

ACQF-II Project

www.acqf.africa



Seychelles Qualifications Authority

Guidelines for Providers of Micro-credentials in Seychelles

Final Draft

May 2026

Table of contents

1. INTRODUCTION	1
1.1 PURPOSE OF THE GUIDELINES	1
1.2 LINKAGE WITH THE NATIONAL MICRO-CREDENTIALS POLICY FRAMEWORK, RPL POLICY AND SNCATS	1
1.3 SCOPE AND APPLICABILITY	2
1.4 NATIONAL DEFINITION OF MICRO-CREDENTIALS	2
1.5 LANGUAGE OF MICRO-CREDENTIALS	2
2. GUIDING PRINCIPLES	2
2.1 NEED AND ACCEPTABILITY	3
2.2 ALIGNMENT WITH SNQF AND NATIONAL EDUCATION/ TRAINING PRIORITIES	4
2.3 INFORMATION AND GUIDANCE	5
2.4 PRINCIPLES OF GOOD QUALITY MICRO-CREDENTIALS	7
3. INSTITUTIONAL RESPONSIBILITIES AND IMPLEMENTATION ARRANGEMENTS FOR MICRO-CREDENTIALS	9
3.1 ELIGIBILITY TO OFFER AND AWARD MICRO-CREDENTIALS	10
3.2 INSTITUTIONAL POLICIES AND PROCEDURES FOR MICRO-CREDENTIALS	10
3.3 IDENTIFYING AND VALIDATING COMPETENCE NEEDS	10
3.4 DESIGNING MICRO-CREDENTIALS	11
3.5 LEARNING OPPORTUNITIES AND RPL	11
3.6 ASSESSMENT OF LEARNING OUTCOMES AND AWARDING OF MICRO-CREDENTIALS	12
3.7 RECOGNITION OF MICRO-CREDENTIALS FOR ADMISSION, PROGRESSION OR CREDIT TRANSFER	12
3.8 INTERNAL QUALITY ASSURANCE	13
3.9 INTERNAL MONITORING AND EVALUATION	13
3.10 RECORD KEEPING AND REPORTING	13
4. DEVELOPMENT OF MICRO-CREDENTIALS	15
4.1 DEVELOPMENT PROCESS	15
4.2 MINIMUM INFORMATION ELEMENTS	17
4.3 TYPES OF MICRO-CREDENTIALS	18
4.4 STACKABILITY AND PATHWAYS (TOWARDS PART/FULL QUALIFICATIONS)	20
5. DELIVERY AND ASSESSMENT	21
5.1 MODES OF DELIVERY (ONLINE, BLENDED, WORKPLACE-BASED)	21
5.2 OFFERING AND ENROLMENT	22
5.3 ASSESSMENT METHODS, CRITERIA AND PROCEDURES	23
5.5 INTEGRATION WITH RECOGNITION OF PRIOR LEARNING (RPL)	24
5.6 DIGITAL ISSUANCE AND VERIFICATION	24
6. QUALITY ASSURANCE	24
6.1 INTERNAL QA REQUIREMENTS FOR PROVIDERS	25
6.2 EXTERNAL QA BY SQA	26
6.3 EXTERNAL QA OF NON-CREDIT-BEARING MICRO-CREDENTIALS	26
7. RECOGNITION OF MICRO-CREDENTIALS	27
7.1 RECOGNITION PATHWAYS FOR EDUCATION AND TRAINING	27



7.2 RECOGNITION FOR EMPLOYMENT AND PROFESSIONAL PURPOSES	28
7.3 CREDIT ACCUMULATION AND TRANSFER (SNCATS)	28
8. REGISTRATION AND CERTIFICATION	29
8.1 REGISTRATION OF CREDIT-BEARING MICRO-CREDENTIALS ON SNQF	29
8.2 INCLUSION IN INSTITUTIONAL AND NATIONAL DATABASES	29
8.3 ISSUANCE OF CERTIFICATES	29
9. MONITORING, EVALUATION AND REPORTING	30
9.1 INTERNAL M&E BY PROVIDERS	30
9.2 MAINTAINING AND REVIEWING MICRO-CREDENTIALS	31
9.2.1 MICRO-CREDENTIAL REVIEW	32
9.3 REPORTING TO SQA	33
10. SOME POTENTIAL CHALLENGES ASSOCIATED WITH IMPLEMENTATION OF A NATIONAL MICRO-CREDENTIALS FRAMEWORK	33
10.1 BEST PRACTICES IN THE IMPLEMENTATION OF A NATIONAL MICRO-CREDENTIALS FRAMEWORK	34
11. ANNEXES	35
ANNEX 1. STEP-BY-STEP DEVELOPMENT PROCESS FOR MICRO-CREDENTIALS	35
ANNEX 2. WRITING LEARNING OUTCOMES	40
ANNEX 3. MICRO-CREDENTIAL DESIGN TEMPLATE	44
ANNEX 4. RECOGNITION OF PRIOR LEARNING (RPL) FOR MICRO-CREDENTIALS	46
ANNEX 5. ALIGNMENT OF MICRO-CREDENTIALS WITH THE SNQF AND SNCATS	49
ANNEX 6: PRACTICAL IMPLEMENTATION CONSIDERATIONS FOR MICRO-CREDENTIALS	51
ANNEX 7: EXAMPLE OF A MICRO-CREDENTIAL	54
ANNEX 8: WORKLOAD ESTIMATION AND CONVERTING NOTIONAL HOURS TO CREDITS	57
DEFINITIONS	58
BIBLIOGRAPHY	59



List of abbreviations and acronyms

ECTS – European Credit Transfer and Accumulation System

ICT – Information and Communication Technology

M&E – Monitoring and Evaluation

QA – Quality Assurance

RPL – Recognition of Prior Learning

SNCATS – Seychelles National Credit Accumulation and Transfer System

SNQF – Seychelles National Qualifications Framework

SQA – Seychelles Qualifications Authority



1. Introduction

1.1 Purpose of the guidelines

These Guidelines are intended to translate the Seychelles National Micro-credentials Policy Framework into practical steps that providers can follow when designing, developing, delivering, awarding and recognising micro-credentials in Seychelles. They explain how micro-credentials should be conceptualised, specified and quality-assured so that they form a coherent part of the national education and training system rather than a parallel or ad hoc provision.

The Guidelines also aim to promote trust and transparency among learners, employers, professional bodies and other stakeholders by ensuring that micro-credentials are understandable, comparable and usable for employment, progression and professional development.

1.2 Linkage with the national micro-credentials policy framework, RPL policy and SNCATS

These Guidelines will be implemented alongside the Seychelles National Micro-credentials Policy Framework, the National Policy for Recognition of Prior Learning (Revised, 2025), the National Guidelines for the Implementation of Recognition of Prior Learning (Revised, 2025) and the Seychelles National Credit Accumulation and Transfer System (SNCATS).

This ecosystemic approach will ensure benefits for learners from flexible and personalised learning experiences, promote lifelong learning and offer alternative pathways for recognition of knowledge and skills irrespective of the learning mode and context. Assigning credits to micro-credentials will facilitate stacking of micro-credentials towards part and full qualifications.

While many micro-credentials are linked to learning opportunities provided by education, training or skills providers, others recognise learning achievements demonstrated through Recognition of Prior Learning (RPL). These achievements may be acquired in contexts such as the workplace, volunteering, community activities, or self-directed learning.

Thus, the linkage between these Guidelines and other education and training related policies will enhance the value and portability of all types of micro-credentials and ensure that they are recognised and valued by employers and providers. Eventually, this will enable individuals to continuously upskill and reskill in response to the ever-evolving industry and societal needs.

1.3 Scope and applicability

These Guidelines apply to all organisations that design, develop, offer, assess or award micro-credentials in Seychelles. This includes public and private education and training providers, universities and tertiary institutions, TVET and skills development providers, employers that issue micro-credentials for workplace learning, and professional or industry bodies that certify specific competences.

While the primary audience is providers and awarding institutions, the Guidelines are also intended as a reference for the Seychelles Qualifications Authority (SQA), ministries and other policy makers, employers, trade unions, professional associations and learner representatives. For these stakeholders, the document explains what can be expected from a micro-credential that is developed and awarded in line with national requirements, and how such micro-credentials can be used within education, training and employment systems.

1.4 National definition of micro-credentials

In Seychelles, a micro-credential is understood to be a record of focused learning achievement verifying what the learner knows, understands or can do, and includes assessment based on clearly defined criteria, and is awarded by an accredited or registered provider.

1.5 Language of micro-credentials

Seychelles has three official languages — Seychellois Creole, English, and French. The national micro-credentials system shall be inclusive of all three official languages. Thus, providers are encouraged to design and deliver micro-credentials as well as conduct assessments in the language most appropriate to the target group, considering the nature of the credential, the target sector, and the needs of the learner. Where a credential relates to a sector in which communication in a specific language is an occupational requirement (e.g., international maritime standards, tourism customer service), the rationale for the specified language of assessment shall be clearly disclosed in the credential description. Certificates for micro-credentials shall, at minimum, be issued with a title in both English and Seychellois Creole.

2. Guiding principles

Micro-credentials expand the ways in which learning can be recognised in Seychelles. They support flexible learning pathways, enable targeted upskilling and reskilling, and acknowledge meaningful learning achieved through formal, non-formal and informal environments.

Micro-credentials are often used to document workplace capabilities, emerging skills, or professional development achievements. Their relevance depends on alignment with labour-market needs and clarity of learning outcomes. Not only that, but micro-credentials also hold significant value – they provide a means for recognising up-to-date or niche competencies, especially in sectors experiencing rapid change. Their usefulness depends on clear purpose, credible assessment and transparent documentation, enabling employers and other stakeholders to interpret the achievement accurately.

In addition, micro-credentials:

- recognise specific, focused achievements
- may be credit-bearing or non-credit-bearing
- operate as discrete units intended for immediate application (e.g. workplace competence, compliance requirements, professional skills)
- support flexible learning opportunities for diverse groups of learners

Because micro-credentials are designed to certify focused and coherent competences, a shared set of guiding principles helps ensure their consistency, quality and usefulness across the system. The principles outlined in this section reflect the Seychelles National Micro-credentials Policy Framework and establish the foundation for development, delivery, assessment and recognition. They help providers understand how micro-credentials operate within the national education and training system and how they can be designed in ways that support transparency, portability and trust.

These principles also help learners, employers and professional bodies interpret micro-credentials and use them confidently for employment, progression or professional development. They support the goals of widening participation, recognising diverse forms of learning, and enabling a more responsive, modular and learner-centred system. The following are the principles guiding the micro-credentials ecosystem in Seychelles.

2.1 Need and acceptability

Micro-credentials are most effective when they respond to a genuine and recognised competence need. This may include drawing on readily available evidence such as employer input, sector or workplace observations, feedback from learners or industry partners, or relevant institutional data. Establishing a clear rationale supports alignment with national priorities and helps ensure that micro-credentials remain relevant and meaningful.

