



Session 11: Validation of Learning – Credit Accumulation and Transfer System (CATS)

Based on Training Module 4 – Validation and Recognition of Learning

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Credit Accumulation and Transfer System (CATS) is one of the modes for validating and recognising learning through the recognition of credits. CAT is a form of RPL used to recognise and validate formal learning

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Introduction

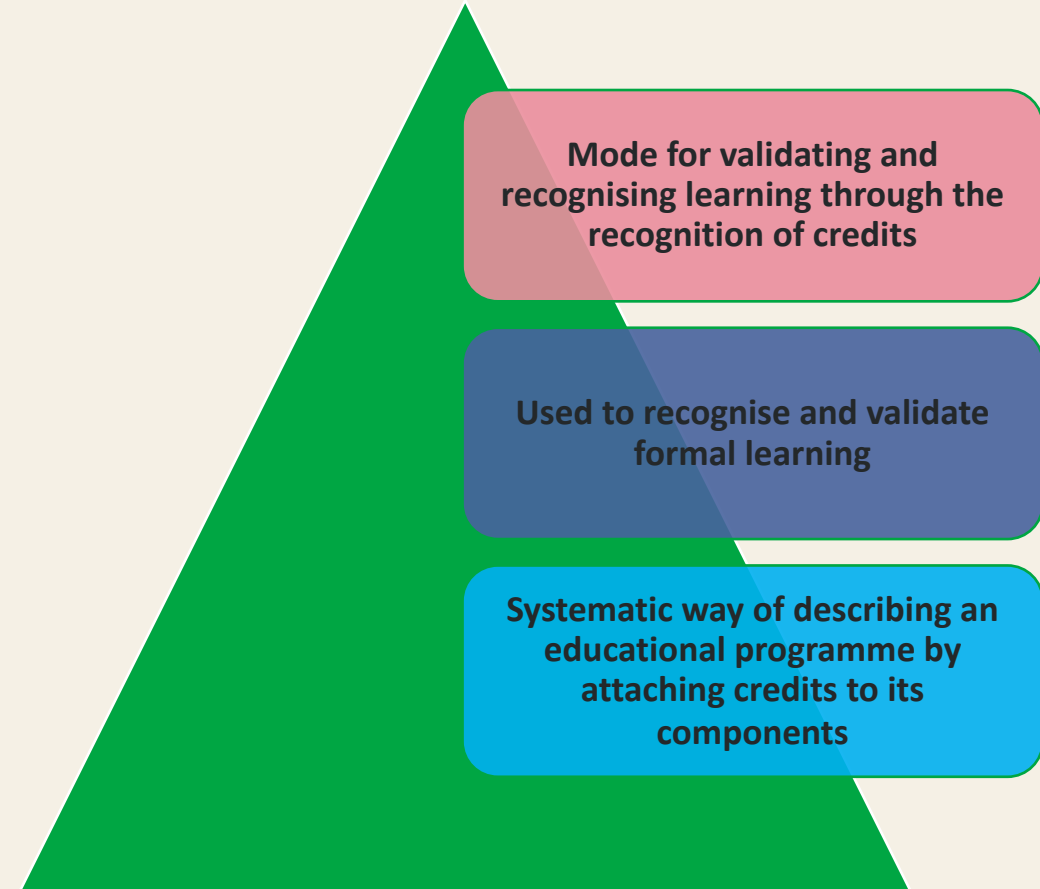
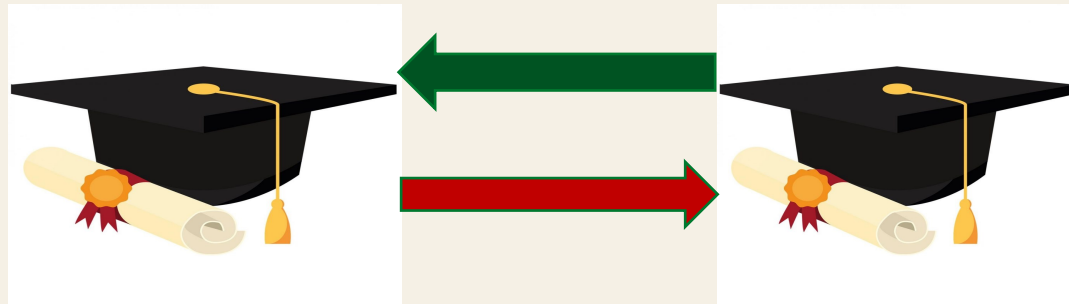
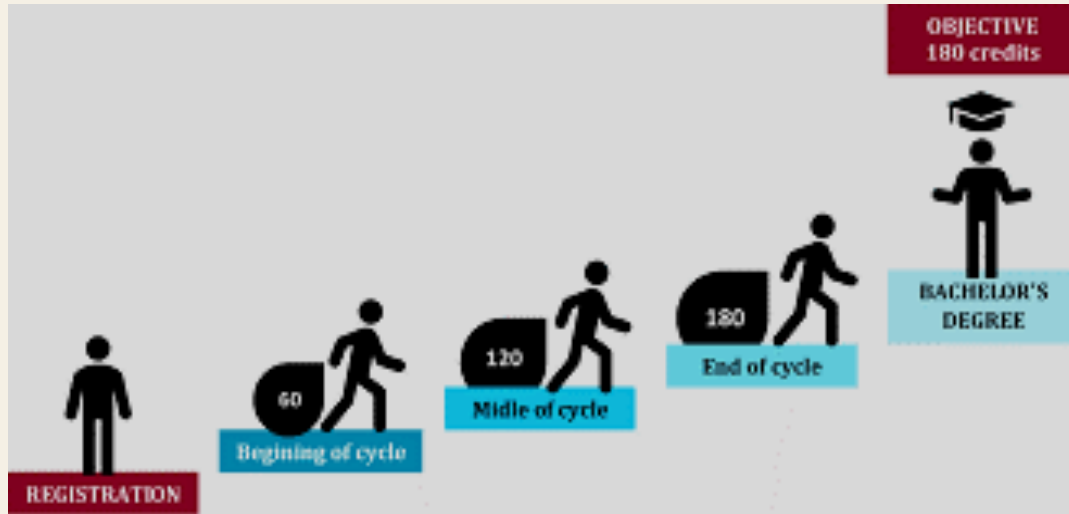
Topics to be covered



