THE CATHOLIC UNIVERSITY OF ZIMBABWE

PRO DEO ET SAPIENTIA

BIENNIAL REPORT
2022 & 2023

Vision:

To be the University of choice for inclusive, holistic and adaptive education in a Christian environment.

Mission:

The Catholic University of Zimbabwe provides inclusive, holistic and adaptive education in a Christian environment in its Teaching, Research, Innovation, Industrialisation and Service programs to all, irrespective of religion, nationality or any other designation.

Values:

- ❖ Ethical Behaviour
- ❖ Inclusivity
- ❖ Collegiality
- ❖ Commitment
- ❖ Service
- ❖ Excellence
- ❖ Innovation
- ❖ Adaptation

The Catholic University of Zimbabwe Biennial Report 2022-2023

From the Vice Chancellor's Desk

It is with deep gratitude and honour that I present this biennial report for the academic years 2022 to 2023. The Catholic University of Zimbabwe (CUZ) continues to be a beacon of holistic and inclusive education, rooted in our commitment to academic excellence, ethical behaviour, and service to the community.

Over the past two years, 2022 and 2023, we have navigated a dynamic and challenging environment, adapting to the evolving needs of our students, faculty, and broader society. Our focus has remained steadfast on providing an education that not only imparts knowledge, but also shapes character, fostering a generation of graduates who are well-prepared to contribute meaningfully to their communities and the world at large.

Staff

The university continues to develop ways to retain and attract competitive staff. In this respect, the university is embarking on an academic staff assessment, grade realignment and promotion exercise that aims at remunerating the teaching staff members equitably. A similar exercise will be done for the administration and support staff. Several new staff joined the university to support the growth of the university and the demands of new programmes.

Research and innovation

To drive our research and innovation in the university, Faculties have established research and innovation committees that work with stakeholders primarily students. The faculty research committees feed into the global university research and innovation committee that meets regularly in the Innovation Hub.

Quality Assurance Directorate

Growth and expansion in the university, and the desire to ensure quality service delivery made it necessary for the university to establish a full-time quality assurance directorate, a welcome resource centre in the university that interrogates all operations and guides them to the expected standards of operation.

Programmes

The university continues to assess and review the market's needs and work towards meeting them. Several programmes were created and approved by the Zimbabwe Council for Higher Education (ZIMCHE) and are being offered from certificate, diploma, degree and post-graduate levels. This has seen the university venture into various new areas of study including environmental sciences, peace and conflict resolution, chaplaincy, child safeguarding and protection among others.

Graduation

The number of CUZ graduates continues to grow year by year as witnessed by the growing numbers of graduating students at every graduation ceremony, with the year 2023 marking the highest number of graduates in the history of the university. 720 students graduated with degrees and diplomas. The Catholic University of Zimbabwe witnessed the graduation of its first-ever doctoral graduates in three different disciplines, namely Development Studies, Business Management and Information Technology.

Strategy

The Catholic University of Zimbabwe Growth and Development Strategic Plan 2013-2023, which was reviewed in 2019 through a strategy review addendum (The 2019 CUZ SRA) was formally concluded at the end of December 2023. A review of the strategy is scheduled for January 2024 to establish a baseline for the development of the Catholic University of Zimbabwe Consolidation, Growth and Development Strategic Plan 2024 – 2033.

Infrastructural Development

The Innovation Hub construction project was completed and the necessary furnishings are being put together. A new learning block is being constructed to cater for the growing number of students on the Harare Main Campus to ease the pressing demand for teaching and administration space. This will include staff offices which will be furnished accordingly to provide suitable working space that boosts morale. Mutare and Bulawayo Learning Centres moved to new premises in the central business districts of both centres, and they continue to cater for both students and staff requirements.

Modularization

The university joined sister universities in the country in implementing the modular system of teaching and learning. The necessary planning and training were done for the transition from the traditional semester way of teaching and learning. Learners and lecturers expressed the difficulties brought about by the modularization system, and these continue to be addressed and reviewed as we move forward quarter by quarter.

Teaching and learning

The university launched the Blended Online Learning and Teaching platform (BOLT), a learning management system designed to reach students beyond our borders and those within Zimbabwe who may find it difficult to study through any of the conventional and traditional modes of instruction and learning. It is a long-distance / remote teaching and learning tool which is very appropriate in this technology-led environment. The BOLT program was rolled out across all faculties to ensure students have the option to learn in a variety of ways that include conventionally during the day, in parallel evening classes, block lessons as well as BOLT – online, self-paced learning. This is one of the legacies of the Covid era from which the university is emerging in the years covered by this report, 2022 – 2023.

I wish our valued stakeholders and all at the Catholic University of Zimbabwe the very best in 2024!

Prof Ranga Zinyemba
Rector/Vice-Chancellor

REGISTRY REPORT

The registry department has five divisions namely Admissions, Exams and Records, Human Resources, Security and Support Staff all led by the University Registrar. These divisions work together closely in achieving the mission of the University. Student enrollment, retention and graduation have been successful over the years. Staff and Student affairs are at the heart of the Registry department.

The Assistant Registrar for Student Affairs works closely with the Student Representative Council (SRC) to address students' needs and concerns inside and outside the classroom. Staff members through their committees constantly engage with the registry department through the human resources office. The university continues to offer support to the CUZ community by providing extra curricular activities for students and staff development and wellness programs to keep employees motivated.

Learning Centres work closely with the registry department in order to provide students with uniform service. The Bulawayo and Mutare Learning Centres relocated to their central business districts offering convenient access to students and staff. Refurbishments continue to be done at the Chinhoyi Learning Centre. Gokwe remains operational and has steadily increased student numbers. The Masvingo, Gweru and Hwange Learning Centres continued to receive support in running region specific programs offered by the university.

University Reaccreditation

The university was reviewed as scheduled and satisfied the requirements of the accrediting body, the Zimbabwe Council for Higher Education (ZIMCHE). CUZ was re-accredited and issued with a renewed licence. Recommendations from the reviewers are being implemented for continuous improvement of university operations and services.

Stakeholder engagements

The University attended the Ministry of Higher and Tertiary Education, Science and Technology Development initiatives and other events, and the participation has resulted in many benefits for the institution. Several MOUs were signed in the period covered by this report. The university continues to work with affiliate colleges to deliver service and widen its network and reach.

Human Resources

The Human Resources Department at the Catholic University of Zimbabwe has made notable progress in supporting the institution's strategic goals over the past two years. Key achievements include the successful implementation of a new performance management system and the expansion of employee health and wellness initiatives. Despite the ongoing challenges posed by the operating environment, the university has maintained a stable workforce and continues to attract qualified staff.

Workforce Demographics

As of January 2023, the Catholic University of Zimbabwe employed a total of 189 staff members, comprising 131 academic faculty and 58 administrative/support personnel. The workforce is 30.69% female and 69.31% male, with an average age of 41 years. The university had a turnover rate of 13.23% during the reporting period.

Talent Acquisition and Retention

The university's talent acquisition efforts have yielded positive results, with recruitment of 36 part-time lecturers, 28 full-time employees and 4 interns in the past two years. The HR department has identified employer branding and talent attraction as a key strategic priority for the upcoming year. Employee retention remains a key priority and the university has implemented enhanced onboarding, mentoring and career development programs to support the growth and engagement of staff.

Learning and Development

The university has placed a strong emphasis on learning and development, with employees having access to a variety of specialised training programs within CUZ as well as those offered by different institutions and professional bodies as appropriate. These programs provide employees with the necessary skills and tools to drive personal development and organisational success. Additionally, the Human Resources team has collaborated with all departments to offer specialised training programs across the university. The number of employees participating in training activities has increased by 15% compared to the previous reporting period.

Employee Engagement and Culture

The university's employee engagement survey conducted in 2023 revealed an overall satisfaction rate of 85%, a 3% increase from the previous year. The HR team has worked closely with departmental heads to address areas for improvement, such as enhancing work-life balance and fostering effective communication. The university has also strengthened its commitment to employee recognition, with the expansion of its awards program and the introduction of a peer-to-peer recognition initiative. Additionally, the HR team introduced Africa Day celebrations, which helped to improve employee engagement, as well as a staff wellness day on November 17, 2023.

17 NOVEMBER 2023 WELLNESS DAY

CUZ staff soccer team during the CUZ Wellness Day in 2023

CUZ Staff during the Zumba session on the Wellness Day

AFRICA DAY CELEBRATIONS 2023 – 25 May 2023

Biennial Report 2022-2023 - Members of Staff Group photo on Africa Day Celebrations at Harare Main Campus

Diversity, Equity and Inclusion

The Catholic University of Zimbabwe (CUZ) encourages inclusivity, we do not discriminate on any basis, whether it is religion, gender, or any other designation. CUZ employees come from diverse backgrounds to demonstrate the focus on inclusivity. CUZ remains steadfast in its commitment to creating a diverse, equitable and inclusive work environment. The university's HR team has implemented various initiatives to foster a culture of inclusion and the expansion of recruitment efforts to reach under-represented sectors.

HR Operations and Technology

The HR department has continued to enhance its operational efficiency and leverage technology to improve service delivery. Key achievements include the full integration of the new human resource information system (HRIS) the automation of several HR processes, and the launch of employee self-service portals to empower the workforce.

Outlook and Strategic Priorities

In the coming year, the HR department at the Catholic University of Zimbabwe will focus on the following strategic priorities:

➢ Enhancing the university's brand as an employer of choice, and attracting top talent from diverse backgrounds
➢ Expanding the leadership development program and strengthening succession planning efforts
➢ Implementing a comprehensive employee well-being program to support spiritual, social, physical, and mental wellbeing.
➢ Continuing to drive digital transformation and process optimization within HR to improve service delivery.

