

REFERENCING REPORT

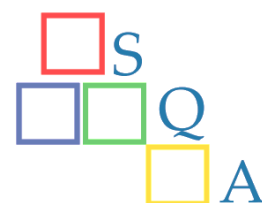
Report on Referencing of Seychelles National Qualifications Framework (SNQF) to African Continental Qualifications Framework (ACQF)

Country: Seychelles

Lead Body: Seychelles Qualifications Authority (SQA)

National Referencing Team: Fiona ERNESTA, Noella BAKER-ALBERT, Christine MARIMBA, Micole BISTOQUET, Jean Michel DOMINGUE, Jill TIRANT, Laura MARIE and Christine CHETTY-PAYET.

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Recognising your Competencies

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Acronyms and Abbreviations

ACQF	African Continental Qualifications Framework
ACQF –II	African Continental Qualifications Framework Project II
CAT	Credit Accumulation and Transfer
CBA	Competency-based approach
ECE	Early Childhood Education
EMIS	Education Management Information System
EQA	External Quality Assurance
GDP	Gross Domestic Product
IECD	Institute of Early Childhood Development
INQAAHE	International Network for Quality Assurance Agencies in Higher Education
IQA	Internal Quality Assurance
LDs	Level Descriptors
LO	Learning Outcome
NQF	National Qualifications Framework
NQS	National Qualifications System
NRT	National Referencing Team
PCs	Professional Centres
QA	Quality Assurance
QCP	Qualification Credentials Platform
RPL	Recognition of Prior Learning
SADCQF	Southern African Development Community Qualifications Framework
SNCATS	Seychelles National Credit Accumulation and Transfer System
SNQF	Seychelles National Qualifications Framework
SQAIMS	Seychelles Qualifications Authority Information Management System
SQA	Seychelles Qualifications Authority
TVET	Technical Vocational Education and Training
VET	Vocational Education and Training

Glossary of terms

ACQF TERMS

Qualification

Means a formal outcome of an assessment and validation process which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standard.

National Qualifications Framework

A policy and instrument for the development and classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims at integrating and coordinating national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society.

National Qualifications System

This includes all aspects of a country's activity that result in the recognition of learning. These systems include the means of developing and operationalising national or regional policy on qualifications, institutional arrangements, quality assurance processes, assessment and awarding processes, skills recognition and other mechanisms that link education and training to the labour market and civil society. Qualifications systems may be more or less integrated and coherent. One feature of a qualifications system may be an explicit framework of qualifications.

Regional qualifications framework

A broad structure of levels of learning outcomes that is agreed by countries in a geographical region. A means of enabling one national framework of qualifications to relate to another and, subsequently, for a qualification in one country to be compared to a qualification from another country.

Credit

Confirmation that a part of a qualification, consisting of a coherent set of learning outcomes has been assessed and validated by a competent authority, according to an agreed standard; credit is awarded by competent authorities when the individual has achieved the defined learning outcomes, evidenced by appropriate assessments and can be expressed in a quantitative value (e.g. credits or credit points) demonstrating the estimated workload an individual typically needs for achieving related learning outcomes.

Credit transfer

The process of allowing individuals who have accumulated credit in one context to have it valued and recognised in another context.

Learning outcomes

Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.

Level descriptors

A statement describing learning achievement at a particular level of the National Qualifications framework (that provides a broad indication of the types of learning outcomes that are appropriate to a qualification at that level.

Knowledge

In the context of ACQF 'Knowledge' includes various kinds of knowledge such as facts, principles and theories in various areas.

Skills

In the context of ACQF 'Skills' refer to the ability to use knowledge to respond to information and address problems. Skills include cognitive, communication, digital, green, innovation, practical and social skills.

Autonomy and responsibility

In the context of ACQF 'Autonomy and responsibility' refers to the context and extent of the application of autonomy and responsibility.

Informal learning

Learning resulting from daily activities and experiences which is not organised or structured in terms of objectives, time or learning support; it may be unintentional from the learners' perspective.

Micro-credentials

Micro-credential means the record of the learning outcomes that a learner has acquired following a small volume of learning. These learning outcomes will have been assessed against transparent and clearly defined criteria. Learning experiences leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs. Micro-credentials are owned by the learner, can be shared and are portable. They may be standalone or stackable / combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.

Non-formal learning

Learning which takes place outside formal education and training through planned activities in terms of learning objectives and learning time and where some form of learning support is present.

Recognition of prior learning

Confirmation by a competent authority that the learning outcomes, that an individual has acquired in all learning settings, including non-formal and informal, has been measured against a relevant standard.

SNQF TERMS

Accreditation

A process of assessment and review which enables a person, a tertiary education and training provider, or a programme of education and training to be recognised and certified for a specified period of time by the Authority as meeting and conforming to appropriate standards of quality set by the Authority.

Certificate of Evaluation

The official certificate issued by the Authority to certify that the qualification or part qualification has been duly recognised by the Authority and has been pitched at a particular level of the National Qualifications Framework or is equivalent to a particular qualification on the National Qualifications Framework.

Competence

The knowledge, skills, attitudes and personal attributes combined with the underlying understanding to perform all or some of the functions of an occupation or a profession.

Course

a self-contained teaching or learning component of a programme that is integral to that programme, representing a discrete part of the learning to be achieved and is based on an overall clear aim, specific learning outcomes, content and assessment procedures.

Credit accumulation

The totalling of relevant credits required to complete a qualification or a part-qualification.

Credit transfer

The vertical, horizontal or diagonal relocation of credits towards a qualification or part-qualification on the same or different level, usually between different programmes, departments or institutions.

Credit

A measure of the volume of learning required for a qualification or part qualification, quantified as the number of notional study hours required for achieving the learning outcomes specified for the qualification or part qualification whereby 1 credit is equated to 10 notional hours of learning.

Evaluation

The process of evaluating and validating qualifications.

Evaluation of foreign qualifications

The process followed by the Authority to verify the authenticity of foreign qualifications and to compare foreign qualifications with national and international qualifications registered on the National Qualifications Framework.

Foreign qualification

A qualification that either: (a) forms an intrinsic part of an education and training system other than Seychelles, and is awarded by an institution that is accredited or recognised in that system, in accordance

with the relevant laws, policies or generally accepted practice; or (b) meets other specific criteria as determined and published by that system.

Formal learning

Learning obtained through an organised education and training system from pre-school to a university and validated and recognised through the Credit Accumulation and Transfer System.

Informal learning

Learning obtained through experience, including at work in enterprises, informal sector employment, daily activities related to paid or unpaid work, family or community life, leisure, and volunteering.

Institutional accreditation

Recognition status granted to a provider by the Authority for a stipulated period of time after an evaluation through self-assessment and external review indicates that it meets or exceeds established standards for educational quality set by the Authority.

Learner

A person who is acquiring or has acquired knowledge, skills, attitudes, personal attributes or competencies.

Learning outcomes

Statements of what a learner knows, understands and is able to do upon completion of a learning process, defined in terms of knowledge, skills, and competence.

Level descriptors

Statements used to describe a hierarchy of learning outcomes in terms of knowledge, autonomy and responsibility, and skills.

Level

One of the series of levels of learning achievement arranged in ascending order according to which a National Qualifications Framework is organised, and to which qualification types are linked.

Micro-credential

A record of focussed 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 provider.

National Qualifications Framework

A comprehensive system approved by the Minister for the development, classification, registration, publication, articulation of quality-assured qualifications.

Non-formal learning

Learning obtained through organised training that is not intended to lead to an award.

Notional hours of learning

The estimated learning time taken by the average learner to achieve the specified learning outcomes of the course or programme and includes teaching contact time, non-contact time, time spent in structured learning in the workplace, and time spent in assessment processes.

Part qualification

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.

Programme accreditation

Recognition status granted to a programme by the Authority for a stipulated period of time after an evaluation by the Authority indicates that it meets standards of quality.

Programme

A planned combination of a coherent set of courses designed to meet the requirements of a qualification.

Provider

An entity that intends to offer or is offering education and training in Seychelles, whether public or private, and registered as such by the ministry responsible for education or the Seychelles Qualifications Authority.

Provisional accreditation status

The provider or programme meets the majority of the prescribed national accreditation standards but further work is required to achieve full accreditation.

Qualification

The formal recognition of a learner's achievement of the required number and range of credits or other requirements at a specified level on the National Qualifications Framework.

Quality assurance

An ongoing process of evaluating and enhancing the quality of the education system, providers or programme, for ensuring that the required standards as determined by the Authority are maintained and enhanced.

Quality assurance body

A body that is either legally mandated to undertake quality assurance within a national education and training system, or officially recognised within a framework as compliant with agreed quality assurance standards in a geographical area.

Re-accreditation

A different cycle of accreditation that happens after the expiry of validity of the previous accreditation.

Recognition of a foreign qualification

The formal acceptance of the appropriateness of a foreign qualification for a specific purpose.

Recognition of Prior Learning

Principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development.

School inspection

The formal exercise of critically examining and evaluating a provider of general education as a place for teaching and learning in order to ensure that high standards are maintained through improving the quality of the schools' self-evaluation processes and setting up of standards to enhance the quality of education.

School

A provider of general education established by its owner, whether public or private, and in the case of a private provider, also registered by the ministry responsible for education.

Tertiary education and training provider

An entity that provides or organises a programme or course of tertiary education and training including the provision of professional development services.

Tertiary education

Learning programmes or courses provided by tertiary education and training providers leading to qualifications or part qualifications from level 3 to level 10 of the National Qualifications Framework.

TVET

TVET stands for Technical and Vocational Education and Training.

Technical refers to: subject matters that are technical in nature, relating to hardware and software, including trouble shooting practises and engineering processes.

Vocational relates to: an occupation or an employment, often referring to hands-on skills within professional trades.

Education refers to: formal education, starting in high school and also including post-secondary education, such as colleges, polytechnics and universities.

Training refers to: informal education, also called lifelong learning or continuing education, often used in initiatives of reskilling or upskilling company staff or a wider workforce.

-UNESCO-UNEVOC. In TVETipedia Glossary, (last accessed 05/2026)

Unit standard

A statement of the outcome of any learning assessed, the type and quality of evidence that represents performance worthy of an award of credits, and the context in which that evidence should be demonstrated.

VET

VET stands for Vocational Education and Training

Learning which aims to acquire knowledge, know-how, information, values, skills and competences – either job-specific or transversal – required in specific occupations or more broadly on the labour market.

-Cedefop, Glossary. Terminology of European education and training policy, (last accessed 05/2026)

Acknowledgements

The completion of this report on the referencing of the Seychelles National Qualifications Framework (SNQF) with the African Continental Qualifications Framework (ACQF) was made possible through the unwavering commitment and valuable contributions of the National Referencing Team (NRT) members. The NRT extends its appreciation to the staff of the Seychelles Qualifications Authority (SQA) Secretariat for their continued support throughout the process.

Special recognition is given to the Board of the Seychelles Qualifications Authority for their continuous support and for keeping themselves apprised of the team's progress. The NRT is also grateful for the support of the Ministry of Education and Human Resource Development, the Ministry of Employment and Human Resource Planning and the Department of Public Administration and for their contributions, encouragement and support.

The NRT further acknowledges the constructive role of stakeholders who reviewed the draft report and actively participated in the stakeholder validation workshop. Their feedback and insights were invaluable in strengthening the quality, relevance, and inclusiveness of the final referencing document.

The NRT also expresses its sincere gratitude to Dr Eduarda Castel-Branco, whose vision and leadership initiated the referencing project, and to Maria Rosenstock, the current Human Capital Development Expert Coordinator for Qualifications and Robin Phoolchund, the designated Referencing expert at ACQF, for taking over the project and ensuring its successful continuity. The NRT also acknowledges the ACQF Governance Team, who provided steadfast support, guidance, and created opportunities for Member States to collaborate and provide constructive feedback throughout the referencing process, which contributed significantly to enhancing the quality of the final referencing document.

Finally, the quality of the final referencing report has been made possible with the involvement, guidance, and constructive feedback of the ACQF Referencing experts. The team conveys its sincere thanks and gratitude.

Authorisation

This report is the official statement that the Seychelles National Qualifications Framework (SNQF) is referenced to the African Continental Qualifications Framework (ACQF). The report has been endorsed by the National Referencing Team (NRT) in Seychelles.

The referencing process has been conducted by the NRT which comprises representatives from the SQA Ministry of Education and Human Resource Development, Ministry of Employment and Human Resource Planning, Department of Public Administration and Tertiary Education and Training Providers. The SQA provided secretariat support to the NRT.

The NRT has validated this referencing report and is satisfied that the referencing criteria have been addressed and met to a high degree, while also identifying specific areas for further strengthening during implementation and follow-up. On this basis, the NRT authorises Ms Fiona Ernesta to sign off on the report.



Fiona Ernesta

Chief Executive Officer

Seychelles Qualifications Authority (SQA)

CHAPTER ONE: Summary

The African Continental Qualifications Framework (ACQF) is a comprehensive and inclusive meta-referencing qualifications framework, designed to support a holistic and systemic vision of learning, qualifications, and credentials. It is an overarching reference qualifications framework of ten levels, serving as a connector and translation device between different qualifications frameworks or systems and their levels.

By virtue of its objectives, principles, and conceptual-technical design, the ACQF delivers on seven main areas of activity. One of these areas addresses referencing of national qualifications frameworks and systems to the ACQF, following agreed criteria and procedures. The ACQF is open to cooperate and undertake referencing activities with all countries and qualifications frameworks and systems, and to compare with other regional qualifications frameworks globally, following transparent and fair criteria and processes.

The Seychelles National Qualifications Framework (SNQF) is a ten-level national framework for the development, recognition and award of qualifications based on standards of knowledge, skills and competence to be acquired by learners. It establishes the regulations and principles that guide the development of qualifications. It also states the criteria to be met for qualifications to be recognised nationally and defines the conditions for learners to be certified. The SNQF is also a set of policies and regulations which guides all providers of education and training concerning the conditions necessary for them to operate. It is designed to provide quality assured, nationally recognised, consistent training standards and qualifications as well as recognition and credit for knowledge and skills acquired.

This report explains how the Seychelles National Qualifications Framework (SNQF) compares with and is referenced to the African Continental Qualifications Framework (ACQF). It is a transparency and comparability exercise. It does not redesign the SNQF, accredit institutions or programmes, or make decisions about individual providers. Its purpose is to show, in a clear and evidence-based way, how Seychelles qualifications levels relate to the continental framework and how this supports recognition, mobility, and trust.

Methodology

The referencing analysis was carried out through a structured and transparent process designed to ensure credibility and inclusiveness. The National Referencing Team systematically compared the Seychelles National Qualifications Framework (SNQF) with the African Continental Qualifications Framework (ACQF), using agreed referencing criteria. Evidence was drawn from national policy documents, qualification standards, and previous alignment exercises with regional and international frameworks. The process combined desk research and technical mapping with extensive stakeholder engagement. Stakeholders provided feedback on the draft report and actively participated in the validation workshop, ensuring that diverse perspectives were incorporated and that the final referencing reflects national realities. Guidance and quality assurance were further provided by ACQF experts and governance structures, which strengthened the rigor, transparency, and comparability of the analysis.

Background

Initially, five Member States agreed to pilot the referencing of their NQFs to that of the ACQF: Cabo Verde, Kenya, Seychelles, South Africa and Zambia. At a later stage Eswatini, Lesotho and Zimbabwe also joined the exercise, which led to the complete referencing process which culminated into the final report of the referencing of the SNQF to the ACQF

The Seychelles Qualifications Authority (SQA), the national quality assurance body, states its agreement with the referencing outcome and referencing report.

The SQA established the National Referencing Team (NRT) in August 2024 internally for the pilot exercise. Late 2025, following feedback on the first draft of the pilot referencing report, the team expanded to reflect the national perspective. Responsibilities of the National Referencing Team were derived from the roadmap for the pilot referencing of the ACQF-II project. The Terms of Reference is at [annex 6](#). Members of the NRT were allocated specific tasks in line with the referencing requirements. A schedule of work of the Team was also agreed on and implemented ([Annex 5](#)).

Several local stakeholders were involved in the referencing process through consultations, presentations, validation workshop and written feedback on draft versions of the report, additionally stakeholders were contacted through email for their input into the draft report. [Annex 12](#) contains sample comments from local stakeholders. In addition, representatives of countries participating in the ACQF project contributed in an advisory and supportive role through peer review and critical feedback, as well as commentaries received during presentations in ACQF fora; the latter being on the different stages of the referencing process. [Session 5 Peer validation referencing report-Cabo Verde-Seychelles for Webinar 20Dec.pdf](#). The ACQF Governance Structure also provided opportunities for pilot countries to present progress and receive input. The draft report was further reviewed by an international expert, Dr Eduarda Castel-Branco ([Annex 14](#)). The input from stakeholders were incorporated in the final drafting of the report.

The Chief Executive Officer of the SQA certified the referencing to the ACQF and the National Referencing Team endorsed the evidence-based referencing report.

Following final validation by the ACQF Governance Structure, the report and referencing outcome will be published on the SQA website and the dedicated ACQF platform.

The report establishes that there is a clear and demonstrable link between the qualifications levels in the SNQF and the level descriptors of the ACQF:

- In terms of structural comparison; there is a degree of similarity in terms of the architecture of both frameworks. Both are 10 level frameworks with identical domains of learning of level descriptors, and both are underpinned by level descriptors and the learning outcome paradigm. Structurally, the two bear comparison despite several differences.
- In terms of conceptual and technical comparison, the differences between the two sets of level descriptors are not so significant as to prevent referencing, as depicted in Figure 1.

The SNQF is based on learning outcomes principles and related to arrangements for recognition of prior learning and credit systems.

There are established processes and procedures for including qualifications in the SNQF, and qualification information is recorded in national registers and made available through the SQA website, although further

improvements in digital accessibility and usability are planned through the development of SQA Information Management System (SQAIMS).

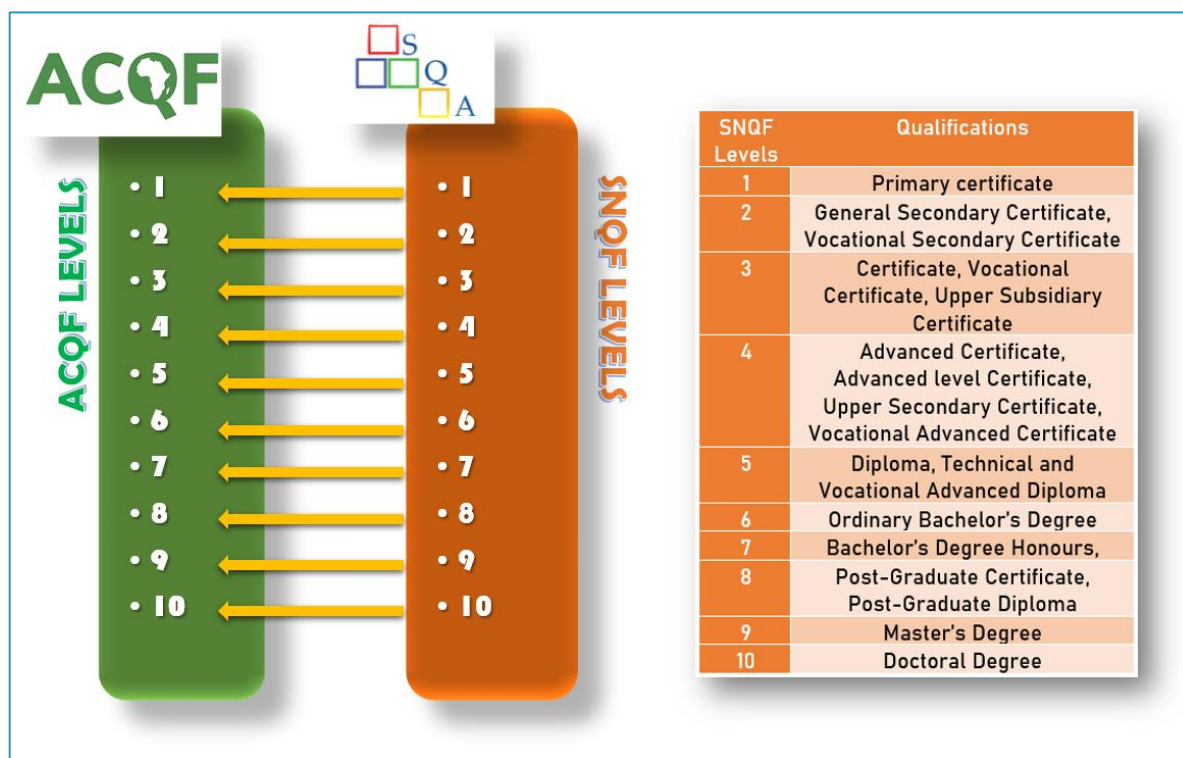


Figure 1: SNQF to ACQF level to level comparison map

The national quality assurance system for education and training refers to the SNQF and is consistent with the principles of quality assurance of the African Continental Qualifications Framework (ACQF) and takes account of the African Standards and Guidelines for Quality Assurance (for higher education) to which both internal and external quality assurance adhere.

The [National Qualifications Framework Regulations, 2025](#) (Regulation 67 (3) page 90) makes provision for issued documents related to qualifications that are part of the SNQF to be endorsed by and include such information as may be determined by the competent national authority (SQA). As such, following the completion of referencing, all newly issued documents related to qualifications that are part of the SNQF and qualifications registers issued by the SQA will contain a clear reference to the appropriate ACQF level.

The NRT has validated this referencing report and concludes that the referencing criteria have been met overall, with some areas identified for continued strengthening as part of implementation and follow-up.

Chapter Two gives an overview of the structure of the education and training system in Seychelles from early childhood to tertiary education. The chapter also gives some information on adult education and lifelong learning as well as on micro-credentials.

Chapter Three establishes the link between the qualifications levels in the national qualifications framework or system and the level descriptors of the ACQF.

Chapter Four demonstrates that the SNQF is based on learning outcomes principles and arrangements for recognition of prior learning and the credit system.

Chapter Five explains how processes and procedures for including qualifications on the SNQF are transparent and shows that information on qualifications is accessible, trustworthy and verifiable in a register of qualifications.

Chapter Six explains how the national quality assurance system for education and training refers to the SNQF and is consistent with the principles of quality assurance of the ACQF and the African Standards and Guidelines.

Chapter Seven provides details on the ACQF referencing governance procedures and follow-up actions.

Chapter Eight is the concluding chapter of the Referencing Report and includes issues to be addressed as well as key achievements.

The conclusion is followed by references and annexes.

CHAPTER TWO: Structure of the education and training system.

Country Profile

The Republic of Seychelles is an archipelago located in the Western Indian Ocean, northeast of Madagascar. It consists of 115 islands, with most of the population residing on Mahé, the main island, and smaller communities living on Praslin and La Digue. The official languages are Creole, English and French. As at December 2025, the population of Seychelles (Seychellois and non-Seychellois) is estimated at 123,097, indicating a growth rate of 0.9% over same period of 2024.

COMPONENTS OF POPULATION CHANGE, ESTIMATED SEYCHELLOIS POPULATION , 2022 - 2025				
Table 2b				
Period	Estimated Seychellois population at beginning of period	Registered births (Seychellois only)	Registered deaths (Seychellois only)	Estimated Seychellois population at end of period
Census Adjusted June 2022 ⁽¹⁾⁽²⁾	99,441	276	152	99,565
Jul-Dec 2022	99,565	768	416	99,917
Jan-Jun 2023	99,917	754	404	100,267
Jul-Dec 2023	100,267	769	434	100,602
Jan-Jun 2024	100,602	659	417	100,844
Jul-Dec 2024	100,844	636	387	101,093
Jan-Jun 2025	101,093	657	360	101,390
Jul-Dec 2025	101,390	608	422	101,576

Source: National Bureau of Statistics/Department of Immigration and Civil Status

Notes:

(1) Rebased using census 2022 results which have been adjusted for undercounts

(2) Births and deaths refer to the months of May and June 2022

Figure 2: Components of population change, estimated Seychelles population, 2022-2025

The archipelago spans 459 square kilometres, with an Exclusive Economic Zone of 1.4 million square km (NBS, 2025).

Seychelles is a member of various international and regional bodies, including the [Southern African Development Community](#), the [African Union](#), the [Commonwealth](#), the [United Nations](#), the [Common Market for Eastern and Southern Africa](#), the [World Trade Organisation](#), and the [Indian Ocean Commission](#). Seychelles forms part of the African Continental Qualifications Framework (ACQF) network and aligns its education strategies with regional frameworks to promote qualification recognition and mobility across the continent.

As of 2023, Seychelles' Gross Domestic Product (GDP) per capita is approximately SCR266,834 (approx. \$17,694.91) an increase of 5.0% from 2023. In US\$ terms however, current price GDP per capita increased by 1.3%. (NBS, 2024 p1). Education is one of the main beneficiaries of the government annual

budget, which accounts for 12% of the total appropriation bill and 4.1% of the country's GDP (Ministry of Finance, National Planning and Trade, 2026) While Seychelles is categorised as a Small Island Developing State (SIDS) and a high income economy (National Development Strategy, 2024, p 91), it faces challenges balancing economic growth with environmental sustainability and social welfare.

Seychelles continues to demonstrate strong political commitment, engagement and leadership in the area of sustainable development at national, regional and international levels. The [Seychelles National Development Strategy 2024-2028](#) is a key national framework guiding development in this area (Ministry of Finance, National Planning and Trade, 2024)

Structure of Education and Training System in Seychelles

The education and training system in Seychelles offers a comprehensive pathway from early childhood to lifelong learning, designed to cater to the needs of a diverse population. It is composed of formal education (consisting of compulsory primary and secondary education, upper secondary education, technical and vocational education and training, and tertiary education and training), and non-formal education, providing opportunities for personal development, skill-building, and career advancement.

The publication of the [Education Statistics Booklet 2024](#) contains vital statistics on the Seychelles education system for the year 2024. The list of indicators in this publication, classified under the themes of access, quality, internal efficiency, outcome and equity, includes data from all state and private educational institutions in the country, data is organised into six main subsectors:

- Non-formal childhood Care Education
- Early Childhood Care Education
- Primary Education
- Secondary Education
- Tertiary Non-University Education and Training (Professional Centres)
- Tertiary University Education and Training (University)

Over the past four decades, Seychelles has introduced several significant reforms to its education system. However, the underlying philosophy and guiding principles have remained consistent. The system embraces both formal and non-formal learning pathways. Within the formal structure, the main stages include: pre-primary (crèche), primary, secondary (culminating in Cambridge A-Levels), tertiary non-university education and training delivered through Professional Centres, and tertiary university education and training.

The informal educational framework includes non-formal early childhood, adult education and social and youth activities. Up to December 2015 in Seychelles, compulsory education was of 10 years duration, from ages 6 to 15; it covered six years in primary and four years in secondary education, all of which is free. From January 2018, this has been augmented to 11 years, with an additional year in secondary. (Ministry of Education and Human Resource Development, 2025. p4).

Non- formal Early Childhood Education

Non-formal early childhood education refers to services for children below the age of five. This service is offered in homes and day care centres. In the non-formal setting, much emphasis is put on play activity and

experiential learning, in homes, the service could be fee paying if offered by a registered childminder or non-fee paying if offered by a family member. The service is non-structured for children as they are from three months old (Ministry of Education, 2025. p9).

