international system or order; transition of the international system and changes in patterns and factors of National power, problems of international community, approaches to peace, and future of the World Community

PPA412 ETHICS IN PUBLIC MANAGEMENT – 10 credits

This module will look into the ethics in public management. Non-elected public servants exercise significant discretionary power in their everyday work: in their stewardship of public resources, at the interface with citizens, and in the context of policy making. Ethical standards are a key check and balance against arbitrary use of that public power. As such they are a key factor in the quality of governance. This module will also examine corrupt, incompetent systems in Government where self-serving leaders misallocate national resources, line their own pockets and neglect social programs. Democracy and the rule of law are frustrated and pathological policies and practices are made legal. The nature of such pathologies will be examined and frameworks for evaluation presented, drawing on theoretical work. Various practical means for the detection and reduction of corruption will be examined.

PPA413 COMPARATIVE PUBLIC MANAGEMENT – 12 credits

The module is an introduction to the governmental, administrative, and political systems of both developed and underdeveloped countries with a focus on political systems and their manifestation in administrative systems. An analysis of the ecology of administration in selected political and administrative cultures; examination of administrative processes and behaviour in selected countries with special reference to policymaking, recruitment and training will be central.

PPA 414 PUBLIC SECTOR FINANCE – 12 credits

Public finance issues are central to economic and political discourse worldwide, as one of the primary functions of government is to generate resources from its people to spend money improving the lives of its people. However, while the concept of “money from the people, for the people” is quite simple conceptually, there is little agreement on how best to raise and spend public funds in practice. Thus, the primary course objective is to provide students with the tools, and the skills to use these tools, to understand the underlying concepts and practical tradeoffs entailed in public finance policy alternatives.

This will prepare students to be informed consumers of public finance data, and thus, equip students to engage constructively in the formulation, implementation, and evaluation of public finance policies. In addition the module will develop the knowledge and understanding of students with respect to financial management within the public sector. Students will be introduced to the major financial tools used within the public sector.

OPTIONAL MODULES**PPA415 ENTREPRENEURSHIP – 12 credits**

It aims at helping students to acquire necessary skills in such areas as defining business goals, assessing individual and market potentials, planning, managing growth, controlling and designing accounting records and systems. Other special topics are: fraud and theft detection and management; various costs in business management; break-even analysis and calculation of profit and loss; innovative marketing strategy and improvement of customers services in competitive trade

PPA416 GOVERNANCE, THE PUBLIC SECTOR AND CORPORATE POWER – 12 credits

This module is concerned with the exploration of the changing roles and relations between the state, civil society, and business in Zimbabwe, Africa and the contemporary world at large. The relationship between these three pillars of Zimbabwean society has undergone significant transformations over the last number of years. Changes have been driven by a variety of forces, in particular the influences of globalization, corporate concentration, rapid technological change, the growth of personal income and increase in social polarization, and fiscal challenges in state financing. In this context the module is concerned with understanding the evolving nature and impact of business power and influence in Zimbabwe.

PPA417 LEADERSHIP IN THE PUBLIC SECTOR – 12 credits

The module will discuss the concept of leadership. Discussions will centre on the origins of leadership; social sources of leadership, the power of leadership; formal and informal leadership; political leadership, transformational and transactional leadership; reform leadership, leadership and collective purpose, leadership and change

PPA418 PUBLIC PRIVATE PARTNERSHIP MANAGEMENT – 12 credits

This module aims to build the capacity of students to prepare bankable public private partnerships projects. Governments, worldwide face the challenge to provide infrastructure and services in the appropriate quantity and quality. Governments are increasingly under pressure to perform with limited resources. Knowing how to leverage know how and finance for investment in infrastructure and services is essential. The trend, in recent years, has been for governments to work in partnership with the private sector to tap its potential and to increase funding from private sources. However, the process of preparing and putting projects out to bid is a lengthy and complicated process; the process of working together over the longer term is not an easy task. In this course you will work with the tools that governments and PPP professionals developed to ensure that the preparation (and implementation) process of PPP projects run smoothly.

It also looks at the role of the mass media in shaping culture and dominant ideas within society; the restructuring of economic and social policy; constitutional change; the marketization of the state and civil society; the transformation of citizen to customer; and the increased threat to social cohesion.

LEVEL 4 SEMESTER 2**PPA421 COMPARATIVE LOCAL GOVERNMENT SYSTEMS – 12 credits**

This module provides an introduction to the field of comparative public administration. The field focuses largely on reform and capacity building and often seeks to identify universal patterns in organizational structures and processes that promote the most ‘desirable’ policy outcomes. Provinces differ greatly in their history and social and economic characteristics, and exhibit a range of administrative arrangements. The variation in these administrative systems is due to a variety of factors, including social, cultural, political and technological factors.

PPA422 CIVIL SERVICE – 12 credits

The module will discuss the history and evolution of civil service for example the British and American civil service as well as the Zimbabwean civil service. A discussion on the administrative ethics and the civil service functions of the civil service will also be done while the merit and spoils system, the generalist versus specialist controversy in Zimbabwe civil/public service are explored. The Career, Civil Servants and political appointees dichotomy is analyzed. The civil service general order and the problem of efficiency in the Public/Civil service are centred on. The civil service reforms in Zimbabwe; the civil service commission, collective bargaining, in the Civil/Public Service, strike actions and conflict resolutions is also discussed.

PPA423 E-GOVERNANCE – 12 credits

This course will introduce you to the ways in which internet technologies are affecting how people interact with government, and how governments, in turn, are using and managing these technologies to (hopefully) better provide information and services to the public. Course content is divided into three main themes, and begins with an overview of development techniques and assessment methods for public web sites and on-line applications. We will then examine key policy issues relevant to implementation of e-government programs, as well as to the broader use of information technology in democratic societies. Finally, you will have a chance to explore the skills and concepts needed to effectively manage e-government projects and programs. Given the nature of the class, we use a variety of internet tools to help us accomplish this, including blogs, RSS feeds, and virtual technologies, such as Second Life.

PPA424 RESEARCH PROJECT – 24 credits

Students will carry out research on a topic of their choice concerning pertinent issues in politics and public management. The module is intended to expose students to the research process. It involves proposal writing, chapterisation, data collection and analysis and discussion of findings. The module is offered in two semesters.

OPTIONAL MODULES**PPA25 PUBLIC TAXATION & FISCAL POLICY – 12 credits**

The module will explore the theory of public finance, processes of public revenue generation and expenditure; determinant and implications of public expenditure. Instruments of taxation and fiscal policy in a federal structure will be discussed. The concept of government subvention and subsidies, politics of revenue allocation; problems of choice and priority setting in the formulation of fiscal policy; ethics of public financial management will be covered. Innovations in government taxation practices e.g. airport levies, tax clearance certificate, car radio, tax, etc.

PPA426 PUBLIC BUDGETING SYSTEMS – 12 credits

The module will cover the nature of budgets and budgeting system; legislative and executive procedures in budget preparation and implementation, modern budgeting systems; programme, performance budgeting systems, zero-base budgeting, fiscal and budgetary administration.

PPA427 PUBLIC SECTOR CORPORATE GOVERNANCE – 12 credits

The aim of this course is to provide students with an overview of current thinking and developments in the field of corporate governance. Students should be in a position to administer effectively corporate affairs within an organisation and to contribute to corporate performance at a senior level. The module should also enhance the understanding of students in interrelationships between management, finance, law and ethics in the field of corporate governance. An understanding of ethics and values in the business community and the relationship to corporate governance would also be expected of students in this module.

DEPARTMENT OF SOCIOLOGY AND SOCIAL ANTHROPOLOGY

REGULATIONS FOR THE BACHELOR OF SCIENCE HONOURS DEGREE IN PEACE, CONFLICT AND GOVERNANCE

1. PREAMBLE

These regulations should be read in conjunction with the Faculty Regulations and General Academic Regulations for Undergraduate Degree Programmes, which have precedence over Departmental Regulations.

2. GENERAL DESCRIPTION OF THE PROGRAMME

This programme provides a perceptive of the intricacies surrounding issues of peace, conflict and governance around the world. This is an interdisciplinary field that focuses on understanding the root causes of conflicts, violence and wars as well as the ways in which individuals, communities, institutions and states are involved in peace building and propagation of good governance. This programme draws on diverse insights from fields such as history, political science, sociology, anthropology and law in order to make sense of governance as well as how and why conflicts and violence occur. Some of the key areas covered in this programme include conflict management and mediation, leadership, African political systems as well as governance and political transitions. This programme explores the enduring questions of the origins of war and maintenance of peace, the nature and exercise of power and governance.

3. OBJECTIVES

- 3.1 Equip practitioners in Peace, Conflicts and Governance with theoretical and practical knowledge of advocacy and dispute resolution.
- 3.2 To assess the operations of Supra-territorial Institutions and their role in sustainable development.
- 3.3 This programme seeks to develop students who are relevant to the career demands and challenges of governance bodies both locally, regionally and internationally.
- 3.4 Equip students with requisite knowledge and skills that will enable them to provide strategic and meaningful advice on issues relating to peace management, conflict resolution and good governance globally.
- 3.5 Enables students to gain critical understanding of governance problems and their relationship to conflicts in Africa and globally as well as helping to create a world where all humanity lives together in peace and harmony.

4. EXPECTED LEARNING OUTCOMES

This programme provides the intricacies surrounding issues of peace, conflict and governance around the world. This is an interdisciplinary field that focuses on understanding the root causes of conflicts, violence and wars as well as the ways in which individuals, communities, institutions and states are involved in peace building and propagation of good governance. The programme draws on diverse insights from fields such as history, political science, sociology, anthropology and law in order to make sense of governance as well as how and why conflicts and violence occur. At the end of the programme, students shall be able to understand and apply theory in conflict management

and mediation, leadership, African political systems as well as governance and political transitions. In addition, they should understand the foundations of contemporary science, including the scientific method, hypothesis formation and testing, objectivity, and peer review and evaluation. They will also have critical analytical skills in dealing with questions of the origins of war and maintenance of peace, the nature and exercise of power and governance.

5. CAREER PROSPECTS

Graduates of this programme will find employment in a range of areas. This programme will create career opportunities in the area of peace, conflict and governance. Graduates will have career opportunities in both the public and private sector. Institutions that will absorb graduate of this programme include the civil society, academia, NGOs, local government both rural and urban government ministries (International Affairs) consultancy, firms and research institutes, political parties, international organizations (UN, SADC, AU) and academic organizations etc.

6. ENTRY REQUIREMENTS

6.1 Normal Entry

6.1.1 At least five (5) 'O' levels including English Language with Grade C or better.

6.1.2 At least two (2) Advanced level passes in Arts, Humanities or Commercials.

6.2 Special Entry

A candidate who does not meet normal entry requirements may, subject to the approval of the Senate, be admitted into a programme provided the candidate has either a relevant national certificate or diploma. Any additional qualifications and work experience may be an added advantage. In special circumstances, the Department reserves the right to carryout selection interviews.

6.3 Mature Entry

Shall be obtained by applicants who have five (5) 'O' levels including English Language and have a demonstrable work experience during the last five years before the academic year in which admission is sought, and aged 25 years and above. They may be required to attend an interview to assess their suitability for University education.

7. ASSESSMENT

7.1 Normally, assessment of each module shall be based on continuous assessment as well as formal examinations. Continuous assessment shall contribute 30% and the end of semester examination shall contribute 70% of the final mark.

7.2 Students shall follow procedure in terms of supervision and submission of their research projects. The assessment of the project shall be based on two markers. The supervisor will award a mark out of 10% to supervision while an external examiner shall mark out of 90%.

8. PROVISIONS FOR PROGRESSION

- 8.1 Students proceed automatically from semester one to semester two at each level with the exception of special cases which would have been approved by Senate e.g. cases of students applying for deferment of studies.
- 8.2 Each Scheme of Examinations shall indicate which modules must be passed before a candidate may be allowed to proceed to a subsequent level of the programme or portion thereof.
- 8.3 Normally, a student shall not be allowed **to proceed** in a subject without having passed the previous formal examination(s) in that subject and having satisfied the entire prerequisites for proceeding in that subject as may be specified in the School Regulations.
- 8.4 A student who passes sufficiently well in one level in aggregate may be permitted to proceed to a subsequent level carrying a failed module(s) subject to the provisions of the School Regulations.

9. DEGREE CLASSIFICATION AND WEIGHTING

- 9.1 The degree shall be classified using the average marks from modules at Level I, II, III and IV, the overall mark being the weighted average.
- 9.2 The following Grading and Classification System shall be adopted for all Modules:
- | | | |
|---------------|------|----------------------|
| 75% and above | 1 | (First Class) |
| 65%- 74% | 2.1 | (Upper Second Class) |
| 60%-64% | 2.2 | (Lower Second Class) |
| 50%-59% | 3 | (Pass) |
| 40%-49% | Fail | (Supplementable) |
| 39% and below | Fail | |

10. STRUCTURE OF THE PROGRAMME

10.1 Duration

The normal duration of the BSc Honours Degree in Peace, Conflict and Governance shall be four (4) years.

10.2 Degree Structure

10.2.1 A programme shall run for at least eight (8) semesters.

10.2.2 The programme shall consist of a minimum of thirty-two (32) modules and a research project which is equivalent to twenty (24) credits.

10.2.2.1 At Level I, a candidate shall register for a minimum of ten (10) modules.

10.2.2.2 At Level II, a candidate shall register for at least ten (10) modules.

- 10.2.2.3 At Level III, a candidate shall register for three (3) modules and is required to spend a minimum of ten (10) months on work related learning experience.
- 10.2.24 At Level IV, a student shall register for a minimum of ten (10) modules.

10.2.3 A module in a programme shall be taught per semester in accordance with contact hours indicated in Table 10.4.

10.3 Work Related Learning

10.3.1 At Level III, a candidate shall be on Work Related Learning at any private or public institution where theory is applied into practice which is equivalent to six modules.

10.3.2 Block Release/ Parallel Students who are employed in the relevant sector and with at least two (2) years' experience may apply to the School to have the Work Related Learning Level run concurrently with Level IV.

10.4 Modules

CODE	MODULE DESCRIPTION	CONTACT TIME				NON-CONTACT TIME	NOTIONAL HOURS	CREDITS	PRERE-QUISITE
		Lectures	Tuto-rials	Field Trips	Demon-strations				
LEVEL 1 SEMESTER I									
HPCG111	Introduction to Peace, Security Studies	36	12	4	8	60	120	12	
HPCG112	Introduction to Political Science	36	12	4	8	60	120	12	
HPCG113	Culture and Governance	36	12	4	8	60	120	12	
HSOC111	Introduction to Sociology I	36	12	4	8	60	120	12	
ICCT 101	Information Technologies & Communication	36	10	-	6	68	120	12	
SEMESTER TOTAL								60	
LEVEL I SEMESTER II									
HPCG121	Human Rights Law	36	12	4	8	60	120	12	
HPCG122	Economy Society and Governance	36	12	4	8	60	120	12	
HPCG123	Negotiation, Conflict Management and Peacebuilding	36	12	4	8	60	120	12	

HSOC121	Introduction to Sociology II	36	12	4	8	60	120	12	
AGCH 101	African Philosophy, Gender, Culture And Heritage	36	10	-	6	68	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								120	
LEVEL II SEMESTER I									
HPCG211	Conflict Resolution Theory	36	12	4	8	60	120	12	
HPCG212	Research Methods and Statistics	36	12	4	8	60	120	12	
HPCG213	Gender, Conflict and Development	36	12	4	8	60	120	12	
HPCG214	Governance and Politics in Africa	36	12	4	8	60	120	12	
HPCG 215	Entrepreneurship and Innovation	36	12	4	8	60	120	12	
Optional Modules									
A student may choose any one (1) module from the following:									
HPCG216	Humanitarian and Refugee Studies	36	12	4	8	60	120	12	
		36	12	4	8	60	120	12	
HPCG217	Leadership, Theory and Practice	36	12	4	8	60	120	12	
HPCG218	Foreign Policy and Security Sector Governance	36	12	4	8	60	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								180	
LEVEL II SEMESTER II									
HPCG221	Religion, Conflict and Peacemaking	36	12	4	8	60	120	12	
HPCG222	Corporate Governance and Security	36	12	4	8	60	120	12	
HPCG223	Institutions and Local Governance	36	12	4	8	60	120	12	
HPCG 224	Monitoring	36	12	4	8	60	120	12	

	and Evaluation								
Optional Modules									
A student may choose any one (1) module from the following:									
HPCG225	Public Administration	36	12	4	8	60	120	12	
HPCG226	Comparative Peace Building	36	12	4	8	60	120	12	
HANTH222	State Identity and Nationalism	36	12	4	8	60	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								240	
LEVEL III									
HPCG303	Employer's Assessment	-	-	-	120	80	200	20	All Level 1 and 2 modules
HPCG304	Academic Supervisor's Assessment	-	-	-	5	495	500	50	All Level 1 and 2 modules
HPCG305	Student's Innovation Report	-	-	-	-	500	500	50	All Level 1 and 2 modules
SEMESTER TOTAL								120	
CUMULATIVE TOTAL								360	
LEVEL IV SEMESTER 1									
HPCG411	Contemporary Issues in Election Management	36	12	4	8	60	120	12	
HPCG412	Peace and International Law	36	12	4	8	60	120	12	
HPCG413	Issues in Human Security	36	12	4	8	60	120	12	
HPCG414	Democracy and Human Rights	36	12	4	8	60	120	12	
Optional Modules									
A student may choose any one (1) module from the following:									
HPCG415	Refugee Management	36	12	4	8	60	120	12	
HPCG416	Ethnic Conflicts in Africa	36	12	4	8	60	120	12	
HPCG417	Globalization, Culture and Conflicts	36	12	4	8	60	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								420	
LEVEL IV SEMESTER II									
HPCG421	Research Project	10	24	-	24	182	240	24	

HPCG422	Environmental Politics and Conflicts	36	12	4	8	40	100	12	
HPCG423	Radicalism, Terrorism and Contemporary Conflicts	36	12	4	8	60	120	12	
Optional Modules A student may choose any two (2) module from the following:									
HPCG424	Economics of Security Sector Governance	36	12	4	8	60	120	12	
HPCG425	Civil Society and Governance	36	12	4	8	60	120	12	
HPCG426	Politics of Social Policy	36	12	4	8	60	120	12	
HPCG427	Gender, Peace and Security	36	12	4	8	60	120	12	
SEMESTER TOTAL								72	
CUMULATIVE TOTAL								492	

10.5 Credit System

10.5.1 Each module is assigned credits that represent the total number of notional hours of learning that a student is expected to be engaged in for their particular module.

10.5.2 A single credit is equivalent to 10 notional hours of learning.

10.5.3 The notional hours of learning of each module are made up of contact and non-contact hours.

10.5.4 The contact hours include the lectures, practicals and tutorials.

10.5.5 Non-contact hours include the hours for assignment preparation and writing, tests, examinations and self-directed learning.

11. MODULE SYNOPSES

LEVEL 1 SEMESTER 1

HPCG111 INTRODUCTION TO PEACE AND SECURITY STUDIES – 12 credits

The module is a critical examination of theoretical and practical issues surrounding peace and security within modern society. Students are expected to examine conditions for peace and security, and to assess the scope for conflict resolution, non-violence and reconciliation. Focus is also drawn to the main approaches to peace studies, exploring the development of ideas in the field as they bear on the roots of violence and the understanding of peace and peace-making.

HPCG112 INTRODUCTION TO POLITICAL SCIENCE – 12 credits

The module lays the foundation to students to the concepts and theories in political science. It introduces students to career demands and challenges in issues in peacebuilding, human security and democratic governance. The relevance of accountability, transparent security-sector governance predicated on achieving sustainable development will also be analysed.