Once the need is identified, providers should articulate a clear purpose for the micro-credential. The purpose explains what competence the micro-credential recognises, why this competence is important, and who is expected to benefit from it. A well-defined purpose

enhances acceptability among learners, employers and institutions because it clarifies how the micro-credential can be used.

For guidance on how to formulate learning outcomes providers may refer to Annex 2.

2.2 Alignment with SNQF and national education/ training priorities

2.2.1. The rationale for alignment

Seychelles has demonstrated the important role that micro-credentials will play in the national education and training landscape by approaching micro-credentials as part of the education and training ecosystem. It is for this reason that micro-credentials to be offered in Seychelles can be aligned with the revised national qualifications framework and the accompanying regulations, as well as recognition and articulation policies such as recognition of prior learning and credit accumulation and transfer system. Aligning a micro-credential with the Seychelles National Qualifications Framework (SNQF) ensures that its level, workload and assessment criteria and procedures are understood in a consistent way.

The integration of micro-credentials into the education and training ecosystem will ensure benefits for learners from a more flexible and personalised learning experience. This approach will not only enhance the value and portability of micro-credentials but will also ensure that they are recognised and valued by employers and providers alike.

Ultimately, this integration will support lifelong learning and help individuals to continuously upskill and reskill in response to evolving national education/ training priorities as well as industry and societal demands.

2.2.2 The alignment process

Alignment is the process through which providers ensure that a micro-credential fits coherently within the national education and training system. It involves considering how the recognised competence relates to national frameworks, credit principles and recognition arrangements.

When designing a micro-credential, providers should consider alignment in a structured way. This includes reflecting on:

- the appropriate level of learning or competence in relation to the Seychelles National Qualifications Framework (SNQF), where applicable;
- the expected workload and whether the micro-credential is credit-bearing in line with the Seychelles National Credit Accumulation and Transfer System (SNCATS), where applicable;

- the suitability of assessment methods for demonstrating achievement, the relationship between the micro-credential and existing qualifications, part-qualifications or other micro-credentials; and
- consistency with national policies, including Recognition of Prior Learning (RPL).

Alignment is particularly important for credit-bearing micro-credentials that are intended to be registered on the SNQF or used for access, progression or credit transfer. In such cases, providers are expected to document and justify their alignment decisions as part of internal quality assurance and external review by the Seychelles Qualifications Authority (SQA).

For non-credit-bearing micro-credentials, alignment focuses on compatibility rather than formal placement. Clear learning outcomes, transparent assessment and credible quality assurance, support recognition by other learning providers as well as for employment and professional purposes, even where formal credit or SNQF registration is not sought.

The practical steps, tools and documentation requirements for aligning micro-credentials—including level determination, workload estimation and preparation for SQA review—are provided in Annex 5: Alignment of Micro-credentials with the SNQF and SNCATS. Providers should refer to this annex when carrying out alignment activities during design and review.

2.3 Information and guidance

Information and advice on micro-credentials should be incorporated in lifelong learning guidance services and should reach the broadest possible learner groups, in an inclusive way, supporting education, training and career choices. Thus, providers should:

- Ensure the accessibility and effective outreach of information on micro-credentials.
- Integrate micro-credentials into lifelong learning guidance

2.3.1 Ensure accessibility of information on micro-credentials

Providers of micro-credentials, while considering using the elements listed in section 4.2 to describe micro-credentials upon issuing, may also adapt this same list for providing information on the offer of micro-credentials relevant to potential learners. Providers should ensure transparency in the elements of information enabling potential learners to make the best suited choice of offer on micro-credentials.

Providers should ensure that every micro-credential is described using a standard, transparent format. The information elements in section 4.2 should be communicated to learners in clear and simple language. This information should be available before enrolment and easily searchable.

At a minimum, information provided to learners should include:



- the purpose of the micro-credential
- the learning outcomes
- the SNQF level (where applicable) the workload or credits (if applicable)
- the assessment methods and criteria
- entry requirements (to access micro-credential course or assessment for awarding a micro-credential, such as prior certificates or qualifications, obligatory training, the availability of RPL to access assessment, etc.)
- potential progression or stackability options
- learning opportunities (e.g. short courses, workshops, coaching sessions or workplace-based activities) to prepare the learner for assessment (if applicable)
- the possibility of issuance of the micro-credential as a digital credential.

2.3.2 Offer guidance for lifelong learning

Lifelong learning plays a crucial role in leading the transformation of economies that is necessary to meet today's unprecedented social, economic and environmental challenges. When it comes to becoming lifelong learners, however, individuals may require guidance on how to face the many doubts and questions as to which learning offers best prepare them to take the lead in navigating through this time of transformation.

For micro-credentials providers should ensure accessible, user-friendly and effective career guidance services.

Guidance may also be offered during the learner's engagement with the micro-credential, particularly where assessment requirements may be new to them. Providers may:

- explain the types of evidence learners may need to produce
- clarify the expected standard of performance
- offer short orientation or briefing sessions to help learners prepare for assessment
- provide guidance on how to gather or organise RPL evidence.

2.3.3 Supporting inclusive participation

Micro-credentials are intended to widen participation in learning and recognition by offering flexible and accessible opportunities. Providers should consider inclusion when designing

and offering micro-credentials, taking into account the diversity of learners' backgrounds, circumstances and prior experiences.

Supporting inclusive participation may include, where relevant and feasible:

- offering learning opportunities or assessment options through different modes (such as in-person, online, blended or workplace-based);
- allowing flexibility in timing, pace or assessment arrangements to accommodate working learners or other constraints;
- ensuring that information, guidance and assessment requirements are communicated in clear, non-technical language;
- considering reasonable adaptations to assessment methods where individual learner needs require this, without lowering the standard of the learning outcomes;
- ensuring that Recognition of Prior Learning (RPL) is available as a pathway to access or achieve the micro-credential, in line with national RPL requirements.

The expectation is that inclusion is actively considered and documented during the design and offering of micro-credentials. Proportionate, context-appropriate approaches support equitable access while maintaining the integrity and credibility of the micro-credential.

2.4 Principles of good quality micro-credentials

Quality underpins the credibility and usefulness of micro-credentials. The foundation of quality is clear, outcome-based design, in line with the principles of good quality micro-credentials set out in the Seychelles National Micro-credentials Policy Framework. Applying the principles below for the development and issuance of micro-credentials is critical for their recognition.

1. *Skill/competency-focused:*

Providers of micro-credentials should clearly state the learning outcomes, i.e. knowledge, skills, attitudes or competencies, in a measurable or demonstrable manner. These learning outcomes wherever relevant should be referenced to skills, competency or industry frameworks for greater acceptance. They should be clear, assessable and appropriate to the size and purpose of the micro-credential. Clear learning outcomes help providers design suitable assessment and enable employers and institutions to interpret the achievement consistently.

2. *Outcome-based assessment*

The attainment of the learning outcomes/competency should be demonstrated through suitable assessment against clearly defined criteria. Assessment method/s should allow learners to demonstrate the knowledge, skills or competence acquisition preferably in an authentic context. Providers select assessment methods that reflect the nature of the competence such as practical demonstration, simulation, structured tasks, examination or oral assessment. Transparent assessment criteria help learners understand expectations and support fair and consistent decision-making. Moderation, whether internal or external, ensures reliability.

3. *Quality assured*

Providers are responsible to ensure the quality of micro-credential design and, where applicable, of the course leading to a micro-credential, as well as validity and reliability of assessment of learning achievements. Providers should make sure that they follow relevant quality assurance requirements of the external bodies (such as bodies carrying out quality assurance, professional bodies or councils).

4. *Flexible learning pathways*

The flexibility of micro-credentials allows learners to set their own learning pathways based on their career and personal preferences. Learners shall have the possibility to combine or “stack” micro-credentials to build broader learning achievements, including towards a part qualification or a qualification, or combine recognition of prior learning with training opportunities. Ideally, micro-credential providers should identify different career and academic pathways for the learners to use as a guide in shaping their own goals.

5. *Learner-centred*

To the greatest extent possible, the providers should design micro-credentials which allow the learners to select micro-credential courses in a time and mode that coheres with their personal and work needs. Micro-credentials can be designed to be delivered through online, face-to-face or blended or hybrid modes. Ideally, the mode of delivery should enable learners to learn independently and manage their own learning journeys more effectively and at their own pace.

6. *Relevance*

Micro-credentials should be designed and delivered in response to the demands of the learners, employers or industries for upskilling or reskilling and recognition of skills. Active engagement with employers, industries and professional bodies is crucial to ensure the currency, relevancy and value of the micro-credentials.

7. Transparency

The providers of micro-credentials should furnish complete and clear information on the micro-credentials they offer. The information presented must be in a readable, friendly and easily accessible form. The information shall encompass minimum information elements to describe micro-credentials set out in the Seychelles National Micro-credentials Policy Framework and other information relevant for learners, employers and for the purposes of their recognition.

8. Information and guidance

Information on micro-credentials and learning or validation opportunities leading to micro-credentials should be easily accessible and readily shared through relevant platforms. Providers shall provide guidance to learners on the learning pathways and employment and career opportunities relevant to the micro-credentials they offer.

9. Portability and authenticity

Providers are encouraged to issue micro-credentials in a digital format allowing for seamless data exchange and verification of authenticity, that may be stored and shared by the credential holder.

Digital credentials are issued in a standardised format and based on technologies that protect the identities of the learners and prevent the certifications from being misused or altered to ensure user trust.

10. Recognition

Providers are encouraged to collaborate with other providers, as well as with other stakeholders, and to apply for registration of their micro-credentials on the SNQF to facilitate recognition of micro-credentials they offer.

3. Institutional responsibilities and implementation arrangements for micro-credentials

This chapter sets out the institutional responsibilities and implementation arrangements for the design, assessment, awarding and recognition of micro-credentials in Seychelles.

In line with the Seychelles National Micro-credentials Policy Framework, micro-credentials may be offered and awarded by a wide range of providers across public, private and professional sectors, provided that appropriate quality assurance and recognition arrangements are in place.

Providers offering or awarding micro-credentials are responsible for ensuring that these credentials are developed, assessed and documented in a manner that supports trust, transparency and recognition within the national education and training system. The sections below outline the key institutional processes and responsibilities that support this objective.

3.1 Eligibility to offer and award micro-credentials

Micro-credentials in Seychelles may be offered and awarded by institutions and organisations operating across different sectors, including public education and training institutions, government bodies, private companies, and professional or industry associations.

In accordance with national legislation and the Seychelles National Micro-credentials Policy Framework:

1. Providers that are accredited or registered under relevant national legislation may independently offer and award micro-credentials within the scope of their mandate and quality assurance arrangements.
2. Organisations or institutions that are not accredited or registered may offer micro-credentials only in collaboration with an accredited or registered provider. In such cases, the accredited or registered partner is responsible for ensuring appropriate quality assurance and recognition arrangements are applied.

These provisions ensure that micro-credentials are accessible across sectors while maintaining coherence, credibility and national recognition.

