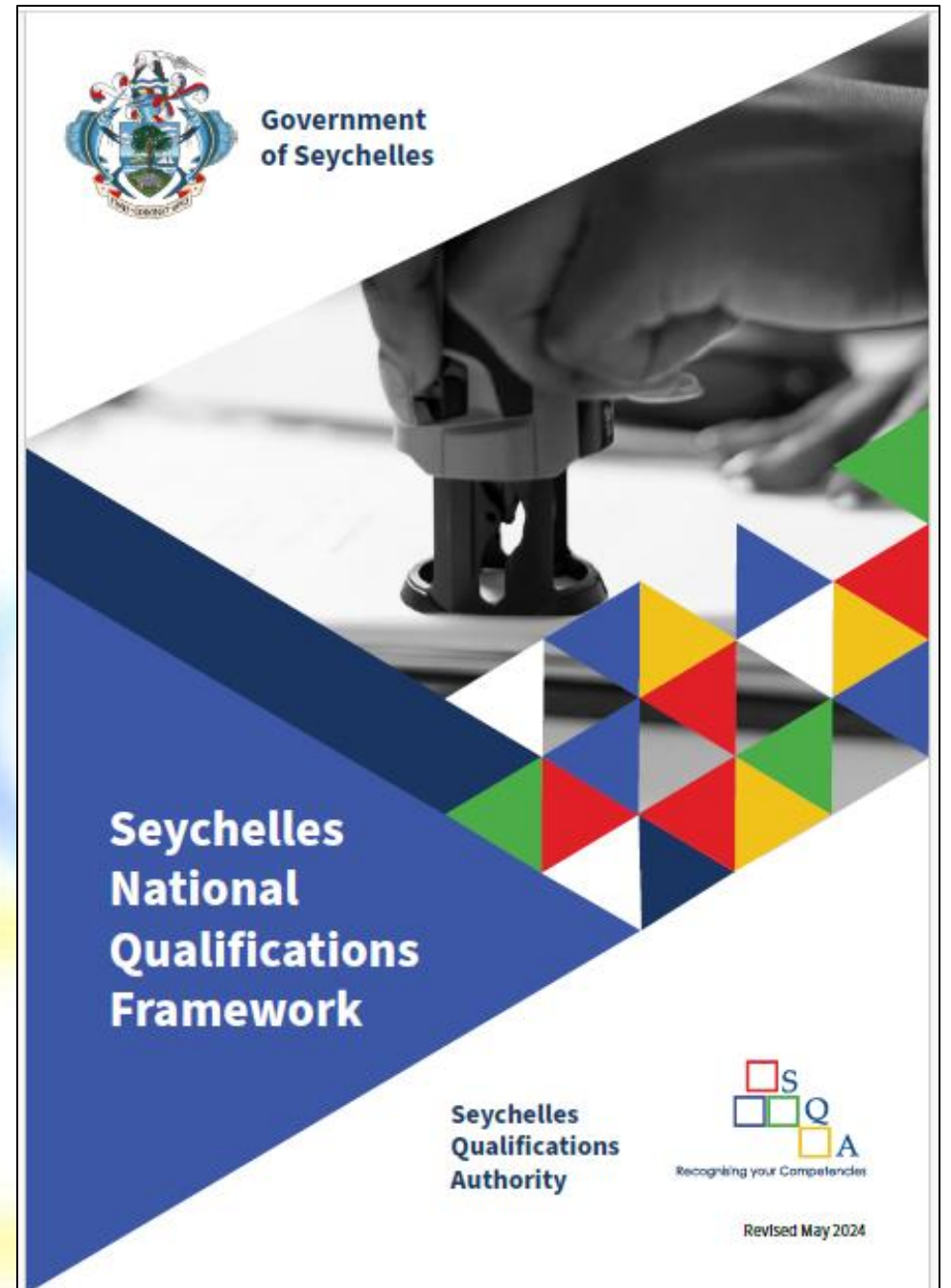


Theme 1

# Seychelles National Qualifications Framework

2<sup>nd</sup> NQF Forum  
Luanda  
5-6 September 2024

Seychelles Qualifications  
Authority



# Content of the Presentation

- ❖ Overview of the Seychelles Qualifications Authority
- ❖ Revision of the Seychelles National Qualifications Framework (SNQF)
- ❖ Some Main Concerns
- ❖ Aims of the Revised SNQF
- ❖ The Revised SNQF and Qualifications Map
- ❖ Domains of the Revised SNQF
- ❖ Considerations
- ❖ Implementation and Implications
- ❖ Review of the SNQF Regulations 2008
- ❖ Level Descriptors

# Overview of the Seychelles Qualifications Authority

- The **Seychelles Qualifications Authority Act 2021** became operational on **1st May 2022**
- The object of the SQA:
  - to **develop, implement and maintain a national qualifications framework; and**
  - to **provide for quality assurance of the education and training system nationally.**