HPCG113 CULTURE AND GOVERNANCE – 12 credits

Culture is a fundamental aspect of all human societies. It defines who we are, where we have come from and it carves a unique identity of people in a world of increasing homogeneity and globalization. Never in history has societies faced the unprecedented bombardment of their cultures by outside forces such that an appreciation of people's cultures is imperative for the continued survival of their specific identities in the global world. Culture and knowledge need to be preserved hence the module stresses the importance of preserving these aspects. It is also without doubt that culture is dynamic; adaptive hence the popular misconception of culture as backward, static, rigid and anti-development/progress should also be dispelled. The negative stigma which has been attached mostly African cultures also calls for a shift in thinking since it has been realized that each and every culture has got its unique treasures beneficial to the societies in which it is found. The module also takes an analysis of contemporary cultures so as to understand how changes in culture have evolved over time.

HSOC111 INTRODUCTION TO SOCIOLOGY 1 – 12 credits

The primary objective is to enable students to gain a theoretical foundation for understanding social issues. The module begins with a discussion of the theoretical origins of Sociology, its key concepts, similarities and differences with other social science subjects. As the students work through the module, they are expected to acquire critical, analytical and practical skills that will also serve them in other social science modules as well. Lecture notes are designed to introduce the students to some critical evaluation of discourse on the nature, antecedents and trends in sociological theorizing.

ICCT 101 INFORMATION TECHNOLOGIES AND COMMUNICATION (12 credits)

Effective communication helps students to communicate effectively in the academic realm, the work place and social life. They will learn and understand how to communicate, how others communicate and adjust to meet their needs simultaneously helping to improve relationships in

general. It also inculcates awareness and understanding of fundamental concepts that can have a profound effect on life and success at the work place.

LEVEL 1 SEMESTER 2

HPCG121 HUMAN RIGHTS LAW – 12 credits

The module enables students to achieve knowledge of human rights law, a subject that is now highly topical in academia and in practice, and to develop their insights in a unique branch of law dealing with contemporary humanitarian problems. Through the module, students are equipped with a critical explanation and evaluation of the nature of, and theories behind, human rights law. Mechanisms of enforcement of human rights law are also covered, as well as how human rights law can be applied to contemporary events from a human rights perspective. The module helps in acquiring a sense of the moral value of human rights principles and agendas.

HPCG122 ECONOMY, SOCIETY AND GOVERNANCE – 12 credits

This module explores the interface between the economy and governance systems. It can be seen that the economy plays a crucial role and is closely interlinked to the governance systems in any society. A number of economic models, their evolution and their place in governance will also be examined. The module is designed to enable the student to understand the value of the economy in governance systems in general as well as how the economy influences other social institutions in society.

HPCG123 NEGOTIATION, CONFLICT MANAGEMENT AND PEACEBUILDING – 12 credits

The module unearths the embedded nature of diplomacy in every conflict in view of the point that conflicts arise in human relationships. Focus will be on the influence of diplomacy in naming, framing, blaming, and attempts to tame conflicts. Reference will also be made to the cultural construction of conflict in peacebuilding. The module employs cases of intractable conflict situations, such as the Israeli-Palestinian one, to highlight how conflict can be about acknowledgement, representation, and legitimization of different identities and ways of living, being, and making meaning.

HSOC121 INTRODUCTION TO SOCIOLOGY II – 12 credits

This module develops learners' sense of themselves as part of society. It uses a sociological approach, which encourages learners to ask questions about the social world in which we live and to use evidence to support explanations for human social behavior. The module will therefore enable learners to become familiar with research methods and the use of evidence in sociology. The module equips learners with knowledge and understanding of the sociological perspectives, theories and concepts used to investigate and explain aspects of the social world. The sociological understanding that develops from learning in this module is used to question commonly-held assumptions about society and to consider sociological explanations. The module offers opportunities for learners to actively investigate human society, cultures and social issues. Learners apply sociological perspectives, theories, concepts and research evidence to analyze society.

AGCH 101 AFRICAN PHILOSOPHY, GENDER, CULTURE AND HERITAGE (12 Credits)

The module introduces students to Zimbabwean culture and heritage like tangible and intangible attributes of the society, inherited from the past, maintained in the present and bestowed for social, economic and political advancement. Students are introduced to the identification, preservation and safeguarding of Zimbabwean values (ubuntu/hunhu) and heritage in its diverse forms. The mind of students are cultivated to think as an African to understand who they are, why they are, where they are and their African human dignity in the contemporary world to be rolled out using concepts of African Philosophy and Thought. The other thrust of this module is to acquaint students with knowledge of Zimbabwe's past which is a vehicle for understanding Zimbabwe's yesterday, today and tomorrow. This is done in the spirit to make students realise importance of understanding black empowerment, sovereignty, nation building and nation identity. Students are also sensitised to concepts for understanding gender and its key concepts. Gender theories and other related issues will be in the limelight of this module.

LEVEL 2 SEMESTER 1

HPCG211 CONFLICT RESOLUTION THEORY – 12 credits

This module introduces students to contemporary Conflict Resolution theory and practice. The focus, however, will be on practical application, while sufficient attention will be given to theory. The module is consciously focused on the African context though references to conflicts in other parts of the world may also be drawn. An exploration of conflict resolution models and theories will be made, though the major focus will be on their applicability. The module explores conflict resolution as a field of inquiry and research; perspectives, theories, and assumptions underlying conflict analysis and conflict resolution; contending approaches to conflict resolution training and practice.

HPCG212 RESEARCH METHODS AND STATISTICS – 12 credits

The module is designed to assist students to develop a deep understanding of methodological approaches which are relevant when conducting social science research. Areas to be covered in this module include but not limited to identification of research problem, literature review, assumption, hypothesis, research questions, sampling, data collection, quantitative methods, qualitative methods, descriptive statistics, inferential statistics and probability. The module will equip students with skills that enable them to gather, analyze, and interpret data, problem solving and decision making. The module will assist the basic knowledge of statistics as it relates to research in social science. However, the module will also highlight the uses and limitations of statistics in the society. The module will acquaint students with the analysis of contemporary issues through scientific logical deductions presentation in the social sciences. It will enable students to understand some basic statistical theories and the importance of measures of central tendencies.

HPCG213 GENDER, CONFLICT AND DEVELOPMENT – 12 credits

This module underscores the importance of both men and women in issues of conflict and development. The major question asked is, how do the socially assigned roles of men and

women regulate conflict and development? The module will focus on ‘development’ as a context for a gendered form of conflict. The role of men and women as agents of social change will also be investigated. The module also examines how gender perspectives on poverty, human rights, development and cultural practices unmask direct, structural and cultural violence. It analyses gender as a factor in peace building with an emphasis on ‘grass roots’ initiatives which promote equality and partnership.

HPCG214 GOVERNANCE AND POLITICS IN AFRICA – 12 credits

The module aims to examine governance in Africa. A historical approach is adopted, examining colonial governance and its implications on the citizens. Post-colonial governance in Africa in general and Southern Africa in particular is given prominence with issues of human rights observation, individual freedoms and liberties, gay rights, democracy, media, justice and constitutionalism at the centre. Various theoretical and conceptual frameworks in politics are operationalized using Africa as a case study.

HPCG 215 ENTREPRENEURSHIP AND INNOVATION

Students are expected to be innovative and where possible invest into viable enterprises (profit or not for profit) after completing their degree programme. This module develops skills and knowledge to develop business ideas of students from the conceptual stage to the market place. Students are expected to develop their model ideas at a real marketplace and test them. Course content includes the nature of enterprise and entrepreneurship, the role of the entrepreneur, innovation and technology in the entrepreneurial process, managing risk.

OPTIONAL MODULES

HPCG216 HUMANITARIAN AND REFUGEE STUDIES – 12 credits

This module assesses the evolution of the international refugee regime, the development of refugee policies and the impact of globalization on the protection of refugees and humanitarianism. The module also deals with the challenges faced by refugees under humanitarian crisis as well as national, regional and international mechanisms and norms that have been developed in the protection of refugees.

HPCG217 LEADERSHIP, THEORY AND PRACTICE – 12 credits

The objective of the course is to examine key issues in leadership in relation to strategies for conflict prevention, peace building and peace keeping and the promotion and maintenance of good governance. It focuses on leadership relationship between the public and private sectors and within civil society and in development.

HPCG218 FOREIGN POLICY AND SECURITY SECTOR GOVERNANCE – 12 credits

This module examines a variety of alternative theoretical models of how states formulate, implement and evaluate foreign policy with a view of improving their national security. The interface between national security concerns and the formulation of foreign policy is thus emphasized. This module aims to familiarize students with the process of by which foreign policy is made and the influences that shape the direction of that policy. It examines how foreign policy impacts on local, regional and global geo-political security and governance structures.

LEVEL 2 SEMESTER 2

HPCG221 RELIGION, CONFLICT AND PEACEMAKING – 12 credits

The focus of the module is to give an Anthropological hindsight pertaining to how religions influence the perpetuation of conflicts or whether it thwarts it. In this case, different religions at both national and international levels shall be brought to attention in trying to find out a way of making a unifying component to global citizens in times of misunderstandings and civil unrests. Attention will be also thrust on the creation of global peace through tolerance of different religions.

HPCG222 CORPORATE GOVERNANCE AND SECURITY– 12 credits

The aim of this module is to focus on corporate governance, and its practical relevance to national and multinational organisations in all sectors. This module addresses fundamental questions on how enterprises manage themselves and their place in society. It prepares students to challenges and opportunities that modern enterprises face in their need to ensure effective management. Key issues will include: the role and functions of boards of directors; the role of internal and external auditors; audit committees; stakeholder and agency theory; corporate social responsibility; the impact of corporate governance failure; and business ethics and how they influence security.

HPCG223 INSTITUTIONS AND LOCAL GOVERNANCE – 12 credits

The module offers a historical and evolutionary analysis of the growth and development of political systems in Africa. Ethnocentric views that African societies lacked political and governing systems will be dispelled in this module. Earliest pre-colonial political systems will be examined as well as chronicling how the colonial project reconfigured these systems. Post-colonial and contemporary political systems are assessed. Central to all the analysis is the assessment of relevance, strength and weaknesses of African political systems. The salience of tribalism, ethnicity, race and religion in African politics will be at the forefront.

HPCG224 MONITORING AND EVALUATION (12 credits)

This module introduces students to the methods and processes that are used by different institutions to appraise programmes and effect changes. The module will equip students with the relevant skills and techniques to craft a monitoring and evaluation proposal applicable to social work and fully implement it. It will also expose students to the diverse areas in which monitoring and evaluation is applied in social work such as in HIV and AIDS, assessment and NGO work. Students should be able to understand concepts, of M&E, identify ways to overcome barriers to effective program monitoring as well as selecting appropriate indicators for measuring social work program outputs and outcomes.

OPTIONAL MODULES

HPCG225 PUBLIC ADMINISTRATION – 12 credits

This module introduces students to key concepts and theories of public administration. It explores various management theories and political system. The nature, scope and significance of public administration are also explored. Policy aspects of public personnel administration at

all levels of government are examined. Civil service system, public service ethics are also explored.

HPCG226 COMPARATIVE PEACE BUILDING – 12 credits

The focus of the module is to give an Anthropological hindsight pertaining to how religions influence the perpetuation of conflicts or whether it thwarts it. In this case, different religions at both national and international levels shall be brought to attention in trying to find out a way of making a unifying component to global citizens in times of misunderstandings and civil unrests. Attention will be also thrust on the creation of global peace through tolerance of different religions.

HANTH 222 STATE, IDENTITY AND NATIONALISM – 12 credits

The focus of this module is to explore the complexity of the concept state, unpacking its major characteristics, its formation among other important points to note. An analysis will be made on the relationship which exists between state, country and nation. This will be done without forgetting how a state can shape someone's identity and how the identity can influence the formation of the state, nation and how these realms can lead to the issues patriotism as well as nationalism. On a broader spectrum, identity and state will be put into a global world weighing their influence in global conflicts and union.

LEVEL 3

HPCG 301 EMPLOYER'S ASSESSMENT – 20 credits

The internship experience is designed to give students in Sociology the opportunity to put their theoretical debates into practice. The skills and ideas taught throughout the Sociology programme would be transformed in reality. Students would be attached in various organisations relevant to Sociology to transform the theory into practice. The rationale behind this is to produce students who are well acquainted with the working environments related to their study.

HPCG 302 ACADEMIC SUPERVISOR'S ASSESSMENT – 50 credits

The internship experience is designed to give students in Sociology the opportunity to put their theoretical debates into practice. The skills and ideas taught throughout the Sociology programme would be transformed into reality. Students would be attached in various organisations relevant to the discipline of Sociology to transform the theory into practice. The rationale behind this is to produce students who are well acquainted with the working environments related to their study.

HPCG 303 STUDENT'S INNOVATION REPORT – 50 credits

Students will produce a written report and this report should be quality assured by the head of department at the work place. The overall assessment by the mentor and the head of the department in the organisation will contribute to final assessment of the student work place experience.

LEVEL 4 SEMESTER 1

HPCG411 CONTEMPORARY ISSUES IN ELECTION MANAGEMENT – 12 credits

The treatise of this module is to give a critical thinking pertaining to the contemporary political management issues of elections in African countries. It will also trace the selection of political leadership in pre-colonial societies. It will then dwell on contemporary issues such as democracy and human rights, showing how these aspects are managed in African context as well as other global continents. Thereafter, a special attention will be thrust on the role of the regional, continental and the international world in the monitoring and execution of elections.

HPCG412 PEACE AND INTERNATIONAL LAW – 12 credits

This module explores the fundamental principles of international law and examines the historical development of these laws. The nature of international law differs in many respects from local, state and federal law. International laws are formed by either customary international norms or by treaty or multilateral agreements by organisations like the UN. The module concludes with the review of successes and failures of international laws.

HPCG413 ISSUES IN HUMAN SECURITY – 12 credits

This module aims at providing students with critical knowledge and skills needed in the handling and management of displaced persons (refugees). It exposes students to issues of rising worldwide economic interdependence upon national security policy. The changing global balance in military capabilities will also be examined with special reference to how this impacts on peace and security. This module will also explore the various legal frameworks which govern the protection and management of refugees.

HPCG 414 DEMOCRACY AND HUMAN RIGHTS – 12 credits

The course seeks to acquaint students with an understanding of the concepts of Human Rights and Democracy, particularly their fluidity as well as the relationship between them. It explores the application of Human Rights statutes (particularly the UDHR) and the variability of Democracy around the world. In addition, it examines how the conferral of Democracy and Human Rights affects the conduct of societies, communities, and individuals. In this module, all students are expected to know the central instruments of Human Rights and the types of Democracy. The module seeks to enable students to critique the nature, application and feasibility of Human Rights statutes as well as Democracy principles all over the world with particular focus on Africa. Students should be able to examine Human Rights and Democracy issues in their countries as well as worldwide.

OPTIONAL MODULES

HPCG415 REFUGEE MANAGEMENT – 12 credits

This module aims at providing students with critical knowledge and skills needed in the handling and management of displaced persons (refugees). This module imparts students with skills and knowledge for effective management and co-ordination of refugees in a variety of settings. This module will also explore the various legal frameworks which govern the protection and management of refugees.

HPCG416 ETHNIC CONFLICTS IN AFRICA – 12 credits

The module seeks to unpack realities surrounding ethnicity and ethnic identities and their impact on social, religious, economic and political relations in Africa. Ethnic differences will be put under scrutiny in the context of misunderstandings, conflicts and violence. The impact of these factors will be assessed on the broader context of national integration, maintenance of peace, as well as development in general. The ethnic differences and antagonism shall not only be restricted to Africa, but broadened into the global world in attempt create a habitable global village.

HPCG417 GLOBALISATION, CULTURE AND CONFLICTS – 12 credits

The treatise of the module is to give an Anthropological eye to the aspect of globalization and the inter-phase of cultural fusion and conflicts. Culture will be a central phenomenon in the interconnected global world and analysis will be made whether the creation of the global culture is feasible or not. Thereafter an assessment will be made pertaining to the manifestation of conflicts and the best way of their management.

LEVEL 4 SEMESTER 2**HPCG421 RESEARCH PROJECT - 20 Credits**

The research project is designed to demonstrate in-depth knowledge and understanding, capacity to analyse and link theory and practice to contemporary thematic issues in peace, conflict and governance.

HPCG422 ENVIRONMENTAL POLITICS AND CONFLICTS – 12 credits

Many communities throughout the world are conflicts over natural resource. This module focuses on conflicts emanating from contestations over natural resource use and how these can be resolved. In this module environment is conceived in a broad sense of physical factors that condition human relations and affairs. These include geographical factors such as territory and geographical distance as well as the pattern and distribution of natural resources. The module explores the causes and of conflicts consequences involving environmental concerns. This module is structured to provide students with a distinct theoretical and practical case pertaining to environmental conflicts.

HPCG423 RADICALISM, TERRORISM AND CONTEMPORARY CONFLICTS – 12 credits.

The main focus of this module is to explore the impact of radicalism, terrorism and conflicts in belligerent societies. It focuses on the impact of extremism on local, national and international security and sustainable development. Contemporary issues from the local to global level shall be analysed.

OPTIONAL MODULES**HPCG424 ECONOMICS OF SECURITY SECTOR GOVERNANCE – 12 credits**

This module provides a contextual, theoretical and practical understanding of the economic and financial aspects of the security-development nexus. The Global-post war economy is characterized by rapidly escalating research, technology and acquisition expenditure but in the

context of declining national development and tight security budgets. The module thus pays attention to issues pertaining to rising revenue and budgetary control or management.

HPCG425 CIVIL SOCIETY AND GOVERNANCE – 12 credits

The module focuses students to the operationalization of democracy. This module gives an overview of the history of civil societies in issues of governance. The importance of both local as well as international non-state actors in the form of NGOs and Faith Based Organization in issues of governance is examined. Apart from highlighting the positive role of civil societies in governance, drawbacks and fault lines are also examined.

HPCG426 POLITICS OF SOCIAL POLICY – 12 credits

The module situates social policy at the center of governance and politics. Processes and stages in policy formulation and ideologies informing social policy are examined in detail. Policies in environmental issues, development, gender and other sectors that affect politics and governance are analyzed. The module also examines the linkage between politics and policies as well as the results of different policies implemented at local and international level.

HPCG427 GENDER, PEACE AND SECURITY – 12 credits

This module is designed to assist students to develop a deeper understanding of current or topical issues in the realm of gender, henceforth it is built on Gender studies, a module taken earlier in this programme. Areas to be covered in this module include but not limited to domestic violence, sexual harassment, militarism, homosexuality, consumerism and HIV and AIDS, male rape, political participation and women's human rights.

REGULATIONS FOR THE BACHELOR OF SCIENCE HONOURS DEGREE IN SOCIAL ECOLOGY

1. PREAMBLE

These regulations should be read in conjunction with the Faculty Regulations and General Academic Regulations for Undergraduate Degree Programmes, which have precedence over Departmental Regulations.

2. GENERAL DESCRIPTION OF THE PROGRAMME

This programme is a critical social theory that adopts a reconstructive, ecological, communitarian, and ethical approach to society. It locates the roots of the environmental crisis to relations of hierarchy and domination between people. This is an interdisciplinary field that envisions a moral economy that moves beyond scarcity and hierarchy, toward a world that harmonizes human communities with the natural world, while celebrating diversity, creativity and freedom. The programme draws on diverse insights from fields such as environmental science, geography, agriculture, history, ecology, political science, sociology, anthropology and law in order to make sense of governance of the environment as well as how and why environmental crisis occur. It therefore, promotes ethical thinking and collective activity grounded in radically democratic ideals. Some of the key areas covered in this programme include Food Security and Agriculture Development; Issues in Sustainable Development; Ecology, Human Rights and Society; Human Health and the Environment; Conflict Management in Natural Resources; Disaster Management and Preparedness; Monitoring and Evaluation among other areas. This programme explores the enduring questions of the origins of war and maintenance of peace, the nature and exercise of power and governance.

