

Session 9-3

## Credit Accumulation and Transfer Systems

Supporting mobility and lifelong learning. Linkages to NQF, RPL, Policies, guidelines, practices

Prof Romeela Mohee, Commissioner

Dr A Roopchand, Research Officer

Mr V Maghoo, Programme Officer

Higher Education Commission,  
Mauritius

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# Overview

- National Credit Value and Transfer System
- Mauritius Credit Transfer System
- Mauritius Micro Credential Framework



# The Higher Education Commission (HEC)



Establishment in January 2020 as apex Regulatory Body for Higher Education

## HE Act, Sub-Part D (Section 14-17)

*Establishment and Registration of Higher Education Institutions, Establishment of Overseas Institutions and Accreditation of Programmes*

## HE Act Section 18

## National Credit Value and Transfer System

The Commission shall develop and issue a National Credit Value and Transfer System in order to recognise qualifications and units by awarding credits.



# National Credit Value and Transfer System

## Section 18. National Credit Value and Transfer System

1. The Commission shall develop and issue a National Credit Value and Transfer System in order to recognise qualifications and units by awarding credits.
2. The units referred to in subsection shall have credit value which shall be equal to such hours of learning as the Commission may determine for the purpose of obtaining a qualification by a learner.
3. The credits awarded under the National Credit Value and Transfer System shall be transferable in such manner as the Commission may determine.



**LEGAL SUPPLEMENT** 523  
*to the Government Gazette of Mauritius No. 121 of 28 December 2017*

### THE HIGHER EDUCATION ACT 2017

Act No. 23 of 2017

*I assent*

**BIBI AMEENAH FIRDAUS GURIB-FAKIM**

26 December 2017

*President of the Republic*

#### ARRANGEMENT OF SECTIONS

##### Section

##### **PART I – PRELIMINARY**

1. Short title
2. Interpretation
3. Higher Education Advisory Council

##### **PART II – HIGHER EDUCATION COMMISSION**

##### **Sub-Part A – Establishment of Commission**

4. Establishment of Commission
- Sub-Part B – Objects, Functions and Powers of Commission**
5. Objects of Commission
6. Functions of Commission
7. Powers of Commission

# National Credit Value & Transfer System

## HE ACT (January 2020)

The Commission shall develop and issue a National Credit Value and Transfer System in order to recognise qualifications and units by awarding credits.

### Phase 1



## HEC SURVEY ON NCVTS (July 2021)

The HEC carried out a survey with public and private HEIs regarding their NCVTS practices/RPL and their views

## EUROPEAN TRAINING FOUNDATION (21/22)

A concept note to guide the development of the NCVTS Policy., with support from European Training Foundation.



### Phase 2

## Validation (August 2023)

Validation involved a workshop and consultative meetings with stakeholders to validate the system, terminology, and implications for universities in Mauritius.

## Consultation (June 2023) & Consultant visit (May 2023)

Consultative meetings, Workshops and Surveys conducted with Stakeholders.  
Visit of Prof Mile in May 2023



### Phase 3

## National Micro Credentials Framework (June 2023 – April 2024)

Developing Micro Credential Framework for Mauritius in collaboration with IIEP UNESCO

## Development of CATS, RPL (Jan/Feb 2024)

Developing Credit Transfer Guidelines and Recognition of Prior Learning Guidelines

## Training and Capacity Building (June 2024)

Training sessions essential for institutions to grasp terminology and NCVTS implementation.

## Implementation

Mauritian NCVTS Implementation Plan- August 2024

# Objectives of NCVTS

The objectives of the NCVTS are classified into **four dimensions**

## Regulatory Dimension

- **Develop regulations, legislation, and institutional arrangements.**
- Define duties and responsibilities for stakeholders.
- Build trust and enhance education quality.
- **Establish standards, guidelines, and accreditation requirements.**
- Ensure stability, flexibility, and autonomy in the education system.