# Revision of the Seychelles National Qualifications Framework (SNQF)

- The revision of the SNQF **started in June 2023** in partnership with JET Education Services, through Dr. James Keevy & team.
- **Several draft versions** and **intensive work on the level descriptors**.
- **Consultation** sessions with stakeholders **at each stage** of the drafting process.
- With the **help of ACQF-II** through Eduarda Castel Branco and James Mwewa, we finalised the **NQF Pathways**.
- The **final SNQF document** which received **approval of the Minister responsible for education** forwarded to Dr. Keevy for a **final check and publishing**.
- **Presentation to Cabinet on 21 August 2024**
- Revised SNQF **ready for launch and sensitisation**

# Revision of the SNQF (cont.)

The Qualifications map gives a clear idea of:

- potential **academic and vocational/TVET route** that a qualification offers.
- educational and training **doors open and accessible**
- **possibilities** in terms of education and training
- the **hierarchy of competencies**, with each level of qualification becoming increasingly more complex as progress is made up the pathway of the map which is best seen in the level descriptors.

# Some Main Concerns

- **Lack of clarity where exactly the TVET qualifications fall.** They do not seem to have a proper place. This is not helping the fact that TVET qualifications are looked down upon.
- **Quality assurance of national primary and secondary certificates.**
- A new emphasis being placed on **micro credentials.**
- **Disparity in some qualifications on the same NQF level -**  
Apprenticeship programme and a full time certificate programme are seen to be at the same level on the NQF yet an apprenticeship programme has far more industry-based practical hours, hence more notional hours.

## Some Main Concerns (cont.)

- How to accommodate all qualifications and to clarify the pathways
- Provision for important international trends including:
  - **Simplification of NQFs** to make them more user-friendly;
  - **Strong move towards new forms of qualifications**, including micro-credentials;
  - **Emphasis on data privacy and efficient exchange of data**;
  - **Better alignment with the world of work** to ensure that demand side needs are addressed.

# Aims of the Revised SNQF

- To **establish the regulations and principles** that guide the development of qualifications.
- States the **criteria to be met for qualifications to be recognised nationally** and **defines the conditions for learners to be certified.**
- A set of **policies and regulations which guides all providers of education and training** concerning the conditions necessary for them to operate.



# The revised SNQF and Qualifications Map

A **comprehensive** qualifications framework that **covers all levels**:

- Schooling
- Technical and Vocational Education and Training
- Tertiary/Higher education

