

SEYCHELLES QUALIFICATIONS AUTHORITY

Programme Validation: Guide for Providers

Version 1

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Recognising your Competencies

SQA Programme Validation Guide for Providers, Version 1

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Glossary of acronyms and abbreviations

MoE	Ministry of Education
MoU	Memorandum of Understanding
NQF	National Qualifications Framework
ODL	Open and Distance Learning
QA	Quality Assurance
SQA	Seychelles Qualifications Authority
TEC	Tertiary Education Commission
WBE	Work-Based Experience

Glossary of key terms

Course	<p>A self-contained teaching/learning component of a programme that is integral to that programme. It represents a discrete part of the learning to be achieved and is based on an overall clear aim, specific learning outcomes, content and assessment procedures.</p> <p>A core course is a compulsory component for progression to the next level and for achievement of the qualification</p> <p>An optional course is a component to be selected from limited number of specified alternatives</p> <p><i>e.g. at level 6 learners are required to successfully complete the six core courses plus two of the following three optional courses</i></p> <p>An elective course is a course to be selected from an unlimited choice of any course at the appropriate level (usually level 6 and above) and with the required credit value</p>
Credit	<p>Measure of volume of learning. According to the SQA regulations 1 credit point is equivalent to 10 notional hours</p> <p>A credit is a set of individual learning outcomes which have been assessed and which can be accumulated towards a qualification or transferred to their learning programmes or qualifications.</p>
Credit transfer	<p>Means through which learners are able to be recognised credits achieved in one unit in a specific course or context validated by governing bodies such as SQA and professional bodies if in force, for another unit from another course or context in order to be awarded a qualification. The credits can be transferred integrally from one unit, or accumulated from different units and then transferred to one unit depending on the rules constraints and on the nature of the different components.</p>
Learner	<p>A person who is acquiring or has acquired competencies</p>
National Qualifications Framework	<p>Framework for the development, recognition and award of qualifications based on standards of competency to be acquired by learners</p>
Programme	<p>The process by which learners acquire competencies and includes</p>

			courses of study or instruction, apprenticeships, training and employment
Programme validation			Assessment of a programme of education or training with regard to its suitability for the attainment of competencies by learners
Qualification			<p>Formal recognition of a learner's achievement of the required number and range of credits or other requirements at a specified level of the qualifications framework;</p> <p>Embedded refers to a qualification at a lower level or the same level which is included in the programme structure of another qualification</p> <p>An exit qualification Lower level qualification which may be achieved by learners exiting the programme prior to completion of the requirements of the higher level qualification <i>e.g. learners exit from a three year diploma programme after one year with a certificate qualification</i></p>
Recognition of Learning	of	Prior	To recognize and validate competencies obtained inside and outside the formal education and training systems, for purposes of certification. It is a process whereby prior learning acquired formally, non-formally and informally is assessed against standards, and is given recognition.

1. INTRODUCTION

For all stakeholders involved in the process, evaluators, providers, learners and the public in general, it is important to understand the scope and the purpose of the programme validation exercise.

Programme Validation is an approval process which is designed to make sure that qualifications offered in Seychelles are aligned with the requirements of the Seychelles Qualifications Framework, and that programmes of learning leading to the award of such qualification have been through a rigorous development process and are fully documented.

Documentation of programmes should include all the information that would be required by new teaching staff of the programme (e.g. over-arching aims, intended outcomes and rules and regulations of the programme as well as module/course descriptors including learning outcomes and assessments); by technical staff (e.g. resources and technical support required for each module/course); and information that would be included in a handbook for students enrolled in the programme (e.g. structure of the programme, required text books, rules for progression, other academic regulations and support services for students). The validation criteria are applicable regardless of delivery mode.

1.1. Communication of the Process

The first element that will be used in communicating this process will be a meeting/presentation with providers to articulate the main elements of the programme validation.

Various other forms of communication such as adverts, emails and letters to providers will also be used. Information on the programme validation process is also available on the SQA website www.sqa.sc which is regularly updated.

1.2. Self-evaluation and Submission of Templates by Providers

In this Guide for Providers, the template to be submitted for each qualification is given and explained, as well as the format used for validation which contains criteria and achievement indicators. Relevant explanations and examples of good practices are also provided to assist in this exercise. The template for submission of qualifications and units is presented at **Annex 1**.

Each qualification needs to be submitted using a fresh template.

1.2.1 Submission of the application

Validation applications should be submitted for:

What	When
New programmes	At least six months before the programme is to be offered.
Substantially changed	At least six months before the revised programme is to

programmes (see Annex 2 for the definition of major and minor changes)	be offered.
Programmes which are nearing the end of the validation period	At least four months before the current validation expires

1.2.2 Processing of the application

The programme validation process is an evaluation of the application against those criteria of the SQA evaluation framework which are relevant for programme validation. Processing the application generally takes 4-6 weeks by the Validation Sub-Committee.

1.2.3 Validation results sheet

The results sheet includes comments against each criterion. Where the criterion is met, this is noted. Where the criterion is not met, detailed feedback is provided.

The results sheet is submitted to the Quality Assurance (QA) Committee, which makes the final decision regarding the outcome to the SQA Board. Validation status is awarded by the SQA Board. The final report, including the final outcome is sent to the institution, Tertiary Education Commission (TEC) and relevant ministry departments.

1.2.4 Outcome of validation

There are three possible outcomes. These are stated in the table below which shows the characteristics of each outcome:

Programme Validation decision making	Not validated	Provisionally validated	Validated
	<ul style="list-style-type: none"> • Many of the criteria are not met And/or <ul style="list-style-type: none"> • The qualification does not meet the requirements of the NQF And/or <ul style="list-style-type: none"> • The design of the programme is essentially flawed • Programme documentation is piecemeal, with major omissions 	<ul style="list-style-type: none"> • Most of the criteria are clearly met • The qualification meets the requirements of the NQF • Only minor changes are required to meet validation requirements 	<ul style="list-style-type: none"> • All the criteria are met • The qualification meets the requirements of the NQF • Programme documentation is clear and coherent

If the programme is **validated** the institution will need to re-apply for validation in 3-5 years. The duration of validation depends on how dynamic the field of learning is. Where technology changes at a fast pace or employers' needs are changing rapidly, validation will be for a maximum of 3 years.

Qualifications awarded on successful completion of validated programmes are registered on the Seychelles Qualifications Framework.

If the programme is **provisionally validated** the institution will be required to resubmit the application with the required changes within a timeframe agreed by the QA Committee. Timeframe will depend on the extent of work dictated by recommendations for changes to the resubmission. If no resubmission occurs within the given time frame the status of the programme will be changed to 'Not validated'.

Institutions are required to take heed of detailed feedback provided in the validation results sheet, and revise the design of the programme or rewrite the documentation as required. Where programmes have not been validated institutions may apply again when they are ready. Action planning time frames for non-validated programmes will reflect the perceived importance of the programme to the national interest and the need to address problematic areas with urgency.

1.3 Support for 'provisionally validated' and 'not validated' programmes

Where a programme is provisionally validated the institution may seek the support of the Validation Sub-committee to make the required minor changes.

Where a programme is not validated, and the institution feels that it needs support to write a successful application, it may contact the Chief Executive Officer SQA and ask to be assigned expert assistance. In order to avoid conflict of interest, such assistance will not include a member of the Validation Sub-committee.

1.4 Validation of short courses

Courses which have a credit value below 120 credits do not meet the requirements for a qualification on the Seychelles Qualifications Framework. Although short courses do not have the depth and breadth required for the achievement of a qualification, they are nevertheless valuable for the development and assessment of useful and employable skills. Where learners are assessed and demonstrate the attainment of skills their achievement should be recognised through the award of a meaningful credential.

Therefore short courses of more than thirty hours duration (three credits) should be submitted for validation. Courses of less than thirty hours duration (three credits) cannot be validated.

When all the assessment criteria of a validated short course are met, learners who have achieved the learning outcomes of the short course can be awarded a **Statement of Attainment for the Course in *Topic***.

Only registered providers may apply for validation of short courses. Validation of short courses is guided by the same process and criteria as validation of programmes leading to the award of qualifications. Not all criteria relevant to the qualification requirements of the qualifications framework will be applicable, but the course will be required to be aligned to a level of the framework and assigned a credit value.

1.5 Recognition and Validation of International Qualifications

1.5.1 International qualifications offered by providers who are not physically based in Seychelles

The programmes and qualifications of providers who are not based in Seychelles and which are not already approved and accredited by a recognised National Qualifications Authority or equivalent recognised body in another country cannot be recognised by SQA.

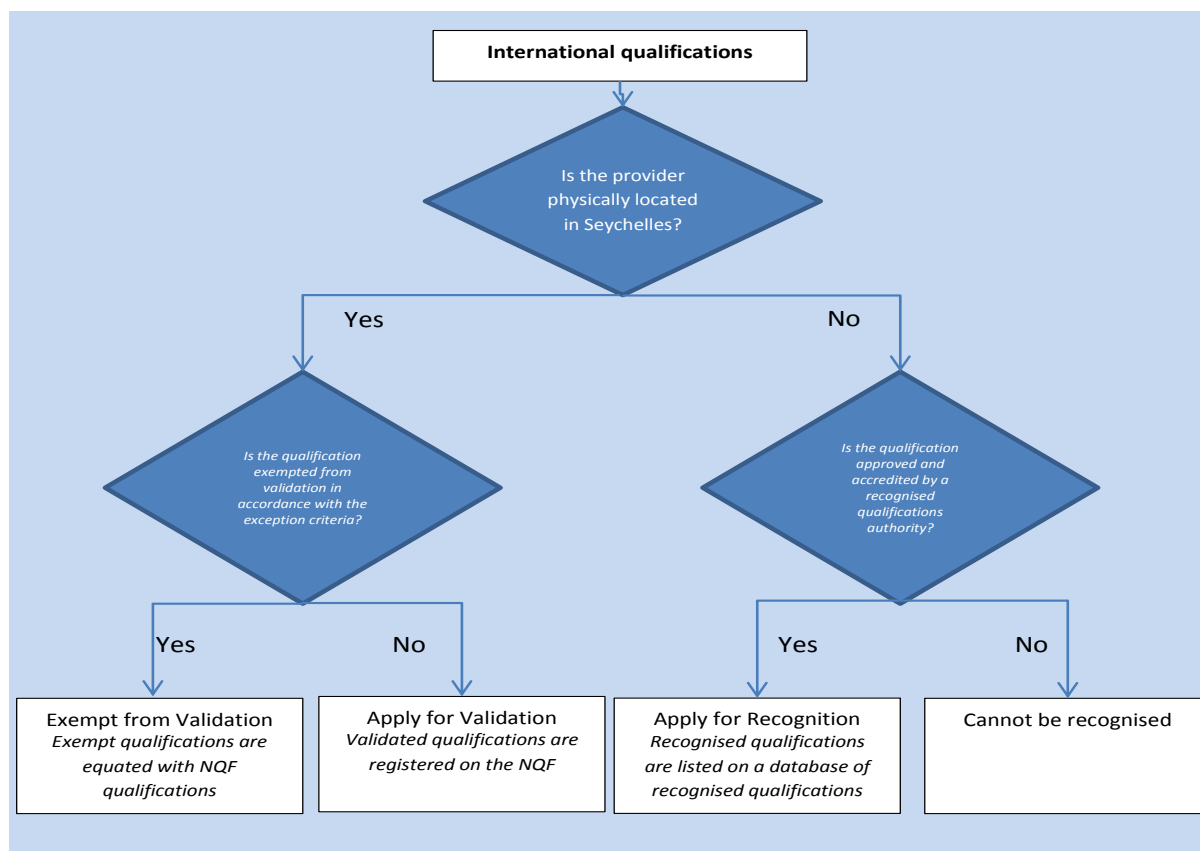
Programmes and qualifications which are already approved and accredited by a recognised national Qualifications Authority or equivalent recognised body in another country may be recognised. The comparability of such qualifications to qualifications of the NQF is established and they may be offered to learners in Seychelles. Such programmes and qualifications may include open and distance learning (ODL) programmes offered by reputable providers in countries with strong national quality assurance systems.

1.5.2 International qualifications offered by providers who are physically based in Seychelles

Generally international programmes and qualifications offered by providers who are based in Seychelles will be subject to the same validation process and criteria as local qualifications. However there may be exemptions, at the discretion of the SQA Board, in any of the following cases:

- The qualification is already approved and accredited by a recognised national Qualifications Authority or recognised professional accreditation body in its country of origin
- There is high confidence in the level of the qualification and its comparability with similar qualifications internationally
- The qualification is subject to on-going quality assurance processes by the regulatory body in the country of origin, which are deemed sufficiently rigorous (based on scope and frequency of interventions, on site investigations and local contextualisation) by the SQA Board
- There is an MoU between the foreign awarding body and local counterpart which is explicitly supported by the Government of Seychelles and officially recognised by SQA

Figure 1 shows the approach to various international qualification scenarios.



2. VALIDATION PROCEDURES

The validation of qualifications shall be carried out with reference to the level descriptors established for each level of qualification, the number of notional hours and the capacity of the institution to deliver the training. In other words, this is mainly a process of programme validation.

In the next section, each element of the Application for Programme Validation is presented with guidelines to undertake the validation process and elements of explanation to complete the template including the performance criteria and indicators used for the evaluation. To illustrate further the elements of the validation and to facilitate the understanding examples of the validation have been compiled.

2.1. Elements of course validation

The elements are grouped in 3 sections in relation with the criteria and indicators developed in the Quality Assurance Policy Guidelines, namely development of the programme, programme details and resources for the programme.

2.1.1 Cover page

The institution needs to provide the details requested so that the Validation Sub-Committee members can identify the institution and the programme being submitted.