3.2 Institutional policies and procedures for micro-credentials

Institutions involved in offering or awarding micro-credentials should establish internal policies and procedures that describe how micro-credentials are designed, assessed, quality assured and recognised. These policies should be consistent with the Seychelles National Micro-credentials Policy Framework and the principles outlined in these Guidelines.

3.3 Identifying and validating competence needs

Micro-credentials are intended to respond to concrete, often immediate competence needs arising in workplaces, communities or specific development contexts. Providers should apply proportionate and context-appropriate methods to confirm that a competence merits standalone recognition, and that this rationale is documented prior to design. This may involve brief consultations with employers or professional bodies, feedback from workplace supervisors, review of technological, regulatory or sector changes, and alignment with emerging national skills priorities. If the competence need weakens or changes, the micro-credential should be updated or discontinued.

Annex 6 provides practical implementation guidance that providers may adapt to their institutional context.

3.4 Designing micro-credentials

Micro-credentials must be designed as recognition instruments. The design process focuses on defining purpose, learning outcomes, assessment methods, quality assurance, workload and level.

Providers are responsible for ensuring that each micro-credential is designed in a way that reflects national requirements and supports transparent, consistent recognition of learning. The design process includes defining purpose, writing learning outcomes, determining workload, selecting assessment methods and planning quality assurance arrangements.

To ensure consistency across institutions, providers can follow the detailed development steps outlined in Section 4 and complete the required information elements using the Micro-credential Design Template in Annex 3. This ensures that all micro-credentials are developed systematically, based on validated needs and aligned with the SNQF, RPL Policy and SNCATS where applicable.

3.5 Learning opportunities and RPL

Providers may offer learning opportunities such as workshops, short courses, coaching sessions or workplace-based activities to help learners prepare to demonstrate the outcomes of a micro-credential.

Providers must also ensure that learners have the option to achieve the micro-credential through Recognition of Prior Learning (RPL). This includes:

1. informing learners when RPL is available as a pathway to access and to obtain a micro-credential
2. explaining the types of evidence that can be presented, such as demonstrations, portfolios, attestations, product samples or workplace records
3. providing clear information on assessment requirements so learners can prepare appropriate evidence
4. assessing RPL evidence using the same criteria applied to all other learners

5. ensuring that RPL processes form part of the institution's quality assurance and moderation procedures¹.

Regardless of whether a learner uses a learning opportunity or presents RPL evidence following an assessment-only pathway, the micro-credential is awarded only when the learner has demonstrated all the required learning outcomes.

3.6 Assessment of learning outcomes and awarding of micro-credentials

Providers are responsible for ensuring that assessment accurately confirms whether learners have achieved all learning outcomes of the micro-credential. Assessment must be consistent, transparent and aligned with the approaches described in chapter 5.

3.7 Recognition of micro-credentials for admission, progression or credit transfer

Providers should establish clear internal procedures for recognising micro-credentials for admission, progression or credit transfer. Recognition decisions must be transparent, documented and based on the information elements specified in subsection 4.2 and the principles outlined in section 7.

Recognition involves the following responsibilities:

1. verifying that the learning outcomes of the micro-credential match the requirements of the programme or course for which recognition is sought;
2. confirming whether the micro-credential is credit-bearing and, if so, identifying the number of credits corresponding to the relevant part of the programme or a course;
3. determining how the micro-credential may contribute to access, advanced standing, exemption or credit transfer in line with the Seychelles National Credit Accumulation and Transfer System;

¹ Moderation procedures are assessment-related quality assurance processes for ensuring that marks or grades are awarded appropriately and consistently. Moderation involves checking and reviewing assessment schemes, items and assessor judgments. This includes moderation of materials before they are used for assessment, moderation of assessment decisions before results are released to learners (if applicable), and moderation of assessor decisions post – assessment for self-assessment.

4. recognising micro-credentials awarded through RPL in the same way as micro-credentials awarded through coursework or structured learning; and
5. clearly documenting all recognition decisions and communicating them to learners.

Providers should ensure that staff responsible for recognition decisions have access to the relevant policies, including the Seychelles National Micro-credentials Policy Framework, the RPL Policy and institutional guidelines for credit transfer. Recognition practices should be periodically reviewed to ensure consistency and fairness.

3.8 Internal quality assurance

Providers should embed micro-credentials within their institutional quality assurance systems to ensure that all recognition, assessment and certification processes are reliable, transparent and aligned with national requirements. Providers of micro-credentials should ensure that internal quality assurance is documented in institutional policies and applied consistently across all micro-credentials. Internal quality assurance of micro-credentials is further explained in subsection 6.1.

3.9 Internal monitoring and evaluation

Providers should have a systematic approach to monitoring and evaluating their micro-credentials to ensure they remain current, relevant and effective for learners and employers. Monitoring and evaluation should focus on whether the micro-credential continues to meet the competence need that justified its development and whether assessment decisions remain consistent and fair.

Providers are therefore responsible for putting in place internal monitoring and evaluation procedures, including the collection and use of data on enrolment, completion and assessment outcomes, and for using this information to inform continuous improvement.

The specific activities, data items and focus areas for internal monitoring and evaluation are described in more detail in subsection 9.1.

3.10 Record keeping and reporting

Providers should maintain complete and accurate records on all micro-credentials they design, develop, offer, assess, award and recognise. These records are important as they support internal quality assurance, enable external review by the Seychelles Qualifications Authority (SQA) and ensure that learners can access reliable documentation of their achievements. Providers should keep records that include:

- **Micro-credential specifications**
Final approved versions of each micro-credential, including purpose, learning

outcomes, workload, level, assessment requirements, quality assurance arrangements and version history.

- **Learner enrolment information**

Records of all learners who have enrolled, including registration dates, entry requirements met, RPL access decisions and withdrawal information where relevant.

- **Assessment and RPL evidence**

Evidence used to make assessment or RPL decisions, assessment criteria, assessor comments, moderation reports and any reviews of borderline or disputed decisions.

- **Awards and certification**

Records of all learners who have been awarded micro-credentials, including date of award, certificate details, unique identifiers and information on digital or physical issuance.

- **Quality assurance and review documents**

Reports from internal validation, moderation, monitoring and evaluation activities, as well as documentation of any updates made to the micro-credential.

Providers should ensure that records are stored securely, retained for the required period and retrievable for internal or external review. SQA may request information as part of its oversight role and providers must submit required statistical or monitoring data in the format and timeframe requested.

3.11 Collaborating with stakeholders

Providers should actively work with external stakeholders to ensure that micro-credentials remain relevant, credible and aligned with labour market and societal needs. Effective collaboration helps validate competence needs, strengthen quality assurance and support recognition across the education and training system. Providers are encouraged to engage with employers, industry and professional bodies through structured mechanisms such as advisory groups, joint development of micro-credentials, workplace-based learning arrangements, and validation of learning outcomes and assessment approaches.

Collaboration may include the following activities:

- **Working with employers and industry bodies**

Providers should engage employers, sector representatives and professional associations to confirm competence needs, validate learning outcomes and ensure that the micro-credential remains relevant to workplace expectations.

- **Cooperating with the Seychelles Qualifications Authority (SQA)**

Providers should communicate with SQA when seeking accreditation or registration

of micro-credentials and participate actively in national consultations, reviews or updates related to micro-credential policy and quality assurance.

- **Engaging other education and training providers**

Collaboration with other institutions can support recognition and mobility. Providers may conclude agreements on mutual recognition of micro-credentials following the requirements of the Seychelles National Micro-credentials Policy Framework to enable consistent recognition of micro-credentials for access, credit transfer or progression.

- **Involving communities and public sector partners**

Where relevant, providers may consult community organisations, public services or regulatory bodies to ensure that micro-credentials address emerging needs, compliance requirements or sector priorities.

These collaborative relationships should be incorporated into institutional processes and reviewed periodically to ensure they continue to support the relevance and quality of micro-credentials.

4. Development of micro-credentials

Micro-credentials should be developed in a structured and transparent way so that they consistently recognise meaningful and assessable learning achievements. This section provides a step-by-step approach that providers can follow when developing micro-credentials, supported by the detailed template in Annex 3 and the workflow in Annex 1.

The process described below applies to both credit-bearing and non-credit-bearing micro-credentials.

4.1 Development process

The development process begins once a competence need has been validated. Providers should follow these steps to design a micro-credential that is clear, quality assured and aligned with national expectations.

Step 1: Confirm the purpose of the micro-credential

Providers should write a clear purpose statement explaining:

- what competence is being recognised
- why this competence is important

- who the micro-credential is intended for
- how the achievement may be used by learners or employers

The purpose should link directly to the validated need documented in Section 3.2.

Step 2: Write learning outcomes

Learning outcomes must describe, in observable terms, what the learner is able to demonstrate after successful assessment. Providers should:

- ensure each outcome is clear, measurable and appropriate in scope
- confirm that outcomes can be assessed using valid evidence
- check alignment with the purpose and with expected workplace practice

Providers may refer to Annex 2 for guidance on writing outcomes.

Step 3: Determine workload and credit (if applicable)

Workload should be estimated in notional learning hours, including preparation, practice, reflection and assessment. If the micro-credential is credit-bearing, providers convert workload into credits using SNCATS and ensure that the credit value matches the scope of the learning outcomes.

Step 4: Propose the SNQF level (if applicable)

Where a micro-credential will carry credits, providers should identify the appropriate SNQF level by:

- comparing the learning outcomes to the SNQF level descriptors
- reviewing the expected complexity, autonomy and context of learning outcomes
- checking that assessment tasks reflect the chosen level

A short justification should be documented for internal QA and SQA review.

Step 5: Select appropriate assessment methods

Assessment must verify achievement of each learning outcome. Providers should:

- choose assessment criteria and procedures that match the competence being recognised



- ensure that evidence requirements are clear and manageable
prepare assessment criteria that support fair and consistent judgement
- plan moderation arrangements to review assessment decisions.

Step 6: Plan quality assurance and validation

Quality assurance should be built into the development process. Providers should:

- submit the micro-credential for internal validation
- ensure that assessment criteria, procedures and tasks undergo quality checks
- document all decisions and approvals
- include RPL routes in the validation process

Step 7: Describe pathways and stackability

Where relevant, providers should explain how the micro-credential may:

- connect with related micro-credentials
- contribute to part-qualifications or qualifications
- support occupational roles or professional development pathways.

Step 8: Complete the micro-credential specification

All required information elements must be compiled using the template in Annex 3. The specification must be accurate, complete and approved through institutional quality processes before the micro-credential is offered or submitted to SQA.

4.2 Minimum information elements

Each micro-credential should be documented using a consistent set of information elements. These elements help learners, employers and institutions interpret the achievement and support system-wide consistency. The required elements include:

- Title
- Provider/Awarding institution
- Field and subfield



- Purpose/Rationale
- Workload (credits or notional hours) (if applicable)
- Level on SNQF (if applicable)
- Entry requirements (including via other micro-credentials)
- Learning outcomes
- Assessment methods and criteria
- Quality assurance
- Integration and stackability
- Modes of delivery (if applicable)
- Recognition of Prior Learning (if applicable)

For a complete template that providers can fill out directly, see Annex 3: Micro-credential Design Template.