## Education and Training Dimension

- Develop and provide a coherent education system.
- Focus on transparent qualifications and learning outcomes.
- **Enhance recognition of prior learning and facilitate lifelong learning.**
- **Enable mobility and multi-directional learning pathways.**
- Record student achievements transparently.

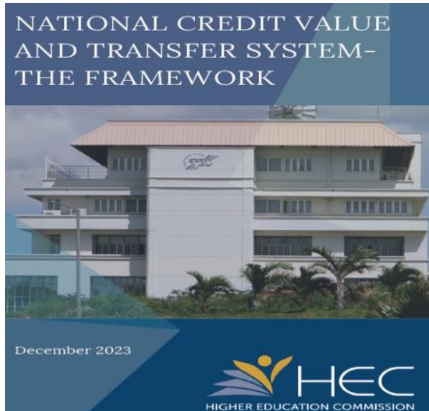
## Employment Dimension

- Support career development, guidance, and job placement.
- Provide information for labour market mobility.
- Address learner, enterprise, and societal needs.
- Map qualifications to labour demand.
- Facilitate sectoral mobility.

## International and Transnational Dimension

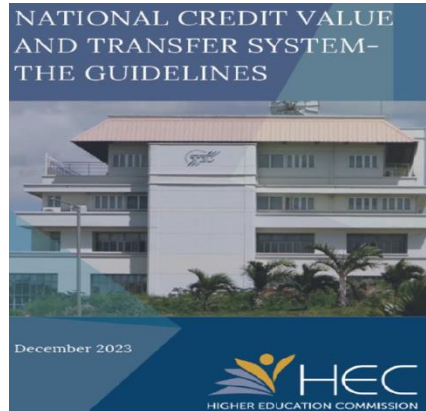
- Develop transparency, trust, and cooperation.
- **Facilitate geographical and international mobility.**
- Establish a common language for intercultural understanding.
- Ensure mutual recognition of qualifications.
- **Promote SADC integration, respecting criteria and fostering education in Mauritius.**

# Frameworks and Guidelines



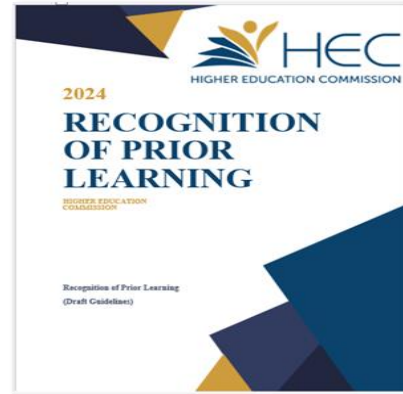
## National Credit Value and Transfer System- The Framework

NCVTS Framework for Mauritius, presents the key concepts of the NCVTS and their relationship to other relevant elements of the education and training system in Mauritius.



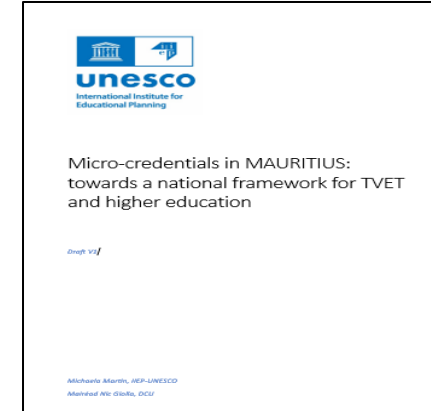
## National Credit Value and Transfer System- The Guidelines

The guidelines with examples /supportive questions for different users provide a basis for the effective implementation of the NCVTS and support to other related components in the education/ training system



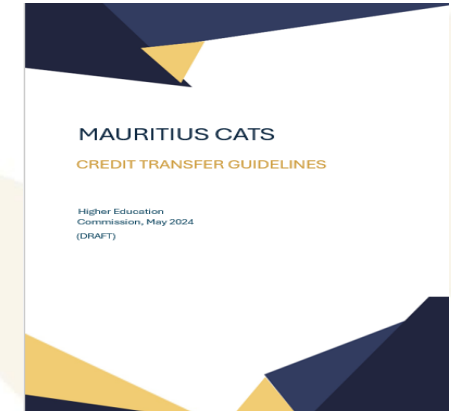
## Recognition of Prior Learning

HEC is developing an RPL guideline to acknowledge and validate the knowledge, skills, and competencies gained through formal, non-formal, and informal learning experiences, thereby promoting inclusivity and accessibility within the higher education landscape



