



# ***Micro-Credentials in Mauritius***

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# Micro-credentials: Definitions

## ▪ European Commission

‘Micro-Credential’ means the record of the **learning outcomes** that a learner has acquired following a small **volume of learning**. These learning outcomes have been **assessed** against transparent and clearly defined standards. (European Commission, 2021)

## ▪ OECD

Micro-Credentials are an organized learning activity with an associated credential; the credential **recognizes a skill or competency** that has been acquired through an organized learning process and validated through an **assessment**. (OECD, 2021)

## ▪ UNESCO

A micro-credential • is a record of focused learning achievement, verifying what the learner knows, understands, or can do. • includes **assessment based** on clearly defined **standards** and **awarded** by a trusted provider. • has **stand-alone value** and may also contribute to or complement other micro-credentials or macro-credentials, including through recognition of prior learning. • meets the standards required by relevant **quality assurance** (UNESCO 2022).

# CHARACTERISTICS OF MICRO-CREDENTIALS



<https://unevoc.unesco.org/home/TVETipedia+Glossary/lang=en/show=term/term=micro-credential#:~:text=A%20micro%2Dcredential%3A,awarded%20by%20a%20trusted%20provider.>

Micro-credentials are also known as nano degrees, digital badges, mini degrees, micro-credentials, open badges, and web badges

## **Flexible, accessible, and cost-effective**

Provide a way for targeted skills and **knowledge in a shorter period of time and at a lower cost**

## **Upskilling and reskilling**

Micro-credentials can provide a way for individuals to keep up with the latest developments in their fields.



## **Lifelong Learning**

**The nature of work continues to change,** and individuals need to adapt to new roles and industries.

## **Equity And Accessibility**

Providing a way for individuals who may not have access to traditional education programs to gain skills and knowledge.

# **POTENTIALS OF MICRO-CREDENTIALS**

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# BENEFITS OF MICRO-CREDENTIALS

## LEARNERS

- Enhanced employability
- Increased flexibility
- Access to TVET /HE
- Alternative model to obtain traditional education through flexible learning pathways

## INSTITUTIONS

- Co-delivery and co-construction of teaching and training with industry
- Improve quality of current qualifications

## EMPLOYERS

- Building capacity in key areas
- Reskilling and upskilling opportunities
- Collaboration and partnership academia industry
- Increased productivity
- Closing of real skill gaps
- Recognition and motivation for employees

## COUNTRY

- Meet the needs of labour market
- Continuous improvement culture / lifelong learning /human capital potentially
- Equity of access

# A GLOBAL PERSPECTIVE

## European Union

The European MOOC Consortium has also developed the Common Micro-Credential Framework (CMF) to support micro credential development.

## AUSTRALIA



Australia is investing \$18.5 million to help 18 universities create up to 28 micro credential courses in fields like IT, engineering, science, health, and education. The MicroCred Seeker platform lists 425 micro credential courses from 56 providers.

