ACQF
African Continental Qualifications Framework

Seychelles National Credit Accumulation and Transfer System (SNCATS) Survey Results

11ᵗʰ March 2024

Presenter: James Mwewa

Why survey on SNCATS?

❑ The survey was conducted with a view to gathering information on the state-of-play, challenges, disparities, and opportunities of CATS in Seychelles.

❑ It was conducted in February, 2024.
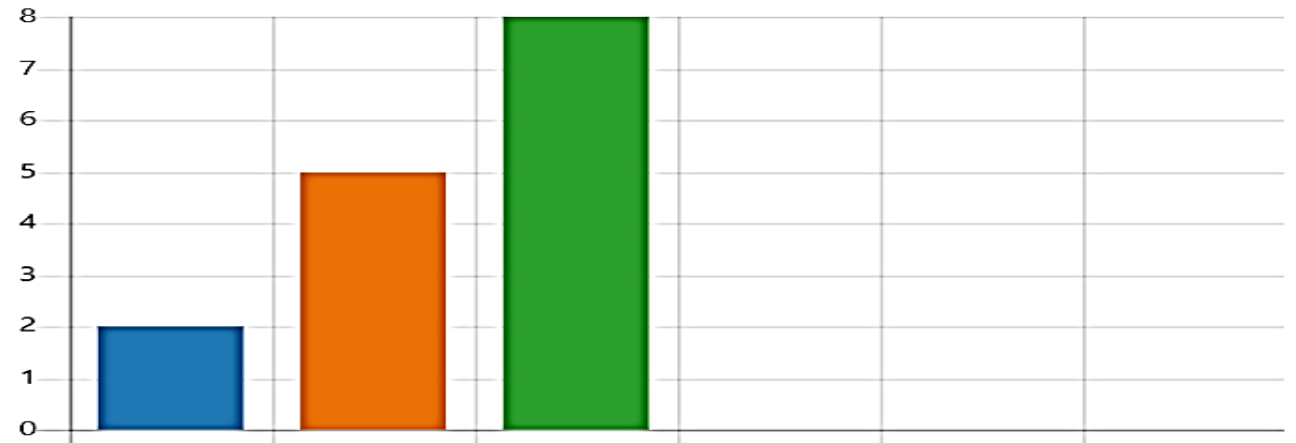
❑ The total number of respondents was 13.

1. In which sub sector of the education and training system does your institution belong?

- General schooling — 1
- Technical and Vocational Educ... — 1
- Higher Education — 6
- Other — 7

Other: 7 (47%)
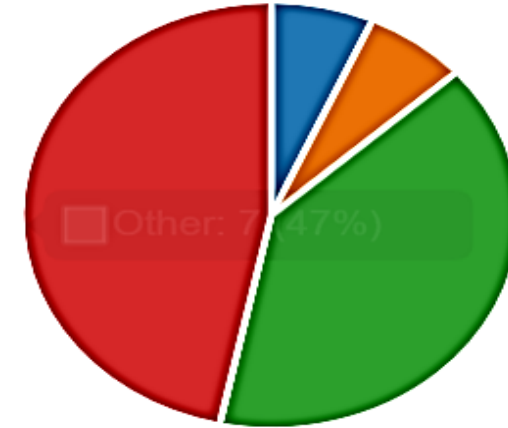
2. What is the type of your institution?

