



ACQF-II Project

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Seychelles Qualifications Authority

Seychelles National Micro-credentials Policy Framework

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List of abbreviations and acronyms

ACQF	African Continental Qualifications Framework
CAT	Credit Accumulation and Transfer
CATS	Credit Accumulation and Transfer System
EU	European Union
ICT	Information and Communication Technology
MC	Micro-credential
NEET	Not in Education, Employment, or Training
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
TVET	Technical and Vocational Education and Training
VET	Vocational Education and Training

1. Introduction

1.1. Background

The results of the survey¹ on micro-credentials conducted from July 16 to August 19, 2024, and the outcomes of the subsequent brainstorming workshop² of 18 to 20 March 2025 revealed that the people of Seychelles need access to quality teaching and learning provided in different ways and settings that will enable them to develop their personal, social, cultural and professional knowledge, skills and competences. Given the accelerating and dynamic changes in the national and global economies, the graduates and others in the workplace must acquire new knowledge and learn new technologies and skills throughout their careers to remain productive. The shorter, personalised, demand-driven and stackable micro-credentials are, thus, intended to expand opportunities for reskilling and upskilling of the workforce in tandem with changes in the workplace and also offer new pathways to full qualifications in the country.

In Seychelles, micro-credentials (which have for some time now been offered in the form of proxies – such as short courses, unit standards and part-qualifications)¹ will help certify the outcomes of small, tailored learning experiences. Micro-credentials make possible the targeted, flexible acquisition of knowledge, skills and competences to meet new and emerging needs in society and the labour market and make it possible for individuals to fill the skill gaps they need to succeed in a dynamic environment, while not replacing traditional qualifications. Further, they, where appropriate, complement existing qualifications, providing added value while not undermining the core principle of full programmes in initial education and training. Micro-credentials can be designed and issued by a variety of providers in different learning settings (formal, non-formal and informal learning settings).

To maximise the impact of micro-credentials, the Seychelles Qualifications Authority (SQA) and stakeholders have recognised the need to establish a robust framework for quality assurance and recognition of these credentials across different providers and sectors, ensuring that they gain the trust of stakeholders. Furthermore, 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, specifically in relation to the revised national qualifications framework³ and the accompanying regulations⁴, as well as recognition and articulation policies such as recognition of prior learning and credit accumulation and transfer system. 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 industry and societal demands both locally and abroad.

The Seychelles National Micro-credentials Policy Framework aims to bring greater coherence to the micro-credentials ecosystem. This policy framework is a product of broad consultation and consensus-based discussions between SQA, providers and other national education and training stakeholders. This document will be implemented side-by-side with the Seychelles National Qualifications Framework (SNQF), the Seychelles National Credit Accumulation and Transfer System (SNCATS), National Policy for Recognition of Prior Learning (Revised, 2025), and the National Guidelines for the Implementation of Recognition of Prior Learning (Revised, 2025).

Providers of micro-credentials (both formal/traditional and informal/non-traditional) are expected to develop and apply internal policies and procedures for the development, delivery, issuance and recognition of micro-credentials in accordance with this Micro-credentials Policy Framework.

¹ [Seychelles Micro-credentials Survey Report \(2024\)](#)

² [National workshop on the implementation of the SNCATS and stepping towards the development of a national micro-credentials framework](#)

³ [Seychelles National Qualifications Framework](#)

⁴ [National Qualifications Framework Regulations, 2025](#)

This Micro-credentials Policy framework forms the basis for the National Guidelines for the implementation of Micro-credentials to support their consistent and practical implementation by providers in Seychelles. The implementation of the micro-credentials framework is expected to follow a phased approach, to be further elaborated by SQA in supporting implementation instruments.

1.2. National policy context

The **Seychelles National Qualifications Framework (SNQF)**⁵ has 19⁶ registered “part-qualifications” which can be considered as micro-credentials. According to the SQA Act 57 of 2021 National Qualifications Framework Regulations (2025), a part-qualification in the SNQF is described as an assessed unit of learning that is registered by the Authority as part of a qualification, including a course, unit standard, and a micro-credential.

The SNQF is open to inclusion of micro-credentials, thereby serving as the foundation for recognising and formalising micro-credentials within Seychelles’ education and training system. The revised SNQF (2024)³ explicitly incorporates micro-credentials by enabling their registration as part-qualifications or standalone units. Further, the Seychelles Qualifications Authority Act⁷ governs the registration, evaluation, and recognition of qualifications, including part-qualifications.