4.3 Types of micro-credentials

Micro-credentials in Seychelles may take different forms depending on their purpose, their relationship to formal learning pathways, and the quality assurance mechanisms that underpin them. The Seychelles National Micro-credentials Policy Framework distinguishes micro-credentials by whether they carry credit and whether they form part of a larger recognised learning programme. Understanding these distinctions helps providers design micro-credentials that are coherent, appropriately scoped and aligned with national systems for recognition.

4.3.1 Credit-bearing micro-credentials

Credit-bearing micro-credentials are designed within the formal learning system. They:

- draw on accredited programmes or recognised institutional quality-assurance processes
- carry credit expressed in accordance with national credit principles
- are positioned on the Seychelles National Qualifications Framework (SNQF) when approved by the SQA



- may contribute to structured progression routes, including part-qualifications and full qualifications
- are suitable for learners who seek formal recognition that can link to further study or qualification pathways

Credit-bearing micro-credentials are typically developed by institutions with the authority to award accredited learning and operate established internal quality-assurance systems. Their alignment with SNQF level descriptors enables clarity about the level and depth of competence recognised. Because these micro-credentials carry formal credit, they can support credit accumulation and transfer when receiving institutions determine alignment with their programme requirements.

4.3.2 Non-credit-bearing micro-credentials

Non-credit-bearing micro-credentials arise from non-formal learning contexts or from providers who operate outside the formal accreditation system. They:

- do not carry credit
- may still follow outcome-based design and be quality assured internally and externally.
- recognise competencies that may be highly specialised, occupationally specific, or emerging
- suit rapid upskilling needs, workplace learning, and professional development
- can serve as standalone recognitions of discrete achievements or competencies.

To support quality, comparability and recognition of non-credit-bearing micro-credentials should follow the outcome-based structure outlined in Section 4.2 and may use the templates provided in Annex 3.

4.3.3 Standalone micro-credentials

Standalone micro-credentials are entirely designed to address specific needs of employers, industries, or individuals seeking specific knowledge, skills and competencies. They usually do not form part of any accredited learning programme but can still be recognised for credits within accredited learning programmes.

The standalone micro-credentials can include all kinds of independent short courses designed and delivered by the education and training providers, private institutions, industries and government agencies for the purposes of skilling, upskilling and/or reskilling of the workforce, learners and graduates.

Suffice to mention that standalone micro-credentials may also include short courses inspired by modules/courses in accredited learning programmes.

4.3.4 Integrated Micro-credentials (Part of a Larger Programme)

Integrated micro-credentials are designed as formally recognised components of a broader learning programme. They:

- map directly to a part-qualification or qualification
- carry credit and align with SNQF level descriptors
- use the same quality-assurance arrangements as the parent programme
- may be combined, sequenced or stacked to represent progressively broader learning achievements

Integrated micro-credentials strengthen modularity within formal programmes. They make it possible for learners to complete identifiable components of a qualification without enrolling in the full programme immediately. This supports lifelong learning and enables incremental progress toward larger credentials.

4.3.5 Stackable micro-credentials

Stackable micro-credentials are designed to connect with each other in structured or semi-structured ways. They:

- may be grouped within a pathway or progression route
- can build a broader competence area over time
- may ladder into a part-qualification or qualification when receiving institutions recognise their alignment
- help learners and employers plan long-term development

Stackability does not imply automatic credit transfer or guaranteed progression. Rather, it reflects the potential for clearly documented and well-aligned micro-credentials to be combined meaningfully. Where stackability is intended, providers should describe possible pathways and indicate how learning outcomes and workload relate to the larger structure.

4.4 Stackability and pathways (towards part/full qualifications)

Micro-credentials support progression when they are designed in ways that allow learners to combine them into broader competence areas or use them toward further study and

qualifications. Stackability reflects the intentional structuring of micro-credentials so that individual achievements can build toward more substantial learning outcomes. This is consistent with the Seychelles National Micro-credentials Policy Framework, which positions micro-credentials as contributors to flexible and modular learning pathways.

Stackable micro-credentials may relate to one another horizontally or vertically.

- **Horizontal stackability** refers to micro-credentials covering complementary skills at a similar level, allowing learners to develop a rounded competence profile in a particular job role or sector (e.g., customer service + food hygiene + environmental practices).
- **Vertical stackability** involves sequencing micro-credentials so that each successive achievement reflects deeper or more complex learning aligned to progressively higher levels of the SNQF.

Not all micro-credentials need to form part of a pathway, but where a connection exists, it should be clearly described. Providers should explain how the micro-credential might contribute to a part-qualification, qualification, or recognised occupational skill set. This transparency helps learners understand the potential longer-term value of their achievement and supports institutions making decisions about recognition.

Stackability does not guarantee automatic progression or credit transfer. Receiving institutions determine whether a micro-credential aligns with programme requirements, level descriptors and internal quality standards. Clear documentation of learning outcomes, workload and assessment makes such decisions easier and more consistent.

5. Delivery and assessment

5.1 Modes of delivery (online, blended, workplace-based)

Micro-credentials recognise the achievement of learning outcomes, not the specific learning experiences that led to them. However, providers may offer a range of learning opportunities to support learners in preparing for assessment. Delivery modes should be chosen based on the nature of the competence being assessed, the needs of the target learner group and the context in which learning best occurs.

Common delivery modes include:

5.1.1 In-person delivery

Suitable for competences requiring direct interaction, hands-on practice or observation. This modality is often used in hospitality, early childhood development, health support and technical occupations where physical demonstration is important.

5.1.2 Online delivery

Useful for knowledge-based competences, theoretical understanding, or digital skills. Online learning increases access for working adults, remote learners or individuals needing flexible schedules.

Online delivery of micro-credentials can be accomplished by creating the micro-credential in the form of a self-instructional module that adheres to sound instructional design principles. The self-directed online learning enables learners to learn independently and manage their own learning journeys more effectively.

5.1.3 Blended delivery

Combines online learning with in-person sessions to support both theoretical and practical components. Blended delivery can reduce time away from work and support efficient use of training facilities.

5.1.4 Workplace-based delivery

Occurs directly within the learner's job role or work environment. This mode is appropriate when competences relate to real-world tasks, sector-specific equipment or customer-facing interactions. Workplace-based delivery also supports learning that builds on authentic practice.

The choice of delivery mode does not determine the status of the micro-credential. What matters is that the learning outcomes are clearly defined and that the assessment method is appropriate to the competence being recognised. All delivery modes should support equitable access and consider the realities of learners in different settings.

5.2 Offering and enrolment

Learners benefit when information about a micro-credential is communicated transparently prior to enrolment. Clear articulation of expectations including workload, intended outcomes, assessment requirements, and possible pathways, helps learners determine whether the opportunity aligns with their needs.

Enrolment processes operate effectively when they are consistent, inclusive, and supportive of diverse forms of entry. Recognition of prior learning plays an important role here, as it

enables individuals with relevant experience or prior competence to access a micro-credential without duplicating learning they have already achieved. In this way, offering and enrolment act as points of access into recognition, rather than defining the learning itself.

5.3 Assessment methods, criteria and procedures

Assessment stands at the core of what a micro-credential represents. A micro-credential requires evidence that learning outcomes have been achieved. This verification builds trust and portability, providing education providers, learners and employers with confidence that a learner has achieved the stipulated knowledge, skills, or competencies.

Thus, all micro-credential providers must ensure that a credible assessment system is in place and appropriate assessment methods, criteria and procedures are used to assess learning for formative, diagnostic and summative purposes. Assessments may include practical tasks, demonstrations, oral questioning, case-based assessments, simulations, written evidence, or other structured approaches designed to produce valid and reliable evidence.

Assessments can vary in tasks, methods, and whether they are delivered online or in person. In cases, when micro-credentials can be earned without attending a formal course they can be used as a tool for recognising prior learning, including validating knowledge and skills acquired through non-formal and informal learning.

It is also important to state that micro-credentials which are components of accredited learning programmes must observe assessment criteria and procedures as stipulated in the relevant assessment methods, criteria and procedures pertaining to that particular programme.

Moderation processes should be embedded in assessment criteria and procedures as they reinforce fairness and consistency, ensuring that assessment decisions reflect the same standard across contexts.

Designing assessment for micro-credentials may include the following components:

- Admission to/ prerequisites for assessment
- Assessment criteria
- Organisation of assessment
- Assessment methods and procedures
- Assessment of attainment of learning outcomes
- Requirements for conditions of the assessment

- Moderation of assessment.

Providers must ensure that assessment decisions remain fair, reliable and aligned with the intended learning outcomes. Evidence should include samples of learner assessment evidence, internal moderation or verification reports, documentation of assessor reflections or concerns, and analysis of any patterns in borderline or disputed cases. Findings should inform improvements to assessment criteria, methods, procedures and tasks, or assessor training.

5.5 Integration with Recognition of Prior Learning (RPL)

Providers may award micro-credentials through RPL when learners can demonstrate achievement of outcomes through experience or informal learning. RPL processes should be clearly described.

Detailed provider guidance on RPL is included in Annex 4: Recognition of Prior Learning (RPL) for micro-credentials.

5.6 Digital issuance and verification

The adoption of verifiable digital formats enhances the portability and usability of micro-credentials. Digital credentials can be authenticated more easily, stored securely, and shared fluidly with employers or institutions. Their structure typically reflects transparent descriptive elements, enabling quicker interpretation and supporting recognition in a range of contexts. Although digital formats are not mandatory, they align with the broader movement toward modern, efficient credential ecosystems.

Providers are encouraged to issue micro-credentials in a digital format and ensure that the adopted digital formats are compatible with institutional systems and, where applicable, national platforms to support verification, sharing and long-term accessibility.

Providers may refer to examples of digital micro-credentials and established international practices (e.g. European Digital Credentials or Open Badges or other verifiable credential standards) to guide implementation. Issued credentials should include essential identifying details and information in accordance with the requirements of the national Micro-credentials Policy Framework.

6. Quality assurance

Quality assurance ensures that micro-credentials issued in Seychelles are credible, trusted and consistent with national standards. Quality assurance operates at two levels: internal quality assurance by providers and external quality assurance.

6.1 Internal QA requirements for providers

Providers are responsible for ensuring that micro-credentials are designed, assessed and awarded in a fair, transparent and reliable manner. Internal quality assurance should:

- verify that each micro-credential follows the required structure and information elements
- ensure that learning outcomes and assessment methods are valid and aligned
- support consistent assessment and RPL decisions
- maintain accurate records of all decisions and review activities
- use feedback and monitoring results to improve the recognition process

Internal quality assurance should cover the following areas:

- **Approval of the micro-credential specification**

The purpose, learning outcomes, workload, level, assessment approach, RPL arrangements and information elements should undergo internal review and approval

- **Validation of learning outcomes and assessment methods**

Learning outcomes should be reviewed to confirm that they are clear, observable and assessable. Assessment criteria, methods, procedures and tasks should be checked to ensure that they are appropriate for demonstrating achievement of the outcomes.

