

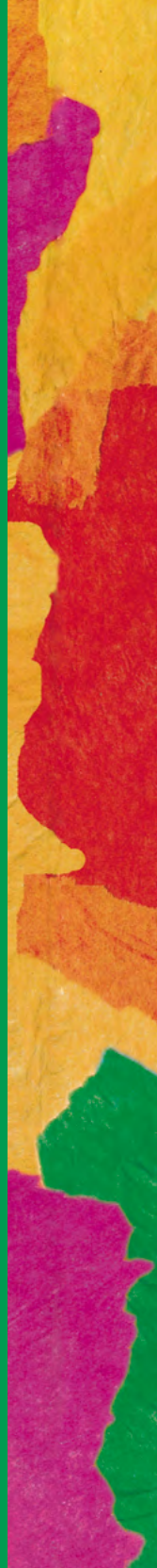


# Design and Implementation of Degree Programmes in **Economics**

Enang Bassey Udah and Edson Niyonsaba Sebigunda (eds.)



**Phase II**





Design and Implementation  
of Degree Programmes  
in Economics



Tuning Africa Project Phase II

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# Preface

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The harmonisation of higher education in Africa is a multidimensional process that promotes the development of an integrated higher education space on the continent of Africa. The objective is to achieve collaboration across borders, sub-regionally and regionally, in curriculum development, educational standards and quality assurance, joint structural convergence, consistency of systems as well as compatibility, recognition and transferability of degrees to facilitate mobility. Harmonisation is necessary for achievement of the African Union vision of integration, peace and prosperity.

Tuning Africa was adopted as a possible instrument to advance the African Union's harmonisation agenda, in collaboration with the EU through the Joint Africa-EU Strategy. Implementing a second phase of Tuning was one of the commitments taken at the 2014 Africa-EU Summit in 2014 in Brussels, as a follow-up to the very successful pilot phase which took place between 2011 and 2013.

At the November 2017 Africa-EU Summit in Abidjan, Heads of State committed to deepening their collaboration and exchange in education, aiming at increasing the employability of young people bearing in mind that investing in youth and future generations in Africa is a prerequisite for building a sustainable future. In this context, further concrete initiatives in the field of higher education which aim to enhance relevance and the quality of education and training will be encouraged.

By contributing to the harmonisation of higher education in Africa, Tuning Africa is complementing Erasmus+, the Intra-Africa academic

mobility programme and the Nyerere scheme; thereby enhancing the mutual recognition of academic qualifications and facilitating exchanges and mobility of students and staff across the continent and with Europe. This is instrumental for acquiring key skills and competences that are important for employability, facilitating collaborative research addressing common challenges, and for ensuring relevant and quality education.. The dialogue on credits and a common credit system for Africa is another major deliverable for Africa. All these initiatives are in line with the Continental Education Strategy for Africa as well as Africa's Agenda 2063 which calls for an education and skills revolution.

Tuning Africa has provided a platform for dialogue on quality assurance and the improvement of teaching, learning and assessment in higher education. Bringing together academia and employers, and importantly in this second phase, the active involvement of students, has been crucial. The success of Tuning Africa has been the involvement of a critical mass of universities and stakeholders, the ownership and commitment of all involved, as well as a transparent and credible leadership.

The AUC and EC are grateful to all the African and European experts involved in the production of this book, which is an outcome of the Joint Africa-EU Partnership Harmonisation and Tuning Africa 2 initiative.

African Union Commission and European Commission

# Chapter 1

## Introduction

*Enang Udah<sup>1</sup> and Consolata Ngala<sup>2</sup>*

### 1.1. Definition of Economics

Economics is as old as human civilisation, and human history is characterised by various forms of trade and exchange, management of human and material resources, vagaries of scarcity and choices as well as sub-national and national contemporary economic problems. At a glance, individuals without the Economics lens view the world's economic problems in various dimensions. They see questions and problems without solutions. The knowledge of Economics expands individuals' frontier to view the world through a geometric prism. That prism is the clarity with which the science of Economics helps them to understand and solve contemporary domestic and global economic problems. Economics as a discipline is the lens which provides the desired solutions and the platform to focus on the hidden socio-economic structures that have shaped our world. The discipline provides the world with quality human capital: persons able to use economic theories and principles to solve contemporary economic problems in the industrial, capitalist and developing economies. Such people also have the ability and capacity to treat economic problems from institutional, structural and socio-economic perspectives with

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<sup>1</sup> University of Calabar, Nigeria.

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appropriate modifications, using general economic principles, theories and policies.

In this regard, the Subject Area Group (SAG) in Economics opted for a definition of Economics that approximates what economists do within the African context. Thus, Economics is the institutionalisation of government effectiveness, socio-economic transformation and utilisation of human and natural resources to promote inclusive growth and sustainable development. Economics as a discipline is split into the two major areas, namely microeconomics and macroeconomics, with various topics grouped under these two broad areas. Whereas microeconomics focuses on the maximisation of individual utility and profit, preference functions of individuals, households and firms; macroeconomics attempts to address macro issues such as unemployment, inflation, growth in gross domestic product (GDP), monetary and fiscal policies as well as exchange rate policies.

## 1.2. Importance of Economics in Africa

The historical antecedents of Africa shows that the continent is plagued with many challenges that relate to rural and urban development, unemployment, poverty and slow economic growth and development, managing budget cycles, synergy between monetary and fiscal policies, trade and exchange rate policies, synergy between public policies and private entrepreneurs. In addition, the continent has to tackle the problem of shortage of raw materials for her industrial estates, income inequality, and to determine the extent and limitations of government interventions in the economy. The political economy of the application of economic principles of opportunity cost as well as the problem of market failure and how to achieve social effectiveness. These and other issues lend credence to why Africa requires competent and well trained graduates of economics extraction. However, the SAG interactions with colleagues and other academics, students and employers exposed the apparent inability of many African graduates and professionals to acquire additional competences other than knowledge of the content of a programme in their various institutions. This suggests the need for reform in curriculum and teaching Methodology. It is within this context that Tuning Africa Economics Group (EG) is addressing these challenges. The EG strongly believe that Africa's numerous rural, urban and

international trade and linkage problems could be solved if economics graduates acquire, in addition to the content, necessary skills and abilities that will help them to revolutionise the knowledge economy in economics space. Therefore, this project set out to develop series of generic and subject-specific competences, using Tuning teaching methods that have, as the primary focus, to deepen the knowledge base of economics graduates to fit into the dynamic public and private work environment.

This approach lays emphasis on learning outcomes. Learning outcomes are the knowledge that students (learners) are expected to assimilate, develop and apply in various dimensions on completion of the programme. Students are expected to demonstrate these outcomes through a testable mechanism. Thus, each course unit or module should incorporate various testable learning outcomes, which are requirements for the award of credit. The combination of learning outcomes and assessment methods, determine credit allocation; and students earn grades if they are able to achieve the specified learning outcomes.

### 1.3. Types of Degree Programme in Economics

In most African universities, higher education courses in Economics are offered in three cycles: first, second and third degree levels. These degree cycles usually lead to the award of Bachelor of Science, Master of Science and Doctor of Philosophy (PhD) degrees in Economics. In participating Universities, higher education courses are offered in the first, second and third cycles. The duration of the Bachelor's degree is between three and four years. The Master's degree in Economics has a maximum duration of four semesters and a minimum of two semesters. A PhD programme may last three to five years, depending on the specific country, university and the ability of the students. A typical degree programme in Economics at various cycles aims to develop individuals with knowledge and competences that will be useful in humanitarian services, social, economic, mathematical, natural and behavioural sciences. These knowledge and skills are expected to also prepare graduates to work successfully in the chosen field of activity with universal professional skills, contributing to their social relevance and competitiveness in the labour market.

## 1.4. Core Elements of Economics

Economics is an interrelated subject that covers a wide range of quantitative, qualitative and applied disciplines such as microeconomics, macroeconomics, econometrics, mathematics and statistics, among others. Table 1 shows the core subjects, support courses and areas of specialisation in Economics.

**Table 1**

Core subjects, support courses and areas of specialisation in Economics

Core subjects of Economics	Support Courses	Areas of Specialisation
<ul style="list-style-type: none"> <li>• Microeconomics</li> <li>• Macroeconomics</li> <li>• Econometrics</li> <li>• Mathematics and statistics</li> <li>• Research methods</li> <li>• History of Economic thought</li> </ul>	<ul style="list-style-type: none"> <li>• ICT</li> <li>• Language courses/ communication skills</li> <li>• Law</li> <li>• Ethics and logic courses</li> <li>• Accounting</li> </ul>	<ul style="list-style-type: none"> <li>• Monetary economics</li> <li>• Development economics</li> <li>• International economics</li> <li>• International finance</li> <li>• Managerial economics</li> <li>• Financial economics</li> <li>• Public sector economics</li> <li>• Labour economics</li> <li>• Industrial economics</li> <li>• Agricultural economics</li> <li>• Health economics</li> <li>• Energy economics</li> <li>• Public finance and fiscal policy</li> <li>• Environmental economics</li> <li>• Resource economics</li> <li>• Corporate finance</li> <li>• Transport and logistics</li> <li>• Microfinance</li> <li>• Demographic economics</li> <li>• Project planning and management</li> <li>• Economics of education</li> <li>• Industrial economics</li> <li>• Welfare economics</li> </ul>

## 1.5. Economics Curriculum Reform and Teaching Methods

Among the challenges facing Africa in recent decades is the need for African economics graduates and professionals to respond to increasing



diverse and complex societies, socio-economic and political horizons as well as the heterogeneous domestic and external forces that influenced the trajectory of economic fundamentals at macro and micro levels (Ekpo, 2009; Iyoha and Oriakhi, 2007). It has been argued in the literature that the current economics curriculum in Africa has more or less detached from the real world. Students are asked to memorise and regurgitate academic theory in pedagogical models of economics teaching. Grades are earned by students based on ability to solve abstract microeconomics and macroeconomics equations for instance, than developing skills and competences that extract critical thinking to solve actual economic problems (Chisholm, 2017). It is with the belief that the continent's numerous and diverse economic challenges can be addressed if economics graduates acquire the right skills and competences that will help shape a future and modern sustainable African economy.

An important objective of the African Union (AU) Strategy for Harmonisation of Higher Education Programmes is to expedite mutual recognition of academic qualifications and enable intra African mobility. It also involved designing curriculum development frameworks to enable comparability and equivalence of competence and learning outcomes in African Universities (Hahn and Teferra, 2013). In 2012, the AU accepted the student-centred approach of Tuning as the best method to achieve systematic reform of higher education in Africa (Tuning, 2012). The approach involves a logical and consultative process that constructively use academics to enlist various stakeholders to identify, define and develop competence based curriculum, teaching and learning for students (González, 2014; Wagenaar, 2014). The literature shows that many Francophone African Universities and those in African and Malagasy Council for Higher Education (CAMES) are reforming their higher education system to align their curriculum with the Tuning approach (CAMES, 2007, 2013). In recognition of the importance of economics science in shaping the future trajectory of African economies and the need for well-trained economists to meet the new economic challenges facing the continent, Tuning Africa Project Phase II introduced SAG-Economics. The objective of the project is to develop competence-based economics curriculum that uses a clearly defined generic and subject-specific competences based on the Tuning approach. The approach that the SAG adopted to generate generic and subject-specific competences and the meta-profile, analysis of the consultation with stakeholders, the student workload and the credit system, development of a revised programme and staff development needs will be presented in this report. They

are the fruits of the discussions the members of the group had over Phase II of the Tuning Africa Project.

## 1.6. Typical Occupations of Graduates in Economics

There are diverse job opportunities available to graduates of economics depending on whether the individual has a Bachelor’s degree, Master’s degree or Doctorate degree in Economics. These include, working in the private sector, academia, government agencies, public and private financial institutions, World Bank, International Monetary Fund, stock exchange or self-employed. Economists working in private industry and research institutions provide information about economic fundamentals that help the organisation to plan and implement important decisions on business expansion, marketing strategy and pricing of goods and services. Economists may also be employed in colleges and universities to teach, research and participate in community services. They also engage in consultancy services for various private and public institutions. A doctoral degree is a requirement for advanced career in academia and the individual could rise to the rank of a Professor. Economists with advanced degrees can be employed with more responsibility in research administration and mentoring young academics. Table 2 summarises the occupations and positions for economists at different degree cycles.

**Table 2**  
Occupations/positions for economists

Bachelors	Masters	PhD/D
<ul style="list-style-type: none"> <li>• Bank clerks</li> <li>• Assistant stock exchange dealers</li> <li>• Commercial councillors</li> <li>• Assistant planning officers</li> <li>• Technical assistants</li> <li>• School teachers</li> <li>• Research assistants</li> </ul>	<ul style="list-style-type: none"> <li>• Stock exchange dealers</li> <li>• Economic analysts</li> <li>• Financial analysts</li> <li>• Graduate assistant/ assistant lecturers</li> <li>• Economists</li> <li>• Planners</li> <li>• Statisticians</li> <li>• Portfolio managers</li> <li>• Policy advisers</li> <li>• Research assistants</li> </ul>	<ul style="list-style-type: none"> <li>• Policy advisers</li> <li>• Analysts</li> <li>• Senior economists</li> <li>• Lecturers</li> <li>• Senior consultants</li> <li>• Senior planners</li> <li>• Directors</li> <li>• Managers</li> <li>• Researchers</li> <li>• International experts in economics</li> <li>• Trade negotiators</li> <li>• Entrepreneurs</li> <li>• Professor</li> </ul>

## 1.7. Member Countries of the Tuning Africa Economics Group

The composition of the Economics Subject Area Group covered the five regions of Africa, a German Tuning expert and the participating members' universities, e-mail, name and country are presented in Table 3 below:

**Table 3**  
Members of Economics working Group

Name	University	Country
Ahcene <b>BOUCEID</b>	Université 8 mai 1945 Guelma	Alger
Jose Nicolau <b>SILVESTRE</b>	Katyavala Bwila University	Angola
Pam <b>ZAHONOGO</b>	Université Ouaga II	Burkina Faso
Henri <b>NGOA TABI</b>	Université de Yaoundé II	Cameroon
Maria Madalena <b>DUARTE ALMEIDA</b>	ISCEE - Instituto Superior Ciências Económicas e Empresariais	Cape Verde
Edson <b>NIYONSABA SEBIGUNDA</b>	Université de Goma (UNIGOM)	Democratic Republic of Congo (ex Zaire)
Abdillahi Aptidon <b>GOMBOR</b>	Université de Djibouti	Djibouti
Bernadette Françoise R. <b>SMEESTERS</b>	Université de Djibouti	Djibouti
Hala Mohamed Fathi Hafez <b>SAKR</b>	Cairo University	Egypt
Melake <b>TEWOLDE TECLEGHIORGIS</b>	College of Business and Economics	Eritrea
Maru Shete <b>BEKELE</b>	St. Mary's University	Ethiopia
Charles <b>BARNOR</b>	University of Professional Studies, Accra (UPSA)	Ghana
Consolata Oloo <b>NGALA</b>	Masinde Muliro University of Science and Technology (MMUST)	Kenya
Emmanuel Maluke <b>LETETE</b>	National University of Lesotho	Lesotho

Name	University	Country
Retselisitsoe Isaiah <b>THAMAE</b>	National University of Lesotho	Lesotho
Abdeljabbar <b>ABDOUNI</b>	Université Hassan 1er de Settat	Morocco
Enang Bassey <b>UDAH</b>	University of Calabar	Nigeria
Felician Lugemalila <b>MUTASA</b>	Open University of Tanzania	Tanzania
Margret M. <b>SCHERMUTZKI</b>	Independent Expert	Germany

## 1.8. Conclusion

The Economics working group recognises that skills, competences and knowledge of the content of economics are required to address the varied and diverse socio-economic and political challenges in Africa. This prompted the definition of economics within the African context. The subject matter of economics encapsulates a broad range of disciplines and in most participating Universities, the economics curricula is fairly similar. Albeit the degree may vary in name, duration and credit systems, they all serve to achieve one objective: training of economists. The content of this introduction provides the basis to discuss and develop a reference point for a competent-based curriculum in economics. In addition, the discussion by academics of economics extraction in the working group provided the spur in identifying relevant and contemporary sets of subject-specific competences. The consensus arrived at by the working group is that there is a need to deepen the quality and relevance of economics academic programme in all participating Universities.