3. OBJECTIVES

- 3.1 Students should be able to analyse the intricate yet complex relationship between human beings and nature.
- 3.2 Students should be able to critique contemporary social, political, and anti-ecological trends.
- 3.3 This programme seeks to develop students who are relevant to the career demands and challenges of environmental governance bodies both locally, regionally and internationally.
- 3.4 This programme equips students with requisite knowledge and skills that will enable them to provide strategic and meaningful advice on issues relating to environmental management, conflict resolution and good governance globally.

4. EXPECTED LEARNING OUTCOMES

The programme provides insights into the contemporary environmental issues confronting society in the world today. At the end of the programme, students shall be able to understand and apply theory into critical environmental issues/ challenges facing the world over. It will also equip students with the analytical skills in dealing with present day environmental problems in society. have critical analytical skills in dealing with questions of the origins of war and maintenance of peace, the nature and exercise of power and governance.

5. CAREER PROSPECTS

Graduates of this programme will find employment in a range of areas. This programme will create career opportunities in the area of peace, conflict and governance. Graduates will have career opportunities in both the public and private sector. Institutions that will absorb graduate of this programme include the civil society, academia, NGOs, local government both rural and urban government ministries (International Affairs) consultancy, firms and research institutes, political parties, international organizations (UN, SADC, AU) and academic organizations etc.

6. ENTRY REQUIREMENTS

6.1 Normal Entry

6.1.1 At least five (5) 'O' levels including English Language with Grade C or better.

6.1.2 At least two (2) Advanced level passes in Arts, Humanities or Commercials.

6.2 Special Entry

A candidate who does not meet normal entry requirements may, subject to the approval of the Senate, be admitted into a programme provided the candidate has either a relevant national certificate or diploma. Any additional qualifications and work experience may be an added advantage. In special circumstances, the Department reserves the right to carryout selection interviews.

6.3 Mature Entry

Shall be obtained by applicants who have five (5) 'O' levels including English Language and have a demonstrable work experience during the last five years before the academic year in which admission is sought, and aged 25 years and above. They may be required to attend an interview to assess their suitability for University education.

7. ASSESSMENT

7.1 Normally, assessment of each module shall be based on continuous assessment as well as formal examinations. Continuous assessment shall contribute 30% and the end of semester examination shall contribute 70% of the final mark.

7.2 Students shall follow procedure in terms of supervision and submission of their research projects. The assessment of the project shall be based on two markers. The supervisor will award a mark out of 10% to supervision while an external examiner shall mark out of 90%.

8. PROVISIONS FOR PROGRESSION

8.1 Students proceed automatically from semester one to semester two at each level with the exception of special cases which would have been approved by Senate e.g. cases of students applying for deferment of studies.

8.2 Each Scheme of Examinations shall indicate which modules must be passed before a candidate may be allowed to proceed to a subsequent level of the programme or portion thereof.

8.3 Normally, a student shall not be allowed **to proceed** in a subject without having passed the previous formal examination(s) in that subject and having satisfied the entire prerequisites for proceeding in that subject as may be specified in the School Regulations.

8.4 A student who passes sufficiently well in one level in aggregate may be permitted to proceed to a subsequent level carrying a failed module(s) subject to the provisions of the School Regulations.

9. DEGREE CLASSIFICATION AND WEIGHTING

9.1 The degree shall be classified using the average marks from modules at Level I, II, III and IV, the overall mark being the weighted average.

9.2 The following Grading and Classification System shall be adopted for all Modules:

75% and above	1	(First Class)
65%- 74%	2.1	(Upper Second Class)
60%-64%	2.2	(Lower Second Class)
50%-59%	3	(Pass)
40%-49%	Fail	(Supplementable)
39% and below	Fail	

10. STRUCTURE OF THE PROGRAMME

10.1 Duration

The normal duration of the BSc Honours Degree in Social Ecology shall be four (4) years.

10.2 Degree Structure

10.2.1 A programme shall run for at least eight (8) semesters.

10.2.2 The programme shall consist of a minimum of thirty-two (32) modules and a research project which is equivalent to twenty (24) credits.

10.2.2.1 At Level I, a candidate shall register for a minimum of ten (10) modules.

10.2.2.2 At Level II, a candidate shall register for at least ten (10) modules.

10.2.2.3 At Level III, a candidate shall register for three (3) modules and is required to spend a minimum of ten (10) months on work related learning experience.

10.2.2.4 At Level IV, a student shall register for a minimum of ten (10) modules.

10.2.3 A module in a programme shall be taught per semester in accordance with contact hours indicated in Table 10.4.

10.3 Work Related Learning

10.3.1 At Level III, a candidate shall be on Work Related Learning at any private or public institution where theory is applied into practice which is equivalent to six modules.

10.3.2 Block Release/ Parallel Students who are employed in the relevant sector and with at least two (2) years' experience may apply to the School to have the Work Related Learning Level run concurrently with Level IV.

10.4 Modules

CODE	MODULE DESCRIPTION	CONTACT TIME				NON-CONTACT TIME	NOTIONAL HOURS	CREDITS	PRERE-QUISITE
		Lectures	Tuto-rials	Field Trips	Demon-strations				
LEVEL 1 SEMESTER I									
HSEC111	Introduction to Social Ecology 1	36	12	4	8	60	120	12	
HSEC112	Human Society and Ecology	36	12	4	8	60	120	12	
HSEC113	Introduction to the physical world	36	12	4	8	60	120	12	
HSEC114	Food security and Agriculture Development	36	12	4	8	60	120	12	
ICCT101	Information Technologies and Communication	36	10	-	6	68	120	12	
SEMESTER TOTAL								60	
LEVEL I SEMESTER II									
HSEC121	Introduction to Social Ecology II	36	12	4	8	60	120	12	
HSEC122	Gender and Environment and Development	36	12	4	8	60	120	12	
HSEC123	Rural livelihoods	36	12	4	8	60	120	12	
HSEC124	Introduction to Environment and Development	36	12	4	8	60	120	12	
AGCH101	African Philosophy, Gender, Culture And Heritage	36	10	-	6	68	120	12	

SEMESTER TOTAL								60	
CUMULATIVE TOTAL								120	
LEVEL II SEMESTER I									
HSEC211	Ecological Analysis	36	12	4	8	60	120	12	
HSEC212	Issues in Sustainable Development	36	12	4	8	60	120	12	
HSEC213	Environmental Impact Assessment	36	12	4	8	60	120	12	
RMSP101	Research Methods and Statistics	36	12	4	8	60	120	12	
Optional Modules A student may choose any one (1) module from the following:									
HSEC214	Ecology, Human rights and Society	36	12	4	8	60	120	12	
HSEC215	Community Based Natural Resources Management	36	12	4	8	60	120	12	
HSEC216	Cultural Ecology	36	12	4	8	60	120	12	
		36	12	4	8	60	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								180	
LEVEL II SEMESTER II									
HSEC221	Institutions in Natural Resources Management	36	12	4	8	60	120	12	
HSEC222	Tourism, Recreation and Heritage	36	12	4	8	60	120	12	
HSEC223	Environmental Planning and Management	36	12	4	8	60	120	12	
HSEC224	Human Health and the Environment	36	12	4	8	60	120	12	
Optional Modules A student may choose any one (1) module from the following:									
HSEC225	Energy Issues in Developing countries	36	12	4	8	60	120	12	
HSEC226	Environmental communication	36	12	4	8	60	120	12	

HSEC227	Urban and Natural Ecosystems	36	12	4	8	60	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								240	
LEVEL III									
HPCG301	Employer's Assement	-	-	-	120	80	200	20	All Level 1 and 2 modules
HPCG302	Academic Supervisor's Assessment	-	-	-	5	495	500	50	All Level 1 and 2 modules
HPCG303	Student's Innovation Report	-	-	-	-	500	500	50	All Level 1 and 2 modules
SEMESTER TOTAL								120	
CUMULATIVE TOTAL								360	
LEVEL IV SEMESTER 1									
HSEC411	Conflict Management in Natural Resources	36	12	4	8	40	120	12	
HSEC412	Principles of Environmental Management and law	36	12	4	8	40	120	12	
HSEC413	Disaster Management and Preparedness	36	12	4	8	40	120	12	
HSEC414	Agroforestry	36	12	4	8	40	120	12	
Optional Modules									
A student may choose any one (1) module from the following:									
HSEC415	Climate change	36	12	4	8	40	120	12	
HSEC416	Globalization, Politics and the Environment	36	12	4	8	40	120	12	
HSEC417	Demography and the environment	36	12	4	8	40	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								420	
LEVEL IV SEMESTER II									
HSEC421	Research Project	10	24	-	24	182	240	24	
HSEC422	Environmental Management and Protection	36	12	4	8	40	120	12	
HSEC423	Monitoring and Evaluation	36	12	4	8	40	120	12	
HSEC 424	Ecological	36	12	4	8	40	120	12	

	Economics								
Optional Modules									
A student may choose any one (1) module from the following:									
HSEC 425	Industrial Ecology	36	12	4	8	40	120	12	
HSEC 426	Water Resources Management	36	12	4	8	40	120	12	
HSEC 427	Special Issues in Rural livelihoods	36	12	4	8	40	120	12	
SEMESTER TOTAL								72	
CUMULATIVE TOTAL								492	

10.5 Credit System

10.5.1 Each module is assigned credits that represent the total number of notional hours of learning that a student is expected to be engaged in for their particular module.

10.5.2 A single credit is equivalent to 10 notional hours of learning.

10.5.3 The notional hours of learning of each module are made up of contact and non-contact hours.

10.5.4 The contact hours include the lectures, practicals and tutorials.

10.5.5 Non-contact hours include the hours for assignment preparation and writing, tests, examinations and self-directed learning.

11. MODULE SYNOPSES

LEVEL 1 SEMESTER 1

HSEC 111 INTRODUCTION TO SOCIAL ECOLOGY -12 credits

This is an introductory module to issues, concepts and trends in Social Ecology. The module familiarizes students on current issues on the state of the environment and an appreciation of the patterns of interaction between society and their physical environment. The basic principles and definitions of ecology are introduced as well as interactions between organisms and the non-living environment.

HSEC 112 HUMAN SOCIETY AND ECOLOGY- 12 credits

This module familiarizes students with environmental problems from the perspective of human individuals and societies. The Sociological and Anthropological basis of Human Ecology are introduced to students to the different analytical contributions which anthropology and Sociology as well as other disciplines such as geography and economics have provided to the theory and policy practice of Human ecology. The socio-economics dimension investigates the link between

the environment and economics. Underlying environmental policies are different moral beliefs, which are explored in environmental ethics.

HSEC 113 INTRODUCTION TO THE PHYSICAL WORLD-12 credits

Physical world introduces students to geographical thinking. It introduces students to all major aspects of socio-environmental systems, identifying physical phenomena and natural processes. This module integrates the interrelationships between physical world and human geography. Students need to familiarise with a basic understanding of the physical world to appreciate how people, places, and resources are interrelated, and move into the realm of resource management and resource sustainability. There is an interplay between the earth's physical systems and the demands humans put on those systems sustainability. At the end of the course students should understand and apply concepts fundamental to understanding society and its environment. Students will familiarize with natural processes and landforms. Aspects on Atmosphere, weather and climate, will be covered. The module will also cover soils and soil development, biogeography and biodiversity. Pollution and waste issues are also key and develop to the understanding of the human and environment interactions.

HSEC 114 FOOD SECURITY AND AGRICULTURE DEVELOPMENT-12 credits

This module focuses on issues of food security at international level and particularly in developing countries in the broader context of the changes that are occurring in the agricultural sector. These changes are occurring at the local (households), community, national and global levels. Students shall be able to critically analyze the dynamics brought about the transformations in the food industry and the effects on the smallholder producers and the markets? They make a comparative analysis on key issues and responses in agrarian reforms in the context of agrarian politics. The module provides a framework for analyzing other factors, especially regarding security and conflict issues that affect food security Communities will be engaged to promote smart agriculture at the same time creating market linkages for communities to market their products from market gardening and horticulture. Aquaculture activities can be enhanced in communities through fish ponds as well as bee hives for honey to realize sustainable agriculture activities.

ICCT 101 INFORMATION TECHNOLOGIES AND COMMUNICATION (12 credits)

Effective communication helps students to communicate effectively in the academic realm, the work place and social life. They will learn and understand how to communicate, how others communicate and adjust to meet their needs simultaneously helping to improve relationships in general. It also inculcates awareness and understanding of fundamental concepts that can have a profound effect on life and success at the work place.

LEVEL I SEMESTER 2

HSEC121 INTRODUCTION TO SOCIAL ECOLOGY II - 12 credits

This is a continuation of introductory module to modules that will be covered throughout the programme. There has been a growing cause of concern on the present state of the environment which needs a human centred approach to environmental problems that are being faced. Issues

of culture and heritage are crucial in understand problems and creating viable solutions. Globalisation has tended to take the centre stage bringing in both positive and negative developments in management of natural resources. Participation of the general public has emerged to be very crucial in management of natural resources. Most of the environmental problems have also tended to be health related issues and not merely ecological.

HSEC122 GENDER AND ENVIRONMENTAL POLITICS- 12 credits

The module provides an in depth understanding of the significance of gender in environmental issues by examining the synergies with environmental politics. The course aims to familiarize students with gender related asymmetries in natural resource use and management. It also looks into the underpinning theoretical frameworks and practical examples in particular from Africa. Gender issues have become key in harnessing sustainable environmentally sound practices.

HSEC123 RURAL LIVELIHOODS-12 credits

The course is intended to expose students to concepts and practices of human interaction with their environment. It also familiarizes students on how people in rural communities have tended to exploit their immediate environment i.e natural resources for their livelihood and welfare. It enables students to gain a deep understanding and appreciation of the processes and conditions that guide behavior of households and communities in the rural sector, while highlighting the inherent dichotomy of gains and losses associated with human exploitation of natural resources and the environment in their bid to eke out a livelihood portfolio.

HSEC124 INTRODUCTION TO ENVIRONMENT AND DEVELOPMENT -12 credits

The module exposes students to the concept of development, acquaints them with the historical evolution of development thinking and strategies, establishes the relationship between development and environmental management, highlights the problems of development and their impact on the environment and assists students to acquire adequate capacity for developing appropriate strategies that will ensure environmentally health development thinking in the long run. The major global environmental issues concerned are, air pollution, climate change and loss of biodiversity. Recent developments in Zimbabwe have given rise to a number of environmental concerns and policies aimed at achieving sustainable development.

AGCH101 AFRICAN PHILOSOPHY, GENDER, CULTURE AND HERITAGE (12 Credits)

The module introduces students to Zimbabwean culture and heritage like tangible and intangible attributes of the society, inherited from the past, maintained in the present and bestowed for social, economic and political advancement. Students are introduced to the identification, preservation and safeguarding of Zimbabwean values (ubuntu/hunhu) and heritage in its diverse forms. The mind of students are cultivated to think as an African to understand who they are, why they are, where they are and their African human dignity in the contemporary world to be rolled out using concepts of African Philosophy and Thought. The other thrust of this module is to acquaint students with knowledge of Zimbabwe's past which is a vehicle for understanding Zimbabwe's yesterday, today and tomorrow. This is done in the spirit to make students realise importance of understanding black empowerment, sovereignty, nation building and nation

identity. Students are also sensitised to concepts for understanding gender and its key concepts. Gender theories and other related issues will be in the limelight of this module.

LEVEL 2 SEMESTER 1

HSEC211 ECOLOGICAL ANALYSIS -12 credits

This module introduces students to diverse ecological analysis skills that enable them to study the interactions between human societies and their natural environment and understand the interactions between various components of ecosystems at different spatial and temporal scales. These include carrying out censuses, sampling, field experiments, and surveillance, modeling in ecology, remote sensing and geographic information systems applications. GIS packages such as ENVI, ILWIS, ArcGIS and ERDAS Imagine in conjunction with remote sensing images such as LANDSAT, ASTER, SPOT, SRTM, IKONOS and Aerial photographs are used in this module in the analysis of ecosystems. Particular emphasis is given to concepts, procedures and tools such as modern technologies such as mapping, GIS and remote sensing that are used currently or are potentially relevant in implementing an integrated approach to impact assessment of development policies, plans and programmes.

HSEC212 ISSUES IN SUSTAINABLE DEVELOPMENT-12 credits

This course traces the concept of Sustainable Development through the various definitions that have been offered in academia. The course will examine all the conferences that have been held since the Brundtland report popularised the term sustainable development. The course seeks to encourage students to operationalize the term “sustainable development” within the local context bringing into focus the culture and technology which are embedded in indigenous knowledge systems. Emphasis is on among other issues, pollution, wars, aid, water scarcity, politics, climate change, and energy supply. Students shall be able to diagnose how such issues affect the attainment of sustainable development particularly looking at the pillars of sustainable development.

HSEC213 ENVIRONMENTAL IMPACT ASSESSMENT-12credits

The Environmental Impact Assessment module provides students with information and guidance on Environmental Impact Assessment (EIA) and Strategic Environmental Assessment (SEA) policy frameworks, practice from different countries, with particular application to developing countries and countries in transition. Topics include prediction and evaluation of social, economic, health and environmental impacts. Particular emphasis is given to concepts, procedures and tools that are used currently or are potentially relevant in implementing an integrated approach to impact assessment of development policies, plans and programmes. As far as possible, it tries to provide comprehensive coverage of generic elements of good practice that appear to be internationally accepted and widely applicable. As part of Environmental Education the university should engage communities and students in waste recycling activities through community based waste management whilst generating income for households. To partner with different stakeholders and come up with sustainable waste management practices.

RMS101 INTRODUCTION TO RESEARCH METHODS AND STATISTICS -12 credits

The module is designed to assist students to develop a deep understanding of methodological approaches which are relevant when conducting social science research. Areas to be covered in this module include but not limited to identification of research problem, literature review, assumption, hypothesis, research questions, sampling, data collection, quantitative methods, qualitative methods, descriptive statistics, inferential statistics and probability. The module will equip students with skills that enable them to gather, analyze, and interpret data, problem solving and decision making. The module will assist the basic knowledge of statistics as it relates to research in social science. However, the module will also highlight the uses and limitations of statistics in the society. The module will acquaint students with the analysis of contemporary issues through scientific logical deductions presentation in the social sciences. It will enable students to understand some basic statistical theories and the importance of measures of central tendencies.

OPTIONAL MODULES

HSEC214 ECOLOGY, HUMAN RIGHTS AND SOCIETY -12 credits

The course enables students to appreciate the need to reconcile human existence with ecological integrity. Human beings have a right to a healthy environment and other measures that prevent pollution and ecological problems yet policy at times do not address the immediate needs of those affected and in dire need. Poverty has also constrained people to have a right and deny them access to food, clothing, health and shelter. Human creates slums impacting on public health as well as human integrity. Cultural diversity in different societies has to be appreciated and harmonized at policy level to safeguard the natural environment.

HSEC215 COMMUNITY BASED NATURAL RESOURCES MANAGEMENT-12credits

The module simultaneously addresses the problems of poverty and environmental degradation. It represents a promising approach that encourages communities to take responsibility for managing their resources for the benefit of everyone. CBNRM principles will be explored, models used in Africa that contribute to its success as well as the challenges.

HSEC216 CULTURAL ECOLOGY-12 credits

The module helps students to understand human- environment dynamics. It critically analyzes dynamic features of human societies and their use of natural resources, both in the historical and contemporary societies. The course familiarizes students with community practices and their worldview on culture and the environment. The course seeks to build different perspectives and understanding on the inter- relationships between cultural practices, environment and livelihoods in a socially relevant context. The primary thrust of the course is to address the relationship between culture and natural resources.

