AMENDED ZIMCHE APPROVED REGULATIONS FOR MScSD ALIGNED TO MBKS WITH A COURSE SYNOPSIS 2020

ZIMBABWE COUNCIL FOR HIGHER EDUCATION

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Quality Assurance in Higher Education

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Master of Science Degree in Sustainable Development (MScSD)

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Name of Programme	*Master of Science Degree in Sustainable Development (MScSD)*
Duration	*1½ years (18months)*
Minimum Credit Load	*306*
Maximum Credit Load	*360*
Maximum MBK/S Credit Load	*234*
ZNQF Level	*9*

Entry Requirements :	Tick
Normal Entry: *An Honours Degree in the following areas of study: Development Studies, Geography, Local Governance, Natural Resources Management, Agriculture, Human Resources, Environmental Science, Social Sciences or any relevant degree with at least a 2.2 grade or better.*	√
Special Entry: *Applicants without an Honours Degree or with passes lower than 2.2 may be considered for the programme if they have at least two years relevant working experience.*	√
Mature Entry: *Applicants should be 25years and above and have passed Ordinary Level English and Mathematics. Two or more years of working experience in a related field is a must*	√
Other (indicate)	

LEARNING OUTCOMES: At the end of the programme students should be able to:
1. *develop and demonstrate a deeper understanding of the sustainable development paradigm;*
2. *display a good understanding of different theoretical approaches to sustainable development and how these can be applied in primary sustainable development research;*
3. *develop skills to monitor and evaluate development programmes in the public and private sectors for sustainable development;*

4. *acquire a deeper understanding of the nexus between State and non-state actors as partners in sustainable development;*
5. *have been prepared to carry out specialist research and have a specialised and deep understanding of one area of sustainable development;*
6. *Pursue PhD studies.*

Determination of Results

Award of Degree

In order to be awarded the degree, students must pass, or be credited with all modules designated as core (8 courses), plus 4 other modules (making a total of 12 modules), and the dissertation, giving a minimum of 306 credits.

Calculation of Final Mark

The final mark shall be **an aggregate of credits from twelve (12) taught modules (including all core courses)** plus the Dissertation. The twelve taught modules shall include eight core modules and four elective modules which give the student the final mark. The taught modules shall carry a weighting of 60% and the dissertation 40% of the programme.

Programme Assessment (Describe and indicate percentage [%])	
Coursework	*This carries a minimum weighting of **40%** (Assignments 15% and presentation 15% and fieldwork 10%)*
By thesis	*Coursework not exceeding 25%. The Board of Examiners shall examine the candidate orally, exceptionally, if an oral examination is impracticable, a written examination. The Board of Examiners may require further examination through written papers, on subjects relevant thereto.*
Written Examinations	*A final examination is written with a minimum weighting of **60%**.*
Other	*The taught courses will carry a weighting of 60% of the programme while the dissertation carries a weighting of 40%. The Departmental Board of Examiners shall agree upon the final grade to be given for every module that a student has taken, or been credited with. The final grade in the module shall be based on the marks obtained in the final examination and on course work and the thesis assessed.*

Basis of Allocating Credits		
Activity	**Time in Hours**	**Credits**
Contact Time/Time on task	**48**	**4.8**
Lectures	24	2.4
Tutorials	12	1.2
Field Visits	4	0.4
Laboratory Work	4	0.4
Workshops	4	0.4

Work Integrated Learning (WIL)/Industrial Attachment/Clinical Practice/Teaching Practice etc.		
Scheduled Assessment Time	**48**	**4.8**
Final written examinations	3	0.3
In-class tests	3	0.3
Online Testing and Examinations	22	2.2
Seminar Presentations	20	2.0
Independent Study Time	**84**	**8.4**
Preparation for scheduled sessions	40	4.0
Reading	13	1.3
Written assignments	13	1.3
Revision Work	18	1.8
Maximum Credits for the 80% Courses /Modules Threshold	**180**	**18**

	Summary of Modules arranged in logical sequence and allocation of Notional Hours and Credits			
Module Name			**Credits**	**Notional Hours**
Level One				
Semester 1				
Module Code & Narration		**Core**	**Credits**	**Notional Hours**
MDG502: Environment and Sustainable Development		Y	18	180
MDG501: Theories of Sustainability and Development		Y	18	180
MDG505: Human Rights, Democracy and Development		Y	18	180
MDG503: Rural Development and Planning		Y	18	180
MDG507: Integrated Urban Development			18	180
MDG513: Water, Sanitation and Hygiene			18	180
Semester 2				
MDG506: Research Methods		Y	18	180
MDG508:Climate Change and Sustainable Development		Y	18	180
MDG510:Policy, Institutions and Development		Y	18	180
MDG512:Population, Gender and Development		Y	18	180
MDG511: Project Development and Management			18	180
MDG509: Advanced Development Economics			18	180
	Level Two			
	Semester 1			
MDG600: Dissertation		Y	90	900