The **National Employment Policy and Strategies**⁸ highlights skills gaps and labour market demands as critical challenges for economic development. It recognises that traditional long-term qualifications may not always meet industry needs, and it advocates for flexible, modular learning approaches. The policy explicitly calls for the integration of workplace learning, continuous professional development (CPD), and lifelong learning into Seychelles’ education and training system, making micro-credentials a valuable tool for enhancing workforce adaptability. The policy also promotes Recognition of Prior Learning (RPL) as a means of validating informal and non-formal learning. Micro-credentials align with this approach by providing a formal mechanism to assess, validate, and certify skills acquired outside of formal education.

The **Manual for the Development, Evaluation, and Approval of Qualifications and Unit Standards** outlines the policy framework for developing qualifications and part-qualifications. This document mandates that all registered part-qualifications must be structured around defined learning outcomes, assessment standards, and credit allocations, ensuring alignment with national education and training standards.

The **Seychelles National Credit Accumulation and Transfer System (SNCATS)** also supports the modularisation approach to development of learning programmes and recognition of part-qualifications by allowing programme courses and part-qualifications to accumulate credits towards larger qualifications. This policy and guidelines document ensures that micro-credentials in Seychelles can be awarded at any level of the SNQF, providing a flexible approach to recognising learning achievements. Awarding bodies must clearly indicate the SNQF level and the corresponding credits on the qualification certificate or transcript. This ensures transparency and consistency in the recognition of micro-credentials, aligning them with national education and training standards.

The **Seychelles National Development Strategy (2024-2028)**⁹ aims to strengthen tertiary education institutions and align their programmes with labour market demands to reduce unemployment and improve workforce productivity. Additionally, enhanced career guidance in schools and greater collaboration with training institutions and the private sector will ensure that graduates remain in their fields of study and contribute to the country’s sectoral transformations. Priority sectors such as the Blue Economy and tourism may serve as initial areas for the development of micro-credential pathways, reflecting Seychelles’ national development priorities.

⁵ [Seychelles National Qualifications Framework](#)

⁶ *The number of registered part-qualifications is subject to change and should be confirmed with SQA*

⁷ [Seychelles Qualifications Authority Act 57 of 2021](#)

⁸ <https://www.employment.gov.sc/e-library/policies>

⁹ <https://www.finance.gov.sc/wp-content/uploads/2025/08/Seychelles-National-Development-Strategy-2024-2028.pdf>

Seychelles Vision 2033¹⁰ also stresses education and business partnerships, fostering grounds for privately funded educational institutions. It is expected that, in this way, and by embracing micro-credentials, there will be enhanced quality and relevance of education and training, and high-skilled workplaces would be secured by local talents rather than expatriates. It would also contribute to increasing labour force productivity. Sectors that would benefit the most from the implementation of a national micro-credentials framework include, but not limited to; fashion and textiles, soft furnishing industries, maritime training, ICT, tourism and hospitality, and education and training.

The **Ministry of Education Strategic Plan (2021-2024)** emphasises aligning graduates' skills with labour market demands. The plan foresees increased entrepreneurial skills and financial education competences and better alignment of other skills to enhance employability. Micro-credentials will contribute to ensuring that skills meet labour market needs by offering short, targeted, and competency-based learning opportunities that bridge the gap between traditional education and rapid industry shifts. They will allow for rapid upskilling and reskilling to keep pace with evolving technology, such as artificial intelligence and automation, enabling workers to gain practical, job-ready skills in a shortest possible time.

The **Seychelles National TVET Policy (2023 – 2028)** and the **National TVET Strategy and Roadmap (2024-2028)** focus on five key priorities: strengthening governance and coordination, improving quality and relevance to reduce skills mismatches, increasing flexibility and inclusiveness, promoting blue/green skills and digital competences, and fostering socio-emotional skills and ethical values. These priorities also stress workforce readiness and adaptability in a changing labour market.

In addition, the aforementioned documents identified key blue and green skills needed to support the ocean-based economy — encompassing fisheries, marine conservation, maritime transport, coastal tourism, and ocean governance which represents the backbone of Seychelles' national identity and economic sustainability. Hence, micro-credentials will play a strategic role in developing the specialised human capital required to manage, protect, and sustainably exploit Seychelles' Exclusive Economic Zone and its unique marine ecosystems.

