

# Understanding Curriculum Management in Zimbabwean Universities: Insights and Strategies

Sinikiwe Gwatidzo <sup>1</sup> <sup>1</sup> Great Zimbabwe University.

## ABSTRACT

The study explored curriculum management practices within Zimbabwean state universities, highlighting essential insights and strategies that shape academic excellence and sustainable curriculum practices. As the demand for quality education escalates in a rapidly evolving higher education landscape, effective curriculum management emerges as pivotal for enhancing institutional performance and student outcomes. By examining current curriculum management practices, the conceptual paper identified the need for high-quality university education for society, enabling human capital development, sustainable economic growth and social cohesion. Using a desktop review and a Stakeholder framework, the paper elucidated the need for adaptive learning programmes through well-managed programme designs, implementation and evaluation of curricula in universities in Zimbabwe. The study revealed the critical role of collaboration between academia and management in creating a responsive curriculum framework. The paper underscored the necessity for university institutional governance systems to improve their efficiency to ensure the relevance of educational practices in the new knowledge economy. The insights from this study serve as a foundational reference for policymakers, academia and institutional management leaders striving to elevate Zimbabwe's higher education sector. By adopting effective curriculum management strategies, state universities cannot only address current educational challenges but also cultivate a competitive and sustainable future for graduates.

## Correspondence

Sinikiwe Gwatidzo

Email:

[sgwatidzo@gzu.ac.zw](mailto:sgwatidzo@gzu.ac.zw)

## Publication History

Received: 16<sup>th</sup> April, 2025Accepted: 25<sup>th</sup>

September, 2025

Published online:

25<sup>th</sup> November, 2025

## To Cite this Article:

Gwatidzo, Sinikiwe “  
Understanding Curriculum  
Management in  
Zimbabwean Universities:  
Insights and Strategies.” *E-  
Journal of Humanities,  
Arts and Social Sciences* 6,  
no. 12 (2025): 3062 -  
3076,  
[https://doi.org/10.38159/  
ehass.202561213](https://doi.org/10.38159/ehass.202561213).

*Keywords: Curriculum Management, Higher Education, Stakeholders, Universities*

## INTRODUCTION

Universities have a great responsibility for producing the next generation of highly qualified human capital and have become engines for economic success and development in the context of managed changes and transformations.<sup>1</sup> As a result, universities have become focal points for developing competencies and skills that are applicable in real-world contexts rather than within academic settings.<sup>2</sup> At the heart of this endeavour is the curriculum, which is designed to produce human resources that are knowledgeable, competitive and equipped with requisite skills.<sup>3</sup> For universities to rise to these national and institutional

<sup>1</sup> Carina De Villiers, “The Impact of Society 5.0 on Curriculum Development in Higher Education,” *Journal of Ethics in Higher Education*, no. 4 (July 19, 2024): 1–25, <https://doi.org/10.26034/fr.jehe.2024.5953>; Martti Laivuori et al., “How Does Curriculum Making Contribute to Teaching Culture in Higher Education?,” *Higher Education*, March 1, 2025, <https://doi.org/10.1007/s10734-025-01419-x>.

<sup>2</sup> Acep Nurlaeli et al., “The Leadership Role of School Principals in Curriculum Management: Systematic Literature Review Analysis,” *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama* 16, no. 1 (June 10, 2024): 483–96, <https://doi.org/10.37680/qalamuna.v16i1.4990>.

<sup>3</sup> Quiroga Sergio Ricardo, “Internationalization of the Curriculum and Integration in Argentine Higher Education,” *En Wiewiek Mardawiyah Daryanto, Proceedings E-Book 5-7 July 2024 CEOSSC 2024. Estambul (Turquia): CEO.*, 2024.

objectives hinges on the implementation of sound curriculum management practices that permeate the entire curriculum processes. A critical definitional characteristic of university curriculum management is the development of coherent, effective and efficient university education systems by plugging potential curriculum gaps. This mandate, accountability and responsibility entrusted to curriculum managers enables them to address problems related to university curriculum planning, development, implementation and evaluation practices.<sup>4</sup> Curriculum governance cuts across all these curriculum constructs, thereby enhancing curricula delivery at the university level. Effective curriculum governance is, thus, essential to ensuring that universities provide high-quality education that meets the needs of students, employers and society at large.

The university terrain presents new dimensions in the discourses surrounding curriculum management, as this field has remained contested. University curricula, similar to all curricula, function in ever-changing and competing economic, political, social and cultural contexts, thereby necessitating the need for effective and responsive curriculum management.<sup>5</sup> Curriculum management involves a number of stakeholders at several national and institutional levels, necessitating decision-making processes that can be described as either top-down or bottom-up approaches. Effectively managing curricula in these milieus requires the engagement of all critical stakeholders, allowing for meaningful contributions to be made in an integrated manner that ultimately results in the development of a coherent and responsive university curriculum.<sup>6</sup> Curriculum managers must highlight the salience of accountability within the curriculum system and clearly define the roles of stakeholders in order to manage and address possible curriculum contestations that may arise in the curriculum processes.<sup>7</sup> The significance of effective curriculum management lies in its ability to facilitate dialogue among stakeholders, thus integrating their expertise, the needs of students and the broader national context. A well-managed university curriculum, with all its facets considered, has the potential to prepare effective future human resources. The paper navigates and opens discussion spaces related to university curriculum management and implications for the provision of effective university education in Zimbabwe. It responds to the question, how stakeholders influence curriculum decisions and implementation strategies in Zimbabwean universities.

## THEORETICAL FRAMEWORK

The study is grounded in Freeman's 1984 Stakeholder Framework, which asserts that when institutional practices align with the values of stakeholders, perceptions of the institution tend to be favourable.<sup>8</sup> The presentation of Stakeholder Theory encourages institutions to consider not only the traditional curriculum managers, such as vice chancellors, quality assurance directors, registrars, and Zimbabwe Council for Higher Education (ZIMCHE), as critical to curriculum management but also deans and lecturers as important internal stakeholders who provide vital organizational responsibilities.<sup>9</sup> Thus, Stakeholder Theory presupposes creating stakeholders' values and aligning the stakeholders' dynamic expectations with institutional direction and curriculum decisions. The theory further provides potentially insightful theoretical lenses to address stakeholder issues, build stakeholders' information and value systems, as well as situational behaviours to systematically guide curriculum decisions to protect and balance different interests, and to predict institutional behaviour and measure educational outcomes.<sup>10</sup>

<sup>4</sup> Nurlaeli et al., "The Leadership Role of School Principals in Curriculum Management: Systematic Literature Review Analysis"; Felisa Dwi Mubarika et al., "Implementasi Supervisi Pendidikan Kepala Sekolah Sebagai Wahana Evaluasi Kinerja Tenaga Pendidik Dan Kependidikan," *Proceedings Series of Educational Studies*, 2023.

<sup>5</sup> Mubarika et al., "Implementasi Supervisi Pendidikan Kepala Sekolah Sebagai Wahana Evaluasi Kinerja Tenaga Pendidik Dan Kependidikan."

<sup>6</sup> Anri Naldi et al., "Evaluation of the Effectiveness of Artificial Intelligence System in Higher Education Curriculum Management," *International Journal of Educational Narratives* 2, no. 2 (May 1, 2024): 189–98, <https://doi.org/10.70177/ijen.v2i2.792>.

<sup>7</sup> Nurlaeli et al., "The Leadership Role of School Principals in Curriculum Management: Systematic Literature Review Analysis."

<sup>8</sup> Jing Yang and Kelly Basile, "Communicating Corporate Social Responsibility: External Stakeholder Involvement, Productivity and Firm Performance," *Journal of Business Ethics* 178, no. 2 (June 20, 2022): 501–17, <https://doi.org/10.1007/s10551-021-04812-5>.

