Developing Content for Pilot Dual Study Programmes

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Abstract
This document summarises the experiences and outcomes of African partner institutions on the Erasmus+ funded LaTFURE Project towards the development of content for pilot dual study programs. Partners on the project are at different stages of developing dual programs with some such as the University of the Witwatersrand (Wits), the University of Cape Town (UCT) and the University of the Western Cape (UWC) being traditional research-intensive universities that are not in a position to develop dual programs. In these universities, work integrated learning remains a component only in the classical sense, on programs offered for example in the health sciences where internships in hospitals remain a compulsory component of the degree curriculum. Other partner institutions such as the Cape Peninsula University of Technology (CPUT) and University of Mpumalanga (UMP) have developed new programs and adapted existing programs either by shifting around periods at which Work Integrated Learning (WIL) took place, or by adjusting the duration of WIL components of the programs. The Zambeze University (UniZambeze, UZ) collaborated with three other HEIs and piloted a Master's level programme in Conservation Biology which ran from the Gorongosa National park who is the industry partner in the programme. Across the universities, in the undergraduate level programmes, assessment for WIL takes the format of students compiling a portfolio while at the workplace, academic supervisors visit and assess students while they are in the workplace and the industry supervisors or line managers compile a report which is filed in the student's portfolio. On the post-graduate programme, the entire course is taught from the workplace providing structured, collaborative learning opportunities with input from workplace stakeholders. The curriculum structures of the various programmes developed during the LaTFURE project are provided in this document.

1. Introduction

Work Package 4 of the LaTFURE project is aimed at building knowledge alliances within partner institutions on the project and aims to outline the design of curricula of programmes that were developed as part of the project. This report will focus on the curriculum structure of the new or modified courses designed by project partners and will not focus on the overall process that the institutions follow when seeking to launch new courses as this will vary with each country's and institution's governance structures. During the course of the project, 3 new programs at undergraduate level were introduced, 2 programs, also at undergraduate level were modified and 1 new post graduate level programme was introduced at Master's level. Partner institutions that were not in a position to introduce new programs involving WIL provided a review of their courses and discussed challenges that hinder the inclusion of such programmes in their offerings. It should be pointed out that in general, most partners already offer programs that involve some form of workplace training or exposure to the workplace, but these programmes are not presented in this report as their faculty were not participants in this project. A brief overview of each African partner and the status of their dual learning programmes will be presented and the curriculum structure of the new or modified programs will be presented.

2. Status of dual learning in African partner HEIs

The report, Final Report on Benchmarking of Institutional Frameworks and conditions for Establishing Dual Study Programmes from WP 2.6 of the LaTFURE programme details the status of implementation of dual study programmes in South Africa and Mozambique. From the report, it is clear that in South Africa, HEIs typically do not offer dual education programmes outside of traditional disciplines such as Medicine, Accounting, Law, Education and Engineering in which work integrated learning represents more structured learning in the

workplace related to theoretical teaching. An exception to this, are the universities of technology which have traditionally offered cooperative learning programmes with industry although the WIL aspect is not clearly structured or tightly regulated. Also included among these, are the newer hybrid type institutions, classified as comprehensive universities such as the UMP. As such, partners on the LaTFURE project from traditional research-intensive universities i.e. the UCT, UWC and Wits were not in a position to design new curriculum towards new dual education programmes.   While these institutions include workplace-based training in particular under the Health Sciences faculties, the same is not true across other faculties. There remain periods of exposure to the workplace within other faculties, but this is for short periods, usually of 8 weeks or less. And, although these periods of workplace exposure are a requirement for graduation, they are often not credit bearing and

students undertake the workplace exposure during the longer vacation periods between semesters or academic years.