1.3. Purposes and objectives of the micro-credentials policy framework

The Seychelles National Micro-credentials Policy Framework supplements existing education and training, skills development and employment and labour market policies. This document has been developed to provide SQA and providers of micro-credentials with guiding principles (to be further elaborated in the Guidelines) on the development, delivery, issuance and recognition of micro-credentials in the country.

The policy framework:

- a) Sets a national definition for micro-credentials;
- b) Agrees on the principles for good quality micro-credentials;
- c) Establishes critical elements to describe micro-credentials;
- d) Outlines minimum criteria for the inclusion of micro-credentials in the SNQF;
- e) Specifies modalities for quality assuring micro-credentials;
- f) Identifies approaches for recognition of micro-credentials; and
- g) Facilitates the use of micro-credentials for credit accumulation and recognition, recognition of prior learning, and access to a programme or course.

1.4. Purposes of micro-credentials

In Seychelles, micro-credentials will serve multiple purposes supplementing national policies in two key areas:

¹⁰ https://www.cabri-sbo.org/uploads/bia/Seychelles_2033_Planning_External_NationalPlan_MinistryOfFinanceNationalPlanningAndTrade_SAD_CCOMESA_English_8ead6d.pdf

1.4.1. Education and training, and skills development

a) Promoting a more integrated and inclusive approach to education and training:

Through their integration into the SNQF, and their use to support RPL and SNCATS policies, micro-credentials will support access and progression within and across formal, informal and non-formal education and training pathways, including for vulnerable groups (e.g. out-of-school youth), and promote recognition and certification of knowledge, skills and competences acquired through such pathways.

b) Access to education and training:

Micro-credentials will play a vital role in making education accessible. This is important in the light of the high Not in Education, Employment, or Training (NEET) rate which currently stands at 25.8%¹¹. Thus, micro-credentials will offer a shorter, cost-effective and more accessible option for learners who may lack the time or financial resources to pursue traditional courses. Not only that, learners will also be able to accumulate micro-credentials at their own pace and use them toward larger (macro) credentials and full qualifications through credit transfer, making education more personalised and adaptable.

c) Increasing the relevance and flexibility of education and training programmes, and enhancing skills development:

The use of micro-credentials will support modularisation of education and training programmes and the development of targeted short training courses/ learning provision by providers to meet the demand in new skills, including in high-demand industries. This will also enhance lifelong learning opportunities for individuals.

1.4.2 Employment and labour market policies

a) Addressing skills mismatches and skills in demand, promoting lifelong learning:

Micro-credentials will serve as a vital tool for upskilling and reskilling workers, helping address skills gaps by providing targeted training.

b) Enhancing employability:

Micro-credentials will play a vital role in enhancing employability. By offering targeted and industry-relevant training, micro-credentials will help bridge the gap between education and employment, and equipping individuals with the competencies needed to enter the workforce more efficiently and competitively. Further, micro-credentials will provide additional market-relevant skills not covered in traditional curricula for learners and offer a shorter and cost-effective learning pathway for jobseekers and vulnerable groups (out-of-school youth, low-qualified/skilled individuals) enabling them to gain vital skills and secure employment.

c) Enabling skills development:

Micro-credentials will serve as a vital tool for upskilling and reskilling workers in high-demand industries. Further, micro-credentials will help address skill gaps by providing targeted training in emerging technologies and industry-specific competencies, particularly in vital sectors such as hospitality, Information and Communication Technology (ICT), green skills, healthcare, construction and agriculture. By offering a flexible and rapid response to workforce needs that traditional education systems may not fully address, micro-credentials will facilitate upskilling and reskilling, ensuring that individuals develop market-relevant competencies aligned with current labour market demands. Additionally, micro-credentials will support the development of a local talent pool by providing industry-recognised training in areas of high demand and contribute to workforce localisation thereby reducing the reliance on foreign labour.

¹¹ Ministry of Finance, National Planning & Trade, Seychelles National Development Strategy 2024-2028, p. 39.

d) *Provide flexible learning pathways:*

Traditional qualifications are considered time-consuming and costly, making them less practical for working adults and the less privileged individuals in society. Thus, micro-credentials will provide a faster, more affordable alternative, allowing learners to acquire specific skills and enter the workforce sooner while offering flexible pathways for further education. With flexible online delivery, micro-credentials will provide greater access to formal education and training, reaching learners regardless of location, and offering industry-focused learning that enhances career opportunities. Additionally, micro-credentials can be awarded through the RPL pathway allowing learners to combine RPL with training opportunities.

