

DEVELOPING THE AFRICAN CONTINENTAL
QUALIFICATIONS FRAMEWORK (ACQF)



GUIDELINE  **04**

Validation and recognition of learning

This Guideline on validation and recognition of learning in the context of the African Continental Qualifications Framework (ACQF) is elaborated in 2021-2022 within the project AU-EU Skills for Youth Employability/Skills Initiative for Africa, Technical Cooperation – Developing the African Continental Qualifications Framework.

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List of acronyms

ACQF	African Continental Qualifications Framework
ASG-QA	African Standards and Guidelines for Quality Assurance
AU	African Union
CAT	Credit Accumulation and Transfer
CATS	Credit Accumulation and Transfer System
EU	European Union
HAQAA	Harmonisation of African Higher Education Quality Assurance and Accreditation
ISCED	International Standard Classification of Education
NQF	National Qualifications Framework
PAQAF	Pan-African Quality Assurance and Accreditation Framework
QA	Quality Assurance
REC	Regional Economic Community
RPL	Recognition of Prior Learning
RQF	Regional Qualifications Framework
SADC	Southern African Development Community
SADCQF	Southern African Development Community Qualifications Framework
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VAE	Validation of Acquired Experience

1 Introduction to Guideline 4: validation and recognition of learning

1.1 Purpose of this guideline

This guideline is one of the ten ACQF guidelines. It focuses on the validation and recognition of learning through credit accumulation and transfer system (CATS), recognition of prior learning (RPL)/ validation of acquired experience (VAE) and the recognition of qualifications.

The guideline on validation and recognition of learning has been developed as part of the process for the development of the African Continental Qualifications Framework. The guideline aims at providing Member States with a framework for fair and transparent validation and recognition of learning, thereby facilitating mobility of persons from one country to another to study, research, teach or work.

This Guideline is a recommendation and orientation on the validation and recognition of learning for AU Member States. The Guideline does not have a legally binding force, regulatory function nor does it replace or supersede national policies. The Guideline summarises information on concepts and principles concerning the validation and recognition of learning. It recommends common principles, steps, tools and sources for further reference to help countries and regions in developing, consolidating, reviewing and implementing systems related to the validation and recognition of learning. The Guidelines refer to existing AU policies, standards and guidelines in the domain of education and training for the sake of coherence and synergy. It also makes reference to the Addis Convention, as the major binding legal act in the domain of recognition of foreign qualifications in higher education on the African continent. At this stage, the Guideline does not elaborate on digital certification and credentials.

1.2 Guideline structure

This guideline has four major sections addressing the:

- a) Recognition of qualifications;
- b) Credit Accumulation and Transfer System (CATS);
- c) Recognition of Prior Learning (RPL)/Validation of Acquired Experience (VAE); and
- d) Systematic exchange of information between ACQF, NQFs and qualifications recognition structures.

As one of the ACQF instruments, the guideline complements other ACQF guidelines and makes reference to the existing African Union policies, instruments and recommendations.

This final version has further elaborated and developed, based on additional inputs, e.g. comparative analysis, examples from practices and policies in African countries and other regions of the world, and results of discussion.

This Guideline does not address innovative practices and instruments such as digital certification, and digital assessment.

1.3 Target users

This guideline will be used as a reference document, on validation and recognition of qualifications, by various stakeholders within the continent of Africa such as:

- a) Competent recognition authorities;
- b) Quality assurance agencies;

- c) Competent authorities involved in curriculum development; and
- d) Other related stakeholders in the management of qualifications.

1.4 Objectives

The Guideline on validation and recognition of learning aims to contribute, in coherence and in complementarity with existing Conventions and policies to:

- a) Facilitate the recognition of qualifications among African States;
- b) Facilitate the recognition of prior learning within and among African States;
- c) Facilitate the implementation of credit accumulation and transfer systems in Africa; and
- d) Facilitate the systematic exchange of information between ACQF, NQFs and qualifications recognition structures.

1.5 Links between the validation and recognition of learning guideline and other ACQF guidelines

The guideline on validation and recognition of learning has links to the following ACQF guidelines:

- a) Guideline (1) – Learning outcomes:
This Guideline provides key points of reference in validation and recognition of learning through RPL/VAE, CATS and Recognition of qualifications as learning outcomes provide a basis for understanding the knowledge, skills and competencies expected at the completion of learning.
- b) Guideline (2) – Level descriptors:
The Guideline on Level descriptors is critical in the validation and recognition of learning in Africa as it provides a basis for referencing of levels of national qualifications or systems to the ACQF.
- c) Guideline (3) – Referencing NQF-ACQF: criteria, process, tools:
The outcome of the referencing of NQFs to the ACQF is important to the process of validation and recognition of learning. This is because it facilitates for ease of recognition of foreign qualifications.
- d) Guideline (5) – Quality assurance:
The quality assurance process is critical to the process of validation and recognition of learning. This is because the process requires that there be transparent processes and procedures for including qualifications in the NQF or for describing the place of qualifications in the NQS. Further, information on qualifications is accessible, trustworthy and verifiable in a national register(s) of qualifications thereby facilitating easy recognition of quality assured qualifications.
- e) Guideline (6) – Registration and databases of qualifications:
Availability of qualification databases makes the process of validation and recognition of learning easier as they provide credible and reliable information on qualifications, NQFs and NQSs.
- f) Guideline (10) – Qualifications, NQFs, NQS - systemic view:
Availability of NQFs and NQSs makes the process of validating and recognising learning easier as they provide credible and reliable information on qualifications.

2 Concepts, principles and benefits of validation and recognition of learning

2.1 Introduction

Validation and recognition of learning refers to procedures by which competent recognition authorities recognise qualifications, credits and prior learning in accordance with norms and standards recognised nationally or internationally. Validation and recognition of learning encompasses the formal acknowledgment by a competent recognition authority of the validity of an education qualification, of credits, of partial studies, or of prior learning.

2.2 Purpose of validation and recognition of learning

The purpose of validation and recognition of learning is to establish the comparability of foreign qualifications and formally acknowledge the validity of learning with a view to providing an applicant with outcomes including, but not limited to:

- (a) the right to apply for further education; and/or
- (b) the possibility to seek employment opportunities.

The recognition of prior learning/ validation of acquired experience, credit accumulation and transfer; and recognition of qualifications play a critical role in facilitating mobility and progression within and across national qualifications frameworks and systems.

2.3 Benefits of validation and recognition of learning at national, regional and continental levels

The processes of validation and recognition of learning brings with them a number of benefits at national, regional and continental levels, as outlined below:

- a) Surety to stakeholders that an individual holds a genuine qualification;
- b) Affirmation that an individual has undergone training and possesses the appropriate competencies expected from the learning programme;
- c) Confirmation that, in the case of RPL/VAE, an individual possesses the appropriate knowledge, skills and competencies acquired in informal and non-formal contexts, and leading to award of a part or full qualification following a quality-assured process of identification, documentation, assessment and certification;
- d) Indication of the level at which a qualification is recognised on the NQF/ RQF;
- e) Contribute to social inclusion, equity and enhance the right to access education, training and employment;
- f) Facilitates mobility of individuals for purposes of further studies or work;
- g) Promote international understanding of education systems;
- h) Contribute to the quality of education, institutions and qualifications; and
- i) Identification of diploma and accreditation mills.

2.4 Factors affecting validation and recognition of learning

There are various factors that influence the validation and recognition of learning in Africa and beyond. Notable among them are the following:

- a) Diversity of education systems;
- b) Diversity of validation and recognition procedures;
- c) Scarcity of information in some jurisdictions;
- d) Language barriers; and
- e) Pandemics such as the Covid-19.

