

An Evaluation of the Comprehensiveness of the BSc Honours in Psychology Degree offered at Zimbabwe Open University (ZOU)

Ntombiyendaba Muchuchuti (PhD)

Sub- theme: *Quality Assurance across ODL Programmes*

Abstract: *No matter how well designed or filled with cogent material curricula are, they cannot adequately prepare an early career professional for working with practical situations and puzzles. Of late, ZOU has an influx of undergraduates who are straight from high school and these have limited exposure to field experiences. Hence even after graduation, the practicality of their fields of study is elusive. This was an exploratory research whose findings will be used to evaluate the psychology programme offered at ZOU. The study used a qualitative methodology and purposive sampling to select the participants and data sources. Data was collected through depth interviews, document analysis and focus group discussions. The research has a longitudinal element; hence the sample included 25 BSc. Honours in Psychology graduates from ZOU within the past 5 years. Data were analysed using thematic content review. The findings revealed that, the students lacked perceptual understanding of the fields of psychology and most of the practical concepts were imaginary in the absence of practical exposure. From the participants, 100% were not practicing psychology, 100% were not registered and 92% were not utilizing psychology qualification in their scope of work. The study recommends an evaluation of the 4 year Psychology Programme in terms of development, efficiency, effectiveness and relevance.*

Key Word: *Psychology, Industrial Attachment, Internship, Practice, Field.*

I. Introduction

Not every candidate ever enrolled for a BSc Honours in Psychology programme at ZOU had/has work related experience. In a context like that, the premises of the philosophies of psychology are imaginary in the absence of the evidence based arguments. For example, clinical psychology deals with the integration of science, theory and clinical knowledge for the purpose of understanding, preventing and relieving psychological based distress and dysfunction (Mahapatra et al, 2004). Mostly, clinical psychologists work in psychiatric institutions. A student who has no work related experience may fail to understand or visualise how a client with obsessive-compulsive disorder presents. On the other hand, industrial psychology focuses on the management perspective of organisational effectiveness through the proper use of human resources and people and understanding of such a theory may be made possible by experience. The main objective of industrial attachment for psychology students is to match the students' educational goals with community and organization needs and to provide students with practical experiences which reinforce their academic experiences (Matamande et al, 2013).

II. Background

The BSc Honours in Psychology Degree offered at ZOU is a 4 year programme that has no practical/industrial aspect. Throughout their academic years, students are not attached to any of the fields of practice under psychology. The contention emanates from the fact that, as a scientific field, psychology scholars are supposed to have practical experience before they qualify as psychologists. From more than 20 fields of psychology, students may need to make informed experience-based choices of field of major, that is, the 'try before you buy' metaphor. In today's competitive job market gaining relevant work experience is more of a necessity than a luxury, without it students are more likely to have difficulty in finding a job after graduation (Dasman, 2011). In Zimbabwe, there are four main fields of professional psychology, that is, Clinical, Educational, Industrial/Occupational/Organisational as well as Academic/Research Psychology (Nyanungo, 2002). She further states that, in order to qualify as a psychologist in Zimbabwe, one needs an Honours Degree in Psychology before specialising in the area of choice. However, before specialising in an area of choice as a psychologist, one needs an appreciation of the distinguished fields of psychology. This is even more useful to the students that want to take up taught Masters without internship.

It is commonly accepted that all forms of education will help people to improve themselves and to get better jobs, but many parents believe that only a university education will offer their children the opportunity to acquire a good job (Clay, 2013). As a result, many countries find that the number of graduates from universities far exceeds the capacity of the labour market to provide appropriate employment. At the same time, these countries are unable to attract enough people to train for those positions of greater need, which might be, 'blue collar' jobs that might appear to involve manual labour, be dangerous, dirty and difficult (Commonwealth of Learning, 2001) in Donkor et al. (2009). In an attempt to address these challenges, Reddan and Harrison (2010) argue that institutions need to restructure their programmes to be responsive to the needs of the job market, especially the industry. To achieve this goal, (Ross, 2011) indicate that each curricula must focus on outcomes in terms of the skills, knowledge and attitudes required by industries. Psychology as an art and science subject that deals with practical events therefore requires that, one relates psychology theories with practicalities of real life events and solutions.