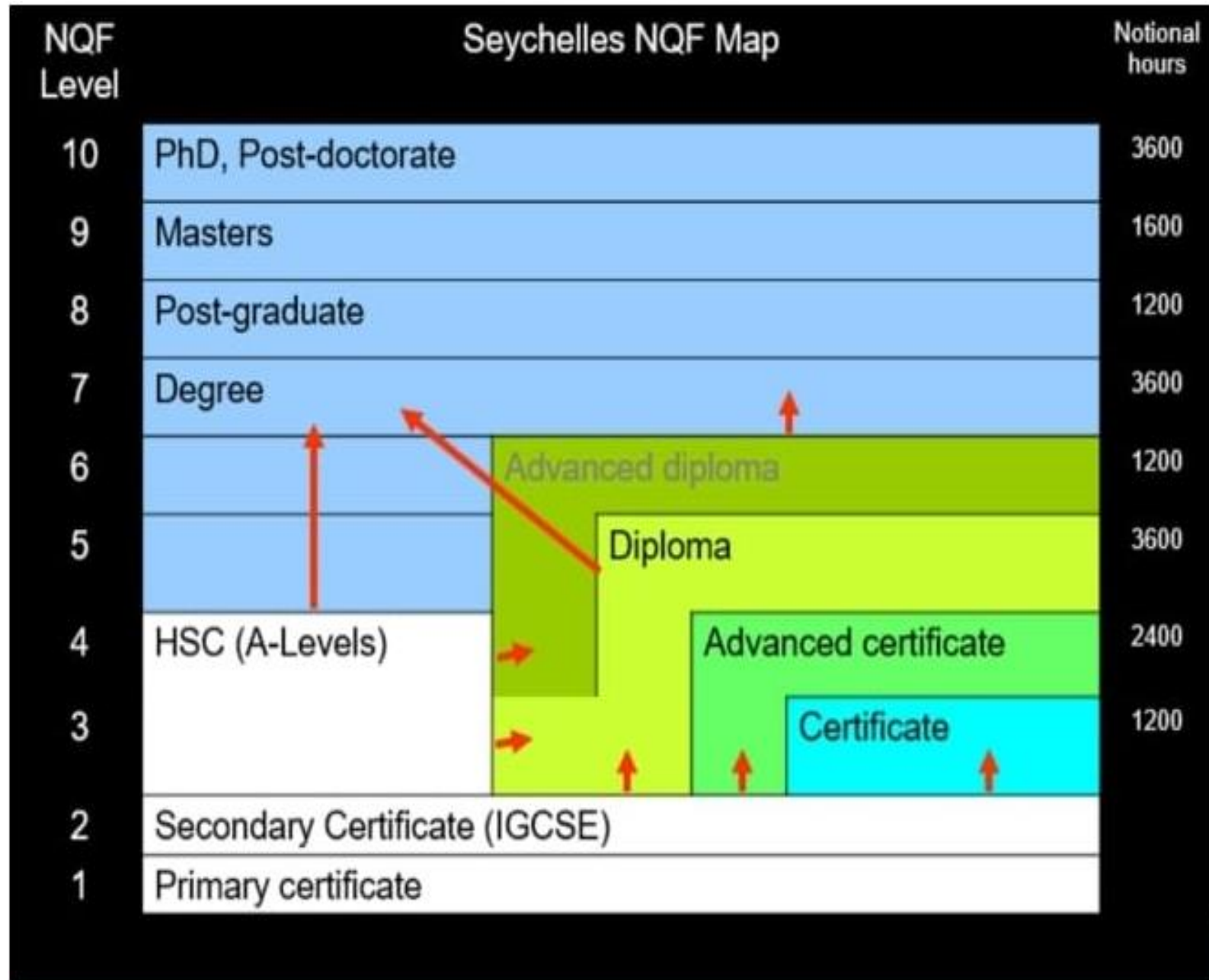
**As well as types of education:**

- Academic
- Vocational



Recognising your Competencies

# The current SNQF Map





Recognising your Competencies

# The revised SNQF 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	
		General education offered in public and private schools.	
		Vocationally oriented training offered by professional centres and private TVET institutions, including apprenticeships	
		Academically oriented education offered by UniSey and private higher education institutions	

# Current NQF Map

NQF Level	Seychelles NQF Map	Notional hours
10	PhD, Post-doctorate	3600
9	Masters	1600
8	Post-graduate	1200
7	Degree	3600
6	Advanced diploma	1200
5	Diploma	3600
4	HSC (A-Levels)	2400
3	Advanced certificate	1200
2	Secondary Certificate (IGCSE)	
1	Primary certificate	

# Proposed new Map

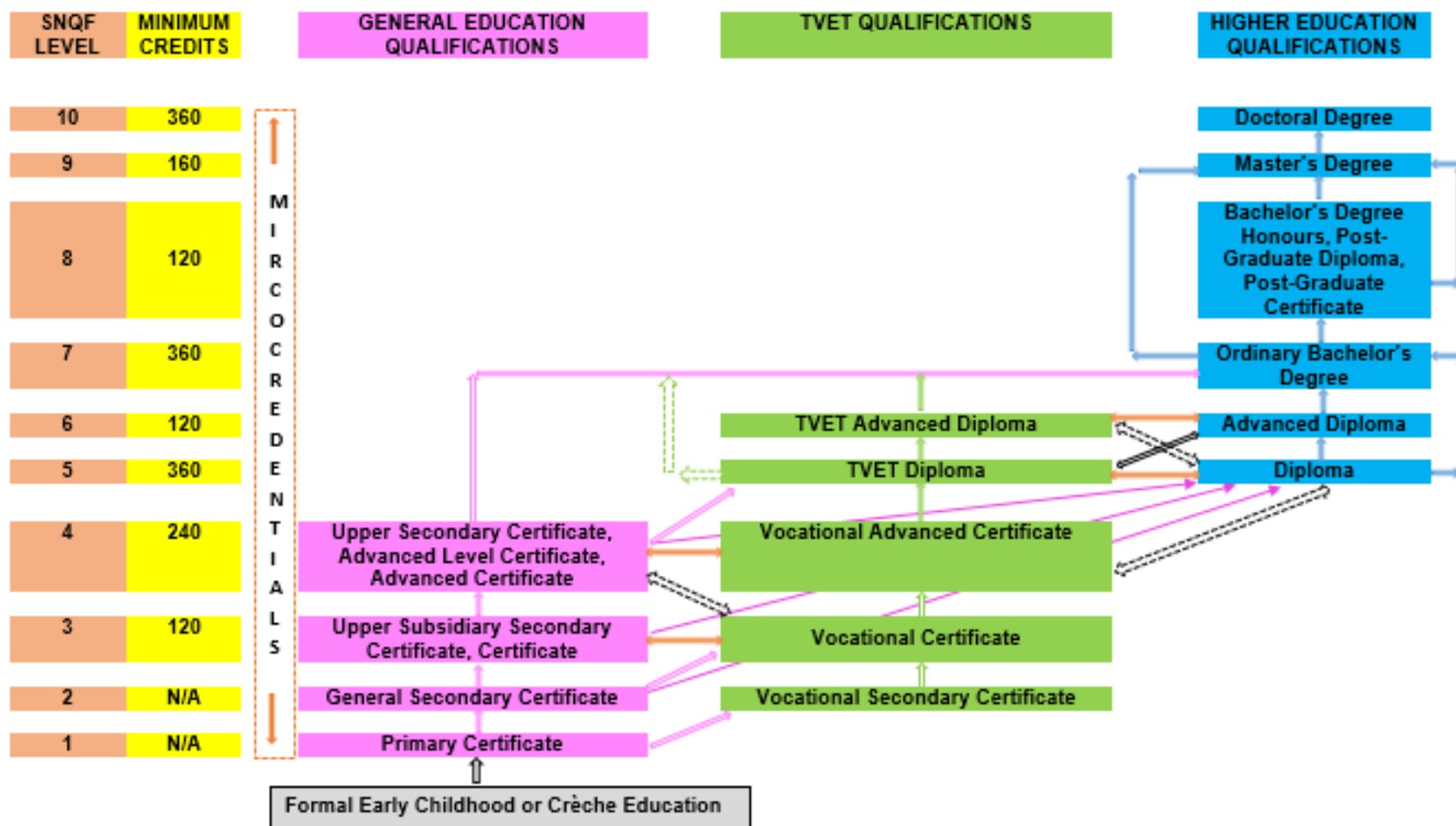
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	General education offered in public and private schools.
	Vocationally oriented training offered by professional centres and private TVET institutions, including apprenticeships
	Academically oriented education offered by UniSey and private higher education institutions