LEVEL 2 SEMESTER 2

HSEC221 INSTITUTIONS IN NATURAL RESOURCES MANAGEMENT-12 credits

This course familiarizes students on institutions involved in governance of natural resources. It traces the evolution of institutions as regulating frameworks governing human action on use and

management of natural resources. Institutions tend to evolve from people's values and interactions and are therefore constantly changing over time. These manifest themselves as formal or informal institutions. The rise of new institutionalism gave birth to a participatory development paradigm, through which people's participation is channeled. Modern and traditional institutions will be explored in the study of institutions and how social capital plays a pivotal role in cementing social relations and management of natural resources. Common property debates will be examined as an option for co-management of natural resources.

HSEC222 TOURISM, RECREATION AND HERITAGE-12 credits

This course employs a holistic approach to the increasing role played by tourism in society. It examines the decay of natural and cultural heritage as an issue of concern. Of interest is the economic dynamics related to tourism such as valuation of resources, leakages and lack of development in host communities who face the full brunt of the growth of tourism in their areas in the form of pollution, increasing prices, transmission of diseases and social decay, especially in developing countries. The course encourages the application of indicators of sustainable development to local communities within the context of tourism activities. Valuation of tourist resource centres through community engagement and encouraging entrepreneurship of art and craft. The course encourages the application of indicators of sustainable development to local communities within the context of tourism activities.

HSEC223 ENVIRONMENTAL PLANNING AND MANAGEMENT-12 credits

The course will examine theoretical and practical issues arising from environmental planning and management. The major foci will be Zimbabwe on the following areas such as forestry planning and management, mining, water, agriculture and park management. Tools and approaches discussed include watershed planning, ecosystem approach, public participation, land use planning and monitoring. Theories and concepts will be introduced with regards to sustainability, rational comprehensive, collaborative and planning theories, actor systems dynamics, social learning and social capital. The history of monitoring will be examined, the role of monitoring in environmental planning and management and conceptual frameworks to guide monitoring. Case studies will be drawn from African experience on planning for sustainable agriculture. The role of civil society in environmental planning will be explored. Gender mainstreaming in Environmental Planning Management process will also be examined

HSEC224 HUMAN HEALTH AND THE ENVIRONMENT-12 credits

The course introduces students to the basic principles and mechanisms underlying the toxicity of xenobiotics (e.g. drugs, pesticides, environmental pollutants, industrial chemicals and food additives) and explains how the adverse effects of chemicals on humans can be quantified by risk assessment based on in vivo and in vitro toxicological data. The mechanisms and toxic effects on man of stable pollutants such as heavy metals are also considered. The link between human health and the environment is illustrated by giving an overview of a number of infectious diseases which have emerged or re-emerged in many geographical regions causing global health and economic problems that involve humans, livestock, companion animals and wildlife. Special attention is given to the ecology and epidemiology of these diseases and their affection by interrelations between pathogen, the host (human, animal or vector) and the environment.

OPTIONAL MODULES

HSEC225 ENERGY ISSUES IN DEVELOPING COUNTRIES-12 credits

The module looks at ecologically friendly energy sources that can be used as alternative energy sources to combat environmental challenges being faced in Africa such as deforestation. Green sources of energy can be used such as biogas, solar and hydro energy instead of adapting to hazardous sources of energy.

HSEC226 ENVIRONMENTAL COMMUNICATION-12 credits

The course is designed to help students develop an ability to communicate scientific information effectively to non-scientific audiences, including the general public media, policymakers, community stakeholders, businesses and others. Emphasis will be on written and oral communications which include the use of indigenous Knowledge systems that were used traditionally and continue to be used in some societies to impart environmental communication. Print broadcast, multimedia and internet based formats will also be covered as communication channels.

HSEC227 URBAN AND NATURAL ECOSYSTEMS-12 credits-12 credits

The complex issues associated with guaranteeing reasonable environmental quality for the growing and diverse populations of human settlements around the world are described. Human settlement issues at the global and local level are overviewed. An issue of major concern is rapid change in land use e.g. agricultural land converted to urban areas or used for roads and railways, wetlands and forested land converted to agricultural land and re-vegetation of disused industrial land. The driving forces, actors and policy shifts that influence land use changes and their consequences on humans and the environment are examined.

LEVEL 3

HSEC301 EMPLOYER'S ASSESSMENT-20 credits

The internship experience is designed to give students in Social ecology the opportunity to put their theoretical debates into practice. The skills and ideas taught throughout the programme would be transformed in reality. Students would be attached in various organisations relevant to Social ecology to transform the theory into practice. The rationale behind this is to produce students who are well acquainted with the working environments related to their study.

HSEC302 ACADEMIC SUPERVISOR'S ASSESSMENT-50 credits

The internship experience is designed to give students in Social ecology the opportunity to put their theoretical debates into practice. The skills and ideas taught throughout the programme would be transformed into reality. Students would be attached in various organisations relevant to the discipline of social ecology to transform the theory into practice. The rationale behind this is to produce students who are well acquainted with the working environments related to their study.

HSEC303 STUDENT'S INNOVATION REPORT-50 credits

Students will produce a written report and this report should be quality assured by the head of department at the work place. The overall assessment by the mentor and the head of the department in the organisation will contribute to final assessment of the student work place experience. During attachment students will also have outreach programmes to promote environmental awareness and stewardship through community engagement in entrepreneurial activities for sustainable management of natural resources.

LEVEL 4 SEMESTER 1

HSEC411 CONFLICT MANAGEMENT IN NATURAL RESOURCES-12 credits

The course enables students to familiarize with mechanisms through which natural resources induce conflicts which are often deeply rooted in economic and social structures. Governance and management of natural resources are core tools for conflict prevention and resolution. Different types of environment related conflicts are influenced by particular trends and call for differentiated responses since they are an obstacle to sustainable development

HSEC412 PRINCIPLES OF ENVIRONMENTAL MANAGEMENT AND LAW-12 credits

The course is designed to familiarize students with the fundamental concepts of policy and law and their application to environmental problems. The course provides the major regulatory instruments used in building systems of environmental regulations, including strengths and weaknesses of those instruments. At the end of the course the students should have an appreciation of international environmental law, regional law as well as environmental law in Zimbabwe itself.

HSEC413 DISASTER MANAGEMENT AND PREPAREDNESS-12 credits

This course will give an introductory-level understanding of the concepts underpinning, and practical processes involved in, the management of disasters. It will explain the importance of disaster mitigation and disaster preparedness; describe how disaster management can be integrated into public policy and how planning and design of infrastructure should take into account the vulnerability of communities; state and explain the importance of the Community-Based Approach to education and public awareness; describe how a community-based action plan for disaster management can be actively implemented.

HSEC414 AGROFORESTRY-12 credits

This module discusses current issues affecting forests and local inhabitants of the forests. Students will learn of the different types of forests that are found in Africa and Zimbabwe. The course will examine the causes of deforestation and forest fragmentation. The students will also be introduced to agroforestry and Forest management policy examining current programs such as community based forest management (CBFM) and community based natural resources management (CBNRM). There will be a deliberate bias to the crucial role that culture and indigenous knowledge systems play in the manner in which agroforestry. Students will also learn of the impact of poverty, gender imbalances, climate change, governance, religion on deforestation and forest fragmentation.

OPTIONAL MODULES

HSEC415 CLIMATE CHANGE-12 credits

The course is an overview of the science of climate change. It explores science and politics of global climate change. Students need to gain an understanding of international climate negotiation process. The political ecology of climate change in Africa and vulnerability to adaptation has emerged as a central component of climate policy. There is a correlation between climate change and other development imperatives such as poverty reduction, disaster risk reduction, social protection and health related issues.

HSEC416 GLOBALIZATION, POLITICS AND THE ENVIRONMENT-12 credits

This course examines the impact of the ever growing globalisation phenomenon and political discourse on the environment. Focus will be on the symbiotic relationship between politics and economics on the degradation of the environment and how these two can be used to protect and preserve the same. The course will examine the North-South nexus in terms of the operations of multinational corporations and how this impacts the environment and communities in developing countries.

HSEC417 DEMOGRAPHY AND THE ENVIRONMENT-12 credits

The course is intended to expose students to Population growth and the patterns of interaction with the environment. It also entails revisiting the impact of population growth on social, economic and ecological change. This has tended to curtail patterns of development in most instances in the third world though this has remained contested. Trends of migration have also been witnessed over the past century and HIV/AIDS has become more pronounced which is a developmental issue and might lead to increased use of the natural environment.

LEVEL 4 SEMESTER 2

HSEC421 RESEARCH PROJECT -24 credits

This is a double module and students are expected to put into practice methodological issues they were taught in various research modules. The idea is to enable students to understand and provide practical solutions to social problems bedeviling society at any given time.

HSEC422 ENVIRONMENTAL MANAGEMENT AND PROTECTION -12 credits

The course gives an overview of the fundamental responsibility for existence and wellbeing of national systems of protected areas. Responsibility for management of individual protected areas may rest with central government, regional or local government, NGOs, private sector or local community. These protected areas are of interest and include national parks, state parks, regional/urban parks, conservation areas and environmentally sensitive areas. Focus will be on the potentials and problems for protected areas in protecting and maintaining biodiversity and natural as well as culturally associated resources.

HSEC423 MONITORING AND EVALUATION -12 credits

This course introduces students to the methods and processes that are used by different institutions to appraise programmes and effect changes. The course will equip students with the

relevant skills and techniques to craft a monitoring and evaluation proposal and fully implement it. The course will equip students to the diverse areas in which monitoring and evaluation is applied such as in HIV and AIDS, poverty assessment and NGO work

HSEC424 ECOLOGICAL ECONOMICS -12 credits

Ecological economics is a discipline which puts a human and environmental face to capital production giving value to natural resources in attempt to encourage sustainable use. Ecological Economics transcends traditional economics which focus on capital injection, processes of production and output. The course gives students a background to economics and then focuses on valuation of natural resources.

OPTIONAL MODULES

HSEC425 INDUSTRIAL ECOLOGY -12 credits

Industrial Ecology is the systematic analysis of global, regional and local material and energy flows that are associated with products processes, industrial sectors and economics. Included in these analyses are energy consumption non-renewable and renewable materials consumption, air pollutant emissions, waterborne pollutant effluents and solid waste generation associated with human activities. These analyses are the foundation of Industrial ecology, which seeks to design and manage products and services that meet human needs in a sustainable manner

HSEC426 WATER RESOURCES MANAGEMENT-12 credits

This course is designed to prepare future water resource managers to effectively understand complex problems and techniques to manage water resources. Students are expected to apply management techniques in order to solve real world water related problems. The impacts of population, urbanization, agriculture and climate change on water will be explored. The linkages between water and human health will also be discussed

HSEC427 SPECIAL ISSUES IN RURAL LIVELIHOODS-12 credits

The course focuses on sum total of rural transformation and development in Africa. The economic reforms, socio-political superstructure will be explored and how these interfaces with development as it unfold through interventionism in space and time. This course looks at the macro level of analysis paying attention to emerging and contemporary issues that may affect the livelihoods of those living in rural communities

REGULATIONS FOR THE BACHELOR OF SCIENCE HONOURS DEGREE IN SOCIOLOGY

1. PREAMBLE

- 1.1 These regulations should be read in conjunction with the Faculty Regulations and General Academic Regulations for Undergraduate Degree Programmes which have precedence over Departmental Regulations.
- 1.2 The student who has started a programme following one set of regulations will not be affected by regulations adopted subsequently unless agreed to in writing by the student.
- 1.3 The Senate has the authority to exempt a student from any of these regulations.

2. GENERAL DESCRIPTION OF THE PROGRAMME

This programme provides a perceptive of the intricacies surrounding studying of individuals in relation to the society. This programme provides students with a greater understanding of how individuals and groups interact at the local, national and global level. Some of the key areas covered in this programme include Globalisation and Identity; Sexuality, HIV and AIDS; Democracy and Human Rights; Indigenous Knowledge Systems and Development; Sociology of Organisations; Sociology of Crime and Deviance; Class and Stratification; and Social Policy and Administration. The programme, therefore, assists in building skills and knowledge to students in solving social and international problems, giving a better perspective into crime, institutional roles and in the understanding and planning of society.

3. OBJECTIVES

- 3.1 Equip practitioners and students with theoretical and practical knowledge of societies, advocacy and dispute resolution.
- 3.2 This programme seeks to develop students 'critical thinking skills who are relevant to the career demands and challenges of human resources, development and governance bodies both in private and government sectors, locally, regionally and internationally.
- 3.4 This programme equips students with requisite knowledge and skills that will enable them to provide strategic and meaningful advice on issues relating to human resource management, conflict resolution and good governance globally.
- 3.5 This programme enable students to gain critical understanding of society and their relationship to issues on development in Africa and globally.

3. EXPECTED LEARNING OUTCOMES

The Sociology programme trains the student to employ critical analytical skills to understand the cultural and social dynamics of society. The course leads to a mastery of Sociological theoretical and methodological traditions. At the end of the programme, students will be expected to independently apply advanced conceptual, research and analytical skills to leverage the study of society and human relations. In addition, they should understand the foundations of contemporary science, including the scientific method, hypothesis formation and testing, objectivity, and peer review and evaluation.

4. CAREER PROSPECTS

Graduates of this programme will find employment or engage in consultancy work in a range of areas. Graduates will have career opportunities in both the public and private sector. This programme will create career opportunities in the area of human resources, business management, assessment, social work, governance, research, rural and urban development. Institutions that will absorb graduate of this programme include the civil society, academia, NGOs, local government, consultancy, firms and research institutes, political parties, international organizations (UN, SADC, AU) and academic organizations such as universities.

6. ENTRY REQUIREMENTS

6.1 Normal Entry

6.1.1 At least five (5) 'O' levels including English Language with Grade C or better.

6.1.2 At least two (2) Advanced level passes in Arts, Humanities or Commercials.

6.2 Special Entry

A candidate who does not meet normal entry requirements may, subject to the approval of the Senate, be admitted into a programme provided the candidate has either a relevant national certificate or diploma. Any additional qualifications and work experience may be an added advantage. In special circumstances, the Department reserves the right to carryout selection interviews.

6.3 Mature Entry

Shall be obtained by applicants who have five (5) 'O' levels including English Language and have a demonstrable work experience during the last five years before the academic year in which admission is sought, and aged 25 years and above. They may be required to attend an interview to assess their suitability for University education.

7. ASSESSMENT

7.1 Normally, assessment of each module shall be based on continuous assessment as well as formal examinations. Continuous assessment shall contribute 30% and the end of semester examination shall contribute 70% of the final mark.

7.2 Students shall follow procedure in terms of supervision and submission of their research projects. The assessment of the project shall be based on two markers. The supervisor will award a mark out of 10% to supervision while an external examiner shall mark out of 90%.

8. PROVISIONS FOR PROGRESSION

8.1 Students proceed automatically from semester one to semester two at each level with the exception of special cases which would have been approved by Senate e.g. cases of students applying for deferment of studies.

- 8.2 Each Scheme of Examinations shall indicate which modules must be passed before a candidate may be allowed to proceed to a subsequent level of the programme or portion thereof.
- 8.3 Normally, a student shall not be allowed **to proceed** in a subject without having passed the previous formal examination(s) in that subject and having satisfied the entire prerequisites for proceeding in that subject as may be specified in the School Regulations.
- 8.4 A student who passes sufficiently well in one level in aggregate may be permitted to proceed to a subsequent level carrying a failed module(s) subject to the provisions of the School Regulations.

9. DEGREE CLASSIFICATION AND WEIGHTING

- 9.1 The degree shall be classified using the average marks from modules at Level I, II, III and IV, the overall mark being the weighted average.
- 9.2 The following Grading and Classification System shall be adopted for all Modules:
- | | | |
|---------------|------|----------------------|
| 75% and above | 1 | (First Class) |
| 65%- 74% | 2.1 | (Upper Second Class) |
| 60%-64% | 2.2 | (Lower Second Class) |
| 50%-59% | 3 | (Pass) |
| 40%-49% | Fail | (Supplementable) |
| 39% and below | Fail | |

10. STRUCTURE OF THE PROGRAMME

10.1 Duration

The normal duration of the BSc Honours Degree in Sociology shall be four (4) years.

10.2 Degree Structure

- 10.2.1 A programme shall run for at least eight (8) semesters.
- 10.2.2 The programme shall consist of a minimum of thirty-two (32) modules and a research project which is equivalent to twenty-four (24) credits.
- 10.2.2.1 At Level I, a candidate shall register for a minimum of ten (10) modules.
- 10.2.2.2 At Level II, a candidate shall register for at least ten (10) modules.
- 10.2.2.3 At Level III, a candidate shall register for three (3) modules and is required to spend a minimum of ten (10) months on work related learning experience.
- 10.2.2.4 At Level IV, a student shall register for a minimum of ten (10) modules.

10.2.3 A module in a programme shall be taught per semester in accordance with contact hours indicated in Table 10.4.

10.3 Work Related Learning

10.3.1 At Level III, a candidate shall be on Work Related Learning at any private or public institution where theory is applied into practice which is equivalent to six modules.

10.3.2 Block Release/ Parallel Students who are employed in the relevant sector and with at least two (2) years' experience may apply to the School to have the Work Related Learning Level run concurrently with Level IV.

10.4 Modules

CODE	MODULE DESCRIPTION	CONTACT TIME				NON-CONTAC T TIME	NOTIONA L HOURS	CREDIT S	PRERE- QUIT E
		Lectu res	Tuto - rials	Field Trip s	Demon- stration s				
LEVEL 1 SEMESTER I									
HSOC111	Introduction to Sociology I	36	12	4	8	60	120	12	
HSOC112	Globalisation and Change	36	12	4	8	60	120	12	
HPSY111	Introduction to Psychology I	36	12	4	8	60	120	12	
HANTH111	Introduction to Social Anthropology I	36	12	4	8	60	120	12	
ICCT101	Information Technologies & Communication	36	10	-	6	68	120	12	
SEMESTER TOTAL								60	
LEVEL I SEMESTER II									
HSOC121	Introduction to Sociology II	36	12	4	8	60	120	12	
HSOC122	Sexuality, HIV and AIDS	36	12	4	8	60	120	12	
HPSY121	Introduction to Psychology II	36	12	4	8	60	120	12	
HANTH121	Introduction to Social Anthropology II	36	12	4	8	60	120	12	
AGCH101	Gender, Culture & Heritage Studies	36	7	-	8	69	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								120	

LEVEL II SEMESTER I									
HSOC211	Sociology of Organisations	36	12	4	8	60	120	12	
HSOC212	Sociology of Development	36	12	4	8	60	120	12	
HSOC213	Sociology of Crime and Deviance	36	12	4	8	60	120	12	
HSOC214	Sociology of Education	36	12	4	8	60	120	12	
RMS101	Research Methods and Statistics	36	12	4	8	60	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								180	
LEVEL II SEMESTER II									
HSOC221	History of Sociological Thought and Social Ideas	36	12	4	8	60	120	12	
HSOC222	Sociology of Tourism and Heritage Studies	36	12	4	8	60	120	12	
HSOC223	Sociology of the Family	36	12	4	8	60	120	12	
HSOC224	Sociology of Mass Communication	36	12	4	8	60	120	12	
Optional Modules									
A student may choose any one (1) module from the following:									
HSOC225	Class and Stratification	36	12	4	8	60	120	12	
HSOC226	Sociology of Religion	36	12	4	8	60	120	12	
HSOC227	Project Management	36	12	4	8	60	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								240	
LEVEL III									
HSOC301	Employer's Assessment	-	-	-	120	80	200	20	All Level 1 and 2 modules
HSOC302	Academic Supervisor's Assessment	-	-	-	5	495	500	50	All Level 1 and 2 modules
HSOC303	Student's Innovation Report	-	-	-	-	500	500	50	All Level 1

									and 2 modules
LEVEL TOTAL								120	
CUMULATIVE TOTAL								360	
LEVEL IV SEMESTER 1									
HSOC411	Social Theory I	36	12	4	8	60	120	12	
HSOC412	Social Policy and Administration	36	12	10	12	50	120	12	
HSOC413	Migration Studies	36	12	4	8	60	120	12	
HSOC414	Labour Studies and Technology	36	12	4	8	60	120	12	
Optional Modules									
A student may choose any one (1) module from the following:									
HSOC415	Special Issues in Organisations	36	12	4	8	60	120	12	
HSOC416	Gender Studies	36	12	4	8	60	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								420	
LEVEL IV SEMESTER 11									
HSOC421	Social Theory II	36	12	4	8	60	120	12	
HSOC422	Sociology of Work, Innovation and Industrial Relations	36	12	4	8	60	120	12	
HSOC423	Sociology of the Environment	36	12	4	8	60	120	12	
HSOC424	Research Project	10	24	-	24	182	240	24	
Optional Modules									
A student may choose any one (1) module from the following:									
SEMESTER TOTAL								72	
HSOC425	Comparative Cultural Studies	36	12	4	8	60	120	12	
HSOC426	Economy, Society and Governance	36	12	4	8	60	120	12	
HSOC427	Topical Issues in Gender	36	12	4	8	60	120	12	
CUMULATIVE TOTAL								492	

10.5 Credit System

10.5.1 Each module is assigned credits that represent the total number of notional hours of learning that a student is expected to be engaged in for their particular module.

