Harmonisation, Quality Assurance and Accreditation in Africa
HAQAA3

Global Gateway

Co-funded by the European Union

African Union

ACTS Pilot Phase

Module 1

Practical activity (GROUP during the live session)

Workload Calculation Lab

Translating a real module to ACTS

obreal

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PARTICIPANT WORKSHEET

In this activity your group will apply the ACTS workload methodology to a real module from one of your institutions. The goal is not to get a perfect number — it is to practise the calculation, surface the assumptions behind it, and reflect on what the result reveals.

Step 1 — Choose your module and fill in the context

Select a module that at least one member of your group has taught or coordinated. Fill in the information below.

Module name	
Institution	
Faculty	
Cycle (Undergraduate / Posgraduate)	
Semester length (weeks)	
Credits currently assigned	
Credit system currently used	

Learning outcomes of this module

List 2–3 of the module's learning outcomes (LOs) (or describe what students are expected to achieve if formal LOs are not yet defined):

LO 1	
LO 2	
LO 3	

Step 2 — List all activities and estimate hours

For each activity associated with this module, estimate the total number of hours a student of average preparation would spend. Include everything: not just class time, but all the work required to engage meaningfully with the module.

Component A: Scheduled learning and teaching

Direct interaction between students and academic staff (lectures, seminars, labs, tutorials, field sessions).

Activity	Hours per week	Total hours (× weeks)

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Subtotal A		**___ h**

Component B: Guided independent study

Work students do outside class time: assigned readings, problem sets, case preparation, group project work, online modules.

Activity / task	Hours per week	Total hours (× weeks)
Subtotal B		**___ h**

Component C: Assessment preparation and completion

Time spent preparing for and completing all summative and formative assessments across the full module (exams, essays, projects, presentations, portfolios).

Assessment task	Total hours (prep + completion)
Subtotal C	**___ h**

Step 3 — Calculate your ACTS credit value

Calculation	Your result
Subtotal A (scheduled teaching)	
+ Subtotal B (independent study)	
+ Subtotal C (assessment)	
= TOTAL student workload (A + B + C)	**___ h**
÷ ACTS reference value (use 25 h/credit)	**25**

= CALCULATED ACTS CREDIT VALUE	**___ credits**
Credits currently assigned at your institution	**___ credits**
Difference (calculated − current)	**___ credits**

Step 4 — Reflect and prepare to share

Discuss the following questions in your group. Choose one person to share your key findings in the debrief.

Question 1: What does the difference tell you?

If your calculated value is higher than the current credit value, the module is under-credited: students are doing more work than the institution officially recognises. If lower, the module may be over-credited.

Our group's interpretation of the difference:

Question 2: Where was estimation hardest?

Which component was most difficult to estimate reliably, and why? What data or information would have helped?

The hardest component to estimate was... because...

Question 3: What would need to change?

Identify one concrete change at your institution that would be needed to bring the credit value of this module into alignment with its actual ACTS workload.

One concrete change needed:

Question 4: Learning outcomes

Did this module have formally defined learning outcomes? If yes, how did they help with the workload estimation? If no, how did their absence affect the process?

Our group's observation about learning outcomes:

Remember: the goal is not a precise number. It is to develop a shared understanding of what ACTS-based workload estimation requires — and to see what it reveals about your institution's current practice.