## Micro-credentials in Mauritius: towards a national framework for TVET and higher education

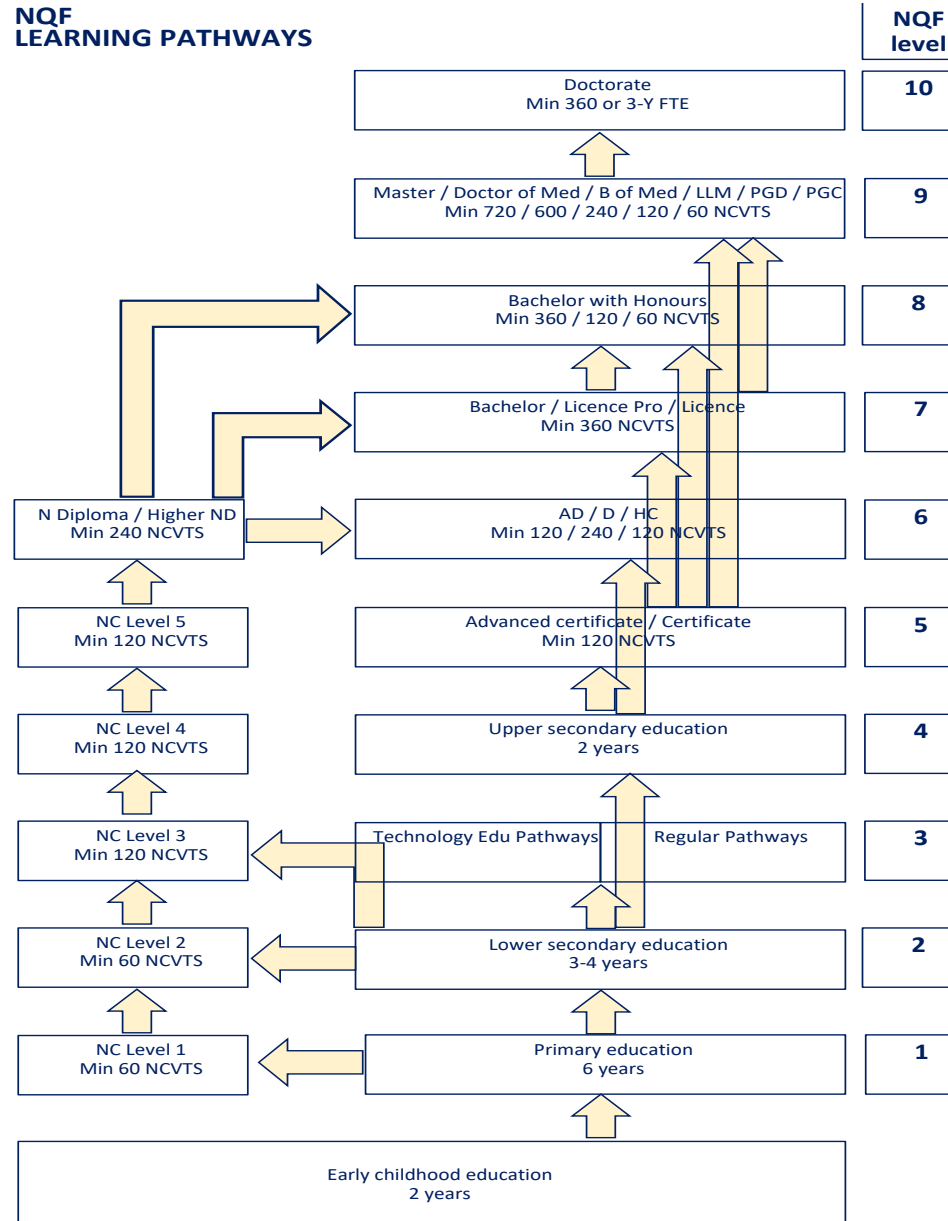
**1<sup>st</sup> Framework in African Region**



## Mauritius Credit Accumulation and Transfer System

**Credit Transfer Guidelines**  
The credit accumulation and transfer guideline provide for the recognition of credits previously obtained through meeting the relevant credit requirements towards a qualification or part-qualification registered on the NQF.