Student Affairs Division

The Student Affairs Division plays a pivotal role in fostering a supportive and enriching environment for students.

During the year 2022, the Division enhanced student support services. This included the increased focus on mental health awareness programs, including workshops and counselling sessions, which resulted in an increase in student participation compared to previous years. There was also the establishment of a peer mentorship program, pairing first-year students with higher level students to facilitate smoother transitions.

Leadership and Mentorship

The Division also conducted training workshops on leadership and mentorship for students in different leadership positions, benefiting all student leaders. The workshops aimed to equip students with essential skills to manage conflict constructively.

Extracurricular Activities

The student affairs department also organized a successful sports day within the university that included various disciplines, fostering teamwork and engagement among students. Our students

attended the Zimbabwe Universities Sports Association (ZUSA) Games, and cultural events at Arrupe Jesuit University celebrating diversity.

ZUSA Games

Biennial Report 2022-2023 CUZ Cricket Ladies Team At the ZUSA games

Biennial Report 2022-2023 CUZ Team at the ZUSA Games

Career Development Programs

Our students also managed to attend the Enactus Boost Fellowship competition where they were showcasing their projects competing with other universities.

Areas for development

Resource reinforcement Opportunities

The Student's Representative Council (SRC) budget is a function of student fees. There is room to develop income generating projects to boost the budget. This will help in the expansion of student programs and services. Efforts to seek external sponsorships are ongoing.

Student Engagement

Although participation in events increased, engaging students from other CUZ Learning centres remained limited as most of them are parallel or block students with busy programs and commitments.

Conclusion

We would like to thank the university stakeholders, administration, faculty, and students for their continued support and engagement in making 2022 and 2023 successful years for the Student Affairs Division.

Finance Report

The first half of the 2022 financial year was characterised by high inflation and exchange rate instability. The ZWL$ depreciated by 70% during the half year to 30 June 2022, while the year-on-year consumer inflation closed June 2022 at 191.6%, the highest since April 2021. This phenomenon left most parents and guardians exposed to economic shocks. Socio-economic challenges prevailing in the country resulted in a noticeable increase in students deferring their studies, a trend we have noted with concern since the Covid-19 pandemic.

Some of our students deferred because of the displacements caused by Covid-19 to give themselves time to recover and mobilise resources. The institution experienced increased defaulters' rates as some students could not pay their fees in full. We continued to offer students payment plans to ease the pressure and this helped. The Finance team has been working closely with students who have payment plans to allow them to progress with their studies.

The growing financial pressure on limited resources gave rise to the need for the University to diversify income streams to ensure business continuity. This is in line with the Government's focus on promoting Education 5.0 to foster innovation and industrialisation, in addition to the traditional focus on teaching, research and service. The University will continue to pursue opportunities for innovations that can be commercialised.

The 2024 budget was approved by the University Council in November 2023 and we anticipate a positive financial year due to internal policy measures and strategies implemented to protect the university from micro and macro economic challenges currently experienced in the operating environment.

We thank all our stakeholders, students, parents, guardians and CUZ staff for the unwavering dedication and support to the Catholic University. Together, we will realise the growth and success we desire.

LIBRARY REPORT

Introduction of Anti-Plagiarism Tools

The Catholic University of Zimbabwe (CUZ) Library introduced Ouriginal, an anti-plagiarism tool by Urkund in 2022. Upon its renewal in 2023, Ouriginal was now owned by Turnitin and was repackaged to Turnitin Simplicity. The service has become very popular with the CUZ community and is integrated with our CUZ e-Learning Platform. Users can subject their documents which include assignments and dissertations to the software and obtain a similarity score.

Introduction of OpenAthens Remote Access Solution

The CUZ Library successfully implemented OpenAthens in 2023 as a remote access solution to e-resources. This was a move from the IP-based RemoteXs solution. OpenAthens utilises SAML technology and our users have been enjoying many benefits including:

➢ Single Sign-On (SSO) which reduces the amount of logging in by patrons across various e-resources and services subscribed to by the university

➢ Better account security as SAML authentication technology is more secure than the previous IP-based authentication system.

➢ OpenAthens provides comprehensive usage statistics showing how often content is accessed and by which users. This will give us insight into the value of our subscriptions and help us decide which e-resources to select.

➢ In the future, it may give the library greater flexibility for licensing resources for targeted groups and collecting statistics for targeted groups.

Installation of Solar System in the CUZ Library

During the first semester of 2023, the CUZ Library had a new solar system installed. This was a welcome development, especially since we offer largely digital resources and services. Before this installation, we were experiencing some service disruptions owing to incessant power outages. Power outages also affected access to the internet. We are grateful for this installation which has meant that our digital services are up and running most of the time.

New Look Library Website

In the period under review, the Library Systems Department developed and launched a new look website for the CUZ Library, which is user-friendly. Between January and December 2023, the CUZ Library Website received 6241 visitors and attended 13 online chats and 16 offline messages. It does appear that our library website is getting traction from the visitors we are receiving. We therefore look forward to improving its features to enable our patrons to easily access library services from it.

**Orientation and Information Literacy Training**

The library held several orientation and training sessions during the period 2022-2023. These were geared towards improving patrons' information literacy skills, their use and access to both print and electronic resources. Some workshop sessions held include:

➢ Research4Life Training Workshop
➢ PhD Research Workshop
➢ Accessing and using open-access resources
➢ Open access publishing
➢ Open access publishing @CUZ (Hybrid)

Many of the sessions were hybrid sessions to cater for students who were off campus and those who learn at our Learning Centres. Sessions were held for the different categories of users including students, staff, and postgraduate researchers.

E-Resources Usage Statistics

The library collects statistics on the usage of e-resources. Between January and December 2023, at least 5778 e-resource books or journal articles had been downloaded. This is a marked improvement from the previous year's 3076 downloads. We attributed this to increased marketing efforts, the introduction of OpenAthens which is enabled for easier access. We also note that the reactivation of some important databases like ProQuest eBook Central made a difference.

CUZ Library eResource Usage Statistics
January - December 2023
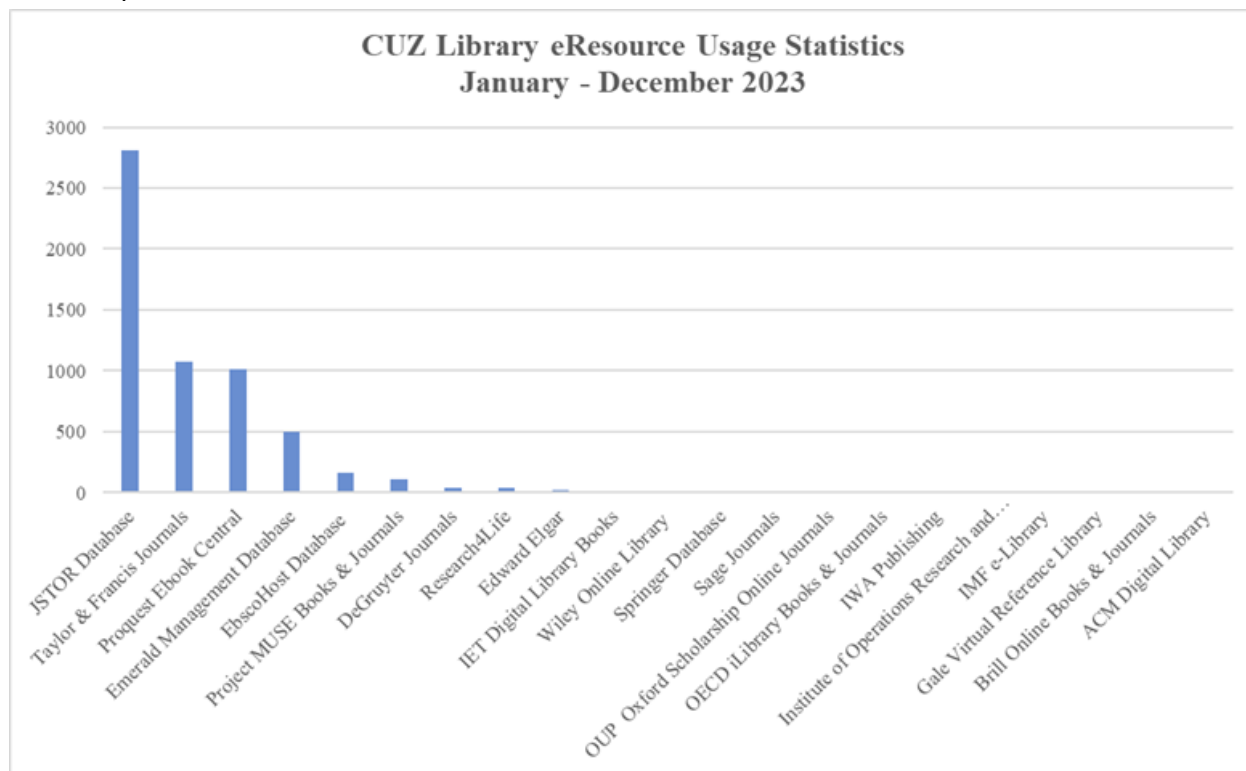
CUZ E-Learning Portal

The library has continued to provide support for the CUZ eLearning Portal (Moodle) including the creation of courses, uploading of users (lecturers and students) as well as training and user support of the learning management system. To decentralise some of the tasks that can be managed at faculty levels, Faculty Administrators in FCIT and FESSH have been trained on how to add users (students and lecturers) to the relevant classes for the course.

This has proved helpful as the task of preparing classes on Moodle at the beginning of each semester or block session can prove to be cumbersome for library staff. We have also taken note of the difficulties staff are having in the use of the platform and are endeavouring to offer regular training and support as well as guiding staff members on where to get additional training. One helpful resource is the Teaching with Moodle Course on the CUZ eLearning Portal. We have also scheduled several Moodle training workshops during the year for first time users as well as refresher courses.

