

NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY



FACULTY OF SCIENCE AND TECHNOLOGY EDUCATION

DEPARTMENT OF TECHNICAL AND ENGINEERING EDUCATION AND TRAINING

PROGRAMME: POSTGRADUATE DIPLOMA IN TERTIARY AND HIGHER EDUCATION

MAIN EXAMINATION

November 2024

PTE 5304 CURRICULUM DESIGN, DEVELOPMENT AND REVIEW

This examination consists of 2 pages

|                              |                     |
|------------------------------|---------------------|
| <b>Time Allowed:</b>         | <b>3 hours</b>      |
| <b>Total marks:</b>          | <b>100</b>          |
| <b>Special Requirements:</b> | <b>Nil</b>          |
| <b>Examiner's Name:</b>      | <b>Dr M. Mpofu</b>  |
| <b>External Examiner:</b>    | <b>Dr L. Hadebe</b> |

**Instructions to candidates**

1. Answer any four questions from the options given below.
2. Questions can be answered in any order.
3. All questions carry [25 MARKS] each.
4. Begin each question on a fresh page.
5. Marks will be deducted for illegible had writing.

**MARK ALLOCATION**

| QUESTION | MARKS |
|----------|-------|
| 1.       | 25    |
| 2.       | 25    |
| 3.       | 25    |
| 4.       | 25    |
| 5        | 25    |
| TOTAL    | 100   |

### **QUESTION 1**

Explain the following concepts:

- |                                      |           |
|--------------------------------------|-----------|
| i) curriculum implementation         | [5 marks] |
| ii) curriculum innovation and change | [5 marks] |
| iii) curriculum development          | [5 marks] |
| iv) curriculum change urgent         | [5 marks] |
| v) inclusive education               | [5 marks] |

### **QUESTION 2**

Examine the challenges faced by African universities in implementing quality education.

[25 marks]

### **QUESTION 3**

Using the Stufflebeam model evaluate the implementation of 5.0 policy in educational institutions.

[25 marks]

### **QUESTION 4**

Analyse how the Zimbabwean curriculum design in higher institutions of learning has been affected by political ideology.

[25 marks]

### **QUESTION 5**

Good governance cannot be achieved in its totality. Critique how issues of inclusivity, equity and equality have been addressed by the Zimbabwean higher institutions of learning in aligning with the terms of good governance.

[25 marks]

**END OF EXAMINATION PAPER.**