GUIDELINES FOR ADDITION OF NEW PROGRAMMES

JUNE 2012
1. **INTRODUCTION**

These guidelines provide guidance and comprehensive information on development and approval of new academic programmes. The guidelines provide information on the flow processes involved in development of new programmes. It indicates the basic information that should be included in a curriculum for an academic programme. These guidelines put in place procedures to ensure that any new programme meets the following:

(a) Is within the bounds of the University’s mandate;
(b) Is feasible and is developed with clear and comprehensive objectives; and
(c) Has market legitimacy.

2. **PROGRAMME TEAM**

The idea of a new programme can originate from many sources including:

- Department or School
- Senate
- Council
- Government
- Academic Staff
- Academic Registry
- External stakeholders

Regardless of the origin of the idea of a new programme, the custodial Department shall appoint one of its members to be the Programme Proponent. The Proponent shall work with a Programme Team that will be established by the Department. The Programme Team takes full responsibility for the development of the programme.

3. **DEGREE NOMENCLATURE**

These guidelines set the conventions which must be used to guide naming of new programmes or re-naming of existing programmes. The principles provide guidance on what should be considered when deciding on the following:

(a) Name for a new programme
(b) Format of programme names

All programmes should have post-nominal abbreviations as indicated in section 3.2.8.

3.1 **Programme Name**

The name of the programme should be guided by the following:

(a) Programme nomenclature should be easily recognised by prospective students, employers and other stakeholders. It should be unambiguous in terms of level and professional orientation.
3.2 Naming Conventions

3.2.1 The name of a programme should be made up of three parts:

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Qualification type < Broad discipline area > Specialisation
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<table>
<thead>
<tr>
<th>Qualification type</th>
<th>Bachelor, Master, Doctor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designator (broad discipline area)</td>
<td>Indicates broad area of study, discipline or profession</td>
</tr>
<tr>
<td>Qualifier (specialisation)</td>
<td>Indicates area of specialisation</td>
</tr>
</tbody>
</table>

3.2.2 Degree names that indicate a specific discipline will be acceptable in some instances. Normally this would be limited to the use of such titles that lead to specific professional qualifications. For example, Bachelor of Engineering, Bachelor of Laws, Bachelor of Medicine.

3.2.3 For Bachelor, Master and Doctoral degrees, the separator between the qualification type and the designator is the word ‘of’, for example, Bachelor of Science.

3.2.4 For other awards, the separator is the word ‘in’, for example, Graduate Diploma in Strategic Management.

3.2.5 For Bachelor, Master and Doctoral degrees, the separator between the designator and qualifier is the word ‘in’, for example, Bachelor of Science in Environmental Studies.

3.2.6 If a programme combines two areas of specialisation to the extent that it should be identified as one programme, the specialisations should be separated by the word ‘and’, for example, Bachelor of Engineering in Fuels and Sustainable Energy.

3.2.7 For Bachelor degrees that are Honours, the word Honours should appear next to the designator, for example, Bachelor of Science Honours.
3.2.8 All qualifications awarded by the University should have post-nominal abbreviations. Post-nominal abbreviations should not use full stops, commas or any other punctuation marks. The schedule of abbreviations is shown below.

<table>
<thead>
<tr>
<th>Award</th>
<th>Abbreviation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Philosophy</td>
<td>DPhil</td>
<td>DPhil</td>
</tr>
<tr>
<td>Doctor of</td>
<td>D</td>
<td>DLett</td>
</tr>
<tr>
<td>Master of Philosophy</td>
<td>MPhil</td>
<td>MPhil</td>
</tr>
<tr>
<td>Master of</td>
<td>M</td>
<td>MSc</td>
</tr>
<tr>
<td>Graduate Diploma in</td>
<td>GDip</td>
<td>GDipChem</td>
</tr>
<tr>
<td>Graduate Certificate in</td>
<td>GCert</td>
<td>GCertChem</td>
</tr>
<tr>
<td>Bachelor of</td>
<td>B</td>
<td>BSc</td>
</tr>
<tr>
<td>Honours</td>
<td>Hons</td>
<td>BScHons</td>
</tr>
<tr>
<td>Diploma in</td>
<td>Dip</td>
<td>DipAcc</td>
</tr>
<tr>
<td>Certificate</td>
<td>Cert</td>
<td>CertAcc</td>
</tr>
</tbody>
</table>

3.2.9 The University shall have a schedule of post-nominal abbreviations for all its qualification awards.

4. PROGRAMME DEVELOPMENT AND APPROVAL

4.1 Preliminary Approval

Before a new programme progresses within the University systems, the programme idea must be reviewed and approved by the School Planning Committee (SPC). The review is facilitated through the following processes:

4.1.1 The Programme Team (resident in the custodial department) develops the programme idea into a Programme Concept Paper (hereinafter called Concept Paper). The Concept Paper should ideally be a single page but not more than two pages. Where necessary consultations can be done and potential opportunities and problems can be identified and addressed before the investment of significant resources and effort.

4.1.2 The Concept Paper outlines the rationale for the programme’s development, programme format, level, structure, module composition and any other relevant information.

4.1.3 The Concept Paper is reviewed by the Department, which must endorse it before submission to the SPC.

4.1.4 The SPC considers the Concept Paper and provides advice to the Department.
4.1.5 Upon receipt of advice from the School Planning Committee, the Programme Team develops the full proposal and takes it through School processes of approval.

4.2 Programme Development and Approval Flowchart

The flowchart below illustrates the process of programme development and approval.