- Ministry — 2
- Regulator/ quality assurer — 5
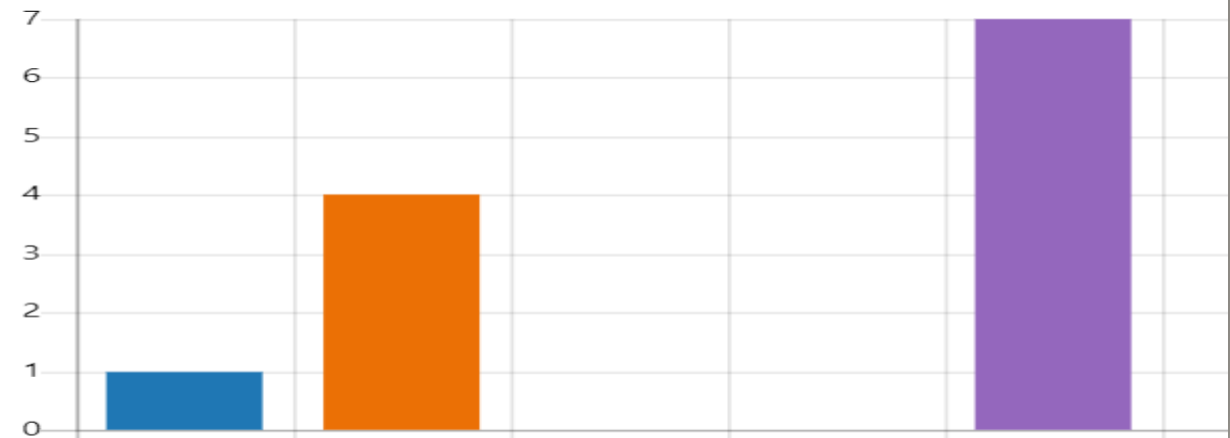- Qualification awarding body — 8
- Students body — 0
- Employer — 0
- Other — 0

3. How do you rate the knowledge and understanding of the Credit Accumulation and Transfer Systems (CATS) concept in your institution?

● Excellent	0
● Good	7
● Fair	1
● Poor	7

Excellent: 0 (0%)
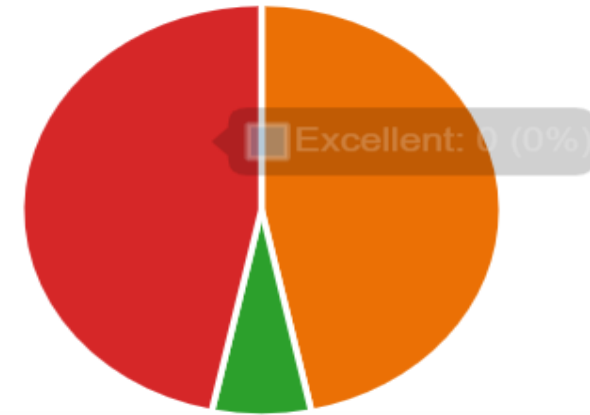
4. Which CATS systems do you know?

● ECTS	1
● SADC	4
● US system	0
● UK system	0
● None of the above	7
● Other	0

SNCATS Survey Results

# 5. In which legislation is CATS anchored in Seychelles?

- ZAQA Act No. 13 of 2011
- Seychelles Qualifications Authority Act 2021 makes provision to "establish policy and criteria for credit accumulation and credit transfer."
- SQA ACT 2021 NQF Regulations
- NQF
- It is not yet regulated to my knowledge
- Don't know
- Seychelles Qualifications Authority Act 2021
- HAQAA
- No idea
- Seychelles Qualifications Authority

6. Is CATS implemented in your institution? Could you briefly describe the main features and instruments you use?

- Yes, 1 credit is equated to 10 notional hours. All learning activities are accounted for when assigning credits to LPs. Also, there is a committee within the institution that oversees the implementation and QA of CATS.
- RPL incorporates a CAT component
- N/A
- Credit transfer policy
- Policy on credit transfer
- No, it is mainly for education providers
- "Yes. Qualification map/framework"
- Not Applicable
- NO IDEA
- The institute has its guidelines in place which are strictly based on the SQA requirements
- Learner academic profile
- Not implemented yet
- NO

ACQF

7. If your institution implements CATS, could you share how many requests for credit recognition do you receive annually?