Purpose of the Study

The study sought to evaluate how comprehensive enough the BSc Honours Psychology programme offered at ZOU is, to allow the students to have an appreciation of the course and make informed decisions of experience-based

choices of fields of major. The findings will be used to inform the monitoring and evaluation process of the ZOU's Psychology programme.

The significance of the Study

The result of this study, which looked at the comprehensiveness of the ZOU Bsc. Honours in Psychology programme revealed the gaps in terms of demand and supply in the industry (social studies). The study indicates the diminished ability for the programme for; mentoring, ethical exposure, readiness to practice and readiness for transitioning into the profession. An informative record (baseline) of tangible recommendations and possible way forward was developed hence.

Research Objectives and Questions

The main objective of the study was to explore the depth of the BSc. Honours in Psychology Degree offered at ZOU to the ensure quality of the finished product.

1. How comprehensive is the psychology programme to prepare graduates to function in the industry after qualification?
2. What is the importance of the practical experiences through which the neophyte professionals are prepared for the real world of work?
3. How have the graduates used their qualifications to enhance their career?

III. Reviewed Related Literature

Psychology is the study of human behaviour and experiences. It is a subject which is not fully appreciated in many developing countries. However, with the advent of a host of social problems, psychology is becoming more important (Open University UK, 2009). Psychology is considered the essential key to unlock doors to the answers of some of the world's social problems. It is a versatile discipline, which covers a broad range of subjects. Many psychology training programmes require that one demonstrates significant relevant work experience through industrial attachment in order to gain a place on their course. This is especially true of highly competitive areas such as clinical or educational psychology (Davis and Vaisey, 1997). Work experience develops general transferable skills employers are looking for across many areas.

However, the term industrial attachment has been interchangeably used with internship, which is described as a practice of gaining a preparatory experience for working in the field after graduation (Ross, 2011). There is no academic reason for the differences however, the terms are used preferentially. Industrial attachment is popularly used by British writers whilst the American writers refer the practice as internship. Industrial attachment is a structured, credit-bearing work experience in a professional work setting during which the student applies and acquires knowledge and skills. It involves the application of learned skills in an organization related to the students' major. This is meant to challenge the student to examine the values of the organization involved in the experience, and to assess the student's education as it relates to the industrial attachment (Rehn and Lipkins, 2006). Hence internship is intended to place the student in practice settings for research and/or project-based experience. It engages the student in group supervision and reflection which both examines professional matters that arise in practice and problem-solves around executing projects and research in diverse organizational settings. The process is meant to develop student's awareness of and ability to apply standards for ethical research and professional practice (Clay, 2012). Students can also use the internship programme to determine if they have an interest in a particular career, create a network, or gain school credit.

It has been widely been accepted that industrial attachment forms part of an important ingredient for learning in tertiary and higher education institutions in Zimbabwe (Matamande et al., 2013).

Some interns find permanent, paid employment with the organizations with which they interned, which is a significant benefit to the employer as experienced interns often need little or no training when they begin formal employment. Ross (2011) state that work experience is vital for a number of reasons which are; building up experience and gaining an insight into chosen area.

It also reaffirms the choice of career in terms of commitment and clarity of what the career entails. For example in clinical psychology, students may look for work experience that gives them an idea of what clinical psychologists actually do, gaining some direct clinical contact with the sort of clients psychologists work with and what working with clients actually entails as well as the context in which clinical psychologists usual operate from. It is imperative that students are acquainted with methods of psychoanalysis and assessment as well as the competences to diagnose, construct case conceptualizations, and plan psycho-therapeutic treatment: a knowledge test and case studies. For students hoping to specialise in education psychology, they should also have an understanding that relevant experience involves working with children and young people within an education, social care, childcare or health and community setting.

Practical Experiences in Professional Education

In Zimbabwe, because of the growing number of universities producing graduates each year and dwindling employment opportunities, employers have raised the stake by looking for those graduates who are self-starters and who have gone through the working environment (Matamande et al 2013). There has been much concern on the quality of practical experience the students gain in the job market on their industrial attachment. Matamande et al however, highlight that many employers who take students on attachment do not provide adequate on the job training as expected by the universities. Some end up doing menial jobs and never really do the essentials of the job. Some employers find cheap labour in these students.