- **Moderation of assessment decisions**

Providers should ensure that decisions to award a micro-credential are consistent. Moderation may include reviewing samples of evidence, confirming assessor judgments, and resolving borderline or disputed cases.

- **Assessor competence**

Assessors involved in the assessment of learning outcomes and validation of assessment results, including as part of RPL, should be trained and familiar with assessment criteria and internal procedures.

- **Documentation and record keeping**

Providers should maintain accurate records of specifications, assessment decisions, moderation activities, RPL evidence, certification and review outcomes as part of their internal quality assurance system.

- **Periodic review and continuous improvement**

Micro-credentials should be reviewed at regular intervals to confirm that the competence need remains relevant and that assessment decisions remain valid and consistent. Feedback from learners, assessors, employers and other stakeholders should inform improvements.

6.2 External QA by SQA

SQA oversees the quality of credit-bearing micro-credentials and their alignment with the Seychelles National Qualifications Framework and national policies. External quality assurance includes:

- **Registration on the SNQF of credit-bearing micro-credentials**

SQA reviews the micro-credential specification, including purpose, outcomes, workload, level justification, assessment methods and internal quality assurance arrangements as part of the institutional or programme accreditation, or accreditation of short courses.

SQA confirms that the proposed SNQF level and credit value are appropriate and consistent with national requirements.

- **Monitoring of provider implementation**

SQA may review provider records, assessment evidence, moderation decisions and periodic reviews to confirm that micro-credentials continue to meet requirements.

- **Sector or thematic reviews**

SQA may initiate reviews of individual micro-credentials or groups of micro-credentials to ensure system-wide quality.

External quality assurance supports national consistency and strengthens trust among employers, learners and institutions.

6.3 External QA of non-credit-bearing micro-credentials

Although non-credit-bearing micro-credentials do not require SQA accreditation, they benefit from validation by public authorities, employers, industry associations or professional bodies. Providers are encouraged to seek approval by relevant public authority or endorsement by relevant professional/industry body or council where employer recognition is important for uptake or towards professional services or other licensable activities.

7. Recognition of micro-credentials

Providers of micro-credentials should ensure the necessary preconditions for recognition of micro-credentials for education and training or employment purposes. Recognition of micro-credentials should be based on the information provided according to the information elements to describe micro-credentials (subsection 4.2) and the principles for good quality micro-credentials (subsection 2.4).

Recognition is the process through which learning providers, employers or other authorised bodies accept a micro-credential as evidence of a learner's competence for specific purposes. Recognition ensures that micro-credentials are usable for employment, progression, professional development or further study.

Providers play a central role in supporting recognition by ensuring that micro-credentials are designed transparently, aligned with national requirements and communicated clearly. This section explains the types of recognition that apply to micro-credentials in Seychelles and the responsibilities involved.

7.1 Recognition pathways for education and training

Recognition within education and training allows micro-credentials to contribute to access, advanced standing or credit transfer. Providers offering programmes or courses should have procedures for evaluating micro-credentials submitted by learners for these purposes.

Recognition decisions should consider:

- 1) Alignment of learning outcomes
- 2) Workload and, where applicable, credit value
- 3) SNQF level
For credit-bearing micro-credentials, recognition should consider whether the SNQF level is appropriate for the programme requirement.
- 4) Assessment practices
- 5) Quality assurance principles
- 6) Documentation quality

Recognition decisions should be recorded and communicated to learners in writing.

Providers may also facilitate recognition for credit or admission into a learning programme or a course by using inter-institutional agreements between the education and training institutions involved, such as credit exchange or credit transfer agreements for the purposes

of learners' mobility or credit recognition, or stipulate entry requirements via micro-credentials.

7.2 Recognition for employment and professional purposes

Employers, industry bodies and professional associations may recognise micro-credentials for recruitment, promotion, job role assignment or continuing professional development. Recognition depends on how clearly the micro-credential communicates:

- the competence achieved
- the level and scope of the achievement through stated learning outcomes and assigned SNQF level (if applicable)
- the assessment used
- any occupational relevance.

Providers should ensure that micro-credentials include accurate and complete information so employers can interpret them consistently. Providers may also strengthen recognition by consulting industry or professional bodies during development.

7.3 Credit accumulation and transfer (SNCATS)

7.3.1 Conditions for assigning credits

Providers should assign credits to micro-credentials to facilitate learners' mobility, credit accumulation and transfer. Credits may be assigned only to micro-credentials that meet the following conditions:

- Is part of a qualification listed on the SNQF;
- Is based on a unit standard;
- Is a component of an accredited learning programme;
- Is based on an accredited short course.

7.3.2 Determining credit value

Credits should be assigned to micro-credentials using the notional hour approach in accordance with the SNCATS Policy and Guidelines, considering the learning outcomes and associated workload. See Annex 8 for details on workload estimation and converting notional hours to credits.

8. Registration and certification

8.1 Registration of credit-bearing micro-credentials on SNQF

Credit-bearing micro-credentials can be referenced within the SNQF when they meet the principles for good quality micro-credentials. Registration situates the micro-credential within a recognised structure of levels and descriptors, enhancing transparency and facilitating comparison with other learning achievements. This supports trust among learners, employers, and education providers and strengthens the integration of micro-credentials into broader qualification pathways.

This process is supported by Annex 3: Micro-credential Design Template.

8.2 Inclusion in institutional and national databases

Consistent documentation ensures that micro-credentials remain visible, interpretable, and verifiable. Providers maintain internal records that describe the nature of each micro-credential awarded, while the SQA's national register includes those recognised within the SNQF. The presence of a national database supports coherence in the system, allowing stakeholders to access clear information about scope, level, assessment, and recognition.

8.3 Issuance of certificates

A micro-credential is confirmed through a certificate that provides evidence of the learning outcomes demonstrated. The certificate typically includes:

- The learner's identifying information;
- The awarding institution;
- The date of issue; and
- Details relating to the scope and level of the achievement by stating the learning outcomes and level on the SNQF (if applicable).

Digital formats increasingly support secure verification and ease of use, although physical certificates remain an option. The clarity and completeness of certificate information enhance its interpretability for employment, progression, and professional recognition. Proper record-keeping ensures that learners can access evidence of their achievements when needed.

Also refer to section 4.2 for minimum information elements required to describe micro-credentials.

9. Monitoring, evaluation and reporting

Monitoring and evaluation help ensure that micro-credentials remain relevant, coherent and successfully implemented. Providers are responsible for monitoring the micro-credentials they offer, and the Seychelles Qualifications Authority (SQA) is responsible for national oversight and system-wide evaluation.

This section outlines the expectations for both providers and SQA and explains how micro-credentials are maintained, updated or discontinued.

9.1 Internal M&E by providers

Providers must have systematic, documented procedures for monitoring and evaluating their micro-credentials. Internal monitoring and evaluation (M&E) is an essential part of institutional quality assurance and ensures that each micro-credential remains relevant, credible and aligned with national expectations. Internal monitoring should generate evidence that providers can use to make informed decisions about maintaining, revising or discontinuing micro-credentials. At minimum, internal monitoring and evaluation should cover the areas below.

9.1.1 Participation and completion data

Providers should collect and analyse information on enrolment patterns, completion and non-completion rates, numbers of awards issued, and RPL applications and success rates. This data helps determine whether the micro-credential is reaching its intended learners and whether structural adjustments may be needed.

9.1.2 Assessment consistency and moderation

Providers must ensure that assessment decisions remain fair, reliable and aligned with the intended learning outcomes. Evidence should include samples of learner assessment evidence, internal moderation or verification reports, documentation of assessor reflections or concerns, and analysis of any patterns in borderline or disputed cases. Findings should inform improvements to assessment criteria, methods, procedures and tasks, or assessor training.

9.1.3 Relevance of the competence need

Providers should periodically confirm whether the competence recognised by the micro-credential is still required. This may involve brief consultations with employers or professional bodies, feedback from workplace supervisors, review of technological, regulatory or sector changes, and alignment with emerging national skills priorities. If the

competence need weakens or changes, the micro-credential should be updated or discontinued.

9.1.4 Effectiveness of RPL processes

Providers should evaluate whether RPL is functioning as intended by reviewing trends in RPL applications and completions, sufficiency and quality of evidence submitted, assessor confidence in evaluating RPL evidence, and barriers faced by learners in accessing RPL. Findings may lead to improvements in learner guidance, evidence expectations or assessor support.

9.1.5 Stakeholder feedback

Feedback should be collected from learners, assessors, employers, sector bodies and professional associations, as well as internal academic and administrative staff. Feedback may be gathered through short surveys, interviews, discussion groups or consultation meetings. Providers should document this feedback and use it to strengthen relevance and the user experience.

9.1.6 Documentation and implementation issues

Providers should identify any operational or procedural issues, such as errors or ambiguities in the micro-credential specification, inconsistent record keeping, communication gaps, or uneven implementation of assessment or moderation procedures. These issues should be addressed promptly through institutional quality-assurance processes.

9.1.7 Using M&E findings

The findings from internal monitoring and evaluation should be documented, reviewed by institutional quality-assurance structures, and used to improve the micro-credential. Improvements may include refining learning outcomes, adjusting assessment methods or criteria, revising workload estimates, strengthening guidance and communication for RPL, updating pathways, delivery arrangements or entry requirements, or discontinuing the micro-credential if it no longer meets a meaningful need.

Providers should treat monitoring and evaluation as a continuous improvement cycle, ensuring that micro-credentials remain credible, relevant and aligned with the Seychelles National Micro-credentials Policy Framework.

9.2 Maintaining and reviewing micro-credentials

Micro-credentials should be reviewed by providers at intervals that align with institutional procedures and SQA requirements. Reviews should determine whether:

- the competence need remains valid
- learning outcomes continue to reflect workplace or societal requirements
- the assessment approach remains appropriate and reliable
- any updates are required in response to regulatory or sector changes
- documentation remains accurate and complete

Where necessary, the micro-credential should be revised or discontinued following institutional approval processes.

SQA may also initiate wider reviews of individual micro-credentials or suites of micro-credentials as part of national monitoring.

9.2.1 Micro-credential review

Reviewing micro-credentials within specified periods should be part of the providers' internal quality assurance of micro-credentials (subsection 6.1).

The review should confirm the ongoing relevance of the micro-credential. If the competence need no longer exists, or if the purpose or outcomes have changed significantly, the micro-credential should be discontinued. Otherwise, it should be updated based on the findings.

Developers of credit-bearing micro-credentials are responsible for:

- reviewing their micro-credentials within specified review periods in accordance with SQA accreditation or registration guidelines, and
- participating in any SQA-initiated reviews.

9.2.4 Making changes to SNQF registered micro-credentials

Providers shall inform SQA on the changes to an SNQF registered micro-credential.

