



National Credit Value and Transfer System and Micro- Credentials Framework in Mauritius

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11 April 2025

Overview

- Transformation strategy for Higher Education
- National Credit Value and Transfer System, Credit Transfer, Recognition of Prior Learning
- Micro-Credentials

National Credit Value and Transfer System

Section 18. National Credit Value and Transfer System

1. The Commission shall develop and issue a National Credit Value and Transfer System in order to recognise qualifications and units by awarding credits.
2. The units referred to in subsection shall have credit value which shall be equal to such hours of learning as the Commission may determine for the purpose of obtaining a qualification by a learner.
3. The credits awarded under the National Credit Value and Transfer System shall be transferable in such manner as the Commission may determine.



LEGAL SUPPLEMENT	523
<i>to the Government Gazette of Mauritius No. 121 of 28 December 2017</i>	
THE HIGHER EDUCATION ACT 2017	
Act No. 23 of 2017	
<i>Enacted</i>	
BIBI AMEENAH FIRDAUS GURIB-FAKIM	
<i>26 December 2017</i>	<i>President of the Republic</i>
ARRANGEMENT OF SECTIONS	
<i>Section</i>	
PART I – PRELIMINARY	
1. Short title	
2. Interpretation	
3. Higher Education Advisory Council	
PART II – HIGHER EDUCATION COMMISSION	
Sub-Part A – Establishment of Commission	
4. Establishment of Commission	
Sub-Part B – Objects, Functions and Powers of Commission	
5. Objects of Commission	
6. Functions of Commission	
7. Powers of Commission	

NCVTS Journey in Mauritius

HE ACT (January 2020)

The Commission shall develop and issue a National Credit Value and Transfer System in order to recognise qualifications and units by awarding credits.

Phase 1



HEC SURVEY ON NCVTS (July 2021)

The HEC carried out a survey with public and private HEIs regarding their NCVTS practices/RPL and their views



EUROPEAN TRAINING FOUNDATION (21/22)

A concept note to guide the development of the NCVTS Policy, with support from European Training Foundation.



May 2023 Miles visit



Validation (August 2023)

Validation involved a workshop and consultative meetings with stakeholders to validate the system, terminology, and implications for universities in Mauritius.



Consultation (June 2023)

Consultative meetings, Workshops and Surveys conducted with Stakeholders.



Phase 3

Development of CATS, RPL (Feb 2024)



Training and Capacity Building (June 2024)

Training sessions essential for institutions to grasp terminology and NCVTS implementation.

Implementation

Mauritian NCVTS
Implementation Plan-August
2024

June 2023- April 2024: National Microcredentials framework development

Key Objectives of a NCVTS

Promote Learner Mobility

Enable students to transfer credits seamlessly across institutions and learning pathways—nationally and internationally.

Ensure Transparency and Comparability

Standardise credit values to clarify the workload and learning outcomes associated with qualifications.

Support Lifelong Learning

Recognise formal, non-formal, and informal learning achievements to encourage re-entry and progression.

Facilitate Recognition of Prior Learning (RPL)

Credit system supports assessment and recognition of learning outside traditional classrooms.

Enhance Quality Assurance

Link credits to qualification levels and learning outcomes to maintain academic standards.

Improve Curriculum Design and Alignment

Support modularisation and harmonisation of programmes for curriculum flexibility and relevance.

Key Principles of a NCVTS

Learning Outcomes-Based

Credits are awarded based on what the learner knows, understands, and can do, not just time spent.

Level-Linked and Progressive

Credits correspond to qualification levels in the National Qualifications Framework (NQF), ensuring a clear learning progression.

Transferable and Accumulable

Credits earned should be recognised and carried forward across institutions and learning contexts.

Transparent and Fair

Clear policies, procedures, and criteria guide credit allocation, transfer, and recognition.

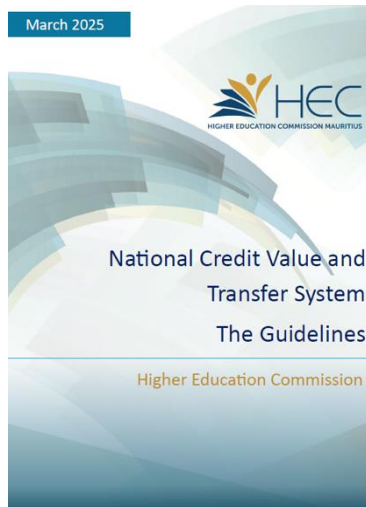
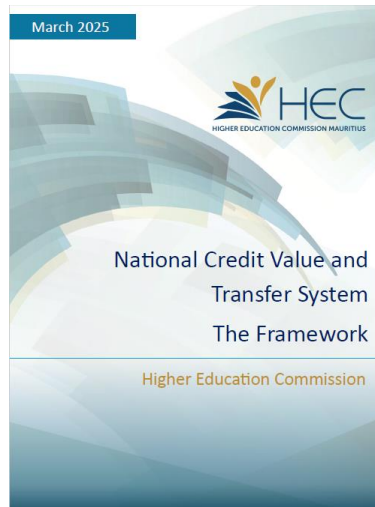
Inclusive and Flexible

System accommodates diverse learning modes—full-time, part-time, online, workplace learning, and micro-credentials.