The UCT's Chemical Engineering department were the project partners on the LaTFURE project. The department offers a BSc in Chemical Engineering, which is a four-year degree, fully accredited by the Engineering Council of South Africa and globally recognised in terms of the Washington Accord. Students get their first work-place exposure in their second year by participating in a weeklong filed trip supervised by an academic supervisor and supported by the industry partner in terms of taking students through the various processes operational on the site as well as running short plant specific chemical engineering exercises. During their third year, students are required to spend a minimum of four weeks in the workplace and this is done during vacation periods. The students are expected to keep a logbook of their activities during this time which is signed off by their industry supervisor and is then submitted to the Chemical Engineering Department when they return to campus. Finding host companies for placement for students has become more and more difficult over the years with companies becoming less inclined to host students. At post graduate level, a MSc in Hydrometallurgical Engineering and a MPhil in Sustainable Mineral Resource Development are offered to work-place based students. The students start off with taking 60 credits bearing course work modules, then go on to do a research project at their workplaces on a topic of interest to them and their companies. They are required to produce a 120-credit bearing mini-thesis from the research. These programs were revisited during the LaTFURE programme and work began to redesign components of the coursework for blended learning format and to increase the workload of course work while lowering the load of the mini thesis. This was because it had been established that completing the mini thesis was creating a bottleneck to students graduating. Most students successfully complete the coursework, but they battle to complete the mini thesis or produce substandard reports. The direction taken during the LaTFURE project is expected to attract more industry students to enrol onto the programs and encourage companies to support the enrolment of their staff as there is expected to be reduced disruption in work schedules for block release purposes as well as cut back on travel and accommodation costs incurred when the program is delivered in a face to face block release format. Further to this, the reduced credit load of the mini thesis in favour of an increased offering of taught coursework modules is expected to make it possible for students to complete their research. The University of Witwatersrand offers basic formative degrees such as BA and BSc and professional undergraduate degrees such as BSc Eng and BChB. At postgraduate level, honours degrees and a range of masters and doctoral degrees are offered. The Wits School of Mining were the project partners in the LaTFURE programme and the discussion on dual education curriculum will be around teaching and learning within the School of Mining. The

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school offers Diplomas (NQF 6), Advanced Diplomas (NQF 7), BSc (NQF 8), MSc (NQF 9) and PhD (NQF 10) qualifications. Similar to the UCT, the BSc in Mining Engineering includes workplace experience in the form of vac work (work done between semesters, while the rest of the student body is on vacation) which is a requirement for graduation but is not in itself credit bearing. The Diploma qualification mostly attracts industry-based students and their participation in the programme is usually funded by their employers. The programme runs in a block release format and students are required to complete 9 modules which are assessed through an exam and some assignments. The post graduate programme also attracts work place based students and the research projects towards their MSc or PhD qualification are run from the candidates place of employment. Wits is not looking to redesign its BSc Mining Engineering degree because a cooperative learning Mining Engineering qualification is offered by a neighbouring HEI, the University of Johannesburg in the form of a BTech in Mining Engineering. In the course of the LaTFURE project, Wits focussed on the expansion of diplomas in Mineral Resource Management and Mine Planning, which they run through smart classrooms to industry-based students.

The University of Mpumalanga (UMP) is a relatively new comprehensive university located in the Mpumalanga province of South Africa, home of the popular Kruger National park and second largest producer of citrus fruit in the country. The programme offering of UMP strongly aligns with the needs of the local industry while its graduates are still well received across the country. The university offers qualifications whose graduates are expected to enter the job market with certain levels of work readiness. UMP has taken the opportunity presented by participating in the LaTFURE project to expand its programme offering and revise the structure of some of it DE programmes. UMP introduced a Diploma in Agriculture, has designed and developed curriculum towards an Advanced Certificate in Events Management which will be rolled out in 2022 and they also restructured their Diploma in Hospitality Management. As is the case with its other offerings, these new programs were designed in consultation with various stakeholders and in general, each department has an advisory board which includes industry stakeholders. The presence of local industry representatives on the advisory board has been crucial in keeping industry and academia on the same page regarding the university needs for support in terms of support for student placement for WIL courses. Generally, UMPs established relationship with industry stakeholders ensures that there is a match between industry needs and academia. The curriculum structure for the three programs developed during the course of the LaTFURE project is included in Appendix 1. Some of the changes implemented by UMP to their teaching pedagogy has been the use of blended learning to support students while there are out in industry for their WIL courses. This has not only improved the students learning experience but has also reduced costs associated with student supervisor engagements

during periods when students are workplace based. At UMP, WIL courses are credit bearing and were traditionally assessed when the academic supervisor visited the students and through evaluation of the students' project. During the LaTFURE project, a blended learning format to the assessments was introduced using online learning platforms such as Moodle. In the assessments, a 20% weighting is given to the industry supervisors report while another 20% weighting is allocated to other workplace related attitude and conduct, with the bulk of the weighting is allocated to the project that the student embarks on as part of WIL.