<sup>9</sup> Hong-Lei Mu, Jiang Xu, and Sijing Chen, "The Impact of Corporate Social Responsibility Types on Happiness Management: A Stakeholder Theory Perspective," *Management Decision* 62, no. 2 (March 19, 2024): 591–613, <https://doi.org/10.1108/MD-02-2023-0267>.

<sup>10</sup> Hart O. Awa, Willie Etim, and Enyinda Ogbonda, "Stakeholders, Stakeholder Theory and Corporate Social Responsibility (CSR)," *International Journal of Corporate Social Responsibility* 9, no. 1 (December 18, 2024): 11, <https://doi.org/10.1186/s40991-024-00094-y>.

## METHODOLOGY

The study employed a desktop research methodology, also known as secondary research. It involves a systematic analysis of existing data and literature to unpack the current state of a phenomenon.<sup>11</sup> The approach entailed collecting existing secondary data – including records of prior research, peer-reviewed journal articles accessed from Google Scholar, Sabinet, ResearchGate and Freefullpdf databases, books and public policy documents from governmental and institutional sources.<sup>12</sup> In addition, the desktop review was instrumental in providing a comprehensive review of published materials on curriculum management, with the aim of synthesising, summarising and assessing the breadth of academic knowledge in this domain.<sup>13</sup> Within the context of this study, the review focused on evaluating the type and quality of existing evidence regarding curriculum management at the university level, thereby offering new insights and identifying existing gaps. The process enabled the researcher to develop a holistic understanding of how the curricula are managed at universities in the Zimbabwean context.

### Data Analysis

Data for the study were derived from fifteen purposively selected extant sources comprising journal articles, books, and policy statements on curriculum management, with a specific focus on Zimbabwe. Literature from other contexts was infused to strengthen and support the discussion. Content analysis leading to thematic analysis was employed to identify, analyze, organise, and interpret shared meaning-themes- within the qualitative data set, thereby generating insights into stakeholders' experiences and perspectives concerning curriculum management at universities in Zimbabwe.<sup>14</sup> This analytical approach was useful in exploring curriculum management stakeholders' views, opinions, knowledge, experiences, and values, providing a nuanced understanding of their perceptions and concerns regarding curriculum management in Zimbabwean universities.<sup>15</sup>

## DISCUSSION OF FINDINGS

### Definitional Characteristics of Curriculum

From the literature, the concept of curriculum is continually evolving and has been conceived differently by various curriculum scholars. Tyler's seminal 1949 definition, which posits that curriculum is all the learning experiences planned and directed by the school to attain its educational goals, has a powerful influence on curriculum thinking and the system of its implementation.<sup>16</sup> In the same vein, Wiles and Bondi expand on this by describing curriculum as a curated set of plans, experiences and values that a learner engages through under the guidance of an educational institution.<sup>17</sup> Ross further articulates that curriculum represents the synthesis of subject matter knowledge, educational philosophy, classroom realities, an understanding of the student population, experiential insights, and receptiveness to new ideas.<sup>18</sup> It embodies the entirety of the educational experience and expertise. Thus, the curriculum encompasses a wide array of components, including educational objectives, academic planning, course mapping, assessment strategies, teaching methods, and learning objectives.<sup>19</sup> Consequently, curriculum transcends not merely the content in learning areas but also the network and connections of important

<sup>11</sup> R K Gupta, "Methodological and Theoretical Rigor in Desk Research" (ResearchGate, 2024).

<sup>12</sup> S. Topolewski, M. Gernikiewicz, and P. Stawarz, "The Literature Review and the 'Desk Research' Methods in Studies Conducted in Social Sciences with Particular Emphasis on Security, Political, and International Relations Studies," *Studia Wschodnioeuropejskie*, no. 20 (2023), <https://doi.org/10.31971/24500267.20.4>.

<sup>13</sup> Benoit Guerin, Barbara Janta, and Anke van Gorp, "Desk-Based Research and Literature Review," *Evaluating Interventions That Prevent or Counter Violent Extremism* 63 (2018): RR-2094.

<sup>14</sup> Virginia Braun and Victoria Clarke, "Thematic Analysis.," in *APA Handbook of Research Methods in Psychology: Research Designs: Quantitative, Qualitative, Neuropsychological, and Biological (Vol. 2) (2nd Ed.)*. (Washington: American Psychological Association, 2023), 65–81, <https://doi.org/10.1037/0000319-004>.

<sup>15</sup> Virginia Braun and Victoria Clarke, "Conceptual and Design Thinking for Thematic Analysis.," *Qualitative Psychology* 9, no. 1 (February 2022): 3–26, <https://doi.org/10.1037/qap0000196>; S McLeod, "Thematic Analysis: A Step by Step Guide," *Simply Psychology*, 2024.

<sup>16</sup> Steven Hodge, "Curriculum Work and Hermeneutics," *The Curriculum Journal* 35, no. 1 (March 19, 2024): 6–19, <https://doi.org/10.1002/curj.214>.

<sup>17</sup> Jon Wiles and Joseph Bondi, "Curriculum Development: A Guide to Practice," 1993.

<sup>18</sup> Emily Ross, "Teachers' Interpretation of Curriculum as a Window into 'Curriculum Potential,'" *The Curriculum Journal* 35, no. 1 (March 2024): 38–55, <https://doi.org/10.1002/curj.239>.

<sup>19</sup> Ross, "Teachers' Interpretation of Curriculum as a Window into 'Curriculum Potential.'"

decision-making in the learning areas. It comprises a dynamic network of vital decision-making processes related to teaching methods and all aspects that define learners' learning experiences inside and outside academic settings.

In addition, Ibad defines curriculum as a framework based on selected, organised, integrative, innovative and evaluative learning experiences provided to students, whether consciously or unconsciously, under the authority of an educational institution.<sup>20</sup> The process aims to achieve specific learning outcomes that are intended to be applicable in an ever-evolving society. Tanner and Tanner characterise curriculum as the planned and guided learning experiences and intended learning outcomes, developed through systematic reconstruction of knowledge and experiences to foster the students' ongoing and intentional growth in personal, social and academic competencies.<sup>21</sup> In the same vein, Opre contributes to the definitions by framing curriculum as encompassing all the students' learning experiences that enhance skills and strategies in thinking critically and creatively, solving problems and working collaboratively with others.<sup>22</sup> Mulenga offers another perspective by emphasising what students can achieve with knowledge rather than merely what knowledge they possess.<sup>23</sup> Finally, Kelly encapsulates the concept of curriculum in terms of intellectual development and cognitive functioning, rather than simply quantifying the amount of knowledge acquired or behavioural changes observed.<sup>24</sup>

From the foregoing, the curriculum serves as the action area within the realm of education, acting as the primary focus and a significant driving force at the epicentre of learning institutions. Consequently, curriculum manifests as a complex, multifaceted, multifunctional and dynamic network that embodies the educative process through interconnected interactions and decision-making processes, integrating both intentionality and reality.<sup>25</sup> This delineation of the curriculum prompts a number of questions regarding the processes that necessitate the application of expert knowledge, leadership and management. In this context, universities consist of various system actors, structures and processes that collectively and collaboratively influence curriculum development. This influence is realised through a series of organised interactions, decision-making and sharing power within the university educational framework.

## Understanding University Curriculum Management

Literature has shown that for effective curriculum management in universities, there is a need to embed this practice within the broader framework of the institutions' educational management.<sup>26</sup> Curriculum management encompasses a control process that involves monitoring and assessing the progress, achievements and challenges involved in the design, development, implementation and evaluation of the curriculum.<sup>27</sup> It also comprises strategies, processes, negotiations and consensus, which culminate in planning, organisation, directing, coordinating, controlling and evaluating and ending up in constant updating and innovation of the curriculum.<sup>28</sup> In line with this, Riad and Naldi et al. underscore the importance of curriculum management in promoting accountability, collaboration, standardisation, and innovation, all of which enhance the students' learning experiences.<sup>29</sup> Additionally, Wiles and Bondi

<sup>20</sup> Wasilatul Ibad, "The Concept of Quality in Curriculum," *Jurnal Kependidikan Islam* 14, no. 2 (August 14, 2024): 104–17, <https://doi.org/10.15642/jkpi.2024.14.2.104-117>.

