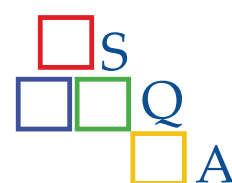**Government of Seychelles**

Seychelles National Qualifications Framework

Seychelles Qualifications Authority

S Q A
Recognising your Competencies

Revised May 2024

Contents

List of Figures and Tables

Acknowledgements

After months of concentrated effort from key partners, the revised Seychelles National Qualifications Framework is finally complete. This document owes its renewed appearance to a number of dedicated individuals who were kind enough to dedicate their time, energy and wisdom to its fulfilment.

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Lastly, it would be remiss to overlook sending a special thank you to the staff of the SQA, especially the Technical Committee, for their relentless support during this important project.

Abbreviations and acronyms

ACQF   African Continental Qualifications Framework[1]

NQF   National Qualifications Framework

SADC   Southern African Development Community

SNQF   Seychelles National Qualifications Framework

SQA   Seychelles Qualifications Authority[2]

TVET   Technical and Vocational Education and Training

UniSey   University of the Seychelles[3]

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1   https://acqf.africa/
2   https://www.sqa.sc/
3   https://unisey.ac.sc/

SECTION 1
OVERVIEW

1.1 Introduction

A National Qualifications Framework (NQF) is a system which describes the types of qualifications, their levels and their standards within the education and training system of a country.

The Seychelles NQF (SNQF) was established in 2008 through the SNQF Regulations, and came into operation on the 1 January 2009. The SNQF formalised the requirement for both public and private education and training providers throughout the country to deliver quality-assured, nationally recognised, consistent standards and qualifications.

The SNQF was reviewed in 2024 with the aim of modernising and simplifying the framework in line with international trends.

This document provides an overview of the main elements of the SNQF. The purpose of this document is:

- To provide a broad overview of the SNQF in an accessible format;
- To guide the users of the SNQF (including learners, education and training providers, employers, professional centres, ministries, and international counterparts) on how to use the SNQF;
- To highlight the improvements made in 2024 as part of the modernisation of the NQF.

1.2 The international context

Since the early 1990s, various governments across the world have embarked on ambitious and far-reaching attempts to reform their education and training systems, with the intention of making education and training more relevant for the labour market. In many such cases, NQFs have been the principal instruments used to facilitate the transformation processes of these systems.

The first NQF was established in New Zealand a decade and a half ago, and from there the concept spread to other countries like Australia, Scotland, Singapore, South Africa, Brazil, Namibia and Mauritius, to name but a few. At present, more than 150 countries across the world have some form of an NQF in place.

Progress has also been made with regional qualifications frameworks, such as in the Southern African Development Community (SADC), of which the Seychelles is a member state. Other SADC member states are also involved in the development and implementation of their own NQFs.

On the continental level, the African Continental Qualifications Framework (ACQF)[4] has made considerable progress since 2018. The Seychelles is an active member of the ACQF programme.

Important international trends include:

- 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.

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4   https://acqf.africa/

1.3 Modernising the SNQF

In the budget address of 2004, the President of the Seychelles underlined the commitment of the Government to establish a national qualifications agency, and stated that work would be done over the coming year to establish the groundwork for such an entity.

Accordingly, in 2005, the Ministry of Education and Youth assigned a team of education specialists to the task of preparing the legislation and drawing up a proposal pertaining to the nature of the qualifications authority that would be set up. Human resource capacity for the task was built partly through the investment of the Government of Seychelles from 1999 and with assistance of the Canadian government, which subsidised study visits and consultancies, from 2004.

As mentioned earlier, the SNQF came into operation on the 1 January 2009. In line with international best practices, the SNQF was reviewed and updated in 2024.

The changes include:

- Simplifying the terminology used by the SNQF and making this more accessible to the wider public;
- Modernising the SNQF by introducing more flexibility for part-qualifications, including micro-credentials;
- Refining the list of qualification types on the SNQF, using those that are well known to the public, with clear progression routes between general education, technical and vocational education and training (TVET) and higher education;
- Making a distinction between national and international examinations for the secondary certificate level;

- Recognising the wide range of international, regional and continental developments that affect the SNQF;
- Adopting a proactive stance towards digital developments, including a modernised national information management system for all information relating to the SNQF.