● Zero	4
● 1-30	3
● 31-100	0
● 101-150	0
● More than 150	0
● I am not sure	6
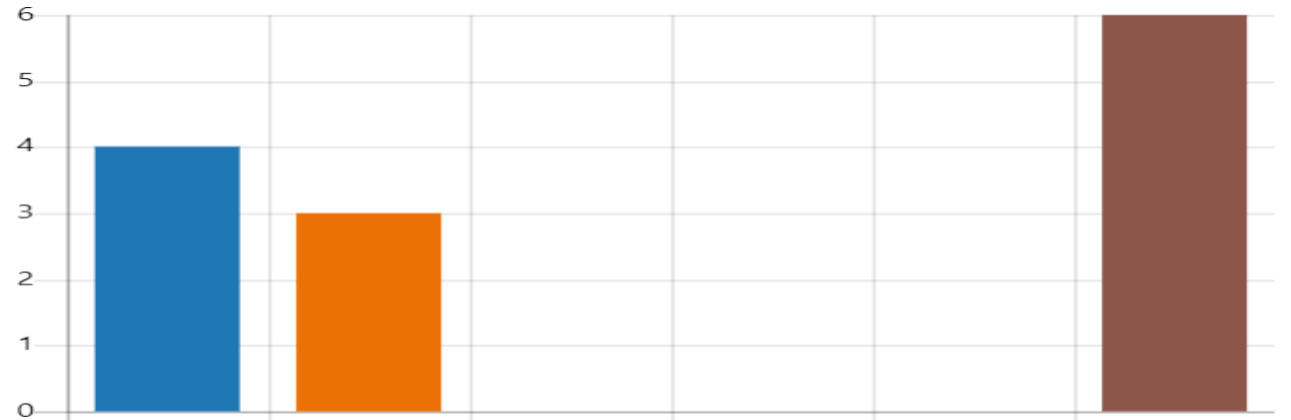
**8. Does your institution have an internal or inter-institutional written policy or guideline/procedure on transfer of students?**

|	
● Yes	6
● No	5
● Under development	1
● Need capacity development o...	1
● Not interested in having one	0

SNCATS Survey Results

9. What relationship is used between one credit and notional or study hours in your institution?

- 1 credit equals 10 notional ho... 12
- 1 credit equals 25 – 30 hours 0
- 1 credit equals to 40 – 60 hours 0
- None of the above 2
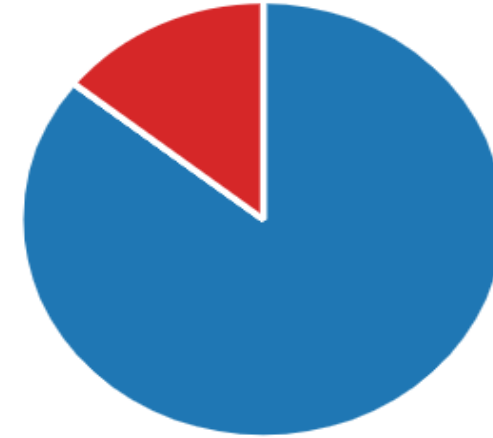
10. Is CATS part of the quality assurance system (internal, external) of your institution?

- Yes, explicitly 3
- No 5
- We are working on that 3
- I am not sure 3

SNCATS Survey Results
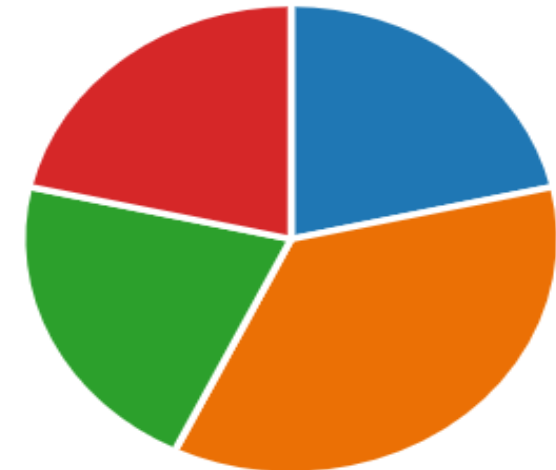
11. Is there a team dedicated to support implementation and information-sharing on CATS?