<sup>21</sup> Gloriana Trujillo and Kimberly D Tanner, "Considering the Role of Affect in Learning: Monitoring Students' Self-Efficacy, Sense of Belonging, and Science Identity," *CBE—Life Sciences Education* 13, no. 1 (2014): 6–15.

<sup>22</sup> Dana Opre, "Teachers' Conceptions of Assessment," *Procedia - Social and Behavioral Sciences* 209 (December 2015): 229–33, <https://doi.org/10.1016/j.sbspro.2015.11.222>.

<sup>23</sup> Innocent Mutale Mulenga, "Innocent Mutale Mulenga, Conceptualization and Definition of a Curriculum," *Journal of Lexicography and Terminology (Online ISSN 2664-0899. Print ISSN 2517-9306)*. 2, no. 2 (2018): 1–23.

<sup>24</sup> Albert Kelly, "The Curriculum: Theory and Practice," 2009.

<sup>25</sup> David Smith and Terence J. Lovat, *Curriculum: Action on Reflection, New South Wales: Social Science Press* (New South Wales: Social Science Press, 2003).

<sup>26</sup> J. Riad, "Obstacles to Successful Curriculum Management in Higher Education and Opportunities for Improvement," *International Journal for Innovation Education and Research* 10, no. 12 (2022): 89–93.

<sup>27</sup> University of Central Arkansas, "Curriculum Management Handbook.," [uca.edu/business/files/2012/08/CMHandbook-2015-Dec.pdf](http://uca.edu/business/files/2012/08/CMHandbook-2015-Dec.pdf), 2015; Naldi et al., "Evaluation of the Effectiveness of Artificial Intelligence System in Higher Education Curriculum Management."

<sup>28</sup> Mazin S Abdalla and Ibrahim A Ali, "Educational Management, Educational Administration and Educational Leadership: Definitions and General Concepts," 2017; Ricardo, "Internationalization of the Curriculum and Integration in Argentine Higher Education."

<sup>29</sup> Riad, "Obstacles to Successful Curriculum Management in Higher Education and Opportunities for Improvement"; Naldi et al., "Evaluation of the Effectiveness of Artificial Intelligence System in Higher Education Curriculum Management."

highlight that effective curriculum management necessitates robust leadership and is framed by several critical questions:

- Does the university possess effective governance structures with clearly delineated roles and responsibilities for curriculum management?
- Have the curriculum managers effectively communicated the university vision and mission to all stakeholders?
- What mechanisms do curriculum managers employ to ascertain that effective teaching and learning are realised?
- How does the university evaluate and assess the impact of the curriculum they are offering, and how is the information utilised?
- What support have curriculum managers provided to enhance instructional systems and processes?<sup>30</sup>

Posing these questions assists curriculum managers in concentrating on key action areas necessary for a supportive environment and establishing a relevant framework for the effective implementation of university-level curricula. Effective curriculum management emerges as a crucial catalyst for ensuring that students acquire essential knowledge and competencies that align with both the learner's and national needs. Consequently, Riad emphasises that effective curriculum management must consider the needs of all stakeholders to ensure collective success.<sup>31</sup> Thus, the management of the curriculum at the university is likely to become more successful when all stakeholders are actively engaged in the process.

In the university context, curriculum management encompasses the effective administration of the entire learning ecosystem, which not only includes what is learnt but also the human, learning and financial resources involved. Additionally, university curriculum management is concerned with critical decision-making related to research on situational and needs analysis, as well as the curriculum design and integration of various curriculum elements utilised during the instructional phase to achieve desired educational outcomes.<sup>32</sup> Overall, curriculum management is an iterative process that involves overseeing what students are expected to learn, assessing the effectiveness of this learning and adapting the curriculum to meet the educational needs of the students and the broader nation.

### Discourses on Zimbabwean University Curricula

Globally, university education is gaining greater prominence as governments, stakeholders and individuals have escalated their investments in university education and training as a panacea to social and national problems. With the investments in human capital, addressing the relevance of the curricula has become crucial. To ensure that the knowledge is relevant, it must be contextualised and expressed in practical applications. Blitzer and Ahunanya and Osakwe underscore the necessity for universities to evolve and adapt business models.<sup>33</sup> This transformation entails a shift from what Minton calls Mode 1 knowledge, characterised by pure, disciplinary, homogeneous, expert-led university-based knowledge, to Mode 2 knowledge, which is more applied, problem-solving, transdisciplinary, heterogeneous, network-embedded and attuned to pressing economic, social and national needs.<sup>34</sup> This shift does not imply rejection of theoretical knowledge; however, it emphasises the importance of skills application to avoid transforming knowledge into 'static commodities'.<sup>35</sup> Therefore, universities must maintain an openness driven by four critical relevance and quality issues identified by Tight:

- the role and function of universities,
- the nature of knowledge and learning,

<sup>30</sup> Wiles and Bondi, "Curriculum Development: A Guide to Practice."

<sup>31</sup> Riad, "Obstacles to Successful Curriculum Management in Higher Education and Opportunities for Improvement."

<sup>32</sup> Wiles and Bondi, "Curriculum Development: A Guide to Practice."

<sup>33</sup> Eli Blitzer, "Journeying with Higher Education Studies and Research," in *Higher Education in South Africa - A Scholarly Look behind the Scenes* (Sun Press, 2009), 305–28, <https://doi.org/10.18820/9781920338183/14>; Stella Ahunanya, "Private Universities in Nigeria: Emergent Realities and Coping Strategies," *Journal of Emerging Trends in Educational Research and Policy Studies* 3, no. 5 (2012): 695–700.

<sup>34</sup> David Minton, "Teaching Skills in Further & Adult Education," (*No Title*), 1997.

<sup>35</sup> H Altrichter and John Elliott, "Images of Educational Change," 2001.

- coordination mechanisms between universities, societies and workplaces, and
- teaching and learning methodologies.<sup>36</sup>

It is undeniable that many university curricula distance students from real-world values, especially when it's not well managed. Minton emphasises the necessity for curriculum managers to enhance their own managerial knowledge and skills akin to doctors in order to ensure that university curricula align with individual and national needs in line with Tight's relevance and quality framework.<sup>37</sup>

In the Zimbabwean context, the primary and secondary curriculum is centrally planned with the Ministry of Primary and Secondary Education (MoPSE) through its service arm, the Curriculum Development Technical and Services (CDTS) and is subject to significant public scrutiny.<sup>38</sup> In contrast, universities operate as semi-autonomous institutions creating their own curricula largely beyond the public eye.<sup>39</sup> To the public, the extent and depth of critical discourse regarding curricula in Zimbabwean universities has remained limited. Yet, the key functions of universities are to address urgent national priorities and produce graduates who meet these demands.<sup>40</sup> Zimbabwean universities are becoming increasingly integrated into the public sphere, and new discourses about accountability and relevance are emerging.<sup>41</sup> In this regard, university education should facilitate the acquisition of knowledge and skills that equip graduates with lifelong survival skills.<sup>42</sup>

Today, Zimbabwean universities have faced reputational challenges due to the perceived performance and capacity of their graduates to contribute to the entrepreneurial skills needed for national development. This may be explained in the context that university education has not transcended the simplistic input–output models raising effectiveness, efficiency and accountability issues as well as connotations of both standards and excellence, all of which depend on proper management skills.<sup>43</sup> Acquiring facts, concepts, procedures, and processes is insufficient for a quality university education. Bligh asserts that the quality of university knowledge is not determined by its quantity, but rather by how that knowledge is learnt, justified and applied.<sup>44</sup>

The nature of knowledge that universities provide necessitates the need for critical evaluation, a process for assessing the curriculum and its potential to meet established objectives. Mufanechiya emphasises that evaluation is essential for gathering valuable information to use for the present and future directions of curriculum practices as well as for planning and management of programmes.<sup>45</sup> Programmes developed by universities are evaluated based on their structure and the outcomes, which are intended to be transformative. This evaluation process is achieved through effective planning, monitoring, reviewing and evaluating aimed at fostering improvements, which is a crucial responsibility of university curriculum managers.