Name of the provider:	Name:
Application for validation of:	Title of the programme:
This application is supported by:	Department staff/workplace experience employers/Advisory committee members Name: Designation:
This application has been approved by:	Internal Board/Committee name: Date:
This application is submitted by:	Name: Designation:
Date of the application:	Date:

2.1.2 Development of the programme

2.1.2.1 Rationale for the programme

The question of whether it is a new programme or an existing one needs to be answered. If it is a revision there is need to indicate what type of programme existed before, when it was first offered, its level and the reasons to the change in the programme.

If this is a revision:

- What currently exists?
- When was the programme first offered?
- What was the original purpose of the programme?
- What problems/issues does the revision respond to?
- Who is the target group?
- How will graduates benefit - specify the likely employment outcomes
- To what extent is the programme responding to community needs or market issues/demands including availability of job opportunities, skills requirements, capacity building etc.? What indicators are available from the market survey or need assessment?
- What is the evidence that the programme is needed now in the country and what are the trends internationally and regionally (evidence from NHRDC)?
- What other evidence is available to support the proposal for a change in programme or new programme development? For example: is there anything in the national strategy or development plans that support the need for the programme?

The occupation targeted for the qualification can be identified in terms of post titles or positions, or is even defined in the section “*definition of the occupation*” in the Exit profile of CBA courses. The occupation targeted needs to be evaluated in line with the level expected and according to the guidelines provided in the summary of the level descriptors for each level of qualification targeted.

The provider needs to provide details on the history of the programme. This is important especially if it is a programme that has been significantly reviewed and even perhaps upgraded following suggestions from the service area, learners or facilitators.

There is need to indicate the purpose and reasons for offering the programme and the qualification. It can be in relation to market requirement, to professional development and for capacity building purposes or to address key issues. These need to be explained.

Example from NIHSS, Diploma in Nursing

History of the Qualification: The pre-service curriculum is 12 years old and it was timely to review and develop a new one. Additionally, the Ministry of Education had embarked on a project to develop all post secondary education curricula using the Competency Based Approach. Furthermore, considering the evolution of nursing profession it is intended that this programme promote a nursing model rather than a medical model of care to enhance the level and the scope of nursing practice. It was felt that nursing training should shift to a model where nurses will be able to practice with more authority, accountability and autonomy. Nurses of the future are expected to be reflective practitioners who are able to meet the health and wellness needs of the community and the country as a whole. This is with a view to provide training that is in line with regional and international nursing principles and standards. The certificate course was a three-year programme, organized on the basis of modules focusing on various content areas as determined by the set syllabus. The mode of delivery is determined by the staff teaching on the course. The preliminary studies showed that theory-practice gaps exist in the training delivery. Therefore, there was the need for more practical in order to cope with the requirements and needs of the working area.

The certificate syllabus was also limited in the utilization of new technologies in nursing care that would ensure effective delivery of training. The competency based approach to curriculum development requires that students take more responsibility for their own learning and become more autonomous learners. A more comprehensively developed programme inclusive of a clinical lab was found to be the most effective way towards achieving the goals of the proposed revised curriculum.

This programme will enable the graduates to provide comprehensive and quality care to meet the changing health needs of our society.

Example from STA, Advanced Diploma in Hospitality Management

Employment outcomes for students following the Advanced Diploma in Hospitality Management

Food and Beverage – bar supervisor, restaurant supervisor, room service supervisor, sous chef, junior butler

Rooms Division – front office supervisor, guest services supervisor, accommodation supervisor, reservations supervisor

Events and Leisure – conference and banqueting supervisor, Event supervisor

Sales and marketing – sales assistant, marketing assistant

Human Resources – Human Resources assistant, training and development assistant

1 Finance – Revenue assistant, credit controller assistant

Example from SIT - Advanced Certificate course in Carpentry and Joinery

Rationale for the programme

The Advanced Certificate course in Carpentry and Joinery was a City and Guilds course that has been adapted and adopted to Seychelles context in 2000. The course has now been revised, upgraded to Advanced Certificate and written using the competency based approach and implemented from February 2011.

The programme has been developed in line with NHRDC and the Ministry of Education recommendations for training of carpenters and joiners to meet the demand from industry. The Advanced Certificate course is aimed at providing the necessary competencies to candidates to work proficiently in the domain of carpentry and joinery under general supervision. The programme is also aimed at experienced persons from industry who wish to seek a qualification and or upgrade their competencies.

Criterion		Validated	Provisionally validated	Not validated
1.1	The rationale for the programme is well established and relevance is demonstrated using evidence of labour demand, support of employers and the NHRDC; and endorsement by relevant professional bodies	Rationale provides clear evidence of the need for the programme	The case to support the development of the programme needs to be strengthened	There is no clear rationale for the programme

2.1.2.2 Consultation and support for the development of the programme

- Who led the development of the programme?
- What has been the process of developing the programme?
- What has been the input of teaching staff, qualified external experts, and industry representatives?
- Who has been consulted and how was their feedback incorporated into the design?
- What factors were taken into consideration in the development e.g. alternative modes of delivery, use of technology, International context?
- What is the evidence of the international comparability of the programme?

The provider needs to inform how the development of the programme was done, the process/steps of developing the programme, the different stakeholders that were involved in the process, and the factors taken into consideration in the development. Also, the provider needs to provide evidence of international comparability.

Criterion		Validated	Provisionally validated	Not validated
1.2	There is evidence that the programme is designed with input from all stakeholder groups	Evidence shows how stakeholder feedback on the	There is little evidence that stakeholders	There is no evidence of stakeholder

		design of the programme was considered and used	influenced the design of the programme	input into the design of the programme
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2.1.2.3 Projected numbers

The provider needs to indicate in a table format the number of students it anticipates to enrol yearly over a five year period and the number that will graduate over the same period.

Example

Programmes <i>(list)</i>	Students accepted each year					Graduates produced				
	2012*	2013	2014	2015	2016	2012	2013	2014	2015	2016

* Please amend to suit correct year

2.1.3 Programme details

2.1.3.1 Programme leading to the qualification

- Title of the programme
- Vision/mission/philosophy of the programme
- Aim(s) and objectives of the Programme
- Graduate profile of graduates of the programme

For this part the provider needs to indicate the title of the programme, eg: Certificate in Masonry. Should the provider have a vision/mission or philosophy for the particular programme it needs to therefore state this. Next, the aims and objectives of the programme need to be listed. The graduate profile needs to be included. The graduate profile embodies what the graduate on completion of the programme should be able to do in terms of knowledge, skills and attitudes.

Example from Seychelles Police Academy: Certificate in Policing

Exit profile (graduate profile for a CBA programme)

EXIT PROFILE- POLICE OFFICER

Definition of the occupation: A police officer is a person mentally and physically fit who is knowledgeable and skilled in basic policing work. He/She maintains law and order, serves and protects the country, the community and the individuals and protects property. He/She has acquired the basic knowledge and skills relevant for the common ground in the Department of Internal Affairs to enable him/her to pursue a career in the different sections. As a first officer he/she is citizen-focussed, responding to the needs of individuals and communities by assisting people with tact, kindness, patience, calm and team spirit. He/She works in conformity with laws, rules and regulations and in compliance with the Human Rights protection. He/She is responsible, reliable, flexible, adaptable, honest, impartial, polite, diligent, hardworking, disciplined, courageous and confident with respect for the command chain.

Common Areas

Specific competencies

- Analyse the profession of police officer in the context of Seychelles
- Demonstrate understanding of the organization of the Department of Internal Affairs, the community and other related agencies
- Apply principles and practices of guarding techniques in different contexts
- Control traffic and traffic flow
- Undertake administrative duties related to a station
- Perform drills in the context of policing

Applied Sciences

- Demonstrate understanding of basic anatomy and physiology in the context of policing
 - Apply mathematical skills in the context of policing
- #### Physical Education
- Respond to physical requirements related to police work
 - Use self-defense and restraining techniques in the context of policing
 - Apply swimming techniques in the context of policing

Communication

- Use oral and written Kreol in the context of policing
- Use oral and written English in the context of policing
- Apply communication skills in the context of policing
- Use ICT in the context of policing
- Apply principles and practices of customer care in the context of police duties

Legislation

- Demonstrate understanding of the Justice/Legislative system and the role and functions of the police force
- Demonstrate knowledge of Human Rights in the context of policing
- Execute powers and duties of the police in matters of road code and related regulations
- Apply principles and practices of Acts, laws, rules and regulations in the context of policing

Health & Safety

- Apply principles and practices of first aid and life saving
- Apply principles and practices of fire protection and fire fighting
- Apply principles and practices of health and safety in the context of policing

Management

- Demonstrate knowledge of stress management and life skills
- #### Technology usage
- Use police related technology, equipment and materials

Attitudes

Kind/Patient

Reliable/
Responsible

Courageous

Diligent/
Hardworking

Confident

Flexible/Adapt
able

Educational intentions :

- Promote good work ethics and professional status of police officers
- Provide compulsory training for standardisation
- Promote efficiency in public service delivery
- Keep abreast with new developments and trends
- Operate within legal and ethical frameworks and in the context of the constitution of the country

For a non CBA programme**Example – University of Seychelles – School of Education, Certificate in Professional Practice: Special and Inclusive Education**

The course aims at providing the participants with the opportunity to:

- Develop an understanding of the concept of inclusion at national and school level
- Develop awareness of current national and international legislative and policy frameworks of inclusion
- Critically reflect on their practice with a view to positioning themselves within the discourse of inclusion
- Develop an understanding of the concept of disability and different categories, and the importance of meeting the diversity of needs in the mainstream classroom
- Evaluate the possibilities and challenges of including all students with a range of learning styles and needs in an inclusive classroom settings
- Gain insight into the differing needs of pupils broadly categorised as having 'learning difficulties and build appropriate learning objectives into everyday planning to meet personalised learning needs
- Develop an enhanced understanding of the ways that special educational provision can enhance the participation of children with particular Special Educational Needs and learning difficulties.
- Explore a range of approaches and strategies to teach literacy and numeracy.
- Enhance their knowledge and skills in using a range of assessment materials and procedures to diagnose pupils' literacy and numeracy skills.
- Develop an informed and critical perspective with which to review assessment procedures and intervention programmes.
- Be able to articulate a clear rationale for enabling pupils to gain access to the curriculum.
- Be able to differentiate classroom activities to include all pupils.

Criterion		Validated	Provisionally validated	Not validated
2.1	The occupational outcome /learning outcomes to be achieved in the programme are appropriate to the level, length and type of qualification	The level and type of qualification is appropriate for the occupational outcome	-	The level and type of qualification is not appropriate for the occupational outcome

2.1.3.2 Qualification to be awarded

There is need to clarify the type of qualification that will be awarded – final, exit or embedded or a combination. **Final** refers to the actual qualification awarded. An **exit qualification** is a lower level qualification which may be achieved by learners exiting the programme prior to completion of the requirements of the higher level qualification e.g. *learners exit from a three year diploma programme after one year with a certificate qualification*. **Embedded** refers to a qualification at a lower level or the same level which is included in the programme structure of another qualification.

Title of the award

The provider needs to provide the title of the award solicited – Certificate, Diploma, etc. There is need to consider the duration of the programme and the level of demands expected in terms of complexity of task, cognitive challenge, elements of knowledge, and degree of autonomy and responsibility for the learners. *See level descriptors at Annex 5.*

Level of qualification

Using the NQF to state the level of the programme e.g: Level 3, 4, etc.

Credit value of the qualification

1 credit = 10 notional hours

The minimum credit value for a unit is 30 notional hours (3 credits). Anything below that is not accepted for validation.

A programme is deemed to be a qualification only when it meets the minimum requirement of 1200 notional hours or 120 credits (Certificate level). The National Qualifications Framework (NQF) shows all the qualification levels and respective minimum notional hours for each.

The following information needs to be provided.

Final, exit or embedded qualifications:

- Title of the qualification(s) to be awarded
- Level of the qualification
- Credit value of the qualification
- Awarding authority
- Minimum requirements for the attainment of the qualification

Example from Seychelles Police Academy: Certificate in Policing

Award: Certificate in Policing

Level: 3

Number of credits: 238

Awarding authority: Seychelles Police Academy

Criterion		Validated	Provisionally validated	Not validated
2.2	The credit value of the programme is appropriate to the type and level of qualification to be awarded on the Seychelles Qualifications Framework	Credit value of the programme is appropriate to qualification(s) to be awarded	Minor adjustments are required to credit value of the programme	Credit value of the programme is not within acceptable parameters for the qualification to be awarded

2.1.3.3 Entry requirements

Entry criteria

For the entry level required, the institution should identify the requirements in terms of subject and level of achievement for all the different pathways (academic and technical) of the qualification being solicited.

Academic pathway refers to entry onto the programme directly from secondary school and A level studies. For the academic pathway the provider needs to specify the academic grades and subjects for entry in the programme.

The technical pathway refers to:

- Mature/external learners who are in the world of work and want to join further education and training,
- Learners who are not in employment and want to pursue further education and training so as to be employable,
- Learners who joined the world of work upon completion of a programme and want to rejoin further education and training,
- Learners who have completed a programme at a tertiary education and training institution and want to join another institution for further training,
- Learners who have completed a programme and want to follow a different and higher level programme in the same institution.

For the technical pathway, entry requirements will include previous qualification, number of years of work experience or academic subjects/grades.

It is important that the subjects selected for entry requirement are appropriate and useful for the qualification. Moreover, the level of achievement of the different subjects needs to

be realistic and appropriate for the level of demand of the qualification. It is necessary that all potential groups of learners are considered.

The selection criteria used in identifying the programme participants need to be explained as well as the steps/processes.

Example from STA, Advanced Diploma in Hospitality Management

Academic pathway:

- Minimum grade C in O' level or IGCSE English and any two Humanities or Business subjects with grades ranging from A to D at Cambridge Advanced Level or overseas equivalent.