We continue to encourage our patrons to make use of library resources and unlock knowledge found in books for personal and academic development.

FACULTY OF GRADUATE STUDIES, RESEARCH AND INNOVATION (FGSRI)

The MPhil/DPhil Doctoral Degrees by Research: Highlights

Enrolment of Cohorts 7, 8 and 9

Cohort	Program	Male	Female	Total
Cohort 7 (2022)	DPHIL	9	1	10
Cohort 8 (2023)	MPHIL	2		2
	DPHIL	8	1	9
Cohort 9 (2023)	DPHIL	8		8

Research Methodology Workshop and Seminar - Presentations

➢ The faculty hosted online presentations (seminars) for MPhil/ DPhil students during the year 2023. A Research Methodology workshop was held on 6 July 2023.

Fountain Journal of Interdisciplinary Studies (Publication)

➢ Publication of the Fountain Journal of Interdisciplinary Studies (FJIS) Volume 6, Issue 1 was on the 28th of December 2022. The published issue is available online and can be accessed on the URL: https://journals.cuz.ac.zw/index.php/fountain/issue/view/10.

➢ Volume 7, Issue 1 of 2023 of the Fountain Journal of Interdisciplinary Studies (FJIS) was published on 31st December 2023. The issue is available online on CUZ e-publications.It can be accessed on the URL: https://journals.cuz.ac.zw/index.php/fountain/issue/view/15

Projects:

We planted maize on 5 hectares of the university land in the 2022/2023 season. However, the crop was affected by the excessive rains which resulted in waterlogging. We had some key learning points from the experience, including the need for thorough planning and engaging expert advice prior to the start of the season to support agricultural projects. We look forward to future projects to support the University's income generating efforts.

E4Impact MBA - Zimbabwe

2022 - 3rd Edition

Statistics:

- **Initial enrolment:** 34 students
- **Final number of Graduates:** 22 students (8 female, 14 male)
- **Deferments:** 12 students

Achievements:

- **Employment:** 13 graduates retained their existing jobs
- **Entrepreneurship:** 9 graduates pursued full-time entrepreneurship

Notable Graduates

- **Omali Jani:** scaled up his business Garage & Forecourt, introducing 3D laser calibration and a fuel management system to Zimbabwe. The company now employs 31 permanent staff (30% women) and serves over 400 clients, generating 100+ new jobs in the value chain.
- **Prince Jonasi:** Transitioned to full-time entrepreneurship during his studies. He founded 8 businesses in diverse sectors (hospitality, catering, coaching, money transfers, landscaping, security) and employing over 40 people.

Biennial Report 2022-2023 - 3rd Edition Graduation

Biennial Report 2022-2023 - 3rd Edition Graduation

2023 - 4th Edition

Statistics

- **Initial enrolment:** 40 students
- **Graduates:** 28 students (16 female, 12 male)
- **Deferments:** 12 students
- **Academic Performance:** 3 distinctions, 23 merits, 2 credits

Achievements

- **Employment:** 15 graduates retained full-time employment
- **Entrepreneurship:** 13 graduates pursued full-time entrepreneurship

Notable Graduates

- **Tinaye Pedzisai:** Opened 2 additional satellite ultrasound clinics, serving 20,000+ pregnant women. Launched Radpanda, Zimbabwe's first teleradiology platform operating in 3 provinces. He employs 15 people.
- **Dulsie Mudekwa:** Partnered with Chinhoyi University and Agrifose to co-author a cookbook winning the 2023 Gourmand World Cookbook Award. She continues her popular TV show, and she employs 15 people.

- **Anne Benhura:** Exceeded 10,000 bottles of purified water production at Nilestroom Enterprises. She secured SAZ certification and the HACCP bottling process. Among her key clients she serves major financial institutions. The business employs 7 people.
- **Moreblessing Kunyangwe:** Grew Relievers Funeral Services subscribers from 3,000 to 100,000+. Diversified into security, building, and land development, developing 2,000+ housing stands in Gweru.
- **Benford Kunyongana:** Expanded Mainworld Investments from a small hardware outlet to a shopping mall with 30+ shops and the largest hardware outlet in Bulawayo.

Biennial Report 2022-2023 - 4th Edition Graduation

Biennial Report 2022-2023 - 4th Edition Graduation

Other News

- **E4Impact Alumni Association Zimbabwe:** Launched , Frank Cinque, General Manager of E4Impact Foundation Italy was the Guest of Honour.
- **MOU Signing:** E4Impact Department led the signing of an MOU with the Ministry of Women Affairs, Community, Small and Medium Enterprises Development. We are working on implementing the MOU for the benefit of our stakeholders.

Biennial Report 2022-2023 - E4Impact Alumni Association Zimbabwe Launch

Biennial Report 2022-2023 - E4Impact Alumni Association Zimbabwe Launch

Innovation Hub Report

Our mission as the CUZ Innovation Hub is to foster innovation, practical skills training, and community engagement. Here are some of the highlights:

The CUZ Innovation hub had more than eight running projects during the period 2022 and 2023. Students continue to have an option to do work-related learning through some of these projects under the supervision of the innovation hub technician.

The initial flagship project was the egg incubator construction project. Under this project, our students manufactured egg incubators. The students manufactured 10 egg incubators.

An egg incubator is a machine that creates perfect conditions for an egg to incubate and hatch successfully. An egg incubator is designed to regulate incubation temperatures and humidity to facilitate hatching. It re-creates the role of the brooding hen.

The fertilized eggs are placed in the incubators which maintain optimal temperatures and humidity for eggs to hatch. The students and staff had some learning points from the experiences which helped to improve the next set of incubators. Some of the key lessons were to have a power back up and a remote sensor to allow remote monitoring and these were implemented.

The other projects in the CUZ innovation hub included:
1. Data Science project

2. Bee-hive project

3. Point of Sale system development project

4. Exam attendance system development project

5. Domboshava Social business project

6. Bio-waste treatment with black soldier fly project

7. Fruit dryer project

8. Action With Africa Challenge

9. Enactus Boost Competition

10. Hackerthon

The Fruit Dryer project

Students were encouraged to work on their final year dissertations early and to focus on functional projects that make a difference in terms of benefiting the community and society at large.

Beekeeping Project

The CUZ Innovation Hub, in Partnership with the Beekeepers' Association of Zimbabwe, introduced a Beekeeping training Program and managed to install 25 hives on campus, 9 of which were colonized and honey is harvested periodically.

The project aims :

➢ To introduce beekeeping to existing and new beekeepers for greater productivity.
➢ Empower students with life skills for development.
➢ Train members of the community on beekeeping and the entire value chain as a viable business venture.

Biennial Report 2022-2023 – Inspecting CUZ Apiaries. From Left: Mrs Tapomwa (Beekeeper), Mr Nyaruwanga (Beekeeper Yedu Trust), Mr Mukomana (President Regional Board Apimondia)

Beekeeping Entrepreneurship Level 1 Training (June 28th-30th, 2023):

To promote beekeeping as a thriving entrepreneurial opportunity, we conducted a comprehensive training program. Six students completed the training and received University certificates of completion. We are excited to confirm that the training has been offered on an ongoing basis to aspiring beekeeping enthusiasts.

In addition, we actively engaged with the community. On May 26th, 2023, we participated in the World Field Day commemoration held in Shamva, marking our commitment to global developmental initiatives.

Biennial Report 2022-2023 - Honey Packaged at CUZ

Aqua-green is a food production system that combines aquaculture (raising aquatic animals such as fish and prawns in water tanks) with hydroponics (cultivation of plants in water). The nutrient-rich aquaculture water is recycled to grow plants. We are working closely with SOS children's village to understand the opportunities for the benefit of our CUZ community.

Biennial Report 2022-2023 'SOS Waterfalls Aquaponics' project in a greenhouse setup

CUZ Boost Enactus Students are working towards implementing aquaponics projects in partnership with Silveira House, SOS and other local small-scale farmers who are already in fish and aquaponics farming.

CUZ COMMUNITY MARKETPLACE
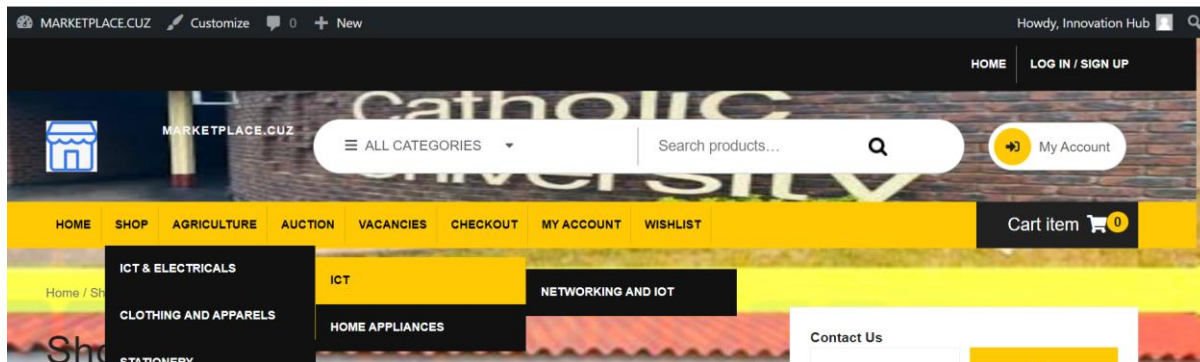
The Inaugural Presidential Innovation Fair (April 19th-20th, 2023)

We managed to participate in the prestigious Presidential Innovation Fair. Eighteen talented students showcased their projects, demonstrating their creativity and problem-solving skills.

