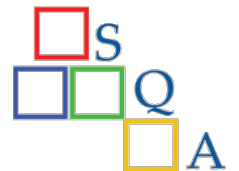


Session 6a

Transforming NQFs

The Maputo Conference
- December 2023



Recognising your Competencies



Overview of the Presentation

- About the Seychelles NQF
- Current structure of the Seychelles National Qualifications Framework (SNQF)
- The current Qualifications Map
- Achievements of Seychelles NQF
- Review of Seychelles NQF
- The process of transformation
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- Some recommendations with high priority
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- Emerging demands and priorities
- NQFs and digital & green transformation (our context)



About the Seychelles NQF

The National Qualifications Framework (NQF):

- is a comprehensive system for the development,, registration, publication, evaluation and articulation classification of quality-assured qualifications;
- establishes the regulations and principles that guide the development of qualifications, states the criteria to be met for qualifications to be recognized nationally, and defines the conditions for learners to be certified.



Current structure of the Seychelles NQF

- ❖ A **10 level** framework. The lowest qualification type on the framework is the Primary Qualification and the highest the Doctoral and Post Doctoral Qualifications.

- ❖ **The Qualifications Map** is the most visible part of the NQF. It shows its architecture in terms of the number of levels on the framework, the qualification types, the pathways to qualifications, the notional hours, and the level descriptors adopted for the qualifications on the map.

- ❖ **Notional Hours**
 - Direct contact time and non-contact time
 - 1 Credit = 10 Notional Hours

The current Qualifications Map

NQF Level	Seychelles NQF Qualifications 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) / Advanced certificate	2400
3	Certificate	1200
2	Secondary Certificate (IGCSE)	
1	Primary certificate	



Achievements of SNQF

- Standards Setting
- Recognition of Prior Learning (RPL)
- Recognition/Evaluation of foreign qualifications
- Programme Accreditation
- Institutional Accreditation
- School Inspection (as of 2019)
- Policies, manual, frameworks developed
- NQF regulations in the final stage of review
- Alignment with SADCQF
- Seychelles ratified the Addis Convention which impacts on the NQF



Review of Seychelles NQF

Why?

- ❑ The current Seychelles NQF exists since 2008, it is now a 15 year old senior
- ❑ It needs to be modernized to become more attuned to today's realities.
- ❑ To address weaknesses observed during the implementation of the NQF



The process of transformation

- Partnership with  from June to now
- Organisation of stakeholder meetings, interviews, workshops to gather data from September to November
- Receipt of the first draft of the framework document and review report mid-November
- National validation workshop 28th November
- Intensive working sessions with JET Education Services and SQA staff 27th to 29th November
- Work continues behind the scenes until late December



Some observations from the review process

STRENGTHS

- ❑ There is good alignment and referencing of the SNQF
- ❑ SQA has competent, dedicated and hardworking staff
- ❑ SQA is doing more with less



Some observations from the review process *cont.*

CHALLENGES

- ❑ SQA needs to improve advocacy and communication with its stakeholders
- ❑ Education and training providers need to be better aware of the importance RPL and integrate it into their work.
- ❑ SQA needs to use technology more
- ❑ Legal and policy foundations not accessible enough



Some recommendations with high priority

□ Pay urgent attention to the development of an NQF MIS

“The fact that the SNQF MIS remains incomplete and largely Excel-based is a serious concern after 15 years of development. This weakness will restrict the benefits and realisation of the objectives of the SNQF, more so in regional, continental, and international contexts where data exchange is becoming increasingly important.”