1.5. Target groups for micro-credentials

Micro-credentials (MCs) in Seychelles should be designed to cater to a diverse range of learners, workers, youth and professionals who require short, targeted learning opportunities to enhance their skills, employment prospects, or academic progression. Based on the survey results on micro-credentials in Seychelles, and national education and training strategies, the following key target groups have been identified. These groups reflect both the existing demand for micro-credentials and the strategic priorities outlined in Seychelles' National Development Strategy, National Employment Policy, and TVET Strategy.

i. **Lifelong learners and professionals seeking career progression:**

Based on the Seychelles micro-credential survey report¹, this is the group most awarded with micro-credentials. This reflects a significant focus on enhancing the skills of individuals who are already in the workforce, likely to help them stay competitive, advance in their careers, or adapt to new job roles in a rapidly changing market.

ii. **Job seekers and NEET youth:**

With youth unemployment above 10% for over a decade and a NEET rate of 25.8%, many young people in Seychelles struggle to transition from education to employment. Micro-credentials can equip them with industry-relevant skills, improving their employability.

iii. **Low-qualified/skilled individuals:**

Micro-credentials can be utilised as a tool to enhance the skills of those who may lack qualifications, helping them improve their employability and adapt to the changing job market. In terms of adult learning, learners without a qualification can start getting stackable credentials, and in this way, they might be encouraged by initial successes to continue in a training path.

iv. **Learners in formal education pathways:**

Micro-credentials can serve as a way to supplement formal education and provide additional market-relevant skills not covered in the traditional curricula.

v. **Out-of-school youths:**

Micro-credentials offer a practical and job-focused learning pathway for out-of-school youths, enabling them to gain skills, secure employment, and build careers.

vi. **Disadvantaged groups:**

Micro-credentials can promote equity and equality by providing opportunities for access to, and progression within the education and training system, to individuals from low-income households, the youth, girls and women, as well as misplaced persons and refugees.

1.6. Roles of stakeholders

The following will be the roles of key stakeholders in Seychelles' micro-credentials ecosystem:

1.6.1. Government

- a) Explore and develop fiscal mechanisms to incentivise employer investment in micro-credential-based employee training, including consideration of training levy structures, tax relief provisions, or grant schemes for providers delivering priority-sector credentials.
- b) Support the integration of micro-credentials into national workforce development financing frameworks.
- c) Facilitate access to development partner funding (including the EU, World Bank and bilateral donors) for micro-credential infrastructure, registry development, and provider capacity building.
- d) Review and revise public service schemes of service to incorporate formal recognition of micro-credentials registered on the SNQF as a basis for recruitment eligibility, promotion criteria, and continuous professional development (CPD) requirements.
- e) Work with SQA to identify priority micro-credentials relevant to the public service and to communicate these to public sector employers.
- f) Ensure parity of esteem between micro-credentials resulting from formal learning with those awarded through RPL in all public service human resource processes.
- g) In collaboration with SQA, the Ministry of Education and other relevant ministries support outer island micro-credential delivery.

1.6.2. SQA

- a) Develop, review and oversee the implementation of the national micro-credentials policy framework.
- b) Set criteria for registration of micro-credentials on the SNQF and for their inclusion in the national database.
- c) Undertake external quality assurance of micro-credentials through institutional and programme accreditation, or approval of non-credit bearing micro-credentials.
- d) Support providers in developing their institutional micro-credential policies and procedures.
- e) Include micro-credentials registered on the SNQF in the national database.
- f) Foster collaboration between providers, employers and professional or industry bodies in the development and delivery of micro-credentials and short courses leading to micro-credentials.

1.6.3. Providers of micro-credentials

- a) Develop and implement institutional micro-credential policies and procedures in accordance with the principles outlined in this document and in the micro-credentials guidelines.
- b) Establish procedures for internal quality assurance of micro-credentials and short courses leading to micro-credentials.
- c) Collaborate with SQA, other public authorities, companies, industry and professional bodies in the development and quality assurance of micro-credentials and short courses leading to micro-credentials.
- d) Collaborate with other providers in recognising micro-credentials for credit or admission into a learning programme or a course.
- e) Provide information to learners and the wider public on the micro-credentials offered in their respective institutions and available opportunities for stacking.
- f) Maintain records of all micro-credentials awarded by the institution and those recognised from other institutions.