2.4.1 Diversity of education systems

It is important to note that there exists a variety of education systems within the African continent, and the complexity and variety of institutions, programmes and qualifications within them. In as much as increased international cooperation and globalisation have attempted to bring about homogeneity among systems and a certain level of harmonisation, they have also led to a proliferation of new institutions as well as new programmes and qualifications.

Further, new developments in quality assurance, credit accumulation and transfer, and methods of delivering education have also emerged. Thus, differences at the system level, or at institutional or programme levels have made validation and recognition of learning difficult.

The following are examples of education systems obtaining in selected countries on the African continent:

a) Morocco:

The education system in Morocco comprises pre-school, primary, secondary and tertiary levels. Morocco's education system consists of 6 years of primary, 3 years of lower-middle / intermediate school, 3 years of upper secondary, and tertiary education.

b) South Africa:

According to the official grouping by the Department of Basic Education (DBE), there are two bands. These are General Education and Training (GET) and Further Education and Training (FET). GET includes grade 0 and grades 1 to 9 while FET includes grades 10 to 12 and other vocational training facilities that are not considered higher learning. More so, under the General Education and Training (GET) band, there is a Foundation Phase, which includes grade 0 (kindergarten) and grades 1 to 3, an Intermediate Phase, which includes grade 4 to grade 6. Then, there is the Senior Phase, which includes grade 7 to grade 9. But in terms of administration, the schools are referred to as primary schools, comprising of grade R with grades 1 to 7, and secondary schools: grades 8 to 12. The secondary schools are sometimes called high schools or colleges. After high school/ college, a student who wishes to further his or her schooling in South Africa can also apply to the high school or university based on his or her choice of the course to study. And once that is completed, a student gets the National Senior Certificate containing the matriculation endorsements. These endorsements form the minimum requirement that qualifies a student for admission into any university in the country.

c) Uganda:

Uganda has an academic qualifications framework that entails seven (7) years of primary school, four (4) years of lower secondary, two (2) years of advanced secondary school and three (3) years of university education.

d) Ghana:

Ghana operates on a 6-3-4-4 System comprising the following levels:

- Primary School – 6 years
- Junior Secondary/High School – 3 years
- Senior Secondary School – 3 years (Senior High School entrants 2007- 2009 – 4 years)
- University Bachelor's Degree – 4 years.

e) Democratic Republic of the Congo:

The education system in the Democratic Republic of the Congo is structured as follows:

- Ecole Maternelle (Kindergarten) – 2 years
- Ecole Primaire (Primary School) – 6 years
- Ecole Secondaire (Secondary School) – 6 years
- Tertiary – 3 to 7 years, with Licence (Licentiate), which is the equivalence of a bachelor's degree taking between 2 to 3 years.

f) Zambia:

As part of her education system, Zambia operates a 7-2-3 schooling system comprising 7 years of primary education, 2 years of basic/ junior secondary education and 3 years of senior secondary education. The education system also includes a technical education and vocational training sub sector with qualification durations ranging between 1 to 3 years. Lastly, the system has a higher education sub sector with durations for bachelor's degrees ranging between 4 to 7 years.

Note: the country is rolling out early childhood education which generally runs for 2 years from ages 3 to 5 years prior to primary education.

2.4.2 Diversity of validation and recognition procedures

Validation and recognition culture and procedures differ between regions, countries and institutions and may involve a wide range of competent authorities.

The following are examples of competent authorities involved in validation and recognition of learning in selected countries in Africa:

a) Zimbabwe:

- Ministry of Higher and Tertiary Education, Science and Technology Development
- Zimbabwe Council of Higher Education (ZIMCHE)
- Higher Education Examinations Council (HEXCO)
- Zimbabwe Schools Examination Council (ZIMSEC).

b) Malawi:

- Ministry of Education Science and Technology
- National Council for Higher Education (NCHE)
- Technical, Entrepreneurial and Vocational Education and Training Authority (TEVETA)
- Malawi National Examinations Board (MANEB).

c) Tanzania:

- Tanzania Commission for Universities (TCU)
- National Council for Technical Education (NACTE)

- National Examinations Council of Tanzania (NECTA).

d) Cape Verde:

- Higher Education Regulatory Agency (ARES)
- Coordination Unit of the National Qualifications System (UC-SNQ).

e) Senegal:

- National Commission for the Recognition and Accreditation of Diplomas, Grades, Titles and Certificates (CNRHDGTC)
- The Directorate of Pedagogical Affairs (DAP)
- Ministry of Higher Education, Scientific Research and Innovation for university degrees
- Ministry of National Education for A-Levels certificates and others
- Ministry of Employment Vocational Training and Crafts coordinating the NVQF.

f) The Gambia:

- National Accreditation and Quality Assurance Authority (NAQAA)
- Ministry of Higher Education, Research, Science and Technology (MoHERST).

g) Egypt:

- National Authority for Quality Assurance and Accreditation (NAQAAE)
- Ministry of Education
- Ministry of Industry
- Ministry of Manpower.

The diversity in procedures may arise from the differences in documentation required by the different competent authorities from the applicant for purposes of validation and recognition. Further, legal requirements such as access to information regulations also present limitations in the validation and recognition processes.

2.4.3 Scarcity of information in some jurisdictions

African States are at various levels of development and implementation of National Qualifications Frameworks. While some countries have developed and fully implemented NQFs in their jurisdictions, others are either in the process or are yet to commence the development. The differences in the level of development and implementation of NQFs has contributed to scarcity of vital information necessary for comparability of qualifications. As at end of 2021, the countries that did not have NQFs or were in the process of developing NQFs included Morocco, Cameroon, Malawi, Mozambique, Eswatini and Angola. In addition to the foregoing, access to reliable information on education systems, and validation and recognition procedures in some jurisdictions continues to pose a challenge in the validation and recognition of learning in Africa. For example, there was a notable scarcity of vital information necessary for comparability of qualifications emanating from the Democratic Republic of the Congo. This is because the education system archives are in a very poor state; their management is handled by various government ministries and institutions responsible for education, rather than being centralised in one national record¹.

¹ Global inventory of regional and national qualifications frameworks 2019 Volume II: National and regional cases

2.4.4 Language barriers

Understanding the content of credentials presented for purposes of validating and recognising learning is key in arriving at a fair, transparent and timely outcome. However, arising from the differences in languages existing in various African countries, competent recognition authorities tend to face limitations in the validation and recognition processes due to lack of appreciation of foreign languages beyond their national working languages. This has usually resulted in delays in providing feedback to applicants.

2.4.5 Pandemics such as the Covid-19

The processes of validation and recognition of learning are time bound. Hence, the timely provision and receipt of confirmations from awarding bodies and competent recognition authorities become key in these processes. However, pandemics such as the Covid-19 have resulted in delays in receipt of confirmations and subsequent processing of applications mainly due to closures or constrained operations of awarding bodies and competent recognition authorities.

3 Validation and recognition of learning in the context of NQFs and ACQF

3.1 Modes of validation and recognition of learning

The validation and recognition of learning can be undertaken using different modes listed below.

- a) Recognition of qualifications;
- b) Credit Accumulation and Transfer Systems; and
- c) Recognition of Prior Learning/ Validation of Acquired Experience.

3.2 Recognition of qualifications

Recognition of qualifications is a formal acknowledgement by a competent recognition authority regarding the validity and academic level of a foreign education qualification, partial studies or prior learning/ acquired experience. Recognition of qualifications aims to provide an applicant with outcomes, including, but not limited to, the right to apply for admission to further education or training and the possibility to seek employment opportunities.

There are various stakeholders who play critical roles in the recognition of qualifications. Some of these stakeholders have specified roles as indicated below.