10.5.2 A single credit is equivalent to 10 notional hours of learning.

10.5.3 The notional hours of learning of each module are made up of contact and non-contact hours.

10.5.4 The contact hours include the lectures, practicals and tutorials.

10.5.5 Non-contact hours include the hours for assignment preparation and writing, tests, examinations and self-directed learning.

LEVEL 1 SEMESTER 1

HSOC111 INTRODUCTION TO SOCIOLOGY 1 – (12credits)

In this module students gain a theoretical foundation for understanding social issues. The module begins with a discussion of the theoretical origins of Sociology, its key concepts, similarities and differences with other social science subjects. As the students work through the module, they are expected to acquire critical, analytical and practical skills that will also serve them in other social science modules as well. Lecture notes are designed to introduce the students to some critical evaluation of discourse on the nature, antecedents and trends in sociological theorizing.

HSOC112 GLOBALISATION AND CHANGE – 12 credits

The discourse of globalisation and change has become dominant in recent years in a wide variety of contexts. The module examines the interrelated cultural, economic and political processes that constitute globalisation, and analyses their impact on change and the identities of individuals, groups, cities and nation-states. Emphasis is placed on understanding the multifaceted character of globalisation and the debates that it has engendered. Specific themes include the spread of global capitalism, the global consequences of technological advancements in transport and communications, the expansion of consumer culture, issues of global governance, and new cultural formations. The module will place special emphasis on the impact of globalisation on the African identity and change.

HPSY111 INTRODUCTION TO PSYCHOLOGY 1 – (12credits)

This module will provide students with a broad introduction to the field of Psychology. This preliminary survey of Psychology should acquaint students with the major concepts and terminology of the discipline and give students a better understanding of themselves and others. This module is aimed to provide first year students with a good foundation in Psychology before they embark on their specific areas of study.

HANTH111 INTRODUCTION TO SOCIAL ANTHROPOLOGY 1 – (12credits)

This module provides an introductory overview of Social Anthropology. A scientific analysis of forms of society, family, kinship, ethnicity and identity, economic and political relationships, consumption and exchange, rites of passage, meaning and cultural performances, social patterns and practices across societies and cultures, with a special interest in how people live in particular places and how they organize, govern and create meanings will be examined in this module. The module also examines the origins, development and cultural similarities and differences of the afore-mentioned practices and beliefs. This module challenges students to engage with other ways of knowing and being, and to rethink often taken-for-granted knowledge and beliefs. Through the module students will develop critical skills for using anthropological approaches to

increase their understanding of and respect for diversity in cultural and religious beliefs in the rapidly changing world.

ICCT101 INFORMATION TECHNOLOGIES & COMMUNICATION – 12credits

Computer Literacy entails having knowledge and understanding of computers and its uses. As computers become an increasingly important part of daily living, many people believe that computer literacy is vital to success. You may interact directly with computers in fields such as education, finance, government, health care, science, publishing, travel and industry. Computers are now a primary means of communication for all types of people. People in today's modern world use computers for different reasons. The Module provides a fundamental understanding of computer applications with the module focus on the Microsoft Office Applications (Microsoft Word, Microsoft Excel and Microsoft PowerPoint, Microsoft Access and Microsoft Frontpage). This is a complete lab based module where students will learn these applications by working on class assignments in the lab. The module topics include Basics and Fundamentals of computer applications. Students will also be covering the basic concepts in Computer Hardware, Software, Operating Systems, Telecommunications, Databases, as well as the usage of the Internet and conversion of Microsoft file format into various other file format (PDF, PS etc.).

LEVEL 1 SEMESTER 2

HSOC121 INTRODUCTION TO SOCIOLOGY II – (12credits)

This module develops learners' sense of themselves as part of society. It uses a sociological approach, which encourages learners to ask questions about the social world in which we live and to use evidence to support explanations for human social behaviour. The module will therefore enable learners to become familiar with research methods and the use of evidence in sociology. The module equips learners with knowledge and understanding of the sociological perspectives, theories and concepts used to investigate and explain aspects of the social world. The sociological understanding that develops from learning in this module is used to question commonly-held assumptions about society and to consider sociological explanations. The module offers opportunities for learners to actively investigate human society, cultures and social issues. Learners apply sociological perspectives, theories, concepts and research evidence to analyze society.

HSOC122 SEXUALITY, HIV AND AIDS – 12 credits

The module is designed to familiarise students with issues of sexuality, how it is constructed and how it impacts on the spread of HIV/AIDS. The module will trace the history of sexuality from colonial to post-colonial era examining how colonisation has affected the African construction of sexuality. The module will also allow students to study and explore the impact of globalization on sexuality and the spread of HIV/AIDS in Africa. The issue of culture is central to this module since culture can be both the solution and problem in the spread of HIV and AIDS.

HPSY121 INTRODUCTION TO PSYCHOLOGY II – (12credits)

The module builds on the knowledge acquired in Introduction to Psychology 1. The module seeks to extend the background knowledge on Psychology by covering more areas especially those related to developmental Psychology and motivation.

HANTH121 INTRODUCTION TO SOCIAL ANTHROPOLOGY 11 – (12credits)

This module is the second and last part of HANTH 101. The emphasis of this module is placed on politics, religion, ideologies, globalization and post-colonial anthropology. The linkage between politics and religion is examined taking in detail, tracing them from pre-colonial era up to the post-colonial era. Different ideologies are analysed, tracing how their effects upon people and assess their evolution over time. The module concludes by examining globalization and its impact of socio-economic, political as well as cultural value systems in different societies.

AGCH101 AFRICAN PHILOSOPHY, GENDER, CULTURE AND HERITAGE (12 Credits)

The module introduces students to Zimbabwean culture and heritage like tangible and intangible attributes of the society, inherited from the past, maintained in the present and bestowed for social, economic and political advancement. Students are introduced to the identification, preservation and safeguarding of Zimbabwean values (ubuntu/hunhu) and heritage in its diverse forms. The mind of students are cultivated to think as an African to understand who they are, why they are, where they are and their African human dignity in the contemporary world to be rolled out using concepts of African Philosophy and Thought. The other thrust of this module is to acquaint students with knowledge of Zimbabwe's past which is a vehicle for understanding Zimbabwe's yesterday, today and tomorrow. This is done in the spirit to make students realise importance of understanding black empowerment, sovereignty, nation building and nation identity. Students are also sensitised to concepts for understanding gender and its key concepts. Gender theories and other related issues will be in the limelight of this module.

LEVEL 2 SEMESTER 1

HSOC211 SOCIOLOGY OF ORGANISATIONS – (12credits)

The module will acquaint students with sociological issues of organizations. It is intends to encourage students to apply sociological theories and to critically analyse organizations in their different cultural environments.

HSOC212 SOCIOLOGY OF DEVELOPMENT – (12credits)

The module is aimed at giving students an understanding of emerging sociological debates in Development. Students are set to be exposed to critical analysis of debates surrounding development in both western and non-western societies at both the macro and micro levels. The module will also assess macro and micro scale development processes from a socio-cultural perspective.

HSOC213 SOCIOLOGY OF CRIME AND DEVIANCE – (12credits)

This module offers an introduction to criminological inquiry with particular emphasis on four interrelated issues: the nature of crime, crime patterns, crime policy and criminal justice institutions. First by way of introduction, this module includes an examination of criminological debates in response to the question: what is crime? Scrutinising taken-for-granted notions of crime and considering criminological arguments relating to the social construction of crime and deviance. Secondly, the module includes a focus on what we know about crime and how we know it? A closer look is taken at different sources of crime information ranging from official

crime statistics to victim crime surveys and self-report studies. The methodological strengths and weaknesses of each measuring crime. The demographic correlations of crime factors such as gender, age, social class and ethnicity are considered in detail as are spatial and geographical correlates. Thirdly this module examines the form and content of crime policy with particular emphasis on the impact of international ideas on the development of Zimbabwean crime policy. Fourthly, a brief overview of the key institutions involved in the administration of Zimbabwe in this regard criminal justice is provided with the view to identifying critical challenges facing Zimbabwe in this regard.

HSOC214 SOCIOLOGY OF EDUCATION – (12credits)

The module will examine the social aspects of education and schooling in society. Focus will be on the interaction between home, society, and educational institutions; the ways that social inequalities are reproduced through schools; and the ways that identities are formed through education. Schools both exist within a larger society and are their own social world, with the formation of peer groups, particular institutional arrangements, and ways of transmitting relationships and knowledge. The module examines the way that interactions within educational settings have much larger implications within society.

RMS101 RESEARCH METHODS AND STATISTICS – (12credits)

The module is designed to assist students to develop a deep understanding of methodological approaches which are relevant when conducting social science research. Areas to be covered in this module include but not limited to identification of research problem, literature review, assumption, hypothesis, research questions, sampling, data collection, quantitative methods, qualitative methods, descriptive statistics, inferential statistics and probability. The module will equip students with skills that enable them to gather, analyze, and interpret data, problem solving and decision making. The module will assist the basic knowledge of statistics as it relates to research in social science. However, the module will also highlight the uses and limitations of statistics in the society. The module will acquaint students with the analysis of contemporary issues through scientific logical deductions presentation in the social sciences. It will enable students to understand some basic statistical theories and the importance of measures of central tendencies.

LEVEL 2 SEMESTER 2

HSOC221 HISTORY OF SOCIOLOGICAL THOUGHT AND SOCIAL IDEAS – (12credits)

The module explores the emergence of sociology as a discipline, the political economy of the Enlightenment: Industrial Revolution and Intellectual Revolutions. Early Founders: Saint Simon and August Comte; Political—Philosophical Foundations: Montesquieu and the Marxian Watershed. Classical Thinkers: Herbert Spencer and George Simmel; Emile Durkheim; Max Weber and V. Pareto. Development of Sociological Thought: Contribution of American Writers-Veblen, Cooley, Mead, Park and Sorokin. Emphasis however will be on applying the ideas of these thinkers to real life situations and using them to solve challenges haunting modern societies.

HSOC222 SOCIOLOGY OF TOURISM AND HERITAGE STUDIES – (12credits)

The module examines tourism and travel behaviour of people and groups and the interaction between tourists as guests and their host societies. Heritage on the other hand is constructed from values and meanings derived from social, cultural, and personal experiences while "history" represents objective facts. Heritage studies, therefore, assumes that values and meanings are not innate characteristics of objects from the past; these objects only become "historical" when people believe that they have historical value. The module will examine the consequences for both guests and hosts from sociological perspectives. The emphasis will be on the customs, beliefs, habits, traditions and lifestyles of both hosts and guests.

HSOC223 SOCIOLOGY OF THE FAMILY – (12credits)

The module will explore patterns of change and continuity in family life and how these changes both reflect and impact upon economic, political and cultural change in the wider society. The module makes use of sociological constructs to explain the causes and consequences of the transformations of family life, those that have already occurred and those that continue to take place worldwide, including changes in family bonds and relationships, gender roles, marriage, partnership breakdown, and domestic conflict.

HSOC224 SOCIOLOGY OF MASS COMMUNICATION – (12credits)

Beginning with an understanding of the social character of communication, this module explores the interrelationship between media--oral, written, print, broadcast, and electronic media--and society. It considers the production and reception of media in relation to social inequality, political power, economic structure and cultural life. Topics include the role of media in the social construction of reality, the making of popular culture, cyber-culture, and the creation of new vehicles of self-expression. In addition to examining theories of media, the module explores issues such as the rise of the media industry and the formulation of media policies within national and transnational contexts. It also focuses on the social impact of 'new media' created by the digital technologies, especially the Internet and mobile telecommunications.

OPTIONAL MODULES**HSOC225 CLASS AND STRATIFICATION – 12 credits**

The module examines theories of social class, the dynamics of class formation and the "reproduction" of class along the lines of education, occupation, and lifestyle - involving unequal access to not only economic capital but also cultural capital or symbolic capital. The module also discusses poverty, gender inequality, racial discrimination, the "digital divide" and other forms of social exclusion and marginalization in contemporary society.

HSOC226 SOCIOLOGY OF RELIGION – 12 credits

This module is designed to familiarise students with the deeper understanding of religion; its origins, functions and meaning in different social settings in traditional and modern societies. It explores these through theoretical lens of Marx's Conceptualisation of Religion, Weber and Durkheim's Notions on Religion.

HSOC227 PROJECT MANAGEMENT – 12 credits

This module aims at developing in the student, an appreciation of the principles of project and development management. The module also develops skills for effective application of project management for sustainable community-driven development programmes. The module covers different aspects of project management focusing on results based management (RBM), theory based monitoring and evaluation methods, project cycle management and the Logical Framework Analysis (LFA) method. The module also covers roles and competencies of the development practitioner working in the development cooperation sector.

LEVEL 3

HSOC301 EMPLOYER'S ASSESSMENT – 20 credits

The internship experience is designed to give students in Sociology the opportunity to put their theoretical debates into practice. The skills and ideas taught throughout the Sociology programme would be transformed in reality. Students would be attached in various organisations relevant to Sociology to transform the theory into practice. The rationale behind this is to produce students who are able to identify and exploit opportunities for entrepreneurship and innovation in the working environments related to their study.

HSOC302 ACADEMIC SUPERVISOR'S ASSESSMENT – 50 credits

The internship experience is designed to give students in Sociology the opportunity to put their theoretical debates into practice. The skills and ideas taught throughout the Sociology programme would be transformed into reality. Students would be attached in various organisations relevant to the discipline of Sociology to transform the theory into practice. The rationale behind this is to produce students who are well acquainted with the working environments related to their study.

HSOC303 STUDENT'S INNOVATION REPORT – 50 credits

Students will produce a written report and this report should be quality assured by the head of department at the work place. The overall assessment by the mentor and the head of the department in the organisation will contribute to final assessment of the student work place experience

LEVEL 4 SEMESTER 1

HSOC411 SOCIAL THEORY I – (12credits)

The module is aimed at appraising students on the significance of the main theoretical and epistemological underpinnings in the discipline. It reviews classical sociological theory. It is also aimed at creating a practical application of social theory as students are set to acquire skills to enable them to have a critical approach to social phenomena in real life.

HSOC412 SOCIAL POLICY AND ADMINISTRATION – (12credits)

This module is designed to provide students with an understanding of the contemporary debates and issues in the field of social policy and administration, with special reference to the African context. It highlights theoretical as well as technical concerns in the process of public policy analysis and formulation. The module encourages students to understand policy within the broad arena of governance and emerging democratic practice in chosen African countries. The impact

of globalisation on policy processes and outcome are also analyzed. Given the changes in the geo-political landscape at a global, regional and national level, the module challenges students to understand the linkages between the international and national factors that contribute to social policy developments. It also attempts to focus attention on the complex nature of policy processes, content and outcomes within the political economy of change. The relationships between the public, private and Civil Society sectors and issues of participation and power are examined.

HSOC413 MIGRATION STUDIES – (12credits)

The aim of the module is to explain and examine the processes underlying contemporary international migration from a theory guided and comparative approach. The module reviews key theories and research on migration, its causes, consequences and policy implications in both Developing and Developed countries.

HSOC414 LABOUR STUDIES AND TECHNOLOGY – (12credits)

The module introduces basic themes and issues in the study of labour and technology. The module examines work and labour markets in a global context and the dynamics of contemporary technological change in the social and economic position of labour. The module is also designed to allow students to explore the basic issues regarding technological innovation, industrial democracy, labour migration and the new social movements. Issues of gender, class and age are also examined in this broad analytical framework.

OPIONAL MODULES

HSOC415 SPECIAL ISSUES IN ORGANISATIONS – 12 credits

The module is aimed at assisting students to develop a deeper understanding of important and topical issues in organisations. It is intended to encourage students to apply sociological theories and to critically analyse organizations in their different cultural environments. The module is a continuation of Sociology of Organizations, a module undertaken by students at part two.

HSOC416 GENDER STUDIES – (12credits)

The module will explore gender within the development process. How the inequalities between females and males are created? How are they reinforced? Beyond the theories, we will specifically focus on colonization, donor agencies, global economy, health, human rights, democratization, and social change. The module is intended to acquaint students with a sociological understanding of gender issues, debates and discourses so as to be able to participate in them from an informed position. Students will be introduced to theoretical and practical approaches to gender issues which enhance their evaluation of conditions of men and women in their own societies compared with other societies.

LEVEL 4 SEMESTER 2

HSOC421 SOCIAL THEORY II – (12credits)

The module is aimed at creating an appreciation of the centrality of social theory in Sociology and the analysis of social phenomena. Students should develop an ability to apply sociological

theories in the analysis of everyday phenomena. The module builds up from previous social theory module and is meant to give students an in-depth understanding of contemporary theories and developments in the arena of social theory.

HSOC422 SOCIOLOGY OF WORK, INNOVATION & INDUSTRIAL RELATIONS – (12credits)

The module focuses on how work is organized and managed in industrial organisations. The module examines the direction and implications of trends in technological change, globalization, labor markets, work organization, managerial practices and employment relations and the extent to which these trends are intimately related to changing patterns of inequality in modern societies and to the changing experiences of individuals and families, the ways in which workers challenge, resist and make their own contributions to the patterning of work and shaping of work institutions. Emphasis in this module shall however be on the significance of culture as the rallying point for organizational performance vis a vis the western managerial philosophy. Lessons shall be learnt from the Asian Tigers who used culture as the catalyst for organizational development.

HSOC423 SOCIOLOGY OF THE ENVIRONMENT – (12credits)

The module aims to equip students with an appreciation of the relevance of environmental issues to sociology as a discipline. This will be done through an assessment of social construction of environmental problems by analysing environmental problems in the developing world, environmental policies and conventions in the context of global political order and the implementation bottlenecks to such policies. Students should be able to come up with solutions to such problems. While emphasis has been on proffering global solutions to environmental problems, this module gives prominence to local solutions which are deeply rooted in the geographical, social, political and cultural makeup of such societies.

HSOC 424 RESEARCH PROJECT – 24 credits

This is a double module and students are expected to put into practice methodological issues they were taught in various research modules. The idea is to enable students to understand and provide practical solutions to social problems bedeviling society at any given time.