- ● Yes, we have a team which pro... 3
- ● No, we do not have such a tea... 6
- ● We have several persons in va... 2
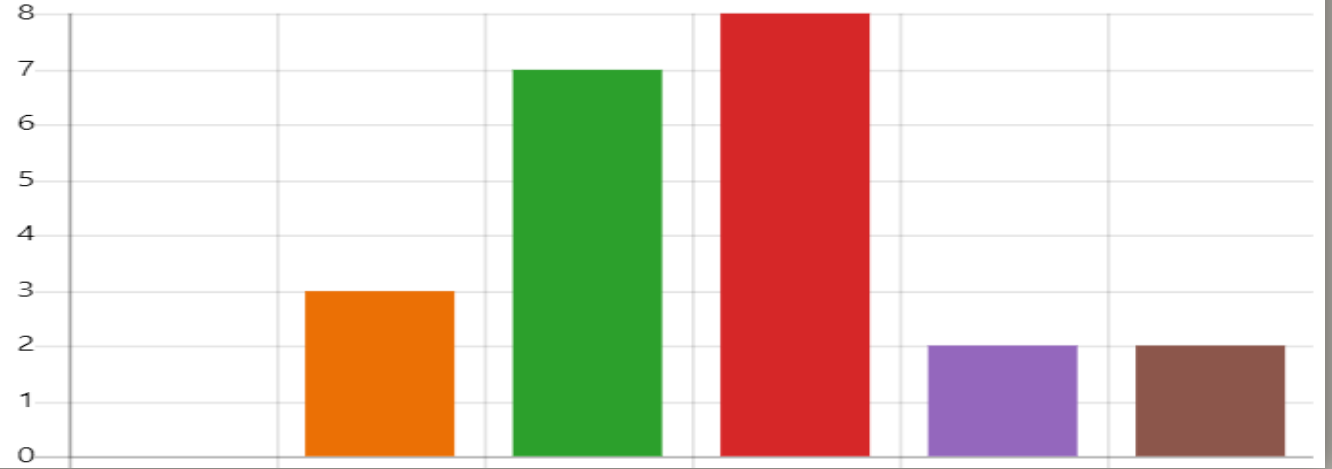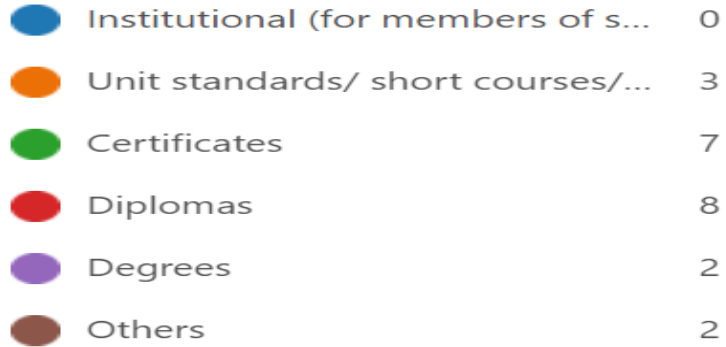- ● I don't know 2

12. How are credits allocated to a learning programme in your institution? Please list the key aspects.

- 1. Determine the ILOs, 2. Come up with courses and content to support the attainment of the ILOs, 3. Determine learning activities for each course, 4. Allocate notional hours based on the volume of learning required in each course.
- Credits are based on contact, non-contact and the work-based experience component of a learning programme
- Based on the number of notional hours needed for learners to attain learning outcomes of the programme.
- By notional hours (1 credit for each 10 hours)
- Not Applicable
- "In terms of volume of learning, how much time is going to be spent on contact and no contact independent work"
- Based on the previous qualification and related experience
- Per course
- "Notional hours, Learning outcomes, Level of study programme, Assessment type and level, National policy / accreditation guideline"

13. What challenges has your institution faced in its implementation of CATS? Briefly indicate them.

- Limited technical capacity in the area of allocating credits to LPs.
- Capacity to implement CATS
- Having everything in place
- At the SQA we are yet to develop a policy on CATS
- Not Applicable
- Poor understanding of the concept, lack of proper QA system for this, no such national system to provide guidance and a framework for this to happen
- Learner still sit in class

