

Harmonisation, Quality Assurance
and Accreditation in Africa



ACTS Pilot Phase

Module 1 Individual Activity

How Does Your Institution Compare to ACTS?

Participant Worksheet



ASSOCIATION OF AFRICAN UNIVERSITIES
ASSOCIATION DES UNIVERSITES AFRICAINES
اتحاد الجامعات الأفريقية



Deutscher Akademischer Austauschdienst
German Academic Exchange Service



European Association for
Quality Assurance in Higher Education

Name:

Institution:

ACTS Reference Values

Keep these values in front of you throughout the activity:

ACTS standard	Full academic year	Semester
1 credit = 20–25 h total student workload	60 credits = 1,200–1,500 h	30 credits = 600–750 h

Workload component	What it includes
Scheduled teaching	Lectures, seminars, labs, tutorials, field sessions
Guided independent study	Reading, assignments, group project work, online modules
Assessment preparation & completion	Exam revision, essay writing, project completion, oral prep

Phase 1 — Map Your Institution

Step 1	For each dimension below, note how your institution currently operates. Be specific — refer to official policy if you know it, or your best understanding of actual practice.
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Dimension	Your institution	Comments
A. Credit definition How does your institution define 1 academic credit?	<input type="checkbox"/> Contact hours only <input type="checkbox"/> Total student workload <input type="checkbox"/> Mixed / unclear <input type="checkbox"/> Formal written policy exists	
B. Workload components Which components are formally counted?	<input type="checkbox"/> Scheduled teaching <input type="checkbox"/> Guided independent study <input type="checkbox"/> Assessment prep & completion <input type="checkbox"/> All three formally counted	
C. Learning Outcomes linkage Are learning outcomes (Los) formally linked to credit allocation?	<input type="checkbox"/> LOs documented at module level <input type="checkbox"/> Credit allocation reviewed vs. LOs <input type="checkbox"/> Faculty decide credit values <input type="checkbox"/> Registry / central authority decides	
D. Credit transfer & recognition How does your institution handle incoming credit transfer?	<input type="checkbox"/> Formal written recognition policy <input type="checkbox"/> Learning agreements used <input type="checkbox"/> LO-based recognition (not title match) <input type="checkbox"/> Ad hoc / case by case only	

Phase 2 — Compare with ACTS

Step 2 For each of the four dimensions, reflect on your individual mappings and note the key gap and — if you can — a reason why it exists.

Dimension	ACTS requirement	Alignment rating	Key gap at your institution — and why
A. Credit definition	1 credit = 20–25 h total student workload	<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> Absent	
B. Workload components	All three components counted: scheduled + independent study + assessment	<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> Absent	
C. Learning Outcomes linkage	Credit allocation formally referenced to module-level learning outcomes	<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> Absent	
D. Transfer & recognition	Credits recognised based on Learning Outcomes comparability, not course title matching	<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> Absent	

Phase 3 — Report back

Step 3 Share your two key findings. Keep it brief and concrete — one strong alignment, one significant gap.

Report-back point	Your answer
Strongest alignment Dimension + reason	
Most significant gap Dimension + barrier type	
One action (optional) What could your institution do in 12 months?	