# The revised SNQF and Qualifications Map (cont.)

- The revised SNQF has **20 qualification** types (*11 in current*)
- It has maintained **10 levels** to be on a par with most common practice internationally.
- **1 credit = 10 notional hours**
- Inclusion of the **Bachelor's Degree Honours**
- Inclusion of an **explicit TVET pathway**
- Qualification types on **Levels 1 and 2 of the SNQF are not allocated credits**
- **Credits are accumulated** towards completing a qualification or part-qualification

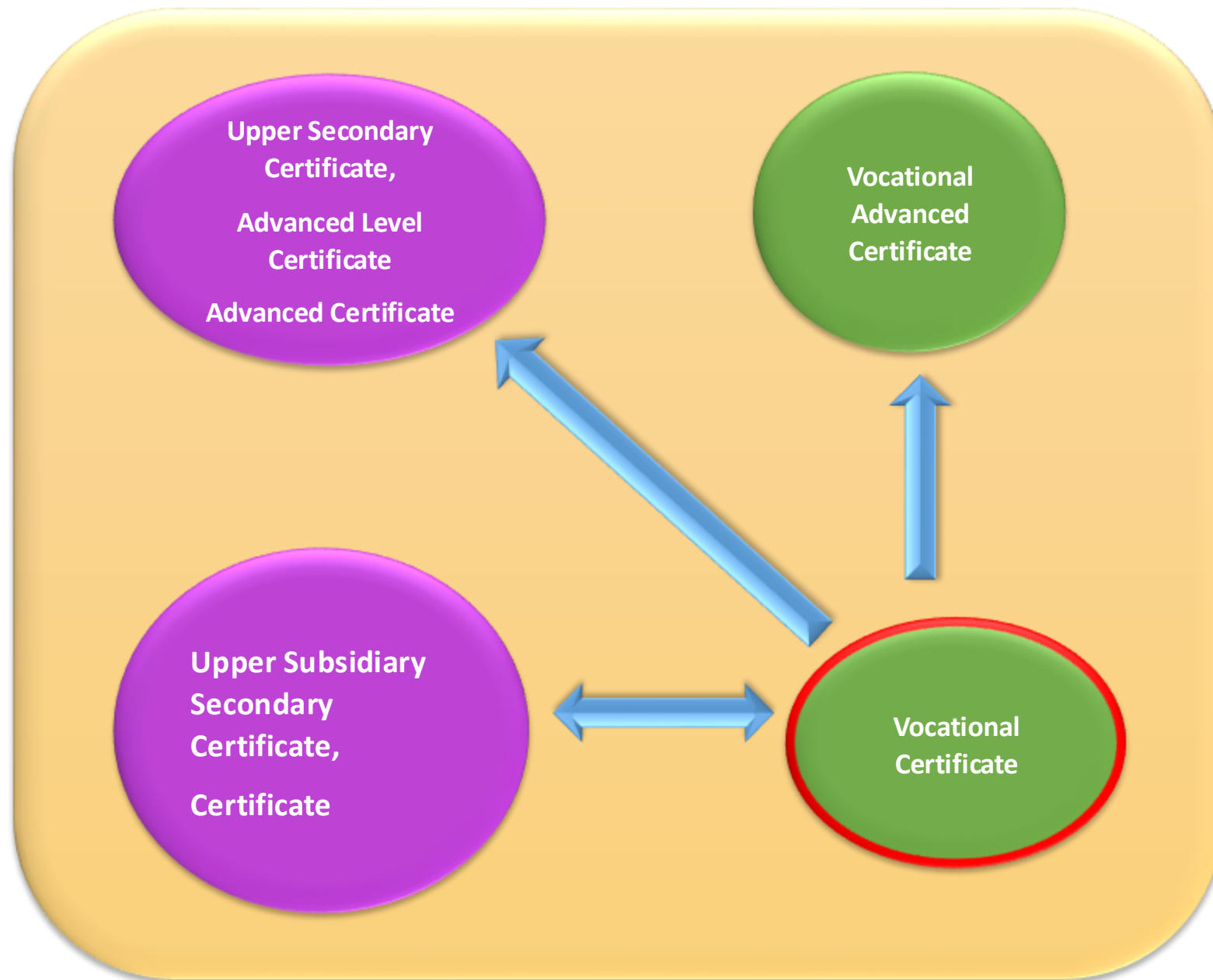
# SNQF Access, Mobility and Progression Chart