Formal Early Childhood Education (ECE)

ECE marks the beginning of formal education for children aged 3.5 to 8 years with crèche spanning from 3.5 to 5.5 years and primary following. Crèche focuses on holistic development, preparing children for entry into primary school. Although this stage is non-compulsory, almost all children in this age group attend. [Annex 8](#) shows the total number of pupils enrolled in crèches in 2024. Fee-paying private providers registered with the Ministry of Education and Human Resource Development (MoEHRD) also provide crèche education. The Early Childhood development act, 2022, defines formal ECE as “the rendering of Early Childhood Education on a formal basis with a holistic approach to support the child's early cognitive, physical, social and emotional development and to introduce him or her to organised instruction outside of the family context in preparation for compulsory education”. It also defines non-compulsory education – which was formally known as ‘non-formal early childhood education- as “Early Childhood Care and Education provided to children between the ages of zero to five, before prescribed compulsory education is rendered”.

Primary Education

Primary education lasts for six years (Primary 1 – Primary 6) and is compulsory for all children (n.d., Ministry of Education). For curriculum purposes, the primary stage is organized into lower, middle and upper primary. Creole is the medium of instruction from primary 1 to primary 2, from primary 3 the language of instruction is English with French and Creole being taught as languages. Both state and fee-paying private providers offer primary education. It provides learning in foundational subjects and life skills.

Secondary Education

Secondary education covers five to seven years - with Secondary 1 to Secondary 5 being compulsory since 2018 through the enactment of the Education Amendment Act in December of 2017- and is divided into two cycles:

- General Secondary (Secondary 1(S1)-Secondary 5(S5))
 - S1–S3: categorised as lower secondary (Ministry of Education, 2025. p33) is a general education programme designed to promote essential competencies across subjects.
 - S4-S5: categorised as compulsory upper secondary education (Ministry of Education, 2025. p33) is where learners follow either the academic or general pathway. The first caters solely for those following academic subjects (leading to the International General Certificate of Secondary Education (IGCSE) offered by Cambridge Assessment International Education), whilst the latter has a focus on Vocational Education and Training (VET) and general subjects leading to National examinations.
- Upper Secondary (also called non-compulsory upper secondary by the Ministry of Education) offers subjects at advanced level leading to General Certificate of Education (GCE) Advanced level offered by Cambridge Assessment International Education.

Both state and fee-paying private providers offer secondary education. Currently there are eleven (11) ([Annex 7](#)) state regional secondary schools and one School of Advanced Level Studies, as well as five fee-

paying registered private schools offering secondary education, four of which offer upper secondary education.

While most of the information provided above pertains to the public school system, private schools in Seychelles generally follow the same overall structure, though they may use different terminology. For example, what is referred to as *crèche* in public schools is called *Reception* at the International School Seychelles (ISS), catering to children aged 3 to 5½. Vijay International School and Independent School Seychelles adopt the term *A Levels*, whereas Ecole Française uses *Baccalaureate*. Despite these differences in nomenclature, all three institutions treat this stage as an integral part of their school, a continuation of the high school component, rather than as a separate higher secondary institution, as is the case with the School of Advanced Level Studies (SALS) in the public system.

Tertiary Non-University Education and Training (Professional Centres (PCs))

Tertiary education and training is offered by professional centres (PCs) and the University of Seychelles. These provide learners with a range of academic and technical, and vocational programmes from certificates, to doctoral degrees. PCs offer programmes at the non-degree level, specifically programmes from Certificate to Advanced Diploma (Levels 3 to 6 of the Seychelles National Qualifications Framework (SNQF). However, overseas providers may offer university level programmes through local PCs. PCs and are established under the Education Act (Section 2, 5 (f) and they are public entities. The parent ministry of some PCs is the Ministry of Education and Human Resource Development while others fall under the ministry in their respective sector (see [annex 9](#)).

The Seychelles Institute of Distance and Open Learning (SIDOL) is the only outlier within the PC category. The institution only caters for part-time learners for non-university education and training.

Institution	Male	Female	Grand Total
NIHSS	37	214	251
SBSA	90	335	425
SIAD	23	38	61
SIAH	40	36	76
SIT	506	67	576
SITE	21	311	332
SMA	143	71	214
STA	132	411	543
TGMI	122	438	560
Grand Total	1117	1921	3038

Table 1: Total Number of Students (Full-Time, Part-Time, Distance & Apprenticeship) Enrolled in Tertiary Non-University Education and Training Institutions by Gender and by Year, 2024

(Source: EMIS Database, December 2024)

Tertiary University Education and Training

The University of Seychelles (UniSey) is the country's national university. It is established under the Education Act (Section 2, 5 (f) and it is a public entity. It offers undergraduate and postgraduate programmes with a focus on both academic study and research, placing its qualifications primarily at Levels 7-10 of the SNQF. UniSey's programmes span a range of disciplines and contribute to professional development and lifelong learning within Seychelles.

In 2024, the University of Seychelles (UniSey) enrolled a total of 365 learners comprising 23% male and 77% female students (see table 2). Out of this, 225 learners or 62% were government scholarship awardees (Ministry of Education, 2025. p62).

Fields of Education and by Course Level	Male	Female	Grand Total
Diploma	7	5	12
Information and communication technologies	6	3	9
Social Sciences, Journalism and Information	1	2	3
Bachelors	62	226	288
Arts and humanities	1	8	9
Business, administration and law	38	115	153
Education	3	48	51
Health and welfare	3	18	21
Information and communication technologies	2	0	2
Natural sciences, mathematics and statistics	9	22	31
Services	3	9	12
Social Sciences, Journalism and Information	3	6	9
Masters	14	45	59
Business, administration and law	10	31	41
Education	1	11	12
Social Sciences, Journalism and Information	3	3	6
PhD	2	4	6
Business, administration and law	2	4	6
Grand Total	85	280	365

Source: UniSey Database, January 2025

Table 2: Total Number of Learners Enrolled by Fields of Education and by Course Level at UniSey in 2024 (Source: Ministry of Education, 2025. p 62)

Adult Education and Lifelong Learning

The education system supports lifelong learning through various initiatives including formal training, recognition of prior learning (RPL), non-formal training, literacy courses, vocational and technical skills training, micro-credentials and opportunities for personal and professional development.

SIDOL plays a key role in this area by providing access to flexible education, training and lifelong learning for out of school youths and adults seeking upgrading, vocational training, life skills development, improved employment opportunities and entry into tertiary/higher education and training providers (Ministry of Education, 2025. P51). It also has the mandate to offer adult literacy programmes.

	Theoretical Age	Stages Assessment	SNQF Level	Progression between stages
Compulsory years	18+	TERTIARY UNIVERSITY EDUCATION AND TRAINING	7-10	Selective/Dependent on learner performance in international examinations
	16+	TERTIARY NON-UNIVERSITY EDUCATION AND TRAINING	3-6	Selective/Dependent on intake capacity and learner performance in assessment/ examinations
	16+	International Examinations (A Levels)	3-4	Selective/ Dependent on learner performance in school-based assessment and learner performance in assessment/ examinations
		UPPER SECONDARY 2years		
	16	National Examinations/ International Examinations (IGCSE), DELF Scolaire	2	Selective/ Dependent on learner performance in school-based assessment/ International examinations (S5 → A-Levels)
	12-16	SECONDARY EDUCATION 5 years (S1-S5) National Examinations		
	8 -11	PRIMARY EDUCATION	1	Non-selective/ not dependent on learner performance in assessment/ examinations
	5 ½ - 8	FORMAL EARLY CHILDHOOD EDUCATION		
	3-5	FORMAL EARLY CHILDHOOD (CRECHE)		
	0-3	NON-FORMAL EARLY CHILDHOOD EDUCATION (Day Care centres and Childminder facilities)		

Figure 3: Diagram of the Seychelles Education System

Figure 3 shows the current Seychelles education system and matches the different stages of assessment to the SNQF levels.

A list of all public and private educational institutions in Seychelles, from primary to university levels can be found at [annex 7](#).

Micro-credentials

The concept of micro-credentials is relatively new to Seychelles. However, short courses and part-qualifications have long existed within the education and training system as flexible forms of learning that respond to labour market and learner needs. The revised Seychelles National Qualifications Framework, 2024 and the National Qualifications Framework Regulations, 2025 make provision for micro-credentials. Seychelles has recently developed its National Micro-credentials Policy Framework and the Guidelines for Providers of Micro-credentials in Seychelles, these documents are currently being prepared for publishing on the SQA website and other media. At the time of preparing this report the Micro-credentials Guidelines for SQA was being developed.

Seychelles Qualifications Authority and Responsibility for Seychelles National Qualifications Framework

About SQA

The SQA is the national quality assurance regulatory body with the mandate to develop, implement and maintain a national qualifications framework and to provide for quality assurance of the education and training system nationally.

The functions of the SQA are on page 1028 of the [Supplement to Official gazette](#) which contains the Seychelles Qualifications Authority Act, 2021.

Overview of the Seychelles National Qualifications Framework

[The Seychelles National Qualifications Framework, 2024 \(SNQF\)](#) serves as the backbone of the country's education system, ensuring qualifications across all sectors are transparent, comparable, and quality-assured. It is structured across 10 levels, aligning with the Southern African Development Community Qualifications Framework (SADCQF) and African Continental Qualifications Framework (ACQF) to promote regional and continental mobility and recognition of qualifications.

Current Stage of SNQF Development and Implementation

The National Qualifications Framework, 2008 has undergone major revisions resulting in the Seychelles National Qualifications Framework (SNQF), 2024. Revision was necessary for several reasons including:

- to modernise,
- to facilitate better understanding,
- to create clear pathways,
- to include all subsectors (vocational, General, higher) and all types and levels of qualifications
- to ensure comparability with regional and international NQFs,
- to align with international best practice,
- to make provision for important international trends such as Micro-credentials
- to make the SNQF more user-friendly.

Subsequently, Seychelles is at an advanced stage of implementation of its national qualifications framework. The majority of tertiary education and training providers are accredited and their programmes mapped to appropriate SNQF levels.

For local stakeholders, this means that the SNQF is no longer only a policy framework: it is increasingly being used in programme accreditation, qualification recognition, provider oversight, RPL, and the emerging development of micro-credentials and credit transfer arrangements. However, not all elements are at the same stage of maturity, and some reforms are still being implemented.

Percentage of programmes accredited

The Programme accreditation process started in 2009 with the Evaluation of Existing Qualifications (EEQ) exercise. Some programmes have gone through a third round of accreditation whilst others have been reviewed to accommodate for new developments in their respective fields, or to be on par with international standards in order to facilitate mobility of learners. As of end of May 2026, 90% of programmes on offer are accredited and 6% are provisionally accredited. To note, provisionally accredited programmes meet

the majority of the requirements of the SNQF to be offered to learners but minor changes are required to achieve full accreditation status.

Table 3 below shows the percentage of accredited programmes per tertiary education and training provider. The table includes programmes that have been developed and are yet to be accredited. Table 4 shows the accreditation status of each provider.

Provider	Number of programmes	Number of programmes accredited	Percentage accredited (%)	Percentage provisionally accredited (%)
National Institute of Health and Social Studies	10	10	100	0
Seychelles Institute of Technology	20	20	100	0
Seychelles Business Studies Academy	07	07	100	0
Seychelles Institute of Art and Design	08	07	88	2
Seychelles Institute Agriculture and Horticulture	05	05	100	0
Seychelles Tourism Academy	10	05	50	50
Seychelles Institute of Teacher Education	10	09	90	0
The Guy Morel Institute	09	09	100	0
The University of Seychelles	14	11	79	0
Seychelles Maritime Academy	04	04	100	0
Total	97	87	90	6

Table 3: Percentage of accredited programmes per provider as at end of May 2026

Tertiary Education and Training Provider	Accreditation Status
Seychelles Institute of Technology (SIT)	Provisionally accredited
Seychelles Institute of Agriculture and Horticulture (SIAH)	Provisionally accredited
Seychelles Institute of Distance and Open Learning (SIDOL)	Not accredited
University of Seychelles (UniSey)	Reaccredited
The Guy Morel's Institute (TGMI)	Reaccredited
Seychelles Institute of Art and Design (SIAD)	Provisionally accredited
National Institute of Health and Social Studies (NIHSS)	Reaccredited
Seychelles Maritime Academy (SMA)	Provisionally accredited
Seychelles Tourism Academy (STA)	Accredited
Seychelles Institute of Teachers Education (SITE)	Accredited
Seychelles Business Studies Academy (SBSA)	Reaccredited

Table 4: Accreditation status of Tertiary Education and Training Providers as at May 2026

CHAPTER THREE: Referencing criterion 1

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

Level structure of the SNQF

Scope of the Seychelles National Qualifications Framework

The Seychelles National Qualifications Framework (SNQF) was established in 2008 through the SNQF Regulations 2008 and came into operation on 1 January 2009. A revised SNQF was finalised in May 2024. Therefore, Seychelles is at an advanced stage of implementation of a national qualifications framework.

The SNQF is an integrated and comprehensive framework which includes general education (primary and secondary education), vocational/TVET, and tertiary/higher education. It ensures comparability and transparency of qualifications in different fields and learning areas.

The SNQF is supported by a national register of qualifications and unit standards, currently maintained in Word-based format by the SQA. It caters for non-formal and informal learning and recognition of learning from work experience. This is reflected in its [policy for recognition of prior learning](#) (RPL) and its guidelines which is being implemented.

The SNQF makes provision for recognition of both local and international qualifications. It also provides for recognition of part/smaller qualifications, including micro-credentials. These are visible in the [Policy and Criteria for Recognition and Evaluation of Foreign Qualifications](#).

Level descriptors

SNQF levels are defined by the SNQF level descriptors ([annex 18](#)). These descriptors are fundamental to the SNQF and common to all sectors of education and training. They set out the expected outcomes of each of the 10 levels in relation to the SNQF's three domains.

The SNQF level descriptors also provide a reference for establishing the level of qualifications. They:

- Enable the determination of the appropriate level of learning
- Facilitate the development of new programmes and qualifications
- Assist with consistency and transparency of qualifications
- Facilitate comparability of national and international qualifications
- Support Credit Accumulation and Transfer (CAT) and the Recognition of Prior Learning (RPL).

The SNQF level descriptors are generic and do not include subject-specific outcomes, which should be defined in the programme and course specifications.

Level descriptors and context in which they are applied

The SNQF level descriptors are applied and used in a range of contexts including to:

- guide the development of qualification standards
- guide the development of education and training programmes/ curriculum
- improve coherence between curriculum, assessment and certification in all sub-sectors of education and training
- support the determination of the level of a qualification for registration on our SNQF
- establish the level of foreign qualifications on the SNQF
- build trust in local qualifications regionally and internationally
- improve transparency and understanding of local qualifications
- promote the recognition of SNQF qualifications
- reform/ modernise existing curriculum

Domains of descriptors

The SNQF is structured according to three domains: knowledge, skills, and autonomy and responsibility. It is expected that a qualification and/or a part-qualification contains learning outcomes from each of the three domains. While these domains are used consistently across the framework, the revised SNQF does not yet provide explicit formal definitions and scope statements equivalent to those set out in the ACQF. For the purpose of this referencing exercise, the comparative analysis therefore draws on the way the domains are expressed and applied in the level descriptors. A future refinement of the SNQF could usefully include explicit definitions of the three domains in order to support consistent interpretation.

While the weighting of the domains varies according to the qualification type, it is not strictly prescribed, and there is an expectation that general and academic qualifications and part-qualifications will be weighted towards the knowledge domain. Vocationally-oriented qualifications and part-qualifications will be weighted towards the skills domain.

Qualifications map

Seychelles has adopted a 10-level qualifications map which is similar to that of the ACQF. The levels are arranged in ascending order from Level 1 to Level 10 and are built on increasing complexity and cognitive challenge with Level 1 (the lowest) being the Primary Certificate and Level 10 (the highest) the Doctoral Degree.

The SNQF has 20 qualification types, as outlined on the qualifications map and there are qualification types for each level.

The minimum number of credits assigned to each qualification type is included in the qualifications map.

The qualifications map is presented on the next page.

SNQF qualifications map

NQF Level	Minimum Credits	Qualification Type	
10	360	Doctoral Degree	
9	160	Master's Degree	
8	120	Bachelor's Degree Honours	
		Post-Graduate Diploma	
		Post-Graduate Certificate	
7	360	Ordinary Bachelor's Degree	
6	120	Advanced Diploma	Technical and Vocational Advanced Diploma
5	360	Diploma	Technical and Vocational Diploma
4	240	Upper Secondary Certificate	Vocational Advanced Certificate
		Advanced Level Certificate	
		Advanced Certificate	
3	120	Upper Subsidiary Certificate	Vocational Certificate
		Certificate	
2	N/A	General Secondary Certificate	Vocational Secondary Certificate
1	N/A	Primary Certificate	

Key:

	General education offered in public and private schools
	Vocationally oriented training including apprenticeships
	Academically oriented tertiary education

Figure 4: The Seychelles National Qualifications Framework Map

Comparison to ACQF level descriptors

Structural Comparison of SNQF and ACQF

For establishing whether the two frameworks are structurally aligned, the architecture of the two frameworks was compared to ascertain similarities and differences ([annex 4](#)). Table 5 shows some similarities and differences in terms of structural comparison.

Purpose

The Seychelles National Qualifications Framework ([SNQF](#))

The SNQF is a framework for the development, recognition and award of qualifications based on standards of knowledge, skills and competence to be acquired by learners. It establishes the regulations and principles that guide the development of qualifications. It also states the criteria to be met for qualifications to be recognised nationally and defines the conditions for learners to be certified. The SNQF is also a set of policies and regulations which guides all providers of education and training concerning the conditions necessary for them to operate.

The SNQF is designed to provide:

- Quality assured, nationally recognised, consistent training standards and qualifications
- Recognition and credit for knowledge and skills acquired.

It aims to:

- Ensure comprehensiveness in the recognition of learning and qualifications attained in the country, while ensuring parity between different types of qualifications
- Promote and regulate the development of qualifications which are linked to the workplace and society requirements
- Promote a more integrated approach to education and training
- Increase articulation of qualifications and mobility of learners within a coherent learning system, considering the need for both national and international portability and comparability.

The African Continental Qualifications Framework ([ACQF](#))

The African Continental Qualifications Framework (ACQF) is a ten-level Regional Qualifications Meta-Framework that serves as a reference and translation tool to interpret qualification levels across the continent. Its learning outcomes-based descriptors define learning at each ACQF level, regardless of how or where the learning was obtained, and provide a transparent basis for referencing National Qualifications Frameworks (NQFs) or systems to the ACQF. These meta-descriptors, while not capturing the full complexity of national frameworks, orient countries and regions towards common minimum benchmarks for learning outcomes. The ACQF is comprehensive and inclusive, designed to support a systemic vision of learning, qualifications, and credentials. It promotes lifelong learning and parity of esteem for outcomes acquired in formal, non-formal, and informal contexts, across all levels of education and training. (Jaftha, 2022 p2)

The objectives of the ACQF are:

- To support comparability, quality and transparency of qualifications and foster lifelong learning.
- To facilitate validation of learning from different contexts, contribute to recognition of diplomas and certificates and support mobility (of learners, workers, services);
- To work in cooperation and complementarity with national qualifications frameworks (NQFs) and systems and regional qualifications frameworks (RQFs), support NQF development, strengthen human and technical capabilities, and the creation of a common African education and qualifications space; and
- To promote cooperation, trust, and mutual understanding, by means of referencing with qualifications frameworks in Africa and worldwide.

Dimension	SNQF	ACQF
Structure	10 levels <u>Levels range from level 1</u> (Primary Certificate) to 10 (Doctoral Degree)	10 levels No qualification types attached to the framework. It is a reference framework.
Level Descriptors	<u>Level descriptors</u> for each stage of the framework	Level descriptors for each stage of the framework.
Domains of learning of descriptors	<u>Domains:</u> Knowledge, autonomy and responsibility, skills. Each of the 10 levels is defined by a set of descriptors indicating the learning outcomes in each domain relevant to qualifications at that level.	<u>Domains:</u> Knowledge, skills, autonomy and responsibility Each of the 10 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.
Definition of the domains of learning	There is no explicit definition of the domains of learning.	The domains of learning are defined as follows: - Knowledge: In the context of ACQF “knowledge” includes various kinds of knowledge such as facts, principles, and theories in various areas - Skills: In the context of ACQF “Skills” refer to the ability to use knowledge to respond to information and address problems. Skills include cognitive, communication, digital, green, innovation, practical and social skills. - Autonomy and Responsibility: In the context of ACQF “Autonomy and responsibility” refers to the context and extent of the application of autonomy and responsibility
Scope of the three domains of learning	Does not provide details of the scope of the three domains of learning. The scope of the three domains of learning requires clarification, notably with regard to the extent to which competency is to be achieved.	The scope of the three domains of learning is clarified.

Table 5: Similarities and differences between SNQF and ACQF in terms of structural comparison.

In addition:

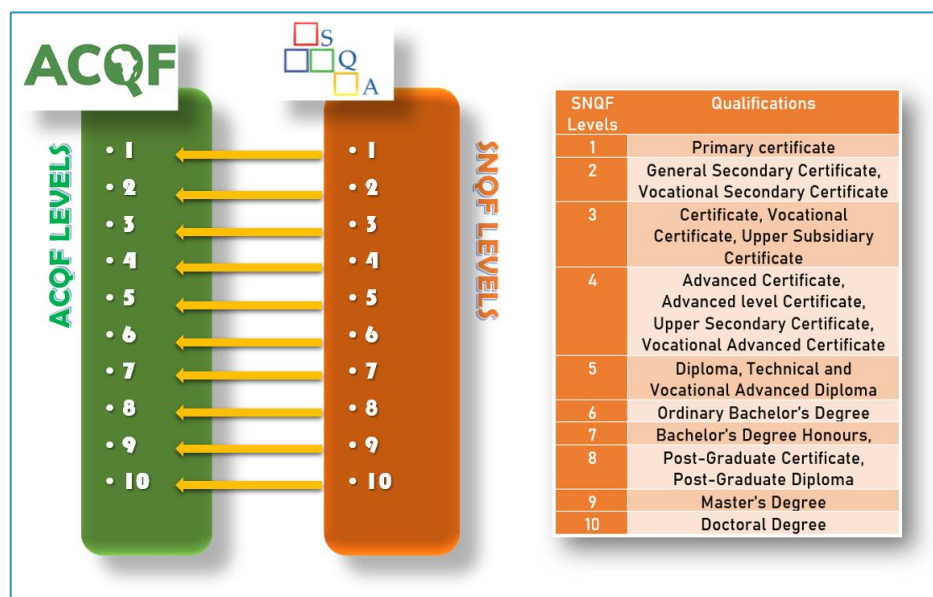
- The two frameworks are both based on learning outcomes and refer to the product of learning.
- Whilst the SNQF is a country specific (national) framework with a qualifications map, the ACQF is an overarching qualifications reference framework and as such does not have a “qualifications map or ladder” showing the usual architecture of NQFs and does not register qualifications.
- The SNQF is a comprehensive framework that encompasses three sub-sectors: general education, vocational/ TVET education and the academic sub-sector. The ACQF being a reference/meta-framework and not being a framework on which qualification types can be registered, does not specify sub-sectors. However, both frameworks encompass all levels and types of qualifications, and all forms and stages of learning and modalities of certification.

Summary

From the structural comparison, there is a degree of similarity in terms of the architecture of both frameworks. Both are 10 level frameworks with identical domains of learning of level descriptors, and both are underpinned by level descriptors and the learning outcome paradigm. Structurally then, the two bears comparison despite the several differences.

Conceptual and Technical comparison of level descriptors of SNQF and ACQF

To establish whether there are conceptual links between the two frameworks, the use of concepts was examined as well as the outcome statements on both frameworks. There was also a level-to-level analysis to establish whether the ten SNQF levels are comparable to the ten ACQF levels. The basis of comparison of the two sets of level descriptors was done using the descriptors under the ACQF categories of knowledge, skills and autonomy and responsibility, and comparing these with the SNQF level descriptors under the same categories. The level-to-level conceptual and technical comparison of level descriptors of SNQF and ACQF and the conclusions of the research are given below.



See Figure 1 on page 14 for full reference

The following conclusions can be made from the comparison (see [Annex 3](#) for the full analysis):

Similarities

The 10 levels of both frameworks can be said to be comparable. The match is by no means exact and within each level there are often categories which may not be similar, however when the categories are taken together one can make a case for referencing. Overall, there is partial fit of several text components of level descriptors of the two frameworks in all 10 levels.

It is clear that the similarities became sharper at levels 1, 4, 6 and 9, because of the substantial partial fit or tendency towards perfect fit of concepts and terms; with levels 1, 4 and 6 showing more tendency towards perfect fit.

For both frameworks, the level descriptors are written as a hierarchy of learning and are formulated as learning outcomes. The level descriptors for both frameworks show how the three domains of knowledge, skills and autonomy and responsibility increase in breadth, depth and complexity when moving from lower to higher levels.

QF LEVEL	SNQF terms under domain of autonomy and responsibility	ACQF terms under domain of autonomy and responsibility
1	Involved in basic directed learning under continuous guidance with close supervision	Highly structured [...] contexts under close supervision and guidance
2	Often require input or guidance from others	Structured contexts under limited supervision and guidance
3	Involved in directed activities under general supervision & quality control	Predictable contexts under routine supervision and guidance
4	Involved in directed activities with some autonomy,	Varied predictable and unpredictable contexts with adaptability and initiative

Table 6: Example of how domain of autonomy and responsibility increases in breadth, depth and complexity from lower to higher levels

Both frameworks use concepts/statements which are broad, and this is more prominent at the level of the ACQF.

A perusal of the level descriptors under the categories in both frameworks, when juxtaposed, show similarities in that both sets of level descriptors target what the learner should be able to know, do and the level of autonomy and responsibility with which one can execute a task albeit the difference in the formulation of statements. Indeed, concepts expressed in the outcome statements through such terms as, basic knowledge or simple knowledge, technical/ theoretical knowledge and advanced/ highly advanced knowledge/ skills are present in both frameworks.

Some differences:

There is difference in the formulation of level descriptors. The semantic comparison identified a few important differences in the formulation of texts. Differences are particularly prominent in levels 3 and 5, particularly in relation to level of autonomy and responsibility. Figure 5 shows differences between the SNQF and ACQF with regards to autonomy and responsibility (highlighted), there is also visible difference in the domain of skills.

3	Employ basic operational and technical knowledge . • Apply procedures and/or techniques in response to precise instructions to obtain expected results. • Exchange factual information.	Cover a range of specialised technical skills in a precise field of study. • Involved repetitive and familiar procedures executed within closely defined parameters. • Demonstrate abstract thinking skills to solve complicated problems . • Apply basic understanding of the values and ethics in a subject field or discipline to carry out selected tasks.	Involved in directed activities under general supervision and quality control . - with some responsibility for the quantity and quality of their work . - with no responsibility for guiding others .	3	factual and operational knowledge incorporating some theoretical aspects in some areas	a range of communication, cognitive, practical and technical skills required to interpret and communicate ideas and detailed information and select and use known solutions to address familiar problems	predictable contexts under routine supervision and guidance, with initiative for self-responsibility and some responsibility for group outcomes
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Figure 5: Comparison showing differences in domain of autonomy and responsibility between level 3 of SNQF and ACQF

The level descriptors statements are more generic for ACQF as it is a reference framework whilst for SNQF they are more specific as they are linked to qualification types. The SNQF level descriptors are more detailed and comprehensive and include statements that are not present in the ACQF level descriptors e.g. statements to do with values and ethics.