# Alignment with NQF Levels



*\*The NCVTS Framework and Guidelines have been validated by all the stakeholders involved*

# Alignment with SADC CATS

The NCVTS aligns with the SADC Qualifications Framework and the Credit Accumulation and Transfer System to improve recognition and transferability of qualifications with quality assurance.

NCVTS enables learners to move between programmes, institutions, and countries within the SADC region.

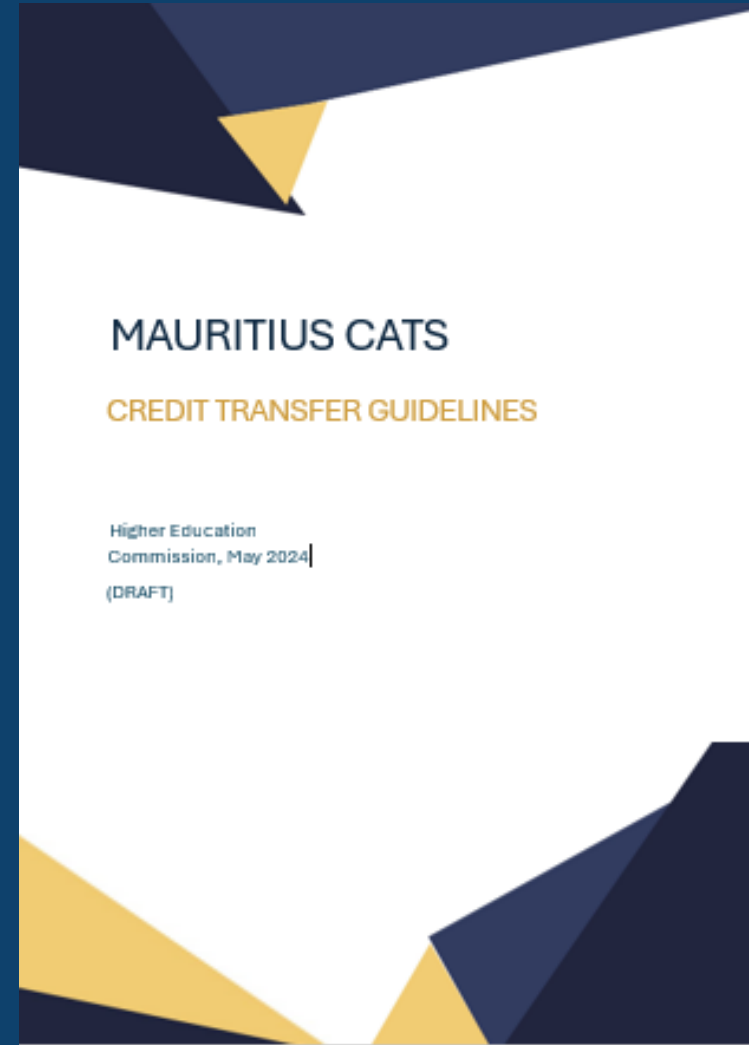
NCVTS facilitates harmonisation, quality enhancement, innovation, and curricular flexibility within the Mauritian higher education system.