1.6.4. Employers and professional/ industry bodies

- Collaborate with providers in the development and quality assurance of micro-credentials and short courses leading to micro-credentials.
- Support the uptake of micro-credentials by recognising them in recruitment processes and by making them part of professional registration/ licencing requirements.
- Facilitate up-skilling and reskilling of employees and professionals through micro-credential-based training and professional development programmes.

1.6.5. Learners/ Applicants

- Familiarise themselves with the national micro-credentials policy framework and guidelines, as well as with institutional micro-credential policies and guidelines.
- Provide the necessary evidence to support their applications for admission into a micro-credential course or for recognition of already acquired micro-credential(s).

1.6.6 Development Partners and Regional Bodies

- Provide technical assistance, capacity building, and financing for the development, piloting, and institutionalisation of the micro-credentials ecosystem in Seychelles.
- Facilitate regional recognition of Seychellois micro-credentials through supporting the alignment of Seychelles national qualifications framework with regional qualifications frameworks, including the African Continental Qualifications Framework (ACQF), the SADC Qualifications Framework, IOC harmonisation initiatives, as well as inter-governmental agreements and bilateral memoranda of understanding.

2. Providers of micro-credentials

The providers of micro-credentials in Seychelles include a diverse range of public and private institutions. According to the Seychelles Micro-credentials Survey Report¹², providers include government institutions, public and private education and training providers, maritime training providers, and an institute for distance and open learning. Micro-credentials are offered across various industries, with a notable presence in fashion and textiles, soft furnishing industries, maritime training, ICT, hospitality, and education. Private sector involvement is also notable, with companies and industry/ professional bodies increasingly offering targeted, skills-based training through micro-credentials.

2.1. Micro-credentials can be offered and awarded by providers accredited or registered according to relevant national legislation¹³.

2.2. In the absence of the accreditation or registration status, an organisation or institution wishing to offer or award micro-credentials shall collaborate with an accredited or registered provider for the purposes of quality assurance and recognition of such micro-credentials.

3. National definition of micro-credentials

For the purposes of the Seychelles National Micro-credentials Policy Framework, a micro-credential is defined as:

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.

¹² [Seychelles Micro-credentials Survey Report](#) (2024)

¹³ For the purposes of this micro-credential policy document, provider refers to any tertiary education and training provider, other providers of post compulsory education and training, private education and training provider, companies, industry or professional bodies, other awarding bodies, providing and/or awarding micro-credentials.

3.1. Types of Micro-credentials

Micro-credentials offered and awarded in Seychelles can be:

- a) Credit-bearing – either standalone, based on unit standards or a part of a qualification listed on the SNQF, or based on an accredited learning programme or accredited short course;
- b) Non-credit bearing - based on non-formal learning programmes, short courses or “skillsets” from outside formal education and training, such as ones offered by non-accredited providers.

3.2. Critical information elements to describe micro-credentials

Providers of micro-credentials shall use the following minimum information elements to describe micro-credentials that they offer in Seychelles:

- a) Title
- b) Provider/Awarding institution
- c) Purpose/ Rationale
- d) Workload (in credits or notional hours, if applicable)
- e) Level on the SNQF (if applicable)
- f) Field and Subfield
- g) Entry requirements (including via micro-credentials)
- h) Learning outcomes
- i) Assessment methods and criteria
- j) Quality assurance (type of quality assurance used to underpin the micro-credential)
- k) Integration and stackability (learning opportunities and pathways: standalone/ independent micro-credential, integrated/ articulated macro-credential (part-qualification), stackable towards another credential or full qualification)
- l) Modes of Delivery (in-person, online, blended, workplace-based, if applicable)
- m) Recognition of prior learning opportunities (if applicable).

4. Integrating micro-credentials in Seychelles’ education and training ecosystem

4.1. Recognition pathways for micro-credentials

Micro-credential providers ensure the necessary preconditions for recognition of micro-credentials for education and training or employment purposes. Recognition of Micro-credentials shall be based on the information provided according to the information elements to describe micro-credentials (subsection 3.2) and the principles for good quality micro-credentials (subsection 5.2).

4.1.1. Education and training providers are responsible for determining how they recognise micro-credentials for the purposes of:

- a) Credit recognition and accumulation towards a qualification, and
- b) Admission into a learning programme or a course.