When applying for changes to an accredited micro-credential, providers should submit:

- a summary that explains the changes and demonstrates that the micro-credential continues to meet all requirements,
- evidence that the changes have been reviewed and approved internally, and
- updated description of the micro-credential following the minimum information elements as stipulated by the national micro-credential policy framework.

9.3 Reporting to SQA

As part of the micro-credentials M&E process, SQA may request providers to report on their M&E activities, findings from such activities, actions taken to address issues identified from M&E activities, as well as continuous improvement plans developed/ and or implemented. See subsection 3.9 for details on record keeping and reporting responsibilities for providers.

10. Some potential challenges associated with implementation of a national micro-credentials framework

The table below shows some potential challenges associated with implementation of a national micro-credentials framework and possible solutions.

Potential challenges	Possible solutions
The absence of, or weak, QA mechanisms leads to inconsistent value and concerns regarding the credibility of providers of micro-credentials	Integrating micro-credentials into national quality assurance systems, ensuring they meet rigorous, transparent standards similar to traditional qualifications
Limited recognition of micro-credentials by employers and educational institutions often creates "siloes" credentials that cannot be transferred or used for further study or employment	Developing national registries or digital badge systems, encouraging "stackability" (where small credentials build toward a larger qualification), and establishing agreements for cross-institutional credit transfer
Employers may view micro-credentials as having inconsistent value, leading to low trust in their effectiveness as hiring tools.	Co-creating curriculum, learning programmes and standalone micro-credentials with industry partners, providing data on skill mastery, and running awareness campaigns that highlight successful employee outcomes
Providers may face internal resistance to change, lack the agility to create short	Investing in digital infrastructure, offering faculty incentives for creating micro-

Potential challenges	Possible solutions
courses, or struggle with financial and staff allocation	courses, and using pilot programs to test and scale initiatives
Potential to increase inequities if only available to those with existing high-speed internet, digital skills, or financial resources	Designing mobile-friendly content, providing subsidies for marginalised learners, and supporting Open Educational Resources (OER) to reduce costs

10.1 Best practices in the implementation of a national micro-credentials framework

Effective implementation, as shown by models in Australia and Europe, often involves:

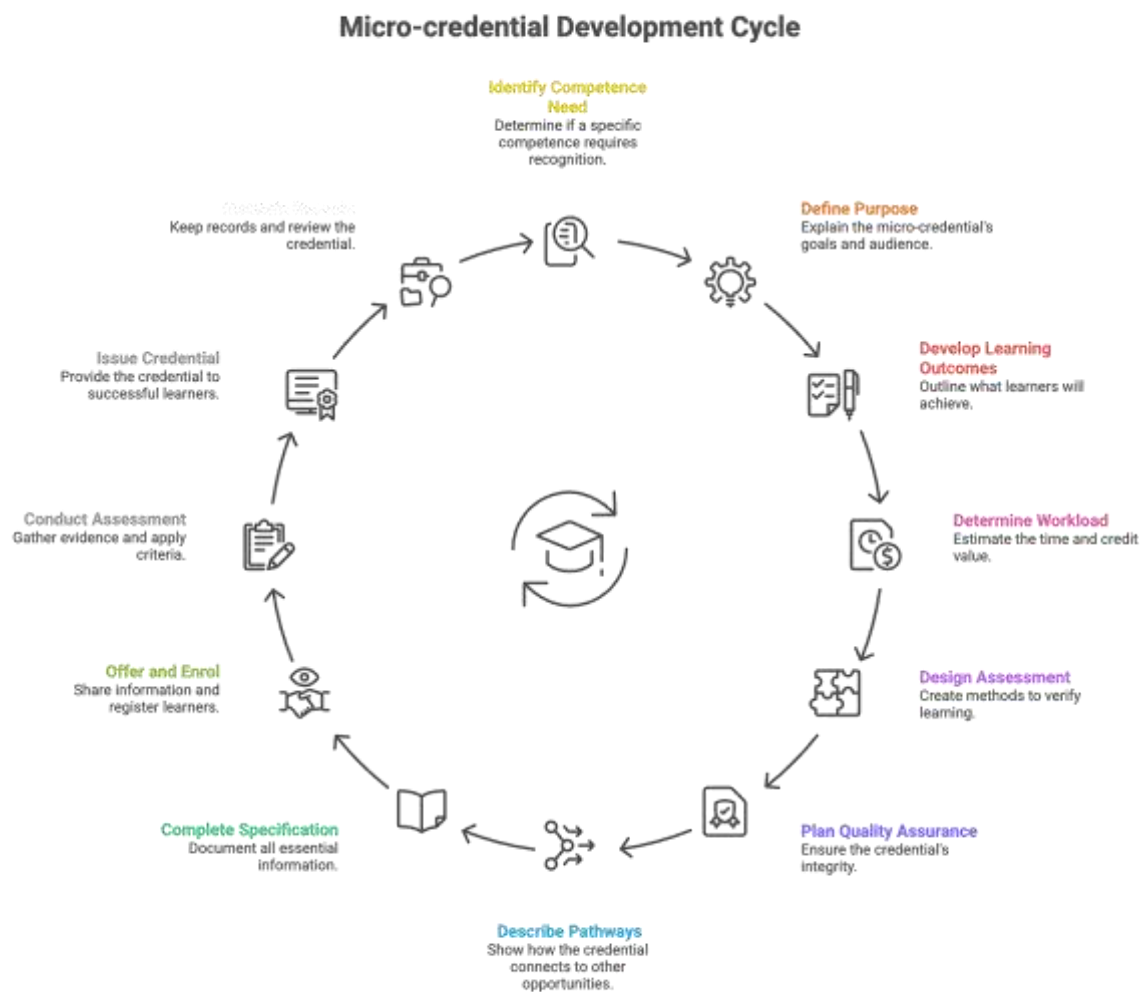
- 1) **A "Pilot-first" approach:** Testing and refining before full roll-out;
- 2) **Simplicity in design:** Making credentials easy to understand, issue, and stack; and
- 3) **Stakeholder engagement:** Involving industry and education providers early in the process.

11. Annexes

Annex 1. Step-by-step development process for micro-credentials

This annex provides a practical sequence that institutions can follow when designing and issuing micro-credentials. The process may also be represented as a simplified flowchart to support providers in visualising key steps and decision points.

The process applies to both credit-bearing and non-credit-bearing micro-credentials and can be adapted to the needs of different providers.



Made with Napkin

Step 1: Identify and Confirm the Competence Need

The starting point for developing a micro-credential is determining whether specific knowledge, skills or competence requires recognition. Providers consider evidence such as:

- labour-market information or emerging sector needs
- consultations with employers, professional bodies or government agencies
- feedback from learners or alumni
- workplace observations or internal programme review
- regulatory requirements or updated professional standards

The aim is to confirm that the competence is relevant, meaningful and appropriate for recognition through a focused micro-credential. A brief statement describing the need provides a foundation for all subsequent design decisions.

Example:

“A need was identified by tourism operators for staff trained in responsible snorkelling supervision due to increasing visitor numbers and new environmental regulations.”

Step 2: Define the Purpose of the Micro-credential

The purpose statement explains:

- what learning achievement the micro-credential recognises
- why this achievement is important
- who the micro-credential is intended for
- how it will be used (employment, professional development, progression, etc.)

A well-defined purpose supports clarity and acceptability among learners, employers and institutions.

Step 3: Develop Learning Outcomes

Learning outcomes describe what the learner is able to do or demonstrate upon completion. They form the foundation for assessment, workload estimation and, if applicable, SNQF level alignment.

Outcomes should be:

- observable and assessable
- realistic and appropriate for a micro-credential
- aligned with the purpose
- expressed using action verbs

Providers may refer to Annex 2: Writing Learning Outcomes, which includes examples and recommended phrasing.

Example outcome:

“Learners can apply safe snorkelling guide procedures, including environmental risk checks and group supervision techniques.”

Step 4: Determine Workload and Credit Value

Workload is expressed in notional hours, representing the time an average learner requires to achieve the learning outcomes, including preparation, practice and assessment.

If the micro-credential is credit-bearing, the provider:

- calculates credit value in line with national credit principles
- proposes an SNQF level of micro-credential based on level descriptors

This step supports transparency and helps learners understand what is expected.

Step 5: Design the Assessment Approach

Assessment verifies that the learner can demonstrate the learning outcomes. Providers:

- develop assessment criteria
- specify assessment methods and procedures suited to the nature of the competence, including the evidence required (e.g., demonstration, task, oral explanation, simulation)
- verify the quality of the assessment designed for micro-credentials (clarity, unambiguity, accuracy of content, meeting the workplace needs, correspondence of the terminology used) by consulting relevant stakeholders.
- evaluate practicality, validity and reliability of assessment.
- plan moderation to support fairness and consistency



Assessment should be manageable, transparent and appropriate for the size of the micro-credential.

Step 6: Plan Quality Assurance Arrangements

Internal quality assurance supports coherence, transparency and confidence in the credential. Providers consider:

- validation or peer review of the micro-credential design
- review of assessment criteria, methods, procedures and tasks
- processes for internal moderation
- documentation of decisions and approvals

Credit-bearing micro-credentials follow existing quality-assurance systems for accredited institutions or programmes or short courses.

Step 7: Describe Pathways, Progression and Stackability

Providers indicate how the micro-credential may relate to broader learning pathways. This may include:

- stackability with other micro-credentials
- links to part-qualifications or qualifications
- relevance to occupational roles or professional requirements

Clear documentation helps learners and employers understand how the achievement fits within longer-term opportunities.

Step 8: Complete the Micro-credential Specification

The specification brings all essential information together in a single document. It includes:

- Title
- Provider/Awarding institution
- Purpose/ Rationale
- Workload (in credits or notional hours, if applicable)
- Level on the SNQF (if applicable)



- Field and Subfield
- Entry requirements (including via micro-credentials)
- Learning outcomes
- Assessment methods and criteria
- Quality assurance (type of quality assurance used to underpin the micro-credential)
- Integration and stackability (learning opportunities and pathways: standalone/ independent micro-credential, integrated/ articulated macro-credential (part-qualification), stackable towards another credential or full qualification)
- Modes of Delivery (in-person, online, blended, workplace-based, if applicable)
- Recognition of prior learning opportunities (if applicable).

Providers can use Annex 3: Micro-credential Design Template to structure this documentation.

Step 9: Offer the Micro-credential and Enrol Learners

Before enrolment, providers share clear information about:

- purpose
- learning outcomes
- workload
- assessment approach
- entry requirements
- RPL options
- progression opportunities

This helps learners make informed decisions and prepares them for assessment.

Step 10: Conduct Assessment and Moderation

Providers implement the planned assessment and moderation processes. They:

- gather evidence that the learner has achieved the outcomes



- apply assessment criteria consistently
- record assessment decisions
- conduct moderation where required

Step 11: Issue the Micro-credential

Learners who successfully demonstrate the learning outcomes receive the micro-credential in secure digital or physical form.