The Mauritian NQF is aligned to SADC QF

Mauritian National Qualifications Framework (NQF)	Southern African Development Community Qualifications Framework (SADC QF)
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1



# Mauritius CATS

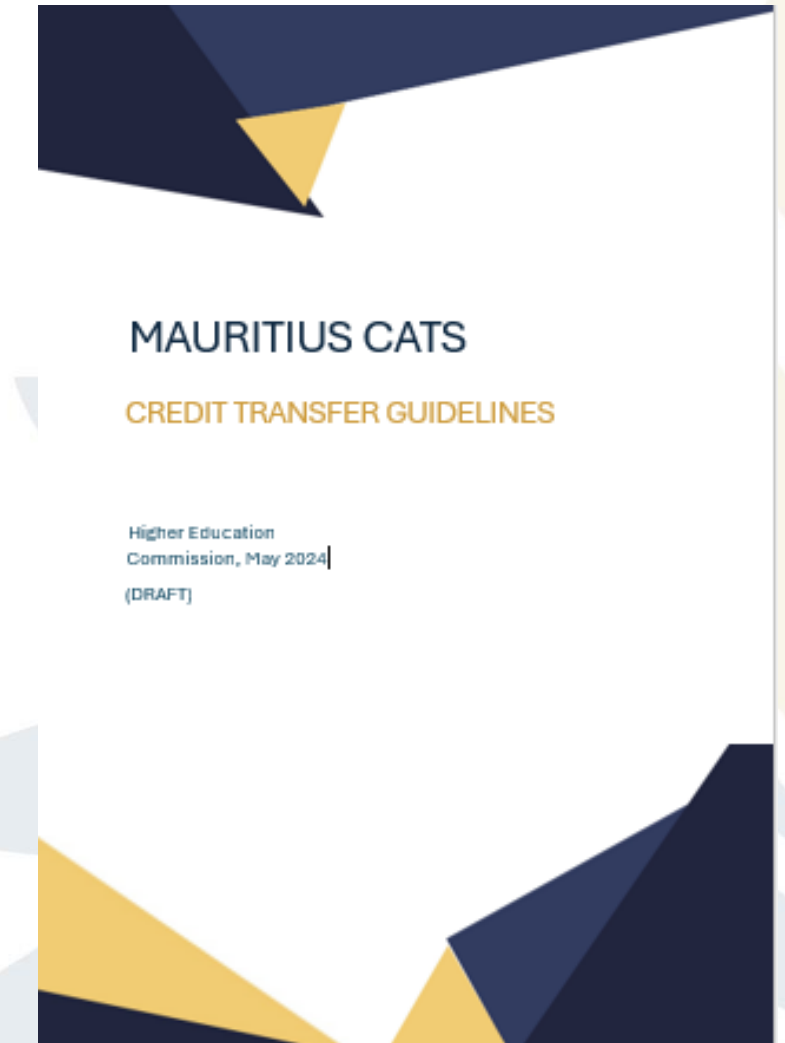


# Credit Transfer

Credit transfer in higher education allows students to apply earned credits from one institution to another, supporting flexible learning pathways. This process enables students to switch schools or programs without losing their progress, promoting a more adaptable and personalized educational journey.



**Development of Credit Transfer Guidelines for Mauritius**



# Overview of Mauritius CATS



## MAURITIUS CATS

### CREDIT TRANSFER GUIDELINES

Higher Education  
Commission, May 2024  
(DRAFT)

#### Introduction

- Mauritius is developing the CATS to enhance flexibility and accessibility in post-secondary education.
- The system promotes seamless credit transfer across institutions, fostering lifelong learning, student mobility, and national development.

#### Framework and Legislative Context

The CATS will operate under the Higher Education Act 2017 and aligns with the National Qualifications Framework (NQF) structure. Supported by guidelines from HEC and MQA, it provides a transparent process for credit accumulation and transfer within and across NQF levels.

#### Core Elements of CATS

The system covers the TVET and HE sectors, ensuring alignment with the NQF structure that spans 10 levels, from primary to doctorate. Recognized providers evaluate and transfer credits, implement RPL processes, and maintain adherence to national standards and guidelines.

# Key Challenges in the implementation of CATS

## Diverse Curriculum and Assessment Standards

Variability in curriculum development and assessment methods across institutions hinders effective credit transfer.

**Proposed Solution:** Establish national standards to harmonize curriculum design and assessment practices, ensuring compatibility and consistency.