ACQF

14. What type of qualifications is offered by your institution? (select as many options as needed)

- ● Institutional (for members of s... 0
- ● Unit standards/ short courses/... 3
- ● Certificates 7
- ● Diplomas 8
- ● Degrees 2
- ● Others 2

15. Are your qualifications registered on the national qualifications framework (NQF)?
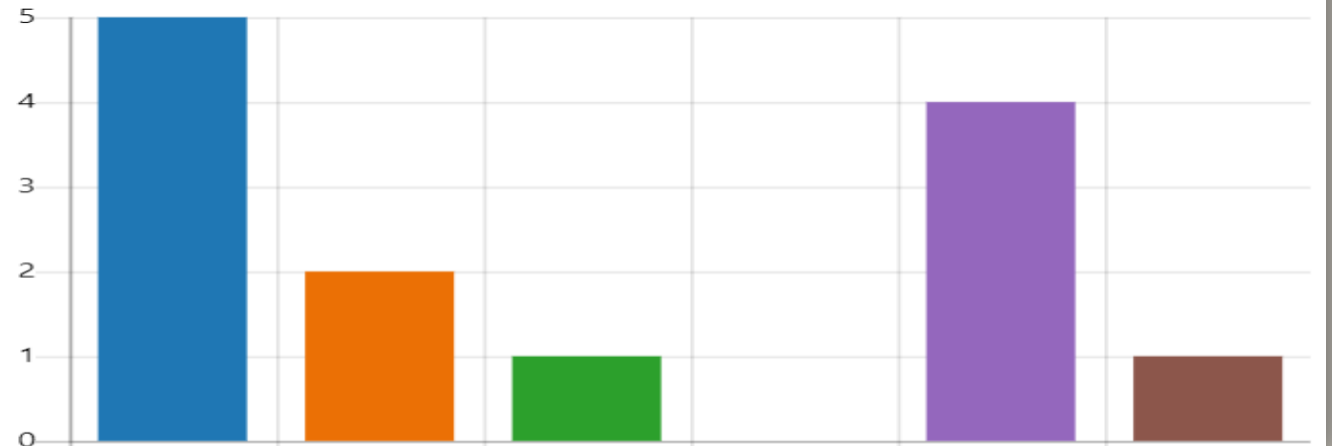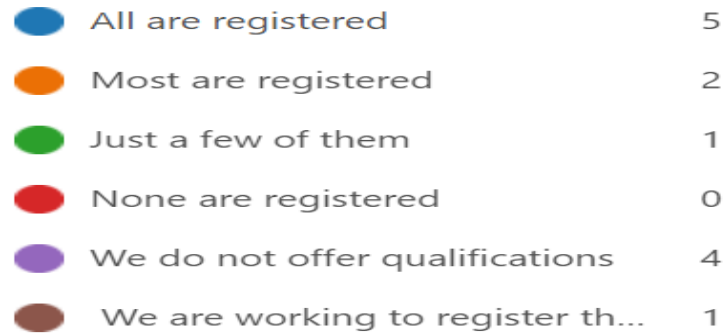
- ● All are registered 5
- ● Most are registered 2
- ● Just a few of them 1
- ● None are registered 0
- ● We do not offer qualifications 4
- ● We are working to register th... 1

16. What, in your view, would be the purpose/ importance of developing a national policy or guidelines on CATS in your country?

- Better coordination of CAT and enhanced opportunities for student mobility
- To guide the national implementation of CATS and the development of institutional policies and guidelines on CATS
- To promote articulation between qualifications, support learner mobility, support a (eventual) micro credentials policy, further support the RPL policy, support development of providers' internal CATS policies
- To ensure the regulation of all providers of qualifications in the country concerning credit accumulation and transfer
- Learners can accumulate credits through short courses/micro-credentials which they can transfer into a certification and having a national policy will place all accredited courses on a set criteria so the points can be transferred between programmes and between institutions if needed
- To guide providers, employers and learners on the implementation of CATS
- Facilitates the development process of the learner
- To ensure uniformity in implementation of CATS in the country