4.1.2. Employers, professional or industry bodies and public services may recognise micro-credentials for continuous professional development, recruitment, career advancement or licencing of professional services or other licensable activities.

4.1.3. Registration of micro-credentials on the SNQF and their inclusion in the national database enhance transparency of micro-credentials and public trust in their quality and level, supporting recognition and portability of micro-credentials at national and international levels.

4.2. Recognising micro-credentials by education and training providers

Micro-credentials are often linked to one provider and are not necessarily recognised by others. Education and training providers are encouraged to recognise micro-credentials from other providers or learning programmes or short courses for credit towards a qualification registered on the SNQF or admission into a learning programme or a course.

4.2.1. Education and training providers can recognise micro-credentials that are subject to external quality assurance in line with subsections 5.1.4 and 5.1.5.

4.2.2. Recognising micro-credentials awarded by non-accredited providers involves their evaluation against the principles for the good quality micro-credentials referred to in subsection 5.2.

4.2.3. Providers recognise credit for micro-credentials awarded by other institution where learning outcomes are consistent with the learning outcomes within their accredited learning programme or a component of it.

4.2.4. To facilitate recognition of micro-credentials for credit, providers are encouraged to use 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 following the SNCATS Policy and Guidelines¹⁴.

4.2.5. To facilitate recognition of micro-credentials for admission into a learning programme or a course, providers are encouraged to use inter-institutional agreements between the education and training institutions involved to stipulate entry requirements via micro-credentials.

4.2.6. Where a micro-credential is recognised for credit or admission into a learning programme or a course only when stacked/combined with a qualification, part of a qualification or other micro-credential(s), this should be clearly stipulated (see subsection 4.8).

4.3. Micro-credentials and Recognition of Prior Learning

4.3.1. Micro-credentials can be awarded through a Recognition of Prior Learning (RPL) process.

Providers shall integrate the award of micro-credentials into their institutional RPL policies and procedures in accordance with this National Micro-credentials Policy Framework, the National Policy for Recognition of Prior Learning (Revised, 2025), and the National Guidelines for the implementation of Recognition of Prior Learning (Revised, 2025)¹⁵.

The RPL process for micro-credentials is implemented by the provider. The provider is responsible for registration and assessment of applicants and shall keep the records of applicants.

Providers are encouraged to adopt flexible and accessible RPL approaches. These may include practical demonstrations, written or oral assessments, and alternative evidence formats that reduce literacy barriers while maintaining the validity and integrity of assessment.

4.3.2. The provider is responsible for internal/ institutional quality assurance of the RPL process.

SQA shall externally quality-assure the RPL process implemented by the provider when a credit-bearing micro-credential is awarded.

4.3.3. There shall be no distinction in recognition of micro-credentials awarded through RPL and those awarded after completion of a learning programme or a course.

¹⁴ Seychelles Qualifications Authority (SQA). (2024). *The Seychelles National Credit Accumulation and Transfer System (The SNCATS)*.

¹⁵ Seychelles Qualifications Authority (SQA). (2025a). *National Policy for Recognition of Prior Learning (Revised, 2025)*.

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

4.4. Micro-credentials and Seychelles National Credit Accumulation and Transfer System (SNCATS)

Providers assign credits to micro-credentials to facilitate learners' mobility, credit transfer and accumulation. A provider can assign credits to micro-credentials that are:

- a) Part of a qualification listed on the SNQF;
- b) Based on a unit standard;
- c) Component of an accredited learning programme;
- d) Based on an accredited short course.

Credits are assigned to micro-credentials in accordance with the SNCATS Policy and Guidelines¹⁶.

4.5. Inclusion of micro-credentials in the SNQF

4.5.1. The Seychelles National Qualifications Framework (SNQF) is open to inclusion of micro-credentials that meet the principles for good quality micro-credentials (see subsection 5.2).

4.5.2. Only credit-bearing micro-credentials are registered on the SNQF.

4.5.3. SQA shall register credit-bearing micro-credentials on the SNQF that are:

- a) Part of a qualification listed on the SNQF;
- b) Based on a unit standard;
- c) Component of an accredited learning programme;
- d) Based on an accredited short course.

4.5.4. Micro-credentials shall be mapped to appropriate SNQF levels based on complexity of their learning outcomes.

The assigned level must provide a best match between the level descriptors (for a specific SNQF level) and the learning outcomes and assessment criteria of the micro-credential.