# Chapter 2

## Generic Competences and Subject-specific Competences

*Enang Udah<sup>1</sup> and Hala Sakr<sup>2</sup>*

### 2.1. Definition of Competences and Learning Outcomes

Tuning makes the distinction between competences and learning outcomes in order to distinguish the different roles of the most relevant players: academic staff and learners/students. Competences are developed during the process of learning by the student/learner. According to the definition used in Tuning, competences represent a dynamic combination of cognitive and metacognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills, and ethical values. Fostering these competences is the object of all educational programmes. Competences are developed in all courses units, and assessed at different stages of a programme. Some competences are subject related (specific to a field of study); others are generic (common to any degree course). It is normally the case that competences development proceeds in an integrated and cyclical manner throughout a programme. Therefore in Tuning, a distinction is made between the competences that are directly connected to the discipline or thematic area of study (the “Subject-

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<sup>1</sup> University of Calabar, Nigeria.

<sup>2</sup> Cairo University, Egypt.

specific Competences”) and those that are important in many or all areas of study. These are the “Generic Competences” (Gs) in Tuning (Wagenaar, 2014; Villa *et al.*, 2008).

Learning Outcomes are a statement of the knowledge and understanding required of a learner, and for the learner to be able to demonstrate after completion of a process of learning. Learning outcomes are expressed in terms of level of competences to be obtained by the learner. They relate to specific competences the learner is expected to acquire in a course or module and are formulated by the teachers. The first step in Tuning involves developing an awareness of the importance of the generic competences in the educational process. Traditionally, universities have concentrated on the transfer of knowledge specific to the area of study, and the formation of generic competences has been left largely to chance (Wagenaar, 2014).

## 2.2. Developing the Generic Competences for Economics

Generic competences are usually referred to as skills that could be transferred or general skills that a learner is expected to acquire in various cycles of degree programmes. Beneitone and Bartolomé (2014) had classified generic competences into major groups: Instrumental (e.g., capacity for abstract thinking), Interpersonal (e.g., team work) and Systematic (e.g., creativity) competences. In accordance with the current Tuning Methodology, members of Economic group examined and discussed the 18 generic competences, which had been prepared in Tuning Africa phase I. The SAG deliberated on the eighteen generic competences chosen by the Tuning Africa Project (phase I), and agreed that they approximate the generic competences required of an Economics graduate, and subsequently adopted them. The process of arriving at the eighteen generic competences, as was explained, followed a rigorous process and is documented in the Tuning Africa phase I literature. These generic competences are presented in Table 4.

**Table 4**  
List of Generic Competences for all African Graduates

1	Ability for conceptual thinking, analysis and synthesis.
2	Professionalism, ethical values and commitment to Ubuntu (respect for the well-being and dignity of fellow human beings).
3	Capacity for critical evaluation and self-awareness.
4	Ability to translate knowledge into practice.
5	Objective decision-making and practical cost-effective problem solving.
6	Capacity to use innovative and appropriate technologies.
7	Ability to communicate effectively in both official/national and local languages.
8	Ability to learn to learn and capacity for lifelong learning.
9	Flexibility, adaptability and ability to anticipate and respond to new situations.
10	Ability for creative and innovative thinking.
11	Leadership, management and teamwork skills.
12	Communication and interpersonal skills.
13	Environmental and economic consciousness.
14	Ability to work in an intra- and intercultural and/or international context.
15	Ability to work independently.
16	Ability to evaluate, review and enhance quality.
17	Self-confidence, entrepreneurial spirit and skills.
18	Commitment to preserve African identity and cultural heritage.

### 2.2.1. *Definition of Generic Competences: A Thematic Perspective*

A graduate in the first cycle degree programme should be able to develop certain abilities and skills that are required to enhance his or her competence in any work environment. These skills and abilities can be categorised into information communication technology (ICT), interpersonal and teamwork, self-management and professional

development and numerical skills. Generic competences identify shared elements common to all degrees, such as application of knowledge and skills in professional and complex situations, integrity and ethical standards, conceptual thinking, analysis and synthesis. In addition, they also describe such skills and ability to adopt or select an existing or new methods to solve emerging issues, using appropriate information and communication tools. A brief synopsis of the generic competences is presented in section 2.2.2.

### 2.2.2. *Brief analysis of eighteen generic competences from economics perspective*

**G1. Ability for conceptual thinking, analysis and synthesis.** This competence corresponds to ability to have a mental construct of possible solutions to existing and real life economic problems, taking into consideration the various dimensions as well as the implications to the society's welfare.

**G2. Professionalism, ethical values and commitment to Ubuntu.** This competence is the ability to carefully conform to the accepted norms, standard practices, laws and ensuring fairness and equity in the practice of economics profession.

**G3. Capacity for critical evaluation and self-awareness.** This is the ability to assess and appraise a problem using available economic data and taking into consideration the structural rigidities inherent in that economy. Self-awareness helps to identify the required actions/decisions to be taken.

**G4. Ability to translate knowledge into practice.** This competence relates to the capacity to adjust, modify or adapt acquired knowledge and use it to solve real life economic problems.

**G5. Objective decision-making and practical cost-effective problem solving.** This competence seeks to distance decision making away from the influence of emotions, friendship or personal vendetta or other factors that may crowd out objective decisions. Thus, this competence is the ability to make unbiased and cost effective decisions.



**G6. Capacity to use innovative and appropriate technologies.**

This competence is the ability to use new qualitative and quantitative tools to solve economic problems.

**G7. Ability to communicate effectively in both official/national and local languages.**

This competence relates to the ability to communicate both in written and oral language of economic policies and concept to the understanding of the target groups or audience.

**G8. Ability to learn to learn and capacity for lifelong learning.**

This competence expresses one's willingness and capacity to acquire, update, upgrade and enhance the frontier of economics knowledge throughout one's life.

**G9. Flexibility, adaptability and ability to anticipate and respond to new situations.**

This is the ability to internalise new knowledge fast and foresee how emerging economic policies could affect the structure of an economy and use that to respond accordingly.

**G10. Ability for creative and innovative thinking.**

This is the ability to develop new ideas and approaches that could be applied to solve economic problems and to address challenging situations.

**G11. Leadership, management and teamwork skills.**

This competence underscores one's ability to imbibe the team spirit and influence people, to extract the best commitment from them.

**G12. Communication and interpersonal skills.**

This is the ability to communicate with people from various cultures, customs and traditions in written, verbal and graphical, to be effective in conveying thought and expressions in economics.

**G13. Environmental and economic consciousness.**

This competence underscores the importance of the balances between economic policies and programmes, and the responsibility for sustainable economic development.

**G14. Ability to work in an intra- and intercultural and/or international context.**

This is the ability to work with people of all races, religious, ethnic and language groups, national and international backgrounds.

**G15. Ability to work independently.** This competence corresponds to one's ability to take initiative and deliver on set objectives without supervision. For economics, this entails one's understanding of available economic tools and software and use them to solve emerging and complex economic issues with less supervision.

**G16. Ability to evaluate, review and enhance quality.** This requires the use of appropriate tools and approaches to critically evaluate and apply improvement strategies to enhance quality.

**G17. Self-confidence, entrepreneurial spirit and skills.** This competence refers to one's ability to be self-determined and taking right decision based on personal intellectual acumen. It also involves the ability to learn on the job and to overcome self-doubts that is often associated with new employees. This competence requires using knowledge and experiences gained overtime to improve on one's professional and technical competence without being overconfident.

**G18. Commitment to preserve African identity and cultural heritage.** This means promoting the African identity in socio-economic conceptualisation of developmental policies, values and culture. It also involves a commitment to preserve the African heritage in all parts of the continent.

## 2.3. Subject-specific Competences

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### 2.3.1. Identification of Subject-specific Competences

Subject-specific competences are a combination of skills, knowledge, abilities and understanding which students require to achieve desired ends. To deepen competences, the focus of any academic programme should not be only on the content, but on testable and achievable learning outcomes via the appropriate teaching format and methodology. Competences aid students to develop skills and capacity to excel in their work environment. Students can think out situations, articulate new ideas, innovate and evaluate.

In identifying the subject-specific competences the economics team had a deep reflection and an in-depth discussions on a number of key issues. First, the possible fields of work for Economics graduates were

identified (such as public institutions, non-governmental organisations, banks and other financial institutions, private companies, research institutions, schools and universities, international organisations, self-employment, consulting companies). Second, important elements of the discipline such as core subjects of Economics, support courses and areas of specialisation. The basic issues used as the foundation included rational behaviour, markets, economic policies, sustainable development, economic governance and institutions, ethics, innovation and creativity, the additional skills and competences required in a particular work environment as well as the definition of Economics within the African context. Third, the Economics group also interacted with African academics, students, employers, and graduates, and consulted international professional standards and requirements for a career in Economics. Evaluation of these parameters provided the basis to develop seventeen subject-specific competences. Table 5 presents the list of subject-specific competences. The major challenge in agreeing to the subject-specific competences was the language barrier in the group. On many occasions, the group had to split into different language speaking groups and each group would submit their presentations for reflection. Thereafter, discussions follow and a decision that is agreed to all was taken. This process, though challenging, allowed members to develop team spirit, patience, leadership skill as well as appreciate the diversity in language and culture.

The seventeen subject-specific competences encapsulates a number of skills, attributes and abilities that should gradually be developed in the undergraduate degree programme in Economics and can be categorised into numeracy, problem solving, innovation, creativity and entrepreneurship, knowledge of ICT and professional skills. Graduates of Economics should have the ability to develop, evaluate and monitor economic projects, use technical tools available in economics to solve emerging contemporary economic problems, appraise the consequences of economic policy on the medium and small scale businesses as well as welfare of citizens and ensure sustainable economic development. These skills and abilities not only enhance the employability of graduates of Economics but fortify them with relevant skills to be efficient and effective entrepreneurs, policy-makers, teachers, researchers, bankers and policy analysts. A brief analysis of the subject-specific competences is presented in section 2.3.2.

**Table 5**  
List of Subject-specific Competences in Economics

1	Coherent understanding and application of economic principles.
2	Ability to apply economic principles in rational decision making and choice: consumption, production and exchange of goods and services.
3	Ability to understand the operations and interdependence of markets.
4	Ability to use information communication technology (ICT) in economic transformation and growth.
5	Ability to perform economic computations in various spheres of manufacturing commodities and services.
6	Ability to analyse economic data to make informed decisions.
7	Ability to assess the impact of economic policies on human and natural resources.
8	Ability to understand and evaluate the impact of social and economic institutions on effective governance and development.
9	Ability to identify, analyse and solve African and global economic issues and problems.
10	Ability to understand macroeconomic policies and draw policy recommendations.
11	Ability to understand and apply sustainable development policies and practices.
12	Ability to understand the operations and regulations of financial markets.
13	Possess skills to appraise, plan, manage, monitor and evaluate projects.
14	Ability to use economic tools to diagnose economic problems.
15	Possess entrepreneurial innovative, creative and negotiation skills.
16	Ability to understand the operations and regulations of banks and microfinance institutions.
17	Ability to understand the role, operations and regulations of international and regional institutions.

### 2.3.2. *Brief analysis of Subject-specific Competences*

**SSC1. Coherent understanding and application of economic principles.** This competence is first to draw out the knowledge of the students and to understand the connection between knowledge

of economics and the real life situations. Second, how economics knowledge can be applied to solve the identified problem. This tests the students' understanding of the content of economics as taught in various courses as well as the ability to put the knowledge to practical use.

**SSC2. Ability to apply economic principles in rational decision making and choice.** Consumption, production and exchange of goods and services. In both private and public domain of entrepreneurship, economics graduates at the managerial level, are required to take important decisions among menu of available options that could translate to productivity of investments, profit and/or economic progress or vice versa. This specific competence can make the difference.

**SSC3. Ability to understand the operations and interdependence of markets.** This competence allows graduates in public institutions to understand the essential elements of a Developmental State, formulate efficient and effective public policy that stimulates the markets to function optimally among others.

**SSC4. Ability to use information communication technology (ICT) in economic transformation and growth.** Graduates of economics should be able to use relevant and related information technology tools available to present economics principles, data and analysis.

**SSC5. Ability to perform economic computations in various spheres of manufacturing commodities and services.** This is the ability to model, simulate and solve economic problems in manufacturing and services.

**SSC6. Ability to analyse economic data to make informed decisions.** This competence requires graduates of economics to have a firm grasp of current qualitative and quantitative tools to analyse economic data.

**SSC7. Ability to assess the impact of economic policies on human and natural resources.** This requires knowledge and understanding of sustainability and impact of policies on the environment and human capital. Certain public policies could degrade the environment and threaten human existence, but may be useful if profit motive is a priority.

**SSC8. Ability to understand and evaluate the impact of social and economic institutions on effective governance and development.** Africa is plagued with weak institutions, a way out is to develop this competence in graduates of economics who through career progression, and in collaboration with other disciplines, could help develop the required strong institutions.

**SSC9. Ability to identify, analyse and solve African and global economic issues and problems.** This competence requires innovative and creative skills. Graduates of economics extraction should be able to apply acquired knowledge to solve problems.

**SSC10. Ability to understand macroeconomic policies and draw policy recommendations.** This is the ability of economics graduates to adjust, modify and adopt the acquired knowledge to address policy issues.

**SSC11. Ability to understand and apply sustainable development policies and practices.** This competence requires a careful understanding of the green technology initiative and best practices.

**SSC12. Ability to understand the operations and regulations of financial markets.** An in-depth knowledge of the mechanics, rules, operations and ethical issues in financial markets is an important competence required from graduates of economics. This is an aspect of cognitive skills.

**SSC13. Possess skills to appraise, plan, manage, monitor and evaluate projects.** Good knowledge of project cycle and viability as well as payback period is important in project plan and implementation.

**SSC14. Ability to use economic tools to diagnose economic problems.** Knowledge of various econometric packages and qualitative analytical tools is an importance specific competence.

**SSC15. Possess entrepreneurial innovative, creative and negotiation skills.** The high rate of unemployment requires that graduates of economics be innovative, able to set up personal businesses and run them profitably.

**SSC16. Ability to understand the operations and regulations of banks and microfinance institutions.** To propel rural development by means of cooperatives, small holder farms and other self-help groups, a good understanding of microfinance institutions is important.

**SSC17. Ability to understand the role, operations and regulations of international and regional institutions.** This competence requires a clear understanding of the various extant laws governing international and regional trade, trade barriers, soft and hard core infrastructure available. This competence is important in regional and international trade negotiations.

## 2.4. Conclusion

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The Tuning learning outcomes approach to teaching makes it possible to develop generic and subject-specific competences which the learners are expected to acquire at the end of a degree programme. The generic competences were developed by Tuning Africa phase I, while the subject-specific competences were developed by the Economics Group. Both were products of a rigorous process. The group took into consideration the definition of economics in the African context, the possible job prospects for an economics graduate, the competences expected of an economics graduate in the various work environments, interaction with employers of economics graduate and colleagues from various universities in Africa. This led to the development of seventeen subject-specific competences. These competences are expected to equip graduates of economics with a wide continuum of numerical acumen, research, analytical and entrepreneurship skills. Contemporary employers are interested in graduates with strong leadership and interpersonal skills, communication and creative skills, and this explains the aptness of these competences. A brief synopsis of subject-specific competences were added to explain their importance in learning outcomes. In totality, the set of specific and generic competences seek to propagate the ethos of creativity and innovation, strong analytical skills, and to accelerate the adoption of innovative economic tools to address Africa's developmental problems. It also assists economics graduates to manage and evaluate businesses, teach, research and enhance the employability of African Economics graduates.