OPTIONAL MODULES

HSOC425 COMPARATIVE CULTURAL STUDIES – 12 credits

This is a globally-focused module on comparative societies and social patterns that surveys different cultures. The module introduces basic concepts from Social Science to enable students to compare and contrast aspects of social organization across societies and assess their relative importance, such as culture, values, social groups, institutions, social stratification and inequality, and gender and ethnic relations. The selected cases also demonstrate cultural aspects of societies and social organization that contribute to social stability or social change. Students will gain specific knowledge about the societies under review as well as the ability to use tools and concepts learned in the module to expand their knowledge of other societies around the

globe. To understand cultural differences theories such as cultural relativism and postmodernism shall be contrasted with globalization.

HSOC426 ECONOMY, SOCIETY AND GOVERNANCE – 12 credits

The module aims at providing students with an understanding of how the three are linked to each other. The main aim is to look at how the economy affects the society and how it is governed and vice-versa. Students will be exposed to examples from African as well as non-African societies at both the macro and micro levels. The module also explores how the three affect social life both negative and positive.

HSOC427 TOPICAL ISSUES IN GENDER – 12 credits

This module is designed to assist students to develop a deeper understanding of current or topical issues in the realm of gender, henceforth it is built on Gender studies, a module taken earlier in this programme. Areas to be covered in this module include but not limited to domestic violence, sexual harassment, militarism, homosexuality, consumerism and HIV and AIDS, male rape, political participation and women's Human Rights.

REGULATIONS FOR THE MASTER OF SCIENCES (MSC) DEGREE IN DEMOGRAPHY AND POPULATION STUDIES

1. PREAMBLE

These regulations shall be read in conjunction with the School Regulations for taught Masters Degree Programmes and General Regulations for taught Masters Degree and Postgraduate Programmes which have precedence over Departmental Regulations.

2. GENERAL DESCRIPTION OF THE PROGRAMME

In accordance with university 5.0 model, the programme seeks to equip student with knowledge and skills essential for critical thinking, problem solving and also coming up with innovative ideas for hands-on approach to addressing demographic and population issues in development. This programme grapples with multiplicity of ways in which human populations change and explores the causes and consequences of that change. The programme covers extensive areas that include demographic techniques, statistical analysis and research methods, population and development, mortality and epidemiology, demography and globalization among other areas. This multi-disciplinary programme incorporates theoretical and substantive case studies which is important in understanding and comprehending the broader range of demographic and socio-economic transformations. Essential to this programme is the study of demographic behaviour of people in terms of life events such as birth, marriage, divorce, health, labour force, migration and death. This programme focuses on these demographic events in detail showing how these are influenced by the hysterical, economic, societal, cultural and medical factors.

3. OBJECTIVES

- 3.1 Equip students with advanced knowledge on, both technical and substantive, aspects of demography and population studies.
- 3.2 Equip students with techniques of modelling demographic and population data.
- 3.3 Provide training in analytical, statistical and technical skills important for conducting demographic research.

4. EXPECTED LEARNING OUTCOMES

The Demography and Population Studies programme equip the student with skills for critical thinking, creativeness and problem solving regarding demographic and population issues. The programme result in acquaintance of basic and advanced demographic techniques as well as mastery of population theories and methodological traditions. At the end of the programme, students will be expected to apply conceptual, research and analytical skills in analysing demographic and population issues.

5. CAREER PROSPECTS

Demography and population studies prepares graduates for excellent careers in a variety of areas such as civil society, government ministries, NGOs, research organizations, local and international organizations, academia and many other areas.

6. ENTRY REQUIREMENTS

6.1 Normal entry

Applicants must normally hold an appropriate Honours Degree in at least the lower second grade.

6.2 Special entry

Applicants holding an appropriate general degree or approved equivalent qualification may be considered by Senate. Normally, such applicants should also possess relevant experience and may be required to pass a qualifying examination set by the University prior to Senate deciding on their acceptability for admission.

7. ASSESSMENT

7.1 Candidates shall be assessed on the basis of their performance in continuous assessment, formal examinations, practicum/internship and research components where applicable.

7.2 Examinations for modules shall be taken at the end of each semester.

7.3 To be admitted into the examination, a candidate shall have fulfilled continuous assessment requirements.

7.4 The continuous assessment and examination components shall comprise 30% and 70% for each module respectively.

7.5 Students shall work, under supervision, on a topic of his/her choice. A dissertation shall be submitted to the department and assessed by the external examiner shall contribute 100%.

8. PROVISIONS FOR PROGRESSION

8.1 Students proceed automatically from semester one to semester two at each level with the exception of special cases which would have been approved by Senate e.g. cases of students applying for deferment of studies.

8.2 Each Scheme of Examinations shall indicate which modules must be passed before a candidate may be allowed to proceed to a subsequent level of the programme or portion thereof.

8.3 Normally, a student shall not be allowed **to proceed** in a subject without having passed the previous formal examination(s) in that subject and having satisfied the entire prerequisites for proceeding in that subject as may be specified in the Faculty Regulations.

8.4 A student who passes sufficiently well in one level in aggregate may be permitted to proceed to a subsequent level carrying a failed module(s) subject to the provisions of the Faculty Regulations.

9. GRADING AND CLASSIFICATION OF THE DEGREE

9.1 The following Grading and Classification shall be adopted for all Modules:

80% and above	Distinction
70%- 79%	Merit
50%-69%	Pass
40%-49%	Fail (Supplementable)

- 39% and below Fail
- 9.2 The final classification of the degree shall be calculated by averaging all the module marks.

10. STRUCTURE OF THE DEGREE PROGRAMME

- 10.1 The duration of the Master of Science Degree in Demography and Population Studies shall be 1½ years on a block release basis.
- 10.2 The programme shall consist of a minimum of ten (10) modules and a dissertation, which is equivalent to forty (40) credits.
- 10.3 Students shall be required to take five (5) modules in semester I, five (5) modules in semester II and one (1) module in the final semester.

Modules

CODE	MODULE DESCRIPTION	CONTACT TIME				NON-CONTACT TIME	NOTIONAL HOURS	CREDITS	PRERE - QUISITE
		Lectures	Tutorials/ seminars	Field Trips	Demonstrations				
LEVEL 1 SEMESTER I									
Core Modules									
MDPS511	Demographic Techniques I	48	24	12	20	96	200	20	
MDPS512	Family Planning and Fertility	48	24	12	20	96	200	20	
MDPS513	Issues in Qualitative Research	48	24	12	20	96	200	20	
Optional Modules									
A student may choose any two (2) modules from the following:									
MDPS514	Population and Development	48	14	8	10	120	200	20	
MDPS515	Population and Health	48	14	8	10	120	200	20	
MDPS516	Issues in forced Migration	48	14	8	10	120	200	20	
MDPS517	Topical Issues in Demographic Anthropology	48	14	8	10	120	200	20	
MDPS 518	Comparative Demography	48	14	8	10	120	200	20	
SEMESTER TOTAL								100	
CUMULATIVE TOTAL								100	
LEVEL I SEMESTER II									
Core Modules									
MDPS521	Demographic Techniques II	48	24	12	20	96	200	20	

MDPS522	Quantitative Techniques and Statistics	48	24	12	20	96	200	20	
MDPS523	Mortality and Health Transition	48	14	8	10	120	200	20	
Optional Modules A student may choose any two (2) modules from the following:									
MDPS524	Population and the Environment	48	14	8	10	120	200	20	
MDPS 525	GIS Application in Demography	48	14	8	10	120	200	20	
MDPS526	Gender and Migration	48	14	8	10	120	200	20	
MDPS527	Population and Globalization	48	14	8	10	120	200	20	
MDPS 528	Demography and Aging	48	14	8	10	120	200	20	
SEMESTER TOTAL								100	
CUMULATIVE TOTAL								200	
LEVEL II SEMESTER I									
MDPS611	Dissertation	96	28	-	36	240	400	40	
SEMESTER TOTAL								40	
CUMULATIVE TOTAL								240	

10.5 Credit System

10.5.1 Each module is assigned credits that represent the total number of notional hours of learning that a student is expected to be engaged in for their particular module.

10.5.2 A single credit is equivalent to 10 notional hours of learning.

10.5.3 The notional hours of learning of each module are made up of contact and non-contact hours.

10.5.4 The contact hours include the lectures, practicals and tutorials.

10.5.5 Non-contact hours include the hours for assignment preparation and writing, tests, examinations and self-directed learning.

11. MODULE SYNOPSES

LEVEL I SEMESTER I

MDPS 511 DEMOGRAPHIC TECHNIQUES I (20 CREDITS)

The module seeks to introduce students to basic demographic techniques as they are applied in demography and population studies. By the end of the module, students are expected to be acquainted with techniques for analysing demographic data. The module is designed to introduce graduate students from various disciplines to the principles of demographic analysis and computer applications in demographic analysis. Focus is on 'direct' methods of analysing population data, including data collection, computation and interpretation of population events.

These include demographic fundamentals, measurement of mortality, comparing mortality experiences, life tables, measurement of fertility, parity progression, and birth interval analysis, analysis of marriage and application of stable theory, among others.

MDPS 512 FAMILY PLANNING AND FERTILITY (20 CREDITS)

The module explores the trends, determinants and patterns of fertility around the world. Students are expected to demonstrate a critical approach in examining theories of fertility. Trends and determinants of use of family planning globally, with particular focus on sub-Saharan Africa. Case studies will be drawn from empirical researches done to provide students with opportunities for developing programme interventions important for addressing real world situations.

MDPS 513 ISSUES IN QUALITATIVE RESEARCH (20 CREDITS)

This module can be juxtaposed with quantitative techniques, a module which students shall take in the second semester. It stresses the use of qualitative techniques in the quest to understand the social differentiation of patterns of population dynamics. Emphasis is on the use of participatory (interpretive) approach as opposed to the positivist approach in the understanding of social phenomena and population as well as demography.

OPTIONAL MODULES

MDPS 514 POPULATION AND DEVELOPMENT (20 CREDITS)

The module acquaints students with the theoretical framework on the relationship between population dynamics and development within the context of global policy initiatives and programmes such as the 1994 Cairo International Conference on Population and Development and Sustainable Development Goals (SDGs). The module covers the following: demographic transition, population revolution, socio-economic transformation and innovation. The module emphasizes on global, regional and national trends and patterns of population change and their effects on development and natural resource outcomes.

MDPS 515 POPULATION AND HEALTH (20 CREDITS)

This module explores the fundamental interrelationships between population and health. The module explores the bio – cultural and socio-economic determinants of health and to understand the cultural dimensions of illness experiences and treatment. Issues related to HIV and AIDS and their impact on human populations are explored in detail. Healing systems in cross – cultural perspectives, the bio – cultural basis of health and illness and application of anthropology in public health is critical in this module.

MDPS 516 ISSUES IN FORCED MIGRATION (20 CREDITS)

The module aims to offer a dynamic, multi – disciplined and intellectually rigorous path to the study of forced migration resulting from conflicts, repressive regimes, environmental changes, development policies and economic crisis. Focus will not only be on those people displaced across national border but also on Internally Displaced people (IDP) and various socio – economic impact of this movement. Issues of asylum seekers, smuggle people, refugees, migrant workers will form the basis of this module. Policies, International law as well as legal instruments that govern the lives of migrants will be analysed. The module will direct students

on issues surrounding forced migration and gender as well as public health and electoral participation.

MDPS 517 TOPICAL ISSUES IN DEMOGRAPHIC ANTHROPOLOGY (20 CREDITS)

This module serves to offer anthropological insights of demographic patterns in many countries. This module explores how human populations interact with their respective environments. This module explores contemporary patterns of human populations and relates these to the influence of cultural and social practices. This module is designed to acquaint students with an understanding of the role of anthropological aspects in the study of demography. Attention will be given to world and national population composition and distribution and to major population processes (fertility, mortality, migration) and to the social, political, cultural and psychological factors involved in these changes. Major theories of population change will be evaluated throughout this module

MDPS 518 COMPARATIVE DEMOGRAPHY (20 CREDITS)

The module covers a wide range of issues relating to human populations in different scenarios. Factors influencing different population patterns across the globe and within countries will also be covered in depth. A comparative approach will be taken to account for the different population patterns. Although the module will cover global population processes, an emphasis of understanding African population will be maintained.

LEVEL I SEMESTER II

MDPS 521 DEMOGRAPHIC TECHNIQUES II (20 CREDITS)

The module seeks to equip students with advanced demographic techniques as they are applied in modelling demography and population data. By the end of the module, students are expected to develop technical skills for manipulating population data using indirect techniques. The focus of this module will be on indirect estimation procedures of analysing population data, including data collection, computation and interpretation of demographic measures and processes. These include the Coale – Trussell Indices, Sullivan method, The Brass method, The Coale Indices and population projections.

MDPS 522 QUANTITATIVE TECHNIQUES AND STATISTICS (20 CREDITS)

The module is designed for demography and population studies students. It embraces the essence of quantitative research methods, including data analysis, presentation and reporting. The analysis component is heavily based on Statistical Package for Social Sciences (SPSS) and other statistical computer packages of data presentation and analysis.

MDPS 523 MORTALITY AND HEALTH TRANSITION (20 CREDITS)

This module focuses on the description and explanation of trends and patterns of mortality at global, regional and national levels. It pays particular attention to variability in patterns of mortality in Africa. The module provides theories of mortality, morbidity, investigation of mortality and related processes in developing countries and discussion of future mortality trends and their implications for individual lives and the society at large.

OPTIONAL MODULES

MDPS 524 POPULATION AND THE ENVIRONMENT (20 CREDITS)

The major focus of this module is to explore the population – environment nexus. This module serves to equip students with an understanding of the population – environment interconnection. The module examines how aspects of population relate to environmental issues. In this module issues to do with fertility, mortality and migration are explored critically. This module typically has solid foundation in demographic aspects and environmental issues. This module offers a unique insight on how human populations exploit open environments.

MDPS 525 GIS APPLICATION IN DEMOGRAPHY (20 CREDITS)

Spatial visualization of population data is now important in researches and programme interventions. Geographical Information Systems (GIS) is important in analysing geographically referenced population data. It aides demographers or population scientists with interests in modelling, simulating and estimating the magnitude of population phenomena as well as forecasting the availability, accessibility and distribution of services. Students will be expected to master a GIS software for manipulating and analysing geographically referenced data.

MDPS 526 GENDER AND MIGRATION (20 CREDITS)

The module aims to examine and explain the process underlying contemporary international and internal migration from a theory guided and comparative approach. The old belief that men are the migrants will be analysed so as to understand how both sexes are involved in the process of migration. After completing the module students must be able to understand the gendered nature of migration in Africa and the problems that women face when trying to migrate. Contemporary issues such as xenophobic attacks, globalization and HIV and AIDS will also form part of the module content.

MDPS 527 POPULATION, POVERTY AND GLOBALIZATION (20 CREDITS)

The module aims to direct students to the relationship between population, poverty and globalization. The interconnectedness of the world has greatly affected demography (population characteristics) of most countries. The module will focus on migration policies of several countries and their relationship with demography. Different social policy models will be analysed to reveal their intrinsic link to demography. The module will take a two pronged approach, focusing at both global and local policies and how they influence demography.

MDPS 528 DEMOGRAPHY AND AGING (20 CREDITS)

Improvements in life expectancies globally due to economic development result in increase in older population, particularly in developed countries. The module focuses on theories which account for the demography of aging. Trends and patterns of aging population will also be analysed.

LEVEL II SEMESTER I

MDPS661 DISSERTATION (40 CREDITS)

A dissertation is one of the major components of postgraduate studies. Demography and population studies students should demonstrate originality, rigour and clarity when writing

dissertations. While students can borrow theoretical backgrounds from other related disciplines, this must not overshadow the main discipline. Students are also expected to demonstrate computer applications to research design and data analysis.

CENTRE FOR GENDER AND CULTURAL STUDIES

REGULATIONS FOR BACHELOR OF SCIENCE HONOURS DEGREE IN GENDER AND SOCIAL ANTHROPOLOGY

1. PREAMBLE

- 1.1 These regulations should be read in conjunction with the School Regulations and General Academic Regulations for Undergraduate Degree Programme hereinafter referred to as General Regulations, which take precedence over Departmental Regulations.
- 1.2 A student who has started a programme following one set of regulations will not be affected by regulations adopted subsequently unless agreed to in writing by the student.
- 1.3 The Senate has the authority to exempt a student from any of these regulations.

2. GENERAL DESCRIPTION OF THE PROGRAMME

The programme is intended for students interested in critical examination of common assumptions about gender, culture and identities. The programme aims to equip students with a comprehensive understanding of anthropological theories and their contribution to the understanding of Gender issues. The programme will cover the evolution of gender and development issues over time. Case studies on gender and development from different continents are presented to enable students to deepen their understanding of the scope and importance of contemporary gender issues. The programme also includes elements of practical application of acquired knowledge to contemporary development challenges from a gender and anthropological perspective.

3. OBJECTIVES

- 3.1 To interrogate the existing gender relations and disparities in different societies.
- 3.2 To analyse feminist and anthropological theories and conceptualisations of gender issues.
- 3.3 To develop intellectual, technical skills and competencies relevant to development needs across all sectors.
- 3.4 To gain understanding of research methodologies and approaches that facilitate social activism, social transformation and policy changes.

4. EXPECTED LEARNING OUTCOMES

Students who complete the Gender and Social Anthropology major should demonstrate competency in:

- 4.1 **Application of knowledge with critical thinking skills:** Students should be able to use critical thinking to evaluate and interpret evidence, and to apply gender

concepts, theories, and research findings to individual, social, cultural and policy issues.

- 4.2 **Application of research methods with values and integrity:** Students should be able to apply basic research methods in gender, with sensitivity to ethical and cultural principles.
- 4.3 **Communication skills:** Students should be able to demonstrate effective communication skills following professional conventions using gender appropriate language which is relevant for the purpose and context.
- 4.4 **Awareness of socio-cultural diversity and societal inequality:** Students should be able to understand the complexity of socio-cultural diversity and social inequality in the inquiry and analysis of gender and cultural issues
- 4.5 **Research:** Students should be able to demonstrate effective writing conventions by using various referencing styles such as Harvard, Chicago, APA effectively in empirically based reports, literature reviews and theoretical papers.

5. CAREER PROSPECTS

The Gender and Social Anthropology curriculum prepares students for a wide range of careers. Students who undertake this programme gain valuable skills in research and analysis, critical thinking, writing and public speaking, creative problem solving, leadership, conflict resolution and team building. They will also find highly valuable careers in Africa and beyond in areas such as humanitarian work, policy making, counselling, administration, academia, government and non-governmental organisations.

6. ENTRY REQUIREMENTS

6.1 Normal Entry

- 6.1.1 At least five (5) 'O' levels including English Language with Grade C or better.
- 6.1.2 At least two (2) Advanced level passes in Arts, Humanities or Commercials.

6.2 Special Entry

A candidate who does not meet normal entry requirements may, subject to the approval of the Senate, be admitted into a programme provided the candidate has either a relevant national certificate or diploma. Any additional qualifications and work experience may be an added advantage. In special circumstances, the Department reserves the right to carryout selection interviews.

6.3 Mature Entry

Shall be obtained by applicants who have five (5) 'O' levels including English Language and have a demonstrable work experience during the last five years before the academic year in which admission is sought, and aged 25 years and

above. They may be required to attend an interview to assess their suitability for University education.

7. ASSESSMENT

- 7.1 Normally, assessment of each module shall be based on continuous assessment as well as formal examinations. Continuous assessment shall contribute 30% and the end of semester examination shall contribute 70% of the final mark.
- 7.2 Marks for research projects will be awarded based on two independent markers. The first marker shall be the supervisor of the research project and their mark shall contribute 50% of the marks, the second marker shall be another lecturer from the department and their mark will contribute the remaining 50%.