NCVTS Guidelines

NCVTS Credit

Definition: A value assigned to qualifications, units and modules that represents the estimated notional learning time required for achievement of related learning outcomes. NCVTS credits confirm that a qualifications, units and modules, consisting of a coherent set of learning outcomes has been assessed validated and awarded by a competent educational institution, according to agreed standards.



NCVTS Credit Value

One NCVTS credit (1 NCVTS) corresponds to the learner's workload of 30 hours of estimated notional learning time, which includes all learning activities under relevant and decided learning conditions for the specified learning outcomes.

One NCVTS Credit represents 30 Notional Hours of Learning

Aligning with ECTS

The learning outcomes and associated notional learning time for a **full-time year are equivalent to a minimum 40 NCVTS credits** in the NCVTS Framework.

Mauritian NCVTS credit

ECTS in countries of the Bologna Process

1 NCVTS corresponds to 30 notional learning hours

1 ECTS corresponds to 20-30 notional learning hours

40 NCVTS corresponds to 1 full-time year of learning

60 ECTS corresponds to 1 full-time year of learning

1 NCVTS = 1 ECTS

(applicable only for higher education)

NCVTS Credit Comparison

Mauritian NCVTS credit	ECTS in countries of the Bologna Process
1 NCVTS corresponds to 30 notional learning hours	1 ECTS corresponds to 20-30 notional learning hours
40 NCVTS corresponds to 1 full-time year of learning	60 ECTS corresponds to 1 full-time year of learning
1 NCVTS = 1 ECTS (applicable only for higher education)	

Mauritian NCVTS credit	SADC CATS
1 NCVTS corresponds to 30 notional learning hours	1 CATS corresponds to 10 notional learning hours
40 NCVTS corresponds to 1 full-time year of learning	120 CATS corresponds to 1 full-time year of learning
1 NCVTS = 3 CATS	

Comparative tables of credit systems in other countries/regions to NCVTS in Mauritius				
Countries	Mauritius	Countries of the Bologna Process	SADC CATS	Malaysia
Credit systems	NCVTS	ECTS	CATS	Credits
Definition of 1 credit in NLH	30 NHL	20-30 NLH	10 NLH	40 NLH
Workload of 1 year FTE in credits	40 NCVTS	60 ECTS	120 CATS	40 Credits
Comparing credits	40 NCVTS	1 NCVTS = 1 ECTS	1 NCVTS = 3 CATS	1 NCVTS = 1 Credit

Expected Benefits of a NCVTS for Angola

Regional and International Compatibility: Facilitates Angola's integration into regional and international credit and qualification systems (e.g., SADC, UNESCO).

Ensure Transparency and Comparability

Standardise credit values to clarify the workload and learning outcomes associated with qualifications.

Regional and International Recognition

Facilitates mutual recognition of qualifications and cross-border academic collaboration.

Recognition of Prior Learning (RPL)

Empowers learners to gain credits for skills and knowledge acquired outside formal education.

Improved Quality and Transparency

Standardised credit values linked to learning outcomes improve trust and comparability of qualifications.

Micro Credentials Journey in Mauritius

COL Skills for Work
Scholarship
+ 4000 Micro Credentials
(2022 - 2024)

Phase 1



Baseline Study

Baseline Study on Micro Credentials

(Surveys at national and
institutional level) (2023)



IIEP UNESCO Micro
Credentials Project (2023)



Validation Webinar



Micro Credentials National Framework

Drafting of National Micro Credentials
Framework (2024)

Consultation

National Consultation Workshop on Micro
Credentials Framework for Mauritius (2024)



Drafting of Roadmap for
Implementation of Micro
Credentials in Mauritius (2025)



Validation Workshop on
Roadmap
Implementation of MC
14 May 2025



Pilot of Micro
Credentials in Finance
and IT Industry (2025)

Implementation

Phase 3

Definition of Micro Credentials

Definition

Micro-credentials are a **record of learning outcomes** acquired following a smaller volume of learning, assessed against **transparent and clearly defined criteria**. They provide learners with **specific knowledge, skills, and competences** addressing **social, personal, cultural, and labour market needs**. Micro-credentials are **owned by the learner**, **portable**, and may be **stand-alone or combined** into larger qualifications. They are supported by **agreed quality assurance standards**.