Patenting and Incubation

We are proud to announce that we are building a database of inventors and their projects, to patent and incubate promising innovations. This initiative demonstrates our commitment to supporting entrepreneurial endeavours and turning ideas into tangible reality.

Impact on Students through Practical Skills Training

We believe in equipping students with practical skills that empower them for success. In June 2023, we organized an engaging Fish Farming training program at the Kasipiti Children's Home. Eight students participated, gaining knowledge in sustainable aquaculture practices.

 CUZ-ENACTUS CLUB

The CUZ-Enactus Club is a network of leaders committed to using business as a catalyst for positive social and environmental impact. It educates, inspires, and supports young people to use innovation and entrepreneurship to solve the world's biggest problems. It connects students, and academic and business leaders through entrepreneurial-based projects that empower people to transform opportunities into real, sustainable progress for their communities. The aim is to make an impact in the community whilst empowering students.

Enactus is an international club found in almost all Universities in Zimbabwe. CUZ-Enactus are students committed to participating in international Enactus challenges and Boost Fellowship programs that include, Make A Difference programs.

'BOOST' which stands for Building Opportunity On Sustainable Talents.
Programs Offered:

➢ Financial Literacy
➢ Entrepreneurship Training
➢ Ethics and Social Responsibilities
➢ Community Engagement

Twelve CUZ students and three staff members participated in:
The BOOST MAD Competitions on 18 November 2022 at Mana Resort.
Project: Making A Water Harvesting system using Recycled delta plastic materials
Awarded: USD$500

BOOST ENACTUS Environmental and Leadership Boot-camp
Dates: 20 -22 Feb 2023
Venue: Habitation of Hope, Goromonzi
3 CUZ Students attended and 1 staff member participated.

ENACTUS ZIMBABWE RE-IMAGINED BREAKFAST SUMMIT
Date: 24th Feb 2023
Venue: Monomotapa Hotel
1 CUZ Student and 1 staff member attended .
2023 THEME: Race to plastic, Race to Climate change, Feed the Planet

Enactus Smart Moderation and Drinking Challenge Bootcamp (April 14th-17th, 2024)

Eight students participated in an enriching boot camp organized by Enactus, focusing on smart moderation and addressing the challenges of responsible drinking. This experience further enhanced their skills and knowledge.

The YUNUS Social Business Project

The Catholic University is a member of the YUNUS social business network- a not for profit organisation that promotes sustainable social business ideas and ventures that impact communities. In 2022 and 2023, students and staff participated in workshops and conferences to learn about social business.

In the picture, CUZ Yunus Project Manager Dr Douglas Munzvengi, CUZ DICUS Mrs Monica Mureriwa, CUZ Vice Chancellor Prof R. Zinyemba with visiting guests from the Yunus Foundation.

FACULTY OF EDUCATION, SOCIAL SCIENCES AND HUMANITIES (FESSH)

Biennial Report 2022-2023 - Some of the Harare FESSH Staff Members on Africa Day. From the Top Left: Mr Chinoputsa, Dr Musasa, Mrs Chirombe, Dr Nhundu, Fr Guide Marambanyika. Bottom Left: Mrs Mugothi and Bottom Right: Mr Dana

The 2022 – 2023 Biennial Report of the Faculty of Education, Social Sciences and Humanities (FESSH) reflects the developmental trajectory the faculty has gone through in the period under review. The report covers the two departments under FESSH: the Education Department; and the Social Sciences and Humanities Department, plus Research and Innovation activities. It also reviews the impact of the new programmes that FESSH introduced within the two years, including areas for improvement.

In 2023 FESSH embraced the institutional Modularised System to replace the traditional Semester System. The modular system will start in February 2024. The faculty worked on the modules, module outlines and all the other supporting systems in preparation for the new teaching and learning system. Rules and regulations were put in place and timetables were produced.

➢ The faculty has continued to use the pedagogical advantages of the hybrid/blended modes of teaching and learning in both the Conventional and Block Systems. The faculty continued to offer physical classes at all Learning Centres whenever student numbers reached the CUZ-approved threshold. MOODLE, Teaching Packs, Google Meet/Classroom, WhatsApp, E-mailing and other asynchronous ways of reaching out to students were used for the benefit of online classes.

➢ The high costs of data, challenges with internet connectivity in most Learning Centres and power limitations, coupled with the growing technical competency on MOODLE on the part of both lecturers and students, continued to be limitations that were actively managed during the reporting period. These were addressed progressively, including students' and lecturers' limited technical competency in navigating the new CUZ Portal. The library and ICT teams have continued to support users, which has had notable impact.

➢ FESSH has been working on the digitalisation of all modules' for teaching and learning so that all teaching/ learning becomes completely accessible online via the Learning Management System (LMS), to complement the progressive module uptake. Both the SSH and Education departments have instituted a two-tier system of module evaluation through lecturer peer reviews and student programme and teaching reviews. We hope that this will continue to help us to improve our teaching and ultimately the learning of our students.

Assessment and Examinations

➢ The exam preparations, proctoring and writing sessions went well, and the Faculty continued to embrace the necessary learning with respect to the new CUZ Portal.
➢ Efforts were made to harmonise the assessment and examination regime for all modules in the faculty. The faculty continued to adhere to the good governance and quality guideline that all examination papers are first ratified at the departmental and faculty levels and then samples sent to the external examiners before the final drafts are sent to the Examinations Office. The same levels of ratification were also observed in the case of examination marks and results until they were approved by the Senate Executive

Examination Committee. The faculty in liaison with the Examinations Office continued to print and package all examination materials for all the CUZ Centres and distribute them as scheduled.

Biennial Report 2022-2023 - Mutare Students writing exams

FESSH Programmes

The Department of Social Sciences and Humanities witnessed programme growth in the years 2022-2023 with the introduction and increased uptake of the following new programmes:

     i.   BSc (Honours) in Environmental Studies
    ii.   BSc (Hons) Degree in Rural Development and Food Security
   iii.   BSc (Hons) Degree in Peace and Conflict Management

Post Graduate Programmes

     i.   MSc Degree in Development Practice and Management
    ii.   MSc Degree in Climate Change and Sustainable Development

There has been a growing uptake of the Master's Degree programmes, and efforts continue to be made to support them.

In 2022 the Department of Education continued offering its traditional Bachelor of Education (BEd.) in ECD and Primary Education. In 2023, ZIMCHE approved the long-awaited Bachelor of Secondary Education Programmes in STEM and Commercials. Although the uptake of the traditional BEd. Degrees continued to rise in 2023, the new programmes have had a slow start.

Efforts are still being made to work on new degree programmes that are in demand, including:

   i.   Master of Education in Early Childhood Development and Child Protection

Programme	1ST Year total	2nd year total	3rd Year total	4th year total	Total
Development Studies	94	117	54	38	303
BA (Dual)	18	8	17	7	50
BEd. Primary	26	0	17	0	43
BEd. ECD	62	0	25	0	87
PGDE	37	0	0	0	37
Total	237	117	113	90	520

   ii.   Master of Education in Leadership Management and Development

   iii.   Master of Education (Special Needs Education)

   iv.   Master of Education (Educational Foundations: Philosophy, Psychology, Sociology)

   v.   Bachelor of Education (Hons) Special Needs and Inclusive Education

   vi.   Bachelor of Education (Hons) Computer Science

   vii.   Bachelor of Education (Hons) Agricultural Science

Short Courses

   i.   Climate Change and Sustainable Development

   ii.   Child Safeguarding Protection and Care

   iii.   Geographic Information Systems (GIS) and Remote Sensing

   iv.   Certificate in Community Development

Enrolment Recruitment Initiatives:

The University continues to support enrollment for all programs using all opportunities including the student assessment visits, as well as targeted recruitment drives.

FESSH 2023 Enrolment Statistics

FACULTY	DEPT	1STYear Total	2ndYear Total	3rd Year Total	4th Year Total	Grand Total
FESSH	Development	80	73	119	74	346

	studies					
	Bachelor of Arts	0	18	9	7	34
	Bachelor of Education (ECD)	13	26	25	23	87
	Bachelor of Education (primary)	4	9	13	17	43
	Bachelor of Education (STEM)	23				23
TOTAL		120	126	166	121	533

Graduation

The Faculty of Education, Social Sciences and Humanities saw a steady rise in the number of graduating students in all its departments as illustrated in the tables below.

FESSH 2022 Graduation Statistics

NAME OF PROGRAMME IN FULL	MALE	FEMALE	TOTAL
Bachelor of Arts Dual Honours Degree	37	29	66
Bachelor of Education Primary	5	6	11
Bachelor of Education ECD	3	12	15
Bachelor of Social Science in Development Studies	43	54	97
TOTAL	88	101	189

FESSH 2023 Graduation Statistics

NAME OF PROGRAMME IN FULL	MALE	FEMALE	TOTAL
Bachelor of Arts Dual Honours Degree	25	60	85
Bachelor of Education Primary	2	7	9
Bachelor of Education ECD	3	6	9
Bachelor of Social Science in Development Studies	32	67	95
TOTAL	62	140	198

Biennial Report 2022-2023 FESSH Bachelor of Education students wear their self-styled "Honours in Education" departmental outfit on graduation rehearsal day.

Community Engagement

FESSH lecturers and students were involved in the usual community-related engagements of assisting students in Work Related Learning placements, assessments and other institutional-based community engagements.

Biennial Report 2022-2023 - SSH students attending a Work-Related Learning Workshop .

Biennial Report 2022-2023 - Two of the guest speakers were with some FESSH staff members

The FESSH team had the privilege to support the planning of the Africa Day celebration events of the reporting period and SSH students entertained the gathering with Africa Day songs, poems and drama.