MODULE SYNOPSES (For all the 80% Modules Threshold. **NB:** Synopses are very central in that these are summaries of the key concepts to be taught in each module.	
MODULE	**SYNOPSIS**
MDG501: Theories of Sustainability and Development	*The course starts by exploring sustainable development from an Afro-centric perspective and how the continent of Africa has benefited from its abundant endowment of natural resources. The course then examines theories of sustainability and development and how these resonate with the African continent. Theories of Sustainability to be examined include the Capital Model and the Natural Capitalism. Associated theories to be examined include the Resource Mobilisation Theory; Land theories, Infrastructure theories as well as the Public Policy theories and their relevance to sustainable development.*
MDG502 Environment and Sustainable Development	*In this course, participants explore the legal framework the protection of the environment at different levels (international, regional and local) as well as institutions that seek to protect and preserve the environment. Sustainable development (SD) is increasingly becoming a sought after concept shaping planning and development objectives at various spatial levels: local, national and global. As a concept, Sustainable Development sets a development path whose benefits should be realized by both present and future generations, i.e., intra-generational and intergenerational benefits. In order to realize this, the environment, which is both a warehouse and sink of economic and social products and services, is given much attention. Discourse characterizing this module stems from the growing recognition that environmental concerns are closely linked to development theory and practice. Thus, the course critically examines the nexus between environment and SD and how this confluence is influenced by social, economic and political decisions at various spatial levels. Students are thus expected to develop knowledge and skills to craft local, national and international policies and development strategies that embrace SD.*
MDG503 Rural Development and Planning	*Rural development is concerned with improving the quality of lives and economic opportunities for the rural people. Aside from exposing students to theories and trends in rural development, this module discusses rural development paradigms and their significance in advancing policy and practice for sustainable rural livelihoods. It embraces the centrality of rural livelihood approach as fundamental in building sustainable livelihoods and resilience in the face of shocks increasingly created by climatic and non-climatic drivers of vulnerability in rural areas. The module draws heavily from such development policy interventions as the gender mainstreaming, Growth Pole Policy and Land Reform Policy in Zimbabwe.*
MDG504 Transdisciplinary	*This module introduces students to transdisciplinary thinking to complex development problems and aims to equip learners with the essentials of understanding a range of approaches to knowledge; utilizing important theoretical frameworks; and acquiring*

Thinking and Skills	*new skills. The emphasis of the module is on the development of transdisciplinary (TD) competencies (the knowledge, attitudes and skills that enable successful problem solving of complex challenges), as well as relevant disciplinary expertise (paradigms, theoretical approaches and research methods). Because of the need to engage with both scientists, practitioners and local communities, the module provides an understanding of knowledge production in a multi-; inter- and transdisciplinary context, as well as the dominant theoretical frameworks for understanding sustainable development issues within sustainability frameworks for guiding transformation. Among the most important aspects of the module is its provision of the core conceptual understandings for engaging with academic and non-academic communities from different sectors to define and respond to specific sustainable development challenges prevalent on the African continent. Most importantly it enables learners to work in inter- and transdisciplinary teams with other disciplines given the broad and multidisciplinary nature of development problems like climate change, food security and poverty.*
MDG505 Human Rights, Democracy and Development	*The course deliberates on different international and regional human rights instruments. Sources and the genesis of the human rights regime are explored. Different human rights protocols are examined and discussed. Students are expected to be familiar with Zimbabwe's compliance with international and regional human rights instruments and those instruments which Zimbabwe is a signatory to. The course seeks to explore the intricate relationship between the law and practice of democracy and human rights as well as identify their symbiotic and distinct interrelatedness. The different instruments guiding democratic practice and human rights shall also be explored in the context of African countries, notably in the SADC. The values of freedom, respect for human rights and the principle of holding periodic and credible, democratic elections which expresses the shall of the people are analysed in the context of general elections held in developed and developing countries. Human rights law shall also be explored, including Children's Rights to various socio-economic facets as well as in emergencies. Aspects that are increasingly becoming a threat to sustainable development such as international terrorism and anti-terrorism measures being taken by countries is explored.*
MDG 506: Research Methods	*The module seeks to enable candidates to undertake and present a piece of primary research in a selected area of sustainable development. The participatory methodologies are explored as viable ways of data gathering. As such the module explores' qualitative and quantitative research in sustainable development as well as more specific data-gathering strategies such as interviewing and historical records. The course examines these tools with an emphasis on their practical and potential contribution to the development of social science research projects. Emphasis shall be on establishing clear, high standards for qualitative and quantitative research.*
MDG 507: ***Integrated Urban***	*The course explores factors that facilitate and/or hinder integrated urban development. The course integrates aspects of wealth and employment to environmental and social factors that help raise or deteriorate the overall living*