## Standardization of Credit and Grading Systems

Lack of a unified credit and grading system creates barriers to the recognition and transfer of credits.

**Proposed Solution:** Implement a standardized credit system and grading scale (A-F), supported by statistical data to ensure fair evaluation.

## Inconsistent Qualification Recognition

Discrepancies in how credit/qualifications are recognized across institutions affect student mobility and progression.

**Proposed Solution:** Adopt and align institutional policies with NCVTS guidelines for credit recognition.

## Capacity and Infrastructure Gaps

Insufficient institutional capacity and infrastructure for managing and monitoring credit accumulation and transfer processes.

**Proposed Solution:** Enhance institutional capacity through targeted capacity building to support effective NCVTS implementation.

# Role of Stakeholders

MoETEST



Policy for NCVTS/ credit transfer/RPL

## HEIs/TRAINING PROVIDERS

- Develop and adopt institutional credit value and transfer guidelines in line with HEC/MQA regulations.
- Develop institutional learning agreements
- All recognised Institutions can issue a catalogue of programs and requirements for enrolment.
- Form part of sector working groups to develop and accept minimum standards (approved by Senate)
- Standardise course development, Assessment (grading) and other standard requirements

## HEC/MQA

- National coordination of development and effective implementation of NCVTS (HEC-Level 5 onwards + MQA Level 1-5/6 + MQA and HEC for articulation between levels)
- Regulations to ensure adoption of system as per the NCVTS being approved by Cabinet
- Accreditation of courses and ensuring the credits are mapped as per NCVTS (list of core modules/ transferable modules)
- Lead the sector working groups (by field of study and working groups for establishment of minimum standards)

## STUDENT

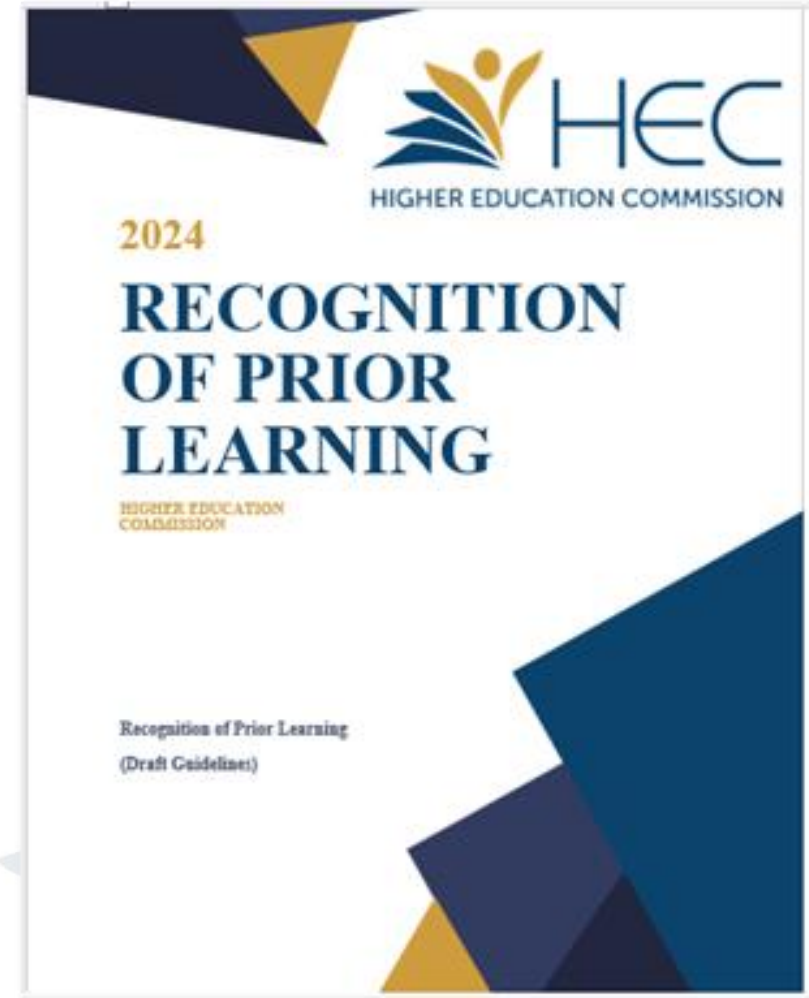
- Apply for Credit Transfer (ensure transcripts and all other required documents are available to ensure smooth and timely processing of application.)

