Theme 5-2

Micro-credentials :
The Seychelles survey

Conducted in cooperation and
technical support of ACQF-II

2nd NQF Forum, Luanda, 05-06 September 2024

MICRO-CREDENTIALS

Content of presentation

- Definition & basis
- Objective of the survey
- Development of the survey
- Survey design and instruments
- Roles of the teams
- Challenges encountered
- Survey timeline

DEFINITION & BASIS

Definition of micro-credential: "a record of focused learning achievement verifying what the learner knows, understands or can do and includes assessment based on clearly defined standards and is awarded by an accredited or recognised provider." – *Seychelles National Qualifications Framework 2024*

During the SNCATS workshop providers expressed great interest in micro-credentials and wanted to implement it immediately. It was necessary to establish what exists in Seychelles first; a survey was planned.

Ultimate aim of the project: to inform policy recommendations and support the development of a micro-credentialing system , also aligned with the ACQF.

MICRO-CREDENTIALS

OBJECTIVE OF THE SURVEY

To map the current state of micro-credentials in Seychelles; including

❑ identifying existing micro-credentials and any similar credentials applicable under the national definition of micro-credentials,

❑ understanding their usage and characteristics,
  • the recipient groups,
  • quality assurance methods,
  • their relationship to the national qualifications framework
  • the possible purposes and policy preferences of education and training providers

Recognising your Competencies

DEVELOPMENT OF THE SURVEY

The Micro-credentials survey is conducted in cooperation and with support of the ACQF-II project

ACQF project team:
- Eduarda Castel-Branco – Project Coordinator, and
- James Mwewa – ACQF expert
- Zalan Tamas Jakab - expert from PPMI and
- Greta Kirdulytė - expert from PPMI

SQA team:
- Fiona Ernesta – Chief Executive Officer
- Noella Baker-Albert- Principal Standards Setting Officer