Step 12: Maintain Records and Review the Micro-credential

Providers keep consistent records of:

- enrolments
- assessment decisions
- certificates issued
- moderation activities

Periodic review ensures the micro-credential remains relevant, aligned with labour-market needs and consistent with the National Micro-credential Policy Framework.

Review cycles may align with institutional QA procedures or sector developments.

Annex 2. Writing learning outcomes

1. Purpose of learning outcomes in micro-credentials

Learning outcomes describe what the holder of a micro-credential is able to do or demonstrate. They make the micro-credential clear, assessable and recognisable because they link directly to assessment evidence, workload estimates and (where applicable) the SNQF level.

Well-written learning outcomes help providers to:

- define the exact competence being recognised (not the training content)
- design assessments that produce valid evidence
- communicate expectations to learners and employers

- support recognition and RPL decisions using transparent criteria

2. What a learning outcome is (and is not)

A learning outcome is:

- a short statement of demonstrable performance (what the learner can do)
- written in clear language that a learner, assessor and employer can understand
- something that can be assessed using evidence

A learning outcome is not:

1. a topic list (e.g., “food safety, hygiene, storage”)
2. a teaching activity (e.g., “participate in workshops”)
3. a vague intention (e.g., “understand”, “know”, “be familiar with”)

3. How to write learning outcomes step by step

Use the same basic structure for all micro-credentials:

“The learner is able to + action verb + what is demonstrated + (context) + (standard/quality, if needed).”

3.1 Start from the competence need and purpose

Write the purpose first. Then list the key tasks or behaviours that show the competence in real life (workplace, community or professional practice). These tasks become the backbone of your outcomes.

3.2 Choose one observable action per outcome

Each outcome should describe one main action. If you find yourself using “and” repeatedly, you may have two outcomes.

3.3 Add the context only when it matters

Context makes the outcome clearer when the competence depends on a particular setting, tool or situation. If the context is obvious, leave it out to keep the outcome concise.

3.4 Add a standard only when it is needed to judge performance

Some outcomes require a clear minimum standard (for example safety, accuracy, time limits or compliance). If your assessment will be pass/fail using criteria, you can keep the outcome simple and put the detailed standard into the criteria.

4. Making outcomes practical and assessable

4.1 Write learning outcomes that can be evidenced

In practice, “observable” means: an assessor can make a judgement using evidence. Evidence can be a product (what the learner produces), a performance (what the learner does), or an explanation (what the learner can justify).

Examples of evidence types include:

- practical demonstration or observation checklist
- portfolio (photos, documents, work samples)
- structured interview or professional conversation
- case study, simulation or role play
- written task, short test, or recorded explanation

4.2 Avoid vague verbs

Replace vague verbs with verbs that show performance. For example:

Avoid	Use instead
understand	explain, interpret, summarise, justify
know	identify, describe, list, distinguish
be aware of	apply, follow, demonstrate, comply with
learn about	analyse, compare, create, plan

4.3 Keep the number of learning outcomes realistic

A micro-credential should certify a focused set of competences. As a rule of thumb, aim for 3–8 outcomes, depending on size and complexity. If you need more, consider splitting the micro-credential into two stackable micro-credentials.

5. Linking learning outcomes to assessment and workload

For each outcome, the provider should be able to answer two questions:

- What evidence will show that the learner has achieved this learning outcome?
- How will the assessor judge the evidence (criteria or rubric)?

Workload estimates should reflect the time an average learner needs to achieve the learning outcomes of the micro-credential and should be based on notional hours – both private (non-contact) and contact time.

6. Worked examples

6.1 Example: customer service (hospitality)

Weak (too vague):

- The learner understands customer service.

Stronger (assessable):

The learner is able to:

- greet customers and confirm their needs using appropriate professional language.
- record an order accurately and communicate it to colleagues using agreed workplace procedures.
- respond to a customer complaint by applying a structured problem-solving approach and escalating when required.

6.2 Example: digital skills (basic)

Stronger outcomes could include:

The learner is able to:

- create and organise files in shared folders using agreed naming conventions.

- complete and submit a digital form accurately, including attaching required documents.
- protect personal information by applying basic digital safety practices (e.g., passwords, phishing awareness).

7. Quick checklist before finalising outcomes

- The list of learning outcomes has an opening statement reading “The learner is able to ...”.
- Each learning outcome has one clear action verb.
- Each learning outcome can be assessed using evidence (product, performance or explanation).
- The set of learning outcomes matches the purpose of the micro-credential.
- Assessment methods and criteria can cover every learning outcome.
- Learning outcomes can be achieved either through coursework or RPL (same learning outcomes, same standard).
- Language is simple enough for learners and employers to interpret consistently.

Annex 3. Micro-credential design template

1. Title of the micro-credential <i>The official name used on the certificate and in institutional and national records.</i>	
2. Provider / awarding institution <i>Name of the institution responsible for assessment, quality assurance and certification.</i>	
3. Purpose / rationale <i>A concise statement describing the competence the micro-credential recognises, the need it addresses, and the intended users or beneficiaries.</i>	

4. Field and subfield <i>The field and subfield according to national classification systems (if applicable).</i>	
5. Learning outcomes <i>Clear, observable and assessable statements describing what the learner is able to demonstrate on completion.</i>	
6. Workload (if applicable) <i>Notional hours required to achieve and demonstrate the outcomes.</i> <i>If credit-bearing, credit value calculated in line with SNCATS.</i>	
7. SNQF level (credit-bearing only) <i>Proposed level with justification referencing level descriptors (see Annex 5).</i>	
8. Entry requirements <i>Prerequisites for entry into a micro-credential course or attempting an RPL assessment.</i>	
9. Assessment methods and criteria <i>Description of the assessment approach, evidence requirements and criteria used to judge achievement. Include moderation arrangements.</i>	
10. Quality assurance <i>Internal QA arrangements ensuring validity, fairness, consistency and proper documentation. External QA arrangements if credit-bearing.</i>	
11. Modes of delivery (if applicable) <i>If learning opportunities are offered: in-person, online, blended or workplace-based.</i>	

12. Recognition of Prior Learning (RPL) <i>How RPL may be used to achieve the micro-credential, including evidence requirements.</i>	
13. Integration and stackability <i>Explanation of how the micro-credential may link to other micro-credentials, part-qualifications or qualifications. Indicate intended pathways if relevant.</i>	
14. Additional notes <i>Any sector-specific requirements, regulatory references or implementation notes.</i>	

Annex 4. Recognition of Prior Learning (RPL) for micro-credentials

This annex supports providers in applying Recognition of Prior Learning (RPL) to award or access micro-credentials. RPL is an important route for recognising learning achieved through experience, informal learning or non-formal training.

The National Policy for RPL (2025) and the National Guidelines for the Implementation of RPL (2025) apply in full to micro-credentials.

The principles of validity, sufficiency and authenticity underpin all RPL decisions.

1. Purpose of RPL for micro-credentials

RPL allows learners to receive a micro-credential when they can demonstrate achievement of its learning outcomes through prior learning.

RPL can also be used for entry into an assessment opportunity when the learner has relevant experience.

RPL does not reduce the standard or change the outcomes.

The evidence must show that the learner is able to meet the outcomes as written.

2. RPL as a route to achieving a micro-credential

A micro-credential may be awarded through RPL when:

- the learner presents evidence demonstrating achievement of each learning outcome
- the evidence meets the rules of validity, sufficiency and authenticity
- the assessor can make a reliable judgment based on the evidence

Types of acceptable evidence include:

- portfolios of work
- workplace observation reports
- testimonies or attestations from supervisors
- artefacts, outputs or products created in the workplace
- professional licences or records
- structured interviews or professional conversations
- challenge tests or practical demonstrations

Providers should specify acceptable evidence types in the micro-credential design document.

3. RPL as a route to access assessment

RPL may also allow a learner to access the assessment opportunity when they already possess the required foundational competence.

In such cases:

- the learner is exempt from prerequisite learning opportunities
- the learner still completes the same assessment as all others
- the assessment outcome determines whether the micro-credential is awarded

4. RPL assessment procedures

Providers should ensure that RPL assessment follows the same quality standards as any other assessment.

This includes:

- clear assessment criteria

- documented evidence requirements
- trained assessors
- record keeping
- moderation of decisions

Assessors should judge evidence directly against the written learning outcomes.

5. Moderation and quality assurance

Providers should:

- apply moderation to RPL assessment decisions
- keep detailed records of evidence submitted and decisions made
- ensure that RPL assessments are included in internal and external quality assurance arrangements
- ensure alignment with the national RPL Policy and Guidelines

SQA externally quality-assures RPL decisions for credit-bearing micro-credentials.

6. Documentation requirements

Providers must maintain records of:

- assessment decisions
- moderation activities
- communication with applicants

Documentation must be accessible for SQA audit and for institutional review.

7. Information for learners

Providers should clearly communicate:

- whether the micro-credential can be achieved through RPL
- evidence expectations
- timelines and fees (if applicable)



- expected review and decision timelines

Communication should be simple and accessible.

8. Appeals and complaints

Learners should have access to an appeals or complaints process concerning RPL decisions.

This process should follow institutional policy and meet national requirements for fairness and transparency. In the event that the learners/ applicants are not satisfied with the outcome of the internal appeals or complaints process, they can escalate their appeals or complaints to SQA.

Annex 5. Alignment of Micro-credentials with the SNQF and SNCATS

Providers should follow a clear sequence when determining alignment. Below are the steps to be followed in the alignment process:

Step 1: Identify the intended level of competence

Providers begin by reviewing the learning outcomes they have defined and comparing them to the SNQF Level Descriptors. Alignment requires considering:

- the complexity of the learning outcomes
- the degree of autonomy expected in performance
- the type of knowledge demonstrated (basic, applied, specialised)
- the context in which the competence is applied

Providers choose the SNQF level that most closely matches the overall demands of the learning outcomes.

Practical example:

If a micro-credential requires applying established procedures under close supervision, it may align with Level 2 or 3. If it requires independent judgment within familiar contexts, Level 4 or 5 may be more appropriate.

Step 2: Align workload with national credit principles (if applicable)

If the micro-credential is credit-bearing:

- estimate **notional learning hours** required to achieve the learning outcomes
- convert those hours into **credits** in line with SNCATS (e.g., 10 hours = 1 credit)
- confirm that the workload is appropriate for the proposed SNQF level.

Practical note:

Workload includes preparation, practice, reflection and assessment time—not only teaching.

Step 3: Ensure relevant assessment methods, criteria and procedures

Assessment must demonstrate achievement of the micro-credential's learning outcomes.

Thus, providers should verify that:

- assessment tasks match the cognitive and practical complexity of learning outcomes
- criteria reflect expected independence, accuracy, or judgement
- evidence requirements allow the learner to demonstrate achievement of learning outcomes

Step 4: Document the alignment

Providers should keep a short internal rationale explaining:

- the chosen SNQF level and why it fits
- the workload calculation
- how assessment demonstrates achievement of learning outcomes

This rationale supports internal QA and SQA review.