Zambeze University (UniZambeze) offers technical Programs aimed at taking advantage of the country's development potential and to contribute to the advancement of science, technology and development in the country. In the course of the LaTFURE Project, UniZambeze collaborated with 2 other HEIs in Mozambique (Lúrio University, Manica Superior Polytechnic Institute) and an industry partner (Gorongosa National Park) as well as an overseas HEI to form a BioEducation consortium which developed and launched a Master's program in Conservation Biology. The Master's in Conservation Biology program fosters the cooperation between the partner HEIs and the world of work represented by Gorongosa National Park, through diversification of learning and funding opportunities. The curriculum, which was co-developed by several stakeholders including Gorongosa National park and the partner HEIs, takes into account present and future needs of the practice and context of employment. The Master's in Conservation Biology program has a duration of two years, corresponding to 4 semesters, 3600 hours and 120 credits, the last semester being reserved exclusively for the preparation of a dissertation. The structure and duration of the course was defined by Mozambique's National Academic Credit Accumulation and Transfer System (SNACTA) for master's courses. The program is run from the Gorongosa National Park and is structured around didactic-pedagogical axis for professional training, in which the contents are allocated and related to the conservation of biodiversity. The training components and their weighting towards the qualification are described in Table 1.

Table 1. Structure of the Masters in Conservation Biology Program

Component	Specific details	Weight % of overall course
Basic training	Knowledge, skills and attitude in Statistics and Research Design; Geographic Information System applied to BioConservation, Communication Sciences	18%

	and Research Project	
Specific training	Knowledge, skills and attitude in Molecular Biology Techniques; Plant Biology and Ecology, Introduction to Conservation Biology Bioinformatics Conservation and Governance Policies	21%
Practical training	Comprises 3 modules with activities that provide students an opportunity to apply knowledge developed in the course to solve real technical problems under the guidance of a supervisor. Focuses on Filed methodology for biodiversity surveys and Integrative methods in conservation biology.	44%
Elective courses	13 elective modules are offered, and students are expected to take up 5 modules from these.	17%

The Cape Peninsula University of Technology (CPUT) participated on the LaTFURE project through its Tourism and Events Management Department. Since it is a technical university, CPUT benefits form the support of the South African government who avail resources and personnel for the development and coordination of dual education studies. As such, WIL is an integral part of the curriculum with credit bearing subjects. The department has a dedicated WIL coordinator and benefits from good relationships with tourism and events management companies in the province. During periods of WIL, their students are treated as employees and enter into binding contracts with their host companies, with some employers

offering monthly stipends. There are some challenges in that there is some host companies who opt not to pay students any stipends and this has resulted in some students dropping out of the course. CPUT offers some non-credit bearing work readiness classes prior to students starting their WIL courses. Their work readiness classes are outlined in Table 2 and are designed to prepare the student for the world of work. The non-credit bearing nature of these classes results in some students opting to not attend and as a result, student going on to do WIL courses ill equipped for the workplace.

Table 2. Work readiness classes offered by CPUT

Week	Topic
1	Introduction to Co-op
2	Interview Preparation
3	Emotional Intelligence
4	Time Management
5	Meetings
6	Conflict Management and Problem solving
7	Public Speaking
8	Business Protocol

In the course of the LaTFURE project, CPUT introduced 4 new programs, some of which are restructured from existing programs which will be phased out once students in the pipeline complete the programs. The new programs are;
- Diploma in Tourism Management
- Diploma in Event Management
- Advanced diploma in Tourism Management
- Advanced diploma in Event Management

The Diploma in Tourism Management is as a result of an overhaul of a phased-out programme (National Diploma in Tourism Management). The new qualification is now a 3-year qualification and sees students take up the WIL course in the 3rd year and their final semester, making it easier for students to be absorbed by the host companies since they would be awarded their qualifications should they have passed the overall diploma program.