Technical Pathway:

- Diploma in business studies graduates with grades ranging from A-D in any two subjects or overseas equivalent
- Candidates with a diploma from STA or equivalent, with average of 65% general Pass Mark (academy) & with work based experience at 70% general pass mark.
- Candidates with a diploma from STA or equivalent with a minimum of 1 year continuous work experience in the tourism and hospitality field.
- Candidates with an Advanced Certificate from STA or equivalent with a minimum of 3 years continuous work experience in the tourism and hospitality field.
- Candidates with an Apprenticeship Advanced Certificate from STA or equivalent with a minimum of 3 years continuous work experience in the tourism and hospitality field.
- Mature / external Candidates from/within the industry with minimum any three O' level or IGCSE qualifications at minimum grade C, and with English being one of the three, and 3-5 years of experience in a supervisory / team leader position.

Credit transfer

The provider needs to establish a Credit Transfer System for learners who are or have been enrolled in tertiary programmes. The system should cover **essential** competencies as well as all the units/competencies covered or developed by the learners and should be limited to 25% of the course. If it is for more than 25%, the SQA should be the entity responsible for conducting the Credit Transfer process.

The criteria used to grant the credits should be in line with the NQF requirements. Hence, the learners should be granted credits for units if and only if:

1. Three quarters of the content of the unit was covered in the previous training
2. The academic results of the candidate is higher than 60% and/or stated as successfully completed if the qualification is higher than the one targeted
3. Three quarters of the number of hours of the notional hours required for the unit was covered in the previous training
4. The type of strategies used in the previous training is relevant for the evaluation of the competency.

Example

Award: Diploma in Environmental Studies

Level of achievement: 2
Award solicited: Diploma (level 5)
Proportion of units considered: less than 25%
Institutions covered: SALS and NIHSS
Type of units: Applied Sciences and Essential competencies

Mechanisms for Credit Transfer

The institution considers mainly the possibility for credit transfer from two institutions, namely SALS and NIHSS and for 7 out of 28 units, equivalent to 25% of the course. These units are Communication, Mathematics, ICT, Life Skills, Biology, Chemistry and Physics. The units are evaluated using the duration of the unit in terms of notional hours, the content covered, the types of assessments used and finally the grades obtained by the learners.

Recognition of prior learning (RPL)

The provider should have also established a mechanism for the Recognition of Prior Learning for in-service or experienced learners. The standard set by the SQA and in line with the international practices is to consider a minimum of 3 years of relevant experience as necessary and sufficient to be considered for RPL. In this case, the system in place should focus mainly on access into a course and once again should be limited to 25% of the course.

The RPL mechanism will consider mainly informal and non formal learning obtained through short courses and more importantly, learning obtained through work and life experience to justify the use of such system. This learning should be evaluated by a performance-type of activity in which the candidates have to demonstrate that they have mastered the knowledge, skills and attitudes (competencies) normally developed in a unit/module of the targeted qualification or used as entry level requirements for the targeted qualification.

The results of the assessment should be established using the same grading system as the formal learning and with the same pass rate. The consistency between the two types of system (RPL and formal learning) is important to ensure the credibility of credits obtained through RPL.

Example

Award: Diploma in Environmental Studies

Level of achievement: 1
Award solicited: Diploma (level 5)
Proportion of units considered: less than 25%
RPL purpose: Access

Mechanisms for RPL

The institution considers mainly the possibility for practitioners of the field of work, especially for NGOs and Government Agencies involved in conservation, preservation and environmental activities to be accepted in the Diploma course if the workers meet the following requirements:

- Adequate competencies in English using written and oral tests
- Adequate competencies in Mathematics using written test
- At least three years of relevant working experience at basic technician level

Criterion		Validated	Provisionally validated	Not validated
2.3	The entry level is appropriate to the level and type of programme and entry criteria do not pose any unreasonable barrier to applicants who are reasonably likely to be able to complete the programme	The entry criteria are appropriate and there are no unreasonable barriers to acceptance into the programme	Minor adjustments are required to the entry criteria	Entry criteria are not appropriate to the level and type of qualification
2.3	There is provision for entry with credit including Recognition of Prior Learning and Credit transfer, in accordance with SQA guidelines	Provision for credit transfer and RPL are clearly stated in accordance with SQA guidelines	-	There is no provision for RPL and credit transfer

2.1.3.4 Pathways of the programme

The provider needs to explain the different pathways that exist within the programme – entry points and exit points should they exist. This can be done through the use of diagrams or using the narrative. The procedures to implement them need to be explained. The provider needs to also explain the possibility of further training e.g: from an Advanced Certificate can proceed to a Diploma that the learner can pursue upon completion of this particular programme.

Diagram or narrative showing:

- Entry pathways into the programme
- Exit points within the programme
- Employment and higher education destinations after completing the programme

Criterion		Validated	Provisionally validated	Not validated
2.4	Pathways of the programme are clearly described and show how	The programme articulates with other	Minor adjustments are needed to	There are no indications of

Criterion		Validated	Provisionally validated	Not validated
	the programme articulates with entry qualifications and higher level qualifications offered locally and internationally	related, higher level programmes offered nationally and internationally	clarify the pathways of the programme	possible pathways into the programme or what graduates might do after completion of the programme

2.1.3.5 Structure of the programme

Duration of the programme

The following information needs to be submitted regarding the programme. The use of a table to provide the information is favoured.

Duration of the programme

- Years and semesters of the programme
- Number of teaching weeks per year/semester of the programme
- Total hours per week of student learning time divided into contact hours, supervised hours and **non-contact** learning hours

Courses of the programme

For **each course** on the programme the provider needs to submit the information below. The information can be in tables where the provider is showing the credit value and notional hours (contact, non contact) for each course and indicating its prerequisites and co-requisites. The list of courses needs to be in the order they will be run i.e. from first semester through to the last semester.

Courses of the programme

- Level and credit value of each course
- Sequence of courses
- Core, optional and elective courses
- Pre-requisites and co-requisites
- Total hours of each course divided into contact hours, supervised hours and self-directed learning hours

Due consideration needs to be given to the following details when providing information on the courses:

- Notional hours consist of contact time and non-contact time. The non contact hours can be calculated by using the Table of non contact hours presented in **Annex 8**.
- The credit value of the qualification will consist of the (i) contact time, (ii) non contact time and (iii) work based experience hours.

The assessor needs to evaluate the level of demand of the programme in comparison with the level descriptors of the National Qualifications Framework (NQF). The complete NQF is presented in **Annexes 3, 4 and 5**.

Each level of qualification is described by a set of descriptors related to degree of complexity of tasks, degree of reasoning and problem solving, level of knowledge and degree of autonomy and responsibility.

The assessor needs to evaluate if the learning outcomes of the course(s)/units/modules or the competencies to be developed in the programme are in line with the level of the qualification targeted. Of course, a large proportion of objectives or competencies or at least a majority of them needs to be pitched at the appropriate level or above in order to meet qualification requirements. According to Standard Setting Regulations, 60% of the unit standards should be at the level of the qualification or above. By extension, this applies also to competencies and terminal objectives for the purpose of the programme validation exercise. To facilitate the comparison, reference is made to the tables giving the list of competency statements for the various qualification levels and the lists of verbs used for writing elements of competencies at different levels of the NQF provided at **Annexes 6 and 7**.

The assessor needs to ensure that the level of expectation is in line with the level of the qualifications targeted and are reflected proportionally in terms of the complete competencies and terminal objectives. For example, the use of statements like “*demonstrate knowledge*” as terminal objectives should be limited at more advanced levels and the types of verbs used should instead be higher, such as “*analyse, evaluate, etc*”. In other words, it is appropriate and correct to find the “*demonstrate knowledge*” types of terminal objectives or competencies in a Diploma level course, but such objectives should be limited in number and should feature as the initial units in the course.

The provider needs to enclose the full list of competencies/unit titles, the unit outlines (which contain the learning outcomes) of the programme submitted for evaluation. In addition, with each course of the programme the final assessment needs to be attached.

Example from Seychelles Police Academy: Certificate in Policing

List of Competencies or Units or Modules

#	Statement of Competency	Unit Title	Common Area
1	Use self-defense and restraining techniques in the context of policing	Self-defense and restraining techniques	Physical Education
2	Respond to physical requirements related to police work	Physical fitness in the context of policing	Physical Education
3	Demonstrate understanding of basic anatomy and physiology in the context of policing	Basic anatomy and physiology in the context of policing	Applied Science
4	Apply mathematical skills in the context of policing	Mathematics in the context of policing	Applied Science

#	Statement of Competency	Unit Title	Common Area
5	Use oral and written Kreol in the context of policing	Kreol in the context of policing	Communication
6	Use oral and written English in the context of policing	English in the context of policing	Communication
7	Apply communication skills in the context of policing	Communication skills in the context of policing	Communication
8	Use ICT in the context of policing	ICT in the context of policing	Communication
9	Apply principles and practices of customer care in the context of police officer	Customer care in the context of police officer	Communication
10	Demonstrate understanding of the Justice/Legislative system and the role and functions of the police force	The Justice/Legislative system and the role and functions of the police force	Legislation
11	Demonstrate understanding of Human Rights in the context of policing	Human Rights in the context of policing	Legislation
12	Execute powers and duties of the police in matters of road code and related regulations	Road code and related regulations	Legislation
13	Apply principles and practices of Acts, laws, rules and regulations in the context of policing	Acts, laws, rules and regulations in the context of policing	Legislation
14	Analyse the profession of police officer in the context of Seychelles	Profession of police officer in the context of Seychelles	Specific
15	Demonstrate understanding of organization of the Department of Internal Affairs and its relations with the community and other related agencies	Organization of the Department of Internal Affairs and its relations with the community and other related agencies	Specific
16	Apply principles and practices of guarding techniques in different contexts	Guarding techniques in different contexts	Specific
17	Control traffic and traffic flow	Traffic control	Specific
18	Undertake administrative duties related to a station	Administrative duties related to a station	Specific
19	Perform drills in the context of policing	Drills in the context of policing	Specific
20	Apply principles and practices of first aid and life saving in the context of policing	First aid and life saving in the context of policing	Health and safety
21	Apply principles and practices of fire protection and fire fighting	Fire protection and fire fighting	Health and safety
22	Apply principles and practices of health and safety in the context of policing	Health and safety in the context of policing	Health and safety
23	Demonstrate knowledge of stress management and life skills	Stress management and life skills	Management
24	Police related technology, equipment and materials	Police related technology, equipment and materials	Technology usage

#	Statement of Competency	Unit Title	Common Area
25	Apply swimming techniques in the context of policing	Swimming in the context of policing	Physical Education

Example from Seychelles Police Academy: Certificate in Policing

Duration of the course: 2380 hours over three semesters

Contact hours: 1515 hours

Non Contact hours: 760 hours

Hours for Work Based Experience: 105 hours

Total of number of hours: 2380 hours

The breakdown of units, hours and sequence of units is in the timetable below

**TIME TABLE OF UNITS ACROSS SEMESTERS (FULL TIME)
(15 WEEKS PER SEMESTER)**

1	2	3
Physical fitness in the context of policing (105/60 hrs)	Self-defense and restraining techniques (60/30 hrs)	Swimming in the context of policing (60/30 hrs)
Basic Anatomy and Physiology in the context of policing (45/20 hrs)		Fire protection and fire fighting (30/15 hrs)
Mathematics in the context of policing (30/15 hrs)	First aid and life saving in the context of policing (75/40 hrs)	Police related technology, equipment and materials (120/60 hrs)
Kreol in the context of policing (60/30 hrs)	Health and safety in the context of policing (45/20 hrs)	Administrative duties related to a station (45/20 hrs)
Communication in the context of policing (60/30 hrs)	English in the context of policing (90/45 hrs)	
Drills in the context of policing (90/45 hrs)		
ICT in the context of policing (60/30 hrs)		Stress management and life skills (45/20 hrs)
Justice/ Legislative system and the role and functions of the police force (45/20 hrs)	Road code and related regulations (75/40 hrs)	Traffic control (60/30 hrs)
Human Rights in the context of policing (45/20 hrs)	Acts, laws, rules and regulations in the context of policing (75/40 hrs)	Customer care in the context of police officer (45/25 hrs)

Profession of police officer in the context of Seychelles (60/30 hrs)	Organization of the Department of Internal Affairs and its relations with the community and other related agencies (30/15 hrs)	Guarding techniques in different contexts (60/30 hrs)
		WBE (105 hrs)
Number of contact hours/Non contact hours per semester		
Semester: 510/255 Per week: 34	Semester: 465/235 Per week: 31	Semester: 540/270 (105) Per week: 36

Balance of theory and practice

The table below illustrates the list of units with breakdown of contact and non contact time and amount of theory versus practice for each unit.

The balance between theory and practice needs to be adequate for the level and nature of the programme. A programme/qualification in the technical and vocational range (levels 3 to 6) must comprise a significant amount of practice in order to facilitate the acquisition of contextualised skills and attitudes. At these levels, a percentage of 40% to 60% of practice is appropriate and must be favoured. For more advanced qualifications, the proportion of theory must be higher.

The provider needs to provide a Table of Transfer for their CBA programmes (e.g.: below) or a statement or evidence for other programmes.