1.4 Governance of the SNQF

The Seychelles Qualifications Authority (SQA) was established by the Seychelles Qualifications Authority Act, 2005 to develop, implement and maintain the Seychelles NQF.

The mandate of the SQA is to develop, implement and maintain the SNQF and to provide for quality assurance of the education and training system nationally. In essence, the work of the SQA cuts across all levels, types and forms of education and training in the country.

In November 2021, a new Seychelles Qualifications Authority Act was assented to by the President of the Republic of Seychelles, and it is this new act that has been a primary consideration in the development of the SQA's five-year Strategic Plan (2022-2026).

Aside from the Seychelles Qualifications Authority Act and NQF Regulations, several policies and legal frameworks affect the operations of the SQA. These include the Constitution of Seychelles, the Education Act, 2004 and the Education (Amendment) Act, 2017, and the Tertiary Education (Amendment) Act, 2022. This strategic plan will operate within the current policy and legal framework for education and training in Seychelles.

SECTION 2
ELEMENTS OF THE SNQF

2.1 The 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.

2.2 Objectives and aims of the SNQF

The SNQF establishes the regulations and principles that guide the development of qualifications. It 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 objectives of the SNQF are to provide:

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

The SNQF 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.

2.3 Definitions

Organised alphabetically in the list below, are the key definitions used by the SNQF.
The full list of all the definitions can be found in the SNQF Regulations.

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 SQA as meeting and conforming to appropriate standards of quality set by the SQA
Appeal	the formal petitioning by an appellant to the Appeals Committee against a decision taken by the Authority
Assessment criteria	the standards used to guide learning and assess learner achievement and/or to evaluate and certify competence
Authority	the Seychelles Qualifications Authority
Awarding body or institution	the body authorised to issue qualifications in the country of origin
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 pitched at a particular level of the SNQF or is equivalent to a particular qualification on the SNQF
Competence	the knowledge, skills, attitudes and personal attributes combined with the underlying understanding needed 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 based on an overall clear aim, specific learning outcomes, content and assessment procedures
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
Credit accumulation	the process of acquiring credits for learning towards a qualification or 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
Domains of Learning	the SNQF categorises learning across three domains, namely (1) knowledge, (2) autonomy and responsibility and (3) skills
Enrolled learner	a learner who has enrolled in a programme or a course of education and training and is registered as such by a provider
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 SNQF
Foreign qualification	a qualification that either 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 general accepted practice or meets other specific criteria as determined and published by the Authority
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 the provider meets or exceeds established standards for educational quality set by the Authority
International comparability	an analysis of how a qualification compares with and relates to similar international qualifications, best practices and standards
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 change to knowledge, autonomy and responsibility, and skills.
Level	one of 10 levels of learning achievement arranged in ascending order according to which the SNQF is organised and to which qualification types are linked
Level descriptors	statements used to describe a hierarchy of learning outcomes in terms of knowledge, autonomy and responsibility, and skills
Micro-credential	a record of focused 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 or recognised provider
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, including a course, unit standard and a micro-credential
Programme	a planned combination of a coherent set of courses designed to meet the requirements of a qualification
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
Provider	an entity that intends to offer or is offering education and training in Seychelles, whether public or private, and is registered as such by the ministry responsible for education or the Seychelles Qualifications Authority
Provisional certificate	an interim certificate of evaluation or accreditation valid for a specified and limited period
Qualification	a registered national qualification
Qualification type	the specified nomenclatures for qualifications at particular levels set under the SNQF
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
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
Referencing	a process that establishes a relationship between the levels of the SNQF and the levels on another qualifications framework
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
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

2.4 SNQF qualifications map

The SQA has adopted a 10-level qualifications map. The lowest qualification type on the map is the Primary Certificate and the highest the Doctoral Degree.

The qualifications map builds on a hierarchy of competencies, with each level of qualification becoming increasingly more demanding and complex as progress is made up the pathway of the map. This hierarchy of competencies is best seen in the level descriptors.

The minimum number of credits assigned to each qualification type is included in the qualifications map. Qualifications may have up to 15% more credits than the minimum credit value.

On Levels 2, 3 and 4, both vocationally oriented and general education qualifications are found.

The qualifications map is presented below.

Figure 1: 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

2.5 Qualification types on the SNQF

The SNQF, by definition, is primarily concerned with qualifications and part-qualifications.