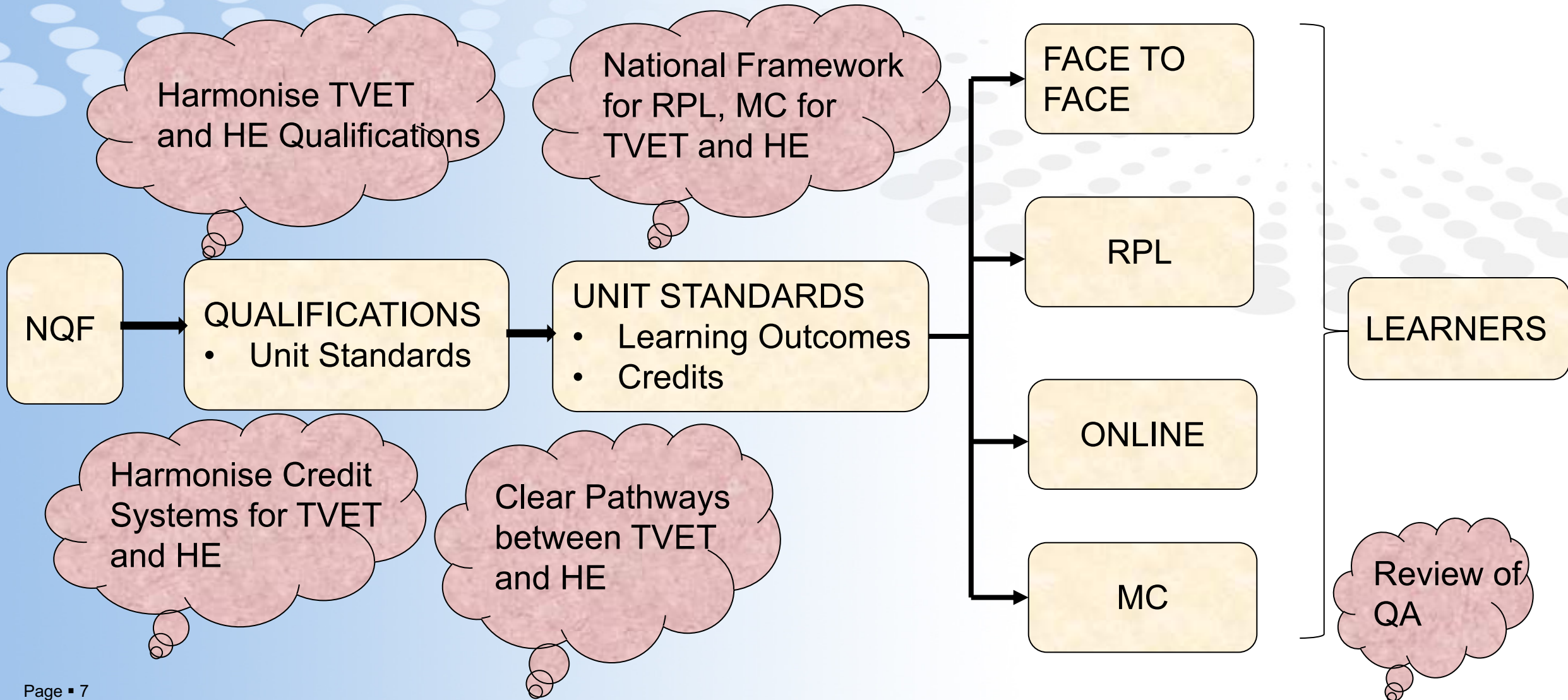
## United Kingdom

In the UK, the Quality Assurance Agency (QAA) has issued a Characteristics Statement to guide the development of micro credentials.

## New Zealand

New Zealand has been integrating micro credentials into its national frameworks for years, recognizing their importance for lifelong learning

# TOWARDS THE MICRO-CREDENTIAL FRAMEWORK FROM A PRACTICAL PERSPECTIVE: CASE OF MAURITIUS



# **NQF: Enabler for flexible education and learning pathways**

- **Clear and accurate information titles for Standards/Qualifications**
- **Based on Learning Outcomes**
- **Credits assigned to Standards/Qualifications**
- **Promoted Quality Education and Training**
- **Enabled RPL**
- **Enabler for Micro-credentials at all NQF Levels**
- **Catalyst for National Credit Value and Transfer System**



# THE DEVELOPMENT OF A NATIONAL CREDIT VALUE AND TRANSFER SYSTEM IN MAURITIUS: AN ENABLER FOR MICRO-CREDENTIALS

## Problem Identified

- Credit systems have existed for decades but were not used to their full potential
- TVET and higher education operated with separate and different credit systems, thereby creating a disconnect
- Mismatch between the required skills and knowledge and current qualifications
- Qualifications and Qualification systems are very dynamic
- Need to align the Mauritian NQF with the regional (SADCQF) and meta-frameworks (EQF)
- Revamp the way qualifications are offered by promoting new types of qualifications, e.g. Micro-credentials
- There is one NQF and it is wiser to have a unified credit system under the NQF rather than one type of credit system for TVET and another type of credit system for HE

**A joint HEC/MQA workshop was held on 12-14 June 2024 to move towards NCVTS to address the above issues. Both TVET and HE are willing to move forward with the innovative concept and to promote Micro-Credentials at all levels. The NCVTS Framework will be soon implemented.**

# TOWARDS A NATIONAL MICRO-CREDENTIALS FRAMEWORK FOR TVET AND HIGHER EDUCATION IN MAURITIUS



**Collaboration between IIEP-UNESCO, the Higher Education Commission and the Mauritius Qualifications Authority to establish a national micro-credential framework**

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**National Survey to inform a Micro-credentials Framework for TVET and Higher Education in Mauritius**

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**Stakeholder Consultation Workshop on a Micro-Credential Framework for TVET and Higher Education in Mauritius**

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**Steering Committee for the Development of the Micro-Credential Framework and Mauritian NCVTS; Validation Webinar**

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# Consultation Workshop held in January 2024

**Objective:** To seek consultative feedback on the guidelines for the national micro-credentials framework in the TVET and higher education sector.



**50 Participants**

**Technical and Vocational Education and Training**

**3 Days**



# National Micro Credential Framework

**The Micro credential Framework is based on 5 guidelines**

**Guideline 1: Objectives for MC framework, coverage, principles, players**

**Guideline 2: Definition of MC – information requirements for increased transparency**

**Guideline 3 : Credit award and stackability**

**Guideline 4: Inclusion and levelling of MC against NQF, quality assurance**

**Guideline 5: National register, credit bank and open badge options**



## Recent legislative amendments to the MQA Act 2001

- Section 5(ha):  
*“to approve and recognize micro-credentials in TVET”*
- Section 18(2)(cb):  
*Regulations “for matters relating to, including procedure for, approval and recognition of micro-credentials in TVET.*

# IMPLEMENTATION ISSUES

## **Design of Micro-Credential**

- Alignment of Micro-Credentials with skill needs of the economy
- Naming convention, Credits and learning outcomes in alignment with the NQF
- Articulation and integration of Micro-Credentials with other qualifications.
- Embedding Micro-Credentials as a key alternative mechanism towards certification
- Financial viability

## **Development of relevant policies and guidelines**

- Review of the existing Quality Assurance Framework (Accreditation, Assessment and Award)
- Policy for the design and development of Micro-Credentials
- Policy to cater for various forms of Assessment

# CHALLENGES

- Endorsement of the National Micro-credentials Framework
- Endorsement of the NCVTS
- Implementing the strategic action on MC under the NSDS (2022-2026)
- Piloting the implementation of MC in the ICT field
- National Register for Micro-Credentials, both TVET and HE
- Learners' Record
- Resilient Awarding Bodies

**and the journey continues...**







*Thank  
you*



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