In summary

The differences between the two sets of level descriptors are not so significant as to prevent referencing. The descriptors target similar cognitive and competency levels, with increasing complexity, autonomy, and responsibility. There is more convergence at tertiary level. The results are systematically derived. The differences where they are have more to do with the fact that one is at meta level (comparability instrument - whose intention is enabling qualifications to travel from country to country to lower barriers to mobility) while the SNQF is a country-specific NQF (more detailed, specific, and linked to qualification types, values, ethics, and context-specific requirements). This is reflected in the descriptors themselves and the way they are written. The detailed level-to-level comparison is at [annex 3](#).

On the basis of the structural comparison, the side-by-side descriptor analysis, and the level-to-level examination presented in this chapter and its annexes, Criterion 1 can be considered met. The correspondence is not an exact match in every statement or domain at every level, but the evidence demonstrates a sufficiently clear and defensible relationship between SNQF levels and ACQF level descriptors.

CHAPTER FOUR: Referencing criterion 2

The national qualifications frameworks or systems are based on learning outcomes principles and related to arrangements for recognition of prior learning (including non-formal and informal) and, where appropriate, to credit systems.

Learning outcomes

The [Seychelles National Qualifications Framework, 2024](#) (SNQF) is built on the principle of Learning Outcomes (LO). The [Level Descriptors](#) (LDs) of the SNQF clearly indicate the expected LO at each level of the SNQF.

LOs are well established and understood by stakeholders and are increasingly embedded in practice across the different sub-sectors of education and training and through various educational processes such as curriculum development, programme accreditation, recognition and evaluation of qualifications, standards setting, recognition of foreign programmes offered by local education and training providers, recognition of prior learning (RPL) and credit accumulation and transfer. The SNQF defines the level descriptors as ‘statements used to describe a hierarchy of learning outcomes in terms of knowledge, autonomy and responsibility, and skills.’

Application of learning outcomes in sub-sectors

The LOs are designed to apply across the following sub-sectors:

- General Education,
- Vocational / Technical and Vocational Education and Training (TVET) refer to [qualifications map](#)
- Tertiary/Higher Education.

Learning outcomes for general education are encapsulated in the Seychelles National Curriculum Framework, 2013. Programmes from levels 3 to 10 are described using standards or other learning outcomes types. See the table showing [compatibility with the quality assurance guidelines of referencing to ACQF](#) for additional information.

Learning outcomes are also used with short courses, part-qualifications and micro-credentials. The application of learning outcomes is more advanced in TVET including TVET oriented tertiary education and training since it has been established practice to develop programmes for this sector using competency-based approach (CBA). Grounded on the CBA, the TVET sector in Seychelles has been increasingly recognised for its role in equipping individuals with practical skills and competencies that meet labour market demands.

Table 6 that follows show the number of qualifications approved by the Executive Committee and subsequently registered on the SNQF.

Year	New qualifications using unit standards	Qualifications using other types of learning outcomes
2012 - 2016	21	0
2017-2021	30	0
2022-2026	29	4
Total	80	4

Table 7: Number of **new** qualifications approved by the ExCo as at May 2026

Year	Reviewed qualifications using unit standards	Reviewed qualifications using other types of learning outcomes
2020	2	0
2022	2	0
2023	2	0
2024	5	0
Total	11	0

Table 8: Number of **reviewed** qualifications approved by the ExCo as at May 2026

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is in its second iteration having been established under the first SQA Act, 2005 and has been reformulated under the SQA Act, 2021. The revised SNQF makes provision for RPL across all levels (Levels 1 to 10) and all qualification types. The National Policy for the Recognition of Prior Learning, and National Guidelines for the Implementation of Recognition of Prior Learning were published in 2017 and revised in 2025. Formally launched in July 2018, RPL is operational and has advanced particularly within the TVET sub-sector, where the majority of qualifications have been issued at SNQF levels 3 to 5. All tertiary education and training providers have developed their internal policy and guidelines on RPL derived from the national RPL policy and guidelines. Nevertheless, a comprehensive evaluation of the national RPL system is needed to establish strengths and weaknesses and subsequently enhance implementation. This is currently being undertaken with the technical support of the ACQF.

Criteria	Number
Candidates awarded with a full qualification	204 (11 were on the pilot project)
Candidates successfully completed waiting to be awarded the certificate	0
Candidates gap bridging at institutions	02
Candidates in Phase 1 of the process (done at SQA)	26
Candidates in Phase 2 of the process (done at institutions)	39
Applications being processed	29
Candidates who discontinued the process	71
Rejected at Phase 1	06

Table 9: RPL statistics since the national implementation in July 2018, as at May 2026

Provider	Qualification	SNQF Level	No. of Candidates awarded
Seychelles Business Studies Academy	Certificate	3	17
	Advanced Certificate	4	9
	Diploma	5	60
Seychelles Tourism Academy	Advanced Certificate	4	2
	Certificate	3	1
National Institute of Health and Social Studies	Diploma	5	30
The Guy Morel Institute	Diploma	5	1
Seychelles Institute of Teacher Education	Certificate	3	45
Seychelles Institute of Technology	Advanced Certificate	4	4
	Certificate	3	6
Seychelles Institute of Agriculture and Horticulture	Certificate	3	21
	Advanced Certificate	4	8
TOTAL			204

Table 10: Qualifications awarded through RPL, by provider, type and SNQF level

The RPL Policy makes provision for implementation in two phases. The first phase is portfolio development and pre-screening and assessment of portfolio which is under the purview of the SQA. The second phase is carried out by the education and training providers which includes assessment of the candidate. RPL professionals are trained and certified by the SQA. During implementation of this phase the SQA has a monitoring and quality assurance role.

RPL assessments are conducted against the learning outcomes (LOs) of recognised formal qualifications to ensure parity of esteem between formal, non-formal, and informal learning. SQA has not yet received applications for RPL for the purpose of entry into tertiary education or for credit towards a tertiary education qualification. An award of full or part qualification through RPL is possible under SNQF.

Candidates are provided with the unit standards or LOs for the compilation of portfolio. For pre-screening and assessment of portfolio, evidence in candidates' portfolios is evaluated against the unit standards or LOs of the qualification, part qualification or Micro-credential targeted.

In RPL, credit transfer is possible during the assessment of portfolio. However, the requirement for credit transfer must be met (as per the RPL Guidelines).

An important guiding principle of the RPL Policy is that ‘there shall be no distinction between a certificate obtained through RPL and that of other modes of learning.’ (Seychelles Qualifications Authority, 2025, p.10)

There are several outcomes of the RPL process in Seychelles:

- **Full recognition:** the candidate’s prior experience and skills meet all requirements of the qualification or micro-credential. They are awarded the qualification or micro-credential without needing further study or needing to meet further requirements.
- **Partial recognition:** some competencies are recognised, but gaps remain. The candidate must complete required training or assessment to achieve the full qualification.
- **No recognition:** the evidence provided does not meet the required standards. The candidate must complete the full training programme or gain more experience and re-enroll on the RPL process.

Sometimes prior learning is acknowledged but only at a lower qualification level than the one applied for.

Implications of RPL:

- RPL allows individuals to be awarded with a full qualification, part-qualification or Micro-credential.
- RPL grants formal credit for learning regardless of where the learning was achieved.
- RPL improves flexibility in education and training by providing for alternative learning pathways.
- RPL allows individuals who have gained experience and developed competencies in a particular field to be given the opportunity to become formally qualified.
- RPL promotes employability and increasingly decent jobs.
- RPL aids in building a qualified and productive society.

Credit accumulation and transfer system

Provision for a credit accumulation and transfer system (CATS) is established by the Seychelles Qualifications Authority Act, 2021¹ and the National Qualifications Framework Regulations, 2025². There have been initiatives by Professional Centres and the University of Seychelles in the past to implement credit transfer to facilitate the mobility of learners, be it vertically, horizontally or diagonally but there was no formal structure despite one or two institutions having a credit accumulation and transfer policy.

A [Seychelles National Credit Accumulation and Transfer System: Policy and Guidelines](#) (SNCATS) was developed with the technical support of the ACQF-II project. It applies to all levels of the SNQF and to all forms of learning, facilitating access to further studies and promoting mobility and progression thus minimising duplication of learning.

¹ Part 2. Section 4 (2) function (a) Pg 1029

² Regulation 7. Pg 55.

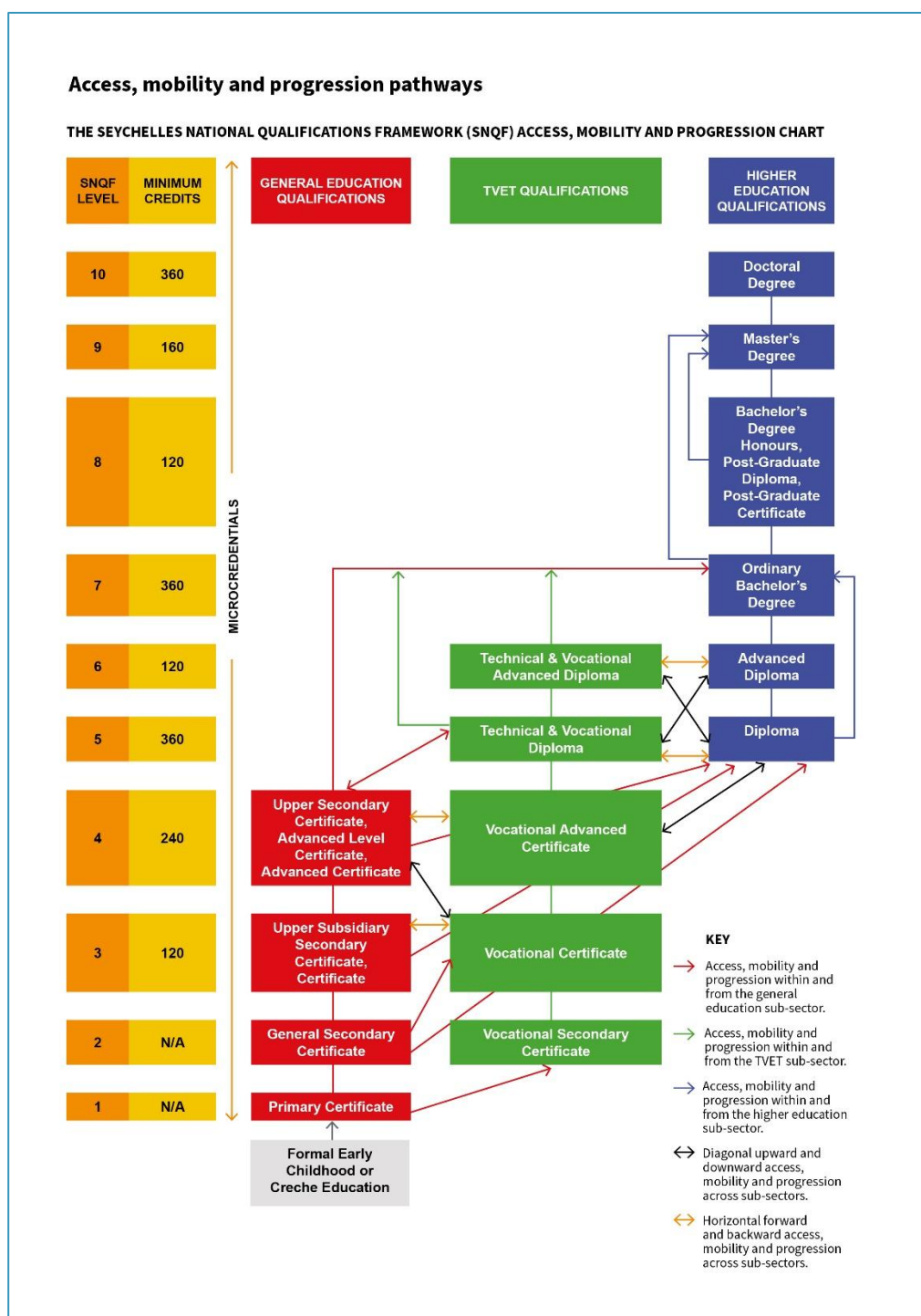


Figure 6: The Access, mobility and progression pathways

The SNCATS is aligned with the principles of lifelong learning which emphasises that education should be accessible at all stages of life (Seychelles Qualifications Authority, 2024, p.26). Implementation of the Policy started in 2025.

The SNCATS is in the early stage of implementation with the educational and training providers currently developing their internal guidelines and procedures derived from the national document. Implementation will adopt a phased approach.

The underlying fact about the SNQF, RPL and SNCATS is that they all use learning outcomes to measure and recognise the amount of learning that has taken place after a learning process. In the Seychelles context, CATS is a component of the RPL system and is used to recognise learning outcomes from formal learning settings (Seychelles Qualifications Authority, 2024 p.18).

Summary conclusion

In summary, Criterion 2 is met to a high degree. The SNQF is clearly based on learning outcomes, RPL is established and operational, and a national credit accumulation and transfer system has now been developed. At the same time, implementation remains uneven in some areas, particularly in relation to the early stage of SNCATS implementation and the current limits of RPL for tertiary access. These limitations do not negate the criterion, but they do indicate areas for further consolidation.

CHAPTER FIVE: Referencing criterion 3

There are transparent processes and procedures for including qualifications in the NQF or for describing the place of qualifications in the NQS and information on qualifications is accessible, trustworthy and verifiable in a national register(s) of qualifications.

Scope of NQF

The revised SNQF makes provision for the inclusion of all qualifications. The [Seychelles National Qualifications Framework Regulations, 2025](#) Regulation 4 (1) prescribes that the SNQF must have 10 levels, described by level descriptors. It includes three sub-sectors, namely:

- General Education (levels 1 – 4),
- Technical and Vocational Educational and Training (levels 2-6) and
- Tertiary/Higher Education (levels 5 -10).

Refer to the [SNQF qualifications map](#).

The framework caters for:

- formal full and part qualifications (national certificates, diplomas and degrees) obtainable from accredited providers of education and training or registered private providers;
- informal and non-formal learning through the process of RPL
- qualifications from other countries, which are recognised and evaluated on the SNQF.
- micro-credentials- a new addition with the review of the SNQF

The recognition and evaluation of qualifications process is carried out in line with established procedures provided in the [Policy and Criteria for the Recognition and Evaluation of Foreign Qualifications](#).

Accreditation of the provider and programme at the time that the programme was being offered in the country of origin is important and information provided on the Academic Transcript are used in the process.

The number of applications processed during the last five years is shown in table 10 below

Qualifications recognised and evaluated in the last five years.

Year	2025	2024	2023	2022	2021
Evaluation	1001	1033	1113	1270	585

Table 11: Number of qualifications recognised and evaluated in the last five years

Recognised credit bearing part qualifications are placed on the SNQF. For example, if a Provider is offering certain modules only from an accredited Certificate at Level Three (3), the acquired modules will be recognised as a part qualification towards Certificate Level Three.

However, not all learning offered in Seychelles is placed on the framework. Some organisations provide staff training for workforce development or continuing professional development, and registered providers may offer short non-credit-bearing courses. Such learning may be valuable and relevant, but it is not automatically registered on the SNQF. Where a short course is non-credit-bearing and has not gone through the relevant approval or accreditation process, it is treated as continuing professional development (CPD) rather than as an SNQF qualification or part-qualification. As Seychelles advances its work on micro-credentials, further policy guidance will be needed to clarify how different forms of short learning are recognised and, where appropriate, referenced to the framework.

Policy and procedures for development and renewal of existing qualifications

The ‘Manual for Development Evaluation and Approval of Qualifications and Unit Standards, 2022’ contains the ‘Policy on the Development, Evaluation and Approval of Qualifications, Part Qualifications and Unit Standards’ and the ‘Criteria and Guidelines for the Development, Evaluation and Approval of Qualifications, Part Qualifications and Unit Standards’. Further, the Manual covers review of qualifications.

Qualifications must be periodically reviewed (within five years of each period of registration) to ensure that they are fit for purpose and continue to specify requirements that reflect the current needs of the sector(s) for which they are applicable. Review is driven by factors such as the level and type of industry and sector change, legislative requirements and monitoring reports. Review involves industry and stakeholder consultation. Following review, the qualification follows the approval procedure before it is re-registered on the SNQF.

The Manual for Development, Evaluation and Approval of Qualifications (Seychelles Qualifications Authority, 2022, p38) states that “The need for a new qualification [...] may also be proposed by an organisation or other bodies.”

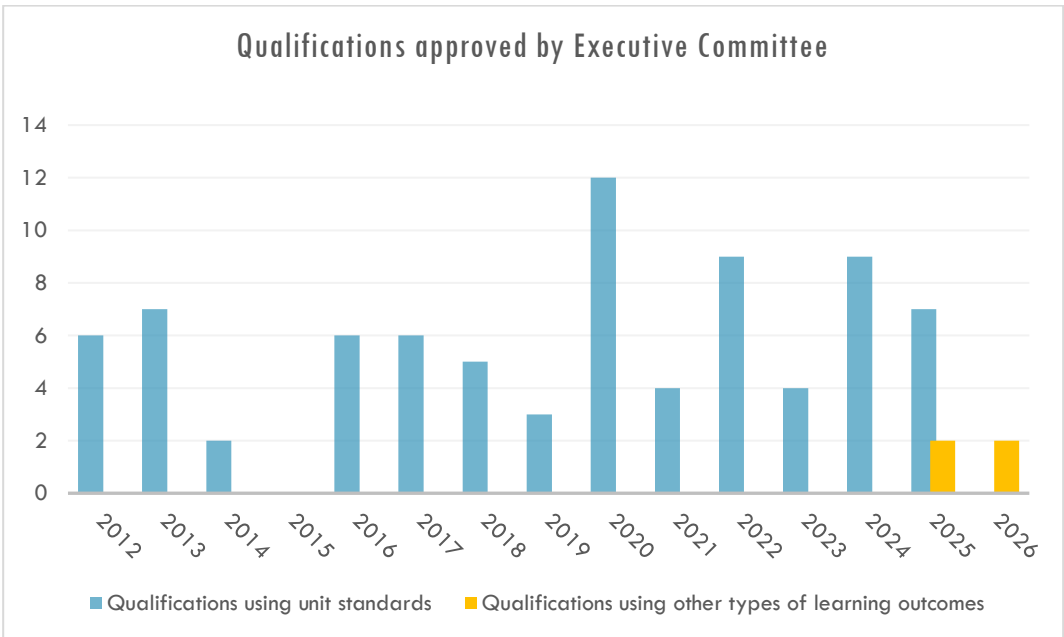


Figure 7: Progress in the development of qualifications

Roles and responsibilities for the development and approval of qualifications.

The NQF Regulations, 2025 section 10 (1) (a) prescribes that the SQA shall take the overall responsibility for development of qualifications with the participation of industry, providers, professional bodies and other relevant stakeholders; renewal of qualification follows the same process. The SQA is also mandated; through the Seychelles Qualifications Authority Act, 2021; to develop and implement policies, criteria and guidelines for standards setting.

Teams	Roles	Appointment/ establishment	Composition
Standards Developers	Develop unit standards and qualifications that meet the specific needs of Seychelles.	Appointed by the CEO of SQA	External subject matter experts from institutions, professional bodies, and industry and led by a Principal Standard Setting Officer from SQA
Standards Evaluators	Evaluate and edit qualifications and submit to SQA with recommendation for approval	Appointed by the CEO of SQA	A designated Principal Standard Setting Officer from SQA, 2 education specialists, a co-opted expert in the relevant field
Executive Committee (ExCo)	Approve qualifications for registration on the SNQF.	Appointed by the SQA Board	2 SQA board members, SQA Principal Quality Assurance Officer for Programme Accreditation and a co-opted member of the relevant Standards Development Committee

Table 12: Roles and responsibilities for development and approval of qualifications according to the Manual for Development, Evaluation and Approval of Qualifications

In addition to the table 11, according to the revised [Manual for Development, Evaluation and Approval of Qualifications](#) (p38), before submitting to the ExCo, standards/qualifications are sent to professional councils for review.

Policy, procedures for registration of qualifications.

The National Qualifications Framework Regulations, 2025 at Section 10. (1) (c) dictates that the SQA shall 'set criteria for the registration of unit standards, qualifications and part qualifications on the National Qualifications Framework' and section 94. (2) (b) of the same document stipulates that the 'executive Committee [is] responsible to evaluate and recommend approval of unit standards and qualifications'; from then, they are registered on the SNQF.

The '[Policy and Criteria for the Registration of Unit Standards, Qualifications and Part Qualifications on the National Qualifications Framework, 2022](#)' (page 6) explains clearly the process for registration of qualifications. The National Qualifications Framework Regulations, 2025, section 4. (5) specifies that 'the decision on the level at which a qualification should be placed in the National Qualifications Framework shall be made based on its match against the level descriptors'. All formal, full and part qualifications must meet this requirement if they are to be registered on the SNQF. All foreign qualifications are evaluated

against the SNQF and matched to the closest SNQF level. Upon approval of the qualifications by the Executive Committee, the qualifications are given a code according to the SQA's Coding for Qualifications and Unit Standards.

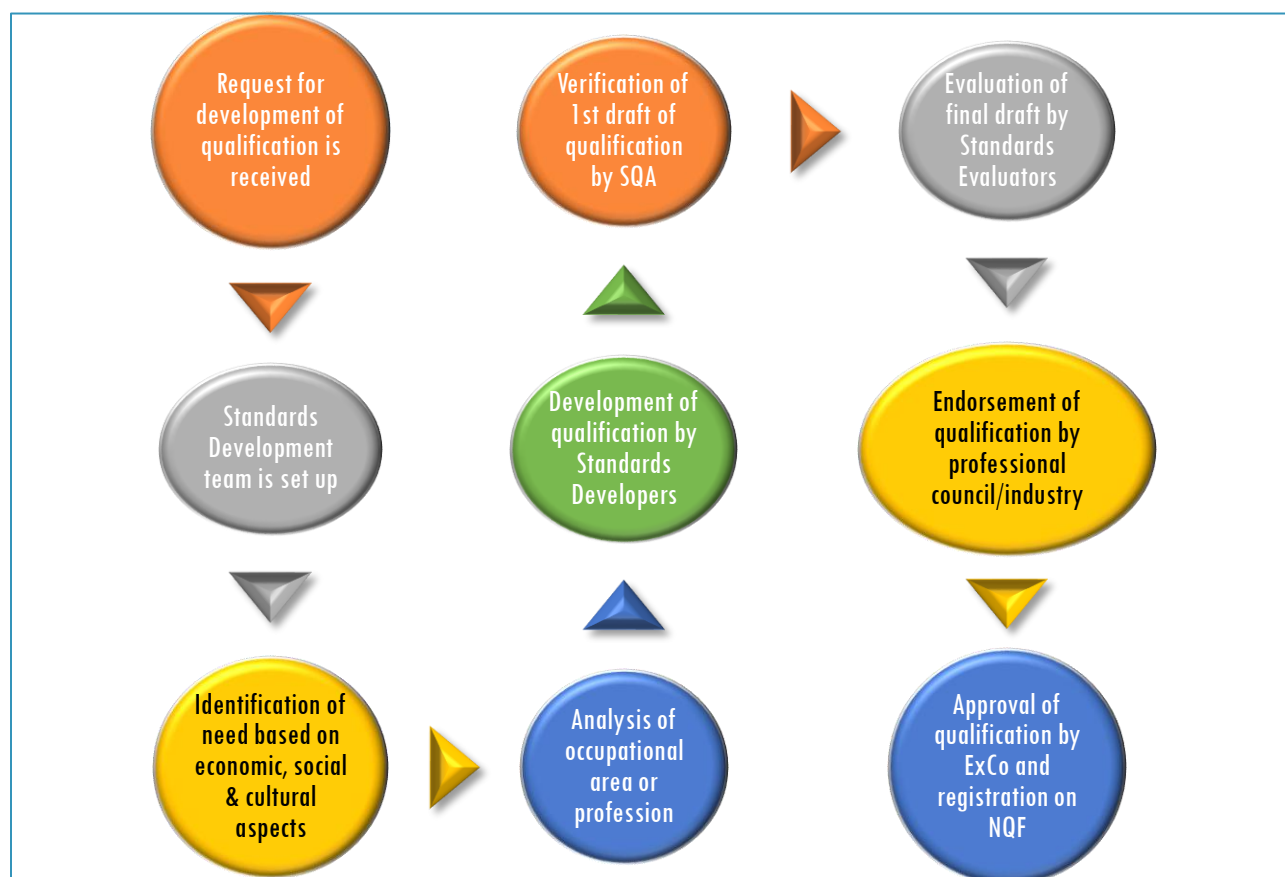


Figure 8: Process of development of qualifications up to registration on the SNQF

Information on qualifications accessible in register /database of qualifications.

Establishment of a national register of qualifications is mandated by the Seychelles Qualifications Authority Act, 2021, where it is stated in section 4. (2) (c) that the SQA shall 'maintain a national database of registered and accredited providers, programmes, qualifications and part-qualifications, as prescribed'.

Currently, there exists a register of unit standards and qualifications in word format being kept and managed by the Standards Setting and Framework Development Unit of the SQA. A register of accredited programmes is kept in word format by the Programme Accreditation Unit. Extracts of the databases are periodically published on the SQA website www.sqa.sc. The digital Seychelles Qualifications Authority Information Management System (SQAIMS) is being developed by a local company. The system, which will be updated by SQA staff once operational, will also contain data relevant to institutional accreditation, programme accreditation, recognition and evaluation of foreign qualifications, school inspection, registration of private providers of education and training and Recognition of Prior Learning.

While the current reliance on Word-format registers ensures that qualification and programme data are at least systematically recorded, this approach presents clear limitations in terms of accessibility, usability, and timely updates. Stakeholders often face challenges in retrieving comprehensive information, which can affect engagement and confidence in the system. The transition to the Seychelles Qualifications Authority Information Management System (SQAIMS) is therefore critical, as it will provide a centralized, digital register that strengthens transparency, facilitates stakeholder interaction, and enhances public trust in the Authority's processes. The Authority has identified a local consultant and meetings with SQA Units have started in preparation for the development process.

In summary, information on registered qualifications and accredited programmes is available through the SQA, including extracts published on the SQA website. At present, some of this information is maintained through internal registers while a more comprehensive digital system is being developed. Taken together, these arrangements show that Seychelles has established a national system for recording and publishing qualifications information. However, the current Word-based format and periodic publication model also highlight that accessibility and user-friendliness are still being strengthened. The development of SQAIMS is therefore a key next step in fully realising the transparency and accessibility objectives of Criterion 3.

The SQA is also contributing qualifications information to the ACQF's Qualification Credentials Platform (QCP). Currently, six qualifications have been published.

Conclusion

Criterion 3 can be considered met in terms of the existence of policies, procedures, and institutional responsibilities for the registration and placement of qualifications. However, it is met with implementation limitations in relation to the accessibility, usability and digitisation of the qualifications register. These limitations should be addressed through the operationalisation of SQAIMS and continued strengthening of public access to qualifications information.