A qualification forms the basis for a programme. A programme is developed by an education and training provider or employer and is designed to meet the requirements of a qualification. A programme is not registered on the SNQF, but is subject to the accreditation processes conducted by the Authority.

The SNQF has 20 qualification types, as outlined on the qualifications map. These types are:

1. Doctoral Degree
2. Master's Degree
3. Bachelor's Degree Honours
4. Post-Graduate Diploma
5. Post-Graduate Certificate
6. Bachelor's Degree
7. TVET Advanced Diploma
8. TVET Diploma
9. Advanced Diploma
10. Diploma
11. Upper Secondary Certificate
12. Advanced Level Certificate
13. Advanced Certificate
14. Vocational Advanced Certificate
15. Upper Subsidiary Secondary Certificate
16. Certificate
17. Vocational Certificate
18. General Secondary Certificate
19. Vocational Secondary Certificate
20. Primary Certificate

The following logic underlies the SNQF approach to qualification types:

•   A qualification type can be made up of part-qualifications including a course, unit standard or a micro-credential.

•   Part-qualifications may be registered separately on the SNQF following the guidelines set by the SQA. The parent qualification that the part-qualification is part of must be indicated where this exists.

In line with modernising the SNQF, education and training providers and employers are encouraged to collaborate with the SQA on the development of a new set of guidelines that will facilitate the inclusion of micro-credentials on the SNQF.

2.6 Domains of the SNQF

The SNQF is structured according to three domains:

- Knowledge
- Autonomy and responsibility
- Skills

It is expected that a qualification and/or a part-qualification contains learning outcomes from each of the three domains.

While the weighting of the domains may vary 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. In addition, they should have between a 20-80% and a 40-60% split between theory and practice components.

2.7 SNQF level descriptors

SNQF levels are defined by the SNQF level descriptors (Table 1). 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.

Table 1: Table of SNQF level descriptors

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.

2.8 Quality assurance

The Authority exercises its mandate for quality assurance by setting standards with the participation of industry, education and training institutions, professional bodies and other relevant stakeholders.

In order to ensure that the required standards as determined by the Authority are maintained and enhanced, the Authority develops and implements policies and guidelines for:

• Registration of qualifications and part-qualifications on the SNQF;
• Institutional accreditation of education and training providers;
• Accreditation of programmes offered by providers.
• Registration of private providers

2.9 Credit system

The volume of learning required by qualifications and part-qualifications registered on the SNQF is quantified as the number of notional study hours required for achieving the learning outcomes specified for the qualification or part-qualification, whereby one credit is equated to 10 notional hours of learning.

The minimum credit value is prescribed according to each qualification type as summarised on the qualifications map.

Qualification types on Levels 1 and 2 of the SNQF are not allocated credits due to the nature of the curriculum, which is historically structured more progressively over multiple years to accommodate young learners.

Credits are accumulated towards completing a qualification or part-qualification.

Credits obtained can be transferred to another qualification or part-qualification offered by the same or another accredited education and training provider. Such a transfer is subject to the policies and guidelines of the SNQF.

2.10 Recognition of prior learning

The prior knowledge and skills acquired through informal, non-formal and formal learning can be recognised within the SNQF through an agreed process. This involves the assessment of acquired knowledge, skills and competencies based on a portfolio of evidence provided to the SQA.

The Recognition of Prior Learning (RPL) process is conducted against the learning outcomes and assessment criteria contained in a selected qualification or part-qualification.

The completion of an RPL process may lead to the award of a qualification or part-qualification, which in turn may lead to:

✓	Admission to further studies; or
✓	Confirmation in a post; or
✓	Job promotion; or
✓	Salary enhancement; or
✓	Personal development; or
✓	Change in career path.

2.11 Credit accumulation and transfer

The SNQF facilitates Credit Accumulation and Transfer (CAT), which means a learner may be able to transfer some or all of the SNQF credits they have achieved for one or more programmes offered by a qualification-awarding tertiary education and training provider for recognition towards a qualification to be awarded by the same or a different provider. The tertiary education and training provider receiving the learner must be satisfied that the SNQF credit the learner wishes to transfer into the new qualification has appropriate content and is at an appropriate SNQF level.

