



## University of Zimbabwe

### University-Wide Modules

#### Preamble

As the University embarks on the implementation of its Strategic Plan 2019-2025, we recognise the critical role of research and innovation can play in the country's quest for industrialisation and modernisation. Sustainable socio-economic development is informed and guided by a dynamic and inquisitive knowledge-base and skills anchored on research and innovation. The university-wide modules are thus meant to equip students with the critical steps in research and innovation starting from critical review of literature, scholarly writing, problem identification, ideation, hypothesising, conducting hands-on research, through production of goods and services. The table below presents the university-wide modules at different academic levels.

MODULE	SYNOPSIS	COORDINATOR(S)	CREDITS	SEMESTER
<b>MODULE 1: INFORMATION AND DIGITAL SKILLS</b>			<b>20</b>	
<b>E-resources Use and Applications in University Learning and Business</b>	<p>The unit is designed for all first-year undergraduate students. The unit shall empower students to have knowledge of various information sources, search, retrieve, evaluate, process, and apply information resources in University learning using appropriate technology. The students shall learn and demonstrate how to apply effective search strategies in different technological environments and electronic resources. Students will be expected to demonstrate the ethical and fair use of information resources (plagiarism and referencing). Finally, the students will learn how to integrate 21st-century technologies, e-Resources and eLearning system into University learning and business.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> <li>• Develop effective search strategies to search, retrieve and download information sources</li> <li>• Evaluate information sources critically</li> <li>• Use online reference management systems</li> </ul>	Library	5	1.1
<b>Management of Academic Information</b>	<p>The unit in Management of Academic Information will introduce students to conducting a literature review. Students will learn to conceptualise a research problem/gap, gather all the various information sources that relate to the research question in a field of study. Students will learn how to synthesise, critique, identify themes/debates/gaps in literature.</p>	Library	5	1.1

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	<p>Furthermore, students will be able to integrate relevant literature into the body of knowledge for the field of study. The unit also equips students with skills on how to manage the information using various Information and Communication Technology tools and applications. The students will learn how to use various discipline specific citation styles. Finally, the students will be expected to produce a literature review mini project as part of summative assessment.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> <li>• Determine the scope and depth of the required academic information sources</li> <li>• Cite appropriately using discipline specific citation style</li> <li>• Produce a comprehensive literature review mini project</li> </ul>			
<b>Literature Review</b>	<p>The unit is designed to capacitate students to recognize the importance of reviewing literature as the main pillar of enquiry. The students will be able to: understand the value of literature review in research and innovation processes, and literary studies; be proficient in literature search from different sources and evaluating published work; identify and evaluate credible sources of information; as well as recognise the value of academic integrity, intellectual honesty and ethical research practice through proper citation of other people's work. An outcome of this unit is a report or a manuscript on a</p>	Research and Innovation Directorate and Faculty of Arts and Humanities	5	1.1

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	specific research topic assigned or chosen by each student, which will be subjected to an assessment.			
<b>International Computer Driver's Licence (ICDL)</b>	ICDL is a made up of several sub-units that introduce students to comfortable and correct use of computers. Students will learn skills in computer essentials that spans from computers devices, networks, navigating the computer system and using different operating systems as well as file management and security. The next key unit will be the online essentials that cover web browsing, using e-mail and communication concepts. Other critical units will then include the application software used in word processing, working with spreadsheets, presentations and databases. The ICDL then wraps up by introducing concepts of web editing, image editing, project planning and IT Security.	Faculty of Computer Engineering Informatics and Communications	5	1.1
<b>MODULE 2: CRITICAL CONSCIOUSNESS AND LIFE SKILLS</b>			<b>15</b>	
<b>Zimbabwe Strategic Studies</b>	This unit equips all students who study at the University of Zimbabwe with basic knowledge about the nation's history, strategic interests, its role in the region, its position in the international arena and its international relations. The unit provides basic knowledge about Zimbabwe's pre-colonial, colonial and post-colonial history. For contemporary issues, it touches on basic issues such as demography, economics, politics and foreign policy. The thinking behind this unit is that as our students proceed with	Faculty of Arts and Humanities	5	1.2

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	their University education and later join the labour market, engage in entrepreneurial activities and interact with others both within and outside Zimbabwe, they should be conversant with Zimbabwean history in order to appreciate contemporary issues and debates. This helps foster in them a sense of national consciousness and patriotism critical in their contribution to sustainable development and the maintenance of peace and security in Zimbabwe.			
<b>Problem Analysis and Diagnosis</b>	At this stage, students should be able to problematise and ideate real-life problems and challenges bedevilling the industry, commerce and society and design/proffer solutions; Nurture critical thinking and problem solving capabilities, and design thinking skills in research and innovation; and also be able to design tools and data collection methodologies to conduct 'hands-on' research for solutions.	Research and Innovation Directorate	5	2.1
<b>Creativity, Critical Thinking and Problem Solving</b>	The purpose of the unit is to develop creativity, critical thinking and problem-solving skills in learners. The module further seeks to develop a questioning mind guided by logical and rational engagement. Critical thinking, creativity, and problem solving are among the most sought after 21st-century skills. The National Critical Skills Audit points to the lack of these skills in many higher education graduates. It is also clear that that students must learn how to be creative, think critically and problem solve before they can apply these skills to specific instances. The	Faculty of Education	5	2.1