Biennial Report 2022-2023 Africa Day celebration Group photo

Student and Staff Mobility

The faculty was privileged to send two students, James Chinongwa and Memory Tete to the Catholic University of Applied Sciences, (KaTho) NorthRhine Westphalia, in Cologne, Germany, to participate in the CUZ and KaTho Erasmus+ student exchange mobility programme. They spent a semester at KaTho .

The Dean of FESSH also went for a staff exchange program to KaTho. The Chairperson of the Department of Social Sciences and Humanities Chairperson is scheduled to visit in 2024 on a similar program.

FESSH Research Office

The main goal of the FESSH Research Office is to improve and support research and innovation in the faculty amongst lecturers and staff members. In 2022 – 2023, the department sought to expand activities in priority areas, to establish a research culture within the faculty. Research excellence and Innovation remained part of the FESSH teaching and learning priority:

➢ Research Methods and Statistics courses continue to be taught separately on a departmental basis and across the faculty.

➢ The two faculty Research & Innovation Coordinators continued to work with the Faculty Research & Innovation Committee (FRIC) which feeds into the Institutional RIC to spearhead

Research and Innovation, writing of research articles, workshops, symposiums etc. and collaborating inter-faculty and inter-institutional research.

➢ FESSH students were organized into research groups, these continued to submit research areas which focused on solving community problems. These research groups continued to be guided and mentored for community engagement activities in collaboration with the Research and Innovation Hub. Research collaboration continues to be aligned with the new practical-oriented modules such as the Rural Development and Food Security programs.

➢ The FESSH - FRIC continued to work on strategies to cascade research and innovation activities to all students and lecturers.

The Faculty of Education, Social Sciences and Humanities remains grateful for the milestones achieved in 2022 and 2023 and looks forward to further growth in programs offering, outreach and internationalisation programs for the benefit of the university community.

FACULTY OF THEOLOGY, ETHICS, RELIGIOUS STUDIES AND PHILOSOPHY BIENNIAL REPORT 2022-2023

Introduction

The report narrates and outlines the activities, occasions and moments of the Faculty of TERP from 2022 to 2023. The faculty experienced substantial growth, challenges and opportunities in this period. The report will cover activities, moments and occasions of the faculty as found at the main campus and in the four learning centres namely Ss. John Fisher and Thomas Moore Seminary, Holy Trinity College, AFM Theological Seminary and Living Waters Theological Seminary.

Administration

The faculty of TERP has developed a policy of holding an Annual General Meeting to evaluate each year and plan for the new year. The years 2022 and 2023 were guided by the implementation of this policy and the Faculty registered significant improvements in its planning, management and administration. This is evidenced in the Strategic Operational Action Plans (SOAP) for both 2022 and 2023.

The faculty SOAP for 2022 was guided by the resolutions and action points from the 2021 annual general meeting. The faculty's 2022 SOAP had ten strategic action areas namely: Synchronized Teaching, Examinations, Student recruitment, teaching evaluation, Research and Innovation, Work related learning, New Programmes, Staff training, Community service and Planning.

The faculty SOAP of 2023 was guided by resolutions and action points of the 2022 annual general meeting. The faculty conducted a review of the 2022 SOAP and came out with seven strategic action points namely synchronized teaching, community service and outreach, new programmes, research and innovation, student recruitment, staff training and work-related learning.

Implementation of the SOAPs was successful through the mechanism of faculty administrative meetings as well as faculty academic meetings that were done according to each year's schedule and faculty academic procedure manual.

The year 2023's administrative activity was concluded by two major events namely the annual general meeting and the strategic review of the 2023 SOAP in preparation for the university's strategic plan which was to be done in 2024. The faculty faced a number of challenges in its administrative task such as failing to meet deadlines, postponement of some meetings due to lack of quorum and unavailability of financial resources. However, the faculty's administration was to a large extent successful.

Teaching and Learning

The teaching and learning task for the years 2022 and 2023 was carried out successfully through varied means across the faculty at the main campus and in our learning centres. The standard practice found across the faculty was blended learning and physical face-to-face lectures.

In the year 2022, the scheduled academic activity of teaching and learning was conducted well. All our learning centres registered success in conducting lectures for the two semesters. Assessment of students both continuous and summative was conducted well and results were published in good time after all due processes were completed.

The main campus used a blended mode of teaching owing to the nature of students and also because of the favourable results that the established BOLT system yielded in the period of lockdowns and thereafter. Ss John Fisher, Thomas More and Holy Trinity College conducted their lectures physically through face-to-face interaction and contact.

In the year 2023, the faculty continued with synchronous teaching in the first half of the year. Operationalization of the BOLT platform was heightened. Modules were prepared and submitted for review and the authors were remunerated. Modules for the Bachelor of Theology and Diploma in Chaplaincy were prioritized. The faculty chairperson supervised the uploading of the modules on the Moodle platform for the main campus. Teaching and learning continued using the traditional model of physical lectures in other learning centres of the faculty.

The faculty guided by the university policies embraced a new mode of teaching and learning in the form of modularization. The faculty participated in the modularization workshop and also embarked on training for modularization as the year 2023 ended to prepare for its commencement in 2024.

POLICY DEVELOPMENT

The faculty with the assistance of the internal auditor developed a Faculty Procedure Manual in 2023. This document serves as a quality assurance tool for the faculty. It has been helpful in the monitoring and evaluation of both administrative and academic activities of the faculty.

COLLABORATIONS & MOUs

The Faculty of TERP through the main campus, Holy Trinity and Ss John Fisher and Thomas More in 2022 and 2023 has done a lot of community outreach and service programs.

In the years 2022 and 2023, the Faculty of TERP renewed its commitment towards environmental protection and regeneration by celebrating the CUZ Environmental Day on the 4th and 5th of October.

The 2022 celebrations were characterized by tree planting at the orchard and planting of the lawn at Social Sciences and Humanities Park. This was followed by a clean up campaign of the

university premises. The year 2023 celebration was done over two days. The first day was dedicated to the presentation of academic papers while the second day was dedicated to cleaning up of university premises and airport road area.

The faculty has organised field academic trips for Practical theology students to strengthen their commitment to environmental stewardship and the exchange of knowledge with communities. On 07-06-2022, the faculty visited integral Kumusha in Buhera with 8 students of practical Theology. On 15-07-2023 the faculty visited Integral Kumusha with 12 students.

The faculty now works in collaboration with Integral Kumusha in efforts of educating communities towards environmental stewardship as a divine vocation for earth's citizens. An MOU has been signed between the faculty and integral Kumusha. The faculty also entered into partnerships of collaboration with Emtonjeni Pastoral centre of the Catholic Diocese of Bulawayo. The faculty further agreed to a collaboration with the Christian Counselling centre in 2023. All these collaborative partnerships will increase the faculty and university's visibility, growth and community service.

QUALITY ASSURANCE IN THE FACULTY
In pursuit of excellence, the Faculty of Theology, Ethics, Religious Studies and Philosophy has worked closely with the new directorate of quality assurance in the year 2023.
The faculty developed the faculty procedure manual to guide its pursuit of excellence. As a matter of policy, the faculty conducts peer assessments among lecturers to improve the quality of delivery in teaching.

The faculty has engaged a new external examiner who serves the department of theology for both Ss John Fisher and Thomas More National Seminary and the main campus department of theology. The faculty also conducted an induction seminar on modularization for its members of Ss John Fisher and Thomas More National Seminary and the main campus departments.
Through the staff development policy of the university new members of the faculty have been enrolled on the Postgraduate Diploma in Education.

STAFFING
The faculty of TERP is grateful for the addition of new teaching staff for all its programmes.
The faculty is adequately staffed in all its programmes in all its learning centres. As the faculty continues to introduce new programmes, it also looks forward to more full-time lecturer appointments.

RESEARCH AND INNOVATION

The faculty embarked on a number of research and innovation activities in the years 2022 and 2023 as listed below:

- Holy Trinity College DARE journal on Synodality 2022
- Public Lectures
- Conferences

The faculty co hosted the World Philosophy Day conference with the University of Zimbabwe, Arrupe Jesuit University, Great Zimbabwe University and University of Zambia from the 17th - 18th of November 2022. The theme of the conference was: "Philosophical Reflections on Pandemics and Women in Africa."

The faculty hosted the World Philosophy Day conference on the 16th of November 2023 together with the University of Zimbabwe, Arrupe Jesuit University, and Great Zimbabwe on the theme: "Education For Innovation And Industrialization: Some Critical Reflections."

The faculty co-hosted the Inaugural National Conference of Chaplains in Zimbabwe with United Theological College and Psychotherapy, Care and Counselling Services in Gweru from the 15 to the 16th of March 2023. Three lecturers from the faculty presented conference papers.

New Programmes

The faculty has added two new programmes to its list;

A Master of Science in Applied Conflict Transformation and Peace Building (ACTPB) and a Bachelor of Theology Special Honors Degree. The Bachelor of Theology Special Honors Degree was designed to upgrade the qualifications of all Students who graduated with diplomas at Ss John Fisher and Thomas Moore and Holy Trinity after completing a four-year programme.