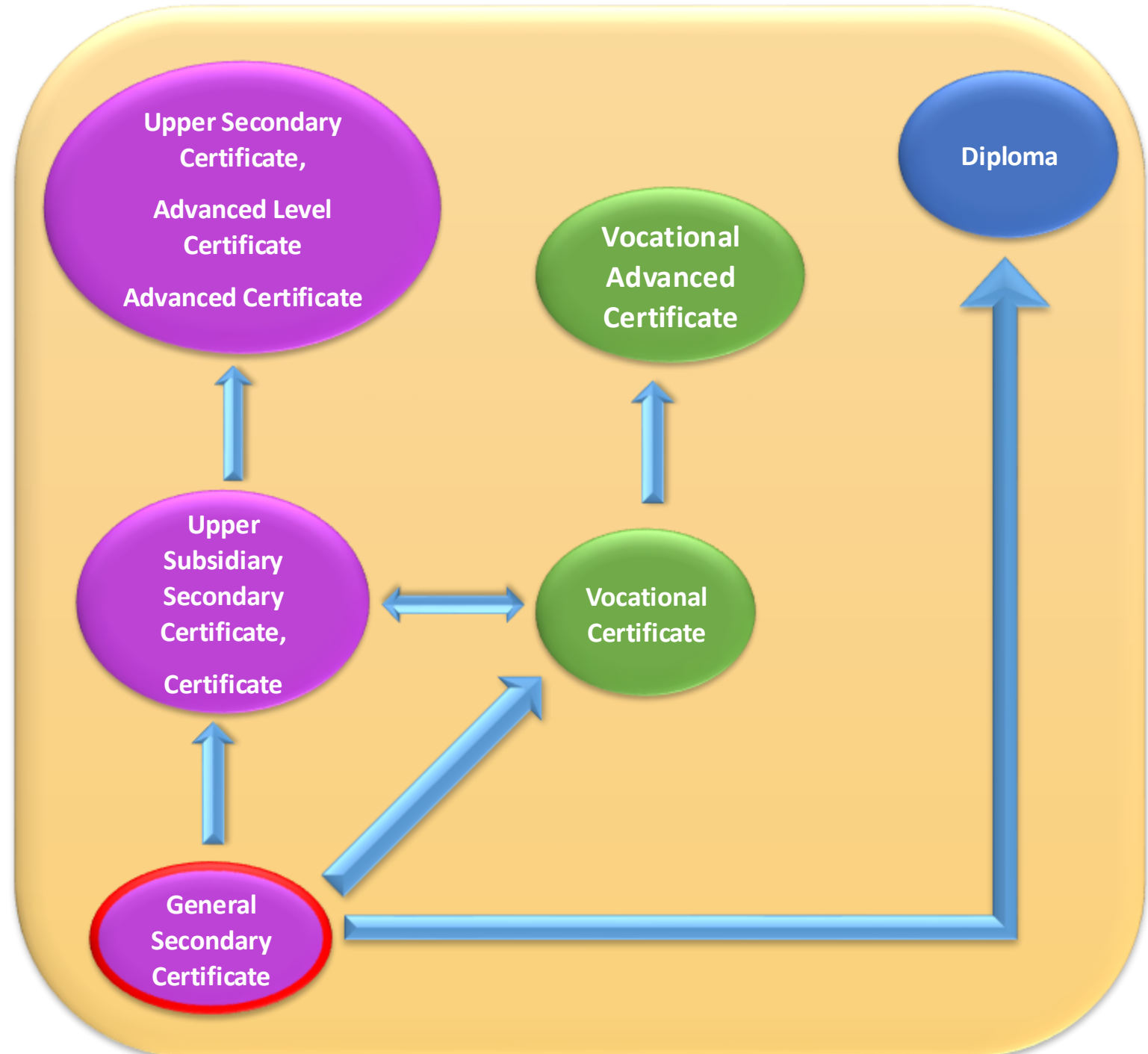
## KEY:

- **Purple arrows:** access, mobility and progression within and from the general education sub-sector.
- **Green arrows:** access, mobility and progression within and from the TVET sub-sector.
- **Blue arrows:** access, mobility and progression within and from the higher education sub-sector.
- **Double-headed arrows (brown/black):** forward and backward access, mobility and progression across sub-sectors

## Example 1 of a pathway



# Example 2 of a pathway





# Domains of the Revised SNQF

- Previous SNQF Domains (4)
- Degree of complexity of tasks
- Reasoning and problem solving
- Knowledge
- Autonomy and responsibility