Key Considerations Areas

- What do Micro Credential encompass
 - Certification
 - Stackability
 - Outcome
 - Workload
 - Assessment

Characteristics of Micro Credential

Relevant



Relevant to industry/ community

Accredited



Recognized by a professional accrediting body

Standardized



Meets a government set quality standard

Assessed



The learner must demonstrate skills/ knowledge to earn the credential

Flexible



The pace and/or structure of learning can be personalized

Stackable



Can be stacked or combined toward a larger credential, e.g. a diploma or degree

HEC Initiatives towards Micro-Credentials

Micro Credentials Framework



UTM/SENA Certificate in Special and Inclusive Education

Understanding Diversity and Inclusion in Education

Characteristics of Learners with Diverse Needs

Sexuality and Reproductive Health for Inclusive Education

Leadership in Special and Inclusive Schools

Soft Skills Essential with Proficiency in English

Social and Emotional wellness

Adapted Physical Education

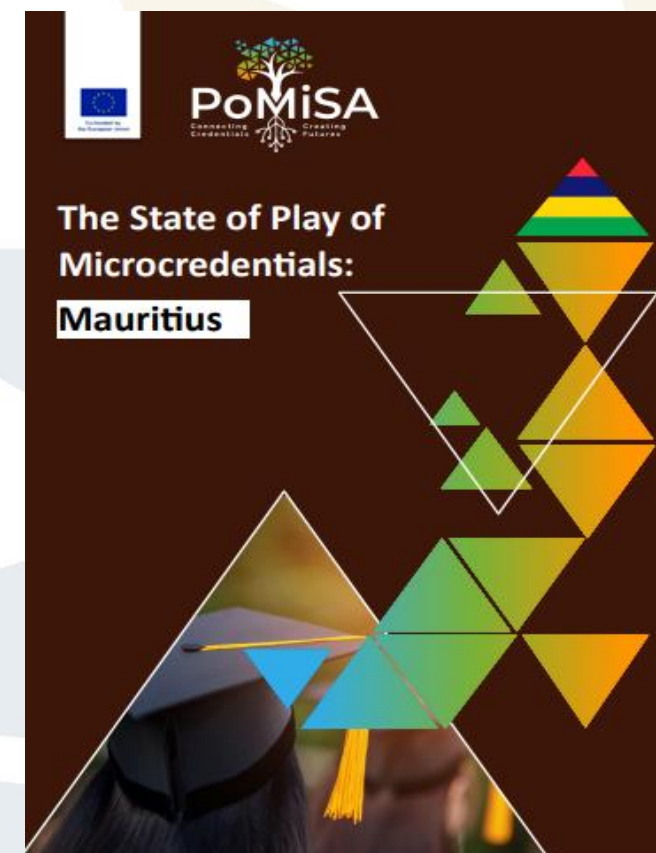
Dietary Requirements for Children with Special

Teaching Approaches in Inclusive Schools (Work Placement)

Creative Arts for Special and Inclusive Education

Total Credits: 150 NCVTS/ 60 ECTS

POMISA Project



UNESCO IIEP Guidelines

Micro-credentials in Mauritius: towards a national framework for TVET and higher education



Guideline 1: Objectives for MC framework, coverage, principles, actors



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



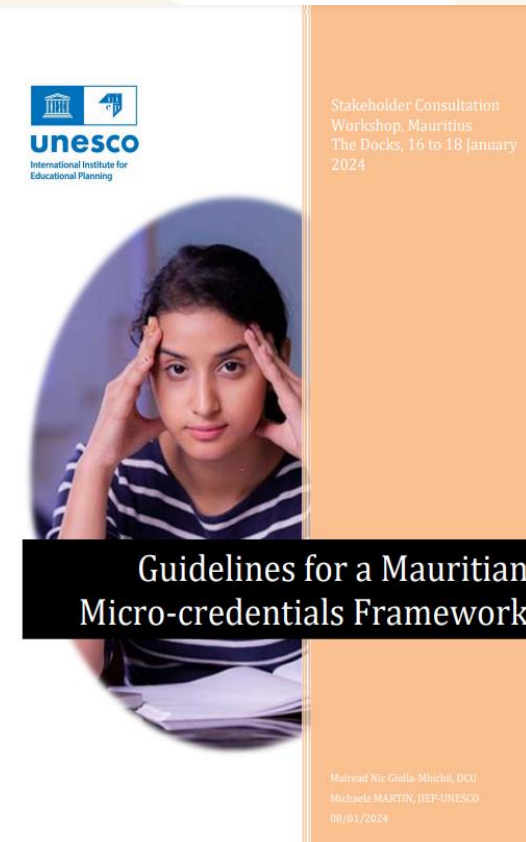
Guideline 3 : Credit award and stackability