# Chapter 3

## Consultation on Competences

*Enang Udah*<sup>1</sup>

### 3.1. Consultation Process

The Economics Subject Area Group followed an extensive consultation process by means of questionnaires widely circulated among academics in participating universities, employers, students and graduates. The questionnaires included the list of both generic and subject-specific competences. Each member of the group was responsible for the circulation of the questionnaires to academic colleagues within her/his home university and, in some cases, in the neighbouring universities in her/his home country. Students and graduates were drawn mainly from each participating university. Group members invited a broad spectrum of employers to complete the questionnaire. They included the head of public financial and non-financial institutions, banks, private firms among others. The characteristics of the four stakeholders are given as follows. Academics were university lecturers teaching in the area of economics. Employers are private or public organisations who have employed economics graduates. Graduates were those who have successfully completed and obtained a university degree in Economics. Students were those in the last two years of a first degree in economics or awaiting graduation (Beneitone, 2014). Both the list of generic competences and that of the subject-specific competences

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were presented to four stakeholder groups (academics, employers, graduates and students) via online, face-to-face interview and in some instances, focus group discussions in the participating universities. Those consulted were asked to rate the degree of importance and rank the 18 generic and the 17 subject-specific competences and the extent to which these are currently being achieved, on a four point scale of 1 = 'none', 2 = 'weak', 3 = 'moderate', 4 = 'strong'. The generic and subject-specific competences' rating by the four stakeholders were analysed and the results presented in Table 6 and 7 respectively. In all, 1,149 responded to the generic competences questionnaire and 993 responded to the subject-specific competences questionnaires.

### 3.1.1. *Highest rated Generic Competence*

Table 6 shows the perceived importance of the generic competences by the four stakeholders (academic, employers, students and graduates). Academics and employers rated 'Ability for conceptual thinking, analysis and synthesis' (G1) as number one important generic competence, while students and graduates placed it in the second and third positions respectively. G1 is rated by all stakeholders in the top three positions. 'Ability to translate knowledge into practice' (G4) was rated by both students and graduate in the first position but in the second and third positions by academics and employers respectively. Employers and graduates rated 'Objective decision-making and practical cost-effective problem solving' (G5) in second position, academics placed it in the fourth and students in the seventh position. Regarding 'Capacity to use innovative and appropriate technologies' (G6), all stakeholders placed it in the top 7 position. Whereas both students and graduates rated G6 as number six in their perceived importance of generic competences, employers rated it number five and academics placed it in the seventh position. 'Professionalism, ethical values and commitment to Ubuntu (respect for the well-being and dignity of fellow human beings)' (G2) was also in the top seven position by all stakeholders in terms of importance. This generic competence was placed in the fourth position by students, fifth position by graduates and sixth and seventh position by academics and employers respectively. Academics and students rated 'Capacity for critical evaluation and self-awareness' (G3) in terms of importance in the third position, employers placed it in the fourth position while graduates rated it as number eight in order of perceived importance.

The rating of generic competences by the stakeholders was revealing. A striking similarity is seen in the rating of generic competences by both academics and employers. For instance, both ranked G1 (Capacity for conceptual thinking, analysis and synthesis) as top priority in the rating of generic competences. The possible explanation to this could be that in today's dynamic and competitive work environment, employers require graduates with great skills in conceptualising new and emerging issues and synchronise them to the growth and productivity of public or private firms. Similarly, both students and graduates rated 'Ability to translate knowledge into practice' (G4) as top priority in order of importance.

Regarding the level of achievement, notwithstanding the stakeholders group or the competence, the values given were lower than those of the perceived importance. This allowed room for possible improvement in terms of achievement. The highest rated competence for achievement in the opinion of academics were 'Ability to translate knowledge into practice' (G4), 'Ability to communicate effectively in both official/national and local languages' (G7) and 'Ability for conceptual thinking, analysis and synthesis' (G1). The employers rated 'Ability for conceptual thinking, analysis and synthesis' (G1) as the highest in terms of achievement, while for the students and graduates the highest competence in terms of achievement were 'Ability to learn to learn and capacity for lifelong learning' (G8) and 'Leadership, management and teamwork skills (G11) respectively.

### 3.1.2. *Lowest rated Generic Competence*

The lowest rated generic competences by the stakeholders were revealing. In the order of importance, the four stakeholders had closer agreement in perceived rating of the lowest generic competences (rating in places 9-18). For instance, a striking similarity is seen in the rating of 'Ability to work in an intra- and intercultural and/or international context' (G14), which was the lowest rated generic competence by all four stakeholders at 18<sup>th</sup> position. This was closely followed by 'Commitment to preserve African identity and cultural heritage' (G18) as the second lowest rated competence by both academics and students at 17<sup>th</sup> position while employers and graduates rated G18 at 16<sup>th</sup> position. 'Ability to evaluate, review and enhance quality' (G16) was equally lowly rated by all stakeholders - 16<sup>th</sup> by academics, 15<sup>th</sup> by employers, 13<sup>th</sup> by students and 15<sup>th</sup> by

graduates. 'Environmental and economic consciousness' (G13) was rated 14<sup>th</sup> by academics, 17<sup>th</sup> by employers, 15<sup>th</sup> by students and 17<sup>th</sup> by graduates.

**Table 6**  
Rating of Stakeholders on the Importance, Level of Achievement and the difference between the Rating of Perceived Importance and Achievement (Gap) for the 18 Generic Competences

S/N	Generic Competences	ACADEMIC			EMPLOYERS			STUDENTS			GRADUATES		
		Imp	Ach	Gap	Imp	Ach	Gap	Imp	Ach	Gap	Imp	Ach	Gap
1	G1	3.54	2.60	0.94	3.41	2.83	0.58	3.31	2.64	0.67	3.34	2.83	0.51
2	G2	3.28	2.46	0.84	3.21	2.51	0.67	3.18	2.66	0.52	3.32	2.60	0.72
3	G3	3.42	2.57	0.85	3.38	2.63	0.75	3.31	2.61	0.70	3.38	2.67	0.71
4	G4	3.45	2.63	0.82	3.34	2.67	0.67	3.42	2.50	0.92	3.43	2.72	0.71
5	G5	3.40	2.50	0.90	3.46	2.64	0.82	3.29	2.54	0.75	3.36	2.77	0.59
6	G6	3.17	2.41	0.76	3.34	2.66	0.68	3.16	2.30	0.86	3.27	2.56	0.71
7	G7	3.25	2.61	0.64	3.24	2.74	0.50	3.19	2.64	0.55	3.32	2.73	0.59
8	G8	3.25	2.42	0.83	3.18	2.74	0.44	3.23	2.70	0.53	3.26	2.73	0.54
9	G9	3.25	2.42	0.83	3.27	2.62	0.65	3.15	2.58	0.57	3.26	2.64	0.62
10	G10	3.45	2.47	0.98	3.42	2.71	0.71	3.37	2.64	0.73	3.45	2.66	0.79
11	G11	3.26	2.54	0.72	3.32	2.74	0.58	3.31	2.62	0.69	3.45	2.87	0.58
12	G12	3.26	2.50	0.76	3.27	2.67	0.60	3.18	2.55	0.63	3.36	2.76	0.60
13	G13	3.05	2.37	0.68	3.10	2.49	0.52	3.19	2.44	0.75	3.11	2.69	0.42
14	G14	3.09	2.39	0.70	3.01	2.37	0.64	2.97	2.39	0.58	3.06	2.60	0.46
15	G15	3.32	2.52	0.80	3.37	2.62	0.75	3.21	2.58	0.63	3.29	2.65	0.64
16	G16	3.19	2.46	0.73	3.17	2.54	0.63	3.15	2.52	0.63	3.25	2.65	0.60
17	G17	3.25	2.45	0.80	3.32	2.54	0.78	3.28	2.42	0.86	3.24	2.64	0.60
18	G18	2.98	2.23	0.75	2.83	2.35	0.48	2.93	2.24	0.69	2.93	2.39	0.54

Imp = importance, Ach= Achievement, Gap= difference between importance and achievement.

### 3.1.3. *Gaps between Perceived Importance and Achievement of the Competences*

Table 6 also presents the gaps between the perceived importance and achievement of the eighteen generic competences by the four stakeholder groups consulted (academics, employers, students and graduates). The highest gaps between perceived importance and achievement were recorded by academics and students groups compared to the other two stakeholder groups. For academics, the biggest gap was recorded by 'Ability for creative and innovative thinking' (G10) and closely followed by 'Ability for conceptual thinking, analysis and synthesis' (G1) while 'Capacity to use innovative and appropriate technologies' (G6) was the lowest recorded gap. 'Objective decision-making and practical cost-effective problem solving' (G5) was the biggest gap recorded for employers and 'Ability to learn to learn and capacity for lifelong learning' (G8) was the lowest gap. Students' stakeholder's group recorded the highest gap in 'Ability to translate knowledge into practice' (G4) while 'Professionalism, ethical values and commitment to Ubuntu' (respect for the well-being and dignity of fellow human beings) (G2) was the lowest. Whereas for the graduates 'Ability for creative and innovative thinking' (G10) was the highest recorded gap, 'Ability for conceptual thinking, analysis and synthesis' (G1) was the lowest recorded gap in this group.

### 3.1.4. *Highest rated Subject-specific Competences*

The results of the consultation process as presented in Table 7 and Table 8 showed close agreement regarding the top eight ratings of subject-specific competences. Academics considered 'Coherent understanding and application of economic principles' (SSC1) as the most important subject-specific competence, employers rated it in the 7<sup>th</sup> position, students 2<sup>nd</sup> position and graduates placed it in the 4<sup>th</sup> position. Whereas 'Ability to apply economic principles in rational decision making and choice' (SSC2) is regarded by both students and graduates as top priority in order of importance, academics and employers rated it 2<sup>nd</sup> and 3<sup>rd</sup> respectively. All stakeholders had close agreement regarding 'Ability to analyse economic data to make informed decisions' (SSC6). Academics, students and graduates rated SSC6 in 3<sup>rd</sup> position while employers rated it in 2<sup>nd</sup> position. 'Ability to identify, analyse and solve African and global economic issues and problems' (SSC9) had similar close rating by all the stakeholders. For

instance, academics placed it in the 8<sup>th</sup> position, employers rated it 5<sup>th</sup>, students rated it 6<sup>th</sup> and graduates placed it in 7<sup>th</sup> position. 'Ability to use information communication technology (ICT) in economic transformation and growth' (SSC4) recorded diverse opinion in terms of importance by the four stakeholders groups but was within the top five ratings. Academics and students rated SSC4 as number five in order of perceived importance, employers rated it as the top most important subject-specific competence while graduates placed it in number two position.

In order to provide room for improvement, the perceived level of achievement was lower than perceived importance for all stakeholders and for all subject-specific competences under consideration (Table 7). There was a striking agreement in perceived achievement by all stakeholders. 'Coherent understanding and application of economic principles' SSC1 was rated by all stakeholders (academics, employers, students and graduates) as the first in terms of achievement. 'Ability to apply economic principles in rational decision making and choice' (SSC2) was rated 2<sup>nd</sup> by all stakeholders' groups in the survey.

### 3.1.5. *Lowest rated Subject-specific Competences*

Regarding the subject-specific competence rated as the least important by all stakeholders, there was a close agreement. All stakeholders rated 'Ability to understand the operations and regulations of banks and microfinance institutions' (SSC16) and 'Ability to understand the role, operations and regulations of international and regional institutions' (SSC17) as the last two in terms of importance. Academics and graduates rated SSC17 in the 17<sup>th</sup> position, employers and students placed it in the 16<sup>th</sup> position. For SSC16, both employers and students placed it in the 17<sup>th</sup> position, academics rated it number 16<sup>th</sup> while graduates rated it number 15<sup>th</sup> in the league of least important subject-specific competence. Whereas 'Ability to understand the operations and regulations of financial markets' (SSC12) was rated 15<sup>th</sup> by both academics and employers, students rated it 14<sup>th</sup> and graduates placed it in the 16<sup>th</sup> position in terms of perceived importance.

**Table 7**  
Stakeholders' Perception of the Subject-specific Competences  
for Economics Graduates

S/N	Subject-specific Competences	ACADEMIC			EMPLOYERS			STUDENTS			GRADUATES		
		Imp	Ach	Gap	Imp	Ach	Gap	Imp	Ach	Gap	Imp	Ach	Gap
1	SSC1	3.50	2.89	0.61	3.24	2.78	0.46	3.36	2.70	0.66	3.27	2.88	0.39
2	SSC2	3.43	2.75	0.68	3.23	2.78	0.45	3.34	2.66	0.68	3.38	2.81	0.57
3	SSC3	3.25	2.67	0.58	3.17	2.69	0.48	3.20	2.67	0.53	3.14	2.80	0.34
4	SSC4	3.34	2.41	0.93	3.19	2.68	0.51	3.21	2.33	0.88	3.24	2.50	0.74
5	SSC5	3.20	2.45	0.75	3.10	2.69	0.41	3.19	2.53	0.66	3.04	2.62	0.42
6	SSC6	3.54	2.69	0.85	3.29	2.71	0.58	3.44	2.62	0.82	3.38	2.79	0.59
7	SSC7	3.30	2.60	0.70	3.17	2.65	0.52	3.04	2.39	0.65	3.16	2.67	0.49
8	SSC8	3.30	2.47	0.83	3.19	2.58	0.61	3.31	2.59	0.72	3.06	2.68	0.38
9	SSC9	3.31	2.32	0.99	3.00	2.61	0.39	3.22	2.36	0.86	2.98	2.52	0.46
10	SSC10	3.40	2.68	0.72	3.26	2.72	0.54	3.42	2.59	0.83	3.20	2.83	0.37
11	SSC11	3.18	2.43	0.75	3.16	2.56	0.60	3.27	2.45	0.82	3.16	2.62	0.53
12	SSC12	3.14	2.49	0.65	3.17	2.68	0.49	3.22	2.58	0.67	3.08	2.68	0.40
13	SSC13	3.31	2.47	0.84	3.42	2.71	0.71	3.33	2.58	0.75	3.28	2.77	0.51
14	SSC14	3.34	2.57	0.77	3.17	2.70	0.47	3.23	2.48	0.75	3.13	2.63	0.50
15	SSC15	3.26	2.30	0.96	3.27	2.54	0.73	3.31	2.40	0.91	3.26	2.50	0.76
16	SSC16	3.13	2.48	0.65	3.13	2.68	0.45	3.16	2.53	0.63	3.05	2.64	0.41
17	SSC17	3.08	2.45	0.63	2.91	2.59	0.32	3.10	2.49	0.61	3.02	2.63	0.39

Source: Stakeholders' consultation survey.

### 3.1.6. *Gaps between Perceived Importance and Achievement*

The difference between perceived importance and achievement of the 17 subject-specific competences recorded by all the four groups of stakeholders consulted in the survey are also presented in Table 7. The highest gaps were recorded for different competences by each of the four stakeholders. For instance, 'Ability to identify, analyse and solve African and global economic issues and problems' (SSC9) registered the biggest gap for academics and the least was recorded by

'Ability to understand the operations and interdependence of market' (SSC3). 'Ability to understand the role, operations and regulations of international and regional institutions' (SSC17) recorded the least gaps for both students and graduates while 'Ability to use information communication technology (ICT) in economic transformation and growth' (SSC4) was the highest gap for students and 'Possess entrepreneurial innovative, creative and negotiation skills' (SSC15) was the highest gap recorded for graduates. Employers registered 'Possess entrepreneurial innovative, creative and negotiation skills' (SSC15) as the biggest gap and 'Ability to understand the operations and interdependence of markets' (SSC3) as the lowest gap.