16. What, in your view, would be the purpose/ importance of developing a national policy or guidelines on CATS in your country?...cont'd

- "To provide such a framework to guide institutions
- To enable learners to progress vertically and horizontally especially if they need to change direction in their studies"
- NOT SURE
- For ease of transfer of credits when learners apply for certain programmes and exemptions where applicable
- To explain the procedures clearly
- It would allow prior learning to be recognised and minimise 'repeated' learning
- Flexibility in how one can acquire skills and knowledge to suit one's expectations and ambitions
- It benefit those who were unable to complete a programme of learning and also make it easier for learners who want to switch course without having to repeat what has already been acquired
- "facilitates students mobility both national and international, enhance flexibility in education, promote educational equity, improve quality and standards in education, enhance responsiveness to market needs"

17. If a national policy or guidelines on CATS were to be developed, which type(s) of qualifications should it cover?

- TVET and HE qualifications.
- Qualifications from level 3 (Certificate) of the National Qualifications Framework
- All registered qualifications whether academic or vocational
- All of the qualifications registered on the NQF with at least the minimum number of credits prescribed by the Regulations
- All the qualifications on the NQF
- Basic
- I think it should be for both academic and vocational qualifications
- Certificates, diplomas, degrees
- NOT SURE
- Diploma
- Not too sure but I can see possibilities in many areas of tertiary education and training.
- I think from Diploma to degree level programmes
- "Higher education qualification, TVET qualification, Short courses"

18. What do you think would be the limiting factors/ threats to the full implementation of CATS in your country?

- Inertia by HEIs to accept credits from other institutions and lack of awareness by students of the possibility of them to transfer credits
- Human capacity
- Limited knowledge on CATS systems, limited human resources at SQA for monitoring, finance, reluctance of some providers to develop/set up their CATS
- Not all providers have accredited programmes that meet the requirements of the qualifications being offered
- "Buy in by all education providers"
- A lack of understanding on the part of those involved and reluctance to put in place the necessary procedures for implementation
- Certain specific profession
- Enforcement of standards and protocols/procedures of CATS

18. What do you think would be the limiting factors/ threats to the full implementation of CATS in your country?...cont'd

- I cannot foresee any limiting factors/threats for the full implementation of CATs if the proper framework is in place.
- "Poor communication of policy
- Institutional resistance"
- NOT SURE
- None
- Possible discrepancies in the quality and level of programmes in different institutions
- "The readiness and capacity of educational institutions in Seychelles to adopt CATS.
- Establishing a common framework for credits and qualifications that is acceptable across all institutions (higher education, vocational training, etc.)

18. What do you think would be the limiting factors/ threats to the full implementation of CATS in your country?...cont'd

- The unavailability at some institution of robust technology and data management systems and expertise for tracking and transferring credits efficiently.
- Incorporating non-formal and informal learning into CATS.
- There may be resistance from within educational institutions due to concerns about maintaining academic standards. Developing a robust quality assurance framework that all stakeholders trust.
- Benchmarking against international standards and gaining recognition and respect from international institutions and employers might be challenging.

ACQF

19. What are the opportunities/ strengths that would enable the full implementation of CATS in your country?

- The anchoring of the CATS in legislation and also existence of a well elaborated NQF
- National commitment
- The size of the TVET and HE sectors, good communication between TVET/HE and SQA, support from government (through Ministry of Education)
- Proper enforcement of the NQF Regulations
- Ability to link all nationally through SQA
- Training for those involved; the willingness and initiative to put in place the necessary procedures for implementation and monitoring to ensure that it is done correctly
- I'm not sure
- Government willingness
- Opportunities are endless. However, capacity-building initiatives to allow full implementation of CATS is necessary.