MICRO-CREDENTIALS
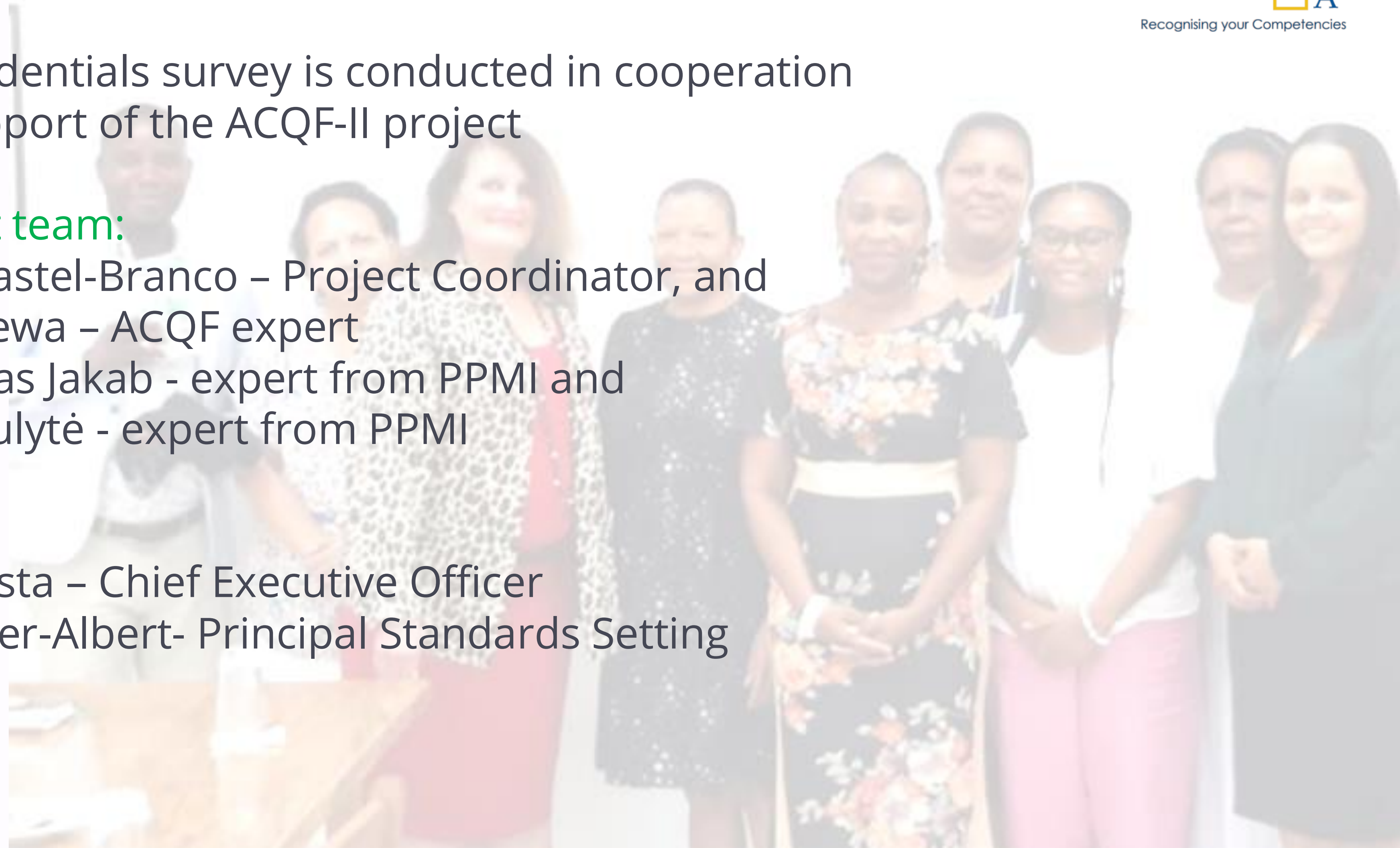
SURVEY DESIGN AND INSTRUMENTS

The primary tool was a questionnaire in excel

format, easy-to-use with pre-filled choice options

for providers and an online form for beneficiaries

of MCs.

The initial drafts were verified by the SQA team

before finalising to ensure questions were adapted

to local context.

The excel questionnaire for providers was sent to

public tertiary education and training providers,

private providers, public and private employers and

regulatory bodies.

ROLES OF THE TEAMS

The role of SQA: raise awareness about the survey, disseminate the instrument, manage data collection, media sensitisation, provide comments and feedback during the design and reporting processes.

The role of ACQF-II project: draft and finalise questionnaire, manage, store and analyse the survey results.

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CHALLENGES ENCOUNTERED

Anticipated	Encountered	Mitigation
Low response rates	Yes - busy schedules and slip of the mind	*Email reminders sent out *Calls were made to some providers
Respondent fatigue	Yes- due to length of questionnaire and poor understanding of MCs	*Most questions were multiple choice *Calls were made to support participants during filling in of questionnaire
Impact of vacations/other periods of absence	National holiday 15 Aug. Participants from Unisey were on annual leave	Deadline was extended by 1 week

Other major challenge: very small SQA team

SQA
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SURVEY TIMELINE

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Planning and design phase: 10 – 20 June

Data collection phase: 16 Jul – 12 Aug

(extended to 19 Aug)

Reporting Phase – 19 Aug to Oct.

(incl. data cleaning & validation, analysis, reporting & submission of final report)