In psychology, it is noted that the quality of experience and understanding of the issues surrounding fields of psychology are more important than the length of time spent gaining relevant work experience (Sayette, et al. 2004). This is

more important in the selection process for doctorate training, whereby applicants need to demonstrate what they have learned from their work experience, how it is relevant to the work of their particular field of psychologist, and how they have been able to apply their knowledge of psychology within this work. Given the concern that psychology is both a science and practice (art), an overarching curricular theme is to integrate the two. Thus, one of the special features of the curriculum must be the concentration-specific industrial attachment scheme, that is, an industrial attachment that is embedded in and integrated with the theory and research of the specific concentration area (Norcross and Karpriak, 2006). In attachment, students must have the opportunity to apply the psychological knowledge they have learnt in the classroom to the authentic work environment.

Increase of Employability Opportunities

Various studies have shown that there are a lot of benefits obtained from industrial attachment programs with much cooperation between the host organization and the institution involved. These include a belief in one's self and the ability to interact with others (Gillin et al., 1984; Wilson, 1974) in (Matamande et al. 2013). King and McGrath (2004) argued that with industrial attachment being more diverse because of the changes in the labour market, it should be able to integrate the youth into the working world. Given the prevailing economic trend, UNESCO (2004) identified the two major objectives of industrial attachment as the urgent need to train the workforce for self-employment especially experienced psychologists that may find joining the practice easy and to raise the productivity of the informal sector.

According to (Coll and Chapman, 2000) the benefit for employers taking work experience participants is to develop the workforce of tomorrow. Employer engagement during the planning stage of a work experience programme would ensure that programme content and structure promotes the type of knowledge and skills sought by employers and also taught by universities (Cullen, 2005). Industrial attachments add competitive advantage to the students whilst complementing qualification as well as raise the organisational profile. A structured work experience programme will raise the profile of the institution amongst schools, academies, employers and accordingly will attract a higher calibre of applicant to future key vacancies and/or students. By publicising developments in experiential-based learning, an employer can continue to enhance the status of the organisation in the community (Spowart, 2006).

Work experience can have a hugely positive impact on young people's employability. It can break the vicious circle that many young people find themselves in, whereby they can't get a job because of lack of experience and can't get experience because they can't find a job. It provides young people with an understanding of the structure and reality of working life, which is crucial if they are to secure and sustain employment. In a way, it helps them make informed choices about their future and it allows them to learn more about specific industries, organisational cultures and job roles (Davis and Vaisey, 1997). Work, research and supervised practical experience prepare students for positions in a variety of industrial, governmental, consulting, and academic settings. In addition it presents an opportunity of identifying areas for research for master's theses and doctoral dissertations on real need to respond to real/identified statement of the problem (Coll et al., 2002). In graduate school, students gain the theoretical knowledge and fundamental skills to function, but expertise comes only with experience and practice.

IV. Methodology

The study adopted a qualitative approach which sought to generate data from the perspective of the graduates on the comprehensiveness of the psychology programme. This was meant to provide the human side of the issues on how well equipped students feel they are and how they think the programme can be enhanced. The idea was meant to identify the gaps within the programme and how these can be addressed. Gall, Gall and Borg (2003) note that, the strength of the qualitative research is its ability to provide complex descriptions. This methodology provided the perceptions and traits (human side of the issue) on the subjects under study.

Research Design

This is an exploratory research whose findings may be used to evaluate the psychology programme offered at ZOU. Exploratory research is a methodological approach that is primarily concerned with discovery and with generating or building theory (Jupp, 2006). In a pure sense, all research is exploratory. In the social sciences exploratory research is wedded to the notion of exploration and the researcher as explorer. In this context exploration might be thought of as a perspective, 'a state of mind, a special personal orientation' (Stebbins, 2001: 30) toward approaching and carrying out social inquiry. In presenting social inquiry in the above way, Stebbins draws on Wright Mills' 'On Intellectual Craftsmanship'. In order for exploratory research to live up to its expectation, it needs to be conducted in a transparent, honest and self-reflective way. It should follow clear and set guidelines that will ensure reliability. Therefore, the findings from this exploratory research will be used to evaluate or formulate a hypothesis.