Example from MTC: Advanced Certificate in Fisheries Science and Technology

Statement of competency	Unit title	Contact hours Theory/Practice		Non contact hours		Semester (s) involved
		Weekly	Semester	Weekly	Semester	
Analyse fisheries industry in Seychelles	Fisheries industry in Seychelles	2	45 hrs (60%)	1	25 hrs	1
Execute all activities related to the processing, the packaging and export shipment of fish product	Fish product processing, packaging and export shipment	1.5	60 hrs (40%)	0.75	30 hrs	3 and 4
Demonstrate knowledge and skills of fisheries science in work based-experience	Work based-experience in fisheries science		525 hrs			1, 2, 3, 4
Execute routine operational activities related to mariculture farm	Mariculture farm operational activities	6	120 hrs (30%)	2	45 hrs	3
Participate in research projects in	Research in the context of fisheries	3	60 hrs	3	60 hrs	4

30% denotes the amount of theory covered in that unit

the context of fisheries science	science		(40%)			
Conduct fish inspection	Fish inspection	3.75	75 hrs (40%)	1.5	30 hrs	4
Apply basic marine mechanics in the context of fisheries science	Basic marine mechanics in the context of fisheries science	2	45 hrs (25%)	1	25 hrs	2

Criterion		Validated	Provisionally validated	Not validated
2.5	The level of the programme and the level of all the sequenced programme components are aligned to the level descriptors of the Seychelles Qualifications Framework	Designated programme and course levels match level descriptors	Minor adjustments are required to align programme/course levels with level descriptors	Designated programme and course levels do not match level descriptors
2.5	The credit value of the programme and all programme components is coherent with the duration of teaching and learning shown in weeks (including teaching and work based experience weeks) and hours (described as contact, non-contact and work based experience)	Credit values are consistent with notional hours, which are appropriately divided into contact and non-contact hours at each level	Minor changes are required to make the hours of the programme/courses consistent with credit values	Credit values are inconsistent with hours of the programme/courses and/or the allocation of hours to courses raises concerns
2.5	The structure of the programme is coherent and all options for progression through the programme (including the sequence of compulsory, elective and optional components, pre and co requisites) and all entry and exit points are clearly presented	The structure of the programme is coherent and well-presented showing all the options for learners to progress through the programme	Minor changes are required to the presentation of the structure to make it clearer	The structure appears incoherent, illogical, or poorly designed
2.5	The balance between theory and practice, including amount and type of work based experience, is in line with the level, length and type of qualification	Balance between theory and practice (including work attachment) is in line with the level, length and type of programme	Minor adjustments are needed to correct the balance of theory and practice	There is disjuncture between the balance of theory and practice (including work attachment) and the nature of the programme

2.1.3.6 Delivery methods

The provider needs to indicate how the programme will be delivered. There is need to explain the teaching tools and equipment used on the programme (lesson plans, marking schemes, and equipment), the classroom observation records and staff/student feedback.

The delivery modes need to be listed and explained as to its efficiency and effectiveness – face to face, distance, etc.

The number, frequency, duration and content of work-based experience should support the acquisition of contextualised skills and attitudes. It is held that for qualifications at levels 3 to 6, one work based experience of **at least 4 weeks** is considered as the minimum per year. One placement per year should be favoured and the content of the work attachment should be clearly established in line with the learning outcomes and should be closely monitored to make sure that the work attachment is not just a gentle agreement between the service area and the provider for the former to have access to cheap labour.

- How will the programme and its components be delivered
- Justify delivery mode in terms of efficiency and effectiveness
- Explain how flexible delivery methods meets the needs of the target group of learners
- Describe arrangements for managing learner progress and achievement in the field/workplace (e.g. MoU, logbook)

Example from NIHSS: Diploma in Occupational Therapy

	Duration (in weeks)	Duration (in notional hours)	Semester
Practice Education 1	4	140 hours	2
Practice Education 2	8 (2 x 4 weeks per semester)	280 hours	3 and 4
Practice Education 3	11	385 hours	5
Practice Education 4	13	455 hours	6
Total	36	1260 hours	

Title: OCCUPATIONAL THERAPY PRACTICE EDUCATION, YEAR 1, SEMESTER II

CONTEXT of ACHIEVEMENT

Enterprise involved: Occupational Therapy Departments

Location: Districts and Victoria Hospital

Supervisor assigned to the student: Occupational Therapists

Special equipment or clothing required: Practice education uniforms

Policies concerning the selection of the enterprise: MOH

Number of students/teacher: 14:3

Insurance: Covered by MOH

Description of the Practice Education experience

Learning Objectives and Criteria for Evaluation

Week 1: Professional Interactions and Communication

To actively seek opportunities to practise skills that constitutes professional behaviour

Criteria for Evaluation

- Centres on clients' needs always
- Follows through on commitments
- Shows respect for clients, colleagues and the profession
- Builds collaborative working relationships
- Gives and receives feedback effectively
- Deals effectively with obstacles and opposition
- Fosters open communication

- Listens actively
- Speaks clearly and appropriately
- Uses non-verbal communication appropriately and effectively

Week 2: Performance Management

To initiate self-directed learning and demonstrate initiative in achieving placement objectives.

Criteria for Evaluation

- Self starter
- Completes tasks in a timely, efficient manner
- Demonstrates effective resource utilisation
- Seeks assistance and feedback appropriately (responds positively to constructive feedback)
- Organises time and sets priorities effectively

Week 3: Practice Knowledge and Professional Development

To develop a general understanding of the structure and function of the setting in promoting health and wellbeing

To highlight the role of locally available resources/settings in promoting health and wellbeing of the clients.

Criteria for Evaluation

- Begins to associate theoretical knowledge with practice observations
- Develops a fundamental understanding of core values and vision of the profession
- Demonstrates self-directed learning
- Integrates new learning from observations

Week 4: Clinical Reasoning and Facilitating Change with a Practice Process

To detect, through observation, and discuss with practice educators any specific issues that should be considered when working with clients.

To become familiar with some of the key approaches used in this particular setting.

To identify the selection of specific activities that facilitates occupational performance.

Criteria for Evaluation

- With support, develops analytical thinking based upon their observations.
- Observes qualities within therapeutic relationships

Role and responsibilities of the student:

Instruments for Practice Education feedback: Log book and evaluation forms.

Instrument for student self assessment: Reflective diary and peer discussions

Production for the student (research for the employer, work based report, Project for the enterprise): Resource file, Client Profile, Activity analysis worksheet.

Role and responsibility of the supervisor (OT)

Type of supervision (direct, Indirect)

Instrument for Feed back to student: Log Book and Evaluation forms.

Instrument for student's assessment: Log Book and Evaluation forms.

Role and responsibility of the Lecturer:

Number of visit: 2 visit/week/ 6 students x 2 Lecturers

Duration: Up to 2 days

Type of supervision: Interview, Direct observation

Instrument for visit and assessment: Log Book

Weighting of each assessment: 25%

Duration and dates

4 weeks

20th September to 15th October 2010

Criterion		Validated	Provisionally validated	Not validated
2.6	Learning strategies and activities and appropriate and relevant equipment and other resources	Strategies, activities and resources are effectively deployed	The range of learning strategies,	Learning strategies, activities and resources used in

Criterion		Validated	Provisionally validated	Not validated
	are used effectively to engage learners and encourage them to develop critical thinking skills	to ensure that all learners are optimally engaged in the learning process	activities and resources needs to be increased to enhance learner engagement and participation	the programme effectively limit the participation and involvement of learners
2.6	Work based experience, including induction, monitoring, visits, reporting, and assessment, is well managed, and contributes to the overall standing of the learner in the course	WBE is well managed and is an integral part of the course	There are deficiencies in the management of WBE	WBE is poorly managed and contributes little to the development of the learner

2.1.3.7 Assessment and re-assessment

The types of assessment (individual, pair and/or team) should be specified and appropriate for the nature of work or situations which the learners might encounter in their professional life.

The modes of assessment (examination, research, essay, performance, presentation, etc) should be varied, appropriate and in line with the level of demand of the programme and the aims of the courses/units/modules. The use of solely theoretical examination only for a course/unit/module should not be encouraged.

The quality of accommodation of assessment room/facilities should be appropriate for the types of work requested from the learner and must/should suit the purpose of practical and performance assessments if needed.

The provider needs to submit the assessment policy whereby it is indicated the procedures for assessment and re-assessment or the respective pages of the policy. When submitting the final assessment for each course of the programme the marking scheme needs to be also included.

Assessment methods used in the programme
 Regulations for assessment and re-assessment
 Recording of marks (*What is the grading system to be used for the programme*)

Example from STA: Advanced Diploma in Hospitality Management

Assessment Guide and standards

Principles

- Each unit/module shall be assessed independently.
- Assessment activities are representative samples from the domain of student learning within the unit.
- Assessment shall be based on elements of competency or related outcomes.
- Assessment activities should be based on skills, knowledge and attitudes.
- Various modes of assessment are used.
- Students are made aware of the assessment details at least 3 weeks prior to the assessment.
- Students are given opportunities for practice with feedback, before the final assessment/examination.
- Students gain a clear idea of their own progress and attainment as they proceed through the unit/module.
- The quantity and quality of assessed work is comparable between units/modules.

Written Assignment, and/or Practical work and/or Research project schedule and load

- The outline for each unit/module will be provided to students in the first contact session.
- The outline for each unit/module will specify for each assignment: the nature of the item, the approximate length or duration of the item, the weighting of the item, the criteria for assessment, the week of the term/semester in which the item is due to be completed or presented.
- **The minimum number of assignments per unit/module is 3**

Continuous Assessment schedule and load

- The outline for each unit/module will be provided to students in the first contact session and it is also posted on Student Global.
- The outline for each unit/module will specify for each continuous assessment: the nature of the continuous assessment, the approximate length or duration, the weighting of the item, the criteria for assessment, the week of the term/semester in which the continuous assessment is scheduled.
- The weighting for individual continuous assessments for the unit/module will depend on the nature of the task and/or the importance of the competency.

Types of assessment (Individual, Pair, Group):

Assessment types include the following:

1. Written (e.g.: test and examination, case study report, project work and other written assignments)
2. Oral (presentations)
3. Research project
4. Technical demonstrations and stimulations, scenarios and role-plays.
5. Group and individual class work, research and presentation.
6. Practical work (simulation, working task or performance, laboratory, portfolio development)
7. 13 months of industrial attachment. Work-based assessment (e.g. portfolio development).
8. Include some pair and group types of assessment in the course due to the importance of team work in the industry
9. Include and use of hotel setting for simulation/practical types of assessment

Modes of assessment (Examination, Research, Performance, Presentation, Portfolio, Journals, etc.)

- Journal for internship
- Examination
- Individual Presentations,
- Research based-Reports and Thesis.

Description of the assessment rooms/ facilities:

- Theory assessments which include Written (e.g.: test and examination, case study report, project work and other written assignments), oral (presentations), group and individual class work, research and presentations are conducted in classrooms, computer lab and, auditorium.
- Practical assessments which include technical demonstrations and stimulations, scenarios and role-plays, practical work (simulation, working task or performance, laboratory, portfolio development), work-based assessment (e.g. portfolio development) are conducted in STA demonstration laboratory, STA restaurants, STA kitchens, STA mock guest bedrooms, STA reception demo room, STA computer laboratory, hotel guest rooms, hotel front office, hotel kitchens and hotel restaurants.

Criterion		Validated	Provisionally validated	Not validated
2.7	The level of demand and sequencing of the assessment activities is in line with the objectives of the course and the relationship between assessments tasks and the learning outcomes of the course is specified	Assessment tasks are appropriately demanding and the relationship between each assessment task and learning outcomes of the course is explicit	Clarification of the relationship between assessment tasks and learning outcomes is required to ensure all leaning outcomes are assessed, but not over-assessed	The level of demand of assessments is inappropriate and/or no relationship between the assessment tasks and learning outcomes is stated
2.7	A variety of assessment techniques integrates assessment into the teaching and learning process and is suited to the needs of learners and the nature and level of the course	A variety of appropriate assessment methods is used, and well integrated into the process of teaching and learning	More consideration needs to be given to the tailoring of assessment methods to the level of the course and/or to meet the specific needs of learners	Assessment is limited to one or two types and/or is ill-suited to the level of the course
2.7	There are clear assessment policies, procedures and regulations which ensure that assessment is carried out in a fair, consistent and constructive manner	Policy and procedures are clear and there is complete transparency in the assessment process	While policies and procedures for assessment reflect good practice principles, these are not implemented consistently	There are no assessment policies and procedures in place
2.7	A schedule for assessments including the type, weighting, due date and assessment criteria for	The assessment schedule, assessment tasks	The assessment schedule is not always	The assessment criteria and tasks are not available

Criterion		Validated	Provisionally validated	Not validated
	each assessment is available	and assessment criteria is available and is consistent for all programmes	comprehensive	

2.1.3.8 Other specific regulations of the programme

The different regulations pertaining to the programme need to be explained and included in the submission.

The provider needs to explain its policy on learner attendance. The requirements to attend classes, sessions e.g.: webinars, group discussion/work, etc. need to be explained and the sanctions should the learner not abide.

The provider needs to be clear in its policy regarding learners leaving the programme – voluntary, exit or deferment. Clarification need to be given on learner dismissal/expulsion from the programme. The conditions that exist need to be explained. On work based experience (WBE) the policy needs to be clear on the objectives for the WBE, the frequency, the monitoring that will take place and how the WBE will be assessed. Academic dishonesty (cheating, plagiarism) needs to be explained how it would be tackled and the sanctions to be imposed. The same will apply to handling of students' complaints, appeals against an assessment decision, re-submission, and repeat/re-sit of assessments.

For example:

- Regulations for attendance
- Regulations for voluntary exit/deferment
- Regulations for dismissal/expulsion from the programme
- Regulations for work placement components
- Regulations for academic dishonesty
- Guidelines for dealing with issues of concern including complaints, appeals against an assessment decision

Example from STA: Advanced Diploma in Hospitality Management

Description of the Appeals process

Establish an appeal process and include the nomination of one member of the panel by the learner

Review and appeal

Condition

- Students may appeal against a decision related to assessments (marks/grades awarded).

Procedures

- Appeal will be submitted in writing to the Manager of Studies and within 7 days of notification of the results.
- The appeal panel will be made up of 3 persons, one chosen by the unit lecturer, one by the Manager of Studies and one by the learner. The persons chosen shall be members of staff of the academy and approved by the Director.
- The panel considers the appeal and makes written recommendations to the Director of the institution within 7 days. The Director will convey the decision in writing to the student within 5 days of receipt of recommendations of the panel.