STATISTICS

Master of Theology

Class	MALE	FEMALE	TOTAL
Intake 5 February 2023	8	10	18
Intake 4 August 2022	8	2	10
Intake 3 February 2022	2	1	3

TOTAL	18	13	31

Bachelor of Theology

Class	MALE	FEMALE	TOTAL
1:1	5	0	5
1;2	2	1	3
2;1	16	1	17
2;2	13	2	15
4;1	17	6	23
4;2	11	2	13
TOTAL	63	12	75

2023 AFM THEOLOGICAL COLLEGE

CLASS	MALE	FEMALE	TOTAL
1:1	13	7	20
2;1	25	4	29
TOTAL	38	11	49

2023 LIVING WATERS THEOLOGICAL COLLEGE

CLASS	MALE	FEMALE	TOTAL
1:1	9	5	14
1:2	9	2	11
2:1	5	2	7
TOTAL	18	7	32

DEPARTMENT OF INFORMATION, COMMUNICATION AND UNIVERSITY SERVICES (DICUS) REPORT

INTRODUCTION

The CUZ Department for Information, Communication and University Services (DICUS) made significant strides in enhancing the university's brand visibility, engagement, and enrolment over the past two years. In line with the university's vision, we aim to make CUZ the university of choice for holistic, inclusive and adaptive education by fostering a strong brand that resonates with prospective students, alumni and the community. This report gives an overview of the department's key initiatives, achievements, challenges, and hopes for the future.

KEY OBJECTIVES FOR 2022 AND 2023

1. **Increase Brand Awareness**- through an intensified digital drive and traditional marketing

2. **Enhance Student Engagement**- through active support, career guidance and mentoring

3. **Boost Enrolment numbers**- through target marketing and referrals

4. **Strengthen Alumni Relations**- through the establishment of the Alumni association

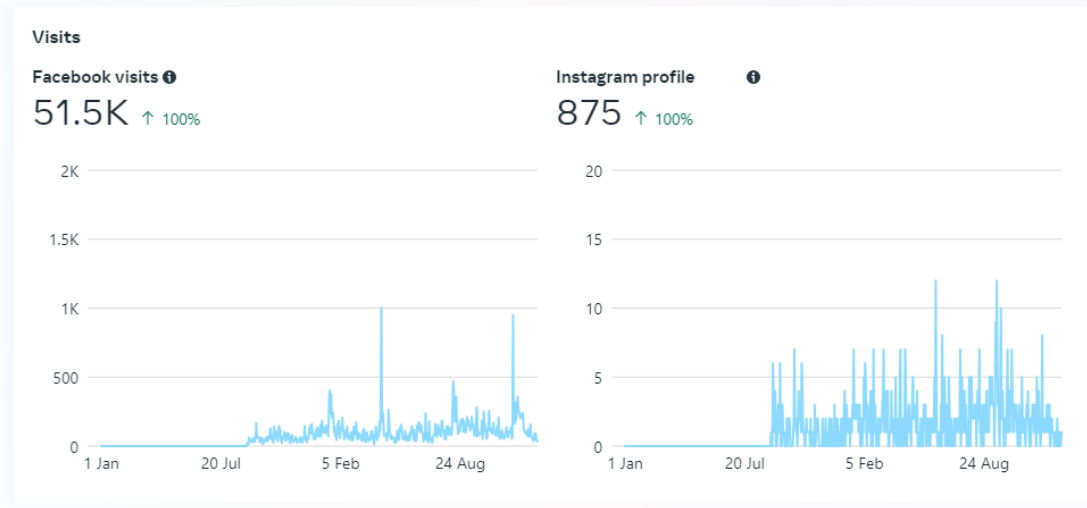## KEY INITIATIVES

1. Digital Marketing Campaigns

In 2022, we planned to strengthen and intensify our digital marketing campaigns and encourage stakeholder engagement in our posts on social media. The university's website was revamped to include a more engaging and easier-to-navigate interface. The University is active on Facebook, Instagram and LinkedIn. The university's following on Facebook grew to 2100 by the end of 2023.
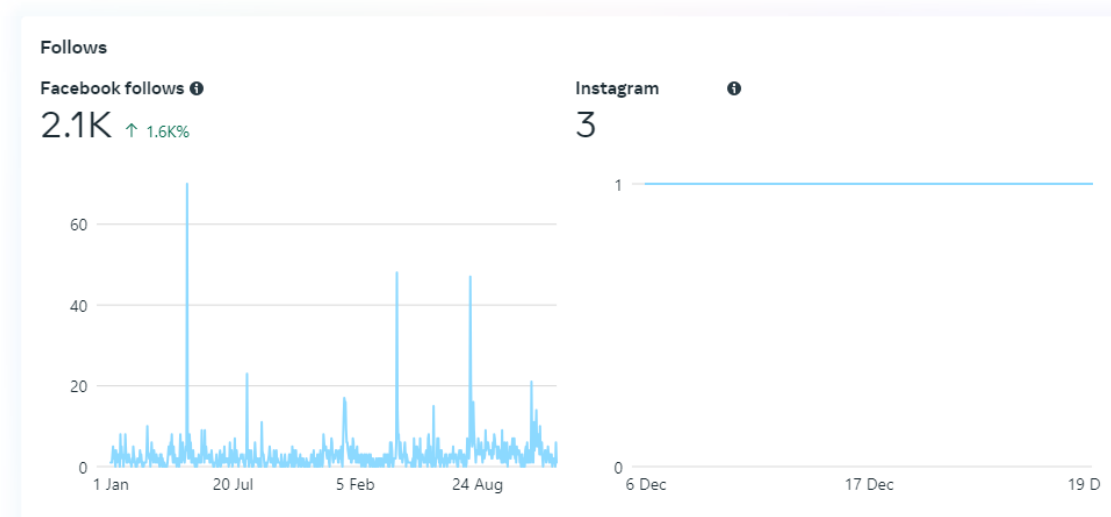
Biennial Report 2022-2023 Facebook Followers trend between 2022 and 2023

Reach

Facebook ⓘ
198K ↑ 100%

Instagram ⓘ
2K ↑ 100%
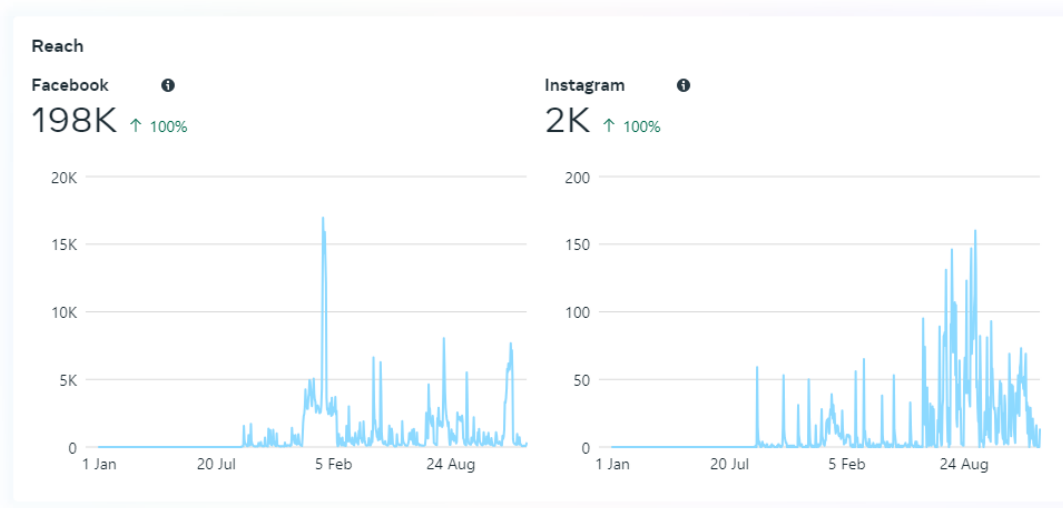
Biennial Report 2022-2023 Facebook Reach trend between 2022 and 2023

Visits

Facebook visits ⓘ
51.5K ↑ 100%

Instagram profile ⓘ
875 ↑ 100%

Biennial Report 2022-2023 - Facebook visits trend

Ad trends

Paid reach ⓘ	Paid impressions ⓘ
149,161 ↑ 100%	607,792 ↑ 100%
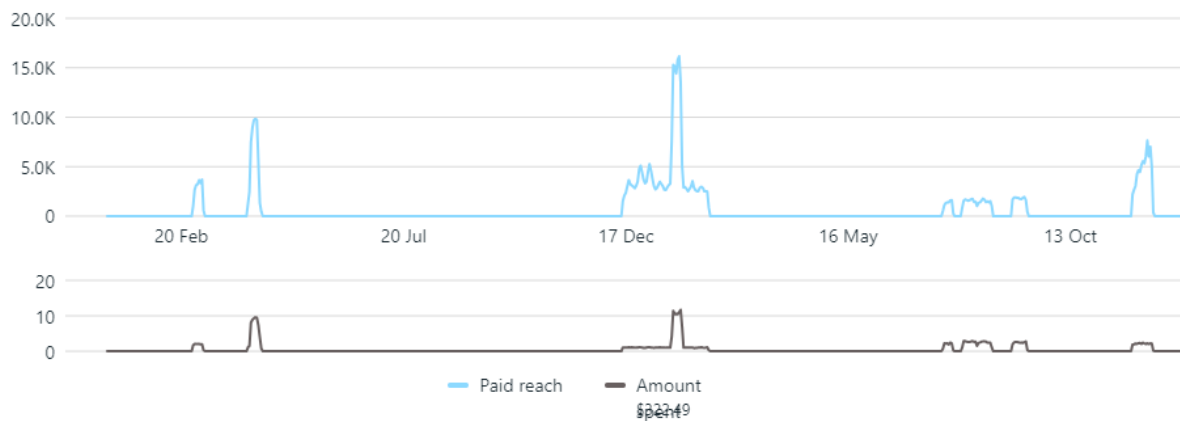
Biennial Report 2022-2023 - Paid ads reach trend between 2022 and 2023

We developed a series of promotional adverts highlighting campus life and academic programs, which received over 600,000 impressions and 149,000 in terms of reach across platforms.

Search Engine Optimization (SEO) - we continued to optimize our content in order to improve search ranking and increase organic traffic to the CUZ website.

2. The Quarterly Newsletter

The department continued to produce the university newsletter/ update at least quarterly. Key events and activities were captured and circulated to stakeholders to keep them informed on progress.