4.6. Inclusion of micro-credentials in the national database

SQA shall include information on Micro-credentials registered on the SNQF in the national database¹⁷.

The information on Micro-credentials in the database shall contain all the information elements listed in subsection 3.2.

Where a micro-credential is recognised or endorsed by an industry or professional body, or sectoral professional council, or within the public sector, aligns with an industry standard, standards for recruitment, training or other professional development requirement or scheme of service, or constitutes recognition towards professional services or other licensable activities, this should be indicated.

4.7. Issuance of the certificate for micro-credential

4.7.1. The certificates for micro-credentials are issued to learners when all the assessment criteria for a micro-credential have been met.

4.7.2. The certificates for micro-credentials shall include:

- a) Information identifying the holder and the date of issue of the micro-credential;

¹⁶ Seychelles Qualifications Authority (SQA). (2024). *The Seychelles National Credit Accumulation and Transfer System (The SNCATS)*.

¹⁷ Art. 66 (2). *Seychelles Qualifications Authority Act 57 of 2021 (S.I. 11 of 2025)*

- b) Information identifying the micro-credential in accordance with the information elements listed in subsection 3.2.;
- c) Other relevant elements required under the National Qualifications Framework Regulations for the Statement of Attainment¹⁸;
- d) Any other relevant information defined by the provider.

4.7.3. Where a micro-credential is recognised by a professional or industry body or within the public sector, aligns with an industry standard, standards for recruitment, training or other professional development requirement or scheme of service, or constitutes recognition towards professional services or other licensable activities, this should be indicated.

4.7.4. The issuance of certificates for micro-credentials shall be the responsibility of the provider. The provider shall keep the records of the issued certificates.

4.7.5. Providers that choose to issue micro-credentials as a digital verifiable credential shall issue it in a structured data format ensuring that the information in the micro-credential includes the elements as listed above in subsections 4.7.2. and 4.7.3. Appropriate safeguards should be in place to ensure the integrity and authenticity of issued credentials.

4.7.6. Providers should ensure that the collection, storage and sharing of learner data comply with applicable data protection legislation and principles of privacy, transparency and security. Learners should be informed of how their data is used.

4.7.7. Certificates for micro-credentials shall, at minimum, be issued with a title in both English and Seychellois Creole.

4.8. Stackability of micro-credentials

Stackability refers to the possibility of combining or "stacking" individual micro-credentials to build broader learning achievements that may contribute towards a part qualification or a qualification. Stacking of micro-credentials does not automatically entitle a learner to a qualification.

Providers are encouraged to design micro-credentials that allow combinations with other micro-credentials, parts of qualifications or qualifications, providing learners with progressive and flexible learning pathways.

Education and training providers are encouraged to use inter-institutional agreements between the education and training institutions involved to allow different pathways for stacking micro-credentials and credit accumulation.

Decisions to "stack" or combine micro-credentials lie with the education and training provider recognising micro-credentials from other learning programmes, short courses or other providers.

4.9. Inclusiveness of micro-credentials

Providers should consider inclusion when designing and offering micro-credentials, taking into account the diversity of learners' backgrounds, circumstances and prior experiences.

Providers shall make reasonable adjustments to assessment methods, delivery modes, and learning materials to enable participation of persons with disabilities or learners from outer islands.

4.10. Collaboration between providers and employers, professional/ industry bodies

4.10.1 Providers shall collaborate with companies, industry or professional bodies, sectoral professional councils to ensure the relevance of micro-credentials and courses leading to micro-credentials for the labour market.

¹⁸ Art. 69 (3). Seychelles Qualifications Authority Act 57 of 2021 (S.I. 11 of 2025)

4.10.2 In the absence of the accreditation or registration status, companies, professional or industry bodies wishing to offer or award micro-credentials shall collaborate with an accredited or registered provider for the purposes of quality assurance and recognition of such micro-credentials.

5. Quality assurance of micro-credentials

5.1 Micro-credentials and quality assurance systems

5.1.1. Micro-credentials shall be an integral part of internal quality assurance processes of providers as for other awards or qualifications.

5.1.2. Quality assurance of micro-credentials covers:

- a) The overall quality of the micro-credential itself, including its design and assessment of learning outcomes;
- b) The quality of the course leading to the micro-credential, where applicable; and
- c) Certification through RPL process, where applicable.