CHAPTER SIX: Referencing Criterion 4

The national quality assurance system for education and training refers to the national qualifications framework or system and is consistent with the principles of quality assurance of the African Continental Qualifications Framework (ACQF)

National Quality assurance framework reference to SNQF

National Quality assurance framework refers to the SNQF and demonstrates substantial compatibility with quality assurance guidelines of referencing as shown in the evidence presented in this chapter.

National Quality Assurance System

The national quality assurance system is intended to ensure that education and training in Seychelles are credible, consistent, and fit for purpose. Different bodies have different responsibilities, but together they support public confidence in providers, programmes, qualifications, assessment, and certification. In the context of this report, the key point is that the quality assurance system supports the operation of the SNQF and strengthens trust in the qualifications linked to it.

The national quality assurance system for education and training is operational. One of the functions of the SQA as stipulated in its Act at section 4. (2) (d) is to ‘design, develop and implement a common quality assurance system, and regulate compliance therewith’. The SQA has responsibility for quality assurance of the national education and training system from general education to TVET, through to the tertiary/higher education sector.

Quality assurance of the early childhood sector is the mandate of the Institute for Early Childhood Development (IECD-UNESCO Category 2 Institute). Early Childhood Development Act, 2022, section 4. (1) (g) specifies that IECD is to ‘design, develop and implement a quality assurance system for non-compulsory education’. The two bodies operate independently of each other.

- **Assessment bodies:** The newly established Curriculum, Pedagogy and Assessment Division within the Ministry of Education and Human Resource Development is responsible for management of international examinations and Key Stage National examinations for public schools. This ensures that a) quality assurance procedures as established by the international examination bodies are adhered to; b) Key Stage National examinations are quality assured by the Division, representing the Ministry of Education. Private schools have their individual internal processes.

As relate to tertiary education and training institutions, these have their internal QA processes for assessment. These are quality assured by the SQA through the processes of programme and institutional accreditation.

- **Certification bodies:** These are the certificate issuing entities, which include public and private education and training institutions and the Ministry responsible for education. SQA does not have a certification function.
- **Industry bodies:** In education and training, industry participation is sought for Job Analysis Workshops

(JAW) and for the initial stage in standards/qualifications and programme development.

- **Funding bodies:** Primarily the Government for public entities and quality assurance compliance is not a requirement.
There is the QA system established within education and training providers (IQA). Tertiary education and training providers have well established QA Policy and Guidelines.
There is strong link between SQA and education and training providers as well as the Assessment body of the Ministry of Education.
- Councils and professional bodies where these exist endorse standards and qualifications. (see [Annex 16](#) for the list of councils in Seychelles currently)

The SQA is the national body with overall responsibility for the validation of non-formal and informal learning through the process of recognition of prior learning (RPL). It develops and implements the related national policy and guidelines in line with its function as dictated by its Act at section 4 (2) (i), and implements the first stage of the RPL process. The second and final stage is done by education and training institutions.

The SQA also has the responsibility for standard-setting as it relates to tertiary education and training (including TVET). The setting of standards for public general education is under the purview of the Ministry of Education. Private general education providers adopt their individual standards, but they are all geared towards international examinations.

The national quality assurance framework, under the purview of the SQA includes inspection of schools and registration of private providers of post-compulsory education and training, in addition to its other quality assurance functions, as established in the [Seychelles Qualifications Authority Act, 2021](#) section 4 (2).

There is the QA system established within education and training providers (Internal Quality Assurance (IQA). Tertiary education and training providers have well established QA Policy and Guidelines. Councils and professional bodies where these exist endorse standards and qualifications.

The standards for external reviews and audits, internal self-evaluation and programme accreditation are part of the Quality Assurance Manual of the Seychelles Qualifications Authority, 2011. There is a standard action plan template used by tertiary education and training providers to ensure implementation of the recommendations of accreditation reports.

Compatibility with the Quality Assurance Guidelines of referencing to ACQF

Principles of QA of ACQF	Degree to which the SNQF meets the quality assurance principles of ACQF	Evidence	Gaps/weaknesses
Addresses the qualifications quality chain, from design of standards underpinning qualifications to learning, assessment, and certification	The QA system of the SNQF addresses the qualifications quality chain, from design of standards underpinning qualifications to learning, assessment, and certification	-Manual for Development Evaluation and Approval of Qualifications and Unit Standards, 2022; -Policy and Criteria for the Registration of Unit Standards, Qualifications and Part Qualifications on the National Qualifications Framework, 2022; -Quality Assurance Manual of the Seychelles Qualifications Authority, 2011.	
Addresses the application of the learning outcomes approach	The QA system of the SNQF addresses the application of the learning outcomes approach	-Manual for Development Evaluation and Approval of Qualifications and Unit Standards, 2022; -Policy and Criteria for the Registration of Unit Standards, Qualifications and Part Qualifications on the National Qualifications Framework, 2022; -Quality Assurance Manual of the Seychelles Qualifications Authority, 2011 (under revision); - The National Curriculum Framework, 2013; - National Assessment Framework, 2013; - Primary National Curriculum: Attainment Targets, 2015; - The Seychelles Early Learning Framework, 2015; - Guide for Writing Learning outcomes for Qualifications, 2025	There are no internal institutional manual or guidelines for development and application of learning outcomes at granular level. Tertiary Education and Training Providers use the documents developed by SQA and schools use frameworks developed by the Ministry of Education
Includes feedback instruments and processes supporting continuous quality improvement	The QA system of the SNQF includes feedback instruments and processes supporting continuous quality improvement, such as action plans and progress reports	- Quality Assurance Manual of the Seychelles Qualifications Authority, 2011 (under revision); - Internal Quality Assurance Manual for tertiary education and training providers, 2012; -Internal Quality Assurance Handbook for Tertiary Education Institutions, 2013; -Manual for Development, Evaluation and Approval of Qualifications and Unit Standards, 2022; - Each Tertiary Education and Training Provider has its internal institutional quality assurance manual and quality assurance policy. - Institutional Accreditation Manual, 2026	

Addresses internal and external quality assurance, and the regular review of quality assurance agencies	The QA system of the SNQF addresses internal and external quality assurance through internal institutional audits and self-evaluations, and institutional and programme accreditation. Institutions have published vision and mission statements that reflect their commitment to continuous quality enhancement; clearly stated governance and management structure and QA practices that support the achievement of their mission and legal mandate; published and consistently applied policies and procedures that ensure fair and equitable recruitment and admission, progression, certification and support services for learners and policies and strategies that promote learners' welfare and guidance; Learners and programme handbooks, assessment policy that is available to learners and staff. Institutions collect, analyse, and use relevant information for the effective management of their programmes of study and other activities; and publish information about their activities, including programmes, through publications and their website. External quality assurance helps institutions ensure the effectiveness of their internal QA mechanisms, and provides	-Internal Quality Assurance Manual for Tertiary Education and Training Providers, 2012 -Internal Quality Assurance Handbook for Tertiary Education Institutions, 2013; - Quality Assurance Manual of the Seychelles Qualifications Authority, 2011; - Framework of Evaluation Criteria Amended, 2019 -Each Tertiary Education and Training Provider has its internal institutional quality assurance manual and quality assurance policy and other relevant internal policies and guidelines. - Seychelles Qualifications Authority Act, 2021; National Qualifications Framework Regulations, 2025.	What is not prevalent in the national QA system is the issue of regular review of quality assurance agencies since SQA is the sole quality assurance agency in the country. Internal self-assessment of its processes, practices and activities is carried out but this is not adequately structured and documented and is ad-hoc. SQA has not yet subjected itself to periodic external review by regional, continental or international QA bodies.
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	an instrument for assessing institutional quality; standards, criteria and processes for external quality assurance are designed to be fit for purpose; standards, processes, and procedures for EQA are pre-defined, reliable, published, and consistently implemented for purposes of accountability; EQA is carried out by panels of external experts; reports and outcomes of external quality assurance are clear, based on published standards, processes and procedures, and made accessible, for purposes of improvement and accountability; EQA of institutions and programmes is undertaken on a cyclical basis; the procedure for lodging complaints and appeals is clearly defined;		
Is based on measurable objectives, standards, and guidelines for quality assurance	The QA system of the SNQF is based on measurable objectives, standards, and guidelines for quality assurance	- Quality Assurance Manual of the Seychelles Qualifications Authority, 2011; - Framework of Evaluation Criteria Amended, 2019 - Schools Inspection Manual, 2025; - Looking at our School, 2015; - Evaluation criteria for Private Schools and the School of Advanced Level Studies, 2025; - Criteria for Evaluation of School for the Exceptional Child and Special Needs Provision, 2026 - Early Childhood Development Act, 2022	The Early Childhood Development Act, 2022 makes provision for quality assurance of this sector.
Is supported by resources	The QA system of the SNQF is supported by resources from the Government budget	- Seychelles Qualifications Authority Act, 2021 - Seychelles Budget 2024/25 Highlights: Education (Ministry of Finance, 2025)	
Provides transparent information-sharing	Provides transparent information-sharing on results of evaluation in that institutional accreditation and	-National Qualifications Framework Regulations, 2025,	

on results of evaluation	School Inspection reports are circulated to stakeholders and result sheets for programme accreditation are circulated to institutions, the National Qualifications Framework Regulations, 2025 makes provision for results of evaluation to be gazetted and publicised.	-Quality Assurance Manual of the Seychelles Qualifications Authority, 2011 -Schools Inspection Manual, 2025;	
Takes account of African Union policy orientations such as African Standards and Guidelines for Quality Assurance (for higher education), to which both internal and external quality assurance adhere	The national QA systems take account of the African Standards and Guidelines for Quality Assurance (for higher education), to which both internal and external quality assurance adhere on most standards	-Quality Assurance Manual of the Seychelles Qualifications Authority, 2011; - -Framework of Evaluation Criteria Amended, 2019 - Internal Quality Assurance Manual for Tertiary Education and Training Providers, 2012 - Internal Quality Assurance Handbook for Tertiary Education Institutions, 2013	Periodic internal and external reviews of the national QA agency (SQA) for continuous improvement is not being done. Internal review is done to some extent but it is unstructured and ad-hoc. The system for continuous QA of its own practices is fragmented with the main focus being on what has been achieved. There is need to consider planned and periodic comprehensive internal self-assessment of its processes, practices and activities, including data analysis. There is a need for SQA to subject itself to periodic external review on the basis of self-assessment by a regional, continental or international QA body. The challenge has been to secure the financial resources for such project as SQA is a Government budget-dependent body and other priorities take precedence. SQA has initiated the process with INQAAHE in November 2024.

As is evidenced in the compatibility table, while the national quality assurance system is operational and covers a broad range of functions, one important area for further strengthening is the systematic review of the quality assurance agency itself. SQA's internal review of its own processes is not yet sufficiently structured or documented, and periodic external review by a regional, continental or international quality assurance body has not yet been completed.

Quality assurance of the SNQF and register of qualifications

Quality assurance of the SNQF is maintained through the NQF policies, guidelines and procedures that are developed, implemented and periodically revised.

The SQA maintains a register of qualifications and part-qualifications which is in word format. The register is updated periodically, and reports are uploaded on the SQA website for public information. The register includes registration and review dates among the qualification/ part-qualification specific information.

Transparency and dissemination of quality assurance regulations

Transparency is central in all activities of the SQA. The SQA's Customer Service Charter (2022) upholds the main principles of Good Governance, Transparency and Accountability. The SQA Act 2021³ and NQF Regulations⁴, 2025 make provision for appeal which in turn reflects transparency. Transparency is also evident through the publication of SQA annual reports, annual newsletters sharing of outcomes of institutional accreditation reports and school inspection reports to stakeholders, including parents and learners and publication of accreditation status of programmes and institutions on the SQA website as well as the list of registered qualifications and part-qualifications. The SQA policies, guidelines and procedures are also available on the SQA website or on demand. Tertiary education and training providers and schools receive copies of relevant SNQF documents developed by SQA. Other stakeholders and the public are sensitised through media programmes and presentations.

Quality assurance regulations are visible and in the public domain via the SQA website⁵. The revised NQF Regulations, was gazetted in March 2025 and is being implemented.

Capacity development is a continuous process at SQA. These take different forms such as participation in webinars, workshops, and conferences, enrolment on relevant programmes, professional development courses, and specialised training. SQA also engages in capacity development of education and training providers through quality assurance-related training and workshops. It also provides support in the development of internal policies, manuals and guidelines and provides them with opportunities to participate in regional, continental and international, conferences, workshops, webinars and online training.

Data, analysis on quality and effectiveness of qualifications for users, labour market and society.

³ Part 6, Section 30, page 1022

⁴ Regulation 81-92, page 100

⁵ <http://www.sqa.sc/>

This remains an underdeveloped area within the current system. While aspects of stakeholder consultation are built into qualification development processes, Seychelles does not yet have a systematic national mechanism for collecting and analysing evidence on the effectiveness and impact of qualifications for learners, employers, the labour market and society. Strengthening this area through a monitoring and evaluation framework would enhance the credibility, responsiveness and continuous improvement of the SNQF.

Conclusion

Criterion 4 is met to a significant extent, as the national quality assurance system clearly refers to the SNQF and incorporates many of the quality assurance principles relevant to ACQF referencing. However, the criterion is not yet fully mature in implementation, particularly with regard to systematic internal review, periodic external review of SQA, and the collection and analysis of evidence on qualification effectiveness.

CHAPTER SEVEN: Governance procedures and follow-up of referencing

Introduction

This chapter presents the governance arrangements and follow-up measures for referencing the SNQF to the ACQF. It highlights the leadership of the SQA, the role of the National Referencing Team, and the involvement of national stakeholders and international experts. It also outlines certification, dissemination, and ongoing review to ensure transparency, credibility, and sustained implementation.

Responsibilities and/or legal competence of relevant national bodies involved in the ACQF referencing process.

SQA, a regulatory body operating under an Act, is the relevant national body that led and co-ordinated the ACQF referencing process. A National Referencing Team was set up and initially this comprised the CEO and Quality Assurance Officers with knowledge of qualifications frameworks, alignment and referencing process. Following the comments on the first draft from ACQF, SQA identified additional members from relevant stakeholder organisations, including the Ministry of Education and Human Resource Development (MoEHRD), Department of Public Administration (DPA), Ministry of Employment Human Resource Planning (MEHRP) and Professional Centres (PCs) to be part of the National Referencing Team and they participated fully in the revision and finalisation of the draft based on the report from ACQF and other input from stakeholders. They also participated in the validation workshop with stakeholders and presentation to the Executive Committee of the MoEHRD.

Departments and sections of the MoEHRD, Tertiary Education and Training Providers, MEHRP, Institute of Early Childhood Development (IECD) and DPA were consulted.

Responsibilities of the National Referencing Team have been derived from the roadmap for the pilot referencing of the ACQF-II project (ACQF, 2022, p.36). Members of the National Referencing Team were allocated specific tasks in line with the referencing requirements. The tasks were undertaken either as a team, in pairs and individually. A schedule of meetings of the Team ([Annex 5](#)) was also agreed on and implemented.

The SQA Board was informed on the pilot referencing process at its meeting of September 2024. The Minister responsible for Education was also informed through the SQA Board Minutes of the meeting. Cabinet of Ministers was briefed during a presentation on the Seychelles National Qualifications Framework on 4th October 2024.

The relevant national quality assurance bodies state their agreement with the referencing outcome and referencing report.

SQA is the national quality assurance body, and it states its agreement with the referencing outcome and referencing report.

People from other countries who are experienced in the field of qualifications are involved in certain aspects and steps of the referencing process. Their role is advisory and supports transparency, improvement and credibility. The national referencing committee informs the ACQF Governance Structure on the involved international experts.

Representatives of countries participating in the ACQF project are involved in certain aspects and steps of the referencing process in an advisory and supportive role and as critical friends through peer reviews. The ACQF Governance Structure provides the platform by enabling countries to present progress in Forums organised and gain input. The referencing process benefited from the involvement of two international experts, namely Eduarda Castel-Branco and Robin Phoolchund.

Competent national bodies certify the referencing to the ACQF and publish one comprehensive, evidence-based referencing report, which addresses all referencing criteria.

The comprehensive, evidence-based referencing report is endorsed by the National Referencing Team. The SQA Board approved the Report prior to presentation to MoEHRD Executive Committee and subsequent submission of a Memorandum and presentation to the Cabinet of Ministers. The Memorandum sought Cabinet's approval of the Report on the Referencing of the SNQF to the ACQF prior to submission to ACQF Governance Structure. Cabinet advised that the recommendation of the Memorandum be approved and the President concurred.

The referencing outcome is published by the participating country and the ACQF network upon its final validation by the ACQF Governance Structure, on the dedicated ACQF website.

The referencing outcome will be circulated to stakeholders and made available to the public through the SQA website. It will also be published on the ACQF dedicated website upon its final validation by the ACQF Governance Structure.

Following the completion of referencing, all newly issued documents related to qualifications that are part of the national qualifications frameworks or systems (e.g.: certificates, diplomas, supplements) and qualifications registers issued by the competent national authorities will contain a clear reference to the appropriate ACQF level, based on national legislation and procedures.

There is provision for recognised qualifications documents to include a clear reference to the appropriate ACQF level. Qualifications uploaded in the qualifications register will contain a field for ACQF levels.

The National Qualifications Framework Regulations, 2025 makes provision for issued documents related to qualifications that are part of the SNQF to be endorsed by and include such information as may be determined by the competent national authority (SQA). It is stipulated at Regulation 67. (3) that 'Certificates issued for qualifications in the National Qualifications Framework shall be endorsed in the manner determined by the Authority.'

Furthermore, Regulation 68. (2) (e) avers that 'the design of the transcript shall be the responsibility of the provider but the content shall include [...] such other information as may be determined by the Authority.' A policy to this effect will be developed for consideration of the SQA Board.

Follow-up of referencing

In addition to documenting the governance of the referencing process, this chapter points to the importance of follow-up after validation. The value of referencing will depend not only on the completion of the report, but also on the implementation of identified improvement actions, continued stakeholder engagement, updating of qualification information systems, and regular review of policies and procedures linked to the SNQF.

Government Ministries and Departments and the public will be kept informed through the SQA website, social media platforms, local media, print materials and the SQA's annual Newsletter.

The referencing report will be revised at intervals to accommodate progress with implementation of recommendations and development within the SNQF.

CHAPTER EIGHT: Conclusions.

Issues to be addressed

To ensure a responsive and future-oriented national qualifications system, the Seychelles Qualifications Authority (SQA) must address several structural and operational challenges that currently limit its effectiveness and adaptability.

- **Absence of a Centralised Information Management System**

The lack of an integrated register or database constrains evidence-based monitoring, planning, and decision-making. A comprehensive information management system is essential to support transparency, traceability, and strategic oversight. It would also support qualification lifecycle management, including registration, review cycles, provider accreditation status and alignment with regional frameworks. This will require substantial technical and financial resources.

Existing status			Optionality			Priority		
Low	Med	High	Low	Med	High	Low	Med	High

- **Weak internal quality assurance mechanisms**

Internal self-assessment processes at the SQA are not adequately structured or documented. The absence of a formal internal quality assurance (QA) policy or framework undermines institutional learning and continuous improvement. Internal QA mechanisms would ensure consistency of decisions, institutional accountability, and stakeholder confidence. SQA will need to plan and implement a focused project to create the overarching and comprehensive QA framework, and mechanisms to operationalize the framework.

Existing status			Optionality			Priority		
Low	Med	High	Low	Med	High	Low	Med	High

- **Need for external review**

SQA has not yet subjected itself to periodic external review by regional, continental or international QA bodies. This limits opportunities for benchmarking, external validation, and alignment with international best practices. This will require substantial financial resources.

Existing status			Optionality			Priority		
Low	Med	High	Low	Med	High	Low	Med	High

- **Inadequate stakeholder involvement in qualification design**

The development of qualifications and standards requires stronger collaboration with industry, professional councils, and other stakeholders. Their involvement is critical to ensuring that qualifications

reflect real-world competencies and workforce needs. SQA will develop and implement a plan for more systematic and structured stakeholder engagement. The Authority has already initiated the process of stakeholder engagement through a proposal to create the Seychelles Network of Quality Assurance Practitioners Forum (SENQAP Forum), a space for QA professionals to share good practices, support one another, build professional skills and contribute collectively to the enhancement of quality culture within providers of tertiary education and training (see the Framework and Terms of Reference at [annex 21](#)). An initial meeting was held with the leadership of Tertiary Education and Training Providers to garner their support on 27th May 2026. The programme is at [annex 22](#).

Existing status			Optionality			Priority		
Low	Med	High	Low	Med	High	Low	Med	High

- **Definition of the three domains of learning of the SNQF**

There is need for an explicit definition of the domains of learning of the SNQF.. Definition of domains will ensure clear and consistent articulation to avoid ambiguity in interpretation.

Existing status			Optionality			Priority		
Low	Med	High	Low	Med	High	Low	Med	High

- **Clarifying the scope of the domains of learning**

It will be necessary to clarify the scope of the three domains of learning, particularly with regard to the extent to which competency is to be achieved. This clarification is necessary to ensure that the expected levels of attainment are well understood and that they adequately address the needs and expectations of all stakeholders. This task and that of definition of domains will be undertaken concurrently following the publication of the referencing report.

Existing status			Optionality			Priority		
Low	Med	High	Low	Med	High	Low	Med	High

- **Lack of systematic data on qualification effectiveness**

There is no established mechanism for collecting and analysing data on the quality and impact of qualifications for learners, employers, and society. Such data is vital for ensuring accountability, guiding policy reforms, informing qualification development and review and building trust in the national qualifications system. This will require substantial technical and financial resources.

Existing status			Optionality			Priority		
Low	Med	High	Low	Med	High	Low	Med	High

To address these issues in a structured manner, SQA should develop a time-bound action plan linked to a monitoring and evaluation framework. Priority areas should include: strengthening the formal definition and scope of the SNQF learning domains; improving the accessibility and functionality of qualifications information systems; deepening structured stakeholder engagement, particularly with employers and providers; and establishing mechanisms for gathering and analysing data on the effectiveness and impact of qualifications.

Key achievements

ACTIVITY	OUTCOME
Alignment of the Seychelles National Qualifications Framework (SNQF) to the SADC Qualifications Framework (SADCQF)	Published Report on the Alignment of the SNQF to the SADCQF, 2018
Revision of the Seychelles Qualifications Authority Act 2005	Seychelles Qualifications Authority Act 2021
Revision of the National Qualifications Framework 2008	Seychelles National Qualifications Framework, Revised May 2024
Revision of the regulations of the National Qualifications Framework 2008	National Qualifications Framework Regulations, 2025
Development of the national credit accumulation and transfer system	Seychelles National Credit Accumulation and Transfer System (SNCATS): Policy and Guidelines, September 2024
Strong engagement with regional, continental and international initiatives, including the ACQF project, SADC Technical Committee on Certification and Accreditation (TCCA), INQAAHE and the Pan African Quality Assurance and Accreditation Alliance (PAQAA) Interim Council.	Strengthened Seychelles' voice in shaping continental and global quality assurance and qualifications frameworks. Reinforced credibility of the SNQF by demonstrating active participation in trusted international platforms. Access to diverse perspectives, practices, and innovations from regional and global partners, enriching national policy and practice.
Administration of the National Micro-credentials survey	National Micro-credentials Survey Report Seychelles National Micro-credentials Policy Framework Guidelines for Providers of Micro-credentials in Seychelles
Joining the ACQF's Qualifications and Credentials Platform (QCP)	Repository of registered qualifications in Seychelles that are internationally accessible
Joining the ACQF Network	Access to network of a large number of African Countries and regional authorities in the field of quality assurance of education Chair of Cluster 1 of the ACQF Network Secretariat of Cluster 4 of the ACQF Network
Enhancement of communication activities and publication through various media	SQA annual newsletter, website, Facebook, WhatsApp Channel and LinkedIn
SQA's significant contribution to SADCQF, ACQF and continental NQF developments	Increased visibility throughout the network of African countries
The active role of SQA in the unprecedented and innovative comparison of the European Qualifications Framework	Dissemination of results across Europe, Africa, and global education forums, positioning Seychelles as a contributor to international qualifications discourse.

and SADCQF, including international dissemination of the results.	Development of a pioneering approach to align descriptors and levels across two continental frameworks, setting a precedent for future inter-regional cooperation. Reinforced credibility of the SNQF by demonstrating compatibility with both African and European standards.
Capacity-building workshops and webinars with national and international stakeholders (e.g. ACQF, ILO, UNESCO, UNEVOC)	Strengthened knowledge and skills of SQA staff, providers, and international partners in qualifications frameworks, quality assurance, and lifelong learning. Deepened cooperation with global organizations such as ILO, UNESCO, and UNEVOC, reinforcing Seychelles' role in continental and international education policy. Shared best practices and innovative approaches across diverse audiences, ensuring that lessons learned in Seychelles contribute to wider African and global discourse.

Concluding remarks

This report presents outcome of the referencing exercise between the SNQF and the ACQF. It contains the official authorised statement from the Seychelles NRT that the SNQF is referenced to the ACQF.

The main objective of the report is to describe the process of referencing of the SNQF to the ACQF and to present conclusions from and outcome of the referencing process.

There are several benefits to referencing to the ACQF. The process determines the level to level correspondence between the SNQF and the ACQF. Benchmarking against the referencing criteria will contribute to the growth and improvement process of our NQF. It will also contribute to continental recognition and mobility of learners, workers and researchers and build trust in our system. Additionally, the comparable and accessible information generated through referencing will enhance trust, transparency and comparability of our qualifications and NQF. Finally, it will support policy benchmarking and reform as referencing often reveals gaps or areas for improvement in the national system.

The report provides evidence, through detailed comparisons, annexes, and narrative explanations that the SNQF aligns structurally, conceptually, and technically with the ACQF levels and descriptors. The underpinning outcomes-based paradigm makes for further alignment. However, in view of the identified differences and gaps, and notwithstanding the fact that referencing is not about establishing an exact match between qualifications frameworks, the SNQF can be considered comparable to the ACQF.

Accordingly, the evidence presented in this report supports the conclusion that the SNQF is credibly and defensibly referenced to the ACQF, and that the referencing criteria are addressed and met to a high degree, while leaving room for continued strengthening of implementation and system maturity.

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ANNEXURES

Annex 1: Conceptual and Technical (Semantic and Linguistic) comparison of Level Descriptors

Notes on conceptual comparison

The use of concepts was examined to see whether there were conceptual links between the two frameworks. The outcome statements were examined on both frameworks.

There are several similarities. On both Frameworks the level descriptors are built around the domains of knowledge, autonomy and responsibility, and skills. The level descriptors under the domains in both frameworks when juxtaposed, show salient similarities in that both sets of level descriptors target what the learner should be able to know, do and the level of responsibility in which one can execute a task. This is particularly evident in similar concepts expressed in the outcome statements of both frameworks through such terms as basic or simple communication skills, generate new knowledge and applications (SNQF), and substantial and original knowledge contribution (ACQF); wide range of specialised technical [...] skills (SNQF), and highly technical and specialised skills (ACQF); with responsibility for [...] personal and/or group outcomes (SNQF), and responsibility for self and group outcomes (ACQF). Both tend to use concepts which are broad and this is particularly more pronounced at the level of the ACQF which understandably has to be broad being a meta-framework.