**Table 8**  
Stakeholders Ranking of Economics Subject-specific Competences

	Subject-specific Competences	Preference Ranking Positions by Stakeholders			
		Academics	Employers	Students	Graduates
1	SSC1-Coherent understanding and application of economic principles.	1	7	2	4
2	SSC2-Ability to apply economic principles in rational decision making and choice: consumption, production and exchange of goods and services.	2	6	1	1
3	SSC3-Ability to understand the operations and interdependence of markets.	6	12	9	11
4	SSC4-Ability to use information communication technology (ICT) in economic transformation and growth.	5	1	5	2
5	SSC5-Ability to perform economic computations in various spheres of manufacturing commodities and services.	14	13	7	10



	Subject-specific Competences	Preference Ranking Positions by Stakeholders			
		Academics	Employers	Students	Graduates
6	SSC6-Ability to analyse economic data to make informed decisions.	3	2	3	3
7	SSC7-Ability to assess the impact of economic policies on human and natural resources.	7	8	13	12
8	SSC8-Ability to understand and evaluate the impact of social and economic institutions on effective governance and development.	11	3	4	8
9	SSC9-Ability to identify, analyse and solve African and global economic issues and problems.	8	5	6	7
10	SSC10-Ability to understand macroeconomic policies and draw policy recommendations.	4	9	8	6
11	SSC11-Ability to understand and apply sustainable development policies and practices.	13	10	12	14
12	SSC12-Ability to understand the operations and regulations of financial markets.	15	15	14	16
13	SSC13-Possess skills to appraise, plan, manage, monitor and evaluate projects.	12	4	10	5
14	SSC14-Ability to use economic tools to diagnose economic problems.	9	14	13	13

	Subject-specific Competences	Preference Ranking Positions by Stakeholders			
		Academics	Employers	Students	Graduates
15	SSC15-Possess entrepreneurial innovative, creative and negotiation skills.	10	11	11	9
16	SSC16-Ability to understand the operations and regulations of banks and microfinance institutions.	16	17	17	15
17	SSC17-Ability to understand the role, operations and regulations of international and regional institutions.	17	16	16	17

### 3.2. Correlation between Academics, Employers, Students and Graduates

There was a strong correlation between the responses of the academics and employers regarding importance, achievement and ranking for generic and subject-specific competences (Table 9 and Table 10). The correlation between academics and employers in terms of importance for generic competences was 0.87, achievement (0.74) and ranking (0.85) as shown in Table 9. The lowest correlation was recorded between academics and students in terms of achievement (0.64). The importance of subject-specific competences between academics and employers was rather low (0.57), high for achievement (0.80) and low for ranking (0.52). There was strong correlation between academics and students for importance (0.70), achievement (0.76) and ranking (0.91).

**Table 9**  
Correlation Coefficients for Generic Competences

		Academics	Employers	Students	Graduates
Importance	Academics	1			
	Employers	0.87	1		
	Students	0.84	0.82	1	
	Graduates	0.83	0.88	0.87	1
Achievement	Academics	1			
	Employers	0.74	1		
	Students	0.64	0.69	1	
	Graduates	0.74	0.76	0.67	1
Ranking	Academics	1			
	Employers	0.85	1		
	Students	0.91	0.88	1	
	Graduates	0.82	0.92	0.88	1

**Table 10**  
Correlation Coefficients for Subject-specific Competences

		Academics	Employers	Students	Graduates
Importance	Academics	1			
	Employers	0.57	1		
	Students	0.70	0.66	1	
	Graduates	0.72	0.77	0.64	1
Achievement	Academics	1			
	Employers	0.80	1		
	Students	0.76	0.62	1	
	Graduates	0.90	0.72	0.89	1
Ranking	Academics	1			
	Employers	0.52	1		
	Students	0.91	0.62	1	
	Graduates	0.81	0.79	0.85	1

### 3.3. Reflection on the Consultation

This survey on the rating of generic and subject-specific competences was a novelty in all ramifications. The outstanding innovation was the involvement of the learners (students) in addition to academics, employers and graduates. In a related study, the consultation process was restricted to only top executive managers (Collet *et al.*, 2015; Vickramasinghe and Perera, 2010). No attempt was made in these studies to interview students. Including students in competence studies helps to deepen the depth of analysis because it allows the learners a voice in the process.

In this study, academics rated top seven generic competences which were similar to those chosen by the employers; but they differed in the order of importance and achievement. These were G1, G4, G3, G10, G5, G2 and G6. Students and graduates also identified and rated similar seven generic competences as most important to them. Comparatively, the results for both students and graduates showed that whereas they both rated G4 'Ability to translate knowledge into practice' as the top priority, academics and employers rated G1 'Capacity for conceptual thinking, analysis and synthesis' as the most important generic competence.

Interestingly, academics and students did not regard G11 (Leadership, management and teamwork skills) and G12 (Communication and interpersonal skills) as being among the top seven generic competences, probably because, leadership, management and teamwork as well as communication skills, though very important, are not part of the core elements of Economics curriculum. Another possible reason is that leadership and management skills are acquired in the course of career progression and evolve over time. In addition, as students and graduates interact in the work place, they realise that these are important competences needed for a successful career.

The ranking of generic competences by the stakeholders was revealing. A striking similarity is seen in the ranking of generic competences by both academics and employers. For instance, both ranked G1 (Capacity for conceptual thinking, analysis and synthesis) as top priority in the rating of generic competences. The possible explanation to this could be that, in today's dynamic and competitive work environment, employers require graduates with great skills in conceptualising new and emerging issues and synchronise them to the growth and

productivity of public or private firms. Employers and academics also included G5, G4 and G3 as the top seven generic competences.

The correlation matrix showed a limited disparity among the stakeholders in terms of importance, achievement and ranking. The correlation score of 0.57 between academics and employers in terms of importance of the subject-specific competences suggests a gap between teaching and outcomes expected by employers. The correlation between employers and graduates is higher, at 0.77 for importance. The correlation score of 0.90 in terms of achievement between academics and employers, when compared to the score for the same two stakeholder groups on the generic competences, indicates that there is greater agreement about the effectiveness of economics programmes in forming professional knowledge and capabilities than on the transferable skills.

### 3.4. Conclusion

The consultation process was extensive. It followed an on-line administration of questionnaires, interviews, focus group discussions, peer review and extensive consultation with the four major stakeholders. The results were a include bag of interesting, rewarding and lessons that require reforming approaches to teaching and learning in African universities. The importance and achievement of generic and subject-specific competences were interesting and had good consistency among the four groups of stakeholders. For instance, G1 (Ability for conceptual thinking, analysis and synthesis) had the highest achievement for employers. This means that learning outcomes that deepen the ability of graduates to figure out mental representations of possible solutions to problems as well the dimensions and implications of each possible solution is apt. This was closely followed by G7 'Ability to learn to learn and capacity for lifelong learning'. Employers are interested in graduates who have ability to develop new ideas or apply existing ideas to solve problems in an innovative manner, such graduates are welcome in most work environment. The lesson here is that the teaching module has to target these competences.

In terms of achievement rate with respect to the subject-specific competences for employers, 'Coherent understanding and application of economic principles' was the highest (SSC1). This suggests that

knowledge of the content of the programme is not sufficient in an undergraduate module. An important requirement is that graduates have the ability to apply this knowledge to create new frontier at different levels of employment. The survey results also show that employers placed high premium on these competences. The overall results indicate that there is a need to reform the teaching approach to capture these competences. The top priority generic and subject-specific competences identified by the four stakeholders with proper reflection and modifications should be used to reduce the gaps between all the groups, which is the focus of the study.

# Chapter 4

## Elaboration of a Meta-profile for Economics

*Enang Udah<sup>1</sup> and Edson Niyonsaba Sebigunda<sup>2</sup>*

### 4.1. Definition of the Meta-profile

Following the development of generic and subject-specific competences, and the consultation process with stakeholders as required by the Tuning Methodology, the next task was to develop a Meta-profile for Economics degree. It encapsulates the building block and groupings of generic and subject-specific competences that lend credence to the subject area (González and Yarosh, 2013; González, 2014). The Meta-profile is a mental construct/visualisation that helps to build the interconnectedness of core elements and supporting elements that overlap as well as by means of geometrically illustrating their interrelationships. Whereas the core elements are compulsory competences that all graduates of economics should acquire, the supporting elements are related competences (Beneitone *et al.*, 2014). In addition, the Meta-profile enables stakeholders in higher education to have a clear understanding of a degree profile and this extracts confidence and recognition, and allows the development of joint programmes (González and Yarosh, 2013; González, 2014).

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The Meta-profile describes the three basic elements required for the award of a degree in Economics and other core supporting elements linked to the three basic elements. It also shows the inter-relationship of generic and subject-specific competences to the entire sub-sets of core elements. A graduate in Economics, in addition to acquiring basic knowledge in economic theory, quantitative methods and applied economics would need cognitive skills; ethical issues associated with the profession; communication skills; innovative skills; and professional knowledge.

## 4.2. Developing Economics Meta-profiles

The Meta-profile construct followed a thorough reflection on the generic and subject-specific competences, the consultation process, the rating and ranking of competences by academics, employers, students and graduates, job opportunities available to economists, and evaluation of the specific learning outcomes that graduates of economics in the first-cycle programmes are expected to acquire as well as take into consideration the degree profiles of participating universities. The working group summarised the essential professional tasks required of economics graduates from the academic perspective. Priority was given to the consideration and analysis of the stakeholders' consultation process. In addition, common themes were identified under the basic or core elements. Other subsets of the core elements included Economic Theory, Quantitative Methods, and Applied Economics. The supporting elements were identified and grouped into five clusters, namely cognitive skills, knowledge, innovation, professionalism and communication skills and ethical competence. The Meta-profile reflects the identified elements: their elaboration, and the combination of all relevant generic and subject-specific competences. Subsequently, the core elements and supporting elements were combined to show their interrelationships (Figure 1). Figure 1 shows that some competences appeared more than once in the different clusters. This illustrates that competences overlap and should not be treated in isolation and should not be taught in a disjointed manner. For example, 'Ability for conceptual thinking, analysis and synthesis' (G1), 'Ability to apply economic principles in rational decision making and choice' (SSC2) and 'Coherent understanding and application of economic principles' (SSC1) should be integrated into economics curriculum.

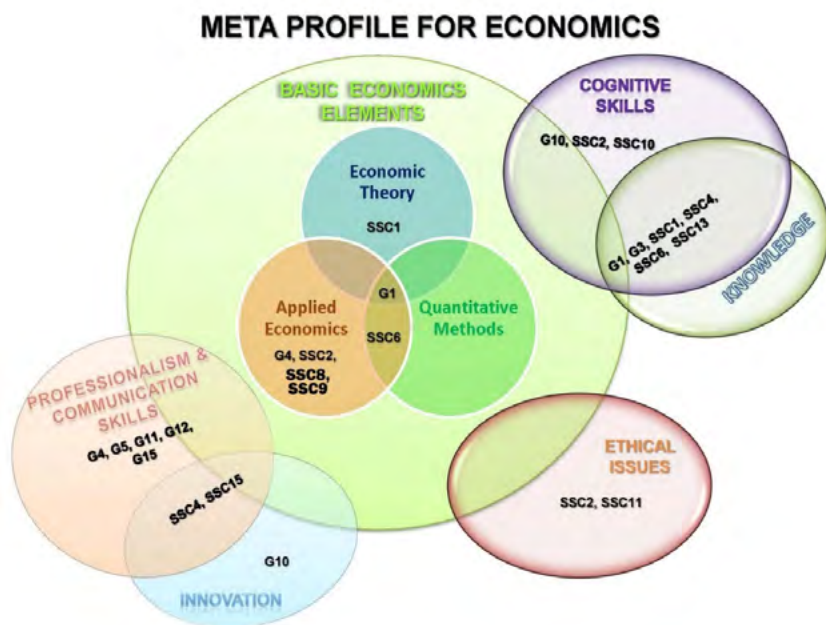


#### 4.2.1. *Core and Supporting Competences*

The subject-specific competences in the basic or core elements for the Economics degree programmes were the top 6 rated competences by the stakeholders (academics, employers, students and graduates) in the consultation process. The basic elements are the building block and key to any degree programme in economics and are prerequisite to achieve an acceptable level of performance (Leah *et al.*, 2014). It encapsulates knowledge of economics science, application of economics principles to solve African economic problems and communication skills. In specific terms, the six top rated core elements of any degree programme in economics include 'Coherent understanding and application of economic principles' (SSC1), 'Ability to apply economic principles in rational decision making and choice' (SSC2), 'Ability to use information communication technology (ICT) in economic transformation and growth' (SSC6), 'Ability to analyse economic data to make informed decisions' (SSC4), 'Ability to identify, analyse and solve African and global economic issues and problems' (SSC9) and 'Ability to understand and evaluate the impact of social and economic institutions on effective governance and development' (SSC8).

The supporting elements were classified into five clusters: (1) cognitive skills, (2) knowledge, (3) ethical issues, (4) innovation and (5) professionalism and communication skills. Each of the supporting elements was assigned both the subject-specific and generic competences to capture important learning milestones expected of a graduate of economics (Figure 1). An economics graduate requires a plethora of skills to function in a dynamic world; these skills are embedded in professionalism and communication, cognitive skills and ethical issues. To manage material and human resources in the midst of scarcity and competitiveness, leadership, teamwork and cognitive skills are required. Communication (oral and written), which include ability to use information communication technology and professionalism is also given due attention in the Meta-profile. If a graduate of Economics must continue to learn and acquire new knowledge, then such a graduate is required to be current with the latest innovations in the knowledge economy. The Meta-profile also captures the need to comply with professional and ethical codes and standards. These competences highlight the need to uphold professional and ethical values. These virtues define the character of a true professional economist.

## Meta-profile



**Figure 1**

The core and supporting elements of Economics

### 4.2.2. *Cognitive Skills*

In addition to the three basic elements, graduates in Economics need to acquire cognitive skills. This enables the learner to focus on a task for a sustainable period of time without unnecessary distractions. It also allows the learner to recall information, reason and use discernment in the application of economics principles and solutions to economic problems. With cognitive skills, the learner has the ability to visualise a mental construct of situations and practical solutions to them. In this regard, 'Ability for conceptual thinking, analysis and synthesis' (G1), 'Ability to apply economic principles in rational decision making and choice' (SSC2) and 'Ability to understand macroeconomic policies and draw policy recommendations' (SSC10) are essential

generic and subject-specific competences required of any Economics degree curriculum.

#### 4.2.3. *Knowledge*

This cluster refers to the practical and theoretical understanding of the content of economics degree programme. The supporting elements in knowledge include both generic and subject-specific competences. To this end, an Economics graduate needs the following competences:

G1	Ability for conceptual thinking, analysis and synthesis.
G3	Capacity for critical evaluation and self-awareness.
SSC1	Coherent understanding and application of economic principles.
SSC4	Ability to use information communication technology (ICT) in economic transformation and growth.
SSC6	Ability to analyse economic data to make informed decisions.
SSC13	Possess skills to appraise, plan, manage, monitor and evaluate projects.

#### 4.2.4. *Ethical Issues*

This cluster refers to the ability of economics graduates to develop strong work ethics, be able to work within a diverse cultural and social environment. The essence of this cluster is also to narrow the gap between graduates' preparation and societal needs in terms of morals, beliefs and principles. The supporting elements in this regard that require incorporation into the degree profile of economics are 'Ability to apply economic principles in rational decision making and choice' (SSC2) and 'Ability to understand and apply sustainable development policies and practices' (SSC11).

#### 4.2.5. *Innovation*

This cluster concerns the ability of economics graduates to be creative, able to adopt new information and technology, and facilitate their use in the work environment. It also involves the ability of graduates

to be innovative in carrying out result oriented research that will meet the demands of an industry. Consumers' demand from the industry is dynamic, market conditions keeps evolving and competition deepens these demands. This compels entrepreneurs to continually seek ways to innovate the content and packaging of their products in order to remain competitive. The identified supporting competences are to prepare graduates in this respect. These supporting elements are 'Ability for creative and innovative thinking' (G10), 'Ability to use information communication technology (ICT) in economic transformation and growth' (SSC4) and 'Possess entrepreneurial, innovative, creative and negotiation skills' (SSC15).