Well planned and managed university curricula must go beyond superficial modifications; they strengthen best practices and effectively address relevance and quality issues.<sup>46</sup> By addressing Reece and Walker's following evaluation objectives, relevance and quality are achieved at the university level:

- improving educational processes and programmes,
- assessing the relevance and currency of the programme,
- identifying areas of concern, and
- developing new content and approaches<sup>47</sup>

<sup>36</sup> Malcolm Tight, *Researching Higher Education* (McGraw-Hill Education (UK), 2012).

<sup>37</sup> Minton, "Teaching Skills in Further & Adult Education."

<sup>38</sup> I. Mawoyo, "Zimbabwe Country Profile. ." [www.sarua.org/files/country reports 2012/Zimbabwe country profile Eng.pdf.](http://www.sarua.org/files/country%20reports%202012/Zimbabwe%20country%20profile%20Eng.pdf), 2012.

<sup>39</sup> Wei Liu, "Centralised and Decentralised Systems: Which One Is Better for Teaching Quality Assurance?," *Journal of Further and Higher Education* 48, no. 2 (February 7, 2024): 139–52, <https://doi.org/10.1080/0309877X.2023.2299969>.

<sup>40</sup> Altrichter and Elliott, "Images of Educational Change."

<sup>41</sup> G. Delanty, *Challenging Knowledge: The University Knowledge Society*. (Buckingham: SRHE and Open University Press., 2011).

<sup>42</sup> Albert Mufanechiya, *Essays on Curriculum Issues in Zimbabwe* (LAP LAMBERT Academic Publishing, 2011).

<sup>43</sup> G Kanyenze et al., "Beyond the Enclave: Towards a pro-Poor and Inclusive Development Strategy for Zimbabwe," *Beyond the Enclave: Towards a Pro-Poor and Inclusive Development Strategy for Zimbabwe*, January 1, 2011, 1–532.

<sup>44</sup> Bligh D., *Higher Education*. (London: Cassell Educational Limited, 1990).

<sup>45</sup> Mufanechiya, *Essays on Curriculum Issues in Zimbabwe*.

<sup>46</sup> G Whitby, "A Relevant Education for 21st Century Learners" (Getideas. org/thought, 2010).

<sup>47</sup> Ian Reece et al., "Teaching, Training and Learning: A Practical Guide," (*No Title*), 2007.

The imperative is for evaluation processes to inspire Zimbabwean universities to pursue programme enhancement by ensuring that the right knowledge reaches the right audience at the right time, facilitating the translation of information into actionable outcomes.<sup>48</sup>

Currently, the Zimbabwean university curricula have been undergoing some reforms. There has been considerable effort in monitoring, revising, realigning and even replacing curricula to fulfil their intended mandate to transform knowledge into goods and services. This is meant to ensure that Zimbabwean universities remain committed to fostering curricula that are timely, relevant and of high quality. Tight sums it up when he says:

*Unless we understand what it is we are producing, for whom and in what context, we are unlikely to be able to manage it effectively.*<sup>49</sup>

The Zimbabwean university curricula are being designed with a focus on employment creation by developing relevant education and training programmes that prepare graduates for active participation in social and economic development. Attention, therefore, has been on building resilient internal self-driven curricula management systems to guarantee standards, curriculum relevance and desired outcomes.

### **The Zimbabwean Government's 2030 Vision and Role of Universities**

Traditionally, Zimbabwean universities have operated within a colonial framework, focusing on contributing to knowledge through three primary pillars: teaching, research and community engagement. This inherited colonial model led to a tendency among Zimbabwean universities to produce knowledge that often remained confined to the 'shelves and archives.'

The Ministry of Higher and Tertiary Education, Science and Technology Development (MHTEISTD) has directed universities to reconfigure their curricula to incorporate the Heritage-Based Education Curriculum 5.0 emphasising technology, innovation and industrialisation.<sup>50</sup> A guiding principle in all state university programmes now is that knowledge should translate into tangible goods and services to advance Zimbabwe's strategic vision of becoming a globally competitive, industrialised and modernised nation by 2030.<sup>51</sup> The new educational philosophy focuses on enhancing the competitiveness of university graduates, leveraging Zimbabwe's abundant natural resources and talent for the benefit of the nation.<sup>52</sup> The achievement of this vision heavily relies on university curricula managers' demonstration of effective leadership utilising a robust set of knowledge, experience and skills in curricula design, implementation and evaluation.

### **University Governance and Curriculum Management System**

Zimbabwean universities, just like most universities globally, operate under a bicameral governance structure comprising two bodies: the Council and Senate. These entities are essential for ensuring transparency, accountability, responsiveness and efficiency in decision-making processes. The Council provides overarching strategic guidance and direction at the macro-university level, while the Senate operates at a micro-institutional level, articulating the academic mission of the university. This includes the formulation and evaluation of educational policies and programming, as well as promoting relevant curricula packages.

The primary responsibility of both bodies is to oversee the development of university academic curricula that encompass breadth, depth, balance, sequence and coherence. This ensures that the

---

<sup>48</sup> Tayseer Al-Shanableh, "The Role of Collaboration in Enhancing Knowledge Integration in Higher Education," n.d.

<sup>49</sup> Tight, *Researching Higher Education*.

<sup>50</sup> Silvanos Chirume, "Sustainable Professional Development of Primary School Mathematics Teachers in Zimbabwe Through Philosophy of Education 5.0: Challenges and Prospects," *Sumerianz Journal of Social Science*, no. 312 (December 1, 2020): 150–61, <https://doi.org/10.47752/sjss.312.150.161>; Eunitah Viriri, Nobuhle Ndimande-Hlongwa, and Albert Mufanechiya, "Decolonising Higher Education in Zimbabwe: Prospects and Challenges of Education 5.0," *Journal of African Education* 5, no. 1 (April 1, 2024): 37–56, <https://doi.org/10.31920/2633-2930/2024/v5n1a2>.

<sup>51</sup> E. Chihota, *Zimbabwe: Education 5.0 a Catalyst for Achieving Vision 2030* (Harare: Ministry of Higher and Tertiary Education, Innovation, Science and Technological Development., 2019).

<sup>52</sup> S. Tapfumaneyi, "In Pursuit of Entrepreneurial Excellence. The Sunday Mail. Harare :Zimpapers. ," <https://www.sundaymail.co.zw.in-pursuit-of-entrepreneurial-excellence>, 2016.

curriculum is responsive to the diverse needs of the individual student and aligns with the evolving economic, political, social and national contexts.

### **University Senate as a Stakeholder in University Curriculum Management**

The Senate is the supreme academic decision-making body in universities, providing leadership in academic affairs in the university. Its role encompasses the oversight and regulation of curriculum policies, the university's academic instruction of curricula across departments and the facilitation of research initiatives and activities in the university. Membership within the senate varies by institution but typically includes a diverse representation of both academic and administrative personnel, which may consist of: Senior academic members; Vice Chancellor, Pro-Vice Chancellor(s), Associate Professors, full professors, Deans of Schools or Faculties, Representative members of staff elected from Schools/Faculties, Chairpersons of departments, Bursar, Librarian, The academic Registrar who acts as secretariat to senate, and Representative of the student body.