Presentation of results in Micro-credentials workshop in November

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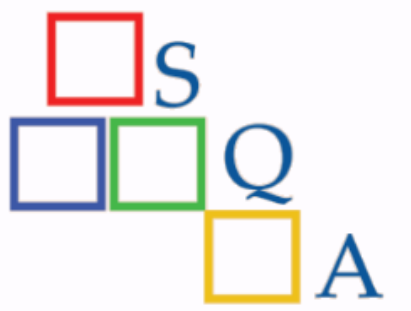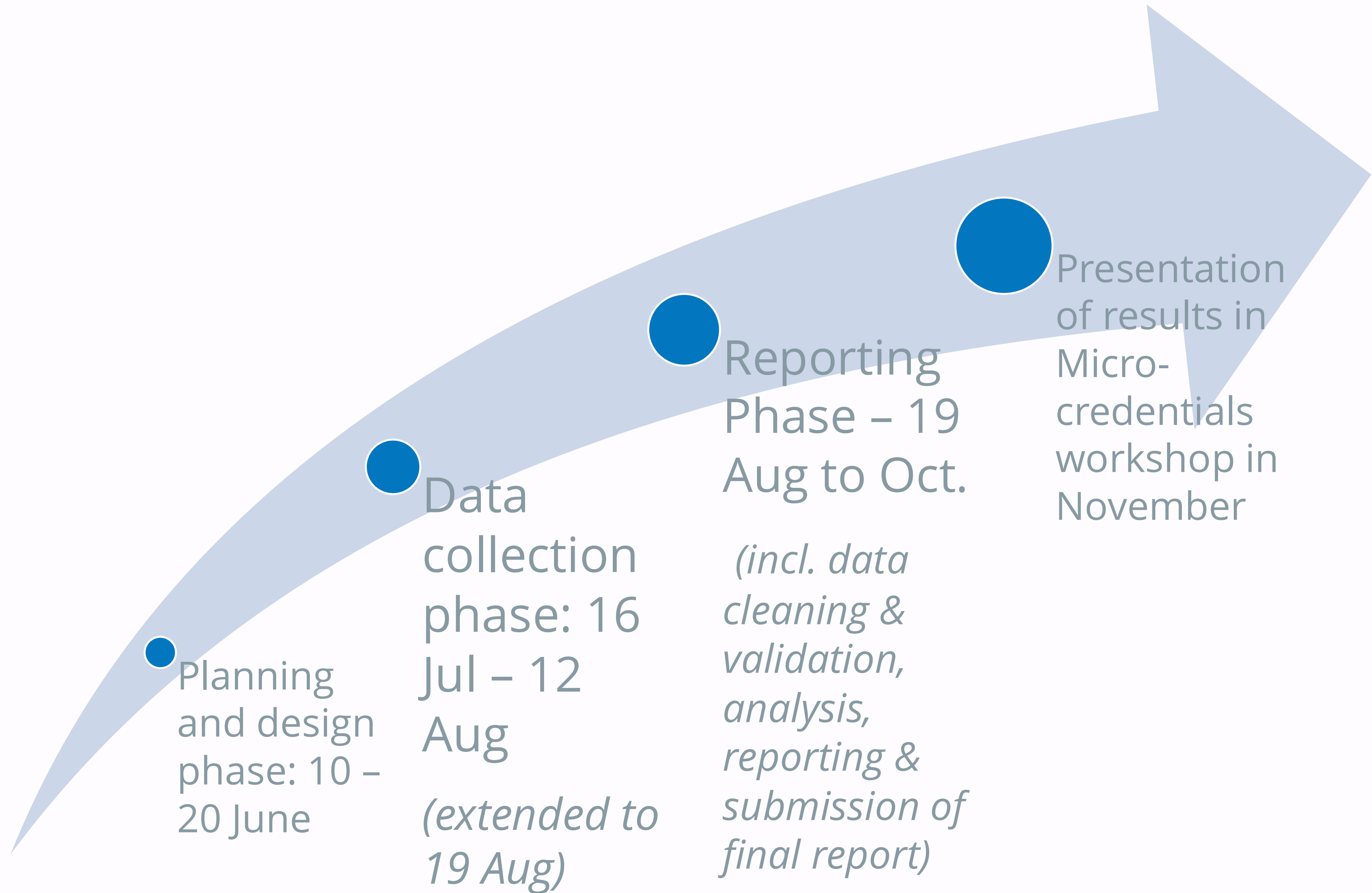
THANK YOU

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