3.2.1 Role of the competent recognition authorities

Competent recognition authorities are responsible for making decisions on the recognition of qualifications. With this role, competent recognition authorities facilitate mobility and inclusion in the academic world or labour market. They also protect national education and labour markets from fake and substandard qualifications through standardisation and authenticating of qualifications. In addition, competent recognition authorities are responsible for establishing and maintaining national databases of learning achievements in their respective countries.

In some jurisdictions such as Malawi, Botswana and Nigeria, competent recognition authorities combine the roles of recognition of qualifications with that of providing quality assurance in the education and training sector.

In other countries, ministries of education also play a role in the assessment and recognition of qualifications, either directly or by delegating authority to another entity, such as the National Information Centre or a similar entity. Countries where ministries responsible for education play a role in the assessment and recognition of qualifications in Africa include Zimbabwe, Malawi, Egypt, Senegal and the Gambia.

3.2.2 Role of the education institutions

Education institutions play an important role in the authentication of qualifications. They confirm the awarding of qualifications and provide records of learner achievements for input into national databases. The records provide for quick retrieval and thus timely confirmation of award.

Refer to Annex 1 of this Guideline – example of process for recognition of qualifications.

3.3 Credit Accumulation and Transfer System (CATS)

Credit Accumulation and Transfer System is one of the modes for validating and recognising learning through the recognition of credits. CATS is a form of RPL used to recognise and validate formal learning. It is a systematic way of describing an educational programme by attaching credits to its components. Using the accumulated credits, the system allows for mobility of learners from one programme to another within or across institutions without having to duplicate learning, thereby facilitating lifelong learning and access to the workplace.

A **credit** is the 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.

Credit accumulation is the process of acquiring credits for learning towards a qualification. It is premised on recognition and validation of units of learning. Upon accumulation, credits can then be transferred.

Credit transfer is the process of allowing individuals who have accumulated credit in one context to have it valued and recognised in another context.

Credit rating is the process of determining a numerical value of a programme, course or module. It involves an evaluation of intended learning outcomes, minimum body of knowledge and the assessment of the programme, course or module. Credits provide a basis for determining comparability of learning among programmes.

In this guideline, the computation of credits for purposes of validating and recognising learning shall comprise all the learning activities of the student, inclusive of contact time, private study, research, assignment writing and assessment. As such, education and training institutions should work out the number of credits that should be allocated to all learning activities.

Depending on the national or institutional requirements or preferences, terms or semester systems may be used to accumulate course/module credit. Institutions that use terms have a system where students complete three sets of classes, as part of the academic year, while institutions that use semester units divide classes into two sets of classes, for the academic year. Regardless of the system used, study hours can be translated into the number of credits.

Refer to Annex 2 on translation of study hours into credits.

3.3.1 Application of CATS in the context of the ACQF

The ACQF is designed to be a referencing qualifications framework for the African continent, to enhance transparency, comparability and quality of qualifications and mutual trust between national qualifications frameworks and systems, thereby promoting mobility of people for purposes of further studies and work. These objectives are reached by means of referencing of national qualifications frameworks or systems to ACQF, and other added-value activities.

As a core function of the ACQF, referencing is based on a set of agreed criteria and procedures that assure consistency and credibility of the process and its results. Through Criterion 2 proposed for ACQF referencing (Table 1) countries demonstrate the extent of application of the learning outcomes approach in their national qualifications framework or system, in arrangements for recognition of prior learning/validation of acquired experience and in credit accumulation and transfer systems. This is the main direct angle of interest of CATS in the context of ACQF.

This Guideline does not impose on countries and regions new CATS rules and mechanisms, but proposes a framework of principles, criteria and processes that can inspire and orient the national and regional authorities and stakeholders in developing CATS or improving and consolidating already existing systems. In accordance with the approach of voluntary cooperation of the ACQF, this Guideline is a reference and acts as a recommendation.

Table 1: Credit systems in the context of ACQF referencing criteria

ACQF Referencing criteria	
1	There is a clear and demonstrable link between the qualifications levels in the national qualifications framework or system and the level descriptors of the ACQF.
2	The national qualifications frameworks or systems are based on learning outcomes principles and related to arrangements for recognition of prior learning (including non-formal and informal) and, where appropriate, to credit systems.
3	There are transparent processes and procedures for including qualifications in the NQF or for describing the place of qualifications in the NQS and information on qualifications is accessible, trustworthy and verifiable in a national register(s) of qualifications.
4	The national quality assurance system for education and training refers to the national qualifications framework or system and is consistent with the principles of quality assurance of the African Continental Qualifications Framework.

Source: ACQF Guideline 3 on referencing.

For more information on referencing to ACQF: refer to ACQF Guideline 3.

a) Key Principles of CATS

The following are the principles underpinning 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.

The system should eliminate unnecessary duplication of learning and support different learning pathways through the recognition of credit that learners have gained from learning already undertaken. This entails that learners should not be requested to repeat learning if the prior learning can be duly recognised as equivalent and counted towards further learning.

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

- (i) Institutions should provide clear, reliable and easy to use information on their CATS and procedures. Any restriction and limits on transfer of credit, such as the 'shelf-life' of credits (if any) and ceiling of transfer should be specified, along with the implications for progression, grading or final award classification. Information on formal articulation pathways and credit transfer arrangements between institutions should also be included. In addition, information on the criteria for selection, the number of credits to be awarded, and additional programme requirements, if there are any, should be provided. Further, the CATS and its procedures should be easy to understand and use, both on the part of the learner and the institution.

Note: Articulation arrangements enable students to progress from a completed qualification to another with admission and/or credit in a defined pathway. Articulation arrangements broaden access into formal learning and may be a potential source of credit based on student achievement through formal learning. Articulation arrangements provide a seamless pathway with automatic admission into one qualification from another. Articulation arrangements may include:

- clustered qualifications involving lower qualifications that are embedded completely in the next qualification with multiple exit and entry points (an articulated suite of qualifications);
- partially clustered qualifications that include some qualification components of the lower level qualification nested into the linked qualification; or
- arrangements where two separately designed qualifications are linked to each other to form a defined qualification linkage and credit pathways.

- (ii) Given the multiplicity of institutions, programmes and learners, it is unlikely that individual components in one programme will be identical in all respects to components in another programme. In order to simplify procedures and to ensure maximum benefit for learners, institutions should adopt a flexible approach to the recognition of credits. Institutions should consider adopting a recognition approach based on a review of learning outcomes, rather than seeking perfect equivalence between two qualifications or programmes.

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

Decisions on credit transfer should be evidence-based, equitable, academically defensible, consistently applied and communicated to applicants within a specified timeframe, to avoid delaying a qualified learner's access to a programme of study.

In determining the eligibility of credits for recognition and transfer towards a new qualification, receiving institutions should satisfy themselves that the associated learning outcomes attained are comparable to the required outcomes of the new programme.

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

All accredited and verified learning (including formal, non-formal and informal learning) should be eligible for consideration for credit award. Receiving institutions should recognise learning achieved by a learner at any time and in any context on an equal basis, provided that the learning outcomes have been appropriately assessed and matched with the requirements of the qualification applied for.

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.

The CATS should facilitate the recognition of credit for entry into a qualification (that is, admission to a programme) as well as recognition of credit towards the award of a qualification (that is, granting course exemption from part of the qualification). While an open and transparent CATS will facilitate learners' progression, admission is a matter for the receiving institution.