# Recognition of Prior Learning



# RPL Guidelines

**An RPL guideline is being prepared to acknowledge and validate the knowledge, skills, and competencies gained through formal, non-formal, and informal learning experiences, thereby promoting inclusivity and accessibility within the higher education landscape.**



# RPL Guidelines

## QUALITY ASSURANCE

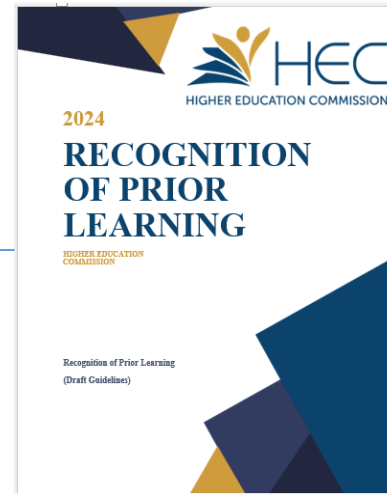
To ensure reliability, validity, credibility of RPL assessments and outcomes

## ELIGIBILITY CRITERIA

- Relevant to the subject
- Equivalent (at least 80 %) to current knowledge and/or practices
- Satisfies the current learning or competency outcomes of the course.

## LEARNING PORTFOLIO

Critical component as it contains key evidences on details of workplace, statements from supervisors, performance appraisal documents, amongst others



## APPLICABILITY

- Student, researcher, individual: Seeking formal recognition of knowledge and skills through employment.
- Worker: Seeking formal qualification to remain employed after reaching retirement age

## TRANSPARENCY

Clear communication of procedures, criteria, expectations to all stakeholders involved

## INCLUSIVITY

Include learners from marginalized or underrepresented groups

# Micro Credential



**unesco**

International Institute for  
Educational Planning

## Micro-credentials in MAURITIUS: towards a national framework for TVET and higher education

*Draft V1*

*Michaela Martin, IEP-UNESCO*

*Meirad Nic Giofá, DCU*

# HEC Strategic Plan ( 2022-2025)

## ST 2: SUPPORTING RELEVANT HIGHER EDUCATION AND RESEARCH

OBJECTIVES	KEY ACTIONS	KPIs
Increase Relevant and Impactful research	<ul style="list-style-type: none"> <li>Fund research that addresses industrial and societal needs</li> <li>Set up Research Chairs</li> <li>Develop a List of Priority Research to direct research towards national priorities</li> </ul>	<ul style="list-style-type: none"> <li>% of HEC-funded research involving academia/ industry collaborations</li> <li>% of HEC-funded projects having direct impact on the economy and society</li> <li>Dissemination of research findings to stakeholders/ public</li> </ul>
Enhance relevance of Higher Education (HE) programs	<ul style="list-style-type: none"> <li>Update the List of Indicative Priority Field of Study (LIPFS)</li> <li>Encourage institutions - through the accreditation process - to conduct market/ student need and demand analysis prior to offer of programs</li> <li>Limit renewal of courses less needed (excess supply)</li> <li>Implement minimum cohort sizes to ensure financial sustainability of programs</li> <li>Collaborate with the Human Resources Development Council (HRDC) on market need - <a href="https://www.hrdc.mu/">https://www.hrdc.mu/</a></li> </ul>	<ul style="list-style-type: none"> <li>% of new programs developed by HEIs in line with the List of Indicative Priority Field of Study (LIPFS)</li> <li>% of applications for accreditation rejected because of low relevance to labor market</li> <li>% of demand-driven programs approved</li> <li>No. of graduates not in employment 6 months after graduation (Tracer)</li> </ul>