- Revised SNQF Domains (3)
- Knowledge
- Autonomy and responsibility
- Skills

SNQF level	Qualification type	Level descriptors		
		Knowledge	Skills	Autonomy and responsibility
5	<b>Diploma</b>  <b>Vocational Diploma</b>	<ul style="list-style-type: none"> <li>• Employ a broad knowledge base with substantial depth in some areas.</li> <li>• Analyse and interpret a wide range of data and make informed judgements.</li> <li>• Determine appropriate methods and procedures in response to a range of concrete problems and with reference to some theoretical concepts.</li> <li>• Demonstrate basic knowledge of the essential legal environment and relevant regulatory frameworks.</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out processes that:               <ul style="list-style-type: none"> <li>- require a wide range of specialised technical and/or academic skills;</li> <li>- involve a wide choice of standard and non-standard procedures;</li> <li>- are employed in a variety of routine and non-routine contexts.</li> </ul> </li> <li>• Demonstrate interpersonal communication skills to train or supervise.</li> <li>• Show a broad understanding of the values and ethics associated with their occupation and/or study and display these to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Involved in activities with full responsibility for the nature, quantity and quality of outcomes, under broad guidance:               <ul style="list-style-type: none"> <li>- with possible responsibility for the achievement of group outcomes,</li> <li>- with some responsibility for the supervision of others.</li> </ul> </li> </ul>

# Considerations

- The NQF is designed not only for Seychelles but also international, facilitating mobility of our learners and recognition of their qualifications as well as to meet the needs of international clients.
- We need to ensure that transferability of our qualifications is seamless across the globe, and this can be facilitated through referencing our NQF
- We must promote internationalisation of our national qualifications to ensure we remain competitive and relevant, and we avoid falling behind.

# Implementation and Implications

- **Phased implementation.** E.g., tertiary education and training providers will start using the revised SNQF when they develop new or revise the existing programmes.
- **Past qualifications will not be affected** by the revised SNQF.
- **Implications for curriculum and programme development, schemes of service and salary grids.**

# Review of the SNQF Regulations 2008

- **Start of process:** 2022 (consultation with stakeholders, incl. staff of SQA, leaders of public and private Providers, Ministry of Education)
- **Some new inclusions:** Registration of providers, School inspection, CATS, the concept of micro-credentials.
- **All existing components** have been updated e.g. more focus on Learning outcomes, detailed Appeals process.
- **Current status:** Presented to Cabinet of Ministers and being finalised by Attorney General's office for gazetting and Minister's endorsement.

The background of the slide is a soft-focus image featuring several overlapping squares in red, blue, green, and yellow. Interspersed among these squares are large, light-blue letters: an 'S' at the top, a 'Q' in the middle right, and an 'A' at the bottom right. The overall aesthetic is clean and modern.

# Level Descriptors

SNQF level	Qualification type	Level descriptors		
		Knowledge	Skills	Autonomy and responsibility
10	Doctoral Degree	<ul style="list-style-type: none"> <li>• Demonstrate a thorough understanding of current research and literature in the subject discipline, occupation or profession</li> <li>• Generate new knowledge and applications through conceptualising, designing and implementing a research project at the forefront of the subject discipline, occupation or profession.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate initiative and employ a wide range of advanced research skills and techniques applied to complex tasks in highly specialised contexts.</li> <li>• Demonstrate interpersonal communication skills in the context of consultation and dissemination of new findings to specialist and non-specialist audiences.</li> <li>• Conduct original research that is evaluated by independent experts against international standards</li> <li>• Articulate the results of research clearly, accurately and in a balanced and rational manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Operate in accordance with broad development or strategic plan and budget:               <ul style="list-style-type: none"> <li>- in a completely self-directed manner,</li> <li>- with full responsibility and accountability for all aspects of advanced research work and including management of resources and supervision of others.</li> </ul> </li> <li>• Demonstrate the ability to act with responsibility and full accountability in all aspects of work or research-based study.</li> </ul>

SNQF level	Qualification type	Level descriptors		
		Knowledge	Skills	Autonomy and responsibility
9	Master's Degree	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Conceive, write, critically analyse, discuss, compare specialised texts, propose new insights into the field of study and possibly generate new knowledge.</li> <li>• Understand limits of the knowledge and the necessity for further research and continuous development in the field of study.</li> <li>• Demonstrate a comprehensive understanding of current research and literature in the subject discipline, occupation or profession.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a measure of originality and mastery in the application of in-depth and specialised and/or broad knowledge.</li> <li>• Demonstrate interpersonal communication skills in the context of consultative and/or supervisory roles.</li> <li>• Use established techniques of research and enquiry, to internationally recognised standards, to create and interpret knowledge in the field of study.</li> <li>• Apply relevant concepts, principles and research techniques, including critical analysis and evaluation, to new issues and problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Operate in accordance with broad development or strategic plan and budget: <ul style="list-style-type: none"> <li>- in a self-directed manner</li> <li>- with responsibility and broad-ranging accountability for management of resources and supervision of others.</li> </ul> </li> <li>• Demonstrate the ability to work independently and/or lead teams to manage their own and group outcomes in various complex situations.</li> </ul>