Population and Sampling technique

A population of BSc Honours in Psychology graduates from ZOU was used as the study participants. A population is described by Adèr, Mellenbergh and Hand (2008) as the entire group of objects or individuals of a particular type under study.

Due to the size of the study population, time limit, lack of funding and type of research design used; the researcher could not make use of the entire population. Therefore, 25 graduates constituted the sample, that is, 5 graduates per year from 2008 to 2012. Graduates from the 2013 stream were not part of the respondents because they were thought naïve in the subject matter as they have not been in the field long enough to provided experienced based and factual perspective. The sample composed of 11 females and 14 males, and the information they gave was deemed valuable as males and females graduates see it.

Multi-layered or structured purposive sampling was used to identify the geographical area, that is, graduates who were enrolled from Matabeleland North, Bulawayo and Matabeleland South regions. The sample constituted graduates who

were in and around Bulawayo (within the 20 kilometre radius) to cater for resources (time and finance). This sample size was considered appropriate to enable the generation of trustworthy results. In order to complement the effectiveness of the sample and the sampling strategy, document analysis and interviews was done.

Data generation methods

Data generation was conducted through document analysis, in-depth interviews with key informants, focus group discussions administered by researcher.

Secondary Data Review

Document analysis focused on the course outline, the programme modules, assignments and examinations papers. This included analysis of the course contents and the levels and types of examinations. The graduation ceremony handbook was also analysed. This was meant to evaluate the performance of the psychology graduates within their programme and against other graduates, where the award winning programmes were evaluated with the assumption that, the reason for high achieving graduates was due to motivation or teaching methodologies. The number of psychology graduates was also assessed cumulatively.

In-depth interviews

In-depth interviews were conducted with 5 graduates, that is, one from each year. The information was inclusive but not limited to their experiences during the training, the comprehensiveness of their curriculum, teaching methodologies, examination preparedness, research support and supervision, their perceptions and utilisation of psychology theory in life and career. This also meant to evaluate their ability to utilise and manage time as Open Distance Learning students, access to study material as well as access to information.

Focus Group Discussions (FGDs)

Five focus group discussions were held with the graduates, that is, 5 participants in each group. Similar questions that were asked individually were asked to them as a group; however their individual responses were used to access/validate the group responses and vice versa.

Quality assurance

Triangulation of data sources and data generation methods was used to increase the trustworthiness of data. The quality of tools were enhanced through pilot-testing them, with the researcher taking an active part. Data validation was done after every process and immediately after the process throughout the documentation period. This also ensured that the exploration process took into account emergent outcomes.

Data analysis

Inductive analysis was used to organise and to make sense of the qualitative data. The analysis was further organised according to the objectives of the exploration and of the evaluation. Patterns emerging from data analysis were used to formulate conclusions around matters of programme development, relevance, effectiveness and efficiency.

V. Discussion Of Findings

Bio data of the Respondents (graduates)

Of the 25 respondents purposively selected to draw reasonable inferences for the subject under study, 11 were females and 14 were males. This had no bearing on the type and quality of data hence the researcher felt their gender had no significant influence on their responses.

Seven respondents were in the teaching field, two nurses, one in the private sector, four in the cooperate world, one was not working since her contract ended almost a year and a half ago and the other never worked since finishing her honours (which was 4 years ago) . One was a lecturer at a private institution; three were in the corporate market and the other was a farmer. Three have done their masters in different faculties though and 2 of these were working in non-governmental Organisation. The other was working as an administrator for a medical aid company.

Programme development

The BSc Honours in Psychology Degree is a 4 years programme that entails 7 modules per year; which are 4 during the first semester and 3 in the last semester throughout the four years. The fourth year has a research project. The semesters' outline entails module based assignments, an in-class tests and a final examination at the end of each semester. According to the document analysis, from inception the programme was 3 years. Therefore, after qualifying the undergraduate students had an option of doing an extra one year honours degree, that is, the BSc Special Honours programme. The Honours was optional with those who did not wish to continue in academia, ending with the under graduate degree. However, the course was changed to a four year programme to which the students graduate with a BSc Honours in Psychology Degree.