Two choices have been suggested to the SQA:



Some recommendations with high priority *cont.*

Option	1. Invest in a modern MIS that is part of the national process in the Seychelles	2. Benefit from the ACQF QCP process that will commence in early 2024
Benefits	A home-grown solution is always a good option as it allows for maximum integration with other national systems	<p>The basic data infrastructure will be developed through a continental process that will require no direct financial investment from the SQA</p> <p>Modern design principles and data privacy standards will be part of the process</p> <p>Maximum continental alignment will be ensured</p>
Risks	This will be more costly, and the SNQF will be exposed to the same risks as the national system	<p>The design may not fit well with other national systems in the Seychelles</p> <p>It is not clear where ownership of the system will reside</p>



Some recommendations with high priority *cont.*

❑ ***Consider an organisational design review process for the SQA***

- ❖ “- An organisation design (OD) review process conducted by an independent expert, [...] sanctioned by the Ministry of Education [...] owned by both the SQA and the Ministry of Education. [...] the Ministry of Finance should be involved to ensure that the cost implications are understood.
- ❖ - Basic benchmarking can be done with countries such as Mauritius, Jamaica, Barbados and Cape Verde to get more insights on how full-scale services can be offered with limited human resource capacity. “



Some recommendations with high priority *cont.*

❑ ***Update the SNQF qualifications Map***

“The following main concerns were raised:

- ❖ -Incongruence of the use of notional hours between the academic and vocational tracks.
- ❖ - The national primary and senior certificates have not been validated by the SQA, while the IGCSE is.
- ❖ - A new emphasis being placed on micro credentials.”
- ❖ - ‘Lack of clarity where exactly the TVET qualifications fall. They do not seem to have a proper place’. “



Some recommendations with high priority *cont.*

A suggested new map (still very much a work in progress)

NQF Level	Minimum credits	Qualification type	
10	360	Doctoral Degree	
9	160	Master's Degree	
8	120	Bachelor's Degree Honours	
	120	Post-Graduate Diploma	
	120	Post-Graduate Certificate	
7	360	Bachelor's Degree	
6	120	Advanced Diploma	Vocational Advanced Diploma
5	360	Diploma	Vocational Diploma
4	240	Upper Secondary Certificate Advanced Level Certificate Advanced Certificate	Vocational Advanced Certificate
3	120	Upper Subsidiary Secondary Certificate Certificate	Vocational Certificate
2	NA	General Secondary Certificate	Vocational Secondary Certificate
1	NA	Primary Certificate	



Some recommendations with high priority *cont.*

□ ***Strengthen advocacy of the SNQF and stakeholder engagement***

“[...] The SQA is encouraged to use the new SNQF Framework document as part of a medium-term campaign to raise awareness of what the SNQF is about. A differentiated target group-based approach is proposed based on the “MIB” model that consists of policy makers, policy implementers and policy beneficiaries.



Some recommendations with high priority *cont.*

□ *Continue with the referencing of the SNQF*

“The Seychelles NQF has been referenced to the SADCQF, and plans are underway to reference the SNQF to the ACQF meta framework.

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



Lessons learnt

- ❖ Periodic monitoring and evaluation of the NQF during implementation and monitoring and evaluation reports are necessary
- ❖ Plan on how to ensure involvement of all key stakeholders
- ❖ Publicity/visibility for the review
- ❖ Who will be involved in the review? (all/some staff, board members, management?)
- ❖ How will it be done? (if outsourced the consultant/partner will guide you)
- ❖ How will it be funded? (public funds, grant?)
- ❖ What should the end-product look like?
- ❖ Who are you addressing when writing the final documents?



Emerging demands and priorities

- ❖ Micro-credentials
- ❖ Emphasis on vocational education
- ❖ Decentralisation of curriculum development for general education
- ❖ Increased influx of foreign workers



NQFs and digital and green transformation

Our context

- ❖ ICT is an Essential Unit Standard in standards development since 2008 - all qualifications must have an ICT component.
- ❖ Many ICT and green skills/knowledge are transferred through short courses/on the job training etc. so,

SQA is considering micro-credentials (MCs) seriously especially to encourage life-long learning. We will soon start setting up a Credit Accumulation & Transfer system; it will help with MCs
- ❖ MCs will bridge gaps for people with older qualifications that did not have digital or green elements during their studies
- ❖ We already register part qualifications (somewhat synonymous with MCs) on our NQF

Thank you!

Merci!

Obrigado!

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