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

- (i) Institutions must ensure that recognising the credit earned by a learner towards the completion of a programme does not adversely affect the integrity and quality of their qualifications. Institutions should determine the maximum amount of credit which can be transferred (or the minimum amount of study which must be undertaken at the awarding institution to be eligible for an award). It is common practice for institutions to accept the transfer of credit from other institutions up to a ceiling of 50% of the total credits required for the award of a qualification.

Principle 7: *Institutional commitment and cooperation is central to the optimal functionality of CATS.*

- (i) The CATS should be adopted by the relevant decision making body of the institution and its implementation fully supported and appropriately resourced.
- (ii) Articulation arrangements between institutions should protect and preserve the academic standards of each institution as well as the integrity of their qualifications. Arrangements should be documented and promulgated and be subject to regular review and update as the programmes evolve and develop over time. Further, institutional collaboration should ensure appropriate dovetailing of curriculum content and learning outcomes and facilitate maximum credit recognition and transfer.

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

- (i) Credit transfer and articulation arrangements should be subject to normal Quality Assurance measures. Implementation of CAT should be kept under regular review by the institutions and the relevant quality assurance bodies managing the NQF sub frameworks to ensure that it is functioning effectively. Issues surrounding credit accumulation and transfer should form part of regular internal programme review and collaborating partners should hold regular meetings to ensure continued alignment between their programmes.
- (ii) Institutions should consider building up a database of CAT activities, including statistical information on the number and origin of learners to whom credit transfer has been granted, as well as on their performance in comparison to other learners with normal entry. This will help assess the effectiveness of the CATS and inform changes to enhance the quality of the system. Further, feedback from stakeholders should be sought with a view to sharing good practice and addressing issues that may have arisen.

Refer to Annex 3 on CAT implementation stages.

3.4 Recognition of Prior Learning (RPL)/ Validation of Acquired Experience (VAE)

People learn anytime, everywhere throughout life, not only in formal education and training systems and pathways, but also in non-formal and informal learning contexts. Outcomes of prior learning in all contexts of life can be validated, recognised, certified to give people wings to new perspectives and opportunities in education and training, employment, entrepreneurship, better jobs. Across the world, countries and regional communities increasingly recognise the value of non-formal and informal learning and many are establishing systems to acknowledge competencies gained through non-formal and informal modalities.

The growth of digital and online learning and access to digital skills assessment tools are new dimensions and potentialities of RPL/VAE, which can benefit candidates and RPL/VAE systems.

Recognition of prior learning/ validation of acquired experience aims at allowing learners who may have not been able to attend formal education but have managed to gain significant experience in a particular field to be given an opportunity to earn a qualification or to upgrade an existing qualification. RPL/VAE is a vital tool in facilitating lifelong learning, and is especially important in a context of rapid transformation of work, jobs, and technologies, requiring individuals to learn in all contexts.

This guideline recommends the recognition of equivalences rather than a precise match between experience and academic learning. Assessment of learning from experience and consideration of relevant competences and equivalences contained in a qualification require a set of nationally agreed criteria, policies and procedures which each African State should endeavour to develop and implement.

3.4.1 Who can benefit of RPL / VAE?

- Individuals who have knowledge, skills, competences – but not a qualification. RPL / VAE is not suitable for individuals without experience, skills, and competences.
- The individual is at the centre of RPL / VAE policies and processes.

3.4.2 What is assessed, validated?

- The learning outcomes achieved through prior learning, not the prior learning itself.

3.4.3 Results of RPL / VAE process can be:

- Full qualification.
- Partial qualification.
- Credits or units towards a qualification.
- Exemption from an academic prerequisite for entering the formal education and training system or from all or part of the curriculum.
- Positioning potential learners on formal learning pathways (e.g. before continuing training);
- Certificate of labour market competencies; or
- Non recognition.

3.4.4 Digital / virtual assessment of competences, tools and platforms

Digital transformation is having a considerable impact on RPL / VAE practices and guidance. The COVID-19 pandemic has exacerbated the digital transition and recognition / validation and career guidance services had to adapt to distance service delivery. In this context, all services are changing to a new reality in which ICT becomes an embedded component of the service, not just a different form of service delivery (Cedefop, 2022).

Assessment is one aspect of education and training which has begun to be delivered through online or digital modalities. Virtual assessment provides i) e-assessments in which students complete electronic or digitised assessments in a virtual learning environment, and/or ii) fully- or partially-online simulation environments which replicate real-life workplace situations, allowing aspects of competency-based assessment in a controlled environment (ACQF Guideline 9: Innovation and Technology).

Context: The Covid-19 pandemic forced education institutions to migrate to online teaching, learning and assessment. This exposed both the weaknesses of systems, and the opportunities inherent in distance education, which can improve access for students in rural and remote areas, as well as improving the efficiencies of systems by unblocking constraints such as limited physical environments or space for assessments, limited numbers of qualified assessors or the lack of assessors in specific areas.

Rationale: Virtual assessment can include the application of skills in context, interviews and role-playing as well as traditional assessments and reduce the financial costs associated with traditional assessment. In cases where the assessment is supported by back-end analytics, detailed data can be gathered and some aspects of marking may be automated, increasing efficiency. Data such as videos, automated marks and portfolios can be reviewed from any location, in some cases reducing pressure on available resources.

3.4.5 Types of learning to be considered for RPL/VAE

The following types of learning should be considered for RPL/VAE:

- Non-formal – learning obtained through organised training not leading to an award (e.g. an agriculture training, college, faith – based institution, in private and public enterprises, etc.).
- Informal – learning obtained through experience, including at work in enterprises, informal sector employment and volunteering.
- Formal – learning obtained through organised training in a school system from pre-school to a university leading to an award. This type of learning is validated and recognised through the CAT System.

The table below illustrates the types of learning that is recognised through the RPL/VAE route in selected countries.

S/N	COUNTRY	TYPE OF LEARNING RECOGNISED
1.	Angola	Non-formal and Informal
2.	Cape Verde	Formal, Non-formal and Informal
3.	Kenya	Formal, Non-formal and Informal
4.	Lesotho	Formal, Non-formal and Informal
5.	Mauritius	Formal, Non-formal and Informal
6.	Morocco	Non-formal and Informal
7.	Mozambique	Non-formal and Informal
8.	Seychelles	Formal, Non-formal and Informal
9.	South Africa	Formal, Non-formal and Informal
10.	Zambia	Formal, Non-formal and Informal

3.4.6 Implementation of RPL/VAE in the context of the ACQF

RPL/VAE under the ACQF will promote common understanding of the various forms of learning previously undertaken, regardless of the learning mode used. Without prejudice to national and regional diversity of policies and practices, it shall promote mobility and expand access of target groups to employment opportunities and further studies. In addition, the RPL/VAE under the ACQF will support countries in domesticating or adapting the principles and procedures at national level.

The proposed framework of principles of RPL/VAE will be open for further development. These principles take account of international practices and systems indicated in the Sources of this Guideline.

A. Guiding Principles

The guiding principles of RPL/VAE proposed in this Guideline are structured by themes: policies and procedures, information, roles and responsibilities, support, monitoring and review.