Extensions and Late Submission

Extension on Assignments, continuous Assessment

- Completed assignment or continuous assessment tasks must be submitted by the due date. Extensions for the submission of work after the due date may be granted on receipt of a written request from the student, through the unit lecturer. The written request must reach the unit lecturer at least 3 days prior to the due date, except under medical or personal circumstances (provided there is documented evidence). To be granted extension, the request must receive the approval of the unit lecturer and the Head of studies/Head of Programme concerned. A new date for the submission of the completed assignment or continuous assessment task will be set by the lecturer.
- Extensions will be granted **once only per assignment or continuous assessment item**.
- Failure without good reason to undertake deferred assignment or continuous assessment will result in failure for that assignment or continuous assessment component and a mark of 0 will be awarded.
- Extension for deferred assignment or continuous assessment will be granted if a good reason prevails and the procedures for extension will apply.

Late submission

- All completed assignment or continuous assessment tasks submitted after the due date without prior approval will constitute a late submission.
- The penalty for late submissions without extension will be a 5% reduction per day on the marks gained for the assignment or continuous assessment.
- 7 days will be allowed (including weekends and public holidays) for late submission without extension. Note however that submissions are not accepted on weekends and public holidays.
- Completed assignment or continuous assessment tasks submitted more than 7 days late without extension or not submitted at all will constitute a Fail with a mark of 0.

Repeat, Re-sit and Re-submission of Assignment and continuous assessment

Conditions

- Students will be permitted to repeat, re-sit or resubmit assignment or continuous assessment tasks that constitute a fail grade for the unit/module.
- The date for re-examination or re-assessment for a unit/module shall be set within one month of the initial assessment. Unless the failed component is an absolute prerequisite for subsequent module or unit, then arrangement should be made by the respective head for deferred examination to be taken prior to the commencement of that module/unit.
- Deferred assessment which is failed must be reassessed within a month of the initial assessment. Unless the failed component is an absolute prerequisite for subsequent module or unit, then arrangement should be made by the respective head for deferred examination to be taken prior to the commencement of that module/unit.

- Students will be reassessed once only per assignment or continuous assessment item.
- Where it is not practical to repeat a component of assignment or continuous assessment the lecturer concerned may specify an alternative and equivalent form of assessment. The alternative assignment or continuous assessment will be approved by the Head of Studies.
- Failure without good reason to undertake reassessment on the date agreed on will result in failure for that continuous assessment component. The mark obtained originally for the completed continuous assessment task will be maintained.
- A second reassessment will be permitted if a good reason prevails and the procedures for reassessment will apply.
- A second reassessment will also be permitted where the circumstances under which a student was re-examined or re-assessed were deemed to have been seriously disadvantageous, e.g. through sickness, etc.

Re-sits Procedures

- If a candidate wants to re-sit assessments they are required to submit the Re-sit form.
- Students will NOT receive their re-sit exam results unless the Re-sit appeal form been received.
- Only one attempt at re-sit is permitted.
- Re-sit results would not be disclosed, only a pass would be awarded even if the re-sit or resubmission score is 40 or above.

Example from TFE Assessment Policy

Cheating and plagiarism

Procedures

- In cases where evidence of suspected cheating or plagiarism is found, the lecturer teaching that unit/module shall deal with the matter internally and promptly (e.g. remove copy of examination, etc.) in the first instance.
- If the lecturer believes that there is a case of suspected cheating/plagiarism, the case shall be reported to the Head of Programme/Coordinator of Studies. The Head of Programme/Coordinator of Studies shall in writing notify the student of the nature of the suspected offence. The student shall be required to make a written statement.
- A formal meeting with the student will be convened and chaired by the Head of Programme/Coordinator of Studies. The meeting will include at least two lecturers, including the lecturer teaching that unit/module.
- If the conclusion on the basis of that meeting is that there has indeed been a case of cheating/plagiarism, the Head of Programme/Coordinator of Studies shall submit a report of the case to the Head of the institution.
- The student shall be informed in writing by the Head of the institution (normally within five working days) of the decision and the penalty to be imposed.
- A copy of all letters and reports of the case shall be retained on the student file.

Penalties

One or more of the following penalties may be imposed, depending on the nature and severity of the offence:

- Resubmission/redoing of the assessment. The highest grade attainable will be a minimum pass.
- A fail for the assessment with a mark of 0.
- A fail grade in the module or course.
- Probation: a period of time during which the privilege of continuing in student status is conditional.
- Suspension: the student loses the student status for a definite period of time, after which the student is eligible to return.
- Termination: the student is permanently expelled from the course and/or institution.

Example from STA: Advanced Diploma in Hospitality Management

Case of close or immediate relatives

As soon as this situation occurs, the institution tries as much as possible to identify an alternative lecturer for supervision of the assessment. If the lecturer in charge is the only lecturer available for this unit, then the institution nominates a lecturer or a group of lecturers to assess the examination papers of the learner concerned, and to moderate a sample from the completed examination papers of the other learners of the group.

Any of the following will be regarded as cheating:

- **Having notes of any description** appertaining to the subject in question, either on ones person or on ones desk.
- **Having notes or formulae written on ones hand, arm, desk, pieces of paper** etc.
- **Passing to or receiving information from another student** by any means, verbal or otherwise. In such cases the penalty in rule nine applies to both students.
- **Talking or attempting to talk to another student** during the examination.
- **Showing or attempting to show** ones exam paper.
- **Having in ones possession paper** (see rule seven) not issued by the invigilator.
- **Secreting notes behind radiators, in or near the toilets or in the examination hall.**

Work-based experience

Measures undertaken to establish and monitor to ensure that the pedagogical objectives are met during WBE

- Work-based experience is a compulsory component for all students.
- Attendance and punctuality are important. For each work-based experience the students should abide by the normal working hours of the organisation and approved by STA. They are expected to work according to the schedule of normal workers in the host organisation.
- If absence is unavoidable, the onus of responsibility is on the student to inform the host organisation and the academy. All absences have to be satisfactorily substantiated and illness of more than one day has to be substantiated by a medical certificate.
- Work-based experience will be assessed independently of other units/modules or course work.
- Students will be required to prepare written reports about their work-based experience. Reports can take different forms (e.g.: portfolio, diary, daily evaluation of work, etc.).
- An assessment form will be used by work organisations to evaluate the students' performance during their work-based experience.
- Lecturers concerned will compile a final assessment report on the performance of individual students during their work-based experience. Reports of regular visits of lecturers will be used to compile final assessment reports.
- Final mark for work-based experience is constituted of student written reports, employer's assessment and student academy's assessment report.
- The total weighting for work-based experience is 100%. The weighting for the student's journal about their work-based experience will constitute 10% of the total mark for the work-based experience. The employer's assessment will be 50% (assessment should be done by immediate supervisor/s) and the lecturers' final assessment report will constitute 40% of the total mark.

* Note that employers' assessment should reflect through records, one of a continuous nature, with a minimum of not less than three meetings with the student (All related WBE Documentations such as the types of responsibilities as well as the types of tasks required during each ADHM WBE' for references are enclosed with the submission for validation).

Criterion		Validated	Provisionally validated	Not validated
2.8	Programme regulations are aligned with the policies of the institution and any specific regulations for the programme, including work based experience regulations, are justifiable	There is alignment of programme and institution policies/regulations, and adequate justification for regulations which are specific to the programme	-	The programme regulations are in conflict with institution policies/regulations
2.8	The provider has a clear and	The attendance	Implementation of	There is no policy on

Criterion		Validated	Provisionally validated	Not validated
	appropriate policy on attendance of learners as well as appropriate learner management mechanisms	policy is implemented consistently	the attendance policy is not consistent	learner attendance
2.8	The procedures and conditions for leaving the course temporarily or permanently (e.g. dismissal, resignation, deferment) are clear, precise and fair for all learners	The procedures and conditions for dismissal, withdrawal, and deferment are fair and implemented consistently	Implementation and application of procedures and conditions for dismissal, withdrawal, and deferment are not consistent	Staff and learners are unaware of procedures and conditions for dismissal, withdrawal, and deferment
2.8	Clear and appropriate procedures for handling academic conflicts of interest and academic dishonesty (including plagiarism, cheating, and collusion) are implemented consistently	Clear and appropriate procedures for dealing with handling academic conflicts of interest and academic dishonesty are implemented consistently	Procedures for dealing with handling academic conflicts of interest and academic dishonesty are not consistently implemented	Staff and learners are unaware of procedures for dealing with handling academic conflicts of interest and academic dishonesty
2.8	There are formalized arrangements for learners to appeal and to resubmit work or re-sit examinations	Learners know what the regulations and processes are for reassessment and for appealing an assessment decision	Regulations and processes for reassessment and for appealing an assessment decision are not implemented consistently	Staff and learners are unaware of regulations and processes for reassessment and for appealing an assessment decision

2.1.3.9 Student information

The provider has to have available for student information a handbook for each of its programme. The handbook will provide details on the programme duration, credit value, entry requirements, list of courses/units, their prerequisites and co-requisites and the learning outcomes for each of the courses.

A list of textbooks and other related resources that need to be purchased by the learner need to be provided. Should there be any tuition fees or other costs that would need to be incurred by the student the provider needs to make known.

Criterion		Validated	Provisionally validated	Not validated
2.9	The programme handbook including (at a minimum) programme structure, progression requirements, assessment requirements for each component, programme regulations, text books, any additional costs, and availability of support services, is	All learners receive comprehensive programme handbooks in the first week of their programme	The template for programme handbooks needs to be improved to make handbooks an even more useful resources for learners	Students do not receive programme handbooks or handbooks do not contain the information which learners need

Criterion		Validated	Provisionally validated	Not validated
	made available to all learners at the commencement of their programme			

2.1.3.10 Quality assurance processes

The provider needs to explain and provide details on its quality assurance processes.

Firstly, the process for moderation of assessments needs to be explained. There is need to clarify what happens to exam papers from preparation to marking. The team that makes up the panel needs to be identified and a ToR submitted for them. The provider needs to provide evidence of moderation of assessments, example, minutes of meetings of panels, outcome of moderation process, etc.

Secondly, the programme review process needs explaining. How often is review done? The process that needs to be followed for programme review, the people who would be involved, and whether international comparability has been sought for it need to be explained.

Thirdly, mechanisms need to be in place to evaluate learners' teaching and learning throughout the time they are in training. It needs to be explained what method(s) is/are used to collect such information and how this data is used in decision-making.

Fourthly, the accuracy of results needs to be assured. The need to clarify the process for checking for anomalies/quality problems need to be highlighted.

Lastly, how is reporting done? The provider needs to explain how it prepares for its programme annual report, what is included and how it is followed up.

Internal and external moderation of assessment

- What is the system/cycle for internal moderation of assessment?
- What is the system/cycle for external moderation of assessment?

Programme review processes

- How frequently will the programme be reviewed?
- What process/mechanism will be used for the review?
- Who will be involved?
- How will international comparability be assured?

Learners' evaluation of teaching and learning

- What is the cycle/system for getting learner feedback on their programme/courses/teachers?

Quality assurance of results/eligibility to graduate

- How does the provider assure itself of the accuracy of results – what is the process for checking for anomalies/quality problems?

Annual reporting

- What are the processes for preparing/ receiving/following up annual reports?
- What information is included in annual reporting?

Criterion		Validated	Provisionally validated	Not validated
2.10	The programme is comparable in terms of level and duration with specified similar programmes offered internationally	The course is comparable in terms of level, length and type with similar programmes offered internationally	Comparability of the programme with similar programmes offered internationally needs to be articulated	The course is not comparable with similar programmes offered internationally
2.10	There are formalized arrangements for the moderation and marking of assessment	Every course is subject to cycles of internal and external moderation of assessment	There are pockets of good practice but moderation schedules are not implemented consistently	There is no moderation of assessment
2.10	Systematic evaluation of teaching by the management and by learners	Teaching are routinely evaluated and results are used for improvement purposes	Ad hoc learner surveys and/or management observations are conducted	Teaching services are not evaluated
2.10	Regular and effective review and revision of courses incorporating employer, learner and graduate feedback	Programmes and courses are systematically reviewed and improved using stakeholder feedback	Programmes reviews are conducted occasionally but without input from all stakeholder groups	There is no system for reviewing and improving programmes and courses
2.10	There are effective systems for the quality assurance of learners' results including rigorous processes for moderation of assessment, approval of results and eligibility to graduate	There is a quality assurance system for reviewing and approving assessment outcomes at programme, department and institutional levels	Assessment results are approved at some level of the institution before they are released to learners	There is no system for quality assuring assessment outcomes

2.1.4 Resources for the programme

2.1.4.1 Staff of the programme

State the qualifications and experience of the relevant:

- Technical staff (attach CVs)
- Teaching staff (attach CVs)

The **qualifications of the academic staff** should be one level higher than the programme which they are teaching. In an ideal situation all the academic staff should be at least at this level. It is considered acceptable, for an incremental purpose, that 55% to 74% of the academic staff have this level of qualification. All the staff with a level lower should be

teaching units of the first year of the programme and not those in the final year or the more specialised units.

However, relevant years of experience can compensate for certain weaknesses of the academic staff in terms of formal qualifications. In this case, two years of relevant experience is considered as the minimum. This type of compensation is particularly important for areas where self development is common.

Other qualifications or short courses attended by academic staff can be of importance especially for some specialised units. This is particularly important for qualifications or programmes at Advanced Diploma or in the last year of Diploma levels where certain forms of specialisation are required and favoured. Again the same proportion of (55% to 74%) should be considered as acceptable.

Given the importance of the development of teaching or training skills and the fact that the Ministry of Education is encouraging professional development in Education, the Validation sub-committee may recommend that most of the academic staff must have a qualification or have at least followed certain units/modules in education or training. Again the same proportion of (55% to 74%) should be favoured.

Two elements need to be considered where the work load of the trainers is concerned. The first element is the number of hours of contact time. This should be in line with the nature of operation of the institution and with employment regulations. In this sense, 21 contact hours are considered as normal practice at tertiary level. Hours over and above the 21 contact hours should be considered as additional hours and not part of the normal workload.

The second element is the staff/student ratio. The staff/student ratio at this level should be established according to the nature of the work to be performed and its modality. For lecturing, the staff/student ratio should be limited to 1:25 compared to laboratory/workshop activities where the staff/student ratio should be 1:15.