On the surface there are a few differences between the two sets of level descriptors which do not pose a challenge to the referencing exercise.

Whilst the level descriptors and the concepts used on both frameworks remain at a broad level, the SNQF drills deeper into the outcome requirements at particular levels though it does not link to particular professions or groups of professions. As an example, conceptually, the SNQF uses more specific terms within the knowledge domain such as analyse, reformat, evaluate, employ, apply and exchange factual information. Such detailed requirements cannot be articulated on the ACQF since by its very nature it is very much broader than the SNQF.

Summary

A comparison of the conceptual differences between the two qualifications frameworks shows that there is more in common than different. Both follow each other quite closely in terms of the outcome statements at various levels, though the SNQF drills deeper into certain requirements and is more specific.

Notes on linguistic comparison

The basis of the comparison of the two sets of level descriptors is done using the three descriptors under the both the ACQF and SNQF categories of Knowledge, Skills, and Autonomy and Responsibility.

It is to be noted that, the levels of both the SNQF and ACQF progress upwards on the basis of increasing cognitive challenge.

Both the SNQF and ACQF accommodate the academic and TVET paths, for instance at level 5 of the SNQF learners must “carry out processes that require a wide range of specialised technical and/or academic skills” and the ACQF level 5 refers to “mainly technical or theoretical knowledge with substantial depth in a discipline/area”. In addition, the SNQF distinctively separates the two tracks.

Apart from structural issues impacting on the linguistic comparison, it can be stated at the outset however that there are many similarities of wording (use of the same words or words with the same meaning, sometimes

sentences or expressions with the same meaning) which made it easier to come to a conclusion as to whether the corresponding levels are comparable or not. But the generality of the ACQF descriptors contrasted with the more institutional oriented wording of the descriptors of the SNQF must be taken into consideration when doing comparison.

From the linguistic angle, the process of comparison from level 7 to 10 where the degree cycles are located on the framework was relatively straightforward as there are more similarities than differences in the outcome statements. In terms of the creation of knowledge, from using existing information in an original way to generating new and peer reviewed knowledge, the increased sophistication in the skills domain both in terms of knowledge and application of the knowledge and skills, and the progression from broad to full autonomy in the execution of tasks.

Annex 2: Side-by-side comparison of SNQF and ACQF level descriptors

Key: **Green** = perfect fit of terms; **Blue**: partial fit of terms; **Red**: important differences

SNQF				ACQF			
Level	Knowledge	Skills	Autonomy and responsibility	Level	Knowledge	Skills	Autonomy and responsibility
10	• Demonstrate a thorough understanding of current research and literature in the subject discipline, occupation or profession • Generate new knowledge and applications through conceptualising, designing and implementing a research project at the forefront of the subject discipline, occupation or profession. • Analyse and synthesise comprehensively and critically a	• Demonstrate initiative and employ a wide range of advanced research skills and techniques applied to complex tasks in highly specialised contexts. • Demonstrate interpersonal communication skills in the context of consultation and dissemination of new findings to specialist and non-specialist audiences. • Conduct original research that is evaluated by independent experts against international standards • Articulate the results of research clearly, accurately and in a	• Operate in accordance with broad development or strategic plan and budget: - in a completely self-directed manner, - with full responsibility and accountability for all aspects of advanced research work and including management of resources and supervision of others. • Demonstrate the ability to act with responsibility and full accountability in all aspects of work or research-based study.	10	substantial and original knowledge contribution that extends the forefront of a discipline/ area and/ or at the interface between disciplines/ areas	expert skills and techniques that demonstrate innovation, interpretation and creation of new ideas required to critically evaluate, formulate, and test theories to address emergent, new and critical problems	emergent new contexts demonstrating expertise in management of new ideas

	substantial body of knowledge in the subject discipline, occupation or profession to elicit and establish relationships between the elements of the subject in research.	balanced and rational manner.					
9	• Demonstrate evidence of critical and systematic understanding of knowledge and current problems and/or insights at the forefront of the field of study or area of specialisation. • Conceive, write, critically analyse, discuss, compare specialised texts, propose new insights into the field of study and	• Demonstrate a measure of originality and mastery in the application of in-depth and specialised and/or broad knowledge. • Demonstrate interpersonal communication skills in the context of consultative and/or supervisory roles. • Use established techniques of research and enquiry, to internationally recognized standards, to create	• Operate in accordance with broad development or strategic plan and budget: - in a self-directed manner - with responsibility and broad-ranging accountability for management of resources and supervision of others. • Demonstrate the ability to work independently and/or lead teams to manage their own and group outcomes in various complex situations.	9	mastery of a complex body of knowledge at the forefront of a discipline/ area	skills mastery required to demonstrate originality and new insights in research and/ or innovation and formulate and test theories to show mastery of highly complex, abstract problems	highly specialised contexts demonstrating mastery in autonomy and responsibility

	possibly generate new knowledge. • Understand limits of the knowledge and the necessity for further research and continuous development in the field of study. • Demonstrate a comprehensive understanding of current research and literature in the subject discipline, occupation or profession.	and interpret knowledge in the field of study. • Apply relevant concepts, principles and research techniques, including critical analysis and evaluation, to new issues and problems.					
8	• Demonstrate knowledge and intellectual independence in the critical and systematic understanding of ideas, principles and concepts of the field of study and area of specialisation.	• Carry out processes that: - require a mastery in the application of in-depth and specialised knowledge; - involve the development and adaptation of procedures to specific and professional	• Operate in accordance with broad development or strategic plan and budget: - within a context of broad autonomy, and - with responsibility and broad-ranging accountability for management of resources and supervision of others.	8	highly advanced, complex knowledge of a discipline/area	highly advanced, complex skills required to demonstrate highly advanced analysis, communicate new insights and ideas in research and/ or innovation, and formulate highly advanced solutions to address highly	highly complex contexts with some specialisation demonstrating highly advanced autonomy and responsibility

	• Evaluate critically the appropriateness of different problem-solving approaches, and where appropriate, propose a range of solutions. • Demonstrate an understanding of current research and literature in the subject discipline.	contexts in the field of study; and - require the application and the consolidation of a wide range of skills applied to tasks in highly specialised contexts. • Provide detailed responses to situations requiring analysis, synthesis and evaluation of heterogeneous data in contexts involving uncertainty. • Demonstrate interpersonal communication skills in the context of consultative and/or supervisory roles. • Apply highly advanced levels of understanding of the values and ethics of their discipline and promote these values to others.				complex and abstract problems	
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7	• Demonstrate knowledge and intellectual independence in the critical understanding of ideas, principles and concepts of the field of study and area of specialisation. • Analyse, synthesise and evaluate rigorously a wide range of information including consideration of areas of uncertainty. • Demonstrate general knowledge of the essential legal environment and relevant regulatory frameworks. • Demonstrate an	• Carry out processes that: - require self-directed application of knowledge with substantial depth in some areas; - involve the development and adaptation of standard procedures to specific contexts in the field of study; and - require the application of a range of technical and other skills to tasks in both varied and highly specific contexts. • Provide appropriate responses to new situations requiring synthesis and evaluation of heterogeneous data in contexts involving aspects of uncertainty.	• Involved in planning, resourcing and managing processes and guiding or supervising the work of others. • Function within a context of broad autonomy with complete accountability for determining, achieving and evaluating personal and/or group outcomes.	7	advanced analytical and/ or specialised knowledge of a discipline/ area	advanced, specialised skills required to demonstrate advanced analysis and initiative for new insights and ideas in research and/ or innovation, and formulate advanced solutions to address complex and abstract problems	complex and variable contexts with advanced autonomy and responsibility
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	awareness of current research and literature in the subject discipline.	• Demonstrate interpersonal communication skills in the context of supervisory and collaborative roles. • Apply advanced knowledge of the associated values and ethics and encourage the use of these in others.					
6	• Analyse, reformat and evaluate a wide range of information. • Provide adequate responses to unfamiliar situations requiring synthesis and consideration of heterogeneous data. • Interpret highly technical information in a particular field of study.	• Carry out processes that: - require a command of highly specialised technical or academic and basic research skills across a particular branch of a field of study; - involve the application of a full range of procedures in the branch of study; - are employed in highly variable routine and non-routine contexts. • Demonstrate interpersonal	• Involved in planning, resourcing and managing processes within broad parameters and functions. • Act with responsibility for determining, achieving, and evaluating personal and/or group outcomes.	6	highly technical or theoretical knowledge, with specialisation in a discipline/ area	highly technical and specialised skills required to collate, analyse, synthesise and communicate a range of information and new ideas, and formulate or adapt different solutions to address complex and sometimes abstract problems	highly variable contexts with well-developed autonomy and responsibility for self and group outcomes and responsibility for resources and processes

	• Demonstrate knowledge of the main research methods used in the subject discipline or occupation.	communication skills in the context of professional consultation. • Demonstrate significant understanding of the values and ethics associated with their occupation and/or study and introduce these to others.					
5	• Employ a broad knowledge base with substantial depth in some areas. • Analyse and interpret a wide range of data and make informed judgements. • Determine appropriate methods and procedures in response to a range of concrete problems and with reference to some theoretical concepts.	• Carry out processes that: - require a wide range of specialised technical and/or academic skills; - involve a wide choice of standard and non-standard procedures; - are employed in a variety of routine and non-routine contexts. • Demonstrate interpersonal communication skills to train or supervise. • Show a broad understanding of	• Involved in activities with full responsibility for the nature, quantity and quality of outcomes, under broad guidance: - with possible responsibility for the achievement of group outcomes, - with some responsibility for the supervision of others.	5	mainly technical or theoretical knowledge with substantial depth in a discipline/ area	a range of well-developed technical skills, with some specialisation, required to analyse information and new ideas, construct and communicate a coherent argument, and apply a range of solutions, often in combination, to address unfamiliar problems	unpredictable contexts with full autonomy and full responsibility for self and group outcomes, and some responsibility for others

	• Demonstrate basic knowledge of the essential legal environment and relevant regulatory frameworks.	the values and ethics associated with their occupation and/or study and display these to others.					
4	Employ a broad range of factual and technical knowledge incorporating some theoretical concepts. • Understand working instructions and simple technical documents. • Use a range of known responses to solve familiar problems. • Use information to construct a coherent argument.	Carry out processes that: - cover a range of well-developed technical and/or academic skills; - involve a significant choice of procedures executed within a range of familiar contexts. • Demonstrate interpersonal skills to communicate information, to convince or care for others. • Demonstrate developed abstract thinking skills to solve complex problems. • Apply a general understanding of	Involved in directed activities, with some autonomy, under general supervision: - with some responsibility for the quantity and quality of output for self and others - with possible responsibility for supervising others.	4	mainly factual, operational or technical knowledge incorporating theoretical aspects in one or more areas	well-developed technical skills required to analyse information and new ideas, make informed judgements, communicate outcomes and apply varied solutions to varied (familiar and unfamiliar) problems	varied (predictable and unpredictable) contexts with adaptability and initiative for self-direction under general guidance, taking full responsibility for self, some planning and responsibility for group outcomes and initiative for responsibility for others

		the values and ethics required in a subject field or discipline and display these to others.					
3	Employ basic operational and technical knowledge. • Apply procedures and/or techniques in response to precise instructions to obtain expected results. • Exchange factual information.	Cover a range of specialised technical skills in a precise field of study. • Involved repetitive and familiar procedures executed within closely defined parameters. • Demonstrate abstract thinking skills to solve complicated problems. • Apply basic understanding of the values and ethics in a subject field or discipline to carry out selected tasks.	Involved in directed activities under general supervision and quality control: - with some responsibility for the quantity and quality of their work, - with no responsibility for guiding others.	3	factual and operational knowledge incorporating some theoretical aspects in some areas	a range of communication, cognitive, practical and technical skills required to interpret and communicate ideas and detailed information and select and use known solutions to address familiar problems	predictable contexts under routine supervision and guidance , with initiative for self-responsibility and some responsibility for group outcomes
2	Apply procedures and/or techniques related to language, mathematical,	Deal with propositions which will be directly linked to a concern, topic or theme. • Demonstrate concrete thinking skills to solve simple problems.	Involved in independent learning but will often require input or guidance from others to complete tasks. • Display qualities and transferable skills useful in situations requiring	2	basic knowledge incorporating comprehension and recall of factual and operational knowledge in some areas	basic communication , cognitive and practical skills required to use concrete information, ideas and known solutions to address	structured contexts under limited supervision and guidance taking limited responsibility for self and group outcomes

	ICT, scientific, historical, socio-cultural and environmental domains. • Demonstrate the ability to gain and apply a range of knowledge and skills at a detailed level. • Determine the proper methods and procedures to respond to a variety of problems.	• Demonstrate general communication skills, which are familiar and routine, to inform, recall and express facts, ideas, views, opinions and feelings. • Apply a simple understanding of the values and ethics in carrying out basic tasks.	the exercise of some personal responsibility and judgement.			straightforward problems	
1	Apply basic procedures and techniques related to language, mathematical, ICT, scientific, historical, socio-cultural and environmental domains. • Apply repetitive and other learning	• Carry out processes at a concrete (hands-on) level based on familiar content and involving logical groupings. • Demonstrate basic communication skills to inform, recall and express facts, ideas, views, opinions and feelings. • Apply an elementary	• Involved in basic directed learning under continuous guidance with close supervision with limited responsibility and autonomy.	1	simple knowledge, literacy and numeracy	simple communication , cognitive and practical skills required to follow simple instructions , and use simple, repetitive solutions to address simple problems	highly structured , repetitive contexts under close supervision and guidance taking minimal responsibility for self

	skills to instil sound elementary knowledge, attitudes and values.	understanding of appropriate values and ethics.					
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Annex 3: Level-to-level analysis to verify alignment of the 10 levels of SNQF to those of ACQF

Key: **Green** = perfect fit of terms; **Blue**: partial fit of terms; **Red**: important differences

SNQF				ACQF			
Level	Knowledge	Skills	Autonomy and responsibility	Level	Knowledge	Skills	Autonomy and responsibility
1	Apply basic procedures and techniques related to language, mathematical, ICT, scientific, historical, socio-cultural and environmental domains. Apply repetitive and other learning skills to instil sound elementary knowledge, attitudes and values.	- Carry out processes at a concrete (hands-on) level based on familiar content and involving logical groupings. - Demonstrate basic communication skills to inform, recall and express facts, ideas, views, opinions and feelings. - Apply an elementary understanding of appropriate values and ethics.	Involved in basic directed learning under continuous guidance with close supervision with limited responsibility and autonomy.	1	simple knowledge, literacy and numeracy	simple communication, cognitive and practical skills required to follow simple instructions, and use simple, repetitive solutions to address simple problems	highly structured, repetitive contexts under close supervision and guidance taking minimal responsibility for self

Level 1: Discussion

Knowledge

There is similarity in the level descriptors of both frameworks. Emphasis is on the acquisition of basic or simple knowledge. For the SNQF, the focus is not solely on language and numeracy, but also the holistic development of the learner in terms of knowledge, including attitudinal change and values acquisition.

Skills

There are similarities in that both focus on the application of concrete, basic or simple skills with the level of learning being at concrete operational or hands-on. The SNQF goes further by taking account of the application of a basic understanding of values and ethics.

Autonomy and responsibility

For both, learners work under close supervision with limited or minimal responsibility for self, and therefore within a well-structured context.

Summary

There are many similarities in the level descriptors of the three domains at Level 1 of the two frameworks and it can be ascertained that there are no significant differences. Overall, though, the SNQF level descriptors articulate in more depth the required competencies at this level for the schooling context whilst the ACQF remains at a more general level.

Key: Green = perfect fit of terms; Blue: partial fit of terms; Red: important differences

SNQF				ACQF			
Level	Knowledge	Skills	Autonomy and responsibility	Level	Knowledge	Skills	Autonomy and responsibility
2	Apply procedures and/or techniques related to language, mathematical, ICT, scientific, historical, socio-cultural and environmental domains. • Demonstrate the ability to gain and apply a range of knowledge and skills at a detailed level. • Determine the proper methods and procedures to respond to a variety of problems.	Deal with propositions which will be directly linked to a concern, topic or theme. • Demonstrate concrete thinking skills to solve simple problems. • Demonstrate general communication skills, which are familiar and routine, to inform, recall and express facts, ideas, views, opinions and feelings. • Apply a simple understanding of the values and ethics in carrying out basic tasks.	Involved in independent learning but will often require input or guidance from others to complete tasks. • Display qualities and transferable skills useful in situations requiring the exercise of some personal responsibility and judgement.	2	basic knowledge incorporating comprehension and recall of factual and operational knowledge in some areas	basic communication, cognitive and practical skills required to use concrete information, ideas and known solutions to address straightforward problems	structured contexts under limited supervision and guidance taking limited responsibility for self and group outcomes

Level 2 Discussion

Knowledge

Knowledge at Level 2 of the two frameworks show important differences rather than similarities in that whilst the ACQF refers to basic knowledge which incorporates comprehension of recall of factual and operational knowledge, the SNQF refers to application of a range of knowledge and skills at a detailed level. The latter is more specific in the application of procedures and techniques within the school (in relation to subjects) and in relation to responding to a diversity of problems which is absent in the ACQF.

Skills

There are similarities in that both frameworks refer to demonstration of communication skills at basic or general level and the demonstration of concrete thinking skills to solve simple problems or the use of cognitive skills to utilise concrete information, ideas and known solutions to address straightforward problems. The SNQF goes further and elaborates on application of simple understanding of values and ethics whilst engaged in basic tasks.

Autonomy and responsibility

Level descriptors of both frameworks show very close similarities. The SNQF avers that learners would be involved in independent learning, but with input or guidance from others with some personal responsibility and judgment. Similarly, the ACQF promotes structured context under limited supervision and guidance with limited responsibility for self.

Summary

There are important differences for knowledge. The level descriptors of the SNQF go further than comprehension of recall of factual and operational knowledge. In that respect, the SNQF presents a picture of a learner having gained or gaining knowledge in the diverse school subjects and responding to a multiplicity of problems.

In terms of skills, there is a partial fit of terms. Both frameworks emphasise basic or general communication skills, concrete thinking skills, addressing simple or straightforward problems, in spite of the fact that the SNQF also requires application of values and ethics in the discharge of tasks. With regards to level descriptors for Autonomy and Responsibility, there is almost a perfect match. Terms, although different, mean the same.

It is determined that despite some differences in the level descriptors for the knowledge domain at Level 2 of the two frameworks, there is a match.

Key: Green = perfect fit of terms; Blue: partial fit of terms; Red: important differences

SNQF				ACQF			
Level	Knowledge	Skills	Autonomy and responsibility	Level	Knowledge	Skills	Autonomy and responsibility
3	Employ basic operational and technical knowledge. • Apply procedures and/or techniques in response to precise instructions to obtain expected results. • Exchange factual information.	Cover a range of specialised technical skills in a precise field of study. • Involved repetitive and familiar procedures executed within closely defined parameters. • Demonstrate abstract thinking skills to solve complicated problems. • Apply basic understanding of the values and ethics in a subject field or discipline to carry out selected tasks.	Involved in directed activities under general supervision and quality control: - with some responsibility for the quantity and quality of their work, - with no responsibility for guiding others.	3	factual and operational knowledge incorporating some theoretical aspects in some areas	a range of communication, cognitive, practical and technical skills required to interpret and communicate ideas and detailed information and select and use known solutions to address familiar problems	predictable contexts under routine supervision and guidance, with initiative for self-responsibility and some responsibility for group outcomes

Level 3 Discussion

Knowledge

There is some correspondence on the level of knowledge of the two frameworks given that the SNQF refers to basic operational and technical knowledge and the ACQF emphasises factual and operational knowledge. The difference is that the SNQF goes further to include response to precise instructions and the exchange of factual information.

Skills

There is broad alignment in the skills domain in the sense that the SNQF emphasises a range of specialised technical skills in a precise field of study and the ACQF specifies a range of communication, cognitive, practical and technical skills required to interpret and communicate ideas and detailed information. Similarly, the two frameworks address problem-solving skills. However, that of the SNQF is at a more complex level with the ACQF using the term ‘familiar problems’ and the SNQF employing the term ‘complicated problems’.

Again, the SNQF goes further with its focus on application of ‘basic understanding of values and ethics in a specific subject field or discipline to carry out selected tasks’.

Autonomy and responsibility

There are similarities between the two frameworks on the level of autonomy and responsibility. The SNQF refers to ‘directed activities under general supervision and quality control with some responsibility for the quantity and quality of their work’ and the ACQF refers to ‘predictable contexts under routine supervision and guidance, with initiative for self-responsibility’. In contrast, though, the SNQF avers to ‘no responsibility for guiding others’ while the ACQF requires ‘some responsibility for group outcomes’. This shows a clear mismatch.

Summary

Broadly there is alignment at this level in terms of all three domains, meaning that the level of the two frameworks matches one against the other. Understandably, the contexts for the application of skills, knowledge and execution of responsibility are made clearer in the SNQF as it is a country-specific framework. It is clear that the SNQF has a strong TVET orientation and this is reflected particularly in its knowledge and skills domains.

Key: Green = perfect fit of terms; Blue: partial fit of terms; Red: important differences

SNQF				ACQF			
Level	Knowledge	Skills	Autonomy and responsibility	Level	Knowledge	Skills	Autonomy and responsibility
4	Employ a broad range of factual and technical knowledge incorporating some theoretical concepts. • Understand working instructions and simple technical documents. • Use a range of known responses to solve familiar problems. • Use information to construct a coherent argument.	Carry out processes that: - cover a range of well-developed technical and/or academic skills; - involve a significant choice of procedures executed within a range of familiar contexts. • Demonstrate interpersonal skills to communicate information, to convince or care for others. • Demonstrate developed abstract thinking skills to solve complex problems. • Apply a general understanding of the values and ethics required in a subject field or discipline and display these to others.	Involved in directed activities, with some autonomy, under general supervision: - with some responsibility for the quantity and quality of output for self and others - with possible responsibility for supervising others.	4	mainly factual, operational or technical knowledge incorporating theoretical aspects in one or more areas	well-developed technical skills required to analyse information and new ideas, make informed judgements, communicate outcomes and apply varied solutions to varied (familiar and unfamiliar) problems	varied (predictable and unpredictable) contexts with adaptability and initiative for self-direction under general guidance, taking full responsibility for self, some planning and responsibility for group outcomes and initiative for responsibility for others

Level 4 Discussion

Knowledge

There is a definite correspondence on the level of knowledge given that both frameworks relate to broad factual and technical knowledge incorporating theoretical aspects or concepts. The difference is that the SNQF goes further with the inclusion of learning outcomes that address understanding of working instructions and simple technical documents, use of responses in the solving of familiar problems and use of information for constructing coherent arguments.

Skills

There is some alignment in the levels for the two frameworks. Both refer to 'well-developed technical skills'. There is also similarity in the statements for both levels that address communication of outcomes and information and execution of a range of procedures or solutions within varied contexts and problems. Demonstrating "developed abstract thinking skills to solve complex problems" on the SNQF is broadly consonant with "well-developed technical skills required to analyse information and new ideas, make informed judgements" on the ACQF. The main difference is that in addition to the afore-mentioned, the SNQF contains learning outcomes that relate to values and ethics required in a subject field or discipline.

Autonomy and responsibility

There is a great degree of alignment between the two sets of level descriptors which is indicated through such phrases as "Involved in directed activities, with some autonomy, under general supervision" (SNQF), with "adaptability and initiative for self-direction under general guidance" (ACQF) and "responsibility for the quantity and quality of output for self and others - with possible responsibility for supervising others." (SNQF) with "responsibility for self, some planning and responsibility for group outcomes and initiative for responsibility for others" (ACQF). The main difference is the extent of responsibility with "some responsibility" on the level of the SNQF as opposed to "full responsibility" on that of the ACQF.

Summary

There is alignment at level 4 of the two frameworks, despite the fact that in each of the three domains there exist one or two differences.

Key: Green = perfect fit of terms; Blue: partial fit of terms; Red: important differences

SNQF				ACQF			
Level	Knowledge	Skills	Autonomy and responsibility	Level	Knowledge	Skills	Autonomy and responsibility
5	• Employ a broad knowledge base with substantial depth in some areas. • Analyse and interpret a wide range of data and make informed judgements. • Determine appropriate methods and procedures in response to a range of concrete problems and with reference to some theoretical concepts. • Demonstrate basic knowledge of the essential legal environment and relevant regulatory frameworks.	• Carry out processes that: - require a wide range of specialised technical and/or academic skills; - involve a wide choice of standard and non-standard procedures; - are employed in a variety of routine and non-routine contexts. • Demonstrate interpersonal communication skills to train or supervise. • Show a broad understanding of the values and ethics associated with their occupation and/or study and display these to others.	• Involved in activities with full responsibility for the nature, quantity and quality of outcomes, under broad guidance: - with possible responsibility for the achievement of group outcomes, - with some responsibility for the supervision of others.	5	mainly technical or theoretical knowledge with substantial depth in a discipline/ area	a range of well-developed technical skills, with some specialisation, required to analyse information and new ideas, construct and communicate a coherent argument, and apply a range of solutions, often in combination, to address unfamiliar problems	unpredictable contexts with full autonomy and full responsibility for self and group outcomes, and some responsibility for others

Level 5 Discussion

Knowledge

There is some alignment in the knowledge domain for Level 5 of the two frameworks. Both emphasise a broad base of technical or theoretical knowledge with substantial depth in some areas. The SNQF focuses more on interpreting a wide range of data, while the ACQF focusses on one area or discipline. The SNQF also allows for the determination of appropriate methods and procedures in response to a range of concrete problems as well as the basic knowledge of the essential legal environment and relevant regulatory frameworks; both of which do not feature in the ACQF.

Skills

There is broad alignment in the skills domain, as both frameworks highlight the need for specialised technical skills as well as communication skills even if in different contexts. The SNQF involves performing processes that use standard and non-standard procedures in common or uncommon contexts whereas the ACQF only makes reference to addressing unfamiliar problems. The SNQF goes further by emphasising interpersonal communication skills and ethical understanding.

Autonomy and responsibility

The two frameworks show some alignment in autonomy and responsibility, both referring to full responsibility for group outcomes and some for others. However, the SNQF still requires broad guidance whereas ACQF allows for full autonomy. The ACQF also includes a broader range of responsibility in unpredictable contexts as well as for self, whereas the SNQF does not.

Summary

There is some alignment between the SNQF and ACQF at Level 5. Both frameworks highlight the broad knowledge base and substantial depth in some areas, with a focus on addressing both familiar and unfamiliar problems. The skills domain is aligned, particularly in terms of specialised technical skills and communication. Differences exist primarily in the specific mention of ethical understanding and supervision, which is only mentioned in the SNQF. Despite these, the alignment remains clear across all three domains.