5. NEW PROGRAMME DESIGN

In these guidelines, the programme design generally covers the programme curriculum. Curriculum means a structured programme of study for a given Degree, Diploma, or Certificate award incorporating all matter detailed in this section. The Form QA-2 must be used for presentation of the full proposal for the new programme. The proposal for the new programme contains the following information:
5.1 Name of the Proposed Programme

(a) State the full name of the proposed programme.

(b) Programme names must comply with the University’s principles for degree nomenclature given in Section 3.2.

(c) Level of the programme (Bachelor, Honours, Master, and DPhil) must reflect the hierarchy of educational achievement.

(d) Names of discontinued qualifications must not be re-used, i.e. if a degree programme has been discontinued, its name cannot be used again for a different degree.

5.2 Programme Rationale and Background

The rationale of the programme should include:

5.2.1 Needs assessment/market survey/ situational analysis

5.2.2 Justification of the need for the programme

5.2.3 Difference with cognate or competing programmes offered elsewhere

5.2.4 Show alignment with the University’s Strategic Plan and mandate

5.3 Target Market

State the target market of the programme as:

5.3.1 A Level and/or Diploma holders, professionals, etc.

5.3.2 Whether the programme will target regional and international students

5.4 Mission Statement

The mission statement refers to the general purpose of the programme. The mission statement should be consonant with the mission and goals of the University.
5.5 Expected Learning Outcomes of the Programme

The expected learning outcomes of the programme should:

5.5.1 Include specific knowledge, skills, attitudes and areas of professional development that students are expected to have acquired and mastered by the end of the programme.

5.5.2 The University places emphasis on three levels of generic attributes of its graduates as follows:

(a) First Level - Scholarship, Lifelong Learning and Global citizenship

(b) Second Level - Research and Inquiry, Communication, Information Literacy, Social and Professional Ethics, critical thinking and Intellectual autonomy

(c) Third level - Entrepreneurial and management

5.6 Mode of Delivery of the Programme

The mode of delivery of the programme could include:

- Conventional Learning
- Block Release
- Open and Distance Learning
- E-Learning

5.7 Academic Regulations for the Programme

5.7.1 Admission Requirements for the Programme

State the possible admission routes. Admission should be guided by the University Admissions Policy.

5.7.2 Course Requirements

This should include all requirements for the courses in the programme such as:

(a) Lecture and tutorial attendance requirements
(b) Practicum/Industrial Attachment requirements

5.7.3 Assessment Methods

All assessment should address the intended learning outcomes and may include formative, summative and diagnostic aspects.

These should include:

(a) Continuous assessment assignments and tests
(b) End of Semester Examinations
(c) Practical work
(d) Project
(e) Other assessments
(f) The contribution of each component to the summative assessment must be indicated.

5.7.4 Grading System
This should indicate marks and their corresponding grade.

5.7.5 Examination Regulations
These should indicate requirements to sit for examinations. This should also include examination malpractices, disciplinary action and mode of appeal.

5.7.6 Graduation Requirements
State the full requirements that must be minimally met for graduation.

5.7.7 Degree Classification
Include the classification scheme for the degree.

5.7.8 Regulations for Thesis/Dissertation/Project
- State the regulations as applicable
- Demonstrate how students will acquire and develop research skills commencing in the first year of the programme.

5.7.9 Research – Teaching nexus
- Indicate how research carried out in the Department will inform the content of the programme
- It must be shown that the research – teaching nexus is mainstreamed in the programme

5.9 Programme Courses and Structure
5.9.1 State whether the programme courses conform to ZIMCHE guidelines for the minimum body of knowledge for the programme.

5.9.2 Provide the programme structure table by showing courses offered at each level and for each semester.

5.9.3 The suite of courses should indicate an outcome-based approach to teaching and learning. State for each learning outcome the relevant courses.

5.9.4 The courses offered should include:
A list of courses offered in each semester. Indicate common University courses, core courses for the programme, core specialisation courses, electives and other courses. For each course, include the following:

(a) Course title
(b) Course code which should reveal the level of study
(c) Notional study time and credit value
(d) Course synopsis

5.9.5 Total credit hours required for graduation
This should be in conformity with General Academic Regulations.

5.10 Management of the Programme

5.10.1 Indicate the following:
(a) Procedures for educational management
(b) Provision for internal collaborations
(c) Quality assurance and enhancement mechanisms

5.10.2 Professional accreditation
If the programme is designed to prepare students for entry into an occupation where there is a professional accrediting body, e.g. Zimbabwe Institution of Engineers, and if the programme itself needs to be accredited by a professional body, describe the arrangements planned to ensure that accreditation is obtained.

5.11 Resources Required
Provide the following information:

5.11.1 Financial model
In consultation with the Bursar’s Department, provide the financial implications of the proposed programme. This should cover projected student enrolments, fixed and variable costs, and how the programme will be funded.

5.11.2 Staff
It is a requirement that the programme must be designed by qualified and experienced staff. Describe the expertise available to deliver the programme and state how any gaps will be addressed.

5.11.3 Facilities
Checklist of facilities should include the number and capacity of lecture rooms, lecturers’ offices, laboratories, workshops, studios, farm, etc.

5.11.4 Equipment and Teaching Material

Checklist of equipment and teaching material should include type, number, capacity of computers, software, laboratory equipment, etc.

5.12 Graduate Opportunities

Indicate the typical opportunities available to graduates in terms of:

(a) Career opportunities
(b) Higher studies