As highlighted by most of the participants, the most difficult modules were the Statistics, Psychometrics and Introduction to Mathematics modules. Most students struggled with these modules and had many times rewritten the modules throughout the programme. There is record of some students who failed to qualify even after 8 years of enrollment due to their inability to pass the Mathematics module. Neither could they be exempted. Hence the university requires a pass in Mathematics subject mandatory for all students wanting to enroll for a BSc. Honours in Psychology programme to mitigate the effects of repeating the module.

The students without teaching background highlighted that they had a hard time understanding 4 of the modules that entailed teaching methodologies and art throughout the course. So were students without a medical background who indicated that they passed with board line all the health aligned modules. The respondents highlighted that the modules had so much of medical jargon and in fact it required nurses with psychiatry back ground. They were asking each other on the academic relevance of the modules for a psychology learner. As a probe, the researcher tried to analyse if the participants realised that the modules they were condemning were the main psychology modules rather than rest of the modules that were more or less sociology or social studies. It was apparent that the candidates never understood psychology as an art and science (of dealing with the mind, body and behavioural performances) as well as its premises.

How comprehensive is the psychology programme to prepare graduates to function in the industry after qualification?

In this regard, the participants indicated that, the programme was theoretical **very** comprehensive and excessively loaded. The graduates highlighted that, there are many modules some intertwined, with some slightly duplicating the others. However, the programme lacks the practical component.

Psychology is a subject that equips practitioners with the knowledge and skill to handle community issues within the community, however, how does one get a skill from theory... I mean sometimes you think you are educated enough until you are faced with a challenge where you knowledge is tested.

It was apparent that most of the respondents felt unequipped enough to face the practical word of psychologists. It would seem like common sense that the graduates with education background will simply take up Educational Psychology for their masters and or join the school psychological services. However, none of the respondents continued. Asked why they did not continue with the profession some highlighted that psychology is a difficult subject with some indicating lack of funding and fewer Universities offering Masters in Psychology at ODL. However, the researcher felt there was more to it than the responses given, which prompted her to realign the questions. It then came out that the respondents felt their capacity was not adequate enough for them to either practice or continue within the profession. They also indicated that, there are few if none registered Psychologists to supervise them with internship even after qualification. However, most of the respondents highlighted that they never tried to get internship. Overall, the respondents remarked that the theory they get from the programme is comprehensive enough however, with lack of practical, the picture is oblique. They are not able to see beyond the book, neither are they willing to embarrass themselves trying to practice with minimal understanding and or knowledge.

What is the importance of the practical experiences through which the neophyte professionals are prepared for the real world of work?

Practical experiences are a window through which students can pip into their career or work. They make plans, decisions and directions simpler, especially when experiences are compared to strength, ability and opportunities. The findings are in tandem with the observation by Coll and Chapman (2000), that industrial attachment enables students to assess, evaluate and analysis if they are keen to continue with the career, if they made a right choice, if there room to change, and if they understand what they put themselves into. With various fields of practice in psychology students can wrap up their training with a focus and made up mind as to which field to major into, depending on their experience, interest, strength and preferences.

According to the findings, it is clear that the students got to a level and time of wrapping up without a clear focus and made up mind. Considering that one of the participants did Masters in Business Administration with the other doing Master in Developmental Studies, it is clear that the students lacked the appreciation of psychology as a Profession, otherwise with practice (industrial attachment); they would have discovered how worthy a profession psychology is.

The participants highlighted that; their perception of the value of industrial attachment may be biased because they have never been attached. They indicated that they will respond from an ideal not real point of view. They however, hastened to say, they are confident with industrial attachment, the theory will be made simple, real and practicable giving them an opportunity to evaluate their objectives as scholars in view of the real demands and pride of their profession.

We cannot talk about the value; rather we can talk about the gap. In essence though, through the modules, you can tell that this profession is for academic, people that can use their brains ... the analysts Think about Erick Erickson, Freud.... (hahaha). I can imagine me contributing to the body of knowledge. To be honest personally, I hope or I feel industrial attachment can improve quite a lot along the continuum of our training. It can inform choice of practice, inform research orientation and even to self-check ability, capability and talent....

With psychology as a practical subject, the findings are consistent with the Rehn and Lipkins,'s (2006) observations that, industrial attachment is meant to challenge the students to examine the values of the organization involved in the experience, and to assess the student's education as it relates to the industrial attachment and to self-assess in terms of personal values. Clay (2012) supports the notion by indicating that students can also use the internship programme to determine if they have an interest in a particular career, create a network of contacts, or gain school credit.