2.12 Referencing of the SNQF

Referencing is a process that establishes a relationship between the levels of national qualifications frameworks in different countries or regions. The referencing process is overseen by the authorities responsible for the SNQF in cooperation with stakeholders responsible for developing and using qualifications. Referencing is also referred to as alignment in some contexts.

The SNQF was referenced against the SADC Regional Qualifications Framework in 2018. A process is currently underway to reference the SNQF against the ACQF. Other country-to-country referencing processes will also be explored.

All SNQF stakeholders stand to gain from the referencing processes as referencing enhances the comparability of qualifications obtained in the Seychelles with those in the referencing country, region or continent.

> **NOTES TO THE SNQF ACCESS, MOBILITY AND PROGRESSION CHART (SEE PAGE 18)**
>
> 1. All qualifications under the General Education sub-sector provide access/pathways into the TVET sub-sector, except into TVET advanced Diploma
>
> 2. All qualifications under the TVET sub-sector provide direct access/pathways into the Tertiary/Higher Education sub-sector, with the exception of Vocational Secondary Certificate and Vocational Certificate.
>
> 3. A holder of a Vocational Certificate can access/articulate into the Advanced Level Certificate and vice versa.
>
> 4. The entry qualifications for the Ordinary Bachelor's Degree are Upper Secondary Certificate, Advanced Level Certificate or Advanced Certificate (under the General Education sub-sector), TVET Diploma or TVET Advanced Diploma (under the TVET sub-sector), and Diploma or Advanced Diploma (under the Tertiary/Higher Education sub-sector).
>
> 5. A holder of an Ordinary Bachelor's Degree, Advanced Diploma or Diploma under the Tertiary/Higher Education sub-sector can access or articulate into any qualification under the TVET sub-sector, with the exception of the Vocational Secondary Certificate.
>
> 6. The entry qualifications for the Master's Degree are Ordinary Bachelor's Degree, Bachelor's Degree Honours, Post-Graduate Diploma, and Post-Graduate Certificate.
>
> 7. Micro-credentials can be offered, awarded or recognised at any level of the SNQF. Awarding bodies shall indicate the SNQF level and credits on the qualification/certificate and/or transcript.

Figure 2: Access, mobility and progression pathways

THE SEYCHELLES NATIONAL QUALIFICATIONS FRAMEWORK (SNQF) ACCESS, MOBILITY AND PROGRESSION CHART
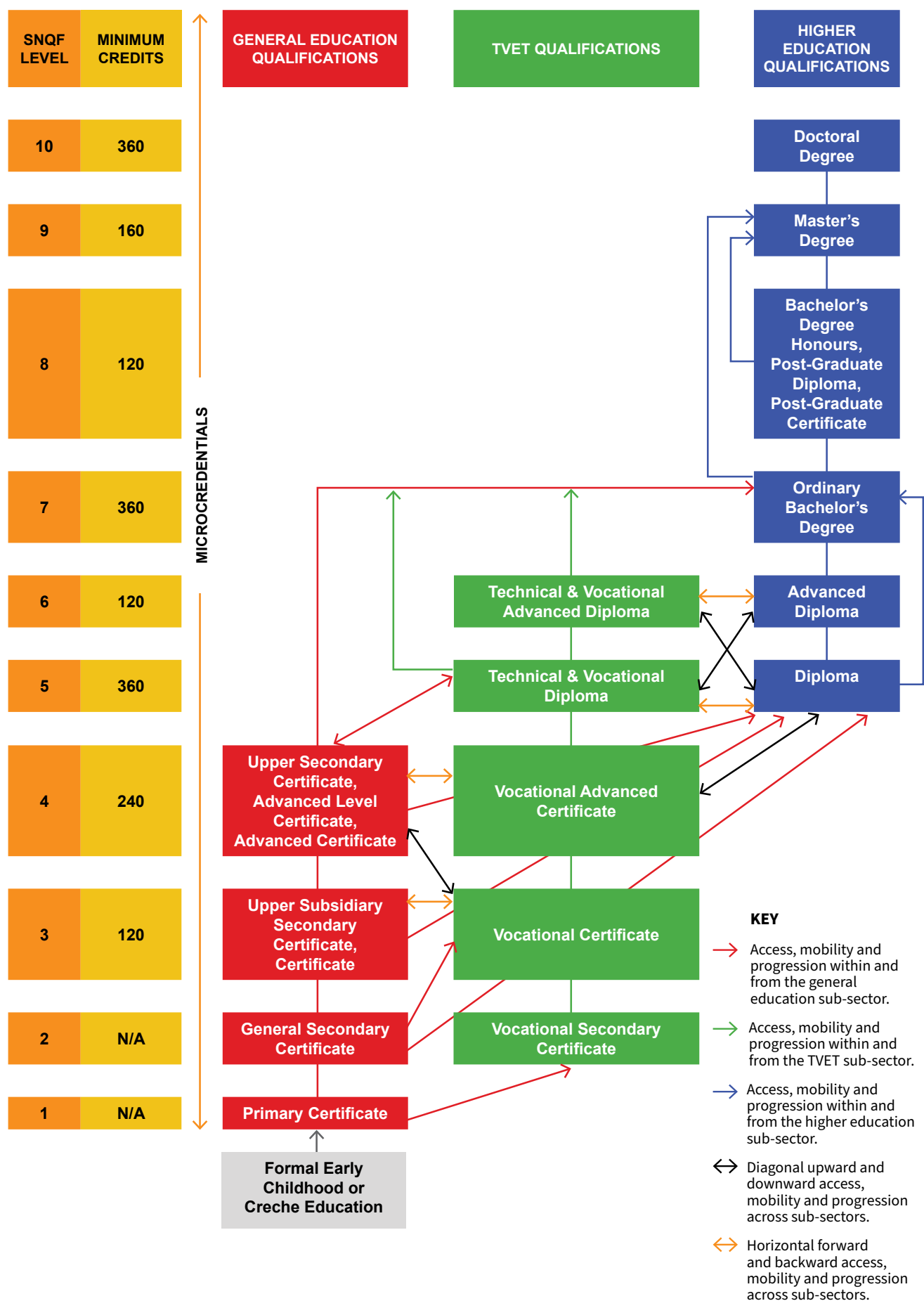
SECTION 3
IMPLICATIONS OF THE SNQF

