
*SEYCHELLES NATIONAL QUALIFICATIONS FRAMEWORK (SNQF)–
AFRICAN CONTINENTAL QUALIFICATIONS FRAMEWORK (ACQF)
REFERENCING PEER REVIEW REPORT*

1. Introduction

The purpose of this document is for the South African Qualifications Authority (SAQA) to provide a peer review of the Seychelles Qualifications Authority (SQA) referencing report.

The review is undertaken within the context of the ACQF referencing process, which seeks to strengthen transparency, comparability and mutual trust among qualifications systems across the continent. SAQA's review focuses on the extent to which the report demonstrates alignment with the ACQF referencing criteria, presents sufficient evidence to support its conclusions, and identifies areas where further clarification or strengthening may enhance the credibility and usability of the final report.

2. General comments

The Seychelles National Qualifications Framework (SNQF) Referencing Report is a comprehensive, well-structured and evidence-based document that demonstrates a high degree of alignment between the SNQF and the African Continental Qualifications Framework (ACQF). The report provides a detailed description of the national qualifications system, education and training architecture, quality assurance arrangements, qualifications framework development, and governance processes. The inclusion of extensive annexes, glossary of terms, stakeholder consultation evidence, level correspondence analysis and governance documentation strengthens the credibility of the report and demonstrates substantial compliance with the ACQF referencing requirements.

The report successfully addresses the four ACQF referencing criteria and presents clear evidence that the SNQF is based on learning outcomes, supported by quality assurance arrangements, and linked to recognition of prior learning and credit accumulation and transfer arrangements. The report is also commendably transparent about areas that require further strengthening, particularly relating to qualifications information systems, quality assurance agency review, stakeholder engagement and monitoring of qualifications outcomes.

Attention to governance documentation, the accessibility of the qualifications register, and the consistency of implementation across the system would enhance the report's alignment with ACQF referencing expectations and international good practice.

3. Specific comments

3.1 Structural compliance and presentation

The report is well presented and includes key supporting components such as a glossary, authorisation section, comprehensive annexes, list of acronyms, references and supporting evidence. The annexures significantly strengthen the transparency of the referencing process.

Notwithstanding these strengths, several structural improvements could be considered:

- While Chapter One provides a summary, it does not function as a concise executive summary. International readers would benefit from a short overview highlighting the key conclusions, strengths of the SNQF, principal challenges and recommended follow-up actions.
- The reference list would benefit from consistency in citation style and formatting. Some references provide complete bibliographic information while others rely primarily on hyperlinks.

3.2 Presentation of the national qualifications system

The report provides a useful overview of the socio-economic context of Seychelles, the education and training system, governance arrangements and the role of the Seychelles Qualifications Authority (SQA). The inclusion of education statistics, institutional data and contextual information assists international readers in understanding the qualifications environment in which the SNQF operates.

However, additional information could strengthen this section:

- Governance relationships across the wider education and training system are described throughout the report but are not presented in a consolidated manner. A single governance diagram or summary section could clarify the respective roles of the Ministry of Education, SQA, IECD, tertiary institutions and professional bodies.
- Statistical data are presented extensively but are not always accompanied by analytical interpretation. Greater discussion of trends, implications and policy significance would strengthen the narrative.

4. Criterion-by-Criterion Assessment

4.1 Referencing Criterion 1

There is a clear and demonstrable link between the qualifications levels in the national qualifications framework or system and the level descriptors of the ACQF.

This is a strong section of the report. Detailed structural, conceptual, semantic and linguistic comparisons are provided, supported by comprehensive annexes and a level-by-level comparison of all ten qualification levels. A clear level correspondence map is also included.

The report acknowledges that the SNQF domains are not formally defined and recommends future clarification. This issue should be addressed as a priority as clearly defined domains support consistency of interpretation and referencing outcomes.

4.2. Referencing Criterion 2

The national qualifications framework or system is based on learning outcomes principles and related to arrangements for recognition of prior learning and credit systems.

The report provides substantial evidence demonstrating that the SNQF is based on learning outcomes and embedded across qualification development, accreditation, recognition of qualifications, RPL and credit transfer arrangements. The inclusion of quantitative RPL data strengthens the evidence base.

However, implementation evidence remains uneven.

- Most RPL activity appears concentrated within TVET and lower-level qualifications.
- The report notes that no applications have yet been received for RPL for the purpose of tertiary access or tertiary qualification credit
- The Seychelles National Credit Accumulation and Transfer System (SNCATS) is still at an early implementation stage and institutional procedures are continuing to be developed.
- While these limitations do not undermine compliance with the criterion, they indicate that implementation remains at different stages of maturity across the system.

4.3 Referencing Criterion 3

There are transparent processes and procedures for including qualifications in the NQF and information on qualifications is accessible, trustworthy and verifiable.

The report clearly describes the qualification development, evaluation, approval and registration processes. Roles and responsibilities are defined and supported by relevant legislation, policies and procedures. Information regarding foreign qualification recognition is also provided.

The principal weakness in this section relates to the qualifications register.

The report acknowledges that:

- qualification registers remain largely Word-based;
- information is published periodically rather than through a fully operational online database;
- accessibility and usability remain limited;
- the SQA Information Management System (SQAIMS) is still under development.

While arrangements for recording qualifications exist, the report could more clearly distinguish between existing operational systems and planned improvements.

4.4 Referencing Criterion 4

The national quality assurance system refers to the national qualifications framework and is consistent with the principles of quality assurance of the ACQF.

The report provides a thorough account of the national quality assurance system and addresses the ACQF quality assurance principles through a dedicated compatibility matrix. This approach strengthens transparency and demonstrates careful consideration of ACQF expectations.

5. Governance procedures and follow-up

The governance chapter clearly identifies the roles of the SQA, National Referencing Team, stakeholders and international experts. The referencing process is documented and evidence of stakeholder engagement is provided. The report also sets out arrangements for dissemination and future implementation.

While the report includes an authorisation statement and documents endorsement by the National Referencing Team, the inclusion of formal statements of support from key stakeholder bodies,

ministries and participating institutions would further strengthen the transparency and legitimacy of the referencing outcome.

6. Conclusion

The Seychelles NQF Referencing Report provides a substantive and evidence-based foundation for referencing the SNQF to the ACQF. The report demonstrates a strong commitment to transparency, stakeholder engagement and continuous improvement. The evidence presented supports the conclusion that the SNQF is broadly aligned with the ACQF and that the referencing criteria have been substantially addressed.

However, several improvements would strengthen the report prior to final submission:

1. Inclusion of a concise executive summary.
2. Stronger explanation of the methodology used for descriptor comparison and alignment decisions.
3. More systematic presentation of governance arrangements across the education and training system.
4. Stronger documentation of stakeholder endorsements.
5. Clearer distinction between implemented systems and planned reforms.
6. Greater emphasis on the limitations of the qualifications register.
7. Development of mechanisms to monitor the effectiveness and impact of qualifications.

Overall, the report provides a credible and comprehensive basis for the referencing of the Seychelles National Qualifications Framework to the African Continental Qualifications Framework.

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