Principles to guide the implementation of RPL/VAE include:

i) Policies and Procedures

Principle 1: *Focus of RPL/VAE processes is on the candidate / learner and his / her outcomes of learning, not on the learning pathway or status of institution or place where the learning was obtained.*

Principle 2: *Equality of qualifications documents: no distinction between records of learner achievements for qualifications (or part qualifications) awarded as a result of RPL/VAE processes and those obtained via formal education processes. This principle is fundamental in view of RPL's key contribution to social inclusion of individuals.*

Principle 3: *Qualifications (and part-qualifications) registered in the NQF may be awarded in whole or in part through RPL/VAE. RPL/VAE processes should be credible, quality-assured and consistent with the NQF principles, levels, and standards.*

Principle 4: *Decisions regarding the recognition of prior learning/ validation of acquired experience should be transparent and demonstrably rigorous and fair.*

- Where recognition of prior learning/ validation of acquired experience is being sought for the award of credits, the awarding body will assure itself that the learning derived from experience or prior certificated study is equivalent to that of the its programme of study. In reaching a decision about the equivalence of learning, the awarding body should consider a combination of skills and learning outcomes as well as the level and relevance of the subject knowledge and understanding to be evidenced by a learner.
- As with other methods used to assess student's learning and achievement, the awarding body should ensure that the decision-making process used to assess a claim for the recognition of prior learning/ validation of acquired experience, and the outcomes of this process, are transparent, consistent, repeatable and demonstrably rigorous and fair.

Principle 5: *Where limits are compulsory on the proportion of learning/ acquired experience that can be recognised, these limits should be explicitly stated. The implications for progression, the award of a qualification and its classification should be clear and transparent.*

- In recognising prior learning/ validating acquired experience, the awarding body will describe and explain their decisions for stipulating limits, if any, on the volume of learning that can be achieved through the recognition/validation process. Limits may be applied to the smallest or a maximum amount of learning that can be claimed. For example, a module or cluster of learning outcomes may be applied for recognition/ validation.
- When deciding whether limits are compulsory on the proportion of a qualification that may be recognised, the awarding body shall consider appropriateness of the use of credits to award or claim exemptions.
- The awarding body may also wish to include in its submission consideration of whether learning derived from experience which is recognised should be graded and, if so, how. Similarly, useful consideration may also be given to whether grades awarded by another awarding body can be accepted, when a claim for the recognition of prior certificated learning/ validated acquired experience has been successful.
- Learners will need to be made aware of any limitations to progression or the range of qualification classifications that are normally available in a programme of study, which may apply if their application is successful.

Principle 6: *Prior experiential or certificated learning that has been recognised by the awarding body shall be clearly identified on student transcripts.*

- The awarding body shall identify how the recognition of prior learning/ validation of acquired experience may be stated on student transcripts of learning.

ii) Information

Principle 1: *The awarding body should provide clear and accessible information and guidance for learners, teaching and instructional staff, examiners, assessors and stakeholders about its policies, procedures and practices for the recognition of prior learning/ validation of acquired experience in accordance with the NQF level descriptors.*

- The awarding body shall develop their own policies, procedures and practices for the recognition of prior learning, reflecting their individual organisational structures and missions.

Principle 2: *The terminology, scope and boundaries used by the awarding body in its policies, procedures and practices for the recognition of prior learning/ validation of acquired experience shall be explicitly defined in information and guidance materials.*

- The awarding bodies are encouraged to clearly set out and unambiguously define the terms they have adopted in the documentation setting out their policies, procedures and approaches regarding recognition of prior learning.

Principle 3: *Information and guidance materials outlining the process for assessing of claims for the recognition of prior experiential or previously certificated learning shall be clear, accurate and easily accessible.*

- Each of the stages in processes for the assessment of claims for the recognition of prior empirical or prior certificated learning should be carefully and clearly identified.

Principle 4: *The awarding bodies should state the range and form of assessment appropriate to consider claims for the recognition of prior learning/ validation of acquired experience.*

- The awarding bodies should state the range of assessment tools to be used in assessing claims for the recognition of prior learning/ validation of acquired experience and the appropriateness of such tools.

Principle 5: *Criteria to be used in judging a claim for the recognition of prior learning/ validation of acquired experience should be made explicit to learners, teaching and instructional staff, stakeholders as well as assessors and examiners.*

- The process, rules and regulations for assessing an application for recognition of prior learning/ validation of acquired experience should be clearly stipulated by the awarding body.

Principle 6: *The assessment of learning derived from experience shall be open to internal and external scrutiny and monitoring within institutional quality assurance procedures.*

- The assessment of learning derived from experience should, in general, be subject to the same institutional internal and external quality assurance procedures as assessment of learning through more traditional routes.

iii) Roles and Responsibilities

Principle 1: *The scope of authority and responsibilities for making and verifying decisions about the recognition of prior learning/ validation of acquired experience should be clearly specified.*

- The awarding bodies should outline clearly where the authority lies for making the decision to recognise learning derived from experience or prior certificated study, and the procedures to be followed.

iv) Support

Principle 1: *Awarding bodies should give clear guidance to learners about when a claim for the recognition of prior learning/ validation of acquired experience may be submitted, the timescale for considering the claim and the outcome.*

- The procedure for RPL/VAE should clearly stipulate timelines for processing of applications.

Principle 2: *Awarding bodies should make appropriate arrangements to support learners submitting claims for the recognition of prior learning/ validation of acquired experience and to provide feedback on decisions.*

- The procedure for RPL/VAE should clearly provide for adequate guidance to the applicants for preparing applications and for timely feedback.

v) Monitoring and Review

Principle 1: *Arrangements for the regular monitoring and review of policies and procedures for the recognition of prior learning/ validation of acquired experience should be clearly established. These arrangements should be set within established institutional frameworks for quality assurance, management and enhancement.*

- Regular review of policies and practices will enable the awarding body to assure itself, learners, partner organisations and stakeholders of the quality of its approach towards the recognition of prior learning and the maintenance of academic standards.
- The assurance of quality and standards should be included in an institution's general procedures.

B. Putting RPL/VAE systems into practice

RPL/VAE is a process composed of different stages and activities through which the candidates discover, describe, document their experiences and competences, and engage with the steps leading to assessment. For many individuals, this process is life-changing and highly demanding. Information and guidance is important throughout the process.

The stages in RPL/VAE implementation differ from country to country. The figure below illustrates the RPL/VAE implementation stages in selected African countries.

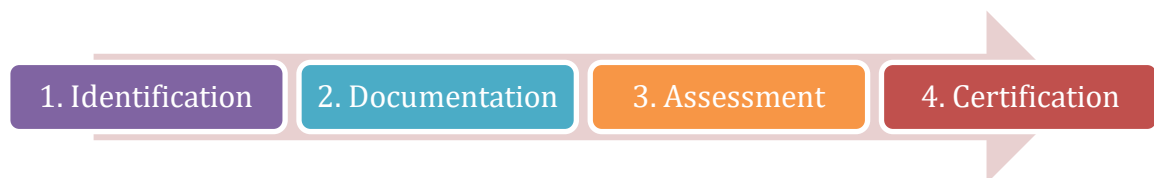


Besides the comparison above, the generic RPL/VAE processes according to the SADC, International Labour Organisation (ILO, 2018) and the European guidelines (Cedefop, 2015) are as depicted in the figure below.

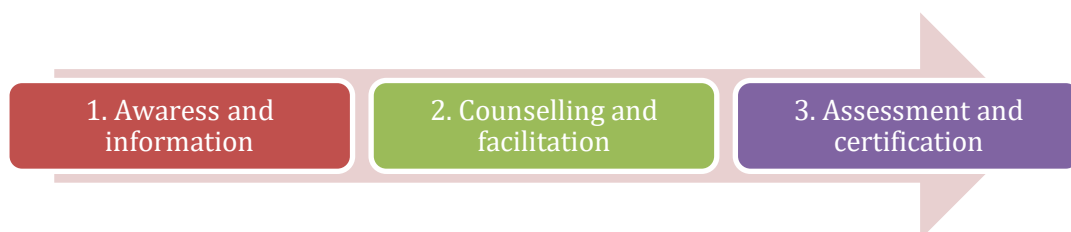
A. Southern African Development Community (SADC)



B. European Union



C. International Labour Organisation



While countries and regional blocks have developed different strategies and approaches to conducting and implementing the validation of prior learning, the general approach to the implementation of RPL/VAE may involve the following four stages²:

i) Identification

This stage involves the identification of knowledge, skills and competence acquired by an individual. The identification and awareness of one's own capabilities is an important aspect of the RPL/VAE process. The methods to be used in the identification of knowledge, skills and competence must be open to a range of knowledge, skills and competences that may be considered.