3.1 Implications for citizens

The SNQF:

- Is designed to give credibility and value to qualifications achieved by citizens in the Seychelles;

- Provides an internationally accepted mechanism to determine the equivalence of qualifications that have been achieved abroad within the Seychelles.

3.2 Implications for learners

The SNQF:

- Assists learners who obtained their qualifications outside of the Seychelles to determine the status of such qualifications, and how they fit into the local country context;

- Protects learners by establishing a clear pathway for learner progression in the Seychelles;

- Ensures that recognised qualifications are accepted in the Seychelles for accessing work and further studies.

3.3 Implications for education and training providers

The SNQF:

- Clarifies the nature and levels of qualifications that are on offer;

- Provides guidance to education and training providers for the development of programmes and courses by means of the SNQF level descriptors and the notional hours specified as well as other attendant regulations. These criteria are used to validate the programmes and courses developed;

- Requires providers to subject a programme being offered to accreditation. Providers must ensure that the necessary resources and expertise to deliver the programme leading to a qualification are in place, which is critical for the process of accreditation of the provider to deliver the programme leading to the qualification.

3.4 Implications for policymakers

The SNQF provides:

- Policy certainty concerning qualifications and education and training in the Seychelles;

- A regional qualifications structure that is understood and accepted by other countries;

- A benchmark against which salaries and schemes of service can be rationalised and aligned with a national system in which the value of a qualification is unequivocal.

3.5 Implications for employers

The SNQF shows at a glance:

- The qualifications and their various levels and the value of each qualification;

- What employees need to attain to achieve certain levels of education and training, providing a useful tool for employers to use when developing their schemes of service.

3.6 Implications for professional organisations

The SNQF:

- Provides professional organisations with a guide for developing qualifications in their particular areas.

- Opens an opportunity for professional organisations to play a meaningful role by working with the SQA to develop professional competencies for their particular professions.

Seychelles Qualifications Authority
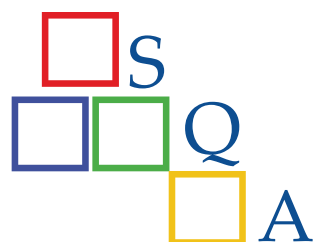P.O. Box 1017
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Recognising your Competencies