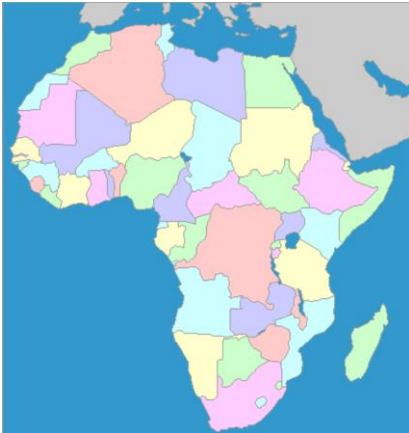


A Proposal to Establish AFRICAN CREDIT TRANSFER SYSTEMS

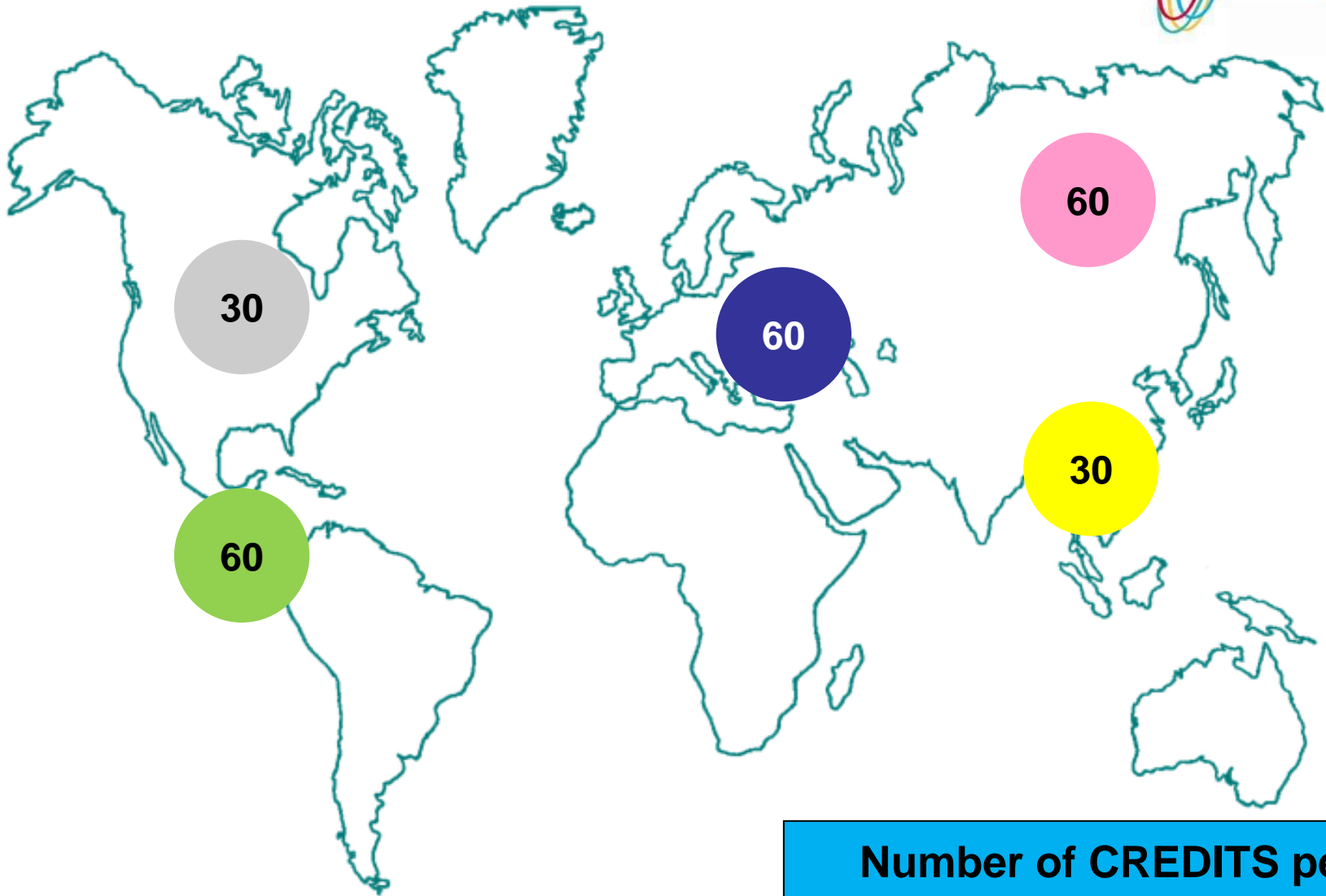
Tuning Africa Phase II

**5th General Meeting, Brussels, 13-15
November 2017**



Damtew Teferra, Prof.

**Higher Education Training and
Development, University of
Kwazulu-Natal**

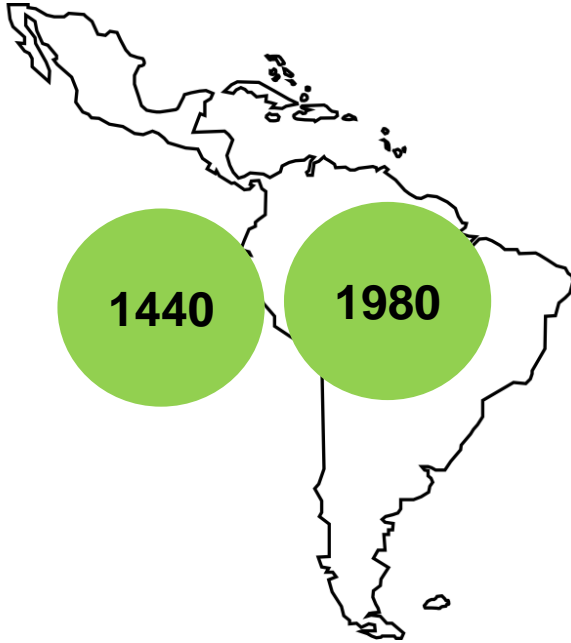


**Number of CREDITS per
ACADEMIC YEAR**

Latin America

Russia

Europe



1500

1800

1500

1800

**Contact hours +
Independent work**

1 ACADEMIC YEAR

Definitions



- **Credit:** A measure of workload required for a typical learner to achieve the objectives of a program, specified in terms of the Learning outcomes and Competences to be acquired – (student workload required to achieve expected learning outcomes)
- **Workload:** An estimation of the learning activities such as lectures, seminars, projects, practical work, work placements, individual study measured in time, which a learner typically needs to achieve the defined learning outcomes.

Key Policy Imperatives



- The Vision of African Union: To build an **integrated** continent requires a **harmonized** education system where intra-African **mobility** and **skills portability** are key elements in its realization.

Key Policy Imperatives



- Harmonized education and training systems are essential for effective implementation of the **Continental Education Strategy for Africa (CESA)** and **Agenda 2063** and key to **mutual recognition** of academic qualifications.

Objectives of a Credit System



- i. Advances harmonization and promote student mobility
- ii. Improve the comparability and compatibility of study programmes
- iii. Render more transparency to study programmes
- iv. Provide more flexibility and diversity of pathways
- v. Facilitate easier development of well-balanced programmes
- vi. Promote feasibility of programmes
- vii. Enhance quality of programmes
- viii. Advance recognition of (periods of) studies taken elsewhere successfully
- ix. Facilitate different types of learning such as informal, non-formal, formal, part-time, among others.
- x. Facilitate more substantive collaboration among different higher learning and research institutions towards a common higher education space.

Underlying Fact



Africa **lacks** a reliable means of measuring and transferring acquired knowledge in the realization of the stated **key policy imperatives** and the **objectives**—hence ...

- The Undertaking to Establish the

**AFRICAN CREDIT
TRANSFER SYSTEMS**

WORKLOAD

A Review Survey on workload

—571 academics

—5,266 students

—107 institutions

— Question: What is the extent of workload to learn a unit in a semester in terms of contact hours and independent study?