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	<p>unit therefore aims to:</p> <ul style="list-style-type: none"> <li>• Impart to students' techniques that develop logical, creative, critical thinking and problem solving and problem posing skills;</li> <li>• Develop in learners the desire for honesty, objectivity, tolerance, courage and ethical living guided by the philosophy of Hunhu/ Vumunhu/ Ubuntu</li> <li>• Develop in learners a holistic view of life and being able to evaluate and navigate circumstances they will find themselves in at campus and when they leave the university; and</li> <li>• Make intelligent life choices.</li> </ul> <p>Ultimately the unit aims to assist learners to improve the quality of their thinking. By the end of the unit students should demonstrate:</p> <ul style="list-style-type: none"> <li>• Ability to solve problems critically and creatively in the face of problems and challenges in life</li> <li>• Ability to demonstrate problem solving and problem posing skills</li> <li>• the propensity to question and to be constructively critical</li> <li>• capability to implement critical thinking, questioning and problem-solving skills in their various life spaces</li> <li>• ability to impart questioning and critical thinking skills</li> <li>• ability for humility even as they are being</li> </ul>			

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	critical			
<b>MODULE 3: LANGUAGE ACQUISITION AND INTER-CULTURAL COMMUNICATION</b>	<p>Language Acquisition and Inter-cultural Communication is a University-wide unit meant to enable students to learn national/ regional languages. The following language options are available – Kiswahili, Sign language, Ndebele, Shona and Tonga, Arabic, Chinese, French, German, Portuguese, Spanish.</p> <p>The unit is divided into lower and upper elementary which are offered at Level. Lower and upper intermediate are offered at Level 2 and lower and upper advanced are offered at Level 3. The detailed description of each Level is in the unit MBKs. The objective is for students to be able to operate as local and global citizens capable of communicating inter-culturally and appreciate cultural, historical and linguistic diversity. Upon completion, students should have acquired communicative competencies in the languages chosen both in terms of writing and speaking in social, academic and professional contexts. Additional languages, both local and foreign will enhance functionality and marketability of our graduates.</p>		<b>25</b>	
<b>Beginner's Level</b>	The following are the learning outcomes: At Level 1, students should demonstrate elementary use of the language. Students should be able to talk	Faculty of Arts and Humanities	5	1.1

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	about themselves, their daily lives and centres of immediate interest.			
<b>Intermediate Level</b>	At Level 2, students are intermediate users of the language. There is more specialised use of the language as students have to use the language in professional contexts.	Faculty of Arts and Humanities Faculty of Education	10	2.1
<b>Advanced Level</b>	In final year, students should be able to communicate effectively both in writing and speaking in the language and demonstrate the ability to use the language effectively for all social, academic and professional purposes. Students must demonstrate thorough knowledge of the culture, history and civilisation of the language by the time they graduate. Students must be able to provide services to clients in the language.	Faculty of Arts and Humanities Faculty of Education	10	3.2- 4.1
<b>MODULE 4: RESEARCH AND INNOVATION SKILLS</b>			<b>20</b>	
<b>Data Collection Methods and Analysis</b>	During the attachment year, students will be launched for attachment to enable understanding of the importance of multi-disciplinary and interdisciplinary partnerships in research and innovation; Appreciation of the different tools, software packages, methods and approaches in data analysis and be able to draw conclusion; and Capacitation of skills to implement context-specific	Research and Innovation Directorate	5	3.1



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	'hands-on' research activities under targeted conditions (e.g. archival, field, laboratory, industrial, civil and commercial conditions).			
<b>Scholarly and Professional Writing</b>	The unit will be divided into two, where students will cover Scholarly writing and issues on Professional Writing. This unit, which is designed for Level 3 students, will equip students with skills for effective scholarly writing that includes the use of discipline-specific scholarly discourse. It will enable students to construct, develop, hedge, analyse and evaluate core arguments, their significance, successes and failures. Further, it will equip students with skills to develop logical arguments that are supported by relevant and reliable scholarly evidence, taking into account counter arguments and also acquire skills to express their opinions logically and convincingly as well as in acceptable scholarly and professional language. Students will acquire skills to edit and proof-read their work and that of others. Students will further develop skills to write for the intended readers of a text. Students will learn to structure and compose various types of professional documents relevant to their professions such as case study reports, community project reports, grant proposals, letters, memos, curriculum vitae, feature articles, minutes, survey research reports and software manuals.	Postgraduate Centre and Library	5	3.2
<b>Information Packaging and Intellectual Property Processes</b>	In their final year, it is hoped that students are able to articulate a research problem diagnosis and translate it into a good or service; Identify and	Research and Innovation Directorate	10	4.1