#### 4.2.6. *Professionalism and Communication Skills*

Professionalism and communication skills are essential supporting elements for Economics graduates. These are vital skills both for managers and entrepreneurs as well as for employees. Graduates who desire to fit into a dynamic work environment should have the ability to use modern ICT tools under different settings, develop independence in professional life and ability to plan and work in personal capacity and as a team. In this regard, G4, G5, G10, G11, G12, G15, SSC4 and SSC15 must become integral elements of an Economics curriculum:

G4	Ability to translate knowledge into practice.
G5	Objective decision-making and practical cost-effective problem solving.
G11	Leadership, management and teamwork skills.
G12	Communication and interpersonal skills.
G15	Ability to work independently.
G10	Ability for creative and innovative thinking.
SSC4	Ability to use information communication technology (ICT) in economic transformation and growth.
SSC15	Possess entrepreneurial innovative, creative and negotiation skills.

### 4.3. Comparison of Meta-profile at African Institutional and Regional Level with Current Degree Profiles

As a follow up task, the working group compared the agreed Meta-profile with existing curriculum at the respective universities. The objectives were to isolate coincidences and differences, missing elements as well as opportunity for participating universities to reflect on the existing economics curriculum and introduce changes as required. In addition, each of the working group members were required to evaluate their curriculum currently offered against the top rated generic and subject-specific competences by stakeholders in the meta-profile. This process of consultation was done with academics in the respective departments and faculties. The majority of the working group members agreed that, to a large extent, the core and supporting elements are essential to Economics curriculum and were consistent with what is obtainable in their respective universities. They however added that there is a need to revise existing curriculum to capture more competences including leadership, ethical issues and cognitive skills.

The core elements (SSC1, SSC2, SSC4, SSC6, SSC8 and SSC9) were covered in all of the Economics degree programmes of all participating universities. There was a strong demand to include SSC10 (Ability to understand macroeconomic policies and draw policy recommendations) and SSC11 (Ability to understand and apply sustainable development policies and practices) in the core competences. This is understandable. However, public policy in Africa has to go beyond the level of technicians' economists who follow the neoclassical tradition with assumptions that do not approximate the structural rigidities in Africa to prescribe policies. Graduates who understand macroeconomics within the African context are required. There is also the burning issue of environmental sustainability in Africa and the need to develop policies that are situated within the framework of sustainable economic growth and development. These are issues very important but not covered in most participating universities curriculum.

All the generic competences were considered by the working group as essential elements of the first cycle degree programme in Economics. The missing elements were generic competences that centred on cognitive skills, innovation, professionalism and ability to work independently. This is because emphasis is placed mostly in teaching the contents and assessment based on the (learner's)

ability to regurgitate the content. In some cases, students are given the opportunity to develop communication skills, ability to work independently, especially during continuous assessment and examination, but they are not explicitly assessed. Professionalism, ethical values and commitment to Ubuntu (respect for the well-being and dignity of fellow human beings) G2 was not captured by the curriculum of all participating universities. More effort is required in this regard to institutionalise the concept of UBUNTU and its beneficial effects to both staff and students.

The working group raised reservations on the possibility of achieving these competences in courses with large class size using appropriate teaching and learning methods (example, G10 Ability for creative and innovative thinking, G18 Commitment to preserve African identity and cultural heritage and SSC15 Possess entrepreneurial innovative, creative and negotiation skills). Members of the SAG submitted that in most participating universities students received practical training via industrial attachment for a period ranging from three to six months. This gives students the opportunity to acquire additional competences. In addition, students gained written and oral communication skills, conduct research, gained understanding, ability to analyse and apply economic principles, concepts and theories as they write their projects in the final year.

The Economics Meta-profile was compared with the Russian Economics Meta-profile. Albeit, Russian Meta-profile differed in terms of the clusters and style of presentation, and phrased differently, it was largely similar with few differences in the generic and subject-specific competences. They developed 30 generic competences compared to 18 for our group and 14 subject-specific competences compared to 18 for our group. The differences are mainly in the economic structure in the respective countries and regions (Tuning, 2013).

#### 4.4. Conclusion

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Reflection on the generic and subject-specific competences that constitute the core cluster of Economics degree profile provided the framework to categorise them into core and supporting elements in a structural format. This categorisation gave clear identity to the subject area. This cluster illustrates the interrelationships that exist between core elements and supporting elements. Importance was also given

to the rankings by the four major stakeholders in this categorisation. This categorisation visualises the essential elements of an effective degree programme in economics and generates a more productive and employable graduate.

The Meta-profile was contrasted with the current degree profile of each participating university and that of the Russian Federation. This process gave each group member the opportunity to reflect on the similarities and differences of the Meta-profiles. The general observations of the group members were the following:

- a) The identified generic competences by stakeholders are important and relevant in designing and delivering economics degree programmes. The difference is that a few of the competences were not covered in the delivery of various courses/units.
- b) The core elements in the Meta-profile were part of Economics curriculum in all the participating universities.
- c) There was a general consensus that those elements not covered would be taken care of in the revised curriculum.
- d) Members agreed that there are certain competences that might be difficult to implement. For instance, the concept of 'Ubuntu' and communicating effectively in official and local languages. In some countries, there are a plethora of languages and ethnic nationalities existing together. Nonetheless, it was agreed that each member should devise a means of surmounting this challenge. One option that was placed on the table was advocacy and consultations at the institutional levels.





# Chapter 5

## Elaboration of Revised Programmes in Economics

*Enang Udah<sup>1</sup> and Edson Niyonsaba Sebigunda<sup>2</sup>*

### 5.1. Introduction

Three revised degree programmes are presented: one degree programme in Economics from the English language group and two from the French language group—Bachelor’s degree in Economics and Management and a Master’s degree in Public Economics. The criteria for choosing these three programmes were based on peer review of the various programmes submitted by each participating university using the checklist provided by Tuning Africa project Phase II. Each submitted revised or new programme was given to a group member different from his or her own submission to review. On completion of the review process, each individual was given the opportunity to present any observations/comments. This peer review process led to the selection of one revised degree programme in Economics from the English speaking group and two from the French speaking language group. The Bachelor’s degree programme in Economics and Management, and a Master’s degree programme in Public Economics selected from the French language group are presented in English but

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taught in French. The core and supporting elements from stakeholders' consultation, programmes learning outcomes, the learning and assessment methods etc. were considered in reviewing the three programmes.

## 5.2. Programme of Study: Bachelor of Science Degree in Economics

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### 5.2.1. *Social Need of the Revised Programme*

Public policy and business decisions are becoming increasingly complex and dynamic in developing countries. Public institutions and private industrial estates are also demanding individuals who can adjust to these dynamics. Indeed individuals with certain subject-specific and generic competences are the ones who possess the required cognitive skills to fit in. Therefore this programme is designed to adopt the teaching Methodology of Tuning Africa-student-centred teaching with clearly defined intended learning outcomes (ILOs).

## 5.3. Degree Profile of the Revised Programme

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### 5.3.1. *Objective*

The primary objective and goal of the revised programme was to produce graduates who with the help of theories and practical applications of economic principles can solve contemporary economic problems in the industrial capitalist and developing economies. Graduates who possess the ability and capacity to treat economic problems from institutional and structural (non-economic), as well as economic perspectives with appropriate modifications in general economic principles, theories and policies.

### 5.3.2. *Generic Competences*

1. Ability for conceptual thinking, analysis and synthesis.
2. Professionalism, ethical values and commitment to Ubuntu (respect for the well-being and dignity of fellow human beings).

3. Capacity for critical evaluation and self-awareness.
4. Ability to translate knowledge into practice.
5. Objective decision making and practical cost effective problem solving.
6. Capacity to use innovative and appropriate technologies.
7. Ability to communicate effectively in both the official/national and the local languages.
8. Ability to learn how to learn and capacity for lifelong learning.
9. Flexibility, adaptability and ability to anticipate and respond to new situations.
10. Ability for creative and innovative thinking.
11. Leadership, management and teamwork skills.
12. Communication and interpersonal skills.
13. Environmental and economic consciousness.
14. Ability to work in an intra- and intercultural and/or international context.
15. Ability to work independently.
16. Ability to evaluate, review and enhance quality.
17. Self-confidence, entrepreneurial spirit and skills.
18. Commitment to preserve African identity and cultural heritage.

### 5.3.3. *Subject-specific Competences*

1. Ability to understand the budgetary process and link to business cycle.

2. Ability to apply economic principles in rational decision making and choice: consumption, production and exchange of goods and services.
3. Ability to understand the operations and interdependence of markets.
4. Ability to use information communication technology (ICT) in economic transformation and growth.
5. Ability to perform economic computations in various spheres of manufacturing commodities and services.
6. Ability to analyse economic data to make informed decisions.
7. Ability to assess the impact of economic policies on human and natural resources.
8. Ability to understand and evaluate the impact of social and economic institutions on effective governance and development.
9. Ability to identify, analyse and solve African and global economic issues and problems.
10. Ability to understand macroeconomic policies and draw policy recommendations.
11. Ability to understand and apply sustainable development policies and practices.
12. Ability to understand the operations and regulations of financial markets.
13. Possess skills to appraise, plan, manage, monitor and evaluate projects.
14. Ability to use economic tools to diagnose economic problems.
15. Possess entrepreneurial innovative, creative and negotiation skills.
16. Ability to understand the operations and regulations of banks and microfinance institutions.

17. Ability to understand the role, operations and regulations of international and regional institutions

#### 5.4. Learning and Teaching Method

The words of Shuell (1986, p. 429)<sup>3</sup> is apt in discussing the teaching and learning method. This seemingly motherhood upbringing model appears to approximate the best approach to learning. The teacher should focus on what competences students are meant to achieve and assist them to do so. This is a departure from the normal teaching for an hour or two while the students listen and take notes. To achieve this goal, there is overriding need to align learning, teaching, and assessment.

In its basic form, the framework for designing a positive learning environment at the course/unit level is as follows:

- i. Describe the Intended Learning Outcomes (ILOs) for each course/unit using active verbs (Bloom's taxonomy) for each outcome.
- ii. Create a learning environment using teaching/learning activities that require students (in groups/individually) to engage each verb. These learning activities include (a) identify or explain a concept; (b) simulate different scenarios to a problem; (c) search and discover a solution to the problem; (d) critically evaluate/analyse a journal article; (e) carry out a case study; (f) brainstorm on a particular theory or phenomenon.
- iii. Use assessment tasks that also contain the active verbs. This enables the teacher to assess how well students' performance meets the criteria. The assessment tasks may include but are not limited to the following: (a) problem solving; (b) reports; (c) portfolios; (d) role playing.

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<sup>3</sup> If students are to learn desired outcomes in a reasonable effective manner, then the teacher's fundamental task is to get students to engage in learning activities that are likely to result in their achieving those outcomes... It is helpful to remember that what the student does is actually more important than what the teacher does.

The dynamics of higher education demands that emphasis should shift from teacher-centred to student-centred learning. Whereas in teacher-centred learning the focus is on assimilation of contents through lectures, assignment/tests and examination, in a student-centred approach, students are assisted to create knowledge, innovate and to create opportunity for life-long learning. In the new approach, each course is structured at the beginning in such a way that objectives of the course and the intended learning outcomes (ILOs) are clear to students, as well as both in-class and out-of-class work expected from the learner. Courses are built based on what knowledge and skills a student demonstrates through measurable indicators and they also promote individual learning. The teacher not only includes compulsory lectures, seminars, and laboratory work but also other contact hours. This allows teachers to help students check their self-study.

In line with Tuning Methodology, the student-centred approach is to be adopted in teaching the revised programme. This approach allows teachers to align teaching, learning and assessment to achieve the intended learning outcomes (ILOs). It also requires changing our current method of giving students tasks. The focus of lectures and assessments should be to achieve the ILOs. In this regard, lectures, take-home assignments, seminar, case studies, projects, group work, essays, reflection and class discussion, continuous assessments and examinations will be the approaches to teaching.

### **5.5. Specification of the Level of Competences in Each Component of the Degree Programme**

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This revised programme in Economics is designed to bridge the gap between the needs of employers of Economics graduates and the competences they possess on completion of the programmes, as well as to develop the required skills, knowledge and understanding of economics and other learning outcomes through lectures, field study, practical classes, seminars and supervised projects. At the end of the degree programme, the graduate will possess the following:

### 5.5.1. *Professional and Academic Competences*

#### **Cognitive Skills**

- Self-confidence, ability for creative innovative thinking.
- Ability to apply economic principles in rational decision making.
- Ability to understand macro-economic policies and draw policy recommendations.

#### **Knowledge**

- Capacity for conceptual thinking, analysis and synthesis.
- Capacity for critical thinking, evaluation and self-awareness.
- Coherent understanding and application of economic principles.
- Ability to use information communication technology (ICT) in economic transformation and growth.
- Ability to analyse economic data to make informed decisions.
- Possession of skills to appraise, plan, manage, monitor and evaluate projects.

#### **Innovative Skills**

- Self-confidence, ability for creative innovative thinking.

#### **Professionalism and Communication Skills**

- Ability to translate knowledge into practice.
- Ability to take relevant and objective decisions.
- Capacity to demonstrate leadership, management, and team-work skills professionally.

- Ability to communicate effectively and demonstrate inter-personal skills.
- Ability to take initiative and work independently.

## **Ethical Issues**

- Ability to understand and apply sustainable development policies and practices.

### **5.5.2. *Programme-specific Competences***

- Understand and apply economic principles.
- Translate knowledge into practice.
- Apply economic principles in rational decisions making.
- Understand macro-economic policies and draw policy recommendations.
- Understand and apply sustainable development policies and practices.
- Self-confidence, ability for creative innovative thinking.

### **5.5.3. *Description of the Expected Learning Outcomes Related to the Competences***

On completion of this programme, graduates will be able to:

- Explain budget processes, fiscal discipline and strategy.
- Discuss contemporary economic problems and proffer solutions.
- Design community and national project, evaluate and monitor them.
- Evaluate macroeconomic policies that approximate each specific locality.



- Demonstrate self-confidence, innovative and creative skills.
- Analyse economic principles and sustainable development issues.
- Take initiative and demonstrate leadership skills.
- Possess good communication skills and entrepreneurship.

## 5.6. Definition of the Length and Level of the Programme

This programme has a duration of four years, leading to the award of a Bachelor of Science Degree in Economics. The programme has 2 semesters of 14 weeks each per session, or 8 semesters for the duration of the programme. At the end of the programme, students who graduate with cumulative grade point of 3.0 and above can proceed to a Master's degree programme. Content of the degree programme will be delivered through lectures, students' presentations and solving problems in assignments, workshops, seminars, tutorials, class/group work, use of econometrics laboratory, etc.

## 5.7. Assessment Methods

The courses listed in this programme will be delivered through lectures, seminars, group work, class interaction, reflection and assignment etc. Teaching and assessment of students will be tailored to specific competences and learning outcomes. The focus of the teaching methodology will be to help students develop knowledge rather than consumers of knowledge. The revised programme will adopt four major assessment methods: class tutorial assignments and participation (10%), group/individual case study reports (15%), mid-semester tests (15%) and final semester examination (60%).

## 5.8. Course Structure and Description of the Revised Programme

Table 11 presents the Bachelor of Science degree in Economics, describing the various courses and codes from year one to four. All courses have two credits units. A course with four credits assigned to it means that the course will be taught in two semesters, each semester attracts two credits.