At CPUT, assessment for the WIL courses are in the format of a portfolio review. During the period of WIL, each student compiles a portfolio which is submitted to the department and marked upon completion of the course. Included in that portfolio, is a review of the students' performance by the students' line manager while in industry. Furthermore, an academic supervisor visits the students at their place of work to assess how they are doing and there are open communication channels between the student, the department and the host company throughout the period of WIL. A detailed course structure for the new programs is included in Appendix 2.

The University of the Western Cape (UWC) is a research-intensive university and uses DE in the classical sense whereby specific disciplines utilise for of dual education such as Law (articles at law firms), dentistry (internships at hospitals), education (teacher placements within schools etc.). In that sense, the UWC did not develop any new dual programmes in the course of the LaTFURE project but has used its learning to contribute to the Cape Higher Education Consortium (CHEC – an organisation that acts collectively on behalf of CPUT, UWC, UCT and University of Stellenbosch). CHEC received a dual education grant and work on this has partly been inspired by the learnings from the LaTFURE project. The work will focus on ICT and other programme areas to develop dual education programmes at undergraduate levels within these institutions. Dr Seamus Needham from UWC's Faculty of Education has represented LATFURE on the Core and Steering Committee of the CHEC project and the CHEC project has expressly acknowledged the learnings from the LaTFURE project, particularly in areas of policy and governance.

The University of Limpopo (ULP) is a traditional university situated in the minerals rich Limpopo province of South Africa. Despite being a traditional university, ULP has heeded the call for the so-called traditional universities to put more effort into providing practical experience for students during the course of their university education. Although WIL has been a part of their curriculum in programs traditionally known to incorporate workplace training such as those in the Health Sciences, Education and Law; due to its positioning in the mining region, ULP identified their Geology and Mining Department as their main role player in the LaTFURE project. During the LaTFURE project, the Geology and Mining Department managed to further strengthen their relationship with mining companies in their region and secured sites for field trips every year for their honours students. The field trips are a requirement of the curriculum. Local mining companies such as Anglo-American Plc and Ivanplats among others, support these field trips beyond just providing access to their mines but also offer their facilities, provide food and accommodation to students as well as avail their stuff to support the learning process during the field trips. The LaTFURE project equipment budget has seen ULP purchase a motorised auger and a microscope mounted camera system which are used to enhance student learning experience augmenting 3-D

virtual reality modules that were designed to assist in the teaching of geological mapping at first year level. Students are often extremely challenged in visualizing the 3-D structure of rock formations and geological structures in the subsurface. Similarly, students usually find great difficulty in interpreting topographic maps and visualizing the relationship between the Earth's surface landforms and topographic contours. The virtual reality modules that emanated from this project have proved very valuable in this element of the teaching and Learning program. Beyond the LaTFURE project, ULP expects to increase its collaboration with industry partners considering dialogue towards this is ongoing and was partly inspired by the universities participation in the LaTFURE project.

Lurio University in Mozambique has a new faculty, Faculty of Social Sciences and Humanities which was established in the Mozambique island in 2017. The faculty offers two undergraduate programs i.e. Tourism and Hospitality as well as International Relations and Local Development. Although, Lurio does not offer classic DE programs, these two have dual components that require students to spend time working within companies in the tourism sector in Mozambique Island. Lurio has built relations with host companies in Mozambique Islands and the Faculty of Social Sciences and Humanities plans to redesign aspects of the tourism program into DE format. A challenge that was experienced by the institution during the LaTFURE program was a high staff turnover, and as a result it has slowed their progress. A key success factor is in the collaboration they had with Zambeze University towards the development and launch of the Masters program in Conservation Biology.