At this stage, candidates are also informed about the entire RPL/VAE process which covers application procedures, organising a portfolio of evidence, applicable fees, the assessment process, the available support and the eligibility requirements.

ii) Documentation

This stage involves provision of evidence of the knowledge, skills and competencies acquired. This can be done by building a portfolio of evidence which may include curriculum vitae, completed assessment items from study previously undertaken, supervisor recommendation letters, log books, etc. This evidence must provide sufficient insight into the knowledge, skills and competencies acquired. In some jurisdictions, identification and documentation stages can be combined into one stage of collecting evidence to build the portfolio of evidence that will be assessed.

iii) Assessment stage

The assessment stage aims to ensure that the documented evidence collected and presented by the candidate in the application stage corresponds to the actual competences that the candidate possesses. The process comprises theoretical and practical examination of the candidate in addition to evaluating the applicant's portfolio.

The evidence for assessment of RPL/VAE should include:

- Interviews;
- Observation and questioning, including visits to places of work;
- Portfolio of work. This may include completed assessment items from study previously undertaken;
- Supplementary assessment tasks or challenge test (oral, written or practical);
- Assessment where no training is involved;
- Trade tests; and
- Authentication of evidence by supervisor or employer.

iv) Certification stage

The certification stage represents the final stage of the RPL/VAE process and corresponds to the issue of an official document indicating whether applicants have received a full or partial validation.

² Cedefop (2015). *European guidelines for validating non-formal and informal learning*. Luxembourg: Publications Office. Cedefop reference series; No 104. <http://dx.doi.org/10.2801/008370>

All units of competency successfully recognised as part of the application for RPL/VAE should be listed on the appropriate certification documentation.

As part of the certification process, the assessing institution should:

- Compile the assessment results and generate a report;
- Communicate the result to the candidates;
- Issue certificates to the successful candidates, as well as provide feedback on the performance to the unsuccessful candidates.

4 Systematic exchange of information between ACQF, NQF institutions and qualifications recognition bodies

In line with the Addis Convention³ and the Global Convention⁴, each Member State should ensure that to facilitate the validation and recognition of learning, adequate and clear information on its education and training system and NQF is provided.

ACQF aims at contributing to such information-sharing, building on the enhanced transparency and comparability of qualifications and qualifications frameworks or systems. This objective of the ACQF will be supported by the proposed ACQF Qualifications Platform, the ACQF Website and the results of referencing of national qualifications frameworks or systems to ACQF.

³ Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications on Higher Education in African States (Addis Convention).

⁴ Global Convention of the Recognition of Qualifications Concerning Higher Education.

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6 ANNEXES

The processes proposed in this second draft of the Guideline are based on policies and practices identified in a number of contexts, and on relevant conventions and guidelines with international currency. The content of these annexes will be elaborated further, benefitting of additional inputs, discussion and comparative analysis. ACQF Guidelines do not replace national and regional accepted regulations and legislation but act as a reference for countries building and consolidating their systems.

This annex contains four sections:

1. Process for recognition of qualifications;
2. Translation of study / work hours into credits; and
3. CAT implementation stages.
4. Glossary

6.1 Annex 1: Process for recognition of qualifications

The process for recognition of qualifications involves a number of stages aimed at establishing the authenticity and comparability of qualifications. The following approach is based on common features of policies and practices used in the recognition process:

i) Establishing the legal status of the awarding body

In some jurisdictions, awarding bodies draw their mandate to award qualifications from statutes establishing them, while in others, the authority is conferred upon the awarding bodies through charters, decrees or accreditation by quality assurance bodies. Whichever the case, awarding bodies must have the legal mandate to award qualifications.

Generally, the reliable sources of information on the legal status of awarding bodies include:

- a) Ministries responsible for education and training;
- b) Accreditation and quality assurance bodies;
- c) National Information Centres; and
- d) Websites hosting statutes or charters establishing the awarding bodies.

ii) Establishing the authenticity of the qualification

At this stage, confirmation is sought from the awarding body to affirm the awarding of the qualification. However, the confirmation can also be obtained through private third party credential evaluators or foreign missions. During this process, it is also essential to establish whether or not the qualification holder was enrolled by the awarding body and whether the duration and other requirements for award of the qualification were met.

In order for the authentication process to be undertaken, it is generally acceptable practice that the applicant provides the following documentation to accompany the application to the competent recognition authority:

- a) Copy of the qualification.
- b) Complete transcript of results.

- c) Sworn/ certified translations of qualification and transcript of results. These are only required when the original documents are not in the authenticating country's working language.
- d) Proof of identity. In some jurisdictions, an affidavit/ marriage certificate may be required in cases where there are differences in names on qualification documentation and proof of identity.
- e) Signed consent. This is a common requirement in most countries due to data and information protection legal requirements.

iii) Assessing the comparability of qualification

Assessment of the comparability of qualifications, also known as evaluation of qualifications, is carried out by making a comparison of the national level descriptors or specific programme learning outcomes from the source country to the national level descriptors of the receiving country.

In addition to the process described above, comparison of the duration and entry requirements for a qualification from the source country against that from the receiving country should be undertaken.

Upon carrying out the aforementioned processes, an appropriate qualification level and type is then assigned to the foreign qualification in the receiving country based on the degree or extent of comparability.

Note: where a competent recognition authority decides not to recognise a qualification from within or from another country, a justification should be provided, and where possible suggest remedial measures to ensure recognition in the future.

6.2 Annex 2: Translation of study/ work hours into credits

In order to assign appropriate credits to learning, the following systems may be adopted:

a) System 1:

Under this system, it is considered that an average student puts in a minimum of 1200 hours of work per year. Further, 10 study hours are equated to 1 credit. Consequently, a one-year programme or academic year has 1200 notional study hours which translates into 120 credits.

In arriving at the 1200 notional study hours, it is considered that an average student accumulates 8 hours per day, which amounts to 40 hours per week. Generally, an academic year has 30 weeks, translating into the 1200 hours.

Examples of countries in Africa that use this system include Kenya, Lesotho, South Africa, Zambia and Botswana.

b) System 2:

Under this system, it is considered that the student workload of a full-time study programme amounts to around 1500-1800 hours per year and in those cases one credit stands for around 25 to 30 working hours. The system is based on the principle that 60 credits measure the workload of a full-time student during one academic year.

Examples of countries in Africa that use this system include Algeria, Uganda and Tunisia.

In order to convert credits from System 2 to System 1, 1 credit from System 2 should be equated to 2 credits in System 1.

6.3 Annex 3: CAT Implementation Stages

In general, the operation of a CAT system will involve the following stages⁵:

Stage 1: Establishing an Administrative Structure for the CATS

A clear structure should be established for the administration and implementation of CAT. The roles and duties of persons responsible for processing CAT applications should be clearly defined. Where it is considered necessary, a special committee or panel may be set up to deal with the assessment and decision-making processes. There should be separation of responsibility between those responsible for the assessment and those responsible for approval of the applications. In addition, administrative support should be provided to staff holding different positions in the structure.

Stage 2: Providing Information to Learners

Institutions should provide clear and easily accessible information with relevant application forms and prospectus of learning programmes to learners to assist them understand the available CAT arrangements, including the following:

- a) How the CATS operates for purposes of credit transfer.
- b) Opportunities for articulation from a specific programme offered by the institution to another programme offered by the same or other institution.
- c) Credit transfer agreements reached between institutions.

