



# ACQF

African Continental  
Qualifications Framework

## Session 4: Ghana Credit Accumulation and Transfer Systems (CATS) Brainstorming

26<sup>th</sup> February 2024

Facilitator: James Mwewa



1 Introductory presentation (15 minutes)

2 Creation of Groups (4 minutes):

- Group 1 – Table A: Current legal basis of CATS
- Group 2 – Table B: Benefits, objectives, and scope of CATS in Ghana
- Group 3 – Table C: Governance of CATS in Ghana

3 Group discussions based on provided guiding questions, all group members (35 minutes):

- Each group to nominate a (i) moderator (ii) rapporteur/note-taker and (iii) presenter
- Presenters to take note of main conclusions/ recommendations on provided coloured papers and stick on flip chart

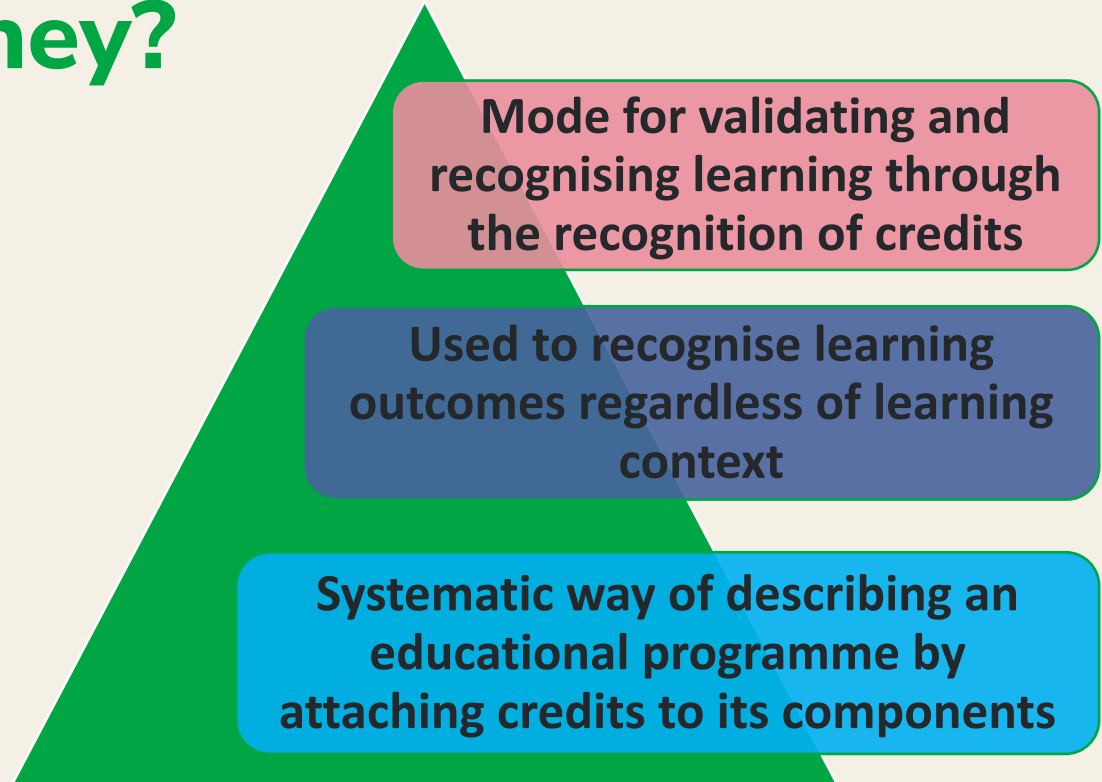
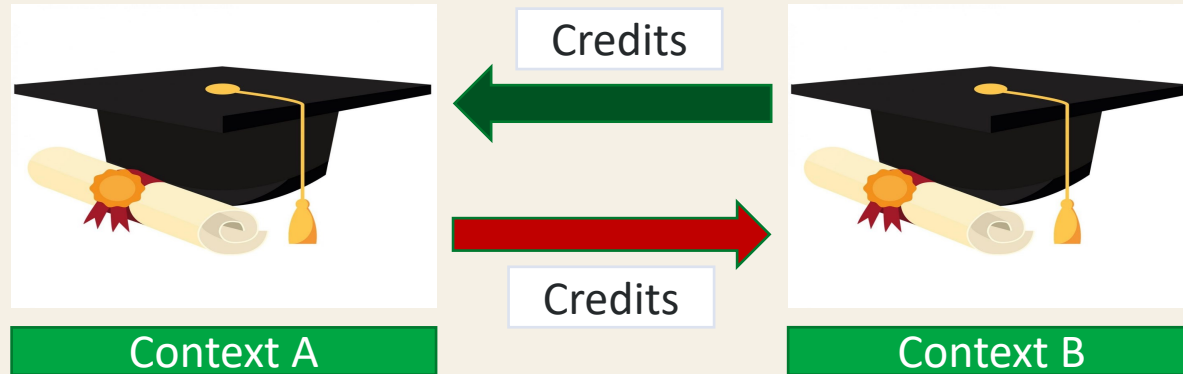
4 Group presenters to present main conclusions/ recommendations to the meeting (12 minutes/ Group). Meeting takes note of points of clarification/ burning issues for discussion

5 Meeting discussion and noting of final conclusions and recommendations by ACQF-II team (30 minutes)

# CAT Systems – what are they?

‘Credit systems’ means a transparency tool for facilitating the recognition of credit(s). These systems can comprise, inter alia, equivalences, exemptions, units/modules that can be accumulated and transferred, the autonomy of providers who can individualise pathways, and the validation of non-formal and informal learning.

