

Academic Middle Managers' Perceptions of their Role in the Planning of Curriculum Change in Private Higher Education Institutions in Botswana

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KEYWORDS Assessment. Curriculum. Fit-for-purpose. Knowledge Program Development. Skills. Views

ABSTRACT This study examined how academic middle managers perceived their role in the planning of curriculum change in private higher education institutions. The question the study sought to answer related to whether academic middle managers believed that they were effective in planning curriculum change. This study used a mixed methods approach that employed a structured questionnaire and a semi-structured interview for data collection. Quantitative data was analyzed using descriptive statistics while qualitative data was analyzed using a thematic approach. Results of the study showed that academic middle managers believed that they were effective in their role in curriculum change especially regarding the use of tasks including articulating to department staff the benefits of curriculum change for students, seeking views of industry about the need to review curriculum, and assessing together with department staff, skills the department wants all learners to develop through curriculum change.