SNQF level	Qualification type	Level descriptors		
		Knowledge	Skills	Autonomy and responsibility
8	<p><b>Bachelor's Degree Honours</b></p> <p><b>Post-Graduate Diploma</b></p> <p><b>Post-Graduate Certificate</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Evaluate critically the appropriateness of different problem-solving approaches, and where appropriate, propose a range of solutions.</li> <li>• Demonstrate an understanding of current research and literature in the subject discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out processes that:               <ul style="list-style-type: none"> <li>- require a mastery in the application of in-depth and specialised knowledge;</li> <li>- involve the development and adaptation of procedures to specific and professional contexts in the field of study; and</li> <li>- require the application and the consolidation of a wide range of skills applied to tasks in highly specialised contexts.</li> </ul> </li> <li>• Provide detailed responses to situations requiring analysis, synthesis and evaluation of heterogeneous data in contexts involving uncertainty.</li> <li>• Demonstrate interpersonal communication skills in the context of consultative and/or supervisory roles.</li> <li>• Apply highly advanced levels of understanding of the values and ethics of their discipline and promote these values to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Operate in accordance with broad development or strategic plan and budget:               <ul style="list-style-type: none"> <li>- within a context of broad autonomy, and</li> <li>- with responsibility and broad-ranging accountability for management of resources and supervision of others.</li> </ul> </li> </ul>

SNQF level	Qualification type	Level descriptors		
		Knowledge	Skills	Autonomy and responsibility
7	Bachelor's Degree	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and intellectual independence in the critical understanding of ideas, principles and concepts of the field of study and area of specialisation.</li> <li>• Analyse, synthesise and evaluate rigorously a wide range of information including consideration of areas of uncertainty.</li> <li>• Demonstrate general knowledge of the essential legal environment and relevant regulatory frameworks.</li> <li>• Demonstrate an awareness of current research and literature in the subject discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out processes that:               <ul style="list-style-type: none"> <li>- require self-directed application of knowledge with substantial depth in some areas;</li> <li>- involve the development and adaptation of standard procedures to specific contexts in the field of study; and</li> <li>- require the application of a range of technical and other skills to tasks in both varied and highly specific contexts.</li> </ul> </li> <li>• Provide appropriate responses to new situations requiring synthesis and evaluation of heterogeneous data in contexts involving aspects of uncertainty.</li> <li>• Demonstrate interpersonal communication skills in the context of supervisory and collaborative roles.</li> <li>• Apply advanced knowledge of the associated values and ethics and encourage the use of these in others.</li> </ul>	<ul style="list-style-type: none"> <li>• Involved in planning, resourcing and managing processes and guiding or supervising the work of others.</li> <li>• Function within a context of broad autonomy with complete accountability for determining, achieving and evaluating personal and/or group outcomes.</li> </ul>

SNQF level	Qualification type	Level descriptors		
		Knowledge	Skills	Autonomy and responsibility
6	<b>Advanced Diploma</b>  <b>Vocational Advanced Diploma</b>	<ul style="list-style-type: none"> <li>Analyse, reformat and evaluate a wide range of information.</li> <li>Provide adequate responses to unfamiliar situations requiring synthesis and consideration of heterogeneous data.</li> <li>Interpret highly technical information in a particular field of study.</li> <li>Demonstrate knowledge of the main research methods used in the subject discipline or occupation.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out processes that:               <ul style="list-style-type: none"> <li>require a command of highly specialised technical or academic and basic research skills across a particular branch of a field of study;</li> <li>involve the application of a full range of procedures in the branch of study;</li> <li>are employed in highly variable routine and non-routine contexts.</li> </ul> </li> <li>Demonstrate interpersonal communication skills in the context of professional consultation.</li> <li>Demonstrate significant understanding of the values and ethics associated with their occupation and/or study and introduce these to others.</li> </ul>	<ul style="list-style-type: none"> <li>Involved in planning, resourcing and managing processes within broad parameters and functions.</li> <li>Act with responsibility for determining, achieving, and evaluating personal and/or group outcomes.</li> </ul>

SNQF level	Qualification type	Level descriptors		
		Knowledge	Skills	Autonomy and responsibility
5	<b>Diploma</b>  <b>Vocational Diploma</b>	<ul style="list-style-type: none"> <li>• Employ a broad knowledge base with substantial depth in some areas.</li> <li>• Analyse and interpret a wide range of data and make informed judgements.</li> <li>• Determine appropriate methods and procedures in response to a range of concrete problems and with reference to some theoretical concepts.</li> <li>• Demonstrate basic knowledge of the essential legal environment and relevant regulatory frameworks.</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out processes that: <ul style="list-style-type: none"> <li>- require a wide range of specialised technical and/or academic skills;</li> <li>- involve a wide choice of standard and non-standard procedures;</li> <li>- are employed in a variety of routine and non-routine contexts.</li> </ul> </li> <li>• Demonstrate interpersonal communication skills to train or supervise.</li> <li>• Show a broad understanding of the values and ethics associated with their occupation and/ or study and display these to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Involved in activities with full responsibility for the nature, quantity and quality of outcomes, under broad guidance: <ul style="list-style-type: none"> <li>- with possible responsibility for the achievement of group outcomes,</li> <li>- with some responsibility for the supervision of others.</li> </ul> </li> </ul>