Example from MTC: Advanced Certificate in Fisheries Science and Technology

Name of Staff	Status (FT/PT)	Qualification	Relevant Work Experience	Other Qualification(s)	No. Regular contact hours	No. Additional contact hours
Jean Belle	FT	Bsc in Environmental Studies	5 years as Technician at Nature Seychelles 3 years as lecturer	Short training in Education at NIE	18 per week	N/A
Nigel Moustache	FT	Msc in Marine Biology	2 years as manager 5 years as lecturer	None	19 per week	5 hours per week at SALS

Antoinette Padayachy	FT	Bsc in Marine Environment Studies	2 years as technician at SFA 4 years as lecturer	PGCE from NIE	21 per week	N/A
Ratio staff/learners			1:20			
Lecturing activities			1:15			
Workshop or laboratory activities						

Criterion		Validated	Provisionally validated	Not validated
3.1	All teaching staff (full and part time) have appropriate qualifications and work experience	All teaching staff (full and part time) hold a qualification higher than the level at which they are teaching and sufficient work experience (at least 2 years) directly related to the course they are teaching	The majority of teaching staff hold a qualification higher than the level at which they are teaching and some relevant work experience	As many as half of the teaching staff are not qualified at a level higher than the level at which they are teaching and/or do not have relevant work experience
3.1	Technical staff directly involved in training are sufficient in number and have adequate qualifications and work experience	Technical staff are sufficient in number and have relevant qualifications and sufficient work experience to support the programmes	Technical staff are insufficient in number, and/or do not all have adequate qualifications and work experience	Technical staff are insufficient and do not have adequate qualifications and work experience

Technical staff are those involved in the delivery of the training – technicians, who are involved in laboratory, practical or IT works. The qualifications of these technicians should be at least at the level of the qualification in which they are involved. The same proportion of (55% to 74%) should be considered. Relevant years of experience can be used to compensate for certain weaknesses of the support staff in terms of formal qualifications. Also, in this case, two years of relevant experience is considered as the minimum.

Example from MTC: Advanced Certificate in Fisheries Science and Technology

Name of Staff	Status (FT/PT)	Position	Qualification	Relevant Work Experience
Gerina Jeanne	FT	Laboratory Technician	Diploma in Biology	4 years as Laboratory Technician at SFA 2 years at the institution

2.1.4.2 Other resources, facilities and accommodation

For each type of resource distinguish between what is currently available and what is needed:

Physical facilities and resources

- Laboratories and/or workshop facilities
- Clinical areas, if needed
- IT facilities including internet
- Specialised materials and equipment

Library - access on/off

Financial

- Adequacy of financial resources available to support the programme
- Annual budget for the programme

The following resources are looked at in this section: physical facilities and resources – laboratory, workshops, computers/ICT facilities, teaching aids and learning materials; specialised materials and equipment, library access and financial resources.

There is need to list the physical resources available and to indicate the number available for each. In the case of ICT facilities, the number of computers should be equivalent to the number of learners in the class, that is, one computer for each student in order to facilitate the acquisition of contextualised skills. Internet connection should be available and efficient enough. Also, a sufficient number of printers should be available for the learners. Access to ICT classrooms should be available during and outside regular working hours to enable the learners to use this facility for non-contact activities.

For Laboratory/workshop facilities, ideally, the institution should have these kinds of facilities on campus and these should be equipped with relevant equipment and materials in sufficient numbers to enable the learners to develop their skills. If not, access to and the proximity of the service/industry area or setting becomes important. Again, these facilities should be available during and after regular working hours to enable the learners to use them for practical or non-contact activities.

Ideally, the institution should have Library facilities on campus. The library should be equipped with relevant documentation and specialised references in sufficient numbers to enable learners to have access to relevant information in relation to new developments and to develop their skills. If not, the access and the proximity of an off-campus library or documentation centre (National Library or Documentation Centre in the service/industry area or setting) become important. Again, these facilities should be available during and after regular working hours for the learners to use them for non-contact activities.

The financial status needs to be included. How much money/budget is available to support the programme needs to be mentioned.

Example from SIT: Advanced Certificate in Carpentry & Joinery

Resources of the Institution for the course

Shared resources for SIT learners comprise of the following;

Types	Number
Computer room each with 20 computers with internet connection	2
Technical Drawing room	2
Library	1
Workshop for Carpentry works	1
Machine room	1
Training room for Carpentry	1
Classrooms	9
Students' canteen	1
Multi-purpose open court for recreational activities	1

Access to internet (Yes/No): Yes

Opening hours of the ICT rooms: 8:00a.m – 4:00p.m

Location of the following (if relevant)

- **Laboratory/Workshop (on Campus or industry):** On Campus
Opening hours of the Laboratory/Workshop: 08:00a.m – 04:p.m
- **Library (on Campus):** Yes on Campus
Opening hours of the Library: 08:00a.m – 04:p.m

Statement on availability of specialized materials and equipment

The SIT carpentry workshop is well equipped for the course. The classroom room/training is equipped with white board and chalk board as well as an overhead projector with screen.

2.1.4.3 Academic Committee

- Members of the Academic Committee
- Terms of Reference of the Academic Committee
- Latest minutes of Academic Committee

Details pertaining to the Academic Committee needs to be provided – the list of members, the terms of reference and the minutes of meetings.

2.1.4.4 Student support services

Outline the services that are available to learners

e.g. Student Association, learning skills support, pastoral care, counselling, health, careers advice

Student support facilities/services available need to be explained – what they are, opening hours, how they are accessed.

2.1.5 Course descriptors of the programme

For each course in the programme the provider has to provide the following:

- Title of the course
- Level of the course
- Credit value of the course
- Co/pre requisite courses
- Purpose of the course
- Learning outcomes of the course
- Performance criteria for the achievement of each learning outcome
- Teaching and learning methodology to be used in delivery
- Assessment tasks (showing relationship to learning outcomes)
- Textbook(s) for the course
- List of recommended readings for the course.

Appendices

Examples of documents to be attached as Appendices if not covered in the body of the application:

- Letters of Support including support from industry, professional bodies
- Market Research Report
- List of Advisory Committee Members; Terms of Reference, Minutes of the Advisory Committee
- Programme Handbook
- Brochure
- Memorandum of Agreement for work based learning
- Curriculum vitae of staff
- List of textbooks, with cost
- Library inventory
- List of equipment
- Budget for the programme

It is required and necessary that the information is provided so that the Validation Subcommittee can evaluate the programme and make the correct decision.

Annexes

Annex 1: Application format



Seychelles Qualifications Authority (SQA)

Application for Programme Validation

Cover page:

Name of the provider:	Name:
Application for validation of:	Title of the programme:
This application is supported by:	Department staff/workplace experience employers/Advisory committee members Name: Designation:
This application has been approved by:	Internal Board/Committee name: Date:
This application is submitted by:	Name: Designation:
Date of the application:	Date:

Description of the programme

1. Development of the programme	
1.1 Rationale for the programme:	<p>If this is a revision:</p> <ul style="list-style-type: none"> • What currently exists? • When was the programme first offered? • What was the original purpose of the programme? • What problems/issues does the revision respond to? <ul style="list-style-type: none"> • Who is the target group? • How will graduates benefit - specify the likely employment outcomes • To what extent is the programme responding to community needs or market issues/demands including availability of job opportunities, skills requirements, capacity building etc.? What indicators are available from the market survey or need assessment? • What is the evidence that the programme is needed now in the country and what are the trends internationally and regionally (evidence from NHRDC)? • What other evidence is available to support the proposal for a change in programme or new programme development? For example: is there anything in the national strategy or development plans that support the need for the programme?
1.2 Consultation and support for the development of the programme:	<ul style="list-style-type: none"> • Who led the development of the programme? • What has been the process of developing the programme? • What has been the input of teaching staff, qualified external experts, and industry representatives? • Who has been consulted and how was their feedback incorporated into the design? • What factors were taken into consideration in the development e.g. alternative modes of delivery, use of technology, International context? • What is the evidence of the international comparability of the programme?
1.3 Projected numbers	<p>Show projected numbers for the next 3-5 years:</p> <ul style="list-style-type: none"> • How many students will be accepted each year • How many graduates will be produced each year?
2. Programme details	
2.1 Programme leading to the qualification	<p>2.1.1 Title of the programme</p> <p>2.1.2 Vision/mission/philosophy of the programme</p> <p>2.1.3 Aim(s) and objectives of the Programme</p> <p>2.1.4 Graduate profile of graduates of the programme</p>
2.2 Qualification to be awarded	<p>Final, exit or embedded qualifications:</p> <p>2.2.1 Title of the qualification(s) to be awarded</p> <p>2.2.2 Level of the qualification</p> <p>2.2.3 Credit value of the qualification</p> <p>2.2.4 Awarding authority</p> <p>2.2.5 Minimum requirements for the attainment of the qualification</p>
2.3 Entry requirements	<p>2.3.1 Entry criteria (Realistic minimum requirements for entry with no unnecessary barriers to entry)</p> <p>2.3.2 Selection criteria (Sound and appropriate justification for any selection criteria)</p> <p>2.3.3 Provision for RPL and credit transfer</p>

2.4 Pathways of the Programme:	Diagram or narrative showing: <ul style="list-style-type: none"> • Entry pathways into the programme • Exit points within the programme • Employment and higher education destinations after completing the programme
2.5 Structure of the Programme:	2.5.1 Duration of the programme <ul style="list-style-type: none"> • Years and semesters of the programme • Number of teaching weeks per year/semester of the programme • Total hours per week of student learning time divided into contact hours, supervised hours and self-directed learning hours 2.5.2 Courses of the programme <ul style="list-style-type: none"> • Level and credit value of each course • Sequence of courses • Core, optional and elective courses • Pre-requisites and co-requisites • Total hours of each course divided into contact hours, supervised hours and self-directed learning hours 2.5.3 Balance of theory and practice <ul style="list-style-type: none"> • Indicate courses which are mainly fieldwork/work based practice
2.6 Delivery methods	<ul style="list-style-type: none"> • How will the programme and its components be delivered • Justify delivery mode in terms of efficiency and effectiveness • Explain how flexible delivery methods meets the needs of the target group of learners • Describe arrangements for managing learner progress and achievement in the field/workplace (e.g. MoU, logbook)
2.7 Assessment and re-assessment	2.7.1 Assessment methods used in the programme 2.7.2 Regulations for assessment and re-assessment 2.7.3 Recording of marks (What is the grading system to be used for the programme)
2.8 Other specific regulations of the programme	For example: <ul style="list-style-type: none"> • Regulations for attendance • Regulations for voluntary exit/deferment • Regulations for dismissal/expulsion from the programme • Regulations for work placement components • Regulations for academic dishonesty • Guidelines for dealing with issues of concern including complaints, appeals against an assessment decision
2.9 Student information	2.9.1 Programme Handbook 2.9.2 Textbooks and other required resources to be purchased by learners 2.9.3 Any costs or fees over and above basic tuition fees
2.10 Quality assurance processes	2.10.1 Internal and external moderation of assessment <ul style="list-style-type: none"> • What is the system/cycle for internal moderation of assessment? • What is the system/cycle for external moderation of assessment? 2.10.2 Programme review processes <ul style="list-style-type: none"> • How frequently will the programme be reviewed?

	<ul style="list-style-type: none"> • What will the process be? • Who will be involved? • How will international comparability be assured? <p>2.10.3 Learners' evaluation of teaching and learning</p> <ul style="list-style-type: none"> • What is the cycle/system for getting learner feedback on their programme/courses/teachers? <p>2.10.4 Quality assurance of results/eligibility to graduate</p> <ul style="list-style-type: none"> • How does the provider assure itself of the accuracy of results – what is the process for checking for anomalies/quality problems? <p>2.10.5 Annual reporting</p> <ul style="list-style-type: none"> • What are the processes for preparing/ receiving/following up annual reports? • What information is included in annual reporting?
3 Resources for the programme	
3.1 Staff of the programme	State the qualifications and experience of the relevant: 3.1.1 Technical staff (attach CVs) 3.1.2 Teaching staff (attach CVs)
3.2 Other resources, facilities and accommodation	For each type of resource distinguish between what is currently available and what is needed: 3.2.1 Physical facilities and resources <ul style="list-style-type: none"> • Laboratories and/or workshops • Clinical areas, if needed • IT facilities including internet • Specialised materials and equipment 3.2.2 Library – access on/off campus 3.2.3 Financial <ul style="list-style-type: none"> • Adequacy of financial resources available to support the programme • Annual budget for the programme
3.3 Academic committee for the programme	3.3.1 Members of the Academic Committee 3.3.2 Terms of Reference of the Academic Committee 3.3.3 Latest minutes of Academic Committee
3.4 Student support services	Outline the services that are available to learners e.g. Student Association, learning skills support, pastoral care, counselling, health, careers advice

1

Please ensure that:

- you are a registered training provider before submitting your application
- you submit 1 hard copy and 1 soft copy of filled programme validation application form and all associated documents to SQA

Course descriptors of the programme

For each course state:

- Title of the course
- Level of the course
- Credit value of the course
- Co/pre requisite courses
- Purpose of the course
- Learning outcomes of the course
- Performance criteria for the achievement of each learning outcome
- Teaching and learning methodology to be used in delivery
- Assessment tasks (showing relationship to learning outcomes)
- Textbook(s) for the course
- List of recommended readings for the course.