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



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



Pilot Project

Recognition of Micro Credentials in the Certificate in Special and Inclusive Education (UTM)

Micro Credentials/ Digital Badges on Coursera	No. of Hours to complete
Managing ADHD, Autism, Learning Disabilities, and Concussion in School	9
Diversity and Inclusion in Education	17
Teaching Children with Visual Impairment: Creating Empowering Classrooms	13
Disability Awareness and Support	7
Severe to Profound Intellectual Disability: Circles of Care and Education	15
Disability Inclusion in Education: Building Systems of Support	14

Total Hrs: 75

Certificate in Special and Inclusive Education

Semester 1					Semester 2				
Code	Modules	Hrs/Wk L/T/P+DS	Credits ECTS	NCVTS	Code	Modules	Hrs/Wk L/T/P+DS	Credits ECTS	NCVTS
CSIE 1101D	Understanding Diversity and Inclusion in Education	3 + 12	6	15	CSIE 1201D	Sexuality and Reproductive Health for Inclusive Education	3 + 12	6	15
CSIE 1102D	Characteristics of Learners with Diverse Needs	3 + 12	6	15	CSIE 1202D	Adapted Physical Education	3 + 12	6	15
CSIE 1103D	Leadership in Special and Inclusive Schools	3 + 12	6	15	CSIE 1203D	Dietary Requirements for Children with Special Needs	3 + 12	6	15
CSIE 1104D	Soft Skills Essential with Proficiency in English Language	3 + 12	6	15	CSIE 1204D	Creative Arts for Special and Inclusive Education	3 + 12	6	15
CSIE 1105D	Social and Emotional wellness	3 + 12	6	15	CSIE 1205D	Teaching Approaches in Inclusive Schools (Work Placement)		6	15

Total Credits: 150 NCVTS/ 60 ECTS

PoMiSA project

The Potentials of Micro-credentials in Southern Africa (PoMiSA) project, financed by the European Union, is a pivotal initiative designed to strengthen higher education and workforce development across the Southern African region.

The project partners consist of 18 beneficiaries, of which 12 are higher education institutions, 5 are higher education councils, and one, JET Education Services, is an independent, non-profit organisation.