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	distinguish an innovation; Explain intellectual property (IP) registration processes and identify opportunities for marketing IPs; package and present information for a wider audience using different approaches and technologies; understand and demonstrate use of different presentation methods of research outputs; construct schedules for the evaluation of a research and innovation process and product as well as document and package information and/or research outputs including writing a project report, practical/field report, technical and information briefs, publishable scholarly manuscript; prototypes, videos, social media communication, etc.			
<b>MODULE 5: ENTREPRENEURSHIP, PROFESSIONAL ETHICS COMMUNICATION AND PHILOSOPHY</b>			<b>20</b>	
<b>Professional Ethics and Philosophy</b>	The Professional Ethics and Philosophy unit introduces students to both theoretical and operational aspects of ethical standards. The unit aims at producing not only a reflective thinker but also one who values his or her home, work or communal environment. In short, the programme seeks to produce a whole person. Through the emphasis on philosophy which hones the skills of critical thinking that touches the head (mind), and practical/applied ethics that touches the heart (character), the programme seeks to produce persons who excel in their chosen professional fields.	Faculty of Arts and Humanities Faculty of Social and Behavioural Sciences	10	3.1

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	<p>In addition to the above, the unit introduces students to both theoretical and operational aspects of ethical standards demanded by high profile international and national research bodies such as the European Economic Research Council (EERC) United Nations (UNICEF; WHO), World Bank; African Development Bank, South African Quality Certification Authority (SAQUA); Medical Research Council of Zimbabwe and Research Council of Zimbabwe. The Professional Communication unit will introduce students to theories of communication and communication for development (C4D). The unit will acquaint skills with research methodologies that place community aspirations at the centre of development-oriented scientific enquiry or those seeking sincere or empowering synergies between civil and professional science. These include participatory research methodologies and scenario planning or anticipation which will enable students to value Indigenous Technical Knowledge Systems. It will also include production of certain goods and services so that the end result of studying this unit is more than “enabling students to value indigenous Technical Knowledge Systems.” It requires students to demonstrate such knowledge by producing some practical goods or offering tangible services. These are things they can actually offer or market and change lives in communities who stand to benefit from such developed goods and/or services.</p>			
<b>Business Enterprise</b>	Business Enterprise Development and Practice, as a	Faculty of Business	10	3.2

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<b>Development and Practice</b>	<p>unit, aims at helping students develop an understanding of the process of identifying business opportunities, evaluating business opportunities for their viability, selecting the most suitable business opportunity to pursue and most effective route of pursuing it. At the end of Business Enterprise Development and Practice unit students should be able to</p> <ul style="list-style-type: none"> <li>• Evaluate the various entrepreneurship theories</li> <li>• Discuss the various approaches to opportunity identification and utilisation</li> <li>• Distinguish between feasibility studies and business planning</li> <li>• Develop most appropriate business models</li> <li>• Prepare bankable business plans and sourcing appropriate funding for them</li> <li>• Recommend effective SME management and risk mitigation approaches</li> </ul>	Management Sciences and Economics		
<b>MODULE 6: STUDENT DEVELOPMENT AND LIFE SKILLS</b>		<b>Students Affairs</b>	<b>20</b>	<b>Level 1-4</b>
	<p>This is a four-year unit broken down into four parts. The unit gives brief but succinct coverage of student development theories and how they inform teaching and learning at tertiary education institutions. These theories include William Perry's Student Development Schemes, P. Chickering, J. Piaget and Lawrence Kohlberg's student development theories.</p>			

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	<p>The Unit then introduces students to concepts, programmes and activities that foster student quotients; i.e., IQ (Intelligent Quotient), SQ (Social Quotient), AQ (Adversity Quotient), EQ (Emotional Quotient), MQ (Money Quotient or entrepreneurial capability), etc.</p> <p>The unit adopts participatory and student-centred approaches in creating platforms for student growth in the following social and soft skills: effective communication, interpersonal skills, problem-solving skills, negotiation skills, networking skills, group dynamics, presentation skills, empathy and compassion, community consciousness, voluntarism, leadership skills, integrity, self-efficacy, self-confidence, self-actualisation, self-esteem, critical awareness, responsible citizenship, motivation and self-driven, aesthetical and environmental appreciation, healthy lifestyles, aristocratic social graces and appreciation of art and music, etiquette, grooming and deportment, etc.</p> <p>The ultimate purpose of this unit is to facilitate personal effectiveness among students by ensuring holistic and balanced student development; covering social, spiritual, physical, moral, emotional and productive potentialities of students. The unit seeks to avert the traditional approaches to teaching and learning where cognitive aims of education are prioritised ahead of affective and psychomotor aims.</p>			