Stage 3: Processing Applications for Credit Transfer

a) Key elements to consider

During the processing of applications for credit transfer, the following are the key elements to consider:

- i) Assessment of the application should be carried out by persons or unit designated for the task. The person responsible for assessing the applications should have knowledge in the subject of the learning programme involved and also experience or training in processing CAT applications. The involvement of a second person in the examination of the application and the documentary evidence is common and advisable, especially in complex cases.
- ii) The assessment should be based on the information provided by the applicants. Besides, blanket approval of credit transfer from a certain programme, an agreement between two institutions may be considered. For other individual cases, recommendations on the approval or non-approval of the applications should be made on a case-by-case basis.

b) Assessing the relevance of the qualification

In assessing the relevance of a qualification and the associated programme undertaken by the applicant for the purpose of credit transfer, the following factors are considered relevant:

⁵ Zambia Qualifications Authority (2020). *Guidelines for the Development of Credit Accumulation and Transfer Systems*, Lusaka, Zambia.

i) NQF Level of a Qualification:

- The NQF level of a qualification is benchmarked against the level descriptors of the NQF in terms of the standards attained under different domains (knowledge, skills and competence). Receiving institutions should have confidence in NQF-recognised qualifications.
- The overall NQF level of a qualification is indicative of the level of complexity of the programme associated with the qualification and will be useful for assessing whether the learning achieved from the programme should be accepted for credit transfer to a receiving programme.
- As a general principle, institutions should accept a credit transfer application from a programme at the same or higher level than the receiving programme. Acceptance of a programme of a lower level for credit transfer into a higher level may be possible in some circumstances, but the receiving institution should evaluate the comparability of learning outcomes and the potential impact on the academic integrity and standard of the receiving programme.

ii) Assessment of Learning Outcomes:

- Credits should be awarded on the premise that learners have been assessed as having achieved the learning outcomes specified for the programme.
- The receiving institution should ascertain that the learning outcomes achieved by the applicant in a previous programme are comparable to those of the receiving programme for which credit recognition is sought. Institutions should accept that two programmes or courses/ modules are of a substantial degree of comparability if there is at least 70% match, and hence should be accepted for credit transfer.
- Where it is not practicable to conduct direct mapping of the relevant content of two programmes, institutions could adopt the fair recognition approach and review the learning outcomes of the programmes based on a broad comparison of the knowledge, skills and competencies expected to be achieved in the programmes.
- Where necessary, the institution may conduct interviews with the applicants to ascertain their learning experience for the consideration of credit transfer. A panel involving experts or external members may be formed to conduct the assessment.

iii) Programme Duration and Credit:

The duration of a programme and its credit value give an indication on the learning quantity and breadth of the learning programme, which is useful information for assessing credit transfer applications. The adoption of the credit as a common currency for measuring the quantity of learning of a programme effectively facilitates the comparison of two programmes for credit recognition and transfer.

iv) Syllabus, Curriculum and Associated Programme Procedures:

- In addition to the transcript, the syllabus and the curriculum content should also be considered to understand the learning outcomes expected to be achieved in the programme.
- It should be noted that all credits earned from an accredited institution shall be transferrable. Depending on the shelf-life of the subject knowledge, receiving institutions may recognise learning achieved by a learner at any time or a certain period of time, provided that the

learning outcomes have been appropriately assessed and matched with the requirements of the qualification applied for. For the purpose of credit transfer, assessed qualifications obtained through non-formal and informal learning channels should be given equal standing to qualifications obtained through formal education.

- The procedures for application for credit transfer may vary among institutions or even individual departments within the same institution. It is in the interest of the institutions and learners that the procedures should, as far as possible, be standardised and streamlined.
- Standardised application forms, in paper and electronic formats, should be provided to applicants together with clear guidance notes, which should contain any information that may be considered useful by the applicants and even internal staff of the institutions, including:
 - a) Application procedures.
 - b) The purposes for applying for credit transfer and related requirements.
 - c) Required supporting documents.
 - d) Fees and refund arrangements, if any.
 - e) Estimated time required for processing the application.
 - f) Details of the contact person(s) for enquiry.
- Institutions should give advice on the types of documentary evidence which may be required to support the application. In respect of a recognised qualification already obtained by the applicant, the certificate, and other supporting documents such as transcript, course outlines, curriculum and outcome statements, will be useful. In respect of credits acquired through non-formal and informal learning, evidence including the statement of achievement from awarding bodies, licenses issued by relevant authorities, certificates of international awards or reference letters from employers, will be useful to demonstrate the learning achieved and standard attained.
- The awarding institution has the responsibility to assist its graduates in obtaining the necessary documentation to support further progression. Graduates who wish to apply for credit transfer based on a completed programme should directly approach the institution concerned for the supply of documentation, certification, and other assistance to facilitate their application for credit transfer to a programme offered by another institution.

Stage 4: Decision Making and Approval of Applications

- (i) The persons responsible for assessing applications for credit transfer should refer to set principles and procedures to ensure consistency before making a recommendation to the relevant authority for approval.
- (ii) The approval authority may make decisions on an application for credit transfer in one or more of the following ways:
 - a) **Credit transfer and Articulation to Receiving Programme:** An application for credit transfer may be accepted based on the learning achieved in a previously completed programme. The total credit requirement in the receiving programme may be reduced in block, e.g. a Diploma holder may be allowed to enter the senior year of a

Bachelor's degree programme (block credits). This entails reducing the total credit of the receiving programme by the amount of credits from the completed programme.

- b) Course Exemption:** An applicant may be exempted from taking a specific course or module of a programme based on the learning achieved in previous studies. This is applicable to both completed and uncompleted programmes.
- (iii) Institutions should consider setting a maximum ("ceiling") for the number of credits that may be granted to an applicant to safeguard the academic integrity and standard of their programmes. Generally, institutions commonly accept the transfer of credit from previous studies up to a ceiling of 50% of the total credits required for completion of a programme.
 - (iv) Notwithstanding the above, there are cases in which more than 50% of the total credits required may be granted. The ceiling for credit transfer may be more flexibly determined where the transfer is from programmes offered by the same institution and where the contents of the courses/ modules involved dovetail with each other by design.
 - (v) The use of different credit units does not prevent the recognition of previous learning achieved by learners for articulation to another qualification. Institutions should assess and validate the learning outcomes achieved by the learner on a case-by-case basis, with reference to their CATS and established norms. Where a different credit unit is adopted, institutions may refer to the conversion formula established between the different credit currencies.
 - (vi) Upon completion of the assessment and approval process, the institution should timely notify the applicant of the result of the application in writing.

The notification, in letter or electronic form, should state the decision in respect of the application and the effect of the credit transfer on the programme to be enrolled (e.g., number of credits to be transferred, courses to be exempted, additional courses required for graduation, fees reduced and expiry date of the transfer).

- (vii) It is good management practice that for non-approval cases, the institution should give reasons for the decisions.
- (viii) An applicant reserves the right to appeal against the decision of the institution using the appropriate institutional procedure.

Stage 5: Documentation and Record Keeping

Credit transfer decisions and justifications for the decisions should be properly recorded and documented by institutions for future reference. Credit transfer decisions, including the credits granted and courses exempted should be reflected in the learner's transcript.

Quality Assurance of CATS

Education and training institutions shall be expected to implement the following measures to assure quality:

- (i) **Document CAT Processes:** rules and guidelines on how to compare learning outcomes, notional hours, content and competences should be clearly documented.
- (ii) **Establish Internal Quality Committees:** to regulate adherence of the CATS to requirements.