**Table 11**

Revised Economics Degree Programme: University of Calabar, Nigeria

Key Aspects	University of Calabar, Nigeria
1. Name of the revised programme	Bachelor of Science Degree in Economics (B.Sc. Economics). The programme will be domiciled in the Faculty of Social Sciences, University of Calabar, Nigeria.
2. Specification of the units of the programme (courses and modules)	<p><b>ECO 101 Introduction to Sociology (2 Credits)</b> Introduction to basic problem of sociology and sociological perspective, major theoretical schools and building blocks of society; research methods; culture, socialisation and deviance; societal response to deviance and criminality; social differentiation and stratification; main social institutions in society; and social change are discussed.</p> <p><b>ECO 111 &amp; ECO 112 Principles of Economic I &amp; II (4 Credits)</b> An introduction to the nature of economic science and its basic problem of scarcity; the methodology of economic and major areas of specialisation; historical development of ideas, major findings in the various areas of specialisation; elementary principles of micro and macro-economics, current issues of interest and probable future developments.</p> <p><b>ECO 141 ECO 142 Mathematics for Economists I &amp; II (4 Credits)</b> The course begins with mathematical concepts in the social sciences; gradual focus on Set theory; factors and exponents; logarithms; trigonometry; different types of equations as well as functions and progressions. Other topics include: Co-ordinate geometry; trigonometric functions and their inverse; Inequalities, Matrix algebra, and differentiation. The course will introduce calculus, exponential and logarithmic functions, Economic applications, implicit functions and differential as well as permutations and combinations etc.</p> <p><b>ECO 152 Introduction to Accounting (2 Credits)</b> The course commences with the nature, scope and purpose of accounting and introduces basic financial statements and accounting conventions. It covers theory and mechanics of double-entry book-keeping and books of original entry; cash book and the ledger, classification, recording and summary of business transactions are also introduced. In addition, revenue accounts and balance sheets of business concerns, valuation of assets and measurement of business income are discussed. It concludes with interpretation of accounts; significant accounting ratios, and sources and application of funds statements.</p>

Key Aspects	University of Calabar, Nigeria
	<p><b>SOC 141 Introduction to Psychology (2 Credits)</b>  Basic orientation of the discipline and subject matter; basic theoretical orientations and how psychology relates to other social sciences disciplines. Basic research methods in psychology are introduced and the uses of psychology in modern life are discussed.</p> <div style="text-align: center; border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <b>200 – Level Courses</b> </div> <p><b>ECO 211 &amp; ECO 212 Micro-Economics I &amp; II (4 Credits)</b>  Micro-economic theory is introduced; other topics include; problem of scarce resources and allocation of resources in product and factor markets with application to Nigerian and other economies; equilibrium concept possibility of disequilibrium, partial equilibrium and general equilibrium analyses are discussed. Supply and demand theory and the cobweb theory are introduced along with introductory dynamics and consumer behaviour. Other topics include general equilibrium of exchange; production theory; and cost curves, pricing and output under perfect competition, imperfect competition, monopoly and monopolistic competition. The course concludes by examining pricing of production factors and theory of comparative costs.</p> <p><b>ECO 221 &amp; ECO 222 Macro-Economics I &amp; II (4 Credits)</b>  Macro-economic theory is introduced along with national income accounting, macro-economic aggregates as well as the classical system-namely Keynesian system and the monetarist system. Other topics include domestic economic stabilization, monetary and fiscal policies, price control and inflation.</p> <p><b>ECO 231 &amp; ECO 232 Mathematics for Economists I &amp; II (4 Credits)</b>  This course builds on ECO 141 and 142 and proceeds with derivatives of trigonometric functions; sequences and series; expansions and Taylor's theory. It covers Mathematical analysis of basic theories of economics as well as partial and total derivatives, differentials and difference equations. It also covers applications of partial derivatives, maxima and minima as well as Lagrange multiplier; Linear algebra; Matrix algebra and Inverse matrix. Other topics include simultaneous linear equations; introduction to linear programming and in-put output analysis and others.</p> <p><b>ECO 241 &amp; ECO 242 Applied Statistics I &amp; II (4 Credits)</b>  The course examines the role and significance of statistics in Social Science research and proceeds with the logic and basis of inferential statistics (sampling design and selection). It also covers sampling distribution and the logic of hypothesis testing. Tests of significance for nominal, ordinal level, interval and ratio levels are also discussed as well as measures of association for nominal, ordinal, interval and ratio levels. It concludes with simple regression, index number and unit normal distribution.</p>

Key Aspects	University of Calabar, Nigeria
	<p><b>ECO 251 &amp; ECO 252 Structure of the Nigerian Economy I &amp; II (4 Credits)</b>  Beginning with the analysis of development of the Nigerian economy in the pre-colonial and post-colonial periods, the course also covers the development of economic and social organisations, the role of agriculture, industry, as well as monetisation and banking. It also examines the role of international trade in Nigerian economic development. In addition, growth of income, employment, wages and prices are discussed as well as public development institutions, national income and expenditure. The related topics of monetary and fiscal policies, monetary institutions, trade and transport systems and contributions of sectors of the Nigerian economy to national output, relationship between these sectors are also discussed.</p> <p><b>ECO 261 Principles of Financial Economics (2 Credits)</b>  Forms of money and theories of finance; finance and the modern economy; finance and economic activities are introduced. Other topics in the course include finance and technology; plastic money and developing countries as well as finance and international trade; currency value in national and international trade.</p> <p><b>ECO 271 Theories of Human Resources (2 Credits)</b>  The course begins with a review of various theories of human resources and their application to practical situations in industry and public service. Topics include human resources in Nigeria and their distribution in different regions of Nigeria, Africa and the global economy.</p> <p><b>ECO 281 Labour Economics (2 Credits)</b>  Nature of labour problems in developing countries is introduced and topics such as labour force; definition and concepts, determinations of size and composition of labour force are discussed. Also discussed are concepts of unemployment and industrial and occupational distribution of labour force. Other topics are informal sector and the modern sector, labour market theories, economics of wage determination, features of the Nigerian labour market and manpower development.</p> <p><b>ECO 208 Financial Accounting (2 Credits)</b>  The nature, scope and purpose of accounting are discussed as are basic financial statements and accounting conventions. The course also covers theory and mechanics of double-entry book-keeping; book of original entry; the cash book and the ledger, classification, recording and summary of business transactions. Other topics include, the revenue accounts and balance sheets of business concerns; the valuation of assets and measurement of business income; and the interpretation of accounts as well as significant accounting ratios.</p>

Key Aspects	University of Calabar, Nigeria
	<p><b>ECO 282 Urban and Regional Economics (2 Credits)</b>  The main forms of economic activities in urban areas, formal and informal sectors are introduced, and topics such as issues of access to credit, regulation of the economy; economy of regions such as West Africa, East and Southern Africa; regional blocks such as ECOWAS, G7, and others are discussed.</p> <div data-bbox="496 409 795 452" style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>300 – Level Courses</b></p> </div> <p><b>ECO 301 &amp; ECO 302 International Economics I &amp; II (4 Credits)</b>  The course covers introduction to the theory of trade and international finance, while incorporating the presentation of various theories of international trade, foreign trade protection, economic integration and balance of payments. It also covers foreign aid capital flows and the uses of international economics in explaining contemporary international relations and diplomacy.</p> <p><b>ECO 311 &amp; ECO 312 Intermediate Micro-Economic Theory I &amp; II (4 Credits)</b>  This is a more advanced and mathematical treatment of micro-economic theory with the incorporation of linear programming, advanced price and output determination under perfect competition, oligopoly and monopoly. The course also covers exchange theory, offer curves, and contract curves as well as an introduction to capital theory and types of production functions.</p> <p><b>ECO 321 &amp; ECO 322 Intermediate Macro-Economic Theory I &amp; II (4 Credits)</b>  The course begins with the concept of national income, classical Keynesian and monetarist systems are compared. It also covers problems of unemployment and inflation and IS–LM analytical apparatus in discussion of the relative effectiveness of monetary and fiscal policy.</p> <p><b>ECO 331 Elementary Econometrics (2 Credits)</b>  Beginning with extensions of the two variable linear models the course also covers introduction to matrix algebra and algebra of econometrics. The general linear model and generalised least square procedure, violations of linear model assumptions and how to correct the problem of serial correlation (autocorrelation), (Multicollinearity) of the variables, stochastic regressions and errors in variables are also discussed. Other topics are identification of problems, meaning, detection and correction, simultaneous models estimations and least squares estimators. Students will be engaged in practical solution of problems and familiarity with the computer.</p>

Key Aspects	University of Calabar, Nigeria
	<p><b>ECO 341 ECO 342 History of Economic Thought I &amp; II (4 Credits)</b>  Comparative survey and assessment in economic thought is examined as well as the ideas of the early Christian fathers and Islamic Ideas on economic activity. Topic include classical economics, neo-classical school of thought, positive and welfare schools of economic thought, institutional economics, Keynesian school of Economic thought as well as evolution and contemporary development in economics and future prospects are examined; Marginalists and modern schools of economic thought, African economic ideas and future prospects are also discussed.</p> <p><b>ECO 351 Economics of Development (2 Credits)</b>  The distinction between development and growth is introduced. Development and underdevelopment as well as theories of development are also examined. Various theories such as classical, Marxian, Schumpeterian and Harrod–Domar, Characteristics of a developing country, obstacles to development and strategy to remove them are discussed. Topics such as dualism, balanced and unbalanced growth, resource of technology, international trade, aid policy issues and case studies are also discussed.</p> <p><b>ECO 371 &amp; ECO 372 Project Evaluation I &amp; II (4 Credits)</b>  Definition and classification of projects and project evaluation are introduced and project and the overall view of development programme data requirements discussed. Topics in the course include location and size of projects, calculation of investments required for a project, and evaluation of projects. Other topics are appraisal of projects from commercial and social view points and cash flow analysis.</p> <p><b>ECO 361 Public Sector Economics (2 Credits)</b>  The concept of the public sector is examined and the pricing, investment and financing of public sector enterprises discussed. The role of the public sector and economic development is examined and the analysis of selected public policies; special attention will be paid to the public service in Nigeria.</p> <p><b>ECO 362 Operations Research (2 Credits)</b>  The course will concentrate on applications of economic analysis to real life situations and will also cover linear programming, non-linear programming, game theory, queuing-models, Markov chains and simulation.</p> <p><b>ECO 382 Applied Monetary Economics (2 Credits)</b>  The structure and functions of financial systems and markets, banking operations and processes, the role of Central Bank in regulating banks, general outlines of financial institutions are discussed. Markets and their roles; competition between banks and other financial institutions; theory of money, money supply and demand; stabilisation policy; international adjustments and liquidity are also treated.</p>

Key Aspects	University of Calabar, Nigeria
	<p><b>ECO 391 Political Economy (2 Credits)</b>  The basic distinguishing features of bourgeois methods of economic analysis, the dialectical methods and historical materialism are examined. The course also covers classification of social systems and theory of social classes. Topics also include Marxist theory of capital accumulation, surplus value; states of capitalist development; emergence and advancement of capitalism. The related topics of metropolitan and satellite economic relations; the struggle against colonialism are also covered.</p> <p><b>ECO 392 Mathematical Economics (2 Credits)</b>  Students will concentrate on linear and non-Linear Models; static and Dynamic Models; Advanced treatment of Input-Output analysis; general Equilibrium Analysis and Mathematical programming. It also covers dynamic programming, Game theory and applications, linear, and Differential Equation Systems.</p> <p><b>ECO 310 Management Accounting (2 Credits)</b>  The course covers principles of management accounting in manufacturing, installation of costing systems, and service industries, costing elements and classifications, labour cost control and remunerations, service costing, job/batch costing and contract accounts. It also includes service costing and process costing, performance evaluation and controls.</p> <p><b>ECO 313 Financial Institutions (2 Credits)</b>  The structure and functions of financial systems and markets are examined as well as general outlines of financial Institutions. Theory of money, supply and demand are also studied. Other topics are demand and supply of financial Assets; Determination of money stock, interest and prices; stabilisation Policies: meaning of Monetary Policy, techniques, and effects. It concludes by examining policy objectives, conflicts, trade off and co-ordination; and International Adjustment and liquidity.</p> <p><b>ECO 314 &amp; ECO 315 Monetary Economics I &amp; II (4 Credits)</b>  The course examines the framework for monetary analysis and discusses whether this should focus on money or wealth. Other topics covered are supply of money theories; wealth effect mechanism of monetary policy, and inflation. The firm, diversification in mergers and innovation, investment economics, risk, and uncertainty. The course will also examine the cost of capital, sources of finance; industrial pricing and marketing, pricing and marketing public goods; government intervention in industry and public policy, industrial location; industrial practices and policies in Nigeria and factors of fixed investment demand, Central banks and their operation.</p>

Key Aspects	University of Calabar, Nigeria
	<div data-bbox="474 221 772 265" style="border: 1px solid black; padding: 5px; text-align: center;"> <b>400 – Level Courses</b> </div> <p data-bbox="286 279 672 303"><b>ECS 400: Research project (6 Credits)</b></p> <p data-bbox="286 308 958 642">Each student is expected to select a project topic on a relevant problem approved by the Department. This offers to the student an opportunity to apply the newly obtained knowledge in research and communication skills. Each student must also give a seminar on his/her project topic. Each project must be completed at the end of the academic session. The research project should meet the minimum academic standard prescribed by the Department. All final year students must submit an end of study project as a faculty requirement for the award of a Bachelor of Science degree in Economics. It is generally a four or five – chapter work designed to begin to develop in the student, some practical research skills that would become useful to him/her during graduate studies.</p> <p data-bbox="286 662 958 715"><b>ECS 411 &amp; ECO 412 Advanced micro economic theory I &amp; II (4 Credits)</b></p> <p data-bbox="286 720 958 857">This course covers the following topics: General equilibrium, welfare economics, externalities, observable demand theories, the marginalist controversy, money in general equilibrium. Average cost and limit pricing, controversies in the off value. alternative theories of distribution and marginalist theories of the firm.</p> <p data-bbox="286 877 958 930"><b>ECS 412 &amp; ECO 422 Advanced macro-economic theory I &amp; II (4 Credits)</b></p> <p data-bbox="286 935 958 1182">This course covers the following topics: Economic growth of advanced capitalist economies. Business cycles in contemporary capitalism. Inflation and unemployment in advanced capitalism. Capital theory. Development in aggregate distribution theory. Economic model building. Expectations and post-Keynesian critique of equilibrium models. Marxian critique of contemporary capitalist economy. Critique of the application of macro-economic theories to developing countries, including the problems of globalisation of economic life, are examined in this course.</p> <p data-bbox="286 1202 958 1255"><b>ECS 431 &amp; ECO 432 Budget process and fiscal strategy I &amp; II (4 Credits)</b></p> <p data-bbox="286 1260 958 1397">Objectives of budget, medium term perspective in budget, incremental budget, zero budget, open-ended process, excessive bargaining and conflicts avoidance, dual budget, fiscal responsibility act, macroeconomic and policy context and fiscal strategy are all examined in this course.</p>



Key Aspects	University of Calabar, Nigeria
	<p><b>ECO 433 Applied Statistics II (2 Credits)</b>  The course provides the opportunity to apply basic statistical techniques learnt in the analysis of data. Special focus will be on computations of measures of central tendency and variability, statistical application in tests of relationships, computations of basic geographical data and use of statistics in presentations.</p> <p><b>ECS 442: National economic planning (2 Credits)</b>  This course covers the following topics: Application of social accounting in Nigeria. History and rationale of economic planning. Plan scope and horizon. The organisation of planning. The planning processes assessment of initial conditions, forecasting plan elaboration, implementation, monitoring, and project selection. Directive and indicative planning. Introduction to the planning problems involving industry, agriculture, foreign trade, investment, consumption, finance and technology. Difficulties of planning in developing countries and a review of planning experience in Nigeria are covered in this course.</p> <p><b>ECS 451: Problems and policies of development (2 Credits)</b>  This course examines the theories and patterns of development - modernisation, dependencies and Marxian approaches, capitalist and socialist pattern of development, planning models. Resources in development (the roles of population, labour, education, health, capital and fiscal and financial policy), foreign investment, trade, technology and development. Sectoral programmes: agriculture and natural resources, industry and public enterprises.</p> <p><b>ECS 461: Taxation and fiscal policy (2 Credits)</b>  This course covers the following topics: Partial equilibrium analysis of taxation, taxes on single industries, modelling the economic effect of tax policy. General equilibrium analysis of taxation, Optimal taxation and income distribution, Income taxation in Nigeria, Taxation of goods and services in Nigeria. Company taxation and wealth taxation in Nigeria. The structure of Nigerian taxation- federal, state and local. Fiscal policy with reference to stabilisation, social services, economic development and poverty amelioration in Nigeria, are all the topics which will be considered in this course.</p> <p><b>ECS 481: Community development (2 Credits)</b>  This course examines the approaches to community development, social theories of development, methods in community development, understanding diversity and inclusion, the role of ethics in community development and communication and leadership skills in community managing community projects.</p>

Key Aspects	University of Calabar, Nigeria
	<p><b>ECS 410: Petroleum economics (2 Credits)</b></p> <p>The following topics are covered in this course: products of the petroleum industry. Industrial and other uses of the products of the industry. The strategic character of petroleum. World trade and investment in petroleum. The organisation of the Petroleum Exporting Countries. The energy crisis. The ownership and economic roles of the petroleum industry in Nigeria.</p>

## 5.9. Programme of study: Bachelor in Economics and Management and Master Degree in Public Economics

### 5.9.1. Profile of the Degree Programme

The proposed Bachelor's degree programme leads to a degree in Economics and Management. It is a generalist degree that allows the holder to obtain a job with generic and specific skills as illustrated in the first column of the synoptic tables. The holder of this degree will be able to practise the basic professions of a banker, assistant on financial markets, commercial adviser, and assistant in production planning, stock management, human resources management, secondary school teacher and research assistant. In perspective, the holder of this degree can proceed to do any Master's degree programme in Economics with professional or research orientation according to his/her choice.