Appendices

Examples of documents to be attached as Appendices if not covered in the body of the application:

- Letters of Support including support from industry, professional bodies
- Market Research Report
- List of Advisory Committee Members; Terms of Reference Minutes of the Advisory Committee
- Programme Handbook
- Brochure
- Memorandum of Agreement for work based learning
- Curriculum vitae of staff
- List of textbooks, with cost
- Library conspectus report
- List of equipment
- Budget for the programme

Annex 2: Major and minor changes to a validated programme

Minor changes that DO NOT need prior approval

Changes that do not require SQA approval are changes to courses of the programme which do not affect the overall specifications of the programme. These changes should be internally approved through the provider's own quality assurance processes. Programme documentation should be updated (with new version number and date) and submitted electronically to SQA. Minor changes include:

- content of a course
- title of a course
- learning outcomes or purpose/aim statement of a course/module (but not the overall outcomes or purpose/aim of the qualification)
- level of a course (while retaining the overall level of the qualification)
- credit value of course (while retaining the overall credit value of the qualification)
- purpose statement of a course
- pre- or co-requisite that does not affect the entry requirements for the programme
- teaching resources of the course
- teaching/learning strategies of the course
- assessment of the course (quantitative change)
- elective course of the programme (addition/deletion) while retaining the overall credit value of the qualification

Major changes that DO require prior approval from SQA

In some cases evaluation by the validation sub-committee will be required and formal approval by the SQA Board. If there are a significant number of changes, a new programme validation may be required. Major changes include:

- title and/or type of the programme
- type of qualification awarded
- level of the programme
- credit value of the programme
- outcome statement of the programme
- entry requirements
- duration of the programme
- compulsory courses (addition or deletion)
- assessment of a course (qualitative change)
- regulations for award of qualification
- exit qualifications (introduction of new ones)
- new majors (for degree programmes)
- changes to the mode of delivery.
- change to allow for delivery at another site

For approval for major changes, documentation should include details and evidence of:

- full details of the changes
- rationale for the changes
- internal and external consultation and support for the changes
- transition arrangements for existing learners (where necessary)
- internal formal approval for the changes (academic board or equivalent)
- resourcing implications (teaching/learning resources, library resources etc.) and staffing implications (numbers, qualifications)

Once the changes are approved programme documentation should be updated (with new version number and date) and submitted electronically to SQA.

Annex 3: National Qualifications Framework

NQF level	Qualification type	Notional hours
10	PhD, Post-Doctorate	3600
9	Master	1600
8	Post Graduate	1200
7	Degree	3600
6	Advanced Diploma	1200
5	Diploma	3600
4	Higher School Certificate (A-Levels)	2400
3	Certificate	1200
2	Secondary Certificate, IGCSE	
1	Primary Certificate	

Annex 4: Summary of level descriptors

Qualification type	Descriptors	Type of Occupation
PhD, Post-Doctorate	<ul style="list-style-type: none"> • Conduct cutting edge research in the field of study • Develop new techniques, ideas or approaches • with complete autonomy 	Doctor, Researcher
Master	<ul style="list-style-type: none"> • Mastery of knowledge in the field of study • Propose solutions based on critical analysis of complex issues and research • involving management of resources and supervision of others. 	Expert/Specialist
Post Graduate	<ul style="list-style-type: none"> • In-depth specialised knowledge in the field of study • Apply specialized skills and principles based on systematic analysis of data in the field of study • Within broad autonomy 	Specialist
Degree	<ul style="list-style-type: none"> • In-depth knowledge in the field of study • Apply well-established principles, requiring a wide variety of data to solve problems in different contexts • within broad autonomy 	Manager/supervisor
Advanced Diploma	<ul style="list-style-type: none"> • Specialised knowledge in the field of study • Apply varied and specialized procedures and techniques in the field of study requiring basic research • within broad parameters and a certain autonomy 	Technician specialized
Diploma	<ul style="list-style-type: none"> • Broad knowledge in the field of study • Apply varied procedures and techniques, to solve concrete problems, in non-routine contexts • under broad guidance 	Technician
Advanced Certificate	<ul style="list-style-type: none"> • Operational knowledge in the field of study • Apply a range of procedures and techniques in the field of study, to solve familiar problems in fairly routine contexts • under general supervision 	Trades person/ Specialised at intermediate level
Certificate	<ul style="list-style-type: none"> • Basic operational knowledge in the field of study • Apply basic procedures and techniques in response to precise instructions • under direct supervision 	Apprentice/ skilled at basic level
General Advanced Certificate	<ul style="list-style-type: none"> • In-depth knowledge in particular subject areas • Apply a range of procedures and techniques in the field of study, to solve problems in a wide range of contexts • under general supervision 	Specialised general education
Secondary Certificate	<ul style="list-style-type: none"> • Broad-based knowledge • Apply basic procedures and techniques • in a controlled environment and under direct supervision 	General education
Primary Certificate	<ul style="list-style-type: none"> • Basic knowledge • Apply basic procedures and techniques related to literacy, numeracy and IT skills involving development of desirable attitudes and values • under continuous guidance, regular checking and limited autonomy 	Basic educational foundation

Annex 5: Level descriptors of the National Qualifications Framework

NQF level	Band	Qualification type	Level descriptors			
			Degree of complexity of tasks	Reasoning and problem solving	Knowledge	Autonomy and responsibility
10	Higher Education and Training	PhD, Post-Doctorate	<p>Carry out processes that:</p> <ul style="list-style-type: none"> require originality and mastery in the application of in-depth and specialized knowledge involve substantial contribution to the development of new techniques, ideas, or approaches in research and enquiry in the field of study demonstrate initiative and employ a wide range of advanced research skills applied to complex tasks in highly specialized contexts 	<ul style="list-style-type: none"> Generate new knowledge and applications through conceptualizing, designing and implementing a research project at the forefront of the field of study Make sound judgement on and provide new insights into complex issues based on systematic and supported analysis in specialist fields involving aspects of uncertainty Demonstrate interpersonal communication skills in the context of consultation and dissemination of new findings to specialist and non-specialist audiences 	<ul style="list-style-type: none"> Demonstrate evidence of creating and interpreting new knowledge based on original and advanced research at the forefront of the field of study, to satisfy peer review and merit publication Analyze and synthesize comprehensively and critically a substantial body of knowledge in the field of study in order to elicit and establish relationships between the elements of the subject in the area of research Conceive, write, critically analyse, discuss, compare specialized texts, propose new insights into the field of study and generate new knowledge Understand the limits of the knowledge and the necessity for further research and continuous development in the field of study 	<ul style="list-style-type: none"> 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
9		Master, Post Graduate	<p>Carry out processes that:</p> <ul style="list-style-type: none"> require a measure of originality and mastery in the application of in-depth and specialized 	<ul style="list-style-type: none"> Evaluate critically the appropriateness of different problem solving approaches, the underpinning 	<ul style="list-style-type: none"> Demonstrate evidence of critical and systematic understanding of knowledge and current problems and/or insights at the forefront of their field of study or area of specialization 	<ul style="list-style-type: none"> Operate in accordance with broad development or strategic plan and budget

NQF level	Band	Qualification type	Level descriptors			
			Degree of complexity of tasks	Reasoning and problem solving	Knowledge	Autonomy and responsibility
			<p>and/or broad knowledge</p> <p>Involve the use of established techniques of research and enquiry, to internationally recognized standards, to create and interpret knowledge in the field of study</p> <p>require the application of a wide range of skills applied to tasks in highly varied and/or highly specialized contexts.</p>	<p>methodologies, and where appropriate, propose new hypotheses or solutions</p> <p>Make sound judgement on complex issues based on systematic and innovative analysis in contexts involving aspects of uncertainty</p> <p>Demonstrate interpersonal communication skills in the context of consultative and/or supervisory role</p>	<p>Analyze and synthesize comprehensively and critically current research and advanced scholarship in the field of study</p> <p>Conceive, write, critically analyse, discuss, compare specialized texts, propose new insights into the field of study and possibly generate new knowledge</p> <p>Understand limits of the knowledge and the necessity for further research and continuous development in the field of study</p>	<p>in a completely self directed manner</p> <p>with responsibility and broad ranging accountability for management of resources and supervision of others.</p>
8		Post Graduate	<p>Carry out processes that: require a mastery in the application of in-depth and specialized knowledge</p> <p>Involve the development and adaptation of procedures to specific and professional context in the field of study</p> <p>require the application and the consolidation of a wide range of skills applied to tasks in highly specialized contexts.</p>	<p>Evaluate critically the appropriateness of different problem solving approaches and where appropriate, propose a range of solutions</p> <p>Make sound judgement on complex issues based on systematic analysis in specialized contexts involving aspects of uncertainty</p> <p>Demonstrate interpersonal communication skills in the context of consultative</p>	<p>Demonstrate knowledge and intellectual independence in the critical and systematic understanding of ideas, principles and concepts of their area of specialization</p> <p>Analyze and synthesize critically current research and advanced scholarship in the field of study</p> <p>Conceive, write, critically analyse, discuss and compare specialized texts</p> <p>Understand limits of the knowledge acquired, its influence on analysis and interpretation and explore lines of research</p>	<p>Operate in accordance with broad development or strategic plan and budget</p> <p>Within a context of broad autonomy</p> <p>with responsibility and broad ranging accountability for management of resources and supervision of others.</p>

NQF level	Band	Qualification type	Level descriptors			
			Degree of complexity of tasks	Reasoning and problem solving	Knowledge	Autonomy and responsibility
				and/or supervisory role		
7		Degree	<p>Carry out processes that:</p> <ul style="list-style-type: none"> require self-directed application of knowledge with substantial depth in some areas. involve the development and adaptation of standard procedures to specific context in the field of study. require the application of a range of technical and other skills to tasks in both varied and highly specific contexts. 	<p>Evaluate critically the appropriateness of different problem solving approaches in the field of study.</p> <p>Provide appropriate responses to new situations requiring synthesis and evaluation of heterogenous data in contexts involving aspects of uncertainty.</p> <p>Demonstrate interpersonal communication skills in the context of supervisory and collaborative role.</p>	<p>Demonstrate knowledge and intellectual independence in the critical understanding of ideas, principles and concepts of the field of study, and of area of specialization</p> <p>Analyze, synthesize and evaluate rigorously a wide range of information including consideration of areas of uncertainty.</p> <p>Conceive, write, critically analyse, discuss and compare specialized texts.</p> <p>Understand the limits of the knowledge acquired and its influence on analysis and interpretation.</p>	<p>Involved in the planning, resourcing, managing processes and guiding or supervising the work of others.</p> <p>within a context of broad autonomy</p> <p>with complete accountability for determining, achieving and evaluating personal and /or group outcomes.</p>
6	Further Education and Training	Advanced National Diploma	<p>Carry out processes that:</p> <ul style="list-style-type: none"> 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- 	<p>Propose appropriate responses to resolve given or contextual abstract problems.</p> <p>Provide adequate responses to unfamiliar situation requiring synthesis and consideration of heterogeneous data.</p> <p>Demonstrate interpersonal</p>	<p>Demonstrate specialised knowledge with depth in a particular branch of a discipline</p> <p>Analyse, reformat and evaluate a wide range of information</p> <p>Conceive, write and discuss specialised texts</p> <p>Understand and interpret fundamental and highly technical information in a particular field of study</p>	<p>Involved in planning, resourcing and managing processes within broad parameters and functions</p> <p>with responsibility for determining, achieving and evaluating personal and / or group outcomes.</p>

NQF level	Band	Qualification type	Level descriptors			
			Degree of complexity of tasks	Reasoning and problem solving	Knowledge	Autonomy and responsibility
			routine contexts	communication skills in the context of professional consultation		
5		National Diploma	Carry out processes that: require a wide range of specialized 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	Research, adapt and implement innovative and creative processes Determine appropriate methods and procedures in response to a range of concrete problems and with reference to some theoretical concepts. Demonstrate interpersonal communication skills in order to train or supervise	Employ broad knowledge base with substantial depth in some areas Analyse and interpret a wide range of data and make informed judgement Prepare, present and discuss oral and/or written reports Understand and interpret relatively complex technical information	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		Advanced National Certificate	Carry out processes that: cover a range of well developed technical and/or academic skills involve a significant choice of procedures are executed within a range of familiar contexts.	Use a range of known responses to solve familiar problems Have a range of sometimes innovative responses to concrete but often unfamiliar problems. Demonstrate interpersonal skills in order to communicate information, to convince or care for others	Employ broad knowledge base incorporating some theoretical concepts Analyse and interpret information and make informed judgement. Prepare oral and written reports on work done or on incidents Understand working instructions and simple technical documents	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.

NQF level	Band	Qualification type	Level descriptors			
			Degree of complexity of tasks	Reasoning and problem solving	Knowledge	Autonomy and responsibility
3		National Certificate	Carry out processes that: cover a range of specialized technical skills in a precise field of study involve repetitive and familiar procedures are executed within closely defined parameters	Apply procedures and/or techniques in response to precise instructions in order to obtain expected results Propose new solutions, adjustments and adaptations Exchange factual information	Employ basic operational knowledge Refer to readily available information Use known solution to familiar problems Fill in working forms or other relevant formats Understand working instructions	Involved in directed activities under general supervision and quality control with limited responsibility for the quantity and quality of their work with no responsibility for guiding others
4	General Education	Advanced level	Carry out processes that: deal with advanced hypothetical propositions which will be directly linked to a concern, topic or theme require developed abstract thinking skills to solve complex problems Involve a wide range of procedures, often in non - standard combinations	Demonstrate the ability to gain and apply a range of knowledge, skills and understanding at a detailed level Show evidence of the ability to analyze, synthesize a range of data and to comprehend material of reasonably complex nature Determine the proper methods and procedures to respond to a variety of problems Articulate the results of their study and research clearly, accurately, and in a balanced and rational	Demonstrate wide -ranging understanding of the subject(s) at hand but with in depth knowledge of certain areas Prepare oral and written essays with coherency on research done	Involves a high degree of independent learning, but will often require input or guidance from others to complete of tasks Displays qualities and transferable skills useful in situations requiring the exercise of some personal responsibility and judgement

NQF level	Band	Qualification type	Level descriptors			
			Degree of complexity of tasks	Reasoning and problem solving	Knowledge	Autonomy and responsibility
				manner		
2		Secondary	Carry out processes that: deal with hypothetical propositions involving abstract thinking and requires the combination of elements in a systematic way	Apply procedures and/or techniques related to language, mathematical, ICT, scientific, historical, socio-cultural and environmental domains Transfer skills in multiple contexts according to set procedures and use them to learn more effectively Apply critical and creative thinking to solve problems Communicate information, instructions, ideas and feelings in a range of different cultural, language and social contexts	Acquire broad-based knowledge and skills and develop desirable attitudes, to provide the basis for independent and future learning, and application of learning.	Involved in directed learning under guided autonomy and with close supervision with limited responsibility aiming towards increased autonomy by taking positions
1		Primary	Carry out processes at a concrete (hands-on) level based on familiar content and involving logical groupings	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	Acquire basic, broad-based knowledge and skills (operational literacy in terms of Reading, Writing and Arithmetic) and develop desirable attitudes and values.	Involved in basic directed learning under continuous guidance with close supervision with limited responsibility and autonomy

NQF level	Band	Qualification type	Level descriptors			
			Degree of complexity of tasks	Reasoning and problem solving	Knowledge	Autonomy and responsibility
				values Demonstrate basic communication skills to inform, recall and express facts, ideas, views, opinions and feelings		

Annex 6: Formulating statements of competency

Qualification type	Statement type	
Degree	Analyse ... Compare ... Examine ... Design... Develop ... Formulate ... Manage ... Organize ... Plan ... Prepare ... Propose ...	Evaluate ... Appraise... Assess ... Predict... Estimate... Select... Supervise...
Diploma	Apply principles and practices of Carry out ... Classify Communicate ... Conduct ... Demonstrate understanding of Execute all activities related to... Inspect Maintain/Calibrate ...	Participate in Perform ... Practice ... Prepare ... Process ... Promote ... Use ... Undertake administrative duties
Certificate	Demonstrate knowledge of... Demonstrate understanding of... Explain... State.... Describe.... Execute all activities related to... Participate in... Operate... Undertake ... Apply principles and practices of Carry out...	