These distinguished professionals play a critical managerial role in shaping impactful academic policies, decisions and practices at the university level. They provide strategic direction while mobilising critical resources for curricula development within the institutions, ultimately creating a conducive learning environment.<sup>53</sup> The Senate establishes structures, frameworks, procedural norms, cultural values and interpersonal dynamics that influence the entire university community, thereby shaping the day-to-day academic experiences of lecturers and students. Their management of these processes is instrumental in setting the university's tone and driving effective curriculum implementation.

Thus, the management of the university functions requires ongoing evaluation to determine successful practices and identify opportunities for improvement, thus ensuring the provision of high-quality teaching and learning experiences at the university level.

### **Deans as Instructional Leaders in University Curriculum Management**

University practitioners widely recognise that instructional leadership and management a vital strategies for an effective teaching and learning environment.<sup>54</sup> At the Zimbabwean university level, the primary instructional leader is the Dean of a School or Faculty, a senior academic with substantial academic credentials and management expertise. Deans at Zimbabwean universities function similarly to school heads in the Ministry of Primary and Secondary Education, overseeing the overall management of the School environment to enhance instructional quality and learners' learning experiences.

Deans are tasked with articulating the mission and objectives of their School or Faculty, managing the instructional programme and overseeing the general management of the teaching and learning environment, particularly the implementation of the university curriculum across departments. They set strategic direction for their School or Faculty, ensure compliance with required educational standards, and promote research that addresses educational challenges. Additionally, they play a crucial role in the implementation of academic policies, resource mobilisation and in creating conducive environments for both faculty lecturers and students. According to Manaseh, effective curriculum management skills demonstrated by the Dean are instrumental in promoting effective learning at the School or Faculty level.<sup>55</sup> Chairpersons of departments report directly to the Dean, thus providing insights into all academic activities within the School or Faculty.

### **Managing the Development of University Regulations**

As already alluded to, Zimbabwean universities, as degree-awarding institutions, operate as self-governing and independent entities responsible for producing their own regulations.<sup>56</sup> In the development

---

<sup>53</sup> K. Singh, "Streamlining the Curriculum Management Process in Higher Education. ," <https://moderncampus.com/blog/curriculum-management-in-higher-education.html>, 2023.

<sup>54</sup> Aaron Mkanga Manaseh, "Instructional Leadership: The Role Of Heads Of Schools In Managing The Instructional Programme," *International Journal of Educational Leadership and Management* 4, no. 1 (January 15, 2016): 30–47, <https://doi.org/10.17583/ijelm.2016.1691>.

<sup>55</sup> Manaseh, "Instructional Leadership: The Role Of Heads Of Schools In Managing The Instructional Programme."

<sup>56</sup> Naldi et al., "Evaluation of the Effectiveness of Artificial Intelligence System in Higher Education Curriculum Management."

of the university curriculum implementation documents, universities employ both the bottom–up and top–down processes, navigating through various stages of development.<sup>57</sup>

The School or Faculty led by the Dean, along with departmental heads, are responsible for generating, mediating and interpreting the regulations after analysing both the micro and macro educational contexts.<sup>58</sup> This process represents a curriculum based on real-time data.<sup>59</sup> This core process is vital to curriculum mapping, which is aimed at connecting graduates' abilities, skills and knowledge to national development. It requires careful consideration of critical knowledge forms and skills, accounting for various locations, social and cultural contexts, historical moments and individual and work-related needs and aspirations.<sup>60</sup> The goal is to ensure that there is no curriculum fragmentation by producing graduates whose training, skills and knowledge align with the expectations and needs of the nation.

Departmental staff members engage in knowledge sharing as they draft regulations, define academic programmes and propose modules which students undertake. The interactive and collaborative process is meant to provide quality, relevant educational experiences and services for students.<sup>61</sup> The draft regulations undergo scrutiny, discussion, correction and revision by members of the department. At this stage of university curriculum design, regulations are sent to institutions such as primary teacher training colleges, sister universities, the Ministry of Primary and Secondary Education, among others. Their input may be incorporated into the draft document when deemed necessary.

The chairperson of the department serves as the custodian of the regulations, presenting them to the Faculty or School Planning Committee to assess their strengths, identify gaps and recognising overlaps. Following this review, the draft document is submitted to the Senate for further consideration, ensuring that the programme design and curriculum best practices have been adhered to. Once the Senate is satisfied with the document, it is forwarded to the Zimbabwe Council for Higher Education (ZIMCHE), which is the university's external regulatory and management authority. As a quality assurance entity, ZIMCHE is responsible for approving, monitoring the implementation and evaluating programmes offered by higher education institutions, standardising qualifications and accreditation of new programmes.<sup>62</sup>

These regulations are designed to remain valid for a period of three (3) years, after which they are due for revision and updating. As essential documents, these regulations serve as the foundation for delivering high-quality educational programmes and academic services to students at the university level. The continuum in the development of regulations encompasses design, implementation and assessment, and the management of the processes cannot be left to chance.

### Lecturers as Stakeholders in University Curriculum Management

In Zimbabwean universities, similar to most institutions worldwide, lecturers are not just delivery technicians, but they leverage their expertise, knowledge and skills to develop and oversee their own curriculum implementation documents.<sup>63</sup> Embracing the spirit of academic freedom, lecturers are independently empowered to create and manage a student learning roadmap,<sup>64</sup> which outlines the content, instructional methods, assessment procedures and coursework assignments that students are required to complete.<sup>65</sup> The most crucial curriculum document lecturers manage is the module/course outline.

<sup>57</sup> Harry Hubball and Neil Gold, "The Scholarship of Curriculum Practice and Undergraduate Program Reform: Integrating Theory into Practice," *New Directions for Teaching & Learning* 2007, no. 112 (2007).

<sup>58</sup> Laivuori et al., "How Does Curriculum Making Contribute to Teaching Culture in Higher Education?"

<sup>59</sup> Kay Pippin Uchiyama and Jean L. Radin, "Curriculum Mapping in Higher Education: A Vehicle for Collaboration," *Innovative Higher Education* 33, no. 4 (January 24, 2009): 271–80, <https://doi.org/10.1007/s10755-008-9078-8>.

<sup>60</sup> Janet L. Miller, "What's Left in the Field ... a Curriculum Memoir," *Journal of Curriculum Studies* 32, no. 2 (March 2000): 253–66, <https://doi.org/10.1080/002202700182745>; Naldi et al., "Evaluation of the Effectiveness of Artificial Intelligence System in Higher Education Curriculum Management."

<sup>61</sup> Mohammad Ayub Khan and Laurie Smith Law, "An Integrative Approach to Curriculum Development in Higher Education in the USA: A Theoretical Framework," *International Education Studies* 8, no. 3 (February 25, 2015), <https://doi.org/10.5539/ies.v8n3p66>.

<sup>62</sup> E.C. Garwe, "Quality Assurance in Higher Education.," *Research in Higher Education Journal.*, 2013, 1–10; Evelyn Chiyevu Garwe and Juliet Thondhlana, "Higher Education Systems and Institutions, Zimbabwe," in *Encyclopedia of International Higher Education Systems and Institutions* (Dordrecht: Springer Netherlands, 2019), 1–11, [https://doi.org/10.1007/978-94-017-9553-1\\_479-1](https://doi.org/10.1007/978-94-017-9553-1_479-1).

<sup>63</sup> Hodge, "Curriculum Work and Hermeneutics."

<sup>64</sup> Uchiyama and Radin, "Curriculum Mapping in Higher Education: A Vehicle for Collaboration."

<sup>65</sup> Wiles and Bondi, "Curriculum Development: A Guide to Practice"; Dawn Joseph and Alvin Petersen, "Music in Worship: Making Spiritual Connections through Sound," *Suider-Afrikaanse Kerkorrelistevereniging*, no. 42 (December 2015): 56–67.