Country Reports



<https://pomisa.hec.mu/>

A Blueprint For Micro-credentials In Higher Education: From Concept To Execution

Elements of Blueprint

Defining Micro Credentials

Principles of Micro Credentials

Regulatory Framework for Quality Assurance

Recognising Micro-Credentials

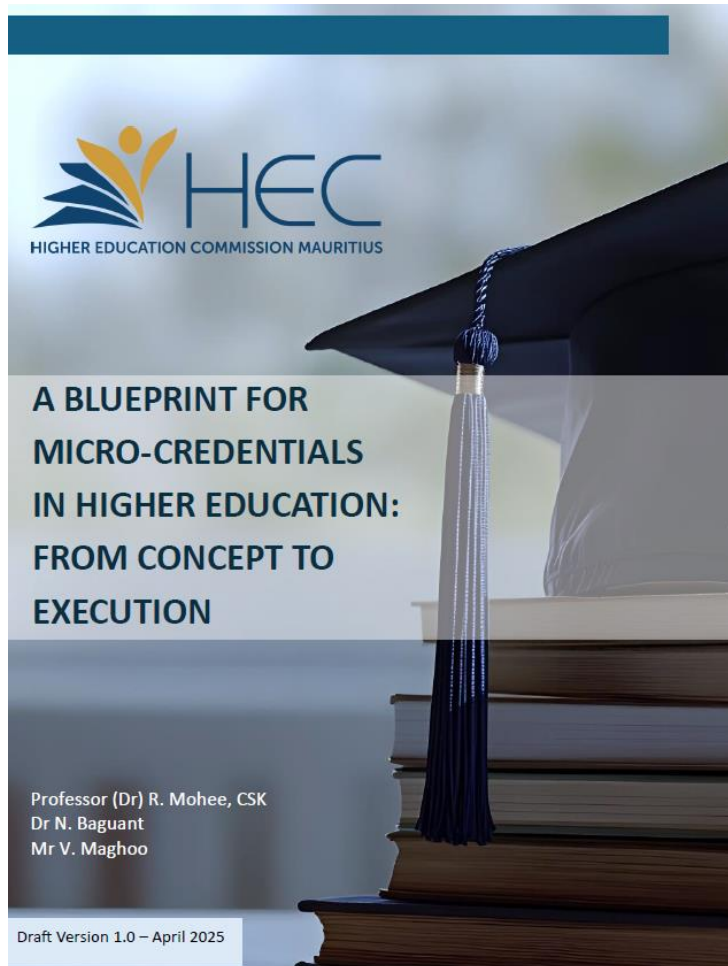
Accrediting Micro Credentials

Certifying Micro Credentials

Developing a register

Piloting Micro Credentials

Implementation Plan



Validation Workshop on 14 May 2025

Micro Credentials Blueprint – The Framework

Principles

Quality

Ensure all micro-credentials meet high-quality standards.

Valid Assessment

Incorporate robust and fair assessment methods.

Portability

Ensure credentials can be easily transferred across institutions and sectors.

Information and Guidance

Provide learners and stakeholders with clear guidance about micro-credentials.

Transparency

Promote clear communication about micro-credentials, including objectives, outcomes, and pathways

Learning Pathways

Facilitate flexible and stackable learning journeys for learners.

Learner-Centred

Focus on the needs, goals, and progression of learners.

Outcomes-Based

Define measurable learning outcomes for all credentials.

Relevance

Align micro-credentials with societal, cultural, and labour market needs.

Recognition

Establish mechanisms for academic and industry recognition.

Authentic

Develop credentials rooted in real-world applications and competencies.

Harmonisation with Industry

Foster collaboration with industries to enhance relevance

Lifelong Learning

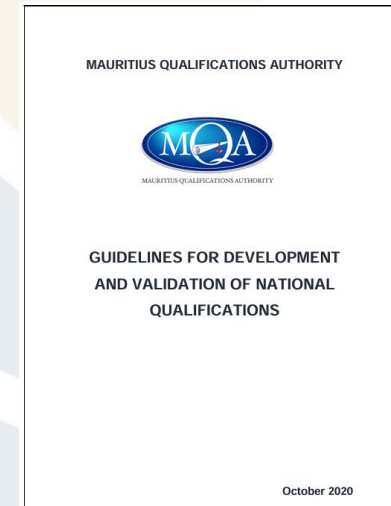
Support ongoing education and upskilling for all individuals.

Alignment with the NQF

For the successful implementation of Micro Credentials, there is a need to align Micro Credentials with the NQF Levels

For example, for a micro credentials to align with the NQF Level 6, it should be in line the following:

6	The level at which National Diplomas at level 6 are registered	<ol style="list-style-type: none">1. Demonstrate specialised in-depth knowledge in their area(s) of study.2. Have command of analysis, diagnosis, planning and evaluation across a broad range of technical and/or management functions.3. Be able to formulate appropriate responses to resolve problems.4. Communicate, in a variety of forms and with structured and coherent arguments, the results of their study/work accurately and reliably, and identify the broader principles, issues and impacts.5. Display qualities and transferable skills necessary for employment in situations requiring the exercise of some personal responsibility and in contexts where they are contributing to decision-making processes.	<ol style="list-style-type: none">1. Require a command of a wide range of highly specialised technical and/or management, and/or conceptual or creative skills.2. Involve a wide choice of standard and non-standard procedures.3. Are applied in highly variable and non-routine contexts.
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Linking Credits (NCTVS) and Micro-Credentials

Micro-credentials can carry credit value aligned to national qualification levels.

Credits make micro-credentials recognisable, stackable, and transferable.

Enables **modular learning pathways** that lead to full qualifications.

Enhances **flexibility, lifelong learning, and employability.**

Credit-linking ensures **quality assurance** and alignment with **national and international standards.**

Implementing NCVTS in Angola

Opportunities

Learner Mobility: To enable learner to transfer credits seamlessly across institutions, both locally and internationally

Ensure Consistency and Transparency in Learning Outcomes: Standardise credit values based on workload and learning outcomes.

Facilitate RPL: Support credit accumulation from formal, non-formal and informal learning

Challenges

Infrastructure and Resources: Need for robust IT systems and human resources to track and manage credits.

Quality Assurance Mechanisms: Ensuring standardisation of credit values and transfer processes across institutions.

Policy and Legislative Framework: Need for a clear national policy on credit transfer and recognition of micro-credentials.

Thank you

Acknowledgement: Dr N Baguant, Acting Head Regulatory Affairs
and Accreditation Division, HEC