3. Appendices

3.1. University of Mpumalanga's new programs

Diploma in Agriculture

Admission requirements

- National Senior Certificate

  Minimum Admission Points Score (APS):
    - 25 with Mathematics or 26 with Mathematic Literacy
    - English (Home or First additional language): Level 4 (50 – 59%)
    - Mathematics: Level 3 or Mathematical Literacy: Level 4
    - Agriculture Level 4
- NC(V) level 4

  Applicants must have completed an NC(V) level 4 in Primary Agriculture with:
    - English (Home language or First additional language): ≥ Level 4 (50 – 59%)
    - Mathematics: ≥ Level 3 (40 – 49%) or Mathematical Literacy: ≥ Level 4 (50 – 59%)

Curriculum Structure

Module	Code	Semester	Credits	Pre-requisites
Year 1				
Plant Protection 1	AGRI 151	1	10	None
Plant Propagation	AGRI 152	2	10	
Introduction to Farm Management 1A	FBMT 151	1	13	None
Farm Management 1B	FBMT 152	2	1	None
Agricultural Engineering 1	FENG 151	1	10	None
Agricultural Mechanization	FENG 152	2	10	None
Introduction to Soil Science 1A	RMGT 151	1	13	None
Soil Science 1B	RMGT 152	2	13	None
Botany	BOT 152	1	10	None
Research and Communication	RC 151	2	10	None
Computer Application	CA 151	1	8	None
Year 2				
Introduction to Vegetable Production 2A	AGRI 261	1	12	AGRI 151
Vegetable Production 2B	AGRI 262	2	12	None
Introduction to Agronomy 2A	AGRI 263	1	12	AGRI 151
Agronomy 2B	AGRI 264	2	12	None
Introduction to Fruit Production 2A	AGRI 265	1	12	AGRI 151
Fruit Production	AGRI 266	2	12	None
Budget and Risk Management 2A	FBMT 261	1	12	FBMT 151
Farm Management 2B	FBMT 262	2	12	none
Introduction to Irrigation Water 1A	RMGT 261	1	12	RMGT 152
Managing Irrigation Systems 1B	RMGT 262	2	12	None
Year 3				

Comprehensive Farm Planning (WIL)	CFP 361	1 and 2	60	FBMT 261, 262
Farm Management 3A	FBMT 361	1 and 2	20	FBMT 261, 262
Natural Resource Management	NRM 361	1 and 2	20	FBMT 261, 262
Production Process and Procedures	PPP 361	1 and 2	20	FBMT 261, 262
Total Credits			360	

Diploma in Hospitality Management (restructured program)

Learning Objectives

- Utilise the required technical skills to effectively apply different cooking methods suitable for particular events and Determine the role of ingredients in pastry making.
- Utilise the required technical skills to prepare various types of pastries
- Demonstrate the effectively apply the risk-return principle, the cost-benefit principle as well as the time value of money principle in a hospitality organisation.
- Demonstrate the ability to calculate different types of costs incurred in hospitality and catering enterprises
- Demonstrate entrepreneurial initiative applied in the development of a business plan for a hospitality enterprise.
- Demonstrate the ability to prepare a budget for a specific period showing the estimated turnover and other income as well as the estimated expenses and therefore the results as estimated income.

Admission requirements

- Candidates should have a matric certificate with a Diploma endorsement and meeting the minimum admission requirements of a Level 4 (50 %+) in English Home Language as well as a Level 3 (40%+) in Mathematics or Level 4 (50%+) in Mathematical Literacy.
- One additional language
- Any other four modules
- Minimum APS scores of 26 or more with Mathematics or APS scores of 27 or more with Mathematical Literacy.
-

Module	Code	Semester	Credits	Co-requisites	Pre-requisites
Year 1					
Accommodation	ACM1101	1	10	None	None

Management 1A					
Hospitality Information Systems 1	HINF1	1	12	None	None
Culinary Studies and Nutrition 1A Practical	CSN11P1	1	6	CSN11T1	None
Culinary Studies and Nutrition 1A Theory	CSN11T1	1	6	CSN11P1	None
Food and Beverage Studies 1A Theory	FBS11T1	1	4	FBS11P1	None
Food and Beverage Studies 1A Practical	FBS11P1	1	6	FBS11T1	None
Hospitality Communication 1A	HCOM101	1	4	None	None
Hospitality Financial Management 1A	HFM101	1	6	None	None
Hospitality Health and Safety 1	HHS111	1	8	None	None
Hospitality Management 1A	HOM101	1	6	None	None
Hospitality Service Excellence	HSE	1	8	None	None
Accommodation Management 1B	ACM1102	2	10	None	None
Culinary Studies and Nutrition 1B Practical	CSN11P2	2	6	CSN11T2	None
Culinary Studies and Nutrition 1B Theory	CSN11T2	2	4	CSN11P2	None
Food and Beverage Studies 1B Theory	FBS11T2	2	4	FBS11P1	None
Food and Beverage Studies 1B Practical	FBS11P2	2	6	FBS11T2	None
Hospitality Communication 1B	HCOM102	2	4	None	None
Hospitality Financial Management 1B	HFM102	2	6	None	None
Hospitality Management 1B	HOM102	2	6	None	None