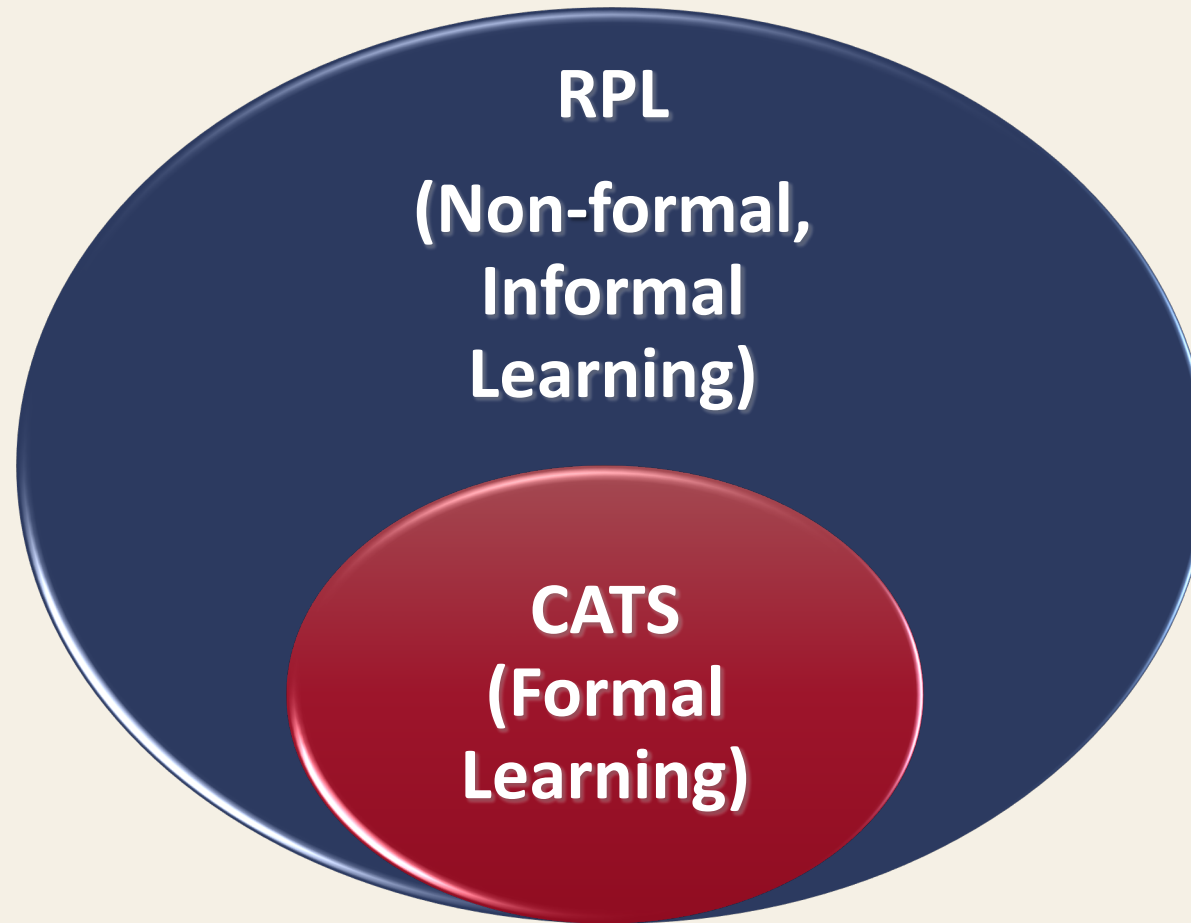
Participants will gain better appreciation of the following:

- What is CATS?
- Relationship between CATS and RPL
- Importance of CATS
- Key terms related to CATS
- Key principles of CATS
- CATS implementation stages
- Translation of study/ work hours into credits
- Quality Assurance of CATS
- Polls

What is CATS?



Relationship between CATS and RPL



Importance of CATS



**Duplication of
learning**

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CATS at a glance

Key terms related to CATS

Credit

- Estimated workload an individual typically needs for achieving related learning outcomes

Credit accumulation

- Process of acquiring credits for learning towards a qualification

Credit transfer

- Process of allowing individuals who have accumulated credits in one context to have it valued and recognised in another context

Credit rating

- Process of determining a numerical value of a programme, course or module

Key principles of CATS

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

PRINCIPLE
2

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

PRINCIPLE
3

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

PRINCIPLE
4

Credit awarded in recognition of prior non-formal and informal learning is of equal standing to credit awarded through formal learning

Key principles of CATS...cont'd

PRINCIPLE
5

In line with the concept of institutional autonomy, CAT should not affect the authority of a receiving institution to make decisions about the admission of learners

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

Institutional commitment and cooperation is central to the optimal functionality of CATS

Principle 8

CATS and its procedures should be subject to rigorous quality assurance measures

03

CATS implementation and quality assurance

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

Translation of study/ work hours into credits

System 1

1 credit = 10 hours
(e.g. Zambia, South Africa, Kenya)

System 2

1 credit = 25 – 30 hours
(e.g. Tunisia, Uganda, Algeria)

Quality Assurance of CATS

Document CAT Processes: rules and guidelines on how to compare learning outcomes, notional hours, content and competences should be clearly documented



Establish Internal Quality Committees: to regulate adherence of the CATS to requirements.



Develop Articulation and Access Procedures: progression within sub frameworks should be clearly outlined



To the Polls

Poll 1:

What is the stage of CATS implementation in your country? (multiple choice question)

- Planning/ stakeholder consultations
- CAT System development
- Piloting
- Full implementation

Poll 2:

Based on the stage of CATS implementation in your country, which system is used to translate study/work hours into credits? (multiple choice question)

- 10 hours to 1 credit
- 25-30 hours to 1 credit
- Other
- Yet to implement CATS

Poll 3:

What two major challenges/limitations has your country encountered in the implementation or in the efforts to implement CATS?