3. Events/ Exhibitions/ Career fairs

The university engaged in various expos, exhibitions and career fairs to engage with the market, demonstrate student talent and explore areas for collaboration with industry.

Students during a climate change campaign

SSH Chairperson Dr Musasa with students at a career fair

Biennial Report 2022-2023 – Prof Lunga and Dr Nemashakwe with some Youths at an Exhibition

Biennial Report 2022-2023 – Harare Main Campus Orientation Day in 2022

We also supported and participated in career fairs organized by the Ministry of Labour and gave practical advice on career paths to young learners.

Events hosted at CUZ

Biennial Report 2022-2023 - Mubatanidzwa Hosted at the Jerusalem Events Arena

We continue to leverage events hosted by different organisations at CUZ to promote our programs. We remain grateful to the Catholic Church and other churches for their continued patronage.

4. Alumni Engagement

To develop a strong alumni association, we encouraged all faculties to create WhatsApp communication groups. These were then added to an alumni community platform. Engagement remains low with plenty of room for improvement. The increase in graduate mobility and the search for greener pastures has also dispersed our alumni and made it difficult to continue engagement.

ACHIEVEMENTS

Enrolment Growth- We achieved growth in our enrolment numbers following the return of students to full-time learning which had been affected by the Covid-19 pandemic. However, we experienced a sharp increase in deferring students due to economic hardships.

Partnerships- The university signed memoranda of understanding to promote collaboration with local organisations and communities.

The WFP Digital Skills program

The Digital Skills program implemented by the Catholic University of Zimbabwe in partnership with

Welthungerhilfe, World Food Program (WFP) and USAID from March to August 2022 had an initial enrolment of 100 students training in the fields of Digital Marketing, Graphic Design and Web Design. A few students dropped out during the initial stages of the program due to a variety of personal reasons. We had 78 students who sat for the final exam, 26 for Web Development, 29 for Graphic Design and 30 for Digital marketing. 7 of the students took two courses.

Biennial Report 2022-2023 - Digital Skills Training Session in 2022

The project launch was slightly delayed to consider stakeholders' expectations and concerns. This was appropriate as it ensured that all stakeholders' views were considered. It was also appropriate that a skills gap survey was conducted before the project launch to confirm the areas of need. Perhaps because students were drawn from all strata in society, particularly the underprivileged, and without the application of strict qualification requirements normally applied for entry into a university programme, some students felt inadequate and lacked confidence at the beginning of the programme. We realised the need to ensure that all students were engaged and we blended English and vernacular instruction. This helped to build the students' confidence and engagement levels.

The decision to start the course with an introduction to computers for the first three weeks was also a welcome development as it allowed students orientation in the use of computers.

The Digital skills training program was within our CUZ Faculty of Commerce, Innovation and Technology plans. The launch of this sponsored program accelerated our plans. We had advertised the digital marketing program, but we still had work to do to finalise the digital skills offer. We are very grateful for the opportunity we had to be an implementing partner and we will nurture the program using the lessons we learnt from this experience.

Queen of Peace Medical Services

The university signed an MOU with Queen of Peace Medical Services. The university has since opened a clinic on campus supported by QOP. Services include treatment of minor ailments, family planning, counselling and drug/ medication support.

Student Scholarships

A total of 25 students are on scholarship. The university remains grateful to donors and benefactors including Martha and Mary Orphancare, Msipa Family trust, Mbuya Esiridha Mhonda Bursary, Maryward Brothers, The Diocese of Gokwe and the Archdiocese of Harare for the lifechanging opportunities they give to our students.

A recipient of the Mbuya Esiridha Mhonda Bursary receiving the scholarship.

CHALLENGES

- ➢ The department faced budgetary constraints which limited our market reach. We are grateful to our stakeholders who continued to engage us on less resource-consuming platforms such as social media.
- ➢ We continued to face stiff competition from other universities with a wider program range, however, we are grateful we managed to get our share of the market.

CONCLUSION

The CUZ DICUS successfully navigated the challenges of 2022 and 2023 while achieving significant results. As we look forward, we are committed to continuing our efforts to strengthen the university's brand and foster deeper connections with our stakeholders. We look forward to more innovative approaches to our service to remain an impactful institution of higher learning in Zimbabwe.

Quality Assurance Report

Targets

- to draft a CUZ Quality Assurance policy
- Preparing for the ZIMCHE visits
- Setting up structures/ committees
- Carrying out Student Satisfaction Surveys
- Drafting Directorate QA programme and plans

Accomplishments

- We managed to draft the CUZ Quality Assurance Policy. The policy was signed into effect by the Vice Chancellor.
- Preparations for the ZIMCHE re- accreditation visit through the completion of the Programme Self Evaluation Report .
- We conducted a workshop on the Quality Assurance Policy and unpacked it to all staff. We have also set up structures/committees to implement the Quality Assurance Policy.
- We arried out 2 student satisfaction Surveys and drafted the Directorate QA programme and plans for the university.
- Prepared the 17 files for the 17 standards with checklists to improve IQA systems. They are already in use in different departments and faculties .

We have established the **ISAC** (Institutional Self-Assessment Committee), **UQAC** (University Quality Assurance Committee) which meet 4 times a year.

- **FIQAC** (Faculty Internal Quality Assurance Committee) is a meeting that are done by faculty members concerning their role in the QA policy
- **DIQAC** (Department Internal Quality Assurance Committee)
- **QCs & QACoT** (Quality Circle & Quality Assurance Compliance Team)

Expectations

- Checklist of all elements including policies & manuals under each of the 17 standards which must be attended to & addressed.
- Monitoring the implementation and ensuring compliance with the CUZ QA Policy.
- Conducting regular capacity development workshops on QA Issues in the university.
- Conducting local and international benchmarking through collaboration with other universities, and compiling sufficient benchmarking evidence.
- Compilation of the comprehensive Quality Assurance Manual.
- Developing and launching tracer studies and gathering alumni feedback.
- Developing and launching a Teaching and Learning Quality Assurance System.
- Implement recommendations from ZIMCHE from the accreditation visit.

MEET THE TEAM, CUZ STAFF 2022 - 2023

Professor Ranga Zinyemba
Vice Chancellor

Dr Albert Mada
Registrar

Mrs Monica Mureriwa
Director Information,
Communication and
University Services

Mrs Christine Nyamazana
Bursar

Dr Sarlomie Zinyemba
Librarian

Dr Fine Masimba
Quality Assurance Director

Mrs Sakhile Makumbirofa
Internal Auditor

Mrs Tapiwa Anderson
Executive Assistant

Dr Julias Togarepi
Dean FTERP

Dr Fr Antonio Marizane
Dean FGSRI

Dr Misheck Muderedzwa
Dean FCIT

Dr Vimbisai Nhundu
Dean FESSH

Dr Tapiwa Musasa
Chairperson FESSH

Mr Arnold Zhou
Chairperson FTERP

Dr Cletos Garatsa
Chairperson FCIT

Mr Joseph Tsikira
Chairperson FESSH
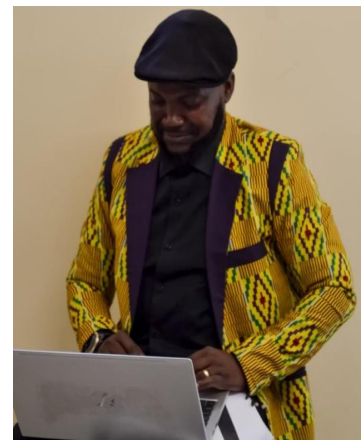
Mr Tongai Dana
FESSH Research Officer

Mrs Bertha Ndlovu
E4Impact MBA Southern
Africa Regional Manager

Mr Dennis Matandaware(Now late)
E4Impact MBA Program
Manager

Mrs Susan Bvochora
E4Impact MBA Business Coach

Mr Gilbert Kunonga
ICT Manager

Ms. Nozipho Ndebele
Assistant Bursar

Mrs. Mabel Chabata
Assistant Registrar- Marketing & Admissions

Mrs Faustina Chimudima
Assistant Registrar- Exams

Sister Regina Kunze
Assistant Registrar- Exams

Mr Shaun Khosa
Administrative Assistant- Exams

Mrs Sifelumusa Masimba
Human Resources Officer

Mr Alfred Kudiwahove
IT Officer

Miss Christine Masango
Digital Marketing Officer

Mr Tatenda Musodza
Software Developer

Mr Vincent Kahari
Quality Assurance Officer

Mr Joseph Kayawe
Research Assistant

Mrs Rudo Chiramba
Assistant Librarian- Cataloguing
& meta data

Miss Precious Kapfunde
Assistant Librarian- Systems

Mr Farai Chakamanga
Assistant Librarian-
Client & Outreach Services

Ms. Samantha Magunha
Administrative Assistant-
Registry

Mrs Juliet Chiwere
Administrative Assistant-
FCIT &FGSRI

Mr Tinotenda B. Bizah
Administrative Assistant-
FESSH & FTERP

Mr Bigboy Muzvongwa
Administrative Assistant- Finance

Miss Thembinkosi Ncube
Finance Officer

Mrs. Lavendah Chivasa
Cashier

Miss Waveey Nyambuya
Finance Officer

Mr Lincoln Mawuto
Finance Officer

Ms. Erita Magariro
Procurement Officer

Mr Victor Masviba
Lecturer FCIT

Mr Sheppard Pasipanodya
Lecturer FCIT

Mr Abel Tazvivinga
Gokwe campus Administrator

Mr Leo Mataruka
Lecturer FCIT

Dr Matts Kunaka
Lecturer FCIT
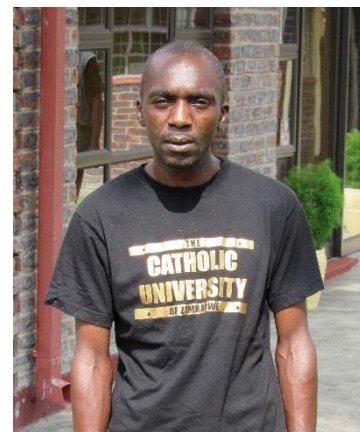
Mr Lawrence Mutemagasa
Head Central Services

Mr Justin Maparanyanga
Mutare Campus Administrator

Mr Luwis Muparutsa
Mutare campus
Admin Assistant

Ms. Christine Chaipa
Mutare Campus Central Services

CUZ Security Staff, from left: Temba Dutuma, Kudakwashe Small, David Musendo, William Kamutsamombe and Maxwell Nyakurukwa.