OBJECTIVES	KEY ACTIONS	KPIs
Foster Graduate Employability	<ul style="list-style-type: none"> <li>Approve courses in line with labor market demand (see above)</li> <li>Develop Graduate Employability Guidelines/ Toolkit (absorption in labor market and employability)</li> <li>Support Micro-credential</li> <li>Ensure integrated work placements in FT undergraduate programs</li> <li>Linking new funding mechanism to relevance of programs</li> </ul>	<ul style="list-style-type: none"> <li>No. of students on micro-credential programs</li> <li>No. of Full-Time (FT) undergraduate programs having work placements</li> <li>No of programs in HEIs in performance indicators</li> </ul>



## Micro Credentials and Flexible Learning Pathways

Micro credentials and flexible learning pathways offer tailored, bite-sized educational achievements that can be stacked and accumulated to meet specific career or academic goals, promoting lifelong learning and skill adaptability.

### COL Skills for Work Scholarships Mauritius

- This project, led by the HEC, run in collaboration with the Ministry of Education enabled access to 4000 scholarships that led to the enrolment in 14000 courses ( Micro Credentials)

### THREE UNIQUE CERTIFICATION PROGRAMMES

COL - GROW WITH GOOGLE  
SKILLS FOR WORK CERTIFICATION  
PROGRAMME

Grow with 

COL - UDEMY SKILLS FOR WORK  
CERTIFICATION PROGRAMME

 Udemy

COL - COURSERA SKILLS FOR  
WORK CERTIFICATION  
PROGRAMME



# Why: Micro-credentials

Education should look less structured and make room for more variety: **calling for new paths, multiple streams, a wider array of credentials**

**Learners need consistent upskilling** throughout their lives, in a framework where more dynamic profession pathways are becoming the norm, and responsibilities aligning with the integration of emerging technology

## Future of work

“By **2025**, new jobs will emerge, and others will be displaced by a shift in the division of labour between human and machines”

**97 Million** Growing Job demands | **85 Million** Decreasing Job demands



of employees will need reskilling by **2025**



of current workers' core skills are expected to change in the next **5** years

# National Micro Credential Framework


## Micro-credentials in Mauritius: towards a national framework for TVET and higher education

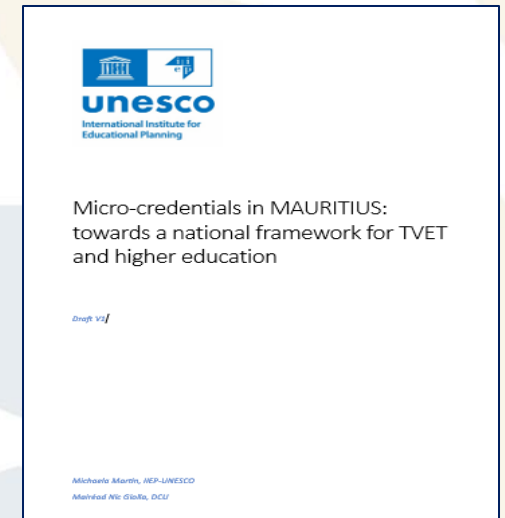
 Guideline 1: Objectives for MC framework, coverage, principles, actors

 Guideline 2: Definition of MC – information requirements for increased transparency

 Guideline 3 : Credit award and stackability

 Guideline 4: Inclusion and levelling of MC against NQF, quality assurance

 Guideline 5: National register, credit bank and open badge options



**1<sup>st</sup> Framework in  
African Region**

# Way Forward

With Mauritius now actively implementing the NCVTS, CATS, RPL, and NQF frameworks, the path forward is to spearhead regional integration across the African continent. By aligning policies, fostering collaboration, and enhancing cross-border mobility, we aim to set a benchmark for harmonized practices that empower lifelong learning and drive transformative growth in the region



**Thank you**

The background is a solid dark blue color. On the right side, there are several overlapping, semi-transparent shapes in various shades of blue and a light yellow. These shapes resemble stylized leaves or petals, with some having pointed tips and others being more rounded. The overall effect is a modern, abstract graphic design.