Step 5: Check alignment with national priorities

Providers reflect on whether the micro-credential supports:

- national workforce development priorities
- sectoral needs



- lifelong learning opportunities
- recognised occupational standards where applicable.

Alignment with national priorities strengthens the relevance and recognition of the micro-credential.

Step 6: Prepare for SQA review (if credit-bearing)

For registration on SNQF:

- the micro-credential design template (Annex 3)
- evidence of level alignment
- workload calculation
- assessment plan
- QA arrangements must be submitted to SQA following its accreditation or registration procedures.

Annex 6: Practical implementation considerations for micro-credentials

Step 1: Gather initial evidence of a possible competence need

Providers begin by collecting information from reliable sources, such as:

- labour market reports or sector analyses
- employer consultations or interviews
- feedback from industry associations or professional bodies
- workplace observations or audits
- results from learner surveys or alumni feedback
- emerging regulatory or compliance requirements
- sector-specific environmental or technological changes

This initial evidence should point to a specific competence gap rather than broad training needs.

Step 2: Validate the need through targeted consultation

Providers should verify the initial evidence with at least one form of structured engagement, such as:

- a brief consultation meeting with employers or sector representatives
- input from an advisory committee
- feedback from practitioners who supervise staff in the relevant area
- discussions with regulatory or standards-setting bodies

Consultation does not require large-scale research but should show that more than one source supports the identified competence.

Step 3: Examine relevance to national and sector priorities

Providers should check whether the potential competency aligns with wider priorities, including:

- sector development strategies
- workforce development plans
- national skills shortages or growth areas
- occupational standards (where they exist)
- recognised safety, compliance or service expectations

This step ensures that micro-credentials support nationally relevant development priorities.

Step 4: Define the scope of the competence

Providers should refine the need into a specific, assessable competence suitable for micro-credentialling. The competence should be:

- focused
- coherent
- achievable within a micro-credential size



- meaningful for employers or learners

This prevents micro-credentials from becoming too broad or too fragmented.

Step 5: Document the evidence in a concise needs statement

Providers should produce a short needs statement summarising:

- the competence need identified
- sources of evidence
- consultation conducted
- relevance to national or sector priorities
- intended learner groups
- expected use of the micro-credential

This documentation supports internal approval processes and any future SQA review.

Step 6: Use the needs statement as the foundation for micro-credential design

The needs statement should guide:

- the purpose statement
- learning outcomes
- assessment methods
- workload estimation
- SNQF level alignment
- decisions on stackability or progression
- whether learning opportunities should be offered

A micro-credential should proceed to design only if the need is clearly evidenced and validated.

Annex 7: Example of a micro-credential

1. Title of the micro-credential <i>The official name used on the certificate and in institutional and national records.</i>	Front Office Operations in Hospitality Services
2. Provider / awarding institution <i>Name of the institution responsible for assessment, quality assurance and certification.</i>	Seychelles Tourism School, in collaboration with i.e. a Seychelles Hospitality and Tourism Association
3. Purpose / rationale <i>A concise statement describing the competence the micro-credential recognises, the need it addresses, and the intended users or beneficiaries.</i>	This micro-credential recognises the competence required to perform core front office operations in hospitality settings. It addresses identified service quality gaps in the tourism sector and supports both entry-level workers and experienced employees seeking formal recognition of workplace competence or progression within hospitality career pathways.
4. Field and subfield <i>The field and subfield according to national classification systems (if applicable).</i>	Field: Services Subfield: Hospitality and Tourism
5. Learning outcomes <i>Clear, observable and assessable statements describing what the learner is able to demonstrate on completion.</i>	The learner is able to: - manage guest check-in and check-out processes using established front office procedures and documentation systems. - process reservations and customer requests accurately using digital or manual booking systems. - communicate with guests using appropriate professional language in routine and non-routine service situations. - respond to customer complaints by applying a structured problem-solving approach in line with workplace procedures.

	coordinate with relevant departments to ensure timely and accurate service delivery.
6. Workload (if applicable) <i>Notional hours required to achieve and demonstrate the outcomes.</i> <i>If credit-bearing, credit value calculated in line with SNCATS.</i>	40 notional hours 4 credits
7. SNQF level (credit-bearing only) <i>Proposed level (see Annex 5 for justification referencing level descriptors).</i>	Level 3
8. Entry requirements <i>Prerequisites for entry into a micro-credential course or attempting an RPL assessment.</i>	Basic literacy and numeracy No formal qualification required For RPL access: Evidence of prior experience in hospitality or customer service roles
9. Assessment methods and criteria <i>Description of the assessment approach, evidence requirements and criteria used to judge achievement. Include moderation arrangements.</i>	Assessment methods: - Practical simulation of front office tasks (check-in, reservations, complaint handling) - Direct observation in simulated or workplace environment - Structured professional conversation (oral questioning) Evidence required: - Completed task scenarios - Assessor observation checklists - Supporting documentation (e.g. logbook, supervisor input where applicable)

	Assessment criteria: - tasks completed accurately and in correct sequence - communication is clear, appropriate and professional - procedures are applied correctly - non-routine situations handled appropriately
10. Quality assurance <i>Internal QA arrangements ensuring validity, fairness, consistency and proper documentation. External QA arrangements if credit-bearing.</i>	Internal QA: - Standardised assessment tools and checklists - Defined assessor requirements - Documentation and storage of assessment evidence - Periodic review of relevance to industry needs External QA: - Covered under institutional accreditation by SQA - Subject to external audit and review
11. Modes of delivery (if applicable) <i>If learning opportunities are offered: in-person, online, blended or workplace-based.</i>	Work based learning, school-based learning
12. Recognition of Prior Learning (RPL) <i>How RPL may be used to achieve the micro-credential, including evidence requirements.</i>	This micro-credential may be achieved through RPL. Acceptable evidence: - workplace observation reports - supervisor testimony - portfolio of work (e.g. records, customer interaction logs)

	- practical demonstration Assessment approach: - direct observation of performance - structured professional conversation Conditions: - evidence must demonstrate achievement of each learning outcome - the same assessment criteria apply as for taught routes
13. Integration and stackability <i>Explanation of how the micro-credential may link to other micro-credentials, part-qualifications or qualifications. Indicate intended pathways if relevant.</i>	This micro-credential contributes to a Certificate in Hospitality Operations. It can be combined with: - Housekeeping Operations - Food and Beverage Service
14. Additional notes <i>Any sector-specific requirements, regulatory references or implementation notes.</i>	THIS IS A FICTIOUS SAMPLE, NOT VERIFIED TO BE USED. IT HAS BEEN CREATED FOR ILLUSTRATIVE PURPOSES ONLY!

Annex 8: Workload estimation and converting notional hours to credits

Learner workload is an estimation of the time the learner typically needs to complete all learning activities such as lectures, seminars, projects, practical work and individual study required to achieve the defined micro-credential learning outcomes. Learner workload is the basis upon which credits should be allocated to micro-credentials.

1. Steps in workload estimation

Step 1: Describe all micro-credential components

Step 2: Define learning outcomes of each micro-credential component

Step 3: Describe learning activities leading to the attainment of the defined learning outcomes

Step 4: Estimate the workload (in notional hours) needed for a learner to complete the described learning activities

Step 5: Express the estimated workload in credits by dividing by 10 (note: 10 notional hours are equated to 1 credit).

2. Worked example

Consider a micro-credential based on 15 weeks with 4 hours of lecturing per week, 2 hours of tutorials per week, 2 hours of laboratory practical work per week, 4 hours of self-directed learning per week, 10 hours of formative and summative assessment:

Formula for calculating credits (where TC = Total Credits):

$$TC = \frac{\text{lectures} + \text{tutorials} + \text{laboratory practical work} + \text{self-directed learning} + \text{assessment}}{10}$$

$$TC = (4 \times 15 \text{ (lecture)} + 2 \times 15 \text{ (tutorials)} + 2 \times 15 \text{ (practical)} + 4 \times 15 \text{ (self-study)} + 10 \text{ (assessment)}) / 10 = 190 / 10 = \underline{19}$$

Therefore, the workload for the micro-credential in the example above is 190 notional hours or 19 credits.

Definitions

The definitions provided in the National Qualifications Framework Regulations, 2025 shall apply.

Bibliography

ACQF. (2024a). Handbook on Micro-credentials.

ACQF. (2024b). Seychelles Micro-credentials Survey Report.

Cedefop. (2022). Microcredentials for labour market education and training: First look at mapping microcredentials in European labour market related education, training and learning : take up, characteristics and functions. <https://data.europa.eu/doi/10.2801/351271>

CIMEA. (2024). MICRO-CREDENTIALS FOR HIGHER EDUCATION INSTITUTIONS. Approaches developed in the EHEA using peer support. https://www.cimea.it/Upload/Documenti/Micro-credentials%20in%20HE_1.pdf

Department of Education, Skills and Employment, Australian Government. (2021). National Microcredentials Framework. National Microcredentials Framework - Department of Education, Australian Government.

ETF & Knowledge Innovation Centre. (2023). GUIDE TO DESIGN, ISSUE AND RECOGNISE MICRO-CREDENTIALS. European Training Foundation. <https://www.etf.europa.eu/sites/default/files/2023->

European Training Foundation (ETF). (2022). Guide to Design, Issue and Recognise Micro-Credentials.

European Union Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability 2022/C 243/02 ST/9790/2022/INIT https://eur-lex.europa.eu/legal-content/DE/TXT/?uri=uriserv:OJ.C_.2022.243.01.0010.01.ENG.

Government of the Republic of Seychelles. (2021). Seychelles Qualifications Authority Act 57 of 2021.

Government of the Republic of Seychelles. (2025). National Qualifications Framework Regulations (2025). SI 11 2025 - National Qualifications Framework Regulations 2025

Kato, S., Galán-Muros, V., & Weko, T. (2020). The emergence of alternative credentials (OECD Education Working Papers 216; OECD Education Working Papers, Vol. 216). OECD Publishing. <https://doi.org/10.1787/b741f39e-en>

Malaysian Qualifications Agency (MQA). (2020). Guidelines to Good Practices: Micro-Credentials. www2.mqa.gov.my/qad/v2/garispanduan/2020/GGP Micro-credentials July 2020.pdf

Ministry of Education, Republic of Seychelles (2023b). Seychelles National TVET Strategy and Roadmap (2024 – 2028).

New Zealand Qualifications Authority (NZQA). (2024). Guidelines for micro-credential listing, approval, and accreditation.



Seychelles Qualifications Authority (SQA). (2025a). National Policy for the Recognition of Prior Learning (Revised, 2025).

Seychelles Qualifications Authority (SQA). (2025b). National Guidelines for the Implementation of Recognition of Prior Learning (Revised, 2025).

Seychelles Qualifications Authority (SQA). (2024). Seychelles National Qualifications Framework, Revised May 2024.

Seychelles Qualifications Authority (SQA). (2024). The Seychelles National Credit Accumulation and Transfer System (The SNCATS).

Seychelles Qualifications Authority (SQA). (n.d.). Draft Guide for Accreditation of Courses and Micro-credentials.