8. PROVISIONS FOR PROGRESSION

- 8.1 Students proceed automatically from semester one to semester two at each level with the exception of special cases which would have been approved by Senate e.g. cases of students applying for deferment of studies.
- 8.2 Each Scheme of Examinations shall indicate which modules must be passed before a candidate may be allowed to proceed to a subsequent level of the programme or portion thereof.
- 8.3 Normally, a student shall not be allowed **to proceed** in a subject without having passed the previous formal examination(s) in that subject and having satisfied the entire prerequisites for proceeding in that subject as may be specified in the School Regulations.
- 8.4 A student who passes sufficiently well in one level in aggregate may be permitted to proceed to a subsequent level carrying a failed module(s) subject to the provisions of the School Regulations.

9. DEGREE CLASSIFICATION AND WEIGHTING

- 9.1 The degree shall be classified using the average marks from modules at Level I, II, III and IV, the overall mark being the weighted average.
- 9.2 The following Grading and Classification System shall be adopted for all Modules:
- | | | |
|---------------|------|----------------------|
| 75% and above | 1 | (First Class) |
| 65%- 74% | 2.1 | (Upper Second Class) |
| 60%-64% | 2.2 | (Lower Second Class) |
| 50%-59% | 3 | (Pass) |
| 40%-49% | Fail | (Supplementable) |
| 39% and below | Fail | |

10. STRUCTURE OF THE PROGRAMME

10.1 Duration

The normal duration of the BSc Honours Degree in Gender and Social Anthropology shall be four (4) years.

10.2 Degree Structure

10.2.1 A programme shall run for at least eight (8) semesters.

10.2.2 The programme shall consist of a minimum of thirty-two (32) modules and a research project which is equivalent to twenty (24) credits.

10.2.2.1 At Level I, a candidate shall register for a minimum of ten (10) modules.

10.2.2.2 At Level II, a candidate shall register for at least ten (10) modules.

10.2.2.3 At Level III, a candidate shall register for three (3) modules and is required to spend a minimum of ten (10) months on work related learning experience.

10.2.2.4 At Level IV, a student shall register for a minimum of ten (10) modules.

10.2.3 A module in a programme shall be taught per semester in accordance with contact hours indicated in Table 10.4.

10.3 Work Related Learning

10.3.1 At Level III, a candidate shall be on Work Related Learning at any private or public institution where theory is applied into practice which is equivalent to six modules.

10.3.2 Block Release/ Parallel Students who are employed in the relevant sector and with at least two (2) years' experience may apply to the School to have the Work Related Learning Level run concurrently with Level IV.

10.4 Modules

CODE	MODULE DESCRIPTION	CONTACT TIME				NON-CONTACT TIME	NOTIONAL HOURS	CREDITS	PREREQUISITE
		Lectures	Tutorials	Field Trips	Demonstrations				
LEVEL 1 SEMESTER I									
HGSA111	Introduction to Gender Studies	36	12	4	8	60	120	12	
HGSA112	Psychology of Women and Gender	36	12	4	8	60	120	12	
HPSY111	Introduction to Psychology I	36	12	4	8	60	120	12	
HANTH111	Introduction to Social Anthropology I	36	12	4	8	60	120	12	
ICCT101	Information Technologies & Communication	36	10	-	6	68	120	12	

SEMESTER TOTAL								60	
LEVEL I SEMESTER II									
HGSA121	Gender and Development	36	12	4	8	60	120	12	
HGSA122	Feminist Theories: Historic and Contemporary Debates	36	12	4	8	60	120	12	
HGSA123	Social Anthropology and Development	36	12	4	8	60	120	12	
HSOC122	Sexuality, HIV and AIDS	36	12	4	8	60	120	12	
AGCH101	African Philosophy, Gender, Culture and Heritage	36	10	-	6	68	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								120	
LEVEL II SEMESTER I									
HGSA211	African Constructions of Childhood	36	12	4	8	60	120	12	
HGSA212	Gender and Education	36	12	4	8	60	120	12	
HGSA213	Gender, Agriculture and Environment	36	12	4	8	60	120	12	
HANTH212	Social Organisation and Power	36	12	4	8	60	120	12	
HANTH 214	Marriage, Family and Kinship	36	12	4	8	60	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								180	
LEVEL II SEMESTER II									
HGSA221	Anthropology, Religion and Symbolism	36	12	4	8	60	120	12	
HGSA222	Gender and Economy	36	12	4	8	60	120	12	
HGSA223	Introduction to Research Methods and Statistics	36	12	4	8	60	120	12	
HGSA224	Gender, Entrepreneurshi	36	12	4	8	60	120	12	

	p and Leadership								
HANTH221	State, Identity and Nationalism	36	12	4	8	60	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								240	
LEVEL III									
HGSA301	Employer's Assessment	-	-	-	120	80	200	40	All Level 1 and 2 modules
HGSA302	Academic Supervisor's Assessment	-	-	-	5	495	500	40	All Level 1 and 2 modules
HGSA303	Student's Innovation Report	-	-	-	-	500	500	40	All Level 1 and 2 modules
LEVEL TOTAL								120	
CUMULATIVE TOTAL								360	
LEVEL IV SEMESTER 1									
HGSA411	Gender, Human Rights and Law	36	12	4	8	60	120	12	
HGSA412	Gender Analysis and Development Practices	36	12	4	8	60	120	12	
HGSA413	Popular Culture and Body Politics	36	12	4	8	60	120	12	
HGSA414	Gender and Politics	36	12	4	8	60	120	12	
HSOC413	Migration Studies	36	12	4	8	60	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								420	
LEVEL IV SEMESTER 1I									
HGSA421	Gender, Peace and Security	36	12	4	8	60	120	12	
HGSA422	Gender, Responsive Planning, Budgeting and Auditing	36	12	4	8	60	120	12	
HGSA423	Social Policy and Administration	36	12	4	8	60	120	12	
HGSA424	Research Project	10	24	-	24	142	200	24	
HANTH415	Sex, Culture and Society	36	12	4	8	60	120	12	
SEMESTER TOTAL								60	
CUMULATIVE TOTAL								480	

10.5 Credit System

10.5.1 Each module is assigned credits that represent the total number of notional hours of learning that a student is expected to be engaged in for their particular module.

10.5.2 A single credit is equivalent to 10 notional hours of learning.

10.5.3 The notional hours of learning of each module are made up of contact and non-contact hours.

10.5.4 The contact hours include the lectures, practicals and tutorials.

10.5.5 Non-contact hours include the hours for assignment preparation and writing, tests, examinations and self-directed learning.

11. Module synopses

LEVEL 1 SEMESTER 1

HGSA111 INTRODUCTION TO GENDER STUDIES – 12 credits

This module offers an introduction or foundation to gender studies, an interdisciplinary academic field that poses critical questions about the meaning of gender across different cultures in Africa. The primary goal of the course is to familiarise students with key issues, questions, and debates on gender-related scholarship, both historical and contemporary. Gender scholarship critically examines the social construction of gender, the difference between gender and sex and gender stereotypes.

HGSA112 PSYCHOLOGY OF WOMEN AND GENDER – 12 credits

This module introduces new approaches to the psychological study of Gender that brings together feminist psychology and socio-cultural psychology. This preliminary survey of the psychology of Gender and Culture should acquaint students with the major concepts and terminology of the discipline and give students a better understanding of themselves and those around them. It introduces topics of concern to feminist scholars, such as young teens encountered with heterosexual norms, women and men negotiating household duties, as well as sexual coercion and violence in heterosexual encounters. This module is aimed to provide first year students with a good foundation in psychological perspectives of gender and culture as they embark on their specific areas of study.

HPSY111 INTRODUCTION TO PSYCHOLOGY – 12 credits

This module will provide students with a broad introduction to the field of psychology. This preliminary survey of psychology should acquaint students with the major concepts and terminology of the discipline and give students a better understanding of themselves and others. This module is aimed to provide first year students with a good foundation in psychology. At this elementary level, students will be expected to at least theorise the kind of models that they may later develop to deal with identified psychological challenges of men and women in society.

HANTH111 INTRODUCTION TO SOCIAL ANTHROPOLOGY – 12 credits

This module provides an introductory overview of Social Anthropology. A scientific analysis of forms of society, family, kinship, ethnicity and identity, economic and political relationships, consumption and exchange, rites of passage, meaning and cultural performances, social patterns and practices across societies and cultures, with a special interest in how people live in particular places and how they organize, govern and create meanings will be examined in this module. The module also examines the origins, development and cultural similarities and differences of the aforementioned practices and beliefs. This module challenges students to engage with other ways of knowing and being, and to rethink often taken-for-granted knowledge and beliefs. Through the module students will develop critical skills for using anthropological approaches to increase their understanding of and respect for diversity in cultural and religious beliefs in the rapidly changing world.

ICCT101 INTRODUCTION TO COMPUTERS AND COMPUTER TECHNOLOGIES – 12 credits

Computer Literacy entails having knowledge and understanding of computers and its uses. As computers become an increasingly important part of daily living, many people believe that computer literacy is vital to success. You may interact directly with computers in fields such as education, finance, government, health care, science, publishing, travel and industry. Computers are now a primary means of communication for all types of people. People in today's modern world use computers for different reasons. The Module provides a fundamental understanding of computer applications with the module focus on the Microsoft Office Applications (Microsoft Word, Microsoft Excel and Microsoft PowerPoint, Microsoft Access and Microsoft Frontpage). This is a complete lab based module where students will learn these applications by working on class assignments in the lab. The module topics include Basics and Fundamentals of computer applications. Students will also be covering the basic concepts in Computer Hardware, Software, Operating Systems, Telecommunications, Databases, as well as the usage of the Internet and conversion of Microsoft file format into various other file format (PDF, PS etc.). Thus, students are expected to enter into groups and engage into practicals on the use of computers in their studies and in life for the formulation, implementation and evaluation of formal and informal self-help projects to improve their lives and that of society at large.

LEVEL 1 SEMESTER 2**HGSA121 GENDER AND DEVELOPMENT – 12 credits**

This module provides students with an appreciation of gender and how it is linked to social rankings in various spheres of life. The module will trace the social and biological determinants of inequalities. The module will look at the underlying theoretical issues of social stratification, how gender is used as one determinant of an individual class and how gender is closely related to economic, religious, social, political and environmental issues. Gender and stratification at national, international and global levels will also be examined. Probing how gender identities and positions are formulated. The module aims to bring students to real social life settings and how structures of inequality are formed and perpetuated. With insights from the module, students are expected at the end of the course to come up with mini models on how development projects and endeavours can be engendered in developing countries.

HGSA122 FEMINIST THEORIES: HISTORIC AND CONTEMPORARY DEBATES – 12 credits

A comparative analysis of feminist movements in Africa, Europe, Americas and Asia will be undertaken. The course specifically examines feminist theory from the stand point of African women and the Diaspora. Students will gain an appreciation of how feminist scholarship has influenced major political social, economic and intellectual debates.

HGSA123 SOCIAL ANTHROPOLOGY AND DEVELOPMENT – 12 credits

The emphasis of this module is placed on politics, religion, ideologies, globalization and post-colonial anthropology. The linkage between politics and religion is examined taking in detail, tracing them from pre-colonial era up to the post-colonial era. Different ideologies are analysed, tracing their effects on people and assessing their evolution over time. The module concludes by examining globalization and its impact on socio-economic, political as well as cultural value systems in different societies.

HSOC122 SEXUALITY, HIV AND AIDS – 12 credits

The module is designed to acquaint students with issues of sexuality, how it is constructed and how it impacts on the spread of HIV and AIDS. The module aims to direct students towards the different factors that shape the construction and reconstruction of sexuality. The history of sexuality will be traced from colonial to post-colonial era, examining how colonisation has affected African construction of sexuality. Issues of globalisation will also be looked at focusing on how globalisation has affected sexuality and the spread of HIV and AIDS. After completion of the module students should; be able to understand what is sexuality and how it differs from sex, how to apply different theories to the study of sexuality and be familiar with contemporary issues in sexuality and HIV and AIDS.

AGCH101 AFRICAN PHILOSOPHY, GENDER, CULTURE AND HERITAGE – 12 credits

The module introduces students to Zimbabwean culture and heritage like tangible and intangible attributes of the society, inherited from the past, maintained in the present and bestowed for social, economic and political advancement. Students are introduced to the identification, preservation and safeguarding of Zimbabwean values (ubuntu/hunhu) and heritage in its diverse forms. The mind of students are cultivated to think as an African to understand who they are, why they are, where they are and their African human dignity in the contemporary world to be rolled out using concepts of African Philosophy and Thought. The other thrust of this module is to acquaint students with knowledge of Zimbabwe's past which is a vehicle for understanding Zimbabwe's yesterday, today and tomorrow. This is done in the spirit to make students realise importance of understanding black empowerment, sovereignty, nation building and nation identity. Students are also sensitised to concepts for understanding gender and its key concepts. Gender theories and other related issues will be in the limelight of this module.

LEVEL 2 SEMESTER 1

HGSA 211 AFRICAN CONSTRUCTIONS OF CHILDHOOD – 12 credits

The module examines the life experiences of African children as active agents, who undergo socialization in different African contexts. It explores how children learn about gender and construct their gender identities in their daily interactions with other children and adults. Using existing materials on children in African cultures, the course will highlight contested constructions of childhood in different societies, and implication for understanding notions of work and labour globally.

HGSA212 GENDER AND EDUCATION – 12 credits

The module will examine the social aspects of education and schooling in society. Focus will be on the interaction between home, society, and educational institutions; the ways that social inequalities are reproduced through schools; and the ways that identities are formed through education. Schools both exist within a larger society and are their own social world, with the formation of peer groups, particular institutional arrangements, and ways of transmitting relationships and knowledge. The module examines the way that interactions within educational settings have much larger implications within society.

HGSA213 GENDER, AGRICULTURE AND ENVIRONMENT – 12 credits

The module provides students with a deep appreciation of the broad aspects of differential participation of males and females in agriculture, environmental management and efforts towards mitigating the negative impact of climate change which usually affect the poor especially women. Respective international protocols on environment and climate change issues and the gender dimensions of protocol provisions are taught and students are exposed to the various strategies for increasing equal participation of males and females in environment management, as well as strategies for reducing the negative impact of climate on women. The course is multi-disciplinary and aims at providing state of the art training for future climate change mitigation measures and good governance and gender justice in environmental management. Students will be exposed to a good number of case studies from across the world on gender agriculture, environment and climate change mitigation measures. At the end of the semester students should be in a position to gather data and develop a brief model of ensuring gender equality in agricultural sector and coping with climatic changes.

HANTH212 SOCIAL ORGANIZATION AND POWER – 12 credits

The course aims to familiarize students with pertinent issues on the social organization of both traditional and modern societies. It draws attention to the social organization-power nexus in the societies, with emphasis being placed on distribution and access to resources as instruments of authority and social control. Focus will be on micro and macro level social arrangements, i.e., from the individual to the societal level. Gender, the rise of feminism, globalization and the discourse of human rights has led to a shift on social organization. It is in view of such developments that we shall also look at power complexities and how these influence resource allocation and consequently social organization.

HANTH214 MARRIAGE, FAMILY AND KINSHIP – 12 credits

The module examines traditional and modern families with respect to gender and power relations. It involves both a feminist and masculine exploration of many issues revolving around men and women in terms of parenthood, gender stereotyping and household heading. The course examines empowering and oppressive elements of motherhood and fatherhood in patrilineal and matrilineal societies. Topical issues include gendered roles, expectations, gender stereotyping, courtship, marriage, inheritance, childbearing, child labour, origins of the family limitation and birth controls as well as the effects of other institutions on the family. All the aforementioned issues will be analysed from an interdisciplinary, cross-cultural and historical perspective. The course investigates changes in the family structures due to globalization and challenges to the new family such as dual career couples, orphan care, divorce, modernity and individual choices. A wide range of reading materials and case studies will be availed to students from African countries.

LEVEL 2 SEMESTER 2

HGSA221 ANTHROPOLOGY, RELIGION AND SYMBOLISM – 12 credits

This module is designed to equip students with knowledge in the areas of religion and its functioning in everyday life. Anthropological approaches to the study of religion and other religious phenomena such as rituals and symbols shall also be covered in this module. At the end of the module students are also expected to have been acquainted with the various functions of religion and rituals in society as well as its importance. Although the module shall cover religions in most parts of the world, most emphasis shall be on African cases.

HGSA222 GENDER AND ECONOMY – 12 credits

This module covers gendered dimensions of rural and urban livelihoods in the face of socio-economic and environmental change in African communities. It analyses the evolution of African economies in the face of the geo-political imbalances that limit Africa's economic growth and performance. It focuses on the gendered nature of the effects of economic performance in Africa, probing the dichotomy of benefits accruing to women and men in the formal and Informal economies.

HGSA223 INTRODUCTION TO RESEARCH METHODS AND STATISTICS – 12 credits

The module is designed to assist students to develop a deep understanding of methodological approaches which are relevant when conducting social science research. Areas to be covered in this module include but not limited to identification of research problem, literature review, assumption, hypothesis, research questions, sampling, data collection, quantitative methods, qualitative methods, descriptive statistics, inferential statistics and probability. The module will equip students with skills that enable them to gather, analyze, and interpret data, problem solving and decision making. The module will assist the basic knowledge of statistics as it relates to research in social science. However, the module will also highlight the uses and limitations of statistics in the society. The module will acquaint students with the analysis of contemporary issues through scientific logical deductions presentation in the social sciences. It will enable students to understand some basic statistical theories and the importance of measures of central tendencies. Students will be expected to come up with mini grant or research proposals that tackle real life gender problems in their communities. These proposals should point towards

developing a model that can address the identified gender challenges. In many instances, it is expected that their proposals will be the basis of the dissertation that they will complete 4:2.

HGSA224 GENDER, ENTREPRENEURSHIP AND LEADERSHIP – 12 credits

The module provides students with a rich background of definitions and theoretical underpinnings of leadership and entrepreneurship in historical and contemporary Africa. The course will give students an opportunity for analysis of participation of males and females in leadership and entrepreneurship. The module includes an analysis of policy provisions at national, regional and international levels, which address gender equality of opportunities in leadership and entrepreneurship. Global and cross cultural leadership, gender, diversity and the balance between power and integrity are issues that are examined in this course. The students will work with a wide range of case studies drawn from African countries.

HANTH 221 STATE, IDENTITY AND NATIONALISM – 12 credits

The module is aimed at equipping students with the historical origin of states tracking it from traditional via colonialism up to the modern times. On traditional states, issues like political structures and governance shall be scrutinised exploring issues like chieftainship, monarchy, dynasties and acephalous societies. These issues shall be analysed in relation to colonialism showing their downfall or dilution. Attention will be made also as to how these events have led to contemporary nations and nationalism. Colonialism and globalization shall be scrutinised on how they have impacted on economic, social and political governance of the global world in contemporary times. Students should also be well versed on how these trends and developments have impacted on social structures like social identities of human beings. These formations shall be scrutinised within the range national and international solidarity and integration which are key components for peace, democracy and development in the global world.

LEVEL 3

HGSA301 EMPLOYER'S ASSESSMENT - 20 credits

The internship experience provides students studying for the degree in Gender and Social Anthropology the opportunity to gain practical knowledge and skills about the discipline. Students would be attached to both Government and Non-Governmental Organisations and are able to transform the theory into practice. The rationale behind this is to produce students who have practical experience of the work environment.

HGSA302 ACADEMIC SUPERVISOR'S ASSESSMENT – 50 credits

The academic supervisor's assessment is a process that is aimed at evaluating the student's competency in his/her workplace environment. It interrogates the progress made by the student in implementing the theoretical lessons gained in school during the internship. Overall the academic supervisor also has to gauge the student performance in accordance to the workplace supervisor's experience with the student.

HGSA303 STUDENT'S INNOVATION REPORT – 50 credits

The student's report is a written submission by the student. It should follow the format provided by the department and capture the lessons, experiences and knowledge gained during the internship. The report serves as a final assessment of student's work related learning period.