19. What are the opportunities/ strengths that would enable the full implementation of CATS in your country?...cont'd

- "Good will of committed educators
- Possibilities of allocation of national media space to the issue
- Committed National Qualifications authority to spearhead the push"
- NOT SURE
- Training Institutions are working towards Accreditation of the centres and programmes.
- Clear guidelines
- "Demand employers acceptance"
- "CATS can facilitate continuous learning and professional development.
- Enhanced regional and international collaboration
- CATS supports growing recognition of the importance of lifelong learning in Seychelles. "

ACQF

20. Are you willing to actively participate in the development of a national policy or guidelines on CATS?

🔵 Maybe	3
🟠 Yes	12
🟢 No	0
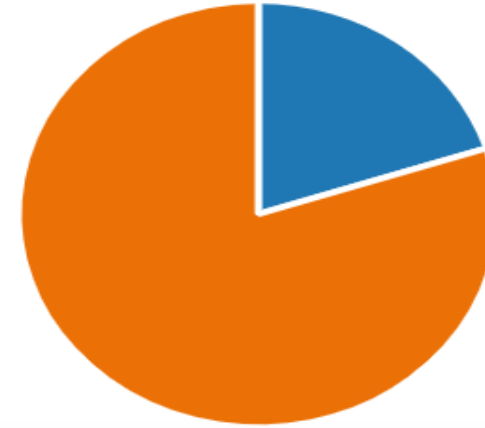
21. If you are a student: what are the benefits for students and the challenges you perceive in the implementation of CATS in your education and training institution? Please choose as many options as needed.

🔵 Lack of information for studen...	6
🟠 Slow decision-making process...	4
🟢 Complicated CAT procedures	2
🔴 No benefits for further educat...	0
🟣 No benefits for mobility	0
🟤 No benefits for recognition of ...	1
🟣 Education institutions do not ...	1
⚪ Other	0
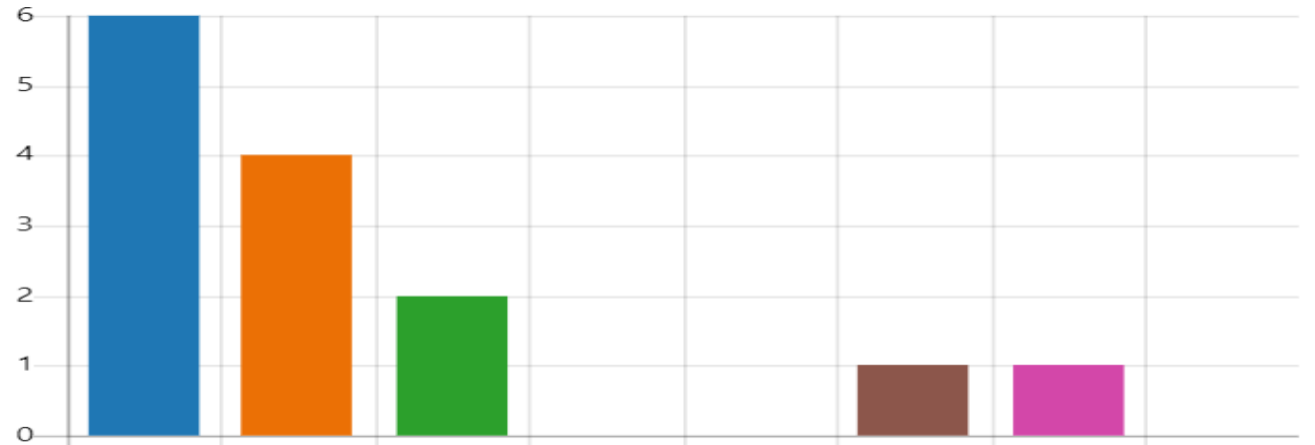
22. If you are an employer, or socio-economic partner: do you provide support to training and upskilling your staff / workers?

● Yes, regularly	6
● Yes, but not often	5
● No	0
● We are planning to support re...	0

23. If you are an employer, or socio-economic partner: what can be improved in the existing offer of courses for career progression and adaptation of employees to new demands?

● More flexible short courses	7
● Flexible and credible recogniti...	8
● Flexible possibilities to stack c...	4
● More and better information ...	5

THANK
YOU!