Not every person is a good listener, not every person has counselling skills and not every person has a research/analytic skill. Therefore, self-assessment is key. Actually, I feel career guidance should start with

universities rather than in secondary school. Because right now, I think I am a bit lost, actually I misfired, with my psychology background, I think Developmental Studies was far-fetched.

Asked if career guidance at university level was not too late, the respondent highlighted that, it was the best time when maturity, and reason rather than conformity to parental expectation will be deep rooted.

The researcher tried to assess if the respondents realised that it is possible to link psychology with development. She tried to bring the two professions into apposition so that the participants may realise the need to deal with real life issues that influence or hinder development, such as, internal (personality traits), external (social norms and culture), environmental (poverty), social (structures), political and even economic and how individuals can respond to them. Handling or mitigating the effects of such developmental challenges may need a behaviouralist, psychoanalyst and at a deeper level a psychotherapist and psychiatrist, hence it was noble for the graduates to see psychology as the essential key to unlock doors to the answers of some of the world's social problems as propounded by the Open University UK (2009).

How have the graduates used their qualifications to enhance their career?

23 out of 25 graduates were not utilising psychology qualification distinctly except for 2 graduates that were in Non-governmental Organisations. These two indicated that they work in and with communities and children in vulnerable situations. Asked if they conducted or provided counselling, assessments or psychotherapy, they pointed out that they do not. Hence the effectiveness of their psychology skill/knowledge may not be direct.

It was also realised that some of the graduates took psychology without fully understanding the consequences and the expectation of the career. With a few taking it because they wanted to be degreed and elevate their qualifications for promotion in their different working areas.

However, for those who took the programme out of interest highlighted lack of mentorship and frustration with the process of registration. They indicated that, the requirement is to have a 3 year internship under the supervision of a qualified and registered psychologists. However, they are very few registered psychologists and supervision is impossible. What worsens the process is the fact that, they pulled through up until graduation without understanding the practicalities of the psychology field. Respondents indicated that, had they had a chance of having an experience, they will be able to make informed decisions of which of the fields of psychology to pursue

From the document analysis, out of 152 BSc Honours graduates in 2012, only one had an award. Graduates highlighted that they discovered what psychology is and was when they had already qualified. They indicated that given a chance to practice, they will have a clear understanding of the types of practice, what they entail and how one is expected to deal with community issues.

Sometimes you cannot picture what that is, I remember when I was reading about psychological assessment batteries, and I thought it was a small device/machine that you connect to the client.... (laughing at himself)... I was thinking of some machine that hypnotise patients and make them sleep and they start telling me their problems.... Can you imagine, there I am in front of a depressed client ... and I keep referring to the diagnostic manual or in front of a classroom and I have this thick book because I want to refer to my notes. However, with practice and exposure to such clients' behaviour I will remember and know which behaviour leads to what condition.

It was apparent that the respondents are proud of their qualification and choice of career. They acknowledge that it is a worth-the-study profession, however, they desired to be mentored and they required the full package.

VI. Summary Of Findings

Programme Development: The Bsc. Honours in Psychology Degree programme offered at ZOU is theoretical comprehensive, with relevant modules that are detailed and students felt the study material was fairly relevant to the demands of the profession. They however, indicated that they would appreciate more current material and/or references so that their ability to relate psychology to the world's social need is made possible.

Practice: Most of the psychology graduates were not practicing as psychologists, neither were they registered and they did not continue with the career. It was also noted that the psychology was one of the programmes that enrolled more students than most programmes, however, when it comes to continuation it had far less students that continued with psychology.

Relevance: Psychology as a profession is very relevant and it links to most professions. It is a living profession (it is current and dependent of the environment and area that it is subjected to). From more than 20 field of psychology, that is, Clinical Psychology, Cognitive Psychology, Comparative Psychology, Counselling Psychology, Developmental Psychology, Educational Psychology, Experimental Psychology, Forensic Psychology, Health Psychology, Industrial-Organisational Psychology, Personality Psychology, School Psychology (which is different from Educational Psychology) Social Psychology, Sport Psychology among others, students may take up any career or field of major. However, due to lack of mentorship, practice and experience, they are not aware of the opportunities that the profession has to offer.

