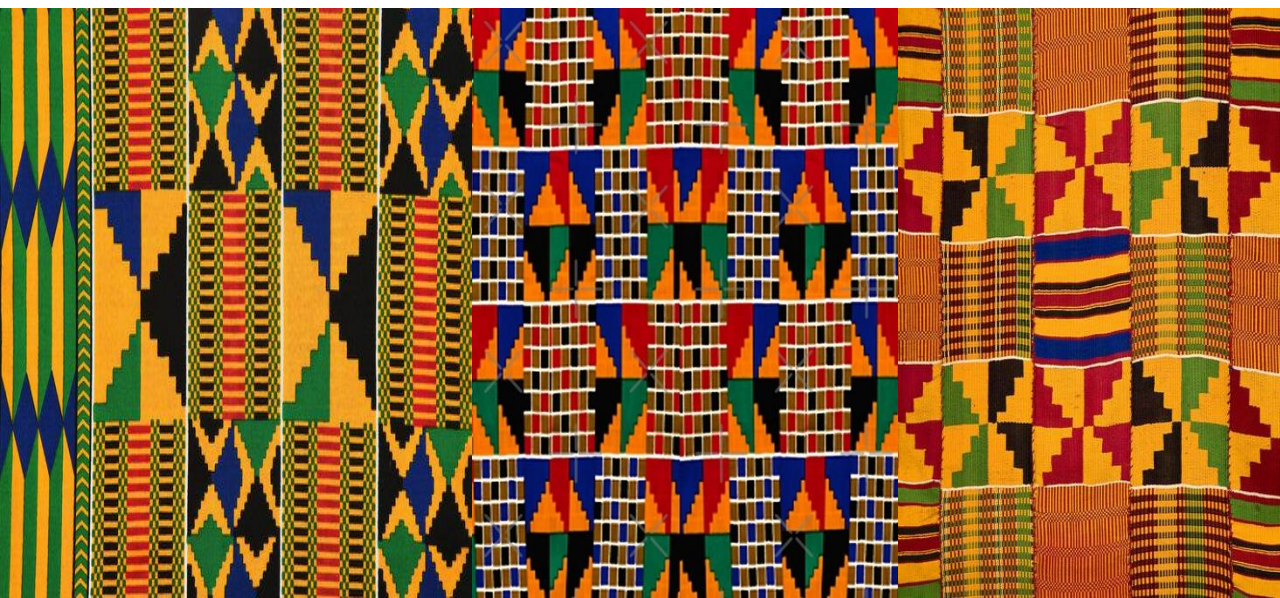## ACQF
African Continental
Qualifications Framework

Session 10: Ghana Credit Accumulation and Transfer Systems (CATS) Policy Outline

28th February 2024

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Session 10 Modus Operandi

1 Presentation of the initial CATS Policy outline based on resolutions of day 1 brainstorming session (40 minutes)

2 Detailed discussion of each of the proposed chapters and sections of the CATS Policy outline (2hrs)

3 Validation of final conclusions and recommendations, and wrap up (20 minutes)

Proposed generic layout of the CATS Policy

- Cover page
- Table of contents
- List of abbreviations and acronyms
- Two parts – Part 1: The Policy; Part 2: The Guidelines
- Each part will be segmented into sections and sub sections
- The structure and formatting style will be in line with GTECs internal policies and procedures on documentation
- The CATS Policy document to be developed by ACQF-II will still have to undergo the necessary legislative/ government approvals.

Cover page

- Proposed document title?

- Other features will be in line with the GTEC document formatting requirements.

List of abbreviations and acronyms

All abbreviations and acronyms to be used in the document will be listed here.

Chapter 1: Introduction

1.1   Background and Situational Analysis

1.2   Legislative Context

1.3   Rationale for the Policy and Guidelines

1.4   Goal and Objectives of the Policy and Guidelines

1.5   Scope of the Policy and Guidelines

Chapter 2: Key Cats Concepts and Definitions

2.1 Credit:
- What is a credit?
- How many notional hours constitute 1 credit?

2.2 Credit Rating:
- What is credit rating?
- How do you allocate credits to a learning programme?
- What are the guiding rules for credit rating?

2.3 Credit Accumulation:
- What is credit accumulation?
- What are the guiding rules for credit accumulation?

Chapter 2: Key Cats Concepts and Definitions...

2.4 Credit Transfer Types:

- What is credit transfer?