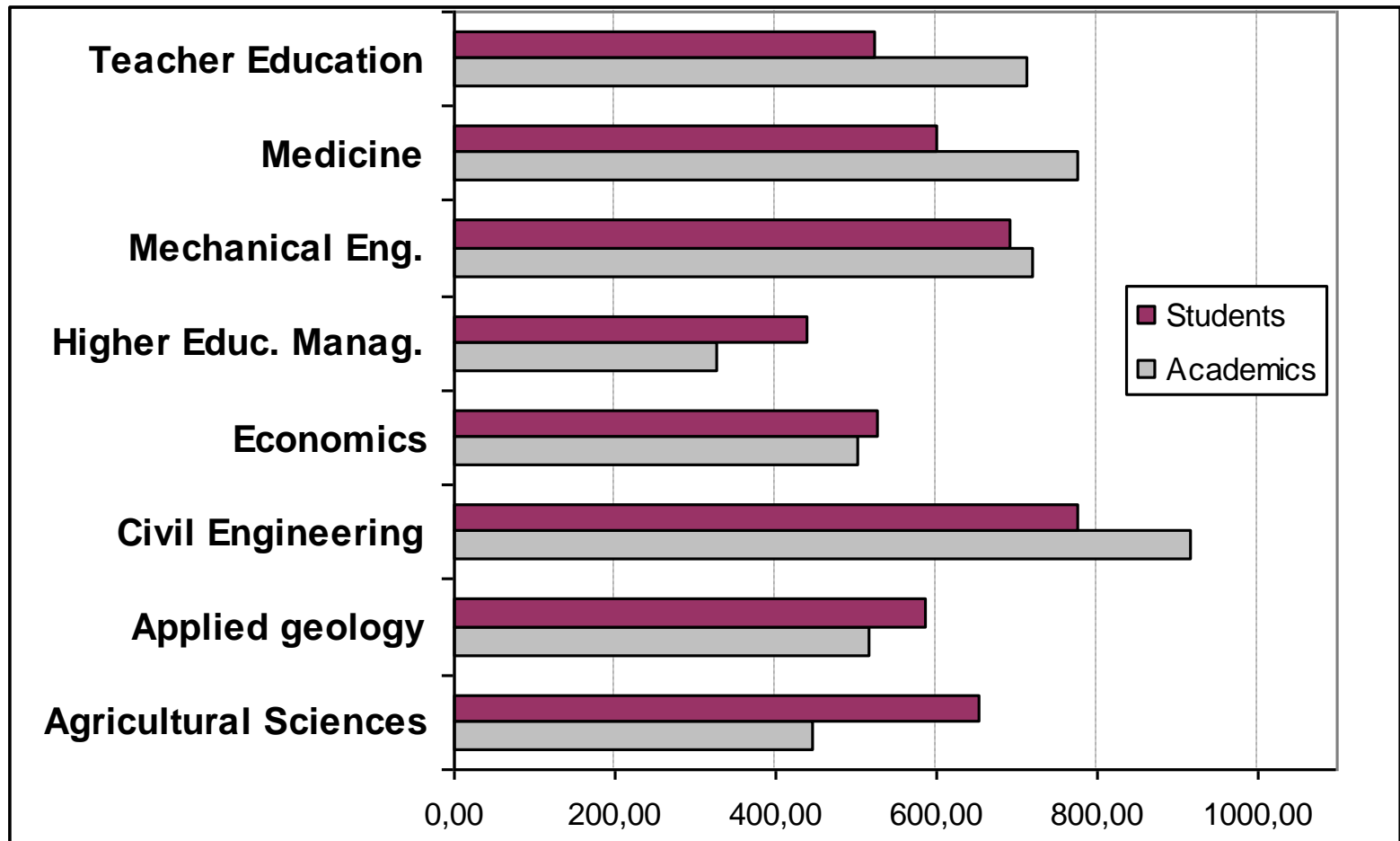


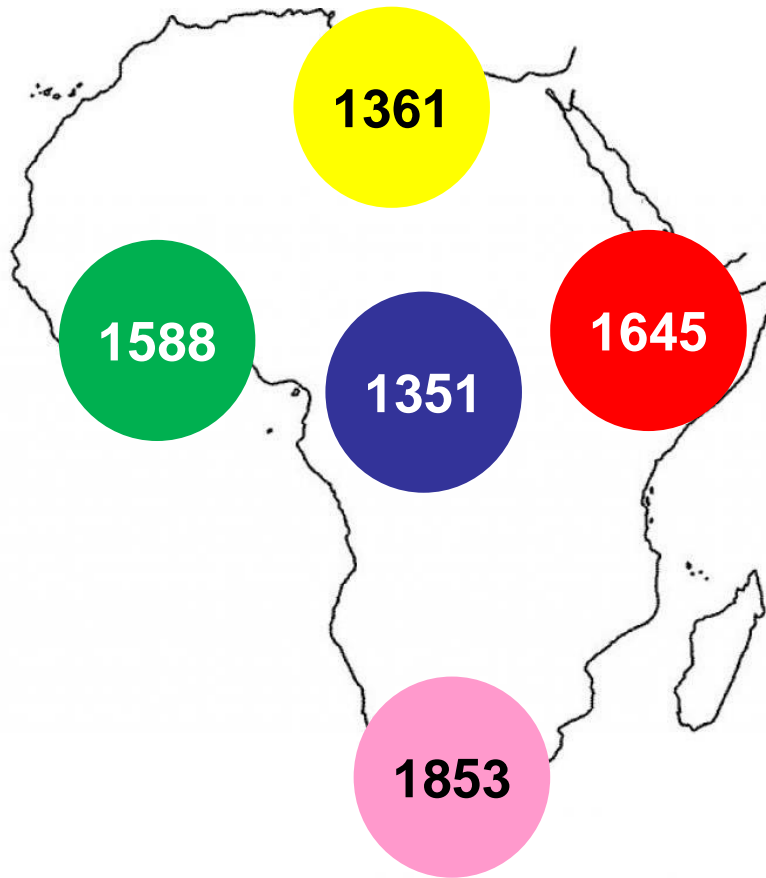
Fields/Disciplines



- Agricultural Sciences
- Economics
- Civil Engineering
- Mechanical Engineering
- Applied Geology
- Medicine
- Teacher Education
- Higher Education Management