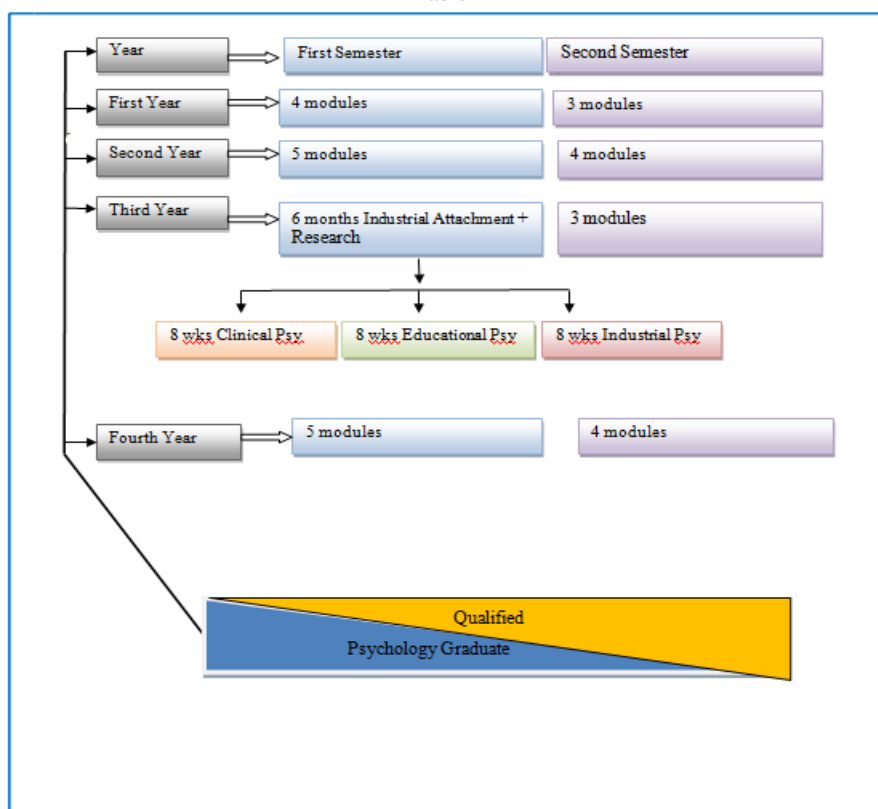
Effectiveness and Efficiency: The module, in class tests and examinations are quite comprehensive, however, without practice, students are short changed, their exposure is minimal, their knowledge is biased and their choices are obscured. Their research is not field based; it lacks authentic issues or problems that need attention. The students lack evidence based need for research, solving social problems and contributing to the local knowledge. Taking cognisance the ethnicity and cultural differences in the field of study especial social studies, there is less room for students to explore, contribute or participate in knowledge building.

VII. Recommendations

- There is need for evaluation of the BSc Honours Psychology programme with the aim of including industrial attachment. This will therefore, ensure that some modules will be changed/realigned to suit the proposed programme outline (Table 1).
- The four year psychology programme should be inclusive of a six months industrial attachment on the three main fields of psychology in Zimbabwe, which are, Clinical, Educational and Organisational psychology. The academic/research psychology will be practiced from the projects they conduct and with direct supervision from their project supervisors.
- The clinical psychology attachment should be done in a psychiatric, rehabilitation or correctional institutions and students should have a 40 hours record of attendance. For the educational psychology, students should work closely with schools psychological services and as such, a 40 hour exposure record should be given. A draft proposed programme is therefore indicated below (Table 1) to illustrate what the course outline may look like.
- The industrial/organisational environment exposure should be done from any recognised company, institute, organisation that has a human resources department or people and culture department.
- Like all strategic results based institutions, universities need an effective Monitoring and Evaluation system that are functional and linked to every department especially academic to as to keep check of their programmes in terms of relevancy, effectiveness, efficiency and comprehensiveness.
- Further research needs will be conducted utilising other research methodologies (quantitative research design), and focusing in more than 2 programmes, for example the BSc. Honours in Counselling and Special Education degrees.

Proposed 4 Year BSc Honours in Psychology Programme Model

Table 1



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