The proposed Master degree programme in Economics leads to a Master's degree in Public Economics. As a specific degree, it allows the holder to work as a senior executive. As illustrated in the synoptic tables of the programme, it completes the generic and specific skills developed at the Bachelor level while deepening them. The holder of this degree has the capacity to be a bank manager, financial analyst, economist, planner, statistician, public policy advisor, assistant professor of higher education, junior researcher, etc. The holder of this degree has also the opportunity to continue his/her training in the doctoral degree (PhD) in any area of specialisation in Economics.

### 5.9.2. *Duration of the Programme*

The Bachelor's degree in Economics and Management programme has a duration of 3 years. The three years correspond to six semesters, with 30 credits per semester and 30 hours per credit. The Research Master's degree programme in Public Economics lasts for a period of 2 years, divided into four semesters. Each semester also has 30 credits with 30 hours per credit.

### 5.9.3. *Areas of Employment*

The holder of Bachelor in Economics and Management will be employed in decision support positions (assistant) in private companies, banks, secondary schools, research centres, etc. The holder of the Research Master in Public Economics will be employed in decision-making positions (director) in private companies, banks, insurance companies, research centres, universities, civil service, etc.

### 5.9.4. *Link between Skills and the Meta-profile*

The programmes are adapted to the Meta-profile (figure 1 at Chapter 4) developed by the Economic SAG during the work of the Tuning Africa Phase II Project.

## 5.10. **Generic Competences**

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The meta-profile gathers in a harmonious way the following generic (G) and specific (SSC) competences:

- G1** Capacity for conceptual thinking, analysis and synthesis;
- G2** Ability to work professionally with respect to ethical values and commitment to Ubuntu;
- G3** Capacity for critical evaluation and self-awareness;
- G4** Ability to translate knowledge into practice;
- G5** Ability to take relevant and objective decisions, and to propose practical, cost-effective solutions to problems;

- G6** Capacity to use innovative and appropriate technologies;
- G7** Ability to communicate effectively in official and local language;
- G8** Ability to learn to learn and capacity for lifelong learning;
- G9** Ability to demonstrate flexibility and adaptability to new situations;
- G10** Self-confidence, ability for creative and innovative thinking;
- G11** Capacity to demonstrate leadership, management and teamwork skills professionally;
- G12** Ability to communicate effectively and demonstrate interpersonal skills;
- G13** Sustainable environmental awareness and economic consciousness in professional decision making;
- G14** Ability to work in an intra- and intercultural and/or international context;
- G15** Ability to take initiatives and work independently;
- G16** Ability to evaluate, review and enhance quality;
- G17** Ability to manifest self-confidence and to exhibit/translate knowledge into practice with an entrepreneurial spirit;
- G18** Commitment to preserve and to add value to the African identity and cultural heritage.

#### 5.10.1. *Specific Competences of Economics*

- SSC1** Coherent understanding and application of economic principles;
- SSC2** Ability to apply economic principles in rational decision making and choice: consumption, production and exchange of goods and services;

- SSC3** Ability to understand the operations and interdependence of markets;
- SSC4** Ability to use information communication technology (ICT) in economic transformation and growth;
- SSC5** Ability to perform economic computations in various spheres of manufacturing commodities and services;
- SSC6** Ability to analyse economic data to make informed decisions;
- SSC7** Ability to assess the impact of economic policies on human and natural resources;
- SSC8** Ability to understand and evaluate the impact of social and economic institutions on effective governance and development;
- SSC9** Ability to identify, analyse and solve African and global economic issues and problems;
- SSC10** Ability to understand macroeconomic policies and draw policy recommendations;
- SSC11** Ability to understand and apply sustainable development policies and practices;
- SSC12** Ability to understand the operations and regulations of financial markets;
- SSC13** Possess skills to appraise, plan, manage, monitor and evaluate projects;
- SSC14** Ability to use economic tools to diagnose economic problems;
- SSC15** Possess entrepreneurial innovative, creative and negotiation skills;
- SSC16** Ability to understand the operations and regulations of banks and microfinance institutions;
- SSC17** Ability to understand the role, operations and regulations of international and regional institutions;

### 5.11. Learning Outcomes Covered by Skills

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Each teaching unit allows the learner to acquire one or more generic and specific skills. These are mainly:

1. Human and Social Sciences: enables learners to acquire general skills necessary to understand basic economics teachings.
2. Languages and news: enables learners to acquire communication skills in the main languages of instruction.
3. Economics: allows learners to acquire basic skills on the principles of economics.
4. Management: enables learners to acquire basic skills in organisational management.
5. Quantitative methods: allows learners to acquire basic skills useful for quantifying economic phenomena.
6. Informatics: allows learners to acquire basic skills relevant to the use of ICT in the apprehension of economic phenomena.
7. Public Economy: enables learners to acquire specific public policy skills in a variety of areas.
8. Research and traineeship: allows learners to apply the knowledge acquired in the realities of the professional world in order to assess the level of mastery of skills.

### 5.12. Learning and Evaluation Methodology

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The main teaching methods are:

- Lectures.
- Participative: practical and directed work, “problem simulation” situation, internship and visit to the natural environment.
- The use of ICT for student-teacher interaction.

The evaluation techniques are:

- Final examination: 50%.
- Mid-term quiz: 25%.
- Workshops and tutorials: 25%.

## 5.13. Specification of Teaching Units and Coherence with Skills

### 5.13.1. *Bachelor Cycle*

Training is organised around programme that are divided into Units of Education in which are contained the Units of value. For the admission into first year of Bachelor's degree programme, the candidate must have obtained the State diploma (Baccalaureate) or any other diploma deemed equivalent by the Ministry of Higher Education. Access to the second and third year is subordinated by the validation of all lower level teaching units.

**Table 12**  
Bachelor in Economics and Management-detailed Curriculum with Identification of Generic (G)  
and Specific (SSC) Skills

**First year of Bachelor**

CS & CG	Name of TU	Elements Code	Elements of TU	Time Volume				Credits	Evaluation Mode	
				MC	T	PW	SPW			Total
<b>SEMESTER 1</b>										
G6, SSC4	<b>Computer Sciences: 6 C</b>	C01	Computer I	90	30	30	30	180	6	SE+CE
G1, G2, G3, G4, G8, G10, G11, G1, G14, G18	<b>Humanities and Social Sciences: 18C</b>	GS02	General Sociology and African	45	15	15	15	90	3	SE+CE
		GP03	General Psychology	45	15	15	15	90	3	SE+CE
		CE04	Citizenship Education	45	15	15	15	90	3	SE+CE
		PL05	Philosophy and logic	45	15	15	15	90	3	SE+CE
G7, G12	<b>Languages and actuality: 6C</b>	IS06	Initiation to Scientific Research	45	15	15	15	90	3	SE+CE
		GS07	Gender, Society and Development, HIV / AIDS and Sanitation	45	15	15	15	90	3	SE+CE
		HC08	Economic History of Congo and Africa I	45	15	15	15	90	3	SE+CE
		E09	English I	45	15	15	15	90	3	SE+CE
Total				450	150	150	150	900	30	



CS & CG	Name of TU	Elements Code	Elements of TU	Time Volume				Credits	Evaluation Mode	
				MC	T	PW	SPW			Total
<b>SEMESTER 2</b>										
G5, G9, SSC1, SSC2	<b>Economics : 6 C</b>	EP10	Political economics	90	30	30	30	180	6	SE+CE
SSC13	<b>Management : 6 C</b>	CG11	General Accounting and Commercial Documents	90	30	30	30	180	6	SE+CE
G5, SSC6, SSC16	<b>Quantitative Methods: 18 C</b>	GM12	General Mathematics I	90	30	30	30	180	6	SE+CE
		DS13	Descriptive Statistics	90	30	30	30	180	6	SE+CE
		FM14	Financial Mathematics	90	30	30	30	180	6	SE+CE
Total				450	150	150	150	900	30	

**Legend:** C: Credit/ MC: Magistral Courses/ T: Tutorials/ PW: Pratical Work / SPW: Student's Personal Work/ TU: Teaching Unit/ SE: Semester Exam / CE: Continuous Evaluation/ G: Generic Competence / SSC: Specific Competence.

## Second year of Bachelor

CS & CG	Name of TU	Elements Code	Elements of TU	Time Volume				Credits	Evaluation Mode	
				MC	T	PW	TPE			Total
<b>SEMESTER 3</b>										
G6, SSC4	<b>Computer Sciences: 5 C</b>	C01	Computer II	75	25	25	25	150	5	SE+CE
G1, G8	<b>Humanities and Social Sciences : 9C</b>	CL02	Commercial Law	45	15	15	15	90	3	SE+CE
		RM03	Research Method in Social Sciences	45	15	15	15	90	3	SE+CE
G5, SSC5, SSC6	<b>Quantitatives Methods: 10</b>	D04	Demography	45	15	15	15	90	3	SE+CE
		GG05	General Mathematics II	75	25	25	25	150	5	SE+CE
		SM06	Statistics Mathematics	75	25	25	25	150	5	SE+CE
G7 ; G12, G18	<b>Languages and actuality: 6C</b>	EHA07	Economic History of Congo and Africa II	45	15	15	15	90	3	SE+CE
		A08	English II	45	15	15	15	90	3	SE+CE
Total				450	150	150	150	900	30	

CS & CG	Name of TU	Elements Code	Elements of TU	Time Volume				Credits	Evaluation Mode	
				MC	T	PW	TPE			Total
<b>SEMESTER 4</b>										
G4, G5, G9, G13, SSC1, SSC2, SSC5	<b>Economics : 16 C</b>	M09	Microeconomics	75	25	25	25	150	5	SE+CE
		M10	Macroeconomics	75	25	25	25	150	5	SE+CE
		TE11	Transport Economics and Geography Economic	45	15	15	15	90	3	SE+CE
		ED12	Economy of Developing Countries	45	15	15	15	90	3	SE+CE
		CA13	Company Accounting	60	20	20	20	120	4	SE+CE
G3, G5, G10, G16, SSC13	<b>Management : 14 C</b>	GM14	General Management Theory	45	15	15	15	90	3	SE+CE
		PM15	Production Management	45	15	15	15	90	3	SE+CE
		AB16	Analytical and Budgetary Accounting	60	20	20	20	120	4	SE+CE
Total				450	150	150	150	900	30	

**Legend:** C: Credit/ MC: Magistral Courses/ T: Tutorials/ PW: Pratical Work / SPW: Student's Personal Work/ TU: Teaching Unit/ SE: Semester Exam / CE: Continuous Evaluation/ G: Generic Competence / SSC: Specific Competence.

## Third year of Bachelor

CS & CG	Name of TU	Elements Code	Elements of TU	Time Volume				Credits	Evaluation Mode	
				MC	T	PW	TPE			Total
<b>SEMESTER 5</b>										
G5, SSC1, SSC2	<b>Economics : 12 C</b>	PF01	Public Finance	45	15	15	15	90	3	SE+CE
		NA02	National Accounting	45	15	15	15	90	3	SE+CE
		ME03	Monetary Economy	45	15	15	15	90	3	SE+CE
G1, G5, G8, G12, G14, G16, G17, SSC9, SSC15	<b>Management : 12 C</b>	GR04	General Rural Economy	45	15	15	15	90	3	SE+CE
		ES05	Entrepreneurship and SMEs	45	15	15	15	90	3	SE+CE
		FA06	Financial Analysis	45	15	15	15	90	3	SE+CE
		HR07	Human Resource Management	45	15	15	15	90	3	SE+CE
G6, SSC4	<b>Computer Sciences: 3C</b>	MM08	Marketing Management	45	15	15	15	90	3	SE+CE
		C09	Computer III	45	15	15	15	90	3	SE+CE
G7, G12	<b>Languages : 3 C</b>	E10	English III	45	15	15	15	90	3	SE+CE
Total				450	150	150	150	900	30	

CS & CG	Name of TU	Elements Code	Elements of TU	Time Volume					Credits	Evaluation Mode
				MC	T	PW	TPE	Total		
<b>SEMESTER 6</b>										
G3, G13, SSC9, SSC11	<b>Humanities and Social Sciences : 9C</b>	NS11	Nature of the state and socio-economic system	45	15	15	15	90	3	SE+CE
		PE12	Population, Environment and Development	45	15	15	15	90	3	SE+CE
		EH13	Economic history	45	15	15	15	90	3	SE+CE
G5, G9, G10, SSC5, SSC6	<b>Quantitatives Methods: 6 C</b>	QE14	Quantitative Economic Methods	45	15	15	15	90	3	SE+CE
		E15	Econometrics	45	15	15	15	90	3	SE+CE
G4, G15	<b>Research and Traineeship : 15 C</b>	BT16	Bachelor Traineeship				150	150	5	CE
		BD17	Bachelor Dissertation				300	300	10	CE
Total				225	75	75	525	900	30	

**Legend:** C: Credit/ MC: Magistral Courses/ T: Tutorials/ PW: Pratical Work / SPW: Student's Personal Work/ TU: Teaching Unit/ SE: Semester Exam / CE: Continuous Evaluation/ G: Generic Competence / SSC: Specific Competence.

**Table 13**  
Programme of Study-Master Degree in Public Economics

To access the Master's degree programme, the student must hold a Bachelor degree in Economics and Management or any other degree deemed equivalent by the Ministry of Higher Education. Below, we present the teaching grids with the identification of generic skills (G) and specific skills (SSC)

**First year of Master**

CS & CG	Name of TU	Elements Code	Elements of TU	Time Volume				Credits	Evaluation Mode	
				MC	T	PW	TPE			Total
<b>SEMESTER 1</b>										
G1,G8,G9, G13,G14, SSC7, SC8, SSC9, SC10, SSC11, SC12, SC13, SSC14, SSC15, SSC16, SSC17		AM01	Advanced Microeconomics	60	20	20	20	120	4	SE+CE
		AM02	Advanced Macroeconomics	60	20	20	20	120	4	SE+CE
		DE03	Development Economics and Economic Development Planning	60	20	20	20	120	4	SE+CE
		FE04	Fluctuations and Economic Growth	45	15	15	15	90	3	SE+CE
		TG05	Theory of Growth	45	15	15	15	90	3	SE+CE
		IT06	International Trade Theory	45	15	15	15	90	3	SE+CE
		ES07	Economic and Social Doctrines Theory	45	15	15	15	90	3	SE+CE
		FL08	Fiscal Law	45	15	15	15	90	3	SE+CE
		TA09	Public Administration Theory	45	15	15	15	90	3	SE+CE
G17, SSC9	<b>Humanities and Social Sciences: 6 C</b>			450	150	150	150	900	30	
Total										

CS & CG	Name of TU	Elements Code	Elements of TU	Time Volume				Credits	Evaluation Mode	
				MC	T	PW	TPE			Total
<b>SEMESTER 2</b>										
SSC4	<b>Computer Sciences: 3 C</b>	C10	Computer IV	45	15	15	15	90	3	SE+CE
G4, G13, G16, SSC1, SSC2, SSC8	<b>Public Economics: 12 C</b>	PE11	Public Economics	45	15	15	15	90	3	SE+CE
		EE12	Economics of Education	45	15	15	15	90	3	SE+CE
		HE13	Health Economics	45	15	15	15	90	3	SE+CE
G1, G9, G10, SSC5, SSC6	<b>Quantitatives Methods: 12 C</b>	PE14	Public Economics Seminar	45	15	15	15	90	3	SE+CE
		OR15	Operational Research	60	20	20	20	120	4	SE+CE
		TP16	Theory and Practices of Surveys	60	20	20	20	120	4	SE+CE
G6, G12	<b>Languages : 3C</b>	E17	Econometrics	60	20	20	20	120	4	SE+CE
		E18	English IV	45	15	15	15	90	3	SE+CE
Total				450	150	150	150	900	30	

**Legend:** C: Credit/ MC: Magistral Courses/ T: Tutorials/ PW: Practical Work / SPW: Student's Personal Work/ TU: Teaching Unit/ SE: Semester Exam / CE: Continuous Evaluation/ G: Generic Competence / SSC: Specific Competence.