Curriculum decisions made by lecturers regarding what should be taught are profoundly influenced by their understanding of what constitutes relevant and worthwhile knowledge in the learning area, particularly in relation to student needs, aspirations and work requirements.<sup>66</sup> Burns and Sinfield emphasise that lecturers are experts, often researchers at the cutting edge of their subjects.<sup>67</sup> This adaptability is what Tight refers to as flexible curricula.<sup>68</sup> Lecturers possess overall authority and responsibility in module outlines in terms of what to include or exclude to develop specific competencies, module implementation processes and results.<sup>69</sup> Any modification to the module outline occurs at the individual lecturer level.

At this stage, the chairperson plays a pivotal role in providing dynamic and strategic curriculum leadership and management to enhance student learning outcomes.<sup>70</sup> They assist lecturers in developing module/course outlines that elevate students' reasoning abilities and practical skills and enable them to critically reflect on their experiences.<sup>71</sup>

However, significant challenges are that module/course outlines may be prone to subjective factors and may not be constantly evaluated to keep them modern and relevant, resulting in stagnation.<sup>72</sup> Hence, most Zimbabwean university programmes have been affected by the decline in both teaching and research quality among many lecturers. It is, thus, imperative for lecturers as critical decision-making managers to engage in systematic evaluation of the modules they teach, reforming teaching approaches and renewing disciplinary knowledge to enhance its value, relevance and quality of services offered to students.<sup>73</sup>

Furthermore, in contexts where there is limited instructional leadership and management from the departmental chairperson, the concern may be that module outlines may not accurately reflect what is actually implemented in the lecture rooms.<sup>74</sup> The curriculum may remain sterile for extended periods. Miller refers to this issue as 'reform in a box', illustrating why curricula and pedagogies at many universities have been perceived as 'static commodities' that rely on simplistic input-output models of education.<sup>75</sup> Milner further criticises the mindset that reduces curricula to objectives that quantify student achievement—resulting in a rigid and controlling concept of curriculum.<sup>76</sup> In most Zimbabwean universities, some module outlines may emphasise rote and theoretical knowledge rather than critical thinking and problem-solving, creating a disconnect between universities, national needs and student aspirations. In addition, some curricula are compartmentalised, with theory confined to academic settings and practical applications limited to the world of work. Yadav emphasises that as university contexts evolve, so should the education of lecturers so that they can understand and facilitate necessary changes in students' educational lives and in national development.<sup>77</sup>

Without proper management, teaching in Zimbabwean universities remains unidirectional, typically flowing from lecturer to students with little mutual interaction. Well-managed module outlines empower students to acquire not only practical knowledge, techniques and strategies but also essential attitudes and behaviours for success in workplaces, including the ability to create their own employment opportunities as enunciated in Education 5.0. This calls for Zimbabwean lecturers to invest in an

<sup>66</sup> A Ornstein and F Hunkins, "Curriculum Design. In Curriculum: Foundations, Principles and Issues (Pp. 181-206)" (Boston, MA: Pearson/Allyn and Bacon, 2009).

<sup>67</sup> Tom Burns and Sandra Sinfield, "Essential Study Skills: The Complete Guide to Success at University," 2022.

<sup>68</sup> Tight, *Researching Higher Education*.

<sup>69</sup> J. Zhao and S. Boonphadung, "Effective Curriculum Management for Enhancing Student Ability of Applied Science Universities in Yunnan Province China.," in *The 5th International Conference on Management, Innovation, Economics and Social Sciences. 1332-1340.*, 2024.

<sup>70</sup> Thushari Welikala, *Rethinking International Higher Education Curriculum: Mapping the Research Landscape* (Universitas 21, [position paper] Nottingham, UK, 2011).

<sup>71</sup> Tight, *Researching Higher Education*.

<sup>72</sup> Zhao and Boonphadung, "Effective Curriculum Management for Enhancing Student Ability of Applied Science Universities in Yunnan Province China. ."

<sup>73</sup> M. Yadav, *Teacher Education Curriculum*. (New Delhi: Kaveri Books, 2010); Wycliffe Wanzala, "Quest for Quality and Relevant Higher Education, Training and Learning in Kenya: An Overview," *Education Journal* 2, no. 2 (2013): 36, <https://doi.org/10.11648/j.edu.20130202.13>; Zhao and Boonphadung, "Effective Curriculum Management for Enhancing Student Ability of Applied Science Universities in Yunnan Province China. ."

<sup>74</sup> Uchiyama and Radin, "Curriculum Mapping in Higher Education: A Vehicle for Collaboration."

<sup>75</sup> Miller, "What's Left in the Field . . . a Curriculum Memoir."

<sup>76</sup> H. Richard Milner, "Beyond a Test Score," *Journal of Black Studies* 43, no. 6 (September 3, 2012): 693–718, <https://doi.org/10.1177/0021934712442539>.

<sup>77</sup> Yadav, *Teacher Education Curriculum*. .

educational system that connects students with best practices and needs, thus qualitatively re-energising university education.<sup>78</sup>

To effectively re-envision the purposes of Zimbabwean universities and better address institutional, individual and national needs, it is essential to manage and capacitate lecturers to develop responsive curriculum implementation documents where resources are made available.

### **The Zimbabwe Council for Higher Education (ZIMCHE) is an External University Curriculum Management Authority**

Governments worldwide have prioritised the quality of university graduates, establishing external quality assurance review bodies to monitor, review and credit academic programmes. In South Africa, the Council on Higher Education (CHE) advises the Minister on all higher education policy issues and oversees the quality assurance in this sector. The United Kingdom has the Quality Assurance Agency for Higher Education (QAAHE), while Zimbabwe is served by the Zimbabwe Council for Higher Education (ZIMCHE), a regulatory body created through an Act of Parliament No 1 Chapter 25:27 of 2006. ZIMCHE has been actively engaged in quality assurance discourses in Zimbabwean universities by conducting regular and objective evaluations of programmes and degrees offered by higher education institutions.<sup>79</sup> This external body plays a very critical function in discourses surrounding curriculum management in universities by prompting institutions to establish their own internal quality assurance directorates to complement their efforts.

Quality assurance encompasses a comprehensive system that manages every aspect of curricula design, development, implementation and evaluation, ultimately shaping the students' services and experiences throughout their learning.<sup>80</sup> Good practices obligate universities to implement both internal and external quality assurance control systems.

### **The Curriculum Management Responsibility of ZIMCHE**

ZIMCHE is the authoritative agency responsible for monitoring and evaluating the performance of HEIs in Zimbabwe. Its functions include registration, accreditation, and academic audits; harmonization of quality assurance systems and procedures; quality promotion; and providing advisory services.<sup>81</sup> Additionally, ZIMCHE's role encompasses the consistent and impartial evaluation of courses, modules, programmes, and degrees offered by these institutions.<sup>82</sup> To this end, the agency conducts physical inspections to assess the capacity of institutions to deliver academic programmes, evaluating the adequacy of teaching spaces, equipment, apparatus and staff. It, therefore, acts as a regulatory body that manages and maintains standards for teaching, examinations and academic qualifications within universities.

Consequently, ZIMCHE, in its management function, aims to ensure that students in Higher Education Institutions (HEIs) in Zimbabwe achieve their aspirations through relevant and high-quality academic programmes across all registered institutions.<sup>83</sup> This management has instilled a sense of order within Zimbabwean universities.

## **CONCLUSION**

This study contributes to expanding the theoretical research on sound and comprehensive curriculum management systems that play critical roles in the success of Zimbabwean universities by improving the quality of programmes and aligning them with variations in national socio-economic needs. The construction of effective management closes gaps in curriculum design, development, implementation and evaluation, thus promoting updated educational ideas consistent with evolving knowledge economies and workplace demands. However, scholars have lamented that curriculum management structures that do not

---

<sup>78</sup> James William Noll, "Taking Sides: Clashing Views on Educational Issues," (*No Title*), 2010; Naldi et al., "Evaluation of the Effectiveness of Artificial Intelligence System in Higher Education Curriculum Management."