SNQF level	Qualification type	Level descriptors		
		Knowledge	Skills	Autonomy and responsibility
4	<b>Upper Secondary Certificate</b>	<ul style="list-style-type: none"> <li>Employ a broad range of factual and technical knowledge incorporating some theoretical concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out processes that:               <ul style="list-style-type: none"> <li>- cover a range of well-developed technical and/or academic skills;</li> <li>- involve a significant choice of procedures executed within a range of familiar contexts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Involved in directed activities, with some autonomy, under general supervision:               <ul style="list-style-type: none"> <li>- with some responsibility for the quantity and quality of output for self and others</li> <li>- with possible responsibility for supervising others.</li> </ul> </li> </ul>
	<b>Advanced Level Certificate</b>	<ul style="list-style-type: none"> <li>Understand working instructions and simple technical documents.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate interpersonal skills to communicate information, to convince or care for others.</li> </ul>	
	<b>Advanced Certificate</b>	<ul style="list-style-type: none"> <li>Use a range of known responses to solve familiar problems.</li> <li>Use information to construct a coherent argument.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate developed abstract thinking skills to solve complex problems.</li> </ul>	
	<b>Vocational Advanced Certificate</b>		<ul style="list-style-type: none"> <li>Apply a general understanding of the values and ethics required in a subject field or discipline and display these to others.</li> </ul>	
3	<b>Upper Subsidiary Secondary Certificate</b>	<ul style="list-style-type: none"> <li>Employ basic operational and technical knowledge.</li> <li>Apply procedures and/or techniques in response to precise instructions to obtain expected results.</li> </ul>	<ul style="list-style-type: none"> <li>Cover a range of specialised technical skills in a precise field of study.</li> <li>Involved repetitive and familiar procedures executed within closely defined parameters.</li> <li>Demonstrate abstract thinking skills to solve complicated problems.</li> </ul>	<ul style="list-style-type: none"> <li>Involved in directed activities under general supervision and quality control:               <ul style="list-style-type: none"> <li>- with some responsibility for the quantity and quality of their work,</li> <li>- with no responsibility for guiding others.</li> </ul> </li> </ul>
	<b>Certificate Vocational Certificate</b>	<ul style="list-style-type: none"> <li>Exchange factual information.</li> </ul>	<ul style="list-style-type: none"> <li>Apply basic understanding of the values and ethics in a subject field or discipline to carry out selected tasks.</li> </ul>	

SNQF level	Qualification type	Level descriptors		
		Knowledge	Skills	Autonomy and responsibility
2	General Secondary Certificate	<ul style="list-style-type: none"> <li>• Apply procedures and/or techniques related to language, mathematical, ICT, scientific, historical, socio-cultural and environmental domains.</li> </ul>	<ul style="list-style-type: none"> <li>• Deal with propositions which will be directly linked to a concern, topic or theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Involved in independent learning but will often require input or guidance from others to complete tasks.</li> </ul>
	Vocational Secondary Certificate	<ul style="list-style-type: none"> <li>• Demonstrate the ability to gain and apply a range of knowledge and skills at a detailed level.</li> <li>• Determine the proper methods and procedures to respond to a variety of problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate concrete thinking skills to solve simple problems.</li> <li>• Demonstrate general communication skills, which are familiar and routine, to inform, recall and express facts, ideas, views, opinions and feelings.</li> <li>• Apply a simple understanding of the values and ethics in carrying out basic tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Display qualities and transferable skills useful in situations requiring the exercise of some personal responsibility and judgement.</li> </ul>
1	Primary Certificate	<ul style="list-style-type: none"> <li>• Apply basic procedures and techniques related to language, mathematical, ICT, scientific, historical, socio-cultural and environmental domains.</li> <li>• Apply repetitive and other learning skills to instil sound elementary knowledge, attitudes and values.</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out processes at a concrete (hands-on) level based on familiar content and involving logical groupings.</li> <li>• Demonstrate basic communication skills to inform, recall and express facts, ideas, views, opinions and feelings.</li> <li>• Apply an elementary understanding of appropriate values and ethics.</li> </ul>	<ul style="list-style-type: none"> <li>• Involved in basic directed learning under continuous guidance with close supervision with limited responsibility and autonomy.</li> </ul>



The background of the slide is white and features a collection of blurred, colorful geometric shapes and letters. These include a red square, a blue square, a green square, and a yellow square, along with various letters in blue and green. The elements are out of focus, creating a soft, abstract pattern.

**Thank you!**

**Merci!**

**Obrigado!**