- (iii) **Develop Articulation and Access Procedures:** progression within sub frameworks should be clearly outlined.

Feedback from teaching staff and learners on credit transfer should be obtained by means of surveys, student-staff consultation meetings, staff questionnaires, staff sharing sessions and any other appropriate means to assess the effectiveness of the CATS.

As part of the regular programme review, institutions should include in programme review documents reports on CAT implementation together with statistical data, analysis and evaluation. Issues identified from the review should be dealt with promptly at the appropriate level.

6.4 Annex 4: Glossary

Access: The possibility for eligible candidates to apply and to be considered for admission to education.

Accreditation: A process of assessment and review that enables an education programme or institution to be recognised or certified by the appointed body as meeting appropriate standards.

Accreditation Mill: A business posing as an accreditation agency, with the following characteristics:

- No recognition as an accrediting body by competent national authorities;
- Claims to provide accreditation without having any authorisation to do so; and
- Its accreditation decisions may be purchased for a fee without an actual review.

Acquired Experience: Experience that has been acquired in different ways.

Admission: The authorisation of qualified applicants to pursue studies at a given institution and/or in a given programme.

African Continental Qualifications Framework: The ACQF is a policy initiative of the African Union and its development process is underway (2019-2022). The current vision for the ACQF is: to enhance comparability, quality and transparency of qualifications from all sub-sectors and levels of education and training; facilitate recognition of diplomas and certificates; work in cooperation and complementarity with national and regional qualifications frameworks; promote cooperation and alignment between qualifications frameworks (national and regional) in Africa and worldwide.

Articulation: The process of forming systemic, specific and individual possibilities of connection between qualifications and/or part-qualifications to allow for the horizontal/ lateral, vertical and diagonal movement of learners through the formal education and training system and its linkages with the world of work. Horizontal articulation is articulation within and between NQF Sub-Frameworks, on the same NQF level whereas vertical articulation is across NQF levels within an NQF Sub-Framework. Diagonal articulation refers to articulation across NQF levels and across NQF Sub-Frameworks;

Authorisation: A permit delivered by a body officially mandated to authorise the creation of an institution or a new branch of specialisation in an education institution.

Awarding body: A body issuing qualifications formally recognising the achievements of an individual, following a standard assessment procedure.

Competence: The proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

Competent authority: An individual or entity that has the authority, capacity, or legal power to perform a designated function.

Competent recognition authority: An entity which, in accordance with the laws, regulations, policies, or practices of a Member State, assesses qualifications and/or makes decisions on the recognition of qualifications.

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.

Credit transfer: Means the process of allowing individuals who have accumulated credit in one context to have it valued and recognised in another context.

Diploma Mill: A business posing as an educational institution, with the following characteristics:

- Sells bogus qualifications without any requirements for (serious) study, research or examination;
- Does not have recognition by national competent authorities or lawful accreditation, even though it may possess a license to operate as a business;
- Usually has no physical presence and operates online.

Education: All programmes of learning, study, or sets of courses of study, training, or training for research which are recognised by the relevant authorities of a Member State as belonging to its education system.

Education Institution: An institution providing education and recognised by the competent authority of a Member State as belonging to its education system.

Formal learning: Education or training provided in educational institutions, such as schools, universities, colleges, or off-the-job in a workplace, usually involving direction from a teacher or instructor. Also known as formal education and training

Informal learning: Learning resulting from daily activities related to work, family or leisure. It is not organised or structured (in terms of objectives, time or learning support). Informal learning in most cases is unintentional from the learner's perspective. It typically does not lead to certification.

Knowledge: Knowledge is central to any discussion of learning and may be understood as the way in which individuals and societies apply meaning to experience. It can therefore be seen broadly as the information, understanding, skills, values and attitudes acquired through learning. As such, knowledge is linked inextricably to the cultural, social, environmental and institutional contexts in which it is created and reproduced.

Learning outcomes:

- Results of what a learner knows, understands and is able to do upon completion of a learning process
- Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.

Level: One of the series of levels of learning achievement according to which an NQF or RQF is organised. Levels are typically arranged in ascending order, from lowest to highest, depending on the number of levels in the NQF or RQF.

Level descriptor: A statement describing learning achievement at a particular level of the National Qualifications Framework (NQF) that provides a broad indication of the types of learning outcomes and assessment criteria that are appropriate to a qualification at that level.

Lifelong learning:

- Education through experience and formal or informal studies covering the entire span of one's life
- Learning that takes place in all contexts in life – formally, non-formally and informally. It includes learning behaviours and obtaining knowledge; understanding; attitudes; values and competencies for personal growth, social and economic wellbeing, democratic citizenship, cultural identity and employability.

Mobility:

- The physical or virtual movement of individuals outside their country for the purpose of studying, researching, teaching, or working.
- Ability of an individual to move and adapt to a new occupational or educational environment. Mobility can be geographical or "functional" (a move to a new post in a company or to a new occupation, a move between employment and education); mobility enables individuals to acquire new skills and this increase their employability).

National Qualifications Framework:

- A policy and instrument for the development and classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims at integrating and coordinating national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society.
- An instrument for the development, classification and recognition of skills, knowledge and competencies along a continuum of agreed levels. It is a way of structuring existing and new qualifications, which are defined by learning outcomes – clear statements of what the learner must know or be able to do, whether learned in a classroom, on the job, or less formally. The qualifications framework indicates the comparability of different qualifications and how one can progress from one level to another, within and across occupations or industrial sectors (and even across vocational and academic fields if the NQF is designed to include both vocational and academic qualifications in a single framework)

National Qualifications System: This includes all aspects of a country's activity that result in the recognition of learning. These systems include the means of developing and operationalising national or regional policy on qualifications, institutional arrangements, QA processes, assessment and awarding processes, skills recognition and other mechanisms that link education and training to the labour market and civil society. Qualifications systems may be more or less integrated and coherent. One feature of a qualifications system may be an explicit framework of qualifications.

Non-formal learning: Planned learning activities, not explicitly designated as learning, towards the achievement of a qualification or part-qualification; often associated with learning that results in improved workplace practice

Partial Studies: Education whose duration or content is incomplete according to the regulations and rules of the institution, and which, not having resulted in the conferral of a qualification, has been subjected to an evaluation and a validation, in accordance with the regulations and rules of the institution concerned.

Prior learning: Learning and/ or experience that have already been acquired in different ways either formal or informal.

Qualification: Any degree, diploma or other certificate issued by an accredited education institution attesting the successful completion of an approved education programme.

Qualifications Frameworks: Systems for classification, registration, publication and articulation of quality assured qualifications.

Quality assurance:

- An ongoing process of evaluating and enhancing the quality of a higher education system, institutes or programs to assure stakeholders that acceptable standards are maintained and enhanced
- Processes and procedures for ensuring that qualifications, assessment and programme delivery meet certain standards.

Recognition: A formal acknowledgement by a competent authority of a party of the value of a foreign education qualification or a validated training.

Region: A sub-part of the African continent.

Regional Qualifications Framework: A broad structure of levels of learning outcomes that is agreed by countries in a geographical region. A means of enabling one national framework of qualifications to relate to another and, subsequently, for a qualification in one country to be compared to a qualification from another country.

Skills:

- A bundle of knowledge, attributes and capacities that can be learnt and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.
- Skills means the ability to apply knowledge and use know how to complete tasks and solve problems. Skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Stakeholder: A person or organisation with an interest or concern in something. In vocational education and training, stakeholders include government, providers of training, industry, clients and the community.

Validation: Procedure by which a competent authority evaluates qualifications in accordance with norms and standards recognised nationally or internationally.