Key: Green = perfect fit of terms; Blue: partial fit of terms; Red: important differences

SNQF				ACQF			
Level	Knowledge	Skills	Autonomy and responsibility	Level	Knowledge	Skills	Autonomy and responsibility
6	- Analyse, reformat and evaluate a wide range of information. - Provide adequate responses to unfamiliar situations requiring synthesis and consideration of heterogeneous data. - Interpret highly technical information in a particular field of study. - Demonstrate knowledge of the main research methods used in the subject discipline or occupation.	- Carry out processes that: - require a command of highly specialised technical or academic and basic research skills across a particular branch of a field of study; - involve the application of a full range of procedures in the branch of study; - are employed in highly variable routine and non-routine contexts. - Demonstrate interpersonal communication skills in the context of professional consultation. - Demonstrate significant understanding of the values and ethics associated with their occupation and/or study and introduce these to others.	- Involved in planning, resourcing and managing processes within broad parameters and functions. - Act with responsibility for determining, achieving, and evaluating personal and/or group outcomes.	6	highly technical or theoretical knowledge, with specialisation in a discipline/ area	highly technical and specialised skills required to collate, analyse, synthesise and communicate a range of information and new ideas, and formulate or adapt different solutions to address complex and sometimes abstract problems	highly variable contexts with well-developed autonomy and responsibility for self and group outcomes and responsibility for resources and processes

Level 6 Discussion

Knowledge

There is alignment in that level 6 of both frameworks focus on the analysis and evaluation of specialised technical or theoretical knowledge in a particular field. The SNQF places emphasis on research methods, which is absent in the ACQF.

Skills

Both frameworks share an emphasis on highly specialised skills and processes in variable contexts and also refer to communication skills. The SNQF is more specific in its reference to professional consultation and introducing values and ethics to others.

Autonomy and responsibility

There is strong alignment in terms of autonomy and responsibility, with both frameworks acknowledging responsibility for group outcomes, resources, and processes in highly variable contexts.

Summary

At Level 6, there is a clear match between the SNQF and ACQF in terms of knowledge, skills, and autonomy. Both frameworks emphasise the ability to handle complex information, specialised knowledge, and the application of research skills in variable contexts. While the SNQF places a stronger focus on professional consultation and ethics, the overall alignment remains solid, particularly in terms of autonomy and responsibility for group outcomes and resource management.

Key: Green = perfect fit of terms; Blue: partial fit of terms; Red: important differences

SNQF				ACQF			
Level	Knowledge	Skills	Autonomy and responsibility	Level	Knowledge	Skills	Autonomy and responsibility
7	• Demonstrate knowledge and intellectual independence in the critical understanding of ideas, principles and concepts of the field of study and area of specialisation. • Analyse, synthesise and evaluate rigorously a wide range of information including consideration of areas of uncertainty. • Demonstrate general knowledge of the essential legal environment and relevant regulatory frameworks. • Demonstrate an awareness of current research and literature in the subject discipline.	• Carry out processes that: - require self-directed application of knowledge with substantial depth in some areas; - involve the development and adaptation of standard procedures to specific contexts in the field of study; and - require the application of a range of technical and other skills to tasks in both varied and highly specific contexts. • Provide appropriate responses to new situations requiring synthesis and evaluation of heterogeneous data in contexts involving aspects of uncertainty. • Demonstrate interpersonal communication skills in the context of supervisory and collaborative roles. • Apply advanced knowledge of the associated values and ethics and encourage the use of these in others.	• Involved in planning, resourcing and managing processes and guiding or supervising the work of others. • Function within a context of broad autonomy with complete accountability for determining, achieving and evaluating personal and/or group outcomes.	7	advanced analytical and/or specialised knowledge of a discipline/ area	advanced, specialised skills required to demonstrate advanced analysis and initiative for new insights and ideas in research and/or innovation, and formulate advanced solutions to address complex and abstract problems	complex and variable contexts with advanced autonomy and responsibility

Level 7 Discussion

Knowledge

Both frameworks emphasise the critical understanding of specialised knowledge and ability to analyse information. The SNQF also makes reference to areas of uncertainty, knowledge of the essential legal environment and current research and literature, which the ACQF does not explicitly mention.

Skills

The alignment is strong in terms of advanced analytical and specialised skills, with both frameworks mentioning the need for the development of new insights and solutions in complex contexts. The SNQF also refers to application of advanced knowledge of the associated values and ethics; a requirement for learners in institutions, which is not mentioned in the ACQF document as it is a meta-framework.

Autonomy and responsibility

Both frameworks indicate a high degree of autonomy and responsibility for managing processes, personal and group outcomes. The SNQF places emphasis on guiding or supervising others.

Summary

The alignment between the SNQF and ACQF at Level 7 is strong across all three domains. Both frameworks emphasise advanced specialised knowledge and the ability to critically analyse and synthesise information. The skills required for problem-solving in varied contexts are similar, with both frameworks focusing on advanced technical expertise. There is alignment in autonomy and responsibility, particularly regarding managing processes and supervising others, though the SNQF places more emphasis on leadership roles.

Key: Green = perfect fit of terms; Blue: partial fit of terms; Red: important differences

SNQF				ACQF			
Level	Knowledge	Skills	Autonomy and responsibility	Level	Knowledge	Skills	Autonomy and responsibility
8	• Demonstrate knowledge and intellectual independence in the critical and systematic understanding of ideas, principles and concepts of the field of study and area of specialisation. • Evaluate critically the appropriateness of different problem-solving approaches, and where appropriate, propose a range of solutions. • Demonstrate an understanding of current research and literature in the subject discipline.	• Carry out processes that: - require a mastery in the application of in-depth and specialised knowledge; - involve the development and adaptation of procedures to specific and professional contexts in the field of study; and - require the application and the consolidation of a wide range of skills applied to tasks in highly specialised contexts. • Provide detailed responses to situations requiring analysis, synthesis and evaluation of heterogeneous data in contexts involving uncertainty. • Demonstrate interpersonal communication skills in the context of consultative and/or supervisory roles. • Apply highly advanced levels of understanding of the values and ethics of their discipline and promote these values to others.	• Operate in accordance with broad development or strategic plan and budget: - within a context of broad autonomy, and - with responsibility and broad-ranging accountability for management of resources and supervision of others.	8	highly advanced, complex knowledge of a discipline/area	highly advanced, complex skills required to demonstrate highly advanced analysis, communicate new insights and ideas in research and/ or innovation, and formulate highly advanced solutions to address highly complex and abstract problems	highly complex contexts with some specialisation demonstrating highly advanced autonomy and responsibility

Level 8 Discussion

Knowledge

There is alignment in terms of knowledge, with both frameworks referring to highly advanced understanding in a specialised field. The SNQF adds an emphasis on critical evaluation of problem-solving approaches.

Skills

Both frameworks focus on highly advanced and specialised skills needed for complex problem-solving and innovation. The SNQF goes more in depth and specifies application in specific contexts, it also refers to communications skills and application of advanced levels of understanding of the values and ethics of their discipline and promotion of these values to others.

Autonomy and responsibility

The frameworks are aligned in recognising a high level of autonomy and responsibility, though the SNQF is more explicit about the supervision of others.

Summary

The comparison for Level 8 shows alignment between the SNQF and ACQF, with both frameworks focusing on highly advanced knowledge and intellectual independence. Skills in this level are aligned in terms of mastery of specialised knowledge and procedures in complex contexts. The level of autonomy and responsibility in both frameworks also align, though the SNQF highlights a more explicit role in managing resources and supervising others.

Key: Green = perfect fit of terms; Blue: partial fit of terms; Red: important differences

SNQF				ACQF			
Level	Knowledge	Skills	Autonomy and responsibility	Level	Knowledge	Skills	Autonomy and responsibility
9	• Demonstrate evidence of critical and systematic understanding of knowledge and current problems and/or insights at the forefront of the field of study or area of specialisation. • Conceive, write, critically analyse, discuss, compare specialised texts, propose new insights into the field of study and possibly generate new knowledge. • Understand limits of the knowledge and the necessity for further research and continuous development in the field of study. • Demonstrate a comprehensive understanding of current research and literature in the subject discipline, occupation or profession.	• Demonstrate a measure of originality and mastery in the application of in-depth and specialised and/or broad knowledge. • Demonstrate interpersonal communication skills in the context of consultative and/or supervisory roles. • Use established techniques of research and enquiry, to internationally recognized standards, to create and interpret knowledge in the field of study. • Apply relevant concepts, principles and research techniques, including critical analysis and evaluation, to new issues and problems.	• Operate in accordance with broad development or strategic plan and budget: - in a self-directed manner - with responsibility and broad-ranging accountability for management of resources and supervision of others. • Demonstrate the ability to work independently and/or lead teams to manage their own and group outcomes in various complex situations.	9	mastery of a complex body of knowledge at the forefront of a discipline/area	skills mastery required to demonstrate originality and new insights in research and/or innovation and formulate and test theories to show mastery of highly complex, abstract problems	highly specialised contexts demonstrating mastery in autonomy and responsibility

Level 9 Discussion

Knowledge

The two frameworks are closely aligned in terms of mastery of knowledge at the forefront of a discipline, with the SNQF adding a focus on generating new knowledge.

Skills

Both frameworks emphasise mastery and originality in applying complex knowledge and solving abstract problems, with the SNQF also highlighting the creation and interpretation of new knowledge.

Autonomy and responsibility

Both frameworks recognise full autonomy and responsibility and SNQF goes further by specifying the management of resources and leading of teams in complex situations.

Summary

At Level 9, both the SNQF and ACQF reflect a high degree of mastery in the knowledge domain, particularly at the forefront of the discipline. Skills in research and innovation are closely aligned, with both frameworks emphasising originality and insights in addressing complex problems. The level of autonomy and responsibility is similarly recognised in both frameworks, making the alignment between the two clear.

Key: Green = perfect fit of terms; Blue: partial fit of terms; Red: important differences

SNQF				ACQF			
Level	Knowledge	Skills	Autonomy and responsibility	Level	Knowledge	Skills	Autonomy and responsibility
10	- Demonstrate a thorough understanding of current research and literature in the subject discipline, occupation or profession - Generate new knowledge and applications through conceptualising, designing and implementing a research project at the forefront of the subject discipline, occupation or profession. - Analyse and synthesise comprehensively and critically a substantial body of knowledge in the subject discipline, occupation or profession to elicit and establish relationships between the elements of the subject in research.	- Demonstrate initiative and employ a wide range of advanced research skills and techniques applied to complex tasks in highly specialised contexts. - Demonstrate interpersonal communication skills in the context of consultation and dissemination of new findings to specialist and non-specialist audiences. - Conduct original research that is evaluated by independent experts against international standards - Articulate the results of research clearly, accurately and in a balanced and rational manner.	- Operate in accordance with broad development or strategic plan and budget: - in a completely self-directed manner, - with full responsibility and accountability for all aspects of advanced research work and including management of resources and supervision of others. - Demonstrate the ability to act with responsibility and full accountability in all aspects of work or research-based study.	10	substantial and original knowledge contribution that extends the forefront of a discipline/ area and/ or at the interface between disciplines/ areas	expert skills and techniques that demonstrate innovation, interpretation and creation of new ideas required to critically evaluate, formulate, and test theories to address emergent, new and critical problems	emergent new contexts demonstrating expertise in management of new ideas

Level 10 Discussion

Knowledge

Both frameworks refer to substantial, original contributions to knowledge, with ACQF going further by requiring extension of the forefront of and at the interface between disciplines. The SNQF involves a more detailed focus on the conceptualisation and implementation of research projects.

Skills

Both frameworks emphasise employment of expert skills and techniques and encourage innovation. ACQF maps out how to interpret and create new research ideas by critically evaluating, formulating, and testing theories to address emergent, new and critical problems whilst SNQF is not detailed in this area and simply states that research is evaluated by independent experts against international standards. The SNQF specifies communication of research findings to various audiences.

Autonomy and responsibility

There are similarities in that whilst the SNQF refers to demonstration of ability to act with responsibility and full accountability in all aspects of work or research-based study, the ACQF refers to demonstration of expertise in management of new ideas.

Summary

There are similarities between the SNQF and ACQF at level 10, particularly in the knowledge domain, where both frameworks refer to generating original contributions at the forefront of a discipline. Both frameworks emphasise employment of expert skills and techniques and encourage innovation.

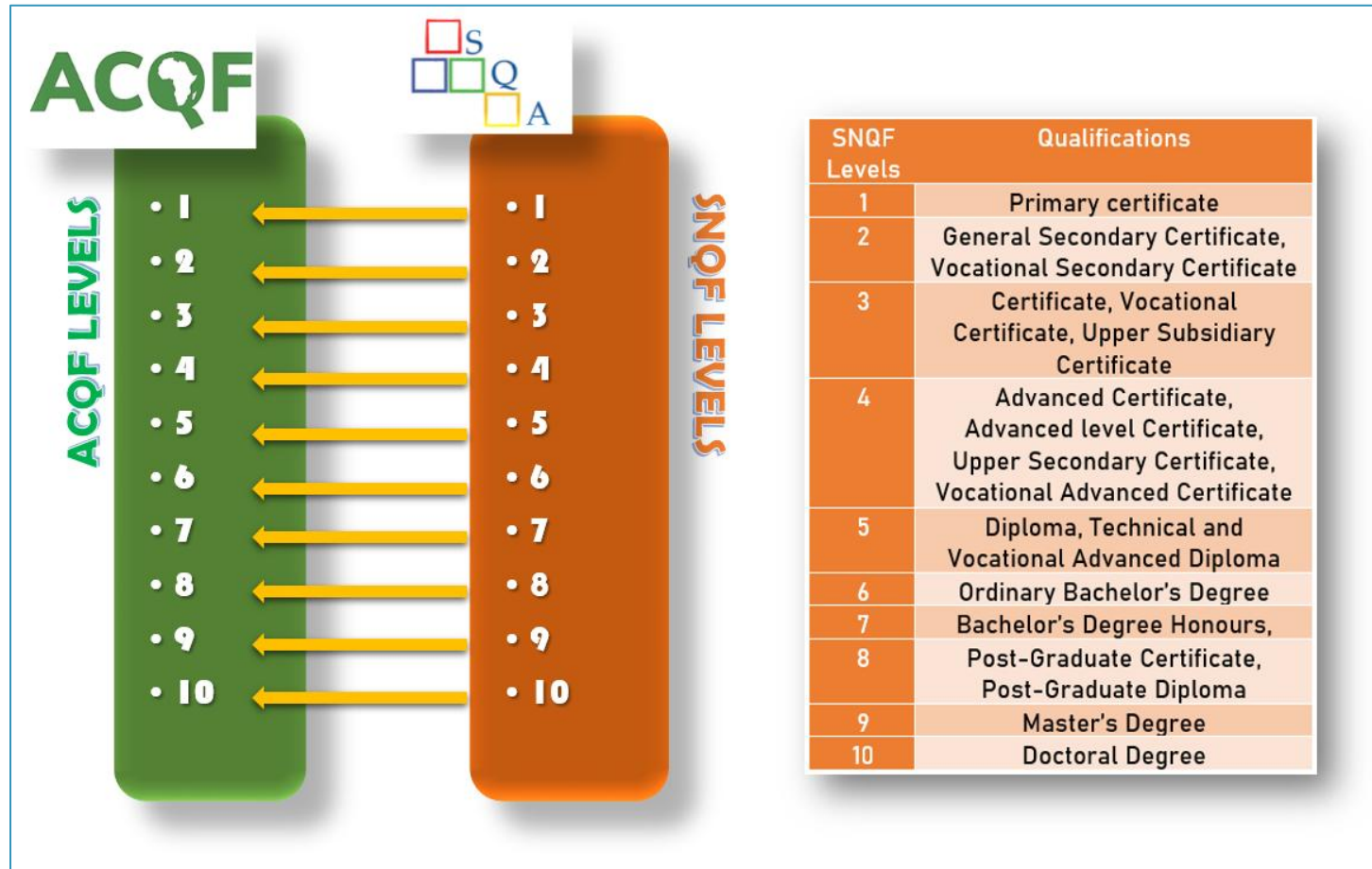
Conclusions and recommendations

The following conclusions can be made from the comparison:

The 10 levels of both frameworks can be said to be comparable. The match is by no means exact and within each level there are often categories which may not be similar, however when the categories are taken together there are more similarities than differences which allows one to make a case for referencing.

On a general note, the similarities became sharper at levels 6 to 10, with level 6 showing more tendency towards perfect match.

Annex 4: SNQF to ACQF level to level comparison map



Annex 5: Schedule of work of National Referencing Team

Activity	Time	Date	Location
ACQF Pilot Referencing-meeting 1	1600-1700	13/08/24	Online
ACQF referencing preparation of PPT	0900-1100	26/06/24	CEO Meeting room
Working Meeting (WM) National Referencing Team (NRT)	1330-1500	14/10/24	SQA Conference Room
WM NRT	0900-1500	15/10/24	SQA Conference Room
ACQF Referencing- meeting 5	1600-1730	03/12/24	Online
WM NRT	0900-1500	06/12/24	CEO Meeting room
ACQF Referencing- meeting 6: Peer validation	1445-1615	13/12/24	Online
WM NRT	0900 - 1500	09/06/25	SQA Conference Room
WM NRT	0900 - 1500	10/06/25	SQA Conference Room
WM NRT	0900 - 1500	12/06/25	SQA Conference Room
WM NRT	0900 - 1500	13/06/25	SQA Conference Room
WM NRT	1330- 1500	20/06/25	SQA Conference Room
WM NRT	0900 - 1500	24/06/25	SQA Conference Room
WM NRT	0900 - 1500	25/06/25	SQA Conference Room
WM NRT	0900 - 1500	26/06/25	SQA Conference Room
WM NRT	1330 - 1500	03/07/25	SQA Conference Room
Presentation of draft pilot report to Cabinet of Ministers	0900-0930	14/07/25	State House
WM NRT (review of comments)	0900-1030	02/12/25	SQA Conference Room
Webinar - Referencing of the NQF to the ACQF - Next Steps	1200-1300	04/12/25	SQA Conference Room
WM NRT	0900 - 1200	04/03/26	SQA Conference Room
WM NRT	1000 - 1200	10/03/26	SQA Conference Room
WM NRT	1030 - 1200	12/03/26	SQA Conference Room

WM NRT	0900 - 1200	16/03/26	SQA Conference Room
WM NRT	0900 - 1200	17/03/26	SQA Conference Room
WM NRT	0930 - 1200	23/03/26	SQA Conference Room
WM NRT	0930 - 1200	24/03/26	SQA Conference Room
WM NRT	0930 - 1200	26/03/26	SQA Conference Room
ACQF Network Webinar - Referencing	1300-1530	14/12/25	Individual attendance online
Preparatory meeting for National Validation workshop	0900 - 1400	16/04/26	SQA Conference Room
Preparatory meeting for National Validation workshop	1330 - 1500	21/04/26	SQA Conference Room
National validation workshop of Referencing Report	0900 - 1400	24/04/26	Savoy Hotel
WM NRT	0900 - 1200	07/05/26	SQA Conference Room
WM NRT	1030 - 1200	11/05/26	SQA Conference Room
WM NRT	0930 - 1200	12/05/26	SQA Conference Room
WM NRT	0900 - 1200	13/05/26	SQA Conference Room
WM NRT	0900 - 1200	18/05/26	SQA Conference Room
WM NRT	0900 - 1200	19/05/26	SQA Conference Room
WM NRT	0900 - 1200	20/05/26	SQA Conference Room
Design PPT for presentation to MoEHRD Executive Committee	1300 -1400	26/05/26	SQA Conference Room
Document preparation and quality assurance by Technical Editor before submission to MoEHRD Executive Committee	Working hours	26/05/26 to 08/09/26	Technical Editor office

Annex 6: Terms of Reference of the National Referencing Team

Terms of Reference: National Referencing Team (NRT)

1. Introduction

The National Referencing Team (NRT):

- a) is the interface between the ACQF Governance Structure and the Seychelles' referencing process
- b) has expertise in the SNQF and related policy positions of Seychelles and is responsible for the referencing process and report
- c) is an ad hoc national, multi-stakeholder referencing group and convening for the purpose of referencing to the ACQF in line with the agreed referencing criteria.

2. Composition

- a. The Seychelles Qualifications Authority (SQA) is the lead agency in the referencing process and
- b. the NRT will comprise of representatives from:
 - SQA (*CEO; Final Editor & Contributing Author; Noella Baker-Albert: Technical Editor & Contributing Author; Christine Marimba; Micole Bistoquet: Contributing Authors*)
 - Ministries (*Laura Marie, Jill Tirant, Jean-Michel Domingue: Contributing Authors*)
 - Tertiary education and training (*Christine Chetty-Payet : Contributing Author*)
 - Public service (*Laura Marie, Jill Tirant, Jean-Michel Domingue*)
 - Any other entity that may add value to the process

3. Appointments

- a. The work is undertaken on a voluntary basis.
- b. Appointment will be through official nomination.

4. Responsibilities

The NRT is responsible for coordinating, drafting, consulting, quality assuring the process, reporting to the ACQF Governance Structure and presenting the report.

Annex 7: List of educational institutions (2024)

STATE PRIMARY	SCHOOL FOR THE EXCEPTIONAL CHILD (SEC)
Anse Aux Pins (AAPp)	
Anse Boileau (ABOp)	
Anse Etoile (AETp)	
Au Cap (ACAp)	
Anse Royale (AROp)	
Bel Eau (BEAp)	
Baie Lazare (BLAp)	
Bel Ombre (BOMp)	
Baie Ste Anne (BSAp)	
Beau Vallon (BVAp)	
Cascade (CASp)	
Glacis (GLAp)	
Grand Anse Mahé (GAMp)	
Grand Anse Praslin (GAPp)	
La Digue (LDIp)	
La Misère (LMIp)	
La Rosiere (LROp)	
La Retraite (LREp)	
Mont Fleuri (MFLp)	
Perseverance (PERp)	
Plaisance (PLSp)	
Pointe Larue (PLAp)	
Port Glaud (PGLp)	
Takamaka (TAKp)	
PRIVATE SCHOOLS	STATE SECONDARY
Count and Read (Creche Level only)	Anse Boileau (ABOs)
Ecole Française De Seychelles (Creche - "Ä"Level)	Anse Royale (AROs)
Independent School of Seychelles(Creche - "Ä"Level)	Beau Vallon (BVAs)
Inter Hearts (Creche & Primary Levels only)	Belonie (BELs)
International School of Seychelles (Creche - "Ä"Level)	English River (ERIs)
Montessori International School (Creche Level only)	La Digue (LDIs)
The Children's House (Creche & Primary Levels only)	Mont Fleuri (MFLs)
Trotters Stop Creche (Creche, Primary & Secondary levels)	Perseverance (PERsS)
Vijay International (Praslin) (Creche - "Ä"Level)	Plaisance (PLSs)
	Pointe Larue (PLAs)
	Praslin (PRAs)
	UPPER SECONDARY
	School of Advanced Level Studies (SALS)
	TERTIARY NON-UNIVERSITY (Professional Centres)
	Seychelles Institute of Distance and Open Learning (SIDOL)
	Seychelles Business Studies Academy (SBSA)
	Seychelles Institute of Art & Design (SIAD)
	National Institute for Health & Social Studies (NIHSS)
	Seychelles Tourism Academy (STA)
	Seychelles Institute of Teacher Education (SITE)
	Seychelles Institute of Agriculture & Horticulture (SIAH)
	Seychelles Institute of Technology (SIT)
	Seychelles Maritime Academy (SMA)
	The Guy Morel Institute (TGMI)
	TERTIARY UNIVERSITY
	University of Seychelles (UniSey)

Source: Education Statistics, 2024

Annex 8: Total Number of Pupils Enrolled by Gender and Number of Classrooms in State and Private Crèches, 2024

Schools	Year 1				Year 2				Crèche Total				Pupils/Class Ratio
	Male	Female	Total	Classes	Male	Female	Total	Classes	Male	Female	Total	Classes	
Anse Aux Pins	32	28	60	4	44	36	80	5	76	64	140	9	16
Anse Boileau	46	39	85	4	24	36	60	3	70	75	145	7	21
Au Cap	24	14	38	2	12	20	32	2	36	34	70	4	18
Anse Etoile	30	22	52	3	24	35	59	3	54	57	111	6	19
Anse Royale	26	31	57	3	23	35	58	4	49	66	115	7	16
Bel Eau	35	22	57	4	28	31	59	4	63	53	116	8	15
Baie Lazare	26	18	44	3	25	12	37	2	51	30	81	5	16
Bel Ombre	12	6	18	2	0	0	0	2	12	6	18	4	5
Baie Ste Anne	49	34	83	4	41	48	89	4	90	82	172	8	22
Beau Vallon	28	28	56	3	38	30	68	3	66	58	124	6	21
Cascade	25	25	50	3	12	13	25	2	37	38	75	5	15
Grand Anse Mahé	11	8	19	1	11	16	27	2	22	24	46	3	15
Grand Anse Praslin	27	30	57	3	22	21	43	3	49	51	100	6	17
Glacis	9	15	24	2	12	10	22	1	21	25	46	3	15
La Digue	15	19	34	2	25	21	46	2	40	40	80	4	20
La Misère	8	9	17	1	9	9	18	1	17	18	35	2	18
La Retraite	10	11	21	1	14	15	29	2	24	26	50	3	17
La Rosiere	73	57	130	7	50	67	117	7	123	124	247	14	18
Mont Fleuri	37	42	79	4	33	52	85	4	70	94	164	8	21
Perseverance	31	43	74	4	35	37	72	4	66	80	146	8	18
Port Glaud	7	11	18	2	17	17	34	2	24	28	52	4	13
Pointe Larue	19	25	44	3	25	14	39	2	44	39	83	5	17
Plaisance	63	58	121	7	81	56	137	7	144	114	258	14	18
Takamaka	15	22	37	2	20	13	33	2	35	35	70	4	18
State Total	658	617	1275	74	625	644	1269	73	1283	1261	2544	147	17
Count and Read	35	47	82	3	14	11	25	3	49	58	107	6	18
Ecole Française	9	16	25	1	8	9	17	1	17	25	42	2	21
Independent School	48	31	79	3	35	43	78	3	83	74	157	6	26
Inter Hearts	9	6	15	1	6	4	10	1	15	10	25	2	13
International School of Seychelles	44	41	85	3	38	45	83	3	82	86	168	6	28
Montessori International School	2	4	6	1	3	2	5	1	5	6	11	2	6
The Children's House	9	6	15	1	6	10	16	1	15	16	31	2	16
Trotters Stop	3	21	24	1	11	16	27	1	14	37	51	2	26
Vijay International	6	6	12	1	7	9	16	1	13	15	28	2	14
Private Total	165	178	343	15	128	149	277	15	293	327	620	30	21
Grand Total	823	795	1618	89	753	793	1546	88	1576	1588	3164	177	18

Source: EMIS Database, December 2023

Annex 9: Public Tertiary Education and Training Providers and their parent ministry

Provider	Acronym	Parent ministry
The Guy Morel Institute	TGMI	Ministry of Education and Human Resource Development
Seychelles Institute of Technology	SIT	Ministry of Education and Human Resource Development
Seychelles Institute of Teacher Education	SITE	Ministry of Education and Human Resource Development
Seychelles Institute of Art and Design	SIAD	Ministry of Education and Human Resource Development
University of Seychelles	UNISEY	Ministry of Education and Human Resource Development
Seychelles Business Studies Academy	SBSA	Ministry of Education and Human Resource Development
Seychelles Institute of Distance and Open Learning	SIDOL	Ministry of Education and Human Resource Development
National Institute of Health and Social Studies	NIHSS	Ministry of Health
Seychelles Tourism Academy	STA	Ministry of Tourism and Culture
Seychelles Maritime Academy	SMA	Ministry of Fisheries, Agriculture and the Blue Economy
Seychelles Institute of Agriculture and Horticulture	SIAH	Ministry of Fisheries, Agriculture and the Blue Economy

Annex 10: Number of Qualifications Awarded through RPL, by SNQF Level

Institution	Qualification	SNQF level	No. of Candidates awarded
Seychelles Business Studies Academy	Certificate in Office Administration	3	2
	Certificate in Office Administration (Pilot Group)	3	5
	Certificate in Business Administration	3	9
	Advanced Certificate in Business Management and Administration	4	5
	Diploma in Business Management and Administration	5	49
	Certificate in Accounting	3	1
	Advanced Certificate in Accounting and Finance	4	4
	Diploma in Accounting and Finance	5	9
	Diploma in Human Resource Management	5	2
Seychelles Tourism Academy	Advanced Certificate in Food Preparation and Culinary Arts	4	2
	Certificate in Food Preparation and Culinary Arts	3	1
National Institute of Health and Social Studies	Diploma in Nursing	5	4
	Diploma in Emergency Medical Care	5	11
	Diploma in Biomedical and Laboratory Services	5	4
	Diploma in Biomedical (Pilot Group)	5	2
	Diploma in Physiotherapy Technician	5	5
	Diploma in Occupational Therapy	5	4
The Guy Morel Institute	Diploma in General Management	5	1
Seychelles Institute of	Certificate in Childcare and Development	3	45

Teacher Education			
Seychelles Institute of Technology	Advanced Certificate in Electrical Installation	4	1
	Advanced Certificate in Refrigeration and Air Conditioning	4	2
	Advanced Certificate in Mechanical Engineering	4	1
	Certificate in Refrigeration and Air Conditioning	3	1
	Certificate in Electrical Installation	3	1
	Certificate in Mechanical Engineering	3	1
	Certificate in Carpentry and Joinery (Pilot Group)	3	1
	Certificate in Masonry (Pilot Group)	3	1
	Certificate in Motor Vehicle Mechanics	3	1
Seychelles Institute of Agriculture and Horticulture	Certificate in General Agriculture	3	9
	Advanced Certificate in General Agriculture	4	3
	Advanced Certificate in Agriculture and Horticulture (Pilot Group)	4	2
	Certificate in Ornamental Horticulture and Landscaping	3	12
	Advanced Certificate in Ornamental Horticulture and Landscaping	4	3
TOTAL			204

Annex 11: Example of template for qualifications based on learning outcomes

Template for qualifications based on learning outcomes (**Example**)



SEYCHELLES QUALIFICATIONS AUTHORITY

QUALIFICATION:

..... in

Qualification Title	
Qualification Type	
Qualification Code	
NQF Level number	
Number of Credits	
Field	
Sub-field	
Date of Registration	
Date of Review	

Purpose of the qualification

Why the qualification is being developed?
 What knowledge and skills learners will receive from it?
 What area or scope of work they will go into?