LEVEL 4 SEMESTER 1

HGSA411 GENDER, HUMAN RIGHTS AND LAW – 12 credits

This module provides a general introduction to the evolution of the concept of gender inequality and women's human rights within the international human rights system and the implementation of law. It provides a fundamental understanding of the centrality of gender equality to human rights in general and how this is addressed within the UN human rights systems. Participants will get an overview of the various legal and normative developments that promote women's rights both globally and how these are ratified and localized to African legislative context. At the end of the semester, students should be in a position to use the Human Rights Based Approach in advancing gender equality issues in society.

HGSA412 GENDER ANALYSIS AND DEVELOPMENT PRACTICES – 12 credits

This course offers information for students to understand women's and men's access to and control over resources that can be used to address disparities, challenge systemic inequalities (most often faced by women), and build efficient and equitable solutions. Students will gain skills and understanding of how information gathered during research processes should make the differences between women and men explicit (using sex-disaggregated data) so that policies, programs and projects can build effective actions that promote equality. Students will learn how Gender analysis can provide insights on how gender equality can be promoted within efforts for sustainable development to ensure maximum efficiency in pursuing development goals, and how gender analysis ought to be made part of each step of a development initiative: from conception and design to implementation and evaluation. Furthermore, the module will see students engaged in the production of simple models to explain mainstream gender in formal and informal development efforts.

HGSA413 POPULAR CULTURE AND BODY POLITICS – 12 credits

Popular Culture is a key component to the construction and maintenance of normative values. The course will explore the development of a clearer understanding of gender as it pertains to popular culture. This course examines how gender, gendered identities, and gender norms are represented, experienced, and contested through popular culture. A fundamental premise for the course is that it is impossible to think of "gender" without understanding how power and difference are constructed in society. The course will explore some of the most current representations of sexuality, gender, and ethnicity in the popular culture and entertainment, helping to answer questions relating to how TV shows, commercials, entertainment news programs and social media sites mediate our understanding of what life should, or can be.

HGSA414 GENDER AND POLITICS – 12 credits

This module examines the influence of gender in politics with special focus on African societies. Students will analyse current political debates on gender by studying the influence of women's participation in politics and the role of the constitution in shaping the status of women in Africa.

Women's quotas in the political arena will be investigated, bringing out the differing circumstances pushing women away from influential positions. Students of this course should appreciate the different factors in world societies that affect women's political power and influence. Feminist theories including the radical standpoint and the African feminist standpoint will be examined to explain differences in women's political power in different contexts.

HSOC413 MIGRATION STUDIES – 12 credits

The aim of this course is to explain and examine the processes underlying contemporary international migration from a theory guided and comparative approach. The course reviews key theories and research on migration, its causes, consequences and policy implications in both Developing and Developed countries. The course starts with a review of the main theories and explanation of international migration. Throughout the course, theoretical approaches and empirical studies from different disciplinary traditions are discussed, explaining migration and the integration of first generation immigrants at micro, meso and macro levels of analysis. Having completed the course students should be able to work with key concepts and definitions related to the research field of migration and the integration of first generation migrants, be familiar with the main theories and derive testable predictions at macro, micro and meso levels of explanation, critically evaluate empirical models and research strategies and findings on international migration, its causes and consequence.

LEVEL 4 SEMESTER 2

HGSA421 GENDER, PEACE AND SECURITY – 12 credits

This module explores issues of gender peace, peace building, security and governance in traditional and contemporary African societies. The roles of women in peace and security issues in traditional African societies are analysed, where possible using case studies. The roles of women and men in battle spaces across different pre-colonial states are also examined. With the unanimous adoption of resolution 1325 by the United Nations Security Council (UNSC) of 2000, women's role in and potential for peace building have gained global, regional and national attention. The course examines a wide array of gender issues in peace and security issues which include but are not limited to: impact of war and conflicts on women and men, including different gendered roles in conflicts and gender based violence, politically motivated violence; sexual violence in armed conflict, countries in transition and political crisis, women's participation in peace negotiations, peacekeeping, peace building and political decision-making. The course will also look at the role of civil society and community engagement in peace building. At the end of the module, students are expected to come up with mini-models in gender mainstreaming in national and community peace building efforts.

HGSA422 GENDER RESPONSIVE PLANNING, BUDGETING AND AUDITING – 12 credits

This module is intended to help students understand and appreciate the need for governments/ or state institutions to uphold the human rights of women, men and other groups. The course will analyse women's involvement in identifying their needs and participation, explore possible solutions to problems and move towards action. This course details the processes of gender

planning, budgeting and auditing in the development context. In the course of the module, students will be required to work on mini models to ensure gender sensitive planning, budgeting and auditing in micro and macro level development projects.

HGSA423 SOCIAL POLICY AND ADMINISTRATION – 12 credits

This module is designed to provide students with an understanding of the contemporary debates and issues in the field of social policy and administration, with special reference to the African context. It highlights theoretical as well as technical concerns in the process of public policy analysis and formulation. The module encourages students to understand policy within the broad arena of governance and emerging democratic practice in chosen African countries. The impact of globalisation on policy processes and outcome are also analyzed. Given the changes in the geo-political landscape at a global, regional and national level, the module challenges students to understand the linkages between the international and national factors that contribute to social policy developments. It also attempts to focus attention on the complex nature of policy processes, content and outcomes within the political economy of change. The relationships between the public, private and Civil Society sectors and issues of participation and power are examined.

HGSA424 RESEARCH PROJECT – 24 credits

This is a double module and students are expected to put into practice methodological issues they were taught in various research modules. The idea is to enable students to understand and provide practical solutions to social problems bedeviling society at any given time. At this level, students' projects are expected to be model sustainable solutions towards the realisation of gender equality, creation of employment, and ultimate improvement of people's lives in society.

HANTH415 SEX, CULTURE AND SOCIETY – 12 credits

In this course the triadic relationship between sexualities, culture and society in Africa and beyond is analyzed from various anthropological angles. Anthropology is the comparative study of different societies around the world, differences and similarities. The course challenges students to engage with other ways of knowing and being, and to rethink those taken-for-granted knowledge and beliefs. Through the course students will look at how hierarchies of sex, sexuality and gender intersect with other social differences including race, socio-economic status, ethnicity and location. Students are expected to develop critical skills for using anthropological approaches to increase their understanding of and respect for diversity in sexualities in our rapidly changing world. The aim is to enable students to understand the changes in the relationship between sexualities and culture over time, various theoretical standpoints about the relationship and aid students to make decision from an informed position. Students will be introduced to different societies' perceived sexualities and how modernization, colonization and globalization have affected sexualities and gender roles. The course concludes with a consideration of the implications of globalization and HIV/AIDS on cultural practices and sexualities.

REGULATIONS FOR MASTER OF SCIENCE DEGREE IN GENDER AND POLICY STUDIES

1. PREAMBLE

These regulations shall be read in conjunction with the School Regulations for taught Masters Degree Programmes and General Regulations for Taught Masters Degree and Postgraduate Programmes which have precedence over Departmental Regulations.

2. GENERAL DESCRIPTION OF THE PROGRAMME

This dynamic programme emphasizes the interdisciplinary basis of women and gender studies in relation to policy issues, its community linkage and its grounding in the feminist theory and methodology. The programme will expose students to a rigorous exploration of cross cutting issues relating to gender and policy issues such as feminist perspectives, gender in relation to policy, war peace, literature and culture. It also interrogates gender in the following fields, research, social change, religion, human rights, social justice, migration, environment, family and care giving.

3. OBJECTIVES

- 1.1 Interrogating the gender imbalances which have exacerbated underdevelopment.
- 1.2 Assessing the epistemology and gender research methodologies as critical issues arising from Third World Feminist Thought.
- 1.3 Mainstreaming gender, cultural ideas and practices in policy formulation.
- 1.4 Equipping practitioners with the capacity to come up with poverty alleviation oriented strategies and interventions.

4. EXPECTED LEARNING OUTCOMES

Students who complete the MSc Gender and Policy Studies programme should demonstrate competence in:

- 4.1 **Application of knowledge on Policy formulation and analysis:** Students should be able to use critical thinking to evaluate and interpret Gender policy, and to apply Gender concepts, theories, and research findings in formulation and implementation of Gender sensitive policies.
- 4.2 **Application of research methods with values and integrity:** Students should be able to apply basic research methods in gender, with sensitivity to ethical principles.
- 4.3 **Communication skills:** Students should be able to demonstrate effective communication skills following professional conventions in gender appropriate to purpose and context.
- 4.4 **Awareness of sociocultural diversity and societal inequality:** Students should be able to understand the complexity of sociocultural diversity and societal inequality in the inquiry and analysis of gender issues.

- 4.5 **Research:** Students should be able to demonstrate effective writing conventions by gender sensitive statutes effectively in empirically based reports, literature reviews and theoretical papers.

5. CAREER PROSPECTS

This is an advanced degree programme in Gender, Policy and Culture therefore, graduates will bring valuable theoretical and practical experience in Public Administration, Advocacy, Public Policy in areas such as Education, Health, Law, Religion and other related areas. The programme shall specifically focus on professionals and para-professionals engaged in a variety of the aforementioned specializations with bias on gender, culture and policy issues. For candidates who wish to do PhD programmes, the Masters programme will give them the basis for research in Gender and Women's issues as well as Culture and Heritage.

6. ENTRY REQUIREMENTS

6.1 Normal entry

Applicants must normally hold an appropriate Honours Degree in at least the lower second grade.

6.1 Normal entry

Applicants must normally hold an appropriate Honours Degree in at least the lower second grade.

6.2 Special entry

Applicants holding an appropriate general degree or approved equivalent qualification may be considered by Senate. Normally, such applicants should also possess relevant experience and may be required to pass a qualifying examination set by the University prior to Senate deciding on their acceptability for admission.

7. ASSESSMENT

- 7.1 Candidates shall be assessed on the basis of their performance in continuous assessment, formal examinations, practicum/internship and research components where applicable.

- 7.2 Examinations for modules shall be taken at the end of each semester.

- 7.3 To be admitted into the examination, a candidate shall have fulfilled continuous assessment requirements.

- 7.4 The continuous assessment and examination components shall comprise 30% and 70% for each module respectively.

- 7.5 Dissertation marks will be awarded based on two independent markers. The first marker shall be the supervisor of the research project and their mark shall contribute 50% of the marks, the second marker shall be another lecturer from the department and their mark will contribute the remaining 50%.

8. PROVISIONS FOR PROGRESSION

- 8.1 Students proceed automatically from semester one to semester two at each level with the exception of special cases which would have been approved by Senate e.g. cases of students applying for deferment of studies.
- 8.2 Each Scheme of Examinations shall indicate which modules must be passed before a candidate may be allowed to proceed to a subsequent level of the programme or portion thereof.
- 8.3 Normally, a student shall not be allowed **to proceed** in a subject without having passed the previous formal examination(s) in that subject and having satisfied the entire prerequisites for proceeding in that subject as may be specified in the Faculty Regulations.
- 8.4 A student who passes sufficiently well in one level in aggregate may be permitted to proceed to a subsequent level carrying a failed module(s) subject to the provisions of the Faculty Regulations.

9. GRADING AND CLASSIFICATION OF THE DEGREE

- 9.1 The following Grading and Classification shall be adopted for all Modules:

80% and above	Distinction	
70%- 79%	Merit	
50%-69%	Pass	
40%-49%	Fail	(Supplementable)
39% and below	Fail	

- 9.2 The final classification of the degree shall be calculated by averaging all the module marks.

10. STRUCTURE OF THE DEGREE PROGRAMME

- 10.1 The duration of the Master of Science Degree in Gender and Policy Studies shall be 1½ years on a block release basis.
- 10.2 The programme shall consist of a minimum of ten (10) modules and a dissertation which is equivalent to ninety (90) credits.
- 10.3 Students shall be required to take five (5) modules in semester I, five (5) modules in semester II and one (1) module in the final semester.

10.4 Modules

CODE	MODULE DESCRIPTION	CONTACT TIME				NON-CONTACT TIME	NOTIONAL HOURS	CREDITS	PRERE-QUISITE
		Lectures	Tuto-rials/ Seminars	Field Trips	Demon-strations				

LEVEL 1 SEMESTER I									
MGPS511	Epistemological Issues in Gender	48	14	8	10	120	200	20	
MGPS512	Qualitative Research Methods and Statistics	48	24	12	20	96	200	20	
MGPS513	Gender and Environmental Policy	48	14	8	10	120	200	20	
MGPS514	Sexuality, Culture and Society	48	14	8	10	120	200	20	
Optional Modules A student may choose any one (1) module from the following:									
MGPS515	Gender and Migration	48	14	8	10	120	200	20	
MGPS516	Gender, Politics and Governance	48	14	8	10	120	200	20	
SEMESTER TOTAL								100	
LEVEL I SEMESTER II									
MGPS521	Gender and Community Development	48	14	8	10	120	200	20	
MGPS522	Gender Policy and Planning in Africa	48	14	8	10	120	200	20	
MGPS523	Gender and Development	48	14	8	10	120	200	20	
MGPS524	Gender and Conflict in Africa	48	14	8	10	120	200	20	
Optional Modules A student may choose any one (1) module from the following:									
MGPS525	Gender and Disaster Management	48	14	8	10	120	200	20	
MGPS526	Power and Gender in Organisations	48	14	8	10	120	200	20	
SEMESTER TOTAL								100	
CUMULATIVE TOTAL								200	
LEVEL II SEMESTER I									
MGPS611	Dissertation	40	20	-	20	820	900	90	
SEMESTER TOTAL								90	
CUMULATIVE TOTAL								290	

10.5 Credit System

10.5.1 Each module is assigned credits that represent the total number of notional hours of learning that a student is expected to be engaged in for their particular module.

10.5.2 A single credit is equivalent to 10 notional hours of learning.

10.5.3 The notional hours of learning of each module are made up of contact and non-contact hours.

10.5.4 The contact hours include the lectures, practicals and tutorials.

10.5.5 Non-contact hours include the hours for assignment preparation and writing, tests, examinations and self-directed learning.

11. Module synopses

LEVEL 1 SEMESTER 1

MGPS511 EPISTEMOLOGICAL ISSUES IN GENDER – 20 credits

The module is aimed at conscientizing students on the significance of the main theoretical and epistemological underpinning the discipline of gender. It reviews classical and contemporary theories of gender at the same time examining their relevance in society. It is also aimed at creating a practical appreciation of feminist and gender theories as students are set to acquire skills that would enable them to have a critical approach they would need to assess in real life.

MGPS512 QUALITATIVE RESEARCH METHODS AND STATISTICS – 20 credits

This module stresses the use of qualitative and quantitative techniques in the quest to understand the social differentiation of men and women in society. Emphasis is on the use of participatory (interpretive) approach as opposed to the positivist approach in the understanding of social phenomena. It embraces the essence of qualitative and quantitative research methods, including data analysis, presentation and reporting. The analysis component is heavily based on Statistical Package for Social Sciences (SPSS) and other statistical computer packages of data presentation and analysis.

MGPS513 GENDER AND ENVIRONMENTAL POLICY – 20 credits

This module aims to enable students to appreciate gender dynamics involved in sustainable management and utilization of natural resources in Africa. The concept of gender has been redefined within the context of globalization of the environment. Students can also appreciate gender integration within the environment in an African context vis-à-vis the goals of sustainable development.

MGPS514 SEXUALITY, CULTURE AND SOCIETY – 20 credits

In this module, the triadic relationship among sexualities, culture and society in Africa and beyond is analysed from various sociological and anthropological perspectives. Culture is a very important variable that shapes the construction of sexuality in different societies. Through a

comparative analysis, the module aims to direct students towards different factors that shape the construction and reconstruction of sexuality. Sexualities and culture are not static, process such as colonization, modernization and globalization have greatly affected sexualities and gender roles. Students will deal with contemporary issues such as transgender, same – sex relationships, Human Rights, HIV and AIDS and how they have shaped the conceptualization of sexuality.

OPTIONAL MODULES

MGPS515 GENDER AND MIGRATION – 20 credits

The module aims to examine and explain the process underlying contemporary international and internal migration from a theory guided and comparative approach. The old belief that men are the migrants will be analysed so as to understand how both sexes are involved in the process of migration. After completing the module students must be able to understand the gendered nature of migration in Africa and beyond, as well as the problems that women face when trying to migrate. Contemporary issues such as xenophobic attacks, globalization and HIV and AIDS will also form part of the module content.

MGPS516 GENDER, POLITICS AND GOVERNANCE – 20 credits

The module takes a gender dimension to the most pervasive aspects of our societies that is the issues of politics and governance. Men and women have been affected and affect the arena of politics in diverse ways. Although the module may cover issues of gender and governance the world over, an emphasis on Africa and the developing countries will be maintained. There has been a recent surge in calls for gender equity in the spheres of politics and gender especially in the developing countries. Issues affecting the achievement of gender equity in politics and governance will also be covered in this module. The module also takes an intensive analysis of the present states of both men and women in the field of governance.

LEVEL 1 SEMESTER 2

MGPS521 GENDER AND COMMUNITY DEVELOPMENT– 20 credits

This module explores the central concepts and theories in gender and community development. It examines the significance of gender in the formulation of community development interventions in various societies. Issues related to participatory community development will be analysed in relation to cultural constructions of gender. The module also interrogates the interface between gender and community development theory and practice.

MGPS522 GENDER POLICY AND PLANNING IN AFRICA – 20 credits

Gender policy and planning in Africa is a module designed to acquaint the student with an in-depth understanding of gender policy and planning issues in African context. This module aims to interrogate the position of gender in the context of development planning processes practice in Africa. This module also explores the debates and politics behind formulation and implementation of gender policies and the role of planning in social policy. It ethically examines the inter-relationships between theoretical approaches in the formulation and practice of gender policies in relation to different social, economic and political contexts.

MGPS523 GENDER AND DEVELOPMENT – 20 credits

This module builds on theoretical issues discussed in undergraduate gender and development modules. The module focuses in great detail and depth on specific themes and issues in gender and development theory and praxis. The overarching concern is global – local interface as seen in the persistence of and the quest to eradicate gender inequalities and poverty through development interventions. It is a continuing critique of theoretical aspects of development vis-à-vis social realities on the ground. This module draws on gendered experiences of a variety of developing societies.

MGPS524 GENDER AND CONFLICT IN AFRICA – 20 credits

The module aims at analyzing the implications of various conflicts on gender in Africa. It can be noted that gender disparities have been witnessed historically in African and these tend to be exacerbated in conflict situations. The plight of both men and women is seen to be worsened by various conflicts ranging from political, religious, social economic and other forms of conflict. Hence an understanding of the gendered nature of conflict is the subject of this module. Ways of improving the status of both men, and women in conflict situations will also be covered.

OPTIONAL MODULES**MGPS525 GENDER AND DISASTER MANAGEMENT – 20 credits**

This module enables students to familiarize with disaster situations / unforeseen events, which might be encountered in emergency situations. Issues to do with disaster preparedness and management of those situations by women will be dealt with. Participation of women in ‘crisis’ intervention is of particular importance so that they may deal with uncertainties such as (floods, fire, droughts, etc).

MGPS526 POWER AND GENDER IN ORGANISATIONS – 20 credits

The module aims to familiarize students with the pertinent issues in social organization in both traditional and contemporary societies. It draws attention to the gender-power nexus in society, with emphasis being placed on access and distribution of economic resources and authority. Though organizations seem gender neutral, a close analysis reveal otherwise. Often, women’s subordinate position in society overflows into formal organization. Sidelining women; hence the view that organization, especially in Africa, are andocentric.

LEVEL 2 SEMESTER 1**MGPS611 DISSERTATION – 90 credits**

The dissertation is a major undertaking that demonstrate students’ mastery of the field of study and it provides an original work by students that provides an original contribution to the field of gender and policy studies.