- What is block credit transfer?

- What is course exemption as it relates to credit transfer?

- What are the types of credit transfer?
  - a) Vertical Credit Transfer
  - b) Horizontal Credit Transfer
  - c) Diagonal Credit Transfer

Chapter 2: Key Cats Concepts and Definitions...

2.5   Relationship between CATS, RPL and the NQF:

- What is the relationship between CATS and RPL?

- How do you allocate credits to a qualification obtained through informal and non-formal learning pathways (RPL)?

- What is the role of CATS in the NQF's quality assurance architecture?

Chapter 3: Objectives and Benefits of the Ghana CATS Policy and Guidelines

3.1   Objectives and benefits:

3.1.1 To society

3.1.2 To Learners

3.1.3 To Educational/ Training Institutions

3.1.4 To Industry / employers.

Chapter 4: Ghana CATS Linkages with Key Components of Education and Qualifications System

4.1 Ghana CATS for Programme Design, delivery, and monitoring

4.2 Ghana CATS for mobility

4.3 Ghana CATS and lifelong learning

4.4 Ghana CATS and quality assurance.

Chapter 5: Governance: CATS Development and Implementation

5.1   At Policy Level

5.2   At NQF Quality Assurance Level

5.3   At Education/ Training Institutional Level.

Chapter 6: Guiding Principles of Ghana CATS Implementation

The following guiding principles are an initial draft for discussion, review and further elaboration:

1. Principle 1: CATS should be formulated with a view to promoting learner mobility across sectors, levels and types of qualifications by eliminating duplication of learning.

2. Principle 2: Systems and procedures developed in institutions to support CAT should be transparent, fair, flexible and easy to use.

3. Principle 3: Decisions regarding credit transfer should be timely, academically defensible and equitable, and based on learning outcomes.

4. Principle 4: Credit awarded in recognition of prior non-formal and informal learning is of equal standing to credit awarded through other forms of learning

Chapter 6: Guiding Principles of Ghana CATS Implementation...

5. Principle 5: In line with the concept of institutional autonomy, CAT shall not affect the authority of a receiving institution to make decisions about the admission of learners. There is a distinction between the separate processes of admission and credit transfer.

6. Principle 6: Credit recognition and credit transfer should not undermine the academic rigour or integrity of the qualification into which the learner is accepted.

7. Principle 7: Institutional commitment and cooperation must be adhered to for the optimal functionality of CATS.

8. Principle 8: CATS and procedures should be subject to rigorous quality assurance measures.

Chapter 7: Key Considerations in the Implementation of CATS

7.1   Role of Applicant, Sending and Receiving Institutions in CATS Implementation

7.2   Stages in CATS Implementation
- a)   Establishing an Administrative Structure for the CATS
- b)   Providing Information to Learners/ Learner Awareness
- c)   Submission of Applications for Credit Transfer
- d)   Processing Applications for Credit Transfer
- e)   Decision Making on Applications for Credit Transfer
- f)   Documentation and Record Keeping

7.3   Importance of Learning Programmes Alignment in CATS Implementation

7.4   Key Considerations for Collaborations and Partnerships on CATS Implementation.

Chapter 8: Quality Assurance of Ghana CATS

8.1 Documentation of CAT Processes

8.2 Establishment of Central Database on CAT Activities

8.3 Establishment of Internal Quality Committees

8.4 Development of Articulation and Access Procedures.

Chapter 9: Financing of Ghana CATS Implementation

Who bears the cost of credit transfer from one institution to another for:

a) Block credit transfer?

b) Course/ module exemption?

Chapter 10: Current/ Potential Challenges and Possible Solutions in the Ghana CATS Implementation Process

10.1   Current/ Potential Challenges

10.2   Possible Solutions to address the challenges.

Chapter 11: Monitoring and Evaluation of Ghana CATS

11.1 Monitoring and Evaluation

11.2 Research and Documentation

11.3 Reporting

11.4 Review of the Ghana CATS

12 Annexes

12.1 Calculation of student workload (example)

12.2 Allocation of notional hours to a module/ course/ learning programme (example)

12.3 Translation of notional hours into credits (example)

12.4 How to convert credits obtained from different CAT System to the Ghana CATS (example)

13 Literature

Literature consulted in the preparation of the Ghana CATS Policy will be listed here.

14 Glossary of Terms

Key terms to be used in the Ghana CATS Policy document will be defined here.

THANK YOU!