Entry requirements

Includes knowledge, skills, grades or other criteria of achievements for a learner to be able to enrol on this qualification

Rules of Combination

The total number of credits for the qualification is
 In this qualification learning outcomes are Essential and are Specific
 or% of learning outcomes are below the level of the qualification
 or 60% of learning outcomes are at the level of the qualification
 or% of learning outcomes are above the level of the qualification

International Comparability

Provide comparisons from at least two international qualifications. Indicate the title of the qualification, the name of the institution, the website and the list of courses being compared to the national qualification. Provide a table for the comparison.

Articulation Possibilities with Related Qualifications

Explain the other qualifications the learner may proceed to upon successfully completing this qualification.

Recognition of Prior Learning

State whether it is possible for a learner to achieve this qualification through RPL

Employment Pathways

State the possible employment positions the graduate may proceed to upon successful completion of the qualification

Assessment Strategies

Indicate the types of assessemnt and overall examination by which the learnes are assessed

Learning outcomes and Associated Assessment criteria

Learning outcomes matrix	SNQF Level	Credits

Qualification Specification	
Learning outcomes	Assessment criteria
On successful completion the learner shall be able to:	- - - - -
On successful completion the learner shall be able to:	- - - -
On successful completion the learner shall be able to:	- - - -

Annex 12: Peer Validation of the Referencing Reports (Cabo-Verde — Seychelles) Sept 2024





CLAREZA DO RELATÓRIO CLARITY OF THE REPORT

- O relatório apresenta uma estrutura clara e bem organizada, facilitando a compreensão dos conteúdos e análises apresentadas.
- Apresenta uma linguagem objetiva e precisa sobre os diferentes conteúdos/critérios de referência.
- As informações estão apresentadas de maneira simples e objetivas, com evidências relevantes;
- Sugerimos apenas a inclusão dum sumário executivo;



CLAREZA E RELEVÂNCIA DA EVIDÊNCIA CLARITY AND RELEVANCE OF EVIDENCE

- Existe uma coerência entre as evidências apresentadas e os princípios do ACQF, como transparência e comparabilidade nos diferentes critérios de referência;
- As evidências são claras, concisas, coerentes e relevantes nos diferentes critérios de referência.

Critérios	Principais conclusões
1. Níveis e descritores	- Estruturalmente, ambos os quadros são semelhantes em termos de arquitetura (Ambos possuem 10 níveis com domínios idênticos de descritores de nível). - A nível conceptual (semântica e linguística) existem algumas diferenças superficiais, em termos dos descritores de nível entre os 2 quadros, mas não são tão significativas a ponto de impedir a referência.
2. Resultados de aprendizagem	- O QNQ de Seychelles baseia-se no princípio dos Resultados de Aprendizagem assim como o ACQF; - Tem uma aplicação bem enraizada no Ensino e formação profissional em processos como (Acreditação de Programas, Reconhecimento e Avaliação de Qualificações, Acreditação Institucional, Definição de Normas e Reconhecimento de Aprendizagem Prévias
3. Processos e procedimentos para incluir as qualificações no QNQ e registos	- Existem varios processos e procedimentos para incluir as qualificações no QNQ e registos Como: <u>Manual de Avaliação do Desenvolvimento e Aprovação de Qualificações e Normas Unitárias, 2022</u> explica claramente o processo desde o desenvolvimento até à aprovação das qualificações; <u>Registo nacional de qualificações</u> com dados acessíveis sobre prestadores registados e acreditados, programas e qualificações (site web da SQA); - Está em processo de desenvolvimento - Sistema de Gestão de Informação da Autoridade de Qualificações das Seicheles (SQAIMS)
6. Sistema de Garantia de qualidade	- A garantia da qualidade é um pilar essencial da transparência e da credibilidade das qualificações em Seychelles o que vai de encontro com os princípios do ACQF; - O quadro nacional de garantia da qualidade, refere-se ao QNQ e abrange os diferentes subsistemas de ensino e formação, é compatível com as orientações em matéria de garantia da qualidade do ACQF. - O sistema de GQ do QNQ aborda a cadeia de qualidade das qualificações, desde a conceção das normas subjacentes às qualificações até à aprendizagem, avaliação e certificação; - os processos de garantia da qualidade são apoiados pela digitalização de processos.



CLARITY AND RELEVANCE OF THE PROVIDED EVIDENCE



- As diferentes evidências e provas apresentadas no relatório de referência, incluindo textos legislativos e regulamentares, normas e regulamentos, fornecem uma base sólida para a compreensão do processo de referência.
- The different evidence and evidence presented in the referencing report, including legislative and regulatory texts, standards and regulations, provide a solid basis for understanding the referencing process.
- Sugestões de melhorias**

Adicionar hyperlinks de referência às legislações, regulamentos e políticas, juntamente com exemplos práticos e a indicação de sites web;
Realizar um Upgrade no sistema de registo das qualificações.

Add hyperlinks to reference laws, regulations and policies, along with practical examples and website indications;
Upgrade the Qualification Registration System.

Source: ACQF website (accessed 01/06/26)

Annex 13: Sample of comments from local reviewers

From: Mario Rotolo [mailto:mario.rotolo@cyberwavecomputing2000.com]
Sent: Monday, 27 April 2026 10:45
To: ceosqa@email.sc
Cc: Lina Jeremie <lina.jeremie@cyberwavecomputing2000.com>
Subject: CPD wording in the ACQF referencing report

Dear Ms Ernesta,

Thank you again for taking the time to speak with me and for being open to reviewing the wording in the CPD section of Chapter Five.

Following our brief discussion at the end of Friday's event, I would like to suggest a small wording adjustment to make the section broader and more inclusive of the different types of Continuing Professional Development currently offered in Seychelles.

At present, the examples used may unintentionally give the impression that CPD is mainly limited to practical trade-type short courses such as hairdressing, beauty and massage. While these are valid CPD areas, the wording could also recognise professional, technical, digital, ICT, business and workplace skills training offered by registered providers.

I respectfully suggest that the existing paragraph be replaced or expanded as follows:

2

Suggested revised wording

Continuing Professional Development courses are not limited to one sector. They may include short learning programmes offered by registered training providers in areas such as ICT, digital skills, business applications, accounting software, office productivity, management, technical skills, vocational skills, beauty, wellness and other workplace-related fields. These courses may be valuable for employment, upskilling and lifelong learning, but where they are non-credit-bearing and not accredited, they are not automatically placed on the SNQF.

I would also suggest adding the following sentence after the paragraph:

This distinction is important to recognise the contribution of registered professional development providers, while maintaining a clear separation between non-credit-bearing CPD courses and formal qualifications or part-qualifications registered on the SNQF.

I believe this wording would make the report clearer and more inclusive, without changing the principle that non-credit-bearing CPD courses are not automatically placed on the SNQF.

Later today, I will also send a few other observations on the report, which may be useful for improving clarity and supporting the work of SQA and stakeholders.

Thank you again for your willingness to consider this clarification.

Kind regards,

Mario Rotolo
Director
Cyberwave Computing 2000
Unit 34, OJ Market Mall
Market Street, Victoria
Mahe, Seychelles



Fri 06/03/2026 15:28

Jean-Michel Domingue <Jmdomingue@eduhq.edu.sc>

Re: Invitation to Contribute to Referencing of the Seychelles NQF to the ACQF

To: Noella Baker-Albert; Fiona Ernesta

Good afternoon CEO, Noella,

By way of a general comment on alignment, and with respect to the alignment document submitted and which will ostensibly provide a platform for recognition of both Seychelles Qualifications and other recognized qualifications across the continent when presented here, I believe a way must be found to bring the population a lot more onboard after the conclusion of the exercise to enable them to know concretely what is in it for them and how they can use it. Post Addis, and post the SADC alignment exercise of which I was a part of, I am not sure that locals both within the education and even outside know very much how such instruments work and what is in it for them. I find myself saying such because this, for me this is as important as the exercise which has been undertaken.

As for the report itself, it is comprehensive and almost exhaustive in what it covers I must say. (SQA often does this better and in more systematic way than many other jurisdictions, and it maintains this tradition). To me, the document convincingly demonstrates that the team have met the primary objectives of the referencing exercise. And to me the referencing process I believe has adhered to international best practices. The report itself provides comprehensive and compelling evidence—through detailed comparisons, annexes, and narrative explanations—that the SNQF aligns structurally, conceptually, and technically with the ACQF levels and descriptors. The processes for inclusion, recognition, quality assurance, and governance are well described and aligned with regional standards. The underpinning outcomes-based paradigm - still badly understood even in our tertiary education institutions, makes for further alignment. The descriptors target similar cognitive and competency levels, with increasing complexity, autonomy, and responsibility. Because of international convergence increasing on the degree, master's and doctoral cycle I believe I can notice more convergence at tertiary. The results overall thus can be trusted as credible, systematically derived, and aligned with international referencing standards.

The differences where they are have more to do with the fact that one is at meta level (comparability instrument - whose intention is enabling qualifications to travel from country to country to lower barriers to mobility) while the SNQF is a country-specific NQF (more detailed, specific, and linked to qualification types, values, ethics, and context-specific requirements.) So, this is reflected in the descriptors themselves and the way they are written.

All in all the matching of levels one to one at all levels is convincing. This is a boon arising from the review of the previous NQF which had very contested levels (3-4 especially) after secondary education which is now ironed out, and one can see the cognitive challenge of the descriptors increase more logically, matching that of the ACQF.

I'm not sure as to how to say this and in relation to this exercise. Beyond alignment comes the issue of trust and this is what makes one more easily accept a qualification as credible, once you know and or have confidence that at all times the qualification has been obtained through assessment pitched at proper level, and marked/assessed properly. Internal quality assurance personnel and mechanisms then external accreditation exercises are supposed to deliver this. The QA frameworks exist but how well, consistently and convincingly are they applied? The application part to me seems to be missing both within the ACQF and SNQF dimension in this report when they should stand out. Maybe this is outside of the scope of this exercise but it bears thinking about. Perhaps alignment should also extend beyond theoretical paper based exercises.

But anyhow, Good work and the SQA team is to be commended.

Mr. Domingue

Annex 14: Comments from international reviewer

Eduarda Castel-Branco
eduardacastel@yahoo.co.uk

To: Chief Executive Officer, Seychelles Qualifications Authority (SQA)

Date: 16 April 2026

Subject: Review of the Report Referencing the Seychelles National Qualifications Framework to the ACQF (Draft 1, 09 July 2025)

Statement

This statement is provided in response to the invitation from the CEO of the Seychelles Qualifications Authority to review and comment on Draft 1 of the referencing report.

The Seychelles National Qualifications Framework (NQF) ecosystem is characterised by a high level of transparency and coherence. It is comprehensive in scope, covering all levels, qualification types and modes of learning, including micro-credentials. The system is fit-for-purpose, has undergone significant review and modernisation, and demonstrates strong comparability with regional and international experiences and developments.

The fundamental components of the NQF as a system — Quality Assurance (QA), recognition of prior learning (RPL), and credit accumulation and transfer systems (CATS) — are in place and operational. SQA, together with its stakeholders, is actively engaged in the continuous improvement of these components, with particular attention to their uptake by institutions and their impact on diverse groups of learners.

The QA system associated with the NQF addresses most of the principles defined under Criterion 4. At the same time, the report identifies areas requiring further strengthening. Given the central importance of QA — encompassing internal QA, external QA, and quality assurance of the QA authority — for ensuring trust, transparency and credibility of qualifications, the referencing process provides an important opportunity for SQA and the Referencing Group to further reflect on the enhancement of the quality assurance framework, including alignment with international QA frameworks and practices.

The referencing report is well structured, supported by relevant evidence across the referencing criteria, and presented in a clear and accessible manner. The responses to the four criteria are comprehensive and address the important elements. This version of the report reflects the capacity and commitment of Referencing Group, and the commitment to use the referencing process to support comparability, mutual trust, recognition of qualifications, as well as self-improvement.

To further strengthen the final version of the report and maximise its impact in enhancing national and international visibility of the revised NQF, and the required transparency — including the justification for the use of ACQF levels on national qualifications — the following recommendations are proposed:

a) Criterion 2

It is recommended to further expand the sections on CATS and RPL, with particular attention to:

- Clarifying the relationship between the learning outcomes approach and both instruments
- Explaining the full range of RPL outcomes (credit, advanced entry, partial and full qualifications)
- Strengthening the linkages between RPL, the NQF and the qualifications map, including the applicability of RPL across qualification types
- Clarifying the principle of equivalence of qualifications achieved through RPL
- Including, where available, statistical data on the use of RPL (e.g. number of applicants, success rates)

b) Criterion 3

A short overview of the content of existing qualifications registers (regardless of model or technology) could be added, illustrating their correspondence with the qualifications map. This would provide a useful insight into how the revised qualifications map is reflected in current provision. This information

could be provided in table format, as adequate, indicating approx. number of accredited / registered qualifications by type, and showing possible information gaps.

c) Criterion 4

It is recommended to include a concise complementary description or table briefly showing the current status of the three pillars of quality assurance (Internal quality assurance, External quality assurance, Quality assurance of SQA), including brief information on existing policies, guidelines and operational mechanisms.

This would further strengthen the clarity and completeness of the quality assurance dimension.

d) Chapter 8 – Conclusions

i. Sub-chapter “Issues to be addressed”

This section reflects a strong commitment to transparency and provides a balanced and realistic assessment of the challenges associated with implementing the NQF in a context of transformation and resource constraints.

The identified issues are relevant and well articulated. It may be useful to complement this section with a brief overview of planned or ongoing actions to address these challenges within a defined timeframe.

- Issues related to technical systems (first and last points) may require substantial resources (technical and financial), although existing digital tools and simpler solutions can also be adequately formatted to fit the purpose.
- Issues 2 and 3 concern directly quality assurance, and to turn the situation around, SQA will need to plan and implement a focused project to create the overarching and comprehensive QA framework, and mechanisms to operationalize, without prejudice to existing and functional QA systems and processes in different subsystems of education and training.
- The 4th issue, called “Inadequate stakeholder involvement in qualification design” is at the heart of quality and relevance of qualifications and the NQF, and SQA may add to the report information on plans and actions contributing to create more systematic and structured engagement of stakeholders in qualifications design.
- The 5th issue, concerning the definition of the domains of learning of the level descriptors is in principle not complex and resource-intensive, and SQA has the capacity to resolve it with rapidity.

ii. Highlighting the achievements

To ensure a balanced conclusion, it is recommended to complement the discussion of challenges with a clear brief presentation of key achievements. In particular, the report may highlight innovative and impactful activities contributing to the implementation and visibility of the NQF, such as:

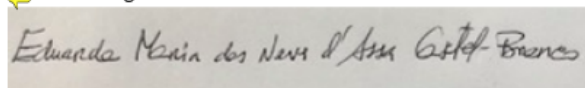
- The SQA newsletter and updated website
- Capacity-building workshops and webinars with national and international stakeholders
- Strong engagement with regional and continental initiatives, including the ACQF project
- SQA’s significant contribution to SADCQF and continental NQF developments
- The active role of SQA in the unprecedented and innovative comparison of the European Qualifications Framework and SADCQF, including international dissemination of the results.

Overall, version 1 of report represents a solid and credible basis for referencing the Seychelles NQF to the ACQF, reflecting both the maturity of the system and a strong commitment to continuous improvement.

I wish SQA and its CEO every success in advancing implementation of the NQF, RPL, CATS and other policies and initiatives fundamental for human resource development, employability, sustainable development and prosperity of the country, the region and the global community.

Thank you for your commitment. Regards

Eduarda Castel-Branco



Annex 15: Evidence of stakeholder consultation

Noella Baker-Albert

From: Noella Baker-Albert <psso.sqa@email.sc>
Sent: Friday, 6 February 2026 12:20
Cc: CEOSQA; Micole Bistoquet; Christine Marimba (Sey)
Subject: Invitation to Contribute to Referencing of the Seychelles NQF to the ACQF
Attachments: SNQF ACQF REFERENCING REPORT FIRST DRAFT SUBMITTED JULY 2025.pdf

Importance: High

Follow Up Flag: Follow up
Due By: Wednesday, 18 February 2026 09:00
Flag Status: Flagged

Tracking:	Recipient	Read
	CEOSQA	
	Micole Bistoquet	Read: 06/02/2026 13:16
	Christine Marimba (Sey)	
	'jmdomingue@eduhq.edu.sc'	
	'asouffe@eduhq.edu.sc'	
	'ceo@iecd.gov.sc'	
	'Josianne Bristol'	
	Director SIAD	
	Director of Quality Assurance	
	'smorel@employment.gov.sc'	
	'jilltirant@psb.gov.sc'	
	'achangpentiv@eduhq.edu.sc'	
	'Marie-Antoine Bethew'	
	'yumarji@gov.sc'	
	'flavie.dubel@health.gov.sc'	
	qav.sqa	Read: 06/02/2026 12:30
	qar.sqa	Read: 06/02/2026 13:10
	Jean-Michel Domingue	Read: 06/02/2026 13:59
	SEYCHELLES QUALIFICATION AUTHORITY	Read: 09/02/2026 07:54

Dear Partner;

*Representative of the Ministry of Education,
 Representative of the Ministry of Employment and Human Resources,
 Chief Executive officer of IECD,
 Representative of Directors of Tertiary Education and Training Institutions,
 Representative of the QA community in Tertiary Education and Training Institutions,
 Representative of Councils in Education and Health sectors,
 Representative of DPA.*

Referencing is an important exercise that compares and aligns our national framework with a continental framework. It **helps ensure that Seychelles' qualifications are transparent, comparable, and recognized across Africa**, thereby **strengthening mobility, employability, and trust in our education and training system**.

This process began as a pilot project under the ACQF-II programme in 2024. We are now embarking on the full referencing exercise, which **requires consultation with key stakeholders** — including your institution.

We have prepared the attached document as a working draft. **We kindly request that you review it and provide your comments, suggested amendments, or additions.** Your input will be vital in ensuring that the referencing **reflects the perspectives and needs of all stakeholders.**

Please return the document with your contributions by **24 February 2026**.

Should you require further clarification on the referencing process or the ACQF, please do not hesitate to contact us. We would be happy to provide additional information.

We look forward to your valuable contributions and continued collaboration.

Kind regards

Noella Baker-Albert
Principal Standards Officer
Standards Setting and Framework Development Unit
Seychelles Qualifications Authority
1550 Commercial Complex
Ile Perseverance
Mahe
Tel: +248 – 4324055
Website: www.sqa.sc



Annex 16: Comments from National Validation Workshop

National Validation Workshop - Group Worksheet

COMPILED FEEDBACK FROM GROUPS 2

Group 2 A

Chapter Assigned: Chapter 3

Group Members: Joelle Perreau, Jean-Michel Domingue, Christian Cafrine, Paulina Lajoie and Cecile Payet

1. Accuracy, Clarity and Accessibility

Sub-Question	Group Notes
a) Verify accuracy of information. Suggest reliable sources or contacts if gaps exist.	- We acknowledge that the chapter is accurate - Nevertheless, we believe that the definitions of the domains of learning—namely knowledge, skills, autonomy, and responsibility—require clear and consistent articulation to avoid ambiguity in interpretation. Adopting an approach similar to that of the African Continental Qualifications Framework (ACQF) would help ensure coherence and clarity across these domains. The Seychelles Qualifications Authority (SQA) has identified potential challenges arising from unclear definitions, and this concern is duly acknowledged and supported by our group - Other reliable sources that can be used as a reference: The European Qualifications Framework (EQF). This approach is intended to support the clear definition and comparability of our qualifications, ensuring alignment with international standards. It can further facilitates the positioning of our learners at equivalent levels, particularly when they pursue further studies in European countries.
b) Is the chapter clear, accessible, and understandable to stakeholders? Suggested improvements.	The chapter under analysis is presented in a clear, accessible, and comprehensible manner, making it readily understandable to relevant stakeholders.

2. Completeness of Content

Sub-Question	Group Notes
a) Additional information that could strengthen the referencing process.	No further recommendation
b) Does the chapter reflect perspectives of key stakeholders (employers, institutions, learners)? What should be added?	- It is recommended that private sector stakeholders, including private schools, be explicitly included to ensure transparency and to reflect the extent of stakeholder input. Where such inclusion has occurred, it should be clearly documented and articulated within the chapter. - The scope of the three domains of learning should be defined, particularly with regard to the extent to which competency is to be achieved. This clarification is necessary to ensure that the expected levels of attainment are well understood and that they adequately address the needs and expectations of all stakeholders.

3. Evidence and References

Sub-Question	Group Notes
a) Is the evidence robust (official documents, statistics, policy statements)? How can it be strengthened?	The chapter is considered robust, and at this stage, no further recommendations or areas for improvement have been identified.
b) Provide supporting evidence (links, references, contacts).	

4. Concerns and Issues

Prompt	Group Notes
Identify urgent issues or aspects that undermine confidence in the report.	With regard to comparability, the statement in paragraph 2—"On a general note, the similarities became sharper at levels 1, 4, 6 and 9, with levels 1, 4 and 6 showing more tendency towards perfect fit"—requires further elaboration. Specifically, additional explanation should be provided to clarify the criteria and evidence used to determine the degree of similarity and the notion of "perfect fit" across these levels.

5. Recommendations

Prompt	Group Notes
Propose recommendations to improve the chapter and the overall referencing report.	As stated above

NATIONAL VALIDATION WORKSHOP: REPORT ON REFERENCING OF SNQF TO ACQF

Chapter 5: Referencing Criterion 3

Group Members:

Josianne Bristol (PC)

Richard Mathiot (PC)

Georgia Barra (SQA)

Frankline Judith (Private Provider)

Guiding questions for groups

1. Accuracy, clarity and accessibility

- a) After reviewing your chapter, **verify the accuracy** of the information presented. If you identify gaps or uncertainties, **suggest reliable sources or contacts** where accurate information can be obtained.

Process of development (Fig.4) not really aligned with current practices.
Providers develop, not SQA. We submit completed not by drafts.
updates of the List of Accredited qualifications need to be done Quarterly, now it is since June 2025 addressed

- b) Is the chapter written **in a way that is clear, accessible, and understandable** to stakeholders (policy makers, institutions, learners)? If not, what **improvements** in language or structure would help?

Not necessarily for all stakeholders – learners? Parents?

2. Completeness of Content

- a) Highlight any **additional information** that could strengthen the referencing process and ensure the chapter fully reflects the Seychelles context.

accessibility of all information needs to be strengthened - eg National register, periodical update of information plus other documents on the website - anyone should be able to access it.

- b) Does the chapter **adequately reflect the perspectives and needs** of key **stakeholders** (employers, institutions, learners)? If not, what should be added?

Mainly geared towards SQA and providers. What role do learners? parents? play in there? even for organisations?

It states "... with the participation of..." but is not clear enough what level of participation for example from Industry/professional bodies?

Are the processes really transparent to all stakeholders? Industry? Parents? Careers teachers? Secondary schools?

How can we make the process more transparent and reflective of their perspective?

3. Evidence and References

- a) Is the **evidence provided robust** (official documents, statistics, policy statements), or does it rely on anecdotal or outdated sources? How can the evidence base be strengthened?

See above – needs to be updated more often (eg list of qualifications since June 2025). addressed

Official documents are not easily accessible – website not easy to find them there, not user friendly. In consideration

Information on what everything means is not always clear – for example part accreditation.

- b) Provide supporting evidence for the information presented. Where possible, include links, references to documents, or contact details of individuals who can validate the information.

[List_of_accredited_qualifications_as_at_16_JUN_2025.pdf](#)

The [Seychelles National Qualifications Framework Regulations, 2025](#) – this could be linked to directly from the document but could not be found on the website.

4. Concerns and Issues

Identify any key concerns or issues that require urgent attention, or aspects that may undermine confidence in the report's credibility.

The website with outdated information plus information that cannot be easily accessible.

5. Recommendations

Based on your analysis, **propose recommendations** that should be included to improve the chapter and the overall referencing report.

Figure 4 should be amended to show the process as is, aligned with what is being done.

6. Criteria Evaluation (only Chapters 3–6)

Assess whether the criterion has been fully met or only partially met, providing clear justification for your judgment.

Processes need to be more transparent and information easily accessible to all stakeholders.