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TOTAL			120		

Year 2

Hospitality Operations Practice 1 (WIL)	HOP222	1	60	None	HOM101; HOM102
Accommodation Management 2	ACM21T1	2	8	None	ACM1101; ACM1102
Culinary Studies and Nutrition 2 Practical	CSN21P1	2	8	CSN21T1	CSN11P1; CSN11P2
Culinary Studies and Nutrition 2 Theory	CSN21T1	2	4	CSN21P1	CSN11T1; CSN11T2
Food and Beverage Studies 2 Theory	FBS21T1	2	4	FBS21B1	FBS11T1; FBS11T2
Food and Beverage Studies 2 Practical	FBS21B1	2	8	FBS21T1	FBS11P1; FBS11P2
Hospitality Communication 2	HCOM222	2	4	None	HCOM101; HOM102
Hospitality Financial Management 2	HFM211	2	8	None	HFM101; HFM102
Hospitality Industry Law 1	HIL111	2	4	None	None
Hospitality Management 2	HOM211	2	8	None	HOM101; HOM102
Hospitality Information System 2	HINF2	2	4	None	HINF1
TOTAL			120		

Year 3

Accommodation Management 3	ACM311	1	12	None	ACM21T1
Hospitality Financial Management 3	HFM321	1	12	None	HFM211
Hospitality Industry Law 2	HIL211	1	6	None	HIL111
Hospitality Management 3	HOM321	1	12	None	HOM211
Hospitality Information System 3	HINF3	1	6	None	HINF2
Event Management 3	EVMN3	1	12	None	None

Hospitality Operations Practice 2 (WIL)	HOP333	2	60	HOP222
TOTAL			120	
TOTAL CREDITS			360	

Advanced Certificate in Events Management (New Programme to be launched in 2022)
Please note the programme has not been launched so this information only provides the curriculum structure

Learning outcomes

- Demonstrate the ability to effectively present and communicate through varied media (e.g. written, verbal, visual) in a variety of contexts in the hospitality and tourism sector, with a view to maintaining good relationships between management and internal and external publics.
- Apply a range of computer skills which will contribute to effective decision-making, as well as the execution and supervision of hospitality and tourism operations.
- Demonstrate knowledge of the processes of design, plan, coordinate, budget, identify operational risks and logistics plan to stage an event professionally.
- Apply the basic financial planning, control and budgetary issues and risk management of events manager's portfolio of skills. Apply knowledge of public relations, marketing concepts and communications techniques in managing an event.
- Demonstrate the stages of the entrepreneurial process and the resources needed for the successful development of entrepreneurial ventures.
- Apply the principles of event management to the logistical design, planning, coordinating and conducting of an event.
- Apply business principles and ethical practice in a professional business environment.
- Apply project management principles and practices to manage an event.
- Analyse the importance of emotions in the service experience in the context of cross-cultural differences.
- Apply the techniques for delivering excellent customer service in relation to the concept of 'the moment of truth
- Apply management principles in an events management context and effectively work with others to Integrate theory and application from the various functional areas in hospitality and tourism sector.

Admission requirements

- A National Senior Certificate (NSC) with Higher Certificate admission- A minimum of 30 % for English is required   **OR**
- A National Certificate (Vocational) NC(V) with Higher Certificate admission – A minimum of 40 % in English on either First Additional Language or Home Language level, with a

minimum of 30 % in either Mathematics or Mathematics Literacy, a minimum of 40% in Life Orientation and a minimum of 50% in four vocational subjects; **OR**

- A Senior Certificate (SC) (without endorsement) or equivalent – A minimum of five of the six required subjects must be passed.