<sup>79</sup> Mawoyo, "Zimbabwe Country Profile. ."

<sup>80</sup> Ann Gravells, "The Award in Education and Training," 2014.

<sup>81</sup> Garwe and Thondhlana, "Higher Education Systems and Institutions, Zimbabwe."

<sup>82</sup> Mawoyo, "Zimbabwe Country Profile. "; Zimbabwe Council for Higher Education (ZIMCHE)., "ZIMCHE Speaks out. Document Prepared for Press Release," 2012, <http://www.zimche.ac.zw>.

<sup>83</sup> Zimbabwe Council for Higher Education (ZIMCHE)., "ZIMCHE Speaks out. Document Prepared for Press Release."

generate synergies and support within the curriculum processes adversely affect the quality of graduates and their contribution to national development. Curriculum management is particularly important for Zimbabwe's goal of becoming a middle-income economy by 2030. Therefore, university curriculum managers need to understand their responsibilities and create conducive conditions for educational success for all universities in Zimbabwe.

## BIBLIOGRAPHY

- Abdalla, Mazin S, and Ibrahim A Ali. "Educational Management, Educational Administration and Educational Leadership: Definitions and General Concepts," 2017.
- Ahunanya, Stella. "Private Universities in Nigeria: Emergent Realities and Coping Strategies." *Journal of Emerging Trends in Educational Research and Policy Studies* 3, no. 5 (2012): 695–700.
- Al-Shanableh, Tayseer. "The Role of Collaboration in Enhancing Knowledge Integration in Higher Education," n.d.
- Altrichter, H, and John Elliott. "Images of Educational Change," 2001.
- Awa, Hart O., Willie Etim, and Enyinda Ogbonda. "Stakeholders, Stakeholder Theory and Corporate Social Responsibility (CSR)." *International Journal of Corporate Social Responsibility* 9, no. 1 (December 18, 2024): 11. <https://doi.org/10.1186/s40991-024-00094-y>.
- Bligh D. *Higher Education*. . London: Cassell Educational Limited, 1990.
- Blitzer, Eli. "Journeying with Higher Education Studies and Research." In *Higher Education in South Africa - A Scholarly Look behind the Scenes*, 305–28. SUN PRESS, 2009. <https://doi.org/10.18820/9781920338183/14>.
- Braun, Virginia, and Victoria Clarke. "Conceptual and Design Thinking for Thematic Analysis." *Qualitative Psychology* 9, no. 1 (February 2022): 3–26. <https://doi.org/10.1037/qup0000196>.
- . "Thematic Analysis." In *APA Handbook of Research Methods in Psychology: Research Designs: Quantitative, Qualitative, Neuropsychological, and Biological (Vol. 2) (2nd Ed.)*, 65–81. Washington: American Psychological Association, 2023. <https://doi.org/10.1037/0000319-004>.
- Burns, Tom, and Sandra Sinfield. "Essential Study Skills: The Complete Guide to Success at University," 2022.
- Chihota, E. *Zimbabwe: Education 5.0 a Catalyst for Achieving Vision 2030*. Harare: Ministry of Higher and Tertiary Education, Innovation, Science and Technological Development., 2019.
- Chirume, Silvanos. "Sustainable Professional Development of Primary School Mathematics Teachers in Zimbabwe Through Philosophy of Education 5.0: Challenges and Prospects." *Sumerianz Journal of Social Science*, no. 312 (December 1, 2020): 150–61. <https://doi.org/10.47752/sjss.312.150.161>.
- Delanty, G. *Challenging Knowledge: The University Knowledge Society*. . Buckingham: SRHE and Open University Press., 2011.
- Garwe, E.C. "Quality Assurance in Higher Education." *Research in Higher Education Journal*., 2013, 1–10.
- Garwe, Evelyn Chiyevu, and Juliet Thondhlana. "Higher Education Systems and Institutions, Zimbabwe." In *Encyclopedia of International Higher Education Systems and Institutions*, 1–11. Dordrecht: Springer Netherlands, 2019. [https://doi.org/10.1007/978-94-017-9553-1\\_479-1](https://doi.org/10.1007/978-94-017-9553-1_479-1).
- Gravells, Ann. "The Award in Education and Training," 2014.
- Guerin, Benoit, Barbara Janta, and Anke van Gorp. "Desk-Based Research and Literature Review." *Evaluating Interventions That Prevent or Counter Violent Extremism* 63 (2018): RR-2094.
- Gupta, R K. "Methodological and Theoretical Rigor in Desk Research." ResearchGate, 2024.
- Hodge, Steven. "Curriculum Work and Hermeneutics." *The Curriculum Journal* 35, no. 1 (March 19, 2024): 6–19. <https://doi.org/10.1002/curj.214>.
- Hubball, Harry, and Neil Gold. "The Scholarship of Curriculum Practice and Undergraduate Program Reform: Integrating Theory into Practice." *New Directions for Teaching & Learning* 2007, no. 112 (2007).
- Ibad, Wasilatul. "The Concept of Quality in Curriculum." *Jurnal Kependidikan Islam* 14, no. 2 (August 14, 2024): 104–17. <https://doi.org/10.15642/jkpi.2024.14.2.104-117>.
- Joseph, Dawn, and Alvin Petersen. "Music in Worship: Making Spiritual Connections through Sound."