## Second year of Master

CS & CG	Name of TU	Elements Code	Elements of TU	Time Volume				Credits	Evaluation Mode	
				MC	T	PW	TPE			Total
<b>SEMESTER 3</b>										
G10, G13, G14, SSC7, SSC8, SSC9, SSC10	<b>Economics: 13 C</b>	AS01	Analysis of Systems and Economic Structures	60	20	20	20	120	4	SE+CE
		SQ02	Special Questions of International Economy	45	15	15	15	90	3	SE+CE
		EP03	Economic Policy	45	15	15	15	90	3	SE+CE
		LE04	Labor Economics	45	15	15	15	90	3	SE+CE
		EP05	Ethics and Professional Deontology	30	10	10	10	60	2	SE+CE
G2, G11, G13, G14, G17, SSC11, SSC13	<b>Humanities and Social Sciences: 11 C</b>	QP06	Questions of Public Companies	45	15	15	15	90	3	SE+CE
		PA07	Public Accounting	45	15	15	15	90	3	SE+CE
		MU08	Management of Urban Spaces in the Developing Countries	45	15	15	15	90	3	SE+CE
G7, G12	<b>Languages: 3 C</b>	E09	English V	45	15	15	15	90	3	SE+CE
G6, SSC4	<b>Computer Sciences: 3 C</b>	C10	Computer V	45	15	15	15	90	3	SE+CE
Total				450	150	150	150	900	30	



CS & CG	Name of TU	Elements Code	Elements of TU	Time Volume					Credits	Evaluation Mode
				MC	T	PW	TPE	Total		
<b>SEMESTER 4</b>										
G4, G11, SSC12, SSC16	<b>Public Economics : 8 C</b>	AA11	Advanced Analysis of Public Finances	75	25	25	25	150	5	SE+CE
		PE12	Public Economics Seminar II	45	15	15	15	90	3	SE+CE
G4, G15, SSC14	<b>Research and Traineeship: 22 C</b>	MT13	Master Traineeship				210	210	7	CE
		MD14	Master Dissertation				450	450	15	CE
Total				120	40	40	700	900	30	

**Legend:** C: Credit/ MC: Magistral Courses/ T: Tutorials/ PW: Practical Work / SPW: Student's Personal Work/ TU: Teaching Unit/ SE: Semester Exam / CE: Continuous Evaluation/ G: Generic Competence / SSC: Specific Competence.

## 5.14. Conclusion

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Elaboration and reflection on the Meta-profile by individual participating universities on the basis of their existing curriculum with a view to isolating similarities and differences, as well as the desire to adopt outcome-based teaching approach gave impetus to the revised programmes. Given the language barrier and the need for effective, efficient and objective peer review of the submitted programmes, the option of grouping members according to language groups was adopted.

Participants were split into various language groups of English, French and Portuguese and each participant was asked to review a proposal different from the one his/her Department developed based on the template provided by Tuning. After the review process, each reviewer was given the opportunity to discuss observations and recommendations. By means of this process, the revised programmes passed through a peer review mechanism based on the twelve check list provided by Tuning. After extensive discussions and deliberation, the economics SAG decided to choose two revised degree programmes, respectively from English and French, to capture the language characteristics of the group.

# Chapter 6

## Reflections on Staff Development

*Charles Barnor*<sup>1</sup> and *Consolata Ngala*<sup>2</sup>

### 6.1. Overview

Consensus emerging from literature points out that professional development of academic staff can impact positively on knowledge and skills which will result in student achievement if delivered in conducive and supportive settings (Brazer and Bauer 2013, p. 680; Buczynski and Hansein 2010, p. 601; Ertner and Otteinbreit-Leftwich 2010, p. 281; Gareth *et al.*, 2001; Guskey, 2003; Keichner 2010, p. 93-94). The credence of this consensus was upheld by the consultative outcomes of the Economics SAG in the second phase of the Tuning Africa Project.

The recognition given to staff development in the Tuning Methodology arose out of the general notion that effective professional development of staff in higher education institutions will result in increased demonstrable and conclusive results in students' performance. The bases of this outcome became the cornerstone of the Economics SAG discussions and the administration of a questionnaire as part of the methodological approaches of the project.

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<sup>2</sup> Masinde Muliro University of Science and Technology, Kenya.

## 6.2. Methodology

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Each member of the Economics SAG was tasked to consult with departmental and faculty staff of their universities on the needs and strengths of various staff. The general submissions were that there exist various staff development programmes and an awareness of further needs in the SAG. Participants reported on existing staff development programmes in their respective institutions that comprise of training to attain higher degrees, conferences/workshops, and in-house training. However, specific needs in terms of curriculum development, teaching, and assessment differ from one university to another.

## 6.3. Discussions and Outcome

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Group discussions' outcome on staff development indicated that most universities have staff development programme that takes care of training to attain higher degrees, conferences/workshops and in-house training. The specific needs in terms of curriculum development, teaching and assessment differs from one university to another. In addition, the economics group found a significant scope for collaborating in meeting staff development challenges through the sharing of experiences, Tuning online courses, workshops, and exchange of materials and ideas.

## 6.4. Conclusion

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To harmonise, the group agreed that higher educational institutions make clear their policies on staff development and implement the policies with enthusiastic support from the leadership of their various institutions. The SAG concluded with recommendations for similar action by governments and initiatives such as that of Tuning Africa. Further to this, the enrolment on the online teaching classes organised by Tuning Academy has significantly built capacity with respect to the Tuning teaching Methodology in terms of alignment of learning, teaching, and assessment in order to achieve the set ILOs. The summary of our inquiry into existing staff development programmes, strengths, and needs are presented in Table 14.

**Table 14**

Map of Strengths and Needs in the Area of Staff Development at SAG Level

<p><b>Name of SAG</b></p>	<p><b>Staff development already available</b> <i>[What does the institution already provide for staff development?]</i></p>	<p><b>Strengths</b> <i>[If you were asked to provide a workshop for colleagues, where does your expertise lie in curriculum development, Teaching, Learning Assessment?]</i></p>	<p><b>Needs</b> <i>[What areas of curriculum development, teaching, learning, and assessment do you think you and your colleagues would like to have a workshop on?]</i></p>
<p>Economics</p>	<p>Various Universities at the SAG currently provide sponsorship to selected staff to attend conferences, and obtain higher degrees in their own country and abroad. Specifically the following are available:</p> <ul style="list-style-type: none"> <li>• University scholarships</li> <li>• External scholarships</li> <li>• Special scholarship projects</li> <li>• Split scholarships</li> <li>• Reimbursable scholarship</li> <li>• Funding of workshops conferences, seminars, symposium, etc.</li> </ul>	<p><b>Teaching and Assessment:</b></p> <p>a) <b>Curriculum development</b></p> <ul style="list-style-type: none"> <li>• Needs assessment</li> <li>• Development of Intended learning outcomes (ILOs)</li> <li>• Development of course content</li> <li>• Identification of the Target audience</li> <li>• Choosing Teaching methods, learning and assessment activities to align with ILOs</li> <li>• Implementation</li> <li>• Evaluation and review</li> </ul> <p>b) <b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Identifying what is to be taught</li> <li>• Lecture plan</li> <li>• Identifying materials required</li> <li>• Making it work (lecture)</li> <li>• Assessment</li> <li>• Evaluation</li> </ul> <p>c) <b>Learning Assessment</b></p> <ul style="list-style-type: none"> <li>• Assessment that entails a combination of recall, comprehension, discussion and application</li> </ul>	<p>a) <b>Curriculum development</b></p> <ul style="list-style-type: none"> <li>• Curriculum development for higher level thinking</li> <li>• Development of curriculum for on-line <i>platform</i></li> <li>• Generating generic and subject-specific competences</li> <li>• Linking the competences with a Meta-profile</li> </ul> <p>b) <b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Teaching/giving instructions through an online platform</li> <li>• Use of Technology in Instruction</li> <li>• Preparation of content for open book exam</li> <li>• Delivery of content for open book exam</li> </ul> <p>c) <b>Learning Assessment</b></p> <ul style="list-style-type: none"> <li>• Application of Bloom's Taxonomy</li> <li>• Developing testable ILOs</li> <li>• Planning Learning activities and assessment for large classes</li> </ul>



# Chapter 7

## Student Workload and Credit System

*Charles Barnor*<sup>1</sup>

### 7.1. Introduction

Rapid global transformation stimulated by scientific and technological development has made familiar the notions of 'society of knowledge' and 'globalisation'. In the context of higher education, universities all over the world face new demands; on the one hand, graduates must comply with new standards to confront the ever-changing demands and expectations of global labour markets and societies. On the other hand, studies aimed at facilitating or constraining opportunities to engage in employment and students' perceptions of their work load in higher education had remained inconclusive and varies from one geographical region to the other.

### 7.2. Methodology

The Economics SAG used questionnaires administered on the internet sources to gather data on student workload. The questionnaires were administered to students in the respective participating institutions in the Economics SAG. The objective of this approach was to extract accurate information on student workload of participating institutions. The Economics SAG found that in general, workload components are but one factor that influences student performance.

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<sup>1</sup> University of Professional Studies, Accra-Ghana.

Consensus arising from the Economics SAG is that, higher education institutions are not impermeable to change and therefore measurable outputs, responsiveness to societal and student needs, and overall performance accountability should be key attributes for consideration in student workload. Management of higher education institutions have emphasised the importance of a continental credit system and have observed that the credit system breaks down the learning experience of students into measurable units, and the aggregation or the accumulation of credits eventually ensures towards the attainment of academic degrees.

### **7.3. Relevance of the Continental Credit System**

The quantification of learning experiences, whenever and wherever it is achieved, provides a common size tool for measurement and stimulation of credit transfer in diverse geographical locations or contexts. The Economics SAG identified the existence of some agreed frameworks for using credit in the participating countries, but the extent of recognition of credits to stimulate mobility is sparsely desired. Thus, the challenges for actions required to forcefully move towards the construction of an acceptable credit system in Africa still persist.

As a result, a homogenous credit system in Economics across Africa would facilitate the harmonisation of the Economics discipline, the mutual recognition of academic and professional qualifications, as well as intra-Africa mobility and integration throughout the continent.

At present, the harmonisation of credit is impeded by the lack of a homogenous credit system, as a reliable means to measure and transfer knowledge already acquired. There are constraints in the transfer of credit from one university to another across different regions in Africa.

There is need to develop an African credit system that would be endorsed by African Union Assembly and approximates the different systems in the continent. This could be done through collaboration with European Union and in-depth examination of the European Credit Transfer System (ECTS) used in the countries subscribing to the Bologna Treaty. The ECTS has 30 credits per semester and 60 credits per year for undergraduate degrees. This careful examination, could accelerate the establishment of African Credit Transfer System (ACTS). Notably, the same number of annual credits are also planned in Russia,



Latin America and Asia. Student workload within the international standards varies between 1,350 and 1,800 hours. African countries can give careful consideration to these figures and agree on the most suitable option.

ECTS credits represent, in the form of a numerical value, the workload planned for each Curricular Unit (UC). They express the amount of work each UC requires in relation to the overall volume of work required to successfully complete a year of studies in the programme. The value attributed to ECTS is based on the overall workload of the student and is not limited to hours of direct contact during class. ECTS thus includes theoretical classes, practical work, projects, seminars, internships, research work, autonomous study, as well as examinations or other forms of assessment.

We recognise the importance of the harmonisation of Higher Education in Africa taking into account all the underlying objectives which include mobility, transparency, flexibility, and collaboration among others. Considering also the origin of the Tuning Africa Project, we are of the opinion that an African Credit Transfer System (ACTS) should be developed and adopted as a common system to achieve the objectives and thus fulfil the need for standardisation. It is our strong conviction that the harmonisation of credit in Africa would result in the development of Higher Education in Africa and, in turn, enhance its socio-economic development.

## 7.4. Conclusion

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The working group deliberated extensively on the credit system in Africa and concluded that to harmonise Higher Education in the continent, the credit system should be standardised. This will facilitate mobility, transparency, flexibility, collaboration among African universities and students.



# Chapter 8

## Conclusions and Recommendations

*Charles Barnor*<sup>1</sup>

### 8.1. Conclusions

1. A creative educational system is one that responds without delay to the specific needs of a continuously evolving and changing labour market and of society in general. The phase II of the Tuning Africa Project is expected to enhance the various quality assurance initiatives by higher education institutions through a systematic framework for programme design and institutionalisation of such initiatives as credit transfer and staff development in Africa.
2. The commitment to the improvement of academic programmes through curriculum design and methodological approaches that encapsulates the thinking and expectations of stakeholders are key to addressing industry sophistications and gaps in the manpower requirements of industry. This requires comparing performance and process against best practices in the higher education sector with the aim of improving curriculum design to affect national and international academic aspirations. Ultimately, mobility of both staff and students of higher educational institutions needs to be encouraged.

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3. The phase II of the Tuning Africa Project adopted a consultative approach including regional seminars and conferences. The final conference, which is an exception, ended in Brussels. The Tuning Higher Education in Africa pilot project is a consultative process that is expected to foster discourse at a grassroots level across borders through a number of regional seminars and conferences. The project provided the platform of dialogue for quality assurance, improvement of teaching and learning, and assessment. Academic credit and a common credit system is one of the central pillars of the Tuning approach, and discussants projected and advanced discourse towards an African credit system

## 8.2. Recommendations

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After the evaluation of the theoretical concepts and applicability of the Tuning framework, and the eventual design and/or amendment of existing academic programmes by participating countries and institutions, the following recommendations have been made by the Economics SAG:

1. The Tuning approach and framework, including the tools used for the design and amendment of programmes, should be adopted and implemented.
2. HEIs should be committed to a cycle of evaluation and improvement of academic programmes using the Tuning Methodology as part of academic planning. Within this cycle, academic staff and teaching teams should review the content and focus of their degree programmes through the responsiveness of industry demands and the demands of key stakeholders. This means that HEIs will be expected to use multiple sources of qualitative and quantitative data in the evaluation of its programmes including feedback from students, stakeholders, academics, and industry practitioners.
3. Universities implementing the Tuning Methodology must recognise that the resources available to develop and sustain programmes may affect their quality. The university will evaluate the value, relevance, and viability of its programmes to ensure that available resources are used to maximum effect. Additionally,

to institutionalise the Tuning Methodology in the various revised degree programmes, there was a strong need to evaluate the capacity of participating universities by evaluating the capacity of staff to undertake such reviews. Participants of the Tuning project could be used as the trainers of the trainees.

4. In line with the Tuning approach and the dialogue on credits, an African credit system should be developed and adopted continentwide.
5. In order to harmonise Higher Education in the continent, the credit system should be standardised. This will facilitate mobility, transparency, flexibility, and collaboration among African universities and students.



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