Module name	Academic year	Credits	NQF level	Prerequisite/s
Communication Skills for Event Management		10	5	None
Computing skills for Event Managers		10	5	None
Event Coordination and Management 101		15	5	None
Event Coordination and Management 102		15	5	None
Event Marketing and Public relations 101		15	5	None
An introduction to Entrepreneurship		15	5	None
Service Excellence		10	5	None
Simulated Work Experience		30	5	None

3.2. Cape Peninsula University of Technology new programs

Diploma in Tourism Management

Admission requirements

- Candidates should have a matric certificate with a Diploma endorsement and meeting the minimum admission requirements with a APS score of 30.4. Minimum of (57 %) in English Language as well (55%) in Mathematics or (50%+) in Mathematical Literacy, and one additional language (50%)
- Subject 3 (50%)
- Subject 4 (54%)
- Subject 5 (43%)
- Any other four modules

Module	Code	Compulsory/Elective	Pre-requisite subject codes	NQF Level	Assesment type

1st Year

Business Computer Applications	BCA158S	C			5	CE
Communication	CMM159S	C			5	CE
Tourism Development and Planning 1	TDM150S	C				CE
Destinations 1	TRG150S	C			5	CE
Tourism Management 1	TRM150S	C			5	CE
Travel and Tourism Operations 1	TTR150S	C			5	CE

2nd Year

Tourism Marketing 2	MTR250S	C		TRM150S	5	CE
Tourism Development and Planning 2	TDM260S	C		TDM150S	6	CE
Destinations 2	TRG250S	C		TRG150S	5	CE
Tourism Management 2	TRM260S	C		TRM150S	6	CE
Travel and Tourism Operations 2	TTR260S	C		TTR150S	6	CE

Choose 1 Elective

Event Management	EVA250S	E			5	CE
Hospitality Management	HSM250S	E			5	CE
Tourist Guiding	TRD250S	E			5	CE

3rd year

Tourism Marketing 3	MTR360S	C		MTR250S	6	CE

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Tourism Management WIL	SWP360S	C	BCA158S CMM159S EVA250S HSM250S MTR250S TDM150S TDM260S TRD250S TRG150S TRG250S TRM150S TRM260S TTR150S TTR260S	6	CE
Tourism Development and Planning 3	TDM360S	C	TDM160S	6	
Tourism Management 3	TRM360S	C	TRM260S	6	
Travel and Tourism Operations 3	TTR360S	C	TTR260S	6	

Diploma in Event Management

Module	Code	Prerequisite	NQF level	Assessment type
1st year				
Business Computer Applications	BCA151S		5	CE
Communication	CMM151S		5	CE
Event Business Management 1	EBP150S		5	CE
Event Planning and Practice 1	EPC150S		5	CE
Evenet Operations Management 1	EVY150S		5	CE
Event Poject Management	PGT150S		5	CE
2nd year				CE
Event Business Management 2	EBP260S	EBP150S	6	CE
Evenet Planning and Practice 2	EPC260S	EPC150S	6	CE

Evenet Marketing 2	EVT250S	EBP150S	6	CE
Event Operations Management 2	EVY260S	EVY150S	6	CE
Event Project Management 2	PGT260S	PGT150S	6	CE
3rd year				CE
Event Management WIL	EMW360S	BCA151S CMM151S EBP150S EBP260S EPC150S EPC260S EVT250S EVY150S EVY260S PGT150S PGT260S	6	CE
Event Business Management 3	EBP360S	EBP260S	6	CE
Event Planning and Practice 3	EPC360S	EPC260S	6	CE
Event Marketing 3	EVT360S	EVT250S	6	CE
Event Operations Management 3	EVY360S	EVY260S	6	CE

3.3. Zambezi University and Lurio University (collaborative) (new master's level program)

Refer to attachement for a document titled "BioEducation Consortium: Lúrio University, Zambezi University, Manica Higher Polytechnic Institute and Gorongosa National Park Master Course in Conservation Biology". The document outlines the pedagogical curricular for a Master's in Conservation Biology Program. Kindly note that the document is written in Portuguese.