- Suider-Afrikaanse Kerkkorrelistevereniging*, no. 42 (December 2015): 56–67.
- Kanyenze, G, T Kondo, P Chitambara, and Jos Martens. “Beyond the Enclave: Towards a pro-Poor and Inclusive Development Strategy for Zimbabwe.” *Beyond the Enclave: Towards a Pro-Poor and Inclusive Development Strategy for Zimbabwe*, January 1, 2011, 1–532.
- Kelly, Albert. “The Curriculum: Theory and Practice,” 2009.
- Khan, Mohammad Ayub, and Laurie Smith Law. “An Integrative Approach to Curriculum Development in Higher Education in the USA: A Theoretical Framework.” *International Education Studies* 8, no. 3 (February 25, 2015). <https://doi.org/10.5539/ies.v8n3p66>.
- Laivuori, Martti, Auli Toom, Lotta Tikkanen, and Kirsi Pyhältö. “How Does Curriculum Making Contribute to Teaching Culture in Higher Education?” *Higher Education*, March 1, 2025. <https://doi.org/10.1007/s10734-025-01419-x>.
- Liu, Wei. “Centralised and Decentralised Systems: Which One Is Better for Teaching Quality Assurance?” *Journal of Further and Higher Education* 48, no. 2 (February 7, 2024): 139–52. <https://doi.org/10.1080/0309877X.2023.2299969>.
- Manaseh, Aaron Mkanga. “Instructional Leadership: The Role Of Heads Of Schools In Managing The Instructional Programme.” *International Journal of Educational Leadership and Management* 4, no. 1 (January 15, 2016): 30–47. <https://doi.org/10.17583/ijelm.2016.1691>.
- Mawoyo, I. “Zimbabwe Country Profile. .” [www.sarua.org/files/country reports 2012/Zimbabwe country profile Eng.pdf](http://www.sarua.org/files/country%20reports%202012/Zimbabwe%20country%20profile%20Eng.pdf), 2012.
- McLeod, S. “Thematic Analysis: A Step by Step Guide.” *Simply Psychology*, 2024.
- Miller, Janet L. “What’s Left in the Field ... a Curriculum Memoir.” *Journal of Curriculum Studies* 32, no. 2 (March 2000): 253–66. <https://doi.org/10.1080/002202700182745>.
- Milner, H. Richard. “Beyond a Test Score.” *Journal of Black Studies* 43, no. 6 (September 3, 2012): 693–718. <https://doi.org/10.1177/0021934712442539>.
- Minton, David. “Teaching Skills in Further & Adult Education.” (*No Title*), 1997.
- Mu, Hong-Lei, Jiang Xu, and Sijing Chen. “The Impact of Corporate Social Responsibility Types on Happiness Management: A Stakeholder Theory Perspective.” *Management Decision* 62, no. 2 (March 19, 2024): 591–613. <https://doi.org/10.1108/MD-02-2023-0267>.
- Mubarika, Felisa Dwi, Hanna Nurul Imani, Kahfisah Astrella, Muhammad Febry, and Novia Putri Arianti. “Implementasi Supervisi Pendidikan Kepala Sekolah Sebagai Wahana Evaluasi Kinerja Tenaga Pendidik Dan Kependidikan.” *Proceedings Series of Educational Studies*, 2023.
- Mufanechiya, Albert. *Essays on Curriculum Issues in Zimbabwe*. LAP LAMBERT Academic Publishing, 2011.
- Mulenga, Innocent Mutale. “Innocent Mutale Mulenga, Conceptualization and Definition of a Curriculum.” *Journal of Lexicography and Terminology (Online ISSN 2664-0899. Print ISSN 2517-9306)*. 2, no. 2 (2018): 1–23.
- Naldi, Anri, Nurkadri Nurkadri, Mansyur Srisudarso, Didik Cahyono, and Suyitno Suyitno. “Evaluation of the Effectiveness of Artificial Intelligence System in Higher Education Curriculum Management.” *International Journal of Educational Narratives* 2, no. 2 (May 1, 2024): 189–98. <https://doi.org/10.70177/ijen.v2i2.792>.
- Noll, James William. “Taking Sides: Clashing Views on Educational Issues.” (*No Title*), 2010.
- Nurlaeli, Acep, Ferianto Ferianto, M. Makbul, and Nida’ul Munafiah. “The Leadership Role of School Principals in Curriculum Management: Systematic Literature Review Analysis.” *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama* 16, no. 1 (June 10, 2024): 483–96. <https://doi.org/10.37680/qalamuna.v16i1.4990>.
- Opre, Dana. “Teachers’ Conceptions of Assessment.” *Procedia - Social and Behavioral Sciences* 209 (December 2015): 229–33. <https://doi.org/10.1016/j.sbspro.2015.11.222>.
- Ornstein, A, and F Hunkins. “Curriculum Design. In Curriculum: Foundations, Principles and Issues (Pp. 181-206).” Boston, MA: Pearson/Allyn and Bacon, 2009.
- Reece, Ian, Stephen Walker, David Clues, and Maureen Charlton. “Teaching, Training and Learning: A Practical Guide.” (*No Title*), 2007.
- Riad, J. “Obstacles to Successful Curriculum Management in Higher Education and Opportunities for

- Improvement.” *International Journal for Innovation Education and Research* 10, no. 12 (2022): 89–93.
- Ricardo, Quiroga Sergio. “Internationalization of the Curriculum and Integration in Argentine Higher Education.” *En Wiwiek Mardawiyah Daryanto, Proceedings E-Book 5-7 July 2024 CEOSSC 2024. Estambul (Turquía): CEO., 2024.*
- Ross, Emily. “Teachers’ Interpretation of Curriculum as a Window into ‘Curriculum Potential.’” *The Curriculum Journal* 35, no. 1 (March 2024): 38–55. <https://doi.org/10.1002/curj.239>.
- Singh, K. “Streamlining the Curriculum Management Process in Higher Education. .” <https://modern-campus.com/blog/curriculum-management-in-higher-education.html>, 2023.
- Smith, David, and Terence J Lovat. *Curriculum: Action on Reflection. New South Wales: Social Science Press. New South Wales: Social Science Press, 2003.*
- Tapfumaneyi, S. “In Pursuit of Entrepreneurial Excellence. The Sunday Mail. Harare :Zimpapers. .” <https://www.sundaymail.co.zw.in-pursuit-of-entrepreneurial-excellence>, 2016.
- Tight, Malcolm. *Researching Higher Education*. McGraw-Hill Education (UK), 2012.
- Topolewski, S., M. Gernikewiz, and P. Stawarz. “The Literature Review and the ‘Desk Research’ Methods in Studies Conducted in Social Sciences with Particular Emphasis on Security, Political, and International Relations Studies.” *Studia Wschodnioeuropejskie*, no. 20 (2023). <https://doi.org/10.31971/24500267.20.4>.
- Trujillo, Gloriana, and Kimberly D Tanner. “Considering the Role of Affect in Learning: Monitoring Students’ Self-Efficacy, Sense of Belonging, and Science Identity.” *CBE—Life Sciences Education* 13, no. 1 (2014): 6–15.
- Uchiyama, Kay Pippin, and Jean L. Radin. “Curriculum Mapping in Higher Education: A Vehicle for Collaboration.” *Innovative Higher Education* 33, no. 4 (January 24, 2009): 271–80. <https://doi.org/10.1007/s10755-008-9078-8>.
- University of Central Arkansas. “Curriculum Management Handbook. .” [uca.edu/business/files/2012/08/CMHandbook-2015-Dec.pdf](http://uca.edu/business/files/2012/08/CMHandbook-2015-Dec.pdf), 2015.
- Villiers, Carina De. “The Impact of Society 5.0 on Curriculum Development in Higher Education.” *Journal of Ethics in Higher Education*, no. 4 (July 19, 2024): 1–25. <https://doi.org/10.26034/fr.jehe.2024.5953>.
- Viriri, Eunitah, Nobuhle Ndimande-Hlongwa, and Albert Mufanechiya. “Decolonising Higher Education in Zimbabwe: Prospects and Challenges of Education 5.0.” *Journal of African Education* 5, no. 1 (April 1, 2024): 37–56. <https://doi.org/10.31920/2633-2930/2024/v5n1a2>.
- Wanzala, Wycliffe. “Quest for Quality and Relevant Higher Education, Training and Learning in Kenya: An Overview.” *Education Journal* 2, no. 2 (2013): 36. <https://doi.org/10.11648/j.edu.20130202.13>.
- Welikala, Thushari. *Rethinking International Higher Education Curriculum: Mapping the Research Landscape*. Universitas 21, [position paper] Nottingham, UK, 2011.
- Whitby, G. “A Relevant Education for 21st Century Learners.” [Getideas. org/thought](http://getideas.org/thought), 2010.
- Wiles, Jon, and Joseph Bondi. “Curriculum Development: A Guide to Practice,” 1993.
- Yadav, M. *Teacher Education Curriculum*. . New Delhi: Kaveri Books, 2010.
- Yang, Jing, and Kelly Basile. “Communicating Corporate Social Responsibility: External Stakeholder Involvement, Productivity and Firm Performance.” *Journal of Business Ethics* 178, no. 2 (June 20, 2022): 501–17. <https://doi.org/10.1007/s10551-021-04812-5>.
- Zhao, J., and S. Boonphadung. “Effective Curriculum Management for Enhancing Student Ability of Applied Science Universities in Yunnan Province China. .” In *The 5th International Conference on Management, Innovation, Economics and Social Sciences. 1332-1340.*, 2024.
- Zimbabwe Council for Higher Education (ZIMCHE). “ZIMCHE Speaks out. Document Prepared for Press Release,” 2012. <http://www.zimche.ac.zw>.

## ABOUT AUTHOR

Dr. Sinikiwe Gwatidzo is currently the Registrar of Great Zimbabwe University. She holds a Doctor of Business Administration from Binary University of Management & Entrepreneurship, Malaysia. She has interests in Business and Strategic Management, Governance, Labour Market Dynamics and Public

Policy. She has lectured in Labour Economics and Change Management. As an administrator in higher education, she has passion in the management of higher education institutions, quality in higher education and evolving trends in education and training.