Development	*standards for urban citizens. Urban sustainability presents challenges because cities are the primary sources of major environmental problems as well as economic and social developments, and home to more than half of the world population. Challenges to urbanization such as sustained service delivery are explored. The course also explores ecological, economic and social dimensions of sustainability and makes comparative and contradictory analyses of different perspectives in urban ecology and further examines the relevance of these perspectives to urban sustainability, with emphasis on the landscape ecology perspective that integrates elements of sustainability science. The landscape ecology approach shall be examined with emphasis on the interrelationship between urban landscape patterns and ecological / socioeconomic processes on different scales.*
MDG 508: Climate Change and Sustainable Development	*The course analyses how climate change impacts on development prospects. The nexus between climate change and sustainable development is also explored as well as relevant legislation and instruments such as the Kyoto Protocol. In addition the course explores and addresses adaptation policies, as well as considering opportunities for combined adaptation-mitigation and development outcomes (for example, in the areas of land use and forest management). Sustainable development concepts such as economic, environmental and social sustainability, poverty and equity are explored and discussed. Convergence between optimality and durability approaches are explored as well as the relevant principles for policy formulation. In explaining the nexus between circular relationship between climate change and sustainable development, students are expected to be able to explain and present the economic, social and environmental risks arising from climate change, as well as the vulnerability, resilience, adaptation and adaptive and mitigative capacity.*
MDG 509: Advanced Development Economics	*The course is designed to provide advanced training in economic theory, applied economics and quantitative methods of relevance to developing and transitional economies. The course provides a solid grounding in the most recent economic theory in micro- and macroeconomics, as well as in econometrics and statistics. The course seeks to equip students with an in-depth understanding of economic development issues, as well as with analytical skills and methods for applied research on poverty, inequality, labour, credit, environmental and trade issues. The course has a strong emphasis on quantitative techniques in econometrics, benefit/cost analysis and operations research. It seeks to offer students training in how to model the economy as a complex, evolving system, which is highly appropriate in understanding economic development.*
MDG 510: Policy, Institutions and Development	*The module provides an advanced examination of Public Policy Theory and the processes involved in public policy analysis and management. In addition, the course critically analyses the public policy-making processes, the interrelationships between policy formulation, execution, evaluation and revision, models of policy choices, private/public partnership in policy making, and administrative responsibility in policy development. The course also examines the role of national and international agencies in development. The thrust of the course is on the practicalities of policy-making and*

	formulation through research and consultancy.
MDG 511: Project Development and Management	*The course explores different approaches to project planning, implementation, monitoring and evaluation. It advances learning about the centrality of projects as the cutting edge of development. Planning tools such as project cycle and logical framework are examined and unpackaged. The course also discusses monitoring and evaluation (M&E) methodologies and the significance of M&E as a planning and management tool. The course requires students to produce project planning folios. Tools of analysis and assessment of sustainable development projects to be explored include Environmental Impact Assessment (EIA), Action Impact Matrix (AIM), Cost-Benefit Analysis (CBA), Multi-Criteria Analysis (MCA) as well as Sustainable Development Assessment (SDA).*
MDG 512: Population, Gender and Development	*The courses explores the different key drivers of migration and how the process has impacts on gender relations. The course exposes students to the theories of gender and how gender relations, mostly in LEDCs and MEDCs influences development. The course aims to enable students to: become familiar with the fullest range of gender theories with particular attention to the intersections of gender, sexuality and race; develop a critical appreciation of these different theories of gender; use gender theories to inform their appreciation of existing work in their own disciplines and in an interdisciplinary context; use the analysis of gender relations as a basis for case study evaluation and research. The course considers the impact of gender dimensions on food security analysis with particular attention to location, ethics and the importance of global or transnational dimensions. It is expected that this course provides a thorough grounding for work across all other courses.*
MDG 513: Water, Sanitation and Hygiene	*Access to water continues to be a vexing development issue. In this module, students discuss the indispensable nature of water is a crucial resource whose influence is not only limited to public health and livelihoods but also affects sanitation and hygiene issues. Students explore the increasing challenges of access to portable water in human settlements including water deficit problems resulting from climate change and population pressure. The module aims at advancing knowledge and skills for water and sanitation management in order to advance the agenda of sustainable development. Included in the course are public health promotion and livelihoods. The course also exposes students to WASH-related technological innovations, including drawing from best practices.*
MDG600: Dissertation	*Students shall be expected to carry out an original research on a topic of their choice concerning pertinent issues in sustainable development and management. The dissertation shall be based on informed and advanced skills of research and report writing which include development of a research problem, formulation of research objectives, research methodology, data analysis, conclusions and recommendations.*