[EQF Recommendation \(2017\)](#)



**It is a form of currency used to exchange acquired learning outcomes for a qualification**

# Some Definitions related to CATS

SADC-CATS Guideline, 2021

## SADC-CATS Guideline (2021)

- **Credit**: The amount of learning contained in a qualification or part-qualification whereby one (1) credit is equated to ten (10) notional hours of learning. Credits are generally expressed in whole numbers.
- **Credit accumulation**: The totalling of relevant credits required to complete a qualification or a part-qualification.
- **Credit transfer**: The vertical, horizontal or diagonal relocation of credits towards a qualification or part-qualification on the same or a different level, usually between different programmes, departments or institutions. **Credit transfer is the key to successful study mobility**. Education and training institutions may make agreements which **guarantee automatic recognition and transfer of credits**.

South Africa, SAQA

- ‘Credits’ means the amount of learning contained in a qualification or part-qualification whereby one (1) credit is equated to ten (10) notional hours of learning. (SAQA, 2021).
- ‘Credit transfer’ means the vertical, horizontal or diagonal relocation of credits towards a qualification or part-qualification on the same or different level, usually between different programmes, departments or institutions. (SAQA, 2021)
- *Source of these definitions: SAQA. 2021. Policy and Criteria for Credit Accumulation and Transfer within the National Qualifications Framework. (as Amended, 2021).*  
<https://www.saga.org.za/sites/default/files/2021-04/Policy%20and%20Criteria%20for%20Credit%20Accumulation%20and%20Transfer%20within%20NQF-2021.pdf>



# Some Definitions related to CATS...cont'd

## Credit (EQF Recommendation)

- 'Credit' means confirmation that a part of a qualification, consisting of a coherent set of learning outcomes has been assessed and validated by a competent authority, according to an agreed standard; credit is awarded by competent authorities when the individual has achieved the defined learning outcomes, evidenced by appropriate assessments and can be expressed in a quantitative value (e.g. credits or credit points) demonstrating the estimated workload an individual typically needs for achieving related learning outcomes. (EQF, 2017).
- 'Credit transfer' means the process of allowing individuals who have accumulated credit in one context to have it valued and recognised in another context. (EQF, 2017)

• Source of these definitions: EQF Recommendation 2017.  
[https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32017H0615\(01\)&from=EN#d1e32-20-1](https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32017H0615(01)&from=EN#d1e32-20-1)

## Credit (ECTS)

- ECTS credits express the volume of learning based on the defined **learning outcomes** and their **associated workload**.
- 60 ECTS credits are allocated to the learning outcomes and associated workload of a full-time academic year or its equivalent, which normally comprises a number of educational components to which credits (on the basis of the learning outcomes and workload) are allocated. ECTS credits are generally expressed in whole numbers.
- *ECTS users' guide 2015*, Publications Office, 2017, <https://data.europa.eu/doi/10.2766/87192>

# CATS in the context of ACQF - Principles



# Types of Credit Systems

## System 1: SADC CATS (Widely used in Africa)

1 Credit = 10 hours,  
120 Credits per Year  
(e.g. Zambia, South  
Africa, Kenya)

## System 2: ECTS (Europe)

1 ECTS Credit = 25 –  
30 hours, 60 ECTS  
Credits per Year  
(e.g. Tunisia,  
Uganda, Algeria)

## System 3: AUCS (America)

1 Semester Credit  
Hour = 15 – 16  
Contact Hours, 30  
Semester Credit  
Hours per Year

# Benefits of CATS



Facilitates easy mobility of learners and workers, also knowledge and skills transfer, global citizenship