CUZ Central Service Staff from left Nicla Kajekere, Thandiwe Masuka, Joyce Muchairi and Emmaculate Mhuka.

THE CATHOLIC UNIVERSITY

Enrolment Offer

FACULTY OF COMMERCE, INNOVATION & TECHNOLOGY (FCIT)

POSTGRADUATE PROGRAMMES	ENTRY REQUIREMENTS
Master of Business Management and Information Technology (1 ½ years) **NEW**	A good pass in an honours degree in Business Management & Information Technology, Information Systems, Computer Science or relevant qualification.
UNDERGRADUATE DEGREE PROGRAMMES	**REQUIREMENTS**
Bachelor of Business Management and Information Technology Honours (4 years)	A minimum of 5 'O' Level passes including English Language and Mathematics, plus at least 2 'A' level passes **or** Mature entry for applicants above 25 years of age with 5 'O' Level passes including Mathematics and English Language, plus a diploma or certificate in a related field.
Bachelor of Business Management Honours in: a) Marketing (4 years) b) Finance (4 years)	
Bachelor of Accounting Honours (4 years)	Relevant work experience is an added advantage.

All undergraduate degree programmes are available on full-time day (conventional), full-time Evening (parallel) and block release modes of study.

DIPLOMA PROGRAMMES	REQUIREMENTS
Executive Diploma in Project Management, Monitoring and Evaluation (1 year)	A minimum of 5 'O' Level passes including English Language plus 2 'A' Level passes **or** holders of a certificate in PMME or a higher qualification.
Executive Diploma in Financial Administration (1 year)	A minimum of 5 'O' Level passes including English Language and Mathematics plus 2 'A' Level passes **or** a higher qualification.
SHORT COURSES	**SHORT COURSES**
Project Management, Monitoring and Evaluation	Business Administration
Applied Research Methodology	Mobile Application Development
Executive Certificate in Hospitality and Tourism Management	Digital Marketing

Certificate in standardisation (Offered in partnership with the Standards Association of Zimbabwe SAZ)		
REQUIREMENTS for short courses: A minimum of 5 'O' level passes including English Language. *Short courses are conducted on one weekend per month over six months.*		

FACULTY OF EDUCATION, SOCIAL SCIENCES & HUMANITIES (FESSH)

POSTGRADUATE PROGRAMMES	ENTRY REQUIREMENTS
Master of Science in Development Practice and Management (1 ½ years)	Successful applicants should have: A relevant first degree with at least a 2.2 degree class or better from an accredited institution.
Master of Science in Climate Change & Sustainable Development (1 ½ years)	
Post-Graduate Diploma in Education (PGDE) (1 ½ years)	A relevant undergraduate or postgraduate degree from an accredited institution.
UNDERGRADUATE PROGRAMMES	**REQUIREMENTS**
Bachelor of Social Science in Development Studies Honours (4 years)	A minimum of 5 'O' Level passes including English Language and Mathematics, plus at least 2 'A' level passes **or** Mature entry for applicants above 25 years of age with 5 'O' level passes including Mathematics and English Language, plus a diploma or certificate in a related field. Relevant work experience is an added advantage.
Bachelor of Arts Dual Honours (4 years) with the following areas of specialization: a) **English and Media Studies** b) **Geography and Disaster Management**	
Bachelor of Science in Environmental Sciences Honours (4 years)	
Bachelor of Science in Rural Development & Food Security Honours (4 years)	
Bachelor of Science in Child protection and Care Honours (4 years)	
Bachelor of Science in Sustainable Peace & Conflict Transformation Honours (4 years)	
Bachelor of Education in Early Childhood Development (ECD) Honours *Blended Omnibus Learning and Teaching (BOLT) mode available for study*	Pre-service, (4 years including one-year teaching practice) A minimum of 5 'O' Level passes including English and Mathematics, plus at least 2 'A' level passes **Or** Mature entry for applicants above 25 years of age with 5 'O' level passes including English and Mathematics plus relevant teaching experience. In- service, (2 Years) Holders of a diploma in education from an accredited institution.
Bachelor of Education in Primary Education Honours *Blended Omnibus Learning and Teaching (BOLT) mode available for study.*	
Bachelor of Education in Science, Design and Technology Honours (BEdScDTech)	Pre- Service (4 years) A minimum of 5 'O' Level passes including English Language, Science and Mathematics, plus at least 2 'A' level passes one of which must be in science. In-Service (2 years) Holders of a Diploma in Education from an accredited institution majoring in a science subject.

Bachelor of Secondary Education Honours in STEM *The STEM learning pathway offers Mathematics, Geography and Computer Science. Candidates can choose two major subjects from the stated options.*	**Pre- Service (4 years)** A minimum of 5 'O' level passes including English language, Science and Mathematics plus at least 2 'A' level passes one of which must be in a Science subject (STEM). **In-Service (2 years)** Holders of a Diploma in Education from an accredited institution majoring in a science subject (STEM).
Bachelor of Secondary Education (Honours) in Commercials. *The Commercials Learning Pathway offers Accounting, Business Studies and Economics.*	**Pre- Service (4 years)** A minimum of 5 'O' level passes including English language, Science and Mathematics plus at least 2 'A' level passes one of which must be in a commercial subject. **In-Service (2 years)** Holders of a Diploma in Education from an accredited institution majoring in a commercial subject.
All undergraduate degree programmes are available on full-time day (conventional), full-time Evening (parallel) and block release modes of study.	

DIPLOMA PROGRAMMES	REQUIREMENTS
Diploma in Child Safeguarding, Protection and Care (2 years)	**A minimum of 5 'O' level passes including English Language.**
Diploma in Special Needs Education (2 Years)	
Certificate in Social Work (1 year)	

SHORT COURSES	SHORT COURSES
Geographic Information Systems & Remote Sensing	**Disaster Management.**
Child Safeguarding, Protection & Care	**NGO Management.**
Caregiving Standards and Practices	**Sign Language (3 months)**
Technology Enhanced Teaching & Learning	
REQUIREMENTS for short courses: A minimum of 5 'O' level passes including English Language. *Short courses are conducted on one weekend per month over six months.*	

FACULTY OF THEOLOGY, ETHICS, RELIGIOUS STUDIES & PHILOSOPHY (FTERP)

POSTGRADUATE PROGRAMMES	ENTRY REQUIREMENTS
Master's in Theology (2 years) **The Master's in Theology has the following areas of specialization:** **i. Biblical Theology** **ii. Systematic Theology** **iii. Moral Theology** **iv. Church History** **v. Pastoral/Practical Theology**	**Successful applicants should have:** **A relevant first degree with at least a 2.2 degree class or better from an accredited institution.**
Master of Science in Applied Conflict, Transformation & Peace Building (2 years)	**Successful applicants should have:** **A relevant first degree with at least a 2.2 degree class or better from an accredited institution.**

UNDERGRADUATE PROGRAMMES	REQUIREMENTS
Bachelor of Theology Honours (4 years)	A minimum of 5 'O' Level passes including English Language plus at least 2 'A' level passes **or** Mature entry for applicants above 25 years of age with 5 'O' level passes including English Language, plus a diploma or certificate in a related field.
Special Honours in Theology (2 years)	This is specifically for priests who are holders of the Diploma in Theology from Chishawasha Seminary.
DIPLOMA PROGRAMMES	REQUIREMENTS
Diploma in Counselling and Community Mental Health (2 years) **NEW**	A minimum of 5 'O' level passes including English Language.
Diploma in Chaplaincy (1 ½ years)	
Diploma in Peace Building Studies & Conflict Management (1 ½ years)	A minimum of 5 'O' level passes including English Language.
Diploma in Catechetical Studies (1 ½ years)	
Diploma in Philosophy & Contemporary Ethical Issues (1 ½ years)	
SHORT COURSES	SHORT COURSES
Chaplaincy	Church Administration and Leadership

REQUIREMENTS for short courses: A minimum of 5 'O' level passes including English Language.
Short courses are conducted on one weekend per month over six months.

FACULTY OF GRADUATE STUDIES, RESEARCH & INNOVATION (FGSRI)

POST GRADUATE PROGRAMMES	ENTRY REQUIREMENTS
Master of Business Administration in Impact Entrepreneurship (E4IMPACT MBA) This is a Global MBA in Impact Entrepreneurship programme delivered in association with the Catholic University of Milan and the E4impact Foundation. E4IMPACT ENTREPRENEURSHIP FOR IMPACT	Successful MBA applicants should: • Have a business idea (start-up or already existing business) with social or environmental impact potential. • Have a good first degree or equivalent qualification from an accredited institution.
Master of Philosophy (MPhil) *(This is a research-based study where the university plays a supervisory role)*	Undergraduate degree qualification required.
Doctor of Philosophy (DPhil/ PhD) *(This is a research-based study where the university plays a supervisory role)*	Postgraduate degree qualification required.

All courses are available subject to the minimum viable number of students being achieved.

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