Findings: Hours Needed



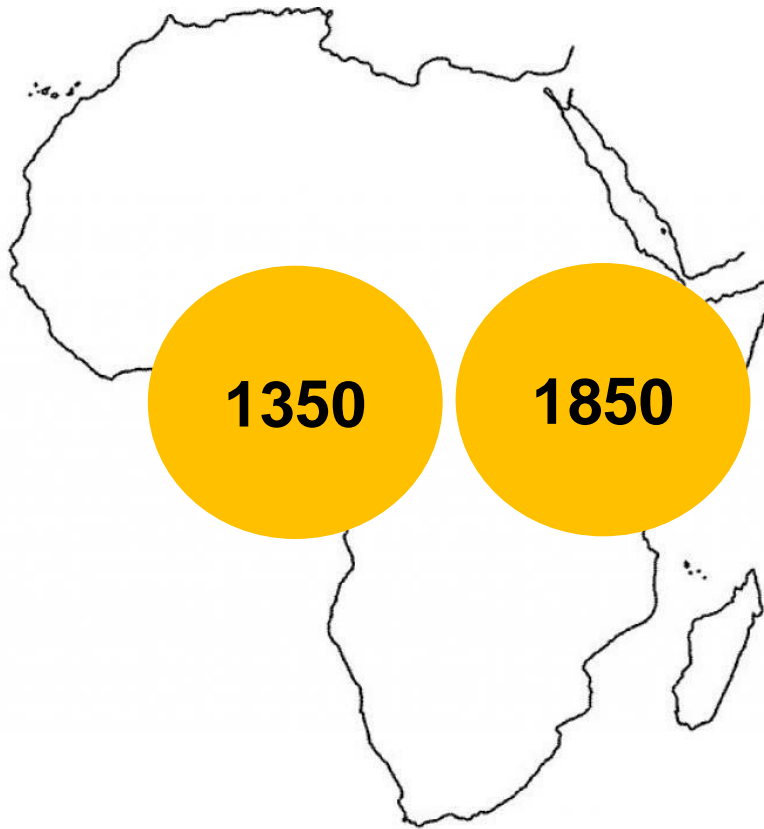


Academics

Students

**Contact hours +
Independent work**

1 ACADEMIC YEAR



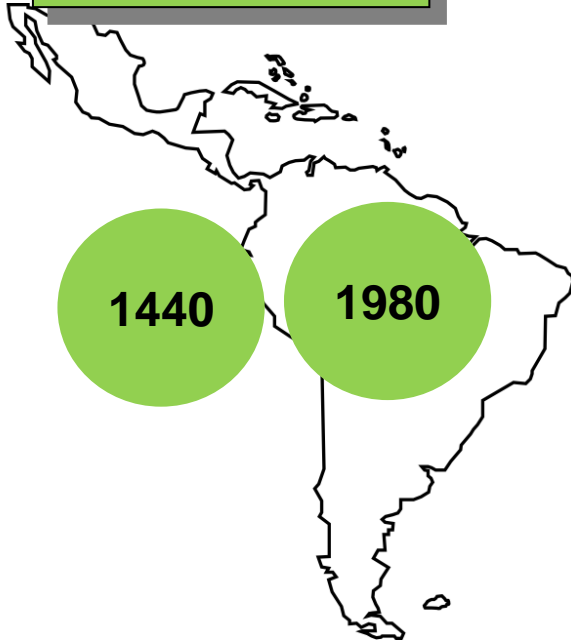
Academics

Students

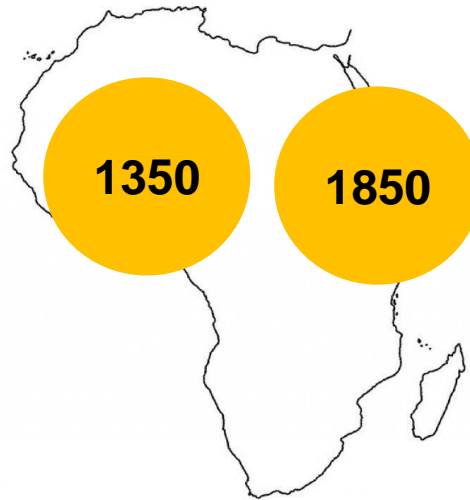
**Contact hours +
Independent work**

1 ACADEMIC YEAR

Latin America



Africa

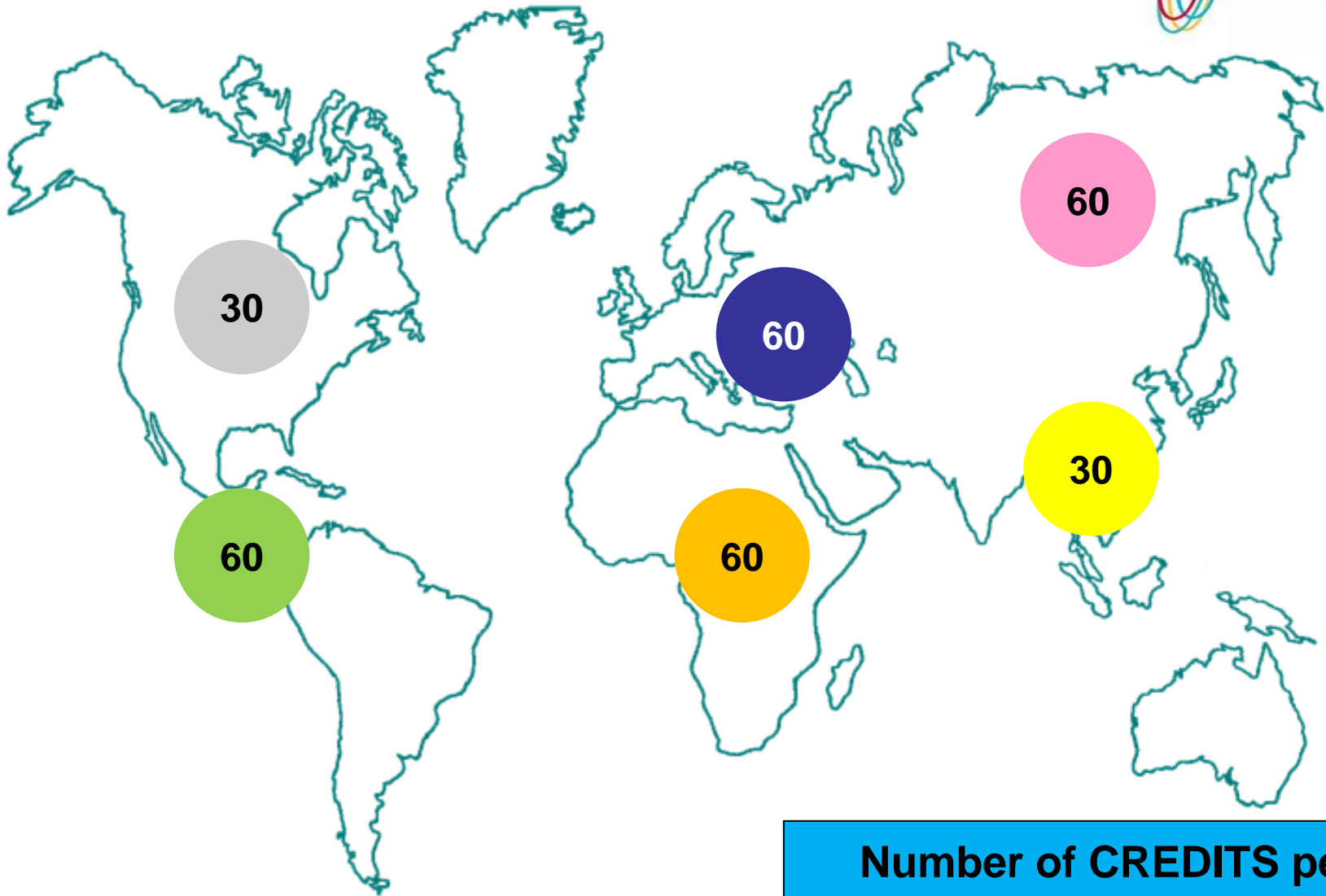


Europe

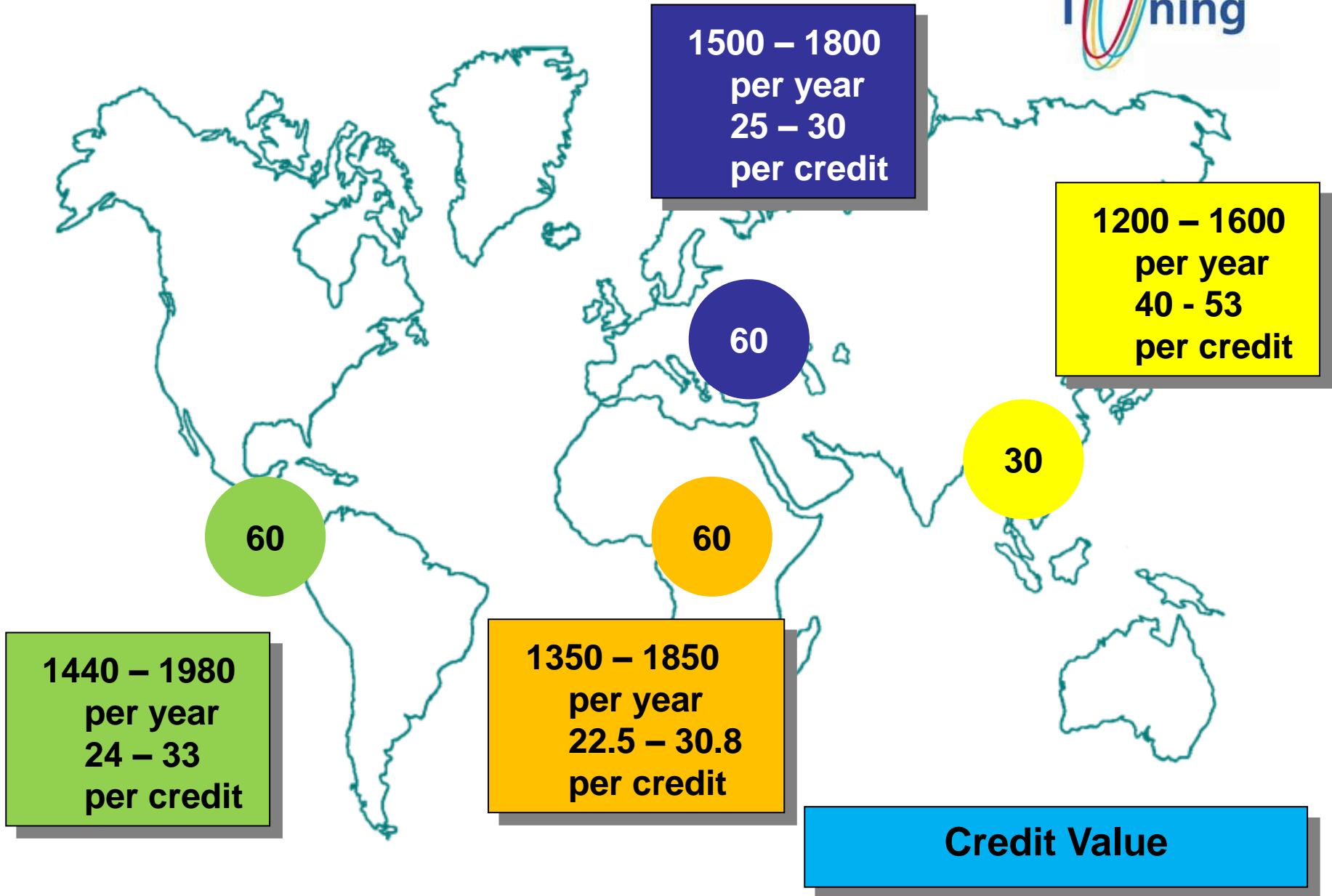


**Contact hours +
Independent work**

1 ACADEMIC YEAR



Number of CREDITS per ACADEMIC YEAR



1440 – 1980
per year
24 – 33
per credit

1500 – 1800
per year
25 – 30
per credit

1200 – 1600
per year
40 – 53
per credit

1350 – 1850
per year
22.5 – 30.8
per credit

Credit Value

Conclusion



- i. Credit system has been functional in the African Higher Education systems for many years.
- ii. African universities consider credit as a tool for measuring the load of the teacher rather than as an expression of the volume of learning based on defined learning outcomes and associated workload.
- iii. In many African institutions, credit is measured based on the contact time with the teacher.
- iv. Credit does not have the same value in all the countries and regions. (Anglophone and Francophone credit systems differ.)
- v. There is currently no credit transfer system among institutions in Africa.
- vi. The load of credit is not comparable among institutions in Africa.

Recommendation



- The general trend is that 60 credits are equivalent to the workload of full-time student during one academic year. We thus recommend to **adopt** this widespread international trend of **60 credits for Africa.**

Recommendation



- There is a need for a consensus on the student workload over a period of a year which straddles between 1,350 and 1,800 hours. We thus recommend to **adopt between 1,350 and 1,800 hours** of workload for Africa which sits well within the international norms.