Promotes lifelong learning through flexible learning pathways

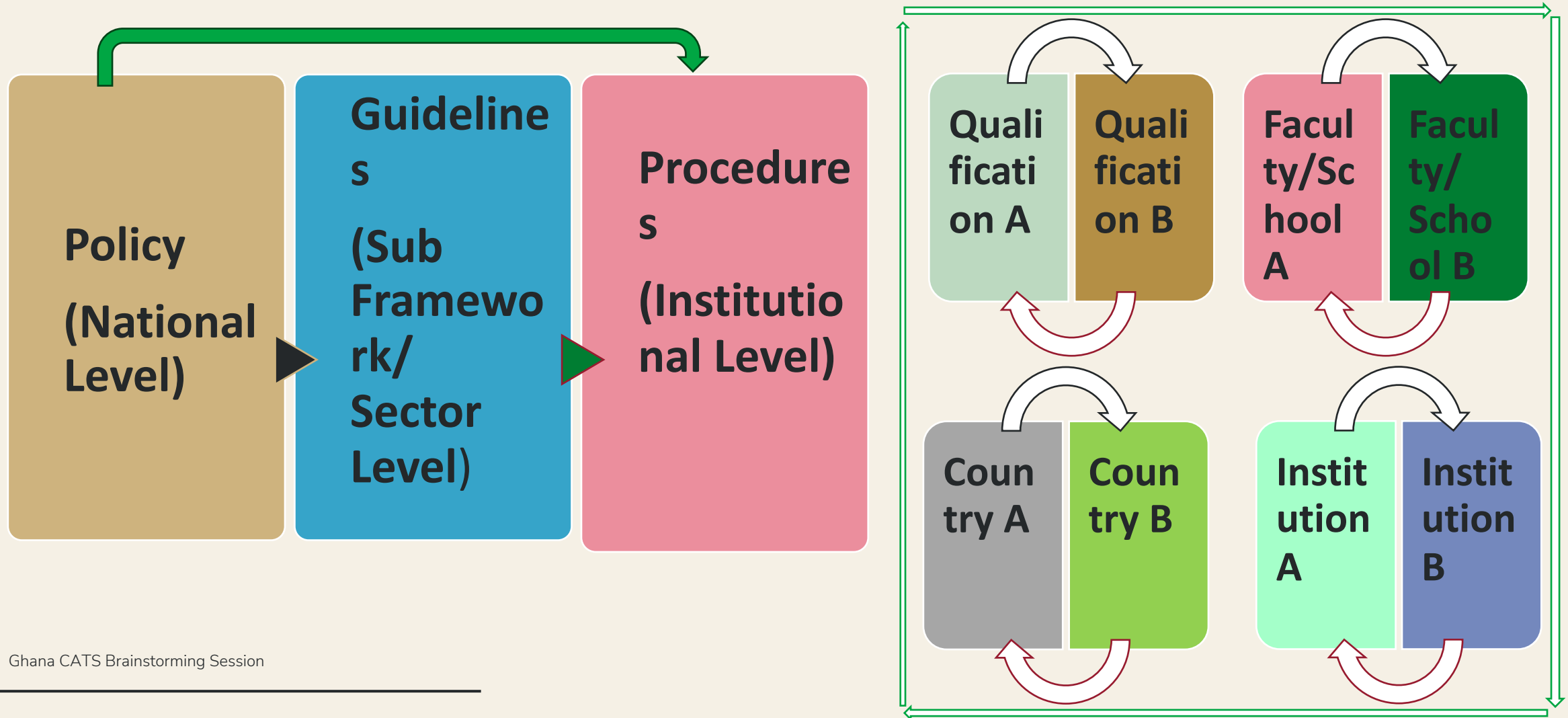


**Duplication of learning**

**QUALITY**  
**QUALIFICATIONS**



# CATS Implementation Approaches



# CATS Implementation Stages

Stage 1: Establishing an administrative structure for the CATS

Stage 2: Providing information to learners

Stage 3: Processing applications for credit transfer

Stage 4: Decision making and approval of applications

Stage 5: Documentation and record keeping

1. In which legislation or national policy is CATS anchored in Ghana?
2. Is there currently any written national document to inform the implementation of CATS in Ghana?
3. Is CATS implemented by education and training institutions in the country? If so,
  - a) What type of institutions are involved? a) Schooling? b) TVET? and c) Higher Education?
  - b) What are the characteristics of the student mobility profile? a) more imports? b) more exports? and c) more in-country movements?
  - c) Which CAT system is currently in use? a) SADC? b) ECTS? c) American?
  - d) How is a credit defined in relation to CATS?
  - e) How are credits allocated to learning programmes?
  - f) Is CATS part of the quality assurance system (internal, external) of the institutions?

1. What would be the main purpose/ importance of developing a national policy or guidelines on CATS in Ghana?
2. If a national policy or guidelines on CATS were to be developed, which sub-sectors of education and training / NQF sub frameworks and type(s) of qualifications should it cover?
3. How will the linkage between the CATS, NQF and RPL be formed and sustained in the country?
4. How would you prefer the implementation of CATS to be done in the country?
  - a) National policy/ guidelines – NQF sub frameworks guidelines – education and training institutional procedures?
  - b) National policy/ guidelines – NQF sub frameworks guidelines?
  - c) National policy/ guidelines – education and training institutional procedures?



1. With regards to governance, which institution/ agency would be better placed to oversee the development and implementation of CATS at national level?
2. Which stakeholders would be key in the development and implementation of CATS in Ghana?
3. What would be the limiting factors/ threats to the full implementation of CATS in the country?
4. What are the opportunities/ strengths that would enable the full implementation of CATS in the country?
5. How will CATS be financed in Ghana?

**THANK  
YOU!**