Providers should ensure that assessment processes for micro-credentials are robust, fair and aligned with defined learning outcomes. This includes implementing appropriate moderation practices, ensuring that assessment decisions are valid and reliable, and taking reasonable measures to prevent fraud or misrepresentation in the award of micro-credentials.

5.1.3. Micro-credentials shall be subject to external quality assurance. External quality assurance of micro-credentials shall be based on principles for good quality micro-credentials referred to in subsection 5.2.

5.1.4. External quality assurance of credit-bearing micro-credentials is to be conducted in line with:

- a) Institutional accreditation, where applicable;
- b) Accreditation of learning programme, where applicable;
- c) Accreditation of short courses, where applicable¹⁹;

5.1.5. External quality assurance of non-credit bearing micro-credentials can be conducted in line with:

- a) Approval of short courses by SQA, where applicable²⁰;
- b) Approval by the Ministry or other public authority, where applicable²¹;
- c) Endorsement by professional/industry body or sectoral professional council²²;
- d) Through cooperation with the accredited/ registered providers (see subsection 4.9);
- e) Through External Quality Assurance certification schemes by standardisation bodies²³.

5.1.6. A provider that wishes to offer or award credit-bearing micro-credentials which are either as stand-alone courses or component of an accredited learning programme shall apply to SQA for accreditation or registration on the SNQF.

5.1.7 A provider that wishes to offer or award non-credit bearing micro-credentials may apply to SQA or other relevant public authority for approval, or to relevant professional/industry body or council for endorsement.

¹⁹ Seychelles Qualifications Authority (SQA). (n.d.). Draft Guide for Accreditation of Courses and Micro-credentials.

²⁰ A process of recognising short courses to ensure that they satisfy the minimum quality standards set by SQA, e.g. approval of specialised training courses for professional development or recognition towards professional services or other licensable activities.

²¹ such as Ministry of Education, Ministry of Employment and Social Affairs, Ministry of Investment, Entrepreneurship and Industry, Defence forces, Police department and other authorities.

²² Where a professional body or council exist for a particular occupation or profession, or sector.

²³ such as ISO 17024 – General requirements for bodies operating certification of persons.

5.2 Principles of good quality micro-credentials

5.2.1. The principles of good quality micro-credentials referred to in subsection 5.2.2. shall be applied by:

- a) Providers for the development, delivery, issuance and recognition of micro-credentials;
- b) SQA and other bodies carrying out external quality assurance of micro-credentials;
- c) SQA for the inclusion of micro-credentials in the SNQF.

5.2.2. Micro-credentials are considered to be of good quality when they meet the following principles:

a) Skill or competency focused

Micro-credentials are focused on a specific set of learning outcomes designed to provide the learner with specific knowledge, skill(s) or competence(s).

b) Outcome-based assessment

An individual's learning achievements are assessed against clearly defined criteria.

c) 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 an individual's 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).

d) Flexible learning pathways

Providers shall design micro-credentials to support flexible learning pathways, including the possibility to recognise and 'stack' micro-credentials from across different systems and allowing for combining recognition of prior learning/validation with training opportunities.

e) Learner-centred

Micro-credentials need to be relevant and accessible for individuals, supporting their upskilling and reskilling. Providers should ensure opportunities for the learners to gain micro-credentials in different ways and at the learners' own pace according to their personal needs.

f) Relevance

Micro-credentials should be designed to meet identified learning needs in response to labour market demand and needs in skills recognition. Providers are encouraged to collaborate with companies, industry and professional bodies or sectoral professional councils and other users of micro-credentials to increase the relevance of the micro-credentials for the labour market.

g) Transparency

Providers should provide transparent and clear information on micro-credentials they offer.

h) 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.

i) 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.

j) 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.

6. Monitoring, evaluation, and review of the micro-credentials framework

6.1 The SQA shall establish and maintain a systematic monitoring and evaluation (M&E) framework to track the implementation, impact, and effectiveness of the National Micro-credentials Policy Framework.

6.2 The M&E framework shall provide an evidence base for periodic policy review, demonstrate accountability to learners, providers, employers, and government, and support continuous improvement of the micro-credentials ecosystem.

6.3. SQA shall publish an annual Micro-credentials Implementation Report, made publicly available on the SQA website and submitted to the Minister of Education.

Definitions

The definitions provided in the [National Qualifications Framework Regulations, 2025](#) shall apply.

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