COMPILED FEEDBACK FROM GROUPS 1

GROUP 1a)

Chapter assigned: 2- Structure of the education & training system; 6 – Referencing Criterion 4

Members: Shirley Choppy; Dylan Low-Seck; Julianna Agathine; Cherise Morel

- Page 1- several references to non-formal early childhood care education but instead should refer to it as non-compulsory education.
- Page 1-Evidence Early Childhood development act 2022.
- Query on how the six main subsectors noted on page 1 links to the key stages of the Ministry of Education.
- Page 2- Primary Education paragraph: English is the medium of instruction from year 3 and not year 4. Creole is the medium in year 1 and 2 not year 1-3.
- Page 2- Non-Formal ECE paragraph where they state “the service could be fee paying if offered by a childminder or non-fee paying...” it should read “the service could be fee paying if offered by a **registered** childminder or non-fee paying...” **IECD will provide documents and other evidence.**
- Page 2- Non formal and formal needs to be reconsidered. **IECD will provide documents and other evidence.**
- Page 2- Under the primary education paragraph the creole needs to be Capitalised, line 4.
- Page 3- Secondary education paragraph, verify whether Trotters offers secondary education. **Yes – Trotters offers secondary education.**
- Page 3- verify with ANHRD what they offer as tertiary education. **Degree level only is offered as scholarship by the agency.**
- Page 4- figure 1, Under age 0-3 and 4-5, the appellation under the stages of assessment should be reviewed to align with ECD ACT 2022.
- Page 2- Primary and Secondary education paragraphs- Is there home schooling in Seychelles? is it monitored or regulated? By which institution? If yes, this section should include a paragraph about it. **I already responded to this. Not allowed except by medical exception. Where it is allowed the Inclusive and Special Education Division monitors the child.**
- IECD will provide information for chapter 6 relating to Early Childhood. (Evidence: ECD ACT 2022; National Standards for Home based and Center based child care regulations; Framework on National Standard for Creche and Pre-School; Manuals; Inspection Tools, Etc.)

- Page 6- Why are some programmes being provided if they are not accredited? And why are some institutions not accredited, if there is a legitimate reason for that it should be stated in the document
- Page 8- Mention of Council and professional Bodies, The different councils should be listed.
- Page 6- Table 2, Mismatch between number of programmes and number of programmes accredited. Why are non-accredited programmes offered?

Group 1b)

Members: Steve Hoareau; Arnold Chang-Pen-Tive; Manuella Alkaniz; Amani Sinon; Parinda Vithanage

PG 12 - While the Seychelles education system has undergone five major reforms during the past 40 years, the philosophy and principles on which the education system is based on has not changed.

PG 12 - In the non-formal setting, much emphasis is put on play activity and experiential learning, in homes, the service could be fee paying if offered by a childminder or non-fee paying if offered by a family member.

PG 13- The education system supports lifelong learning through various initiatives including formal training, recognition of prior learning (RPL), non-formal training, literacy courses, vocational and technical skills training, micro-credentials and opportunities for personal and professional development.

The Figure 1: Diagram of the Seychelles Education System shows the structure of education for the public school, but what about the private schools? They follow more or less the same system, sometimes with different names. For instance, crèche will be called Reception at International School (3-5 ½) and A Levels/Baccalaureate at ISS, Vijay, Independent School, Ecole Francaise treat this level as integral to their school, as high school component, not like SALs.

We are concerned with the number of non-registered private institutions. More sensitisation is required to educate the public on the importance of using registered providers. Maybe here the group mean those who provide tuition. Registration is only undertaken if the tuition provider caters for 5 or more learners. If they are referring to real institutions, they should make mention and MEHRD or SQA could follow up.

Finally, do note the sentence on p.13. "PCs and the University are registered under the Education Act and they are public entities" is not true. Under section Part 2, 5. (f) of the education Act, the Minister establishes state institutions. Normally we refer to them as Established Institutions, and they are not registered.

Annex 17: List of Professional Councils in Seychelles

Seychelles Nurses and Midwives council <https://snmcseychelles.com/>

Teachers Council of Seychelles <https://teacherscouncil.gov.sc/>

Health Professionals Council Seychelles <https://www.hpcseychelles.org/>

Seychelles Council of Registered Professionals in Construction <https://scrpc.gov.sc/>

Seychelles Medical and Dental Council <https://smdcboard.wordpress.com/>

Annex 18: Level descriptors ACQF

Level	Domains of learning		
	Knowledge	Skills	Autonomy and responsibility
	In the context of ACQF "Knowledge" includes various kinds of knowledge such as facts, principles and theories in various areas	In the context of ACQF "Skills" refer to the ability to use knowledge to respond to information and address problems. Skills include cognitive, communication, digital, green, innovation, practical and social skills.	In the context of ACQF "Autonomy and responsibility" refers to the context and extent of the application of autonomy and responsibility
<u>Level 1:</u> the learning outcomes related to formal, non-formal and informal learning at this level include:	simple knowledge, literacy and numeracy	simple communication, cognitive and practical skills required to follow simple instructions, and use simple, repetitive solutions to address simple problems	highly structured, repetitive contexts under close supervision and guidance taking minimal responsibility for self
<u>Level 2:</u> the learning outcomes related to formal, non-formal and informal learning at this level include:	basic knowledge incorporating comprehension and recall of factual and operational knowledge in some areas	basic communication, cognitive and practical skills required to use concrete information, ideas and known solutions to address straight forward problems	structured contexts under limited supervision and guidance taking limited responsibility for self and group outcomes
<u>Level 3:</u> the learning outcomes related to formal, non-formal and informal learning at this level include:	factual and operational knowledge incorporating some theoretical aspects in some areas	a range of communication, cognitive, practical and technical skills required to interpret and communicate ideas and detailed information and select and use known solutions to address familiar problems	predictable contexts under routine supervision and guidance, with initiative for self-responsibility and some responsibility for group outcomes
<u>Level 4:</u> the learning outcomes related to formal, non-formal and informal learning at this level include:	mainly factual, operational or technical knowledge incorporating theoretical aspects in one or more areas	well-developed technical skills required to analyse information and new ideas, make informed judgements, communicate outcomes and apply varied solutions to varied (familiar and unfamiliar) problems	varied (predictable and unpredictable) contexts with adaptability and initiative for self-direction under general guidance, taking full responsibility for self, some planning and responsibility for group outcomes and initiative for responsibility for others
<u>Level 5:</u> the learning outcomes related to formal, non-formal and informal learning at this level include:	mainly technical or theoretical knowledge with substantial depth in a discipline/ area	a range of well-developed technical skills, with some specialisation, required to analyse information and new ideas, construct and communicate a coherent argument, and apply a range of solutions, often in combination, to address unfamiliar problems	unpredictable contexts with full autonomy and full responsibility for self and group outcomes, and some responsibility for others
<u>Level 6:</u> the learning outcomes related to formal, non-formal and informal learning at this level include:	highly technical or theoretical knowledge, with specialisation in a discipline/ area	highly technical and specialised skills required to collate, analyse, synthesise and communicate a range of information and new ideas, and formulate or adapt different solutions to address complex and sometimes abstract problems	highly variable contexts with well-developed autonomy and responsibility for self and group outcomes and responsibility for resources and processes
<u>Level 7:</u> the learning outcomes related to formal, non-formal and informal learning at this level include:	advanced analytical and/ or specialised knowledge of a discipline/ area	advanced, specialised skills required to demonstrate advanced analysis and initiative for new insights and ideas in research and/ or innovation, and formulate advanced solutions to address complex and abstract problems	complex and variable contexts with advanced autonomy and responsibility
<u>Level 8:</u> the learning outcomes related to formal, non-formal and informal learning at this level include:	highly advanced, complex knowledge of a discipline/ area	highly advanced, complex skills required to demonstrate highly advanced analysis, communicate new insights and ideas in research and/ or innovation, and formulate highly advanced solutions to address highly complex and abstract problems	highly complex contexts with some specialisation demonstrating highly advanced autonomy and responsibility
<u>Level 9:</u> the learning outcomes related to formal, non-formal and informal learning at this level include:	mastery of a complex body of knowledge at the forefront of a discipline/ area	skills mastery required to demonstrate originality and new insights in research and/ or innovation and formulate and test theories to show mastery of highly complex, abstract problems	highly specialised contexts demonstrating mastery in autonomy and responsibility
<u>Level 10:</u> the learning outcomes related to formal, non-formal and informal learning at this level include:	substantial and original knowledge contribution that extends the forefront of a discipline/ area and/ or at the interface between disciplines/ areas	expert skills and techniques that demonstrate innovation, interpretation and creation of new ideas required to critically evaluate, formulate and test theories to address emergent, new and critical problems	emergent new contexts demonstrating expertise in management of new ideas

Annex 19: Level descriptors SNQF

SNQF level	Qualification type	Level descriptors		
		Knowledge	Skills	Autonomy and responsibility
10	Doctoral Degree	• Demonstrate a thorough understanding of current research and literature in the subject discipline, occupation or profession • Generate new knowledge and applications through conceptualising, designing and implementing a research project at the forefront of the subject discipline, occupation or profession. • Analyse and synthesise comprehensively and critically a substantial body of knowledge in the subject discipline, occupation or profession to elicit and establish relationships between the elements of the subject in research.	• Demonstrate initiative and employ a wide range of advanced research skills and techniques applied to complex tasks in highly specialised contexts. • Demonstrate interpersonal communication skills in the context of consultation and dissemination of new findings to specialist and non-specialist audiences. • Conduct original research that is evaluated by independent experts against international standards • Articulate the results of research clearly, accurately and in a balanced and rational manner.	• Operate in accordance with broad development or strategic plan and budget: - in a completely self-directed manner, - with full responsibility and accountability for all aspects of advanced research work and including management of resources and supervision of others. • Demonstrate the ability to act with responsibility and full accountability in all aspects of work or research-based study.
9	Master's Degree	• Demonstrate evidence of critical and systematic understanding of knowledge and current problems and/or insights at the forefront of the field of study or area of specialisation. • Conceive, write, critically analyse, discuss, compare specialised texts, propose new insights into the field of study and possibly generate new knowledge. • Understand limits of the knowledge and the necessity for further research and continuous development in the field of study. • Demonstrate a comprehensive understanding of current research and literature in the subject discipline, occupation or profession.	• Demonstrate a measure of originality and mastery in the application of in-depth and specialised and/or broad knowledge. • Demonstrate interpersonal communication skills in the context of consultative and/or supervisory roles. • Use established techniques of research and enquiry, to internationally recognised standards, to create and interpret knowledge in the field of study. • Apply relevant concepts, principles and research techniques, including critical analysis and evaluation, to new issues and problems.	• Operate in accordance with broad development or strategic plan and budget: - in a self-directed manner - with responsibility and broad-ranging accountability for management of resources and supervision of others. • Demonstrate the ability to work independently and/or lead teams to manage their own and group outcomes in various complex situations.

SNQF level	Qualification type	Level descriptors		
		Knowledge	Skills	Autonomy and responsibility
8	Bachelor's Degree Honours Post-Graduate Diploma Post-Graduate Certificate	• Demonstrate knowledge and intellectual independence in the critical and systematic understanding of ideas, principles and concepts of the field of study and area of specialisation. • Evaluate critically the appropriateness of different problem-solving approaches, and where appropriate, propose a range of solutions. • Demonstrate an understanding of current research and literature in the subject discipline.	• Carry out processes that: - require a mastery in the application of in-depth and specialised knowledge; - involve the development and adaptation of procedures to specific and professional contexts in the field of study; and - require the application and the consolidation of a wide range of skills applied to tasks in highly specialised contexts. • Provide detailed responses to situations requiring analysis, synthesis and evaluation of heterogeneous data in contexts involving uncertainty. • Demonstrate interpersonal communication skills in the context of consultative and/or supervisory roles. • Apply highly advanced levels of understanding of the values and ethics of their discipline and promote these values to others.	• Operate in accordance with broad development or strategic plan and budget: - within a context of broad autonomy, and - with responsibility and broad-ranging accountability for management of resources and supervision of others.
7	Bachelor's Degree	• Demonstrate knowledge and intellectual independence in the critical understanding of ideas, principles and concepts of the field of study and area of specialisation. • Analyse, synthesise and evaluate rigorously a wide range of information including consideration of areas of uncertainty. • Demonstrate general knowledge of the essential legal environment and relevant regulatory frameworks. • Demonstrate an awareness of current research and literature in the subject discipline.	• Carry out processes that: - require self-directed application of knowledge with substantial depth in some areas; - involve the development and adaptation of standard procedures to specific contexts in the field of study; and - require the application of a range of technical and other skills to tasks in both varied and highly specific contexts. • Provide appropriate responses to new situations requiring synthesis and evaluation of heterogeneous data in contexts involving aspects of uncertainty. • Demonstrate interpersonal communication skills in the context of supervisory and collaborative roles. • Apply advanced knowledge of the associated values and ethics and encourage the use of these in others.	• Involved in planning, resourcing and managing processes and guiding or supervising the work of others. • Function within a context of broad autonomy with complete accountability for determining, achieving and evaluating personal and/or group outcomes.

SNQF level	Qualification type	Level descriptors		
		Knowledge	Skills	Autonomy and responsibility
6	Advanced Diploma Technical and Vocational Advanced Diploma	- Analyse, reformat and evaluate a wide range of information. - Provide adequate responses to unfamiliar situations requiring synthesis and consideration of heterogeneous data. - Interpret highly technical information in a particular field of study. - Demonstrate knowledge of the main research methods used in the subject discipline or occupation.	- Carry out processes that: - require a command of highly specialised technical or academic and basic research skills across a particular branch of a field of study; - involve the application of a full range of procedures in the branch of study; - are employed in highly variable routine and non-routine contexts. - Demonstrate interpersonal communication skills in the context of professional consultation. - Demonstrate significant understanding of the values and ethics associated with their occupation and/or study and introduce these to others.	- Involved in planning, resourcing and managing processes within broad parameters and functions. - Act with responsibility for determining, achieving, and evaluating personal and/or group outcomes.
5	Diploma Technical and Vocational Diploma	- Employ a broad knowledge base with substantial depth in some areas. - Analyse and interpret a wide range of data and make informed judgements. - Determine appropriate methods and procedures in response to a range of concrete problems and with reference to some theoretical concepts. - Demonstrate basic knowledge of the essential legal environment and relevant regulatory frameworks.	- Carry out processes that: - require a wide range of specialised technical and/or academic skills; - involve a wide choice of standard and non-standard procedures; - are employed in a variety of routine and non-routine contexts. - Demonstrate interpersonal communication skills to train or supervise. - Show a broad understanding of the values and ethics associated with their occupation and/or study and display these to others.	- Involved in activities with full responsibility for the nature, quantity and quality of outcomes, under broad guidance: - with possible responsibility for the achievement of group outcomes, - with some responsibility for the supervision of others.
4	Upper Secondary Certificate Advanced Level Certificate Advanced Certificate Vocational Advanced Certificate	- Employ a broad range of factual and technical knowledge incorporating some theoretical concepts. - Understand working instructions and simple technical documents. - Use a range of known responses to solve familiar problems. - Use information to construct a coherent argument.	- Carry out processes that: - cover a range of well-developed technical and/or academic skills; - involve a significant choice of procedures executed within a range of familiar contexts. - Demonstrate interpersonal skills to communicate information, to convince or care for others. - Demonstrate developed abstract thinking skills to solve complex problems. - Apply a general understanding of the values and ethics required in a subject field or discipline and display these to others.	- Involved in directed activities, with some autonomy, under general supervision: - with some responsibility for the quantity and quality of output for self and others - with possible responsibility for supervising others.

SNQF level	Qualification type	Level descriptors		
		Knowledge	Skills	Autonomy and responsibility
3	Upper Subsidiary Secondary Certificate Certificate Vocational Certificate	• Employ basic operational and technical knowledge. • Apply procedures and/or techniques in response to precise instructions to obtain expected results. • Exchange factual information.	• Cover a range of specialised technical skills in a precise field of study. • Involved repetitive and familiar procedures executed within closely defined parameters. • Demonstrate abstract thinking skills to solve complicated problems. • Apply basic understanding of the values and ethics in a subject field or discipline to carry out selected tasks.	• Involved in directed activities under general supervision and quality control: - with some responsibility for the quantity and quality of their work, - with no responsibility for guiding others.
2	General Secondary Certificate Vocational Secondary Certificate	• Apply procedures and/or techniques related to language, mathematical, ICT, scientific, historical, socio-cultural and environmental domains. • Demonstrate the ability to gain and apply a range of knowledge and skills at a detailed level. • Determine the proper methods and procedures to respond to a variety of problems.	• Deal with propositions which will be directly linked to a concern, topic or theme. • Demonstrate concrete thinking skills to solve simple problems. • Demonstrate general communication skills, which are familiar and routine, to inform, recall and express facts, ideas, views, opinions and feelings. • Apply a simple understanding of the values and ethics in carrying out basic tasks.	• Involved in independent learning but will often require input or guidance from others to complete tasks. • Display qualities and transferable skills useful in situations requiring the exercise of some personal responsibility and judgement.
1	Primary Certificate	• Apply basic procedures and techniques related to language, mathematical, ICT, scientific, historical, socio-cultural and environmental domains. • Apply repetitive and other learning skills to instil sound elementary knowledge, attitudes and values.	• Carry out processes at a concrete (hands-on) level based on familiar content and involving logical groupings. • Demonstrate basic communication skills to inform, recall and express facts, ideas, views, opinions and feelings. • Apply an elementary understanding of appropriate values and ethics.	• Involved in basic directed learning under continuous guidance with close supervision with limited responsibility and autonomy.

Annex 20: Email interaction between SQA and INQAAHE to request for review

From: qar.sqa <qar.sqa@email.sc>
Sent: 07 November 2024 08:05 AM
To: INQAAHE Secretariat <secretariat@inqaahe.org>
Cc: SEYCHELLES QUALIFICATION AUTHORITY <ceosqa@email.sc>; pssso.sqa@email.sc
<pssso.sqa@email.sc>
Subject: Request for Peer Review of Seychelles Qualifications Authority

Dear Sir/Madam,

I hope this message finds you well. On behalf of the Seychelles Qualifications Authority (SQA), we would like to explore the possibility of a peer review by INQAAHE. Our goal is to enhance our practices and verify whether we are aligned with international standards, and we believe a peer review from your esteemed organisation would provide invaluable insights.

Additionally, we would like to inquire if there are any concessions on fees for organisations with significant budgetary constraints. We are eager to discuss options that could make this feasible, should financial assistance or special arrangements be available.

Thank you very much for considering our request. We look forward to your response and any guidance you may offer.

Yours sincerely,

Christine Marimba (Ms.)
Principal Quality Assurance Officer - Registration
Seychelles Qualifications Authority
Ebrahim Building, Victoria, Mahé, Seychelles
Tel: +248 432 4055 | Mobile: +248 266 4786
Website: www.sqa.sc

From: INQAAHE Secretariat <secretariat@inqaahe.org>

Sent: 08 November 2024 15:33:43

To: qar.sqa

Cc: SEYCHELLES QUALIFICATION AUTHORITY; pssso.sqa@email.sc; Susanna Karakhanyan; Susanna.Y.K@outlook.com; INQAAHE CEO

Subject: Re: Request for Peer Review of Seychelles Qualifications Authority

Dear Christine Marimba (Ms.),

Thank you for your interest in aligning with INQAAHE's International Standards and Guidelines (ISGs). We appreciate your proactive approach.

To initiate the alignment process, we propose scheduling an introductory meeting to discuss the ISGs and answer any questions you may have.

Could you please share your availability for a meeting in the coming weeks in the following link?:
<https://doodle.com/meeting/participate/id/dNpMKQNa>

We look forward to working with you and supporting your institution's journey toward INQAAHE alignment.

Do not hesitate to contact us if you have any questions.

Best regards,

María Fernández

INQAAHE Secretariat
m.fernandez@inqaahe.org

www.inqaahe.org



Annex 21: Discussion points between meeting between SQA and INQAAHE

Aligning with INQAAHE's International Standards and Guidelines (ISGs)

Opening Discussion

- Keen to explore how SQA can undergo a peer review with INQAAHE to strengthen its quality assurance processes.
-

Areas where SQA could benefit from INQAAHE's expertise/ Scope of Peer Review

- Focus areas: governance, stakeholder engagement, and frameworks for external review of education providers (ISG, Section 1);
 - Quality assurance for short learning programmes and micro-credentials, as well as online and blended learning;
 - Verify SQA's alignment with international standards while fostering continuous improvement through the ISG's Quality Enhancement Continuum.
-

Eligibility and Preparedness

- SQA exists because of the Seychelles Qualifications Authority Act, 2021 which permits it to operate;
 - Has more than two years of experience conducting external reviews;
 - Has standards, policies, and procedures in place, which ought to align with ISG requirements;
 - SQA is committed to fully engage in the review process.
-

Seek Guidance on Fee Concessions

- Possibility of making the peer review process financially feasible for SQA;
 - SQA open to joint recognition reviews with another QA body, if possible.
-

Propose a Collaborative Approach

- SQA interested in capacity-building opportunities that could complement the peer review;
 - SQA interested in regional or global initiatives to participate in to enhance its understanding and practices, like collaborative research or benchmarking projects?
-

Concluding the Conversation

- Would love to hear INQAAHE's recommendations for next steps and any advice on how SQA can best align with INQAAHE's objectives while addressing SQA's constraints.

Annex 22: Programme for meeting with leaders of Providers for their support for SENQAP Forum



Seychelles
Network of
Quality Assurance
Practitioners Forum
SENQAP Forum



SENQAP Forum Framework Presentation and Consultation Meeting

Programme

Time	Item
0900 - 0905	Signup
0905 - 0910	Welcome
0910 – 0925	Purpose of meeting and background of the SENQAP Forum
0925-0950	Presentation of SENQAP Forum Framework and Terms of Reference
0950-1010	Why leadership support matters
1010-1030	Clarifications: non-regulatory, peer-led, SQA's support role
1030-1045 (15mins)	Tea break
1040-1120 (50mins)	Leadership feedback and discussion
1120 – 1140 (20mins)	Agreement on institutional support requested
1140-1155 (10mins)	Proposed next steps: QA practitioners' review/ adoption meeting
1155-1200	Closing remarks



FRAMEWORK AND TERMS OF REFERENCE

Seychelles Network of Quality Assurance Practitioners Forum
(SENQAP Forum)

1. Introduction

The Seychelles Network of Quality Assurance Practitioners Forum (SENQAP Forum) is a peer-led network comprising Quality Assurance Officers, Managers, Directors, and designated QA personnel from tertiary education providers in the Republic of Seychelles.

The Forum serves as a collaborative platform for strengthening internal quality assurance (IQA) systems, sharing good practice, and promoting alignment with national quality expectations. The Seychelles Qualifications Authority (SQA) convenes the inaugural meeting and shall be represented by a member of the SQA Technical Committee as an ex-officio member-thereafter.

2. Identity of the Forum

The SENQAP Forum is:

- A peer-led professional network of QA practitioners.
- Non-regulatory and not a decision-making body over institutions.
- A collaborative platform for sector-wide dialogue and learning.
- A contributor to a coherent national quality assurance ecosystem.

The Forum operates independently of regulatory processes while remaining aligned with national priorities and international good practice.

3. Purpose of the Forum

The purpose of the SENQAP Forum is to:

- Facilitate collaboration and communication among QA practitioners across education and training providers.
- Support the development, enhancement, and harmonisation of internal institutional QA practices.
- Provide a structured environment for sharing challenges, solutions, innovations, and professional experiences.
- Strengthen capacity building through collective learning, peer exchange, and thematic discussions.
- Enhance alignment with national QA requirements and recognised international good practice.
- Formulate non-binding recommendations on QA matters for institutional consideration.
- Participate in research at regional and international levels.



4. Vision and Mission

Vision

To develop a strong, connected, and professional community of institutional QA practitioners that contributes to a robust and coherent national quality assurance ecosystem.

Mission

To serve as a national platform through which QA practitioners:

- Share expertise and experiences.
- Support one another.
- Build professional skills; and
- Contribute collectively to the enhancement of quality culture within institutions

5. Guiding Values

The Forum and its members commit to upholding the following values:

5.1 Professional Integrity

Members shall conduct themselves with honesty, fairness, confidentiality, and respect.

5.2 Collaboration

Members work together to strengthen quality culture, sharing knowledge, experience, and expertise.

5.3 Evidence-Based Practice

Members use information, data, and documented processes to guide discussions and recommendations.

5.4 Inclusiveness

All members have equal opportunity to participate, regardless of their institution's size or maturity.



5.5 Independence

The Forum is not controlled by any regulatory authority. It retains autonomy over its discussions, decisions, and internal organisation.

6. Scope of Activities

The Forum may undertake the following activities:

- Peer discussion on QA processes, policies, reporting mechanisms, and institutional quality culture.
- Development and delivery of capacity-building activities such as workshops, case presentations or benchmarking sessions.
- Sharing updates on institutional QA developments, including policies, quality reviews and accreditation preparation.

- Reflecting on new or updated national QA requirements and agreeing on consistent interpretation.
- Identifying common challenges in the sector and proposing practical solutions.
- Creating or sharing QA resources, templates and tools for voluntary adoption.
- Contributing towards research at regional and international levels

7. Membership

Membership is open to QA practitioners from tertiary education and training institutions.

Members include:

- Quality Assurance Officers.
- Quality Assurance Managers.
- Directors or Heads responsible for Institutional QA; and
- Other staff formally designated by their institution to represent QA.

Invited Participants

The Forum may invite representatives from the Ministry of Education and Human Resource Development, institutional leadership, or other stakeholders to contribute to specific agenda items. Invited participants are not members and do not take part in decision-making during meetings

8. Governance and Leadership

The Forum is entirely peer-led. Leadership is elected by members in a participatory, transparent, and rotational manner.

The Forum Leadership shall comprise of:

- **Chairperson** – Leads meetings and represents the Forum.
- **Deputy Chairperson** – Supports and substitutes for the Chairperson.
- **Secretary** – Maintains records and coordinates communication.

Term of Office

Leadership positions are held for a period of one year, renewable.

9. Meetings

9.1 Frequency

The Forum shall meet at least quarterly.

9.2 Format

Meetings may be held in person, online, or in hybrid format.

9.3 Hosting

Hosting, including provision of facilities and refreshments, shall rotate among institutions or be assigned by agreement.

9.4 Quorum

A quorum shall consist of 50% of member institutions.



10. Decision-Making

- The Forum shall strive for consensus in all decisions.
- Where consensus cannot be reached, a simple majority vote may be used.
- Decisions are non-binding and do not override institutional autonomy.

11. Responsibilities of Members

Members are expected to:

- Attend meetings regularly and participate actively.
- Share institutional QA developments and good practice.
- Engage respectfully and constructively.
- Maintain confidentiality on sensitive matters.
- Support sector-wide quality enhancement efforts.

12. Documentation and Reporting

- The Secretary prepares meeting notes summarising key points, decisions, and actions.
- Records are stored in a shared location designated by the Forum.
- An annual summary report may be produced for institutional reference and shared with SQA for information.

13. Relationship with SQA

SQA supports the Forum in its initial establishment, capacity building, and facilitation, while respecting its autonomy as a practitioner-led platform.

14. Amendment and Review

The Framework and Terms of Reference may be amended by consensus or simple majority of the Forum members.

A formal review shall be conducted every two years, or earlier if required.

15. Adoption and Effective Date

This Framework and Terms of Reference shall take effect upon adoption by members at the inaugural meeting of the SENQAP Forum.

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