Annex 7: List of verbs used for writing elements of competencies at different levels of the National Qualifications Framework

Level 3	Level 3	Level 4	Level 5	Level 5-6	Level 7
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Define State List Name Write Recall Recognize Label Underline Select Reproduce Measure Relate Describe Memorise Record	Report Review Tell Identify Justify Select Indicate Represent Name Explain Judge Contrast Translate Classify Discuss Compare Express Restate Describe Recognize Locate	Interpret Employ Dramatise Predict Select Explain Find Choose Assess Show Perform Construct Use Practice Apply Operate Demonstrate Illustrate Practice Schedule Shop Sketch	Calculate Solve Categorise Experiment Test Diagram Analyse Identify Conclude Criticise Select Separate Compare Examine Justify Resolve Contrast Distinguish Appraise Question Breakdown Differentiate Inspect Debate Inventory Relate	Prepare Construct Create Set up Combine Argue Select Compose Restate Discuss Relate Manage Summarise Organize Generalize Plan Precise Derive Conclude Design Propose Formulate Arrange Assemble Collect	Appraise Compare Revise Score Judge Support Identify Attach Evaluate Defend Avoid Rate Determine Attack Select Assess Recognize Choose Criticize Value Estimate Measure

Annex 8: Table for establishment of Non-contact hours

	Proportion of notional hours (for non-contact hours to every 1 hour contact time)
PhD	3
Master	2
Degree	2
Advanced Diploma	1.5 to 2
Diploma	1 to 2
Advanced Certificate	0.5 to 1
Certificate	0.5 to 1

Distance learning: 5/2 – 5 non contact hours to every 2 contact hours

Annex 9: Result sheet for Programme Validation



Seychelles Qualifications Authority (SQA)

Result Sheet for Programme Validation

Name of Institution:

Programme title:

1. Development of the programme

Criterion	Confidence	Some confidence	No confidence	Comments
(1.1) The rationale for the programme is well established and relevance is demonstrated using evidence of labour demand, support of employers and the NHRDC; and endorsement by relevant professional bodies	Rationale provides clear evidence of the need for the programme	The case to support the development of the programme needs to be strengthened	There is no clear rationale for the programme	
(1.2) There is evidence that the programme is designed with input from all stakeholder groups	Evidence shows how stakeholder feedback on the design of the programme was considered and used	There is little evidence that stakeholders influenced the design of the programme	There is no evidence of stakeholder input into the design of the programme	

2. Programme details

(2.1) The occupational outcome /learning outcomes to be achieved in the programme are appropriate to the level, length and type of qualification	The level and type of qualification is appropriate for the occupational outcome	-	The level and type of qualification is not appropriate for the occupational outcome	
(2.2) The credit value of the programme is	Credit value of the	Minor adjustments	Credit value of the	

Criterion		Confidence	Some confidence	No confidence	Comments
	appropriate to the type and level of qualification to be awarded on the Seychelles Qualifications Framework	programme is appropriate to qualification(s) to be awarded	are required to credit value of the programme	programme is not within acceptable parameters for the qualification to be awarded	
(2.3)	The entry level is appropriate to the level and type of programme and entry criteria do not pose any unreasonable barrier to applicants who are reasonably likely to be able to complete the programme	The entry criteria are appropriate and there are no unreasonable barriers to acceptance into the programme	Minor adjustments are required to the entry criteria	Entry criteria are not appropriate to the level and type of qualification	
(2.3)	There is provision for entry with credit including Recognition of Prior Learning and Credit transfer, in accordance with SQA guidelines	Provision for credit transfer and RPL are clearly stated in accordance with SQA guidelines	-	There is no provision for RPL and credit transfer	
(2.4)	Pathways of the programme are clearly described and show how the programme articulates with entry qualifications and higher level qualifications offered locally and internationally	The programme articulates with other related, higher level programmes offered nationally and internationally	Minor adjustments are needed to clarify the pathways of the programme	There are no indications of possible pathways into the programme or what graduates might do after completion of the programme	
(2.5)	The level of the programme and the level of all the sequenced programme components are aligned to the level descriptors of the Seychelles Qualifications Framework	Designated programme and course levels match level descriptors	Minor adjustments are required to align programme/course levels with level descriptors	Designated programme and course levels do not match level descriptors	
(2.5)	The credit value of the programme and all programme components is coherent with the duration of teaching and learning shown in weeks	Credit values are consistent with notional hours, which are	Minor changes are required to make the hours of the programme/courses	Credit values are inconsistent with hours of the programme/courses	

Criterion		Confidence	Some confidence	No confidence	Comments
	(including teaching and work based experience weeks) and hours (described as contact, non-contact and work based experience)	appropriately divided into contact and non-contact hours at each level	consistent with credit values	and/or the allocation of hours to courses raises concerns	
(2.5)	The structure of the programme is coherent and all options for progression through the programme (including the sequence of compulsory, elective and optional components, pre and co requisites) and all entry and exit points are clearly presented	The structure of the programme is coherent and well-presented showing all the options for learners to progress through the programme	Minor changes are required to the presentation of the structure to make it clearer	The structure appears incoherent, illogical, or poorly designed	
(2.5)	The balance between theory and practice, including amount and type of work based experience, is in line with the level, length and type of qualification	Balance between theory and practice (including work attachment) is in line with the level, length and type of programme	Minor adjustments are needed to correct the balance of theory and practice	There is disjuncture between the balance of theory and practice (including work attachment) and the nature of the programme	
(2.6)	Learning strategies and activities and appropriate and relevant equipment and other resources are used effectively to engage learners and encourage them to develop critical thinking skills	Strategies, activities and resources are effectively deployed to ensure that all learners are optimally engaged in the learning process	The range of learning strategies, activities and resources needs to be increased to enhance learner engagement and participation	Learning strategies, activities and resources used in the programme effectively limit the participation and involvement of learners	
(2.6)	Work based experience, including induction, monitoring, visits, reporting, and assessment, is well managed, and contributes to the overall standing of the learner in the course	WBE is well managed and is an integral part of the course	There are deficiencies in the management of WBE	WBE is poorly managed and contributes little to the development of the learner	

Criterion		Confidence	Some confidence	No confidence	Comments
(2.7)	The level of demand and sequencing of the assessment activities is in line with the objectives of the course and the relationship between assessments tasks and the learning outcomes of the course is specified	Assessment tasks are appropriately demanding and the relationship between each assessment task and learning outcomes of the course is explicit	Clarification of the relationship between assessment tasks and learning outcomes is required to ensure all leaning outcomes are assessed, but not over-assessed	The level of demand of assessments is inappropriate and/or no relationship between the assessment tasks and learning outcomes is stated	
(2.7)	A variety of assessment techniques integrates assessment into the teaching and learning process and is suited to the needs of learners and the nature and level of the course	A variety of appropriate assessment methods is used, and well integrated into the process of teaching and learning	More consideration needs to be given to the tailoring of assessment methods to the level of the course and/or to meet the specific needs of learners	Assessment is limited to one or two types and/or is ill-suited to the level of the course	
(2.7)	There are clear assessment policies, procedures and regulations which ensure that assessment is carried out in a fair, consistent and constructive manner	Policy and procedures are clear and there is complete transparency in the assessment process	While policies and procedures for assessment reflect good practice principles, these are not implemented consistently	There are no assessment policies and procedures in place	
(2.7)	A schedule for assessments including the type, weighting, due date and assessment criteria for each assessment is available	The assessment schedule, assessment tasks and assessment criteria is available and is consistent for all programmes	The assessment schedule is not always comprehensive	The assessment criteria and tasks are not available	
(2.8)	Programme regulations are aligned with the policies of the institution and any specific regulations for the	There is alignment of programme and institution	-	The programme regulations are in conflict with	

Criterion		Confidence	Some confidence	No confidence	Comments
	programme, including work based experience regulations, are justifiable	policies/regulations, and adequate justification for regulations which are specific to the programme		institution policies/regulations	
(2.8)	The provider has a clear and appropriate policy on attendance and participation of learners as well as appropriate learner management mechanisms which are known and understood by all educational staff and learners.	The attendance policy is known to staff and learners and implemented consistently	Implementation of the attendance policy is not consistent	Staff and learners are unaware of attendance requirements and/or attendance is not monitored	
(2.8)	The procedures and conditions for leaving the course temporarily or permanently (e.g. dismissal, resignation, deferment) are clear, precise and fair for all learners	Staff and learners are aware of procedures and conditions for dismissal, withdrawal, and deferment and these are fair and implemented consistently	Implementation and application of procedures and conditions for dismissal, withdrawal, and deferment are not consistent	Staff and learners are unaware of procedures and conditions for dismissal, withdrawal, and deferment	
(2.8)	Clear and appropriate procedures for handling academic conflicts of interest and academic dishonesty (including plagiarism, cheating, and collusion) are implemented consistently	Clear and appropriate procedures for dealing with handling academic conflicts of interest and academic dishonesty are implemented consistently	Procedures for dealing with handling academic conflicts of interest and academic dishonesty are not consistently implemented	Staff and learners are unaware of procedures for dealing with handling academic conflicts of interest and academic dishonesty	
(2.8)	There are formalized arrangements for	Learners know what	Regulations and	Staff and learners	

Criterion		Confidence	Some confidence	No confidence	Comments
	learners to appeal and to resubmit work or re-sit examinations	the regulations and processes are for reassessment and for appealing an assessment decision	processes for reassessment and for appealing an assessment decision are not implemented consistently	are unaware of regulations and processes for reassessment and for appealing an assessment decision	
(2.9)	The programme handbook including (at a minimum) programme structure, progression requirements, assessment requirements for each component, programme regulations, text books, any additional costs, and availability of support services, is made available to all learners at the commencement of their programme	All learners receive comprehensive programme handbooks in the first week of their programme	The template for programme handbooks needs to be improved to make handbooks an even more useful resources for learners	Students do not receive programme handbooks or handbooks do not contain the information which learners need	
(2.10)	The programme is comparable in terms of level and duration with specified similar programmes offered internationally	The course is comparable in terms of level, length and type with similar programmes offered internationally	Comparability of the programme with similar programmes offered internationally needs to be articulated	The course is not comparable with similar programmes offered internationally	
(2.10)	There are formalized arrangements for the moderation and marking of assessment	Every course is subject to cycles of internal and external moderation of assessment	There are pockets of good practice but moderation schedules are not implemented consistently	There is no moderation of assessment	
(2.10)	Systematic evaluation of teaching by the management and by learners	Teaching are routinely evaluated and results are used for improvement purposes	Ad hoc learner surveys and/or management observations are conducted	Teaching services are not evaluated	
	Regular and effective review and	Programmes and	Programmes reviews	There is no system	

Criterion		Confidence	Some confidence	No confidence	Comments
(2.10)	revision of courses incorporating employer, learner and graduate feedback	courses are systematically reviewed and improved using stakeholder feedback	are conducted occasionally but without input from all stakeholder groups	for reviewing and improving programmes and courses	
(2.10)	There are effective systems for the quality assurance of learners' results including rigorous processes for moderation of assessment, approval of results and eligibility to graduate	There is a quality assurance system for reviewing and approving assessment outcomes at programme, department and institutional levels	Assessment results are approved at some level of the institution before they are released to learners	There is no system for quality assuring assessment outcomes	
3. Resources for the programme					
(3.1)	All teaching staff (full and part time) have appropriate qualifications and work experience	All teaching staff (full and part time) hold a qualification higher than the level at which they are teaching and sufficient work experience (at least 2 years) directly related to the course they are teaching	The majority of teaching staff hold a qualification higher than the level at which they are teaching and some relevant work experience	As many as half of the teaching staff are not qualified at a level higher than the level at which they are teaching and/or do not have relevant work experience	
(3.1)	Technical staff directly involved in training are sufficient in number and have adequate qualifications and work experience	Technical staff are sufficient in number and have relevant qualifications and	Technical staff are insufficient in number, and/or do not all have adequate	Technical staff are insufficient and do not have adequate qualifications and	

Criterion		Confidence	Some confidence	No confidence	Comments
		sufficient work experience to support the programmes	qualifications and work experience	work experience	
(3.2)	Laboratory and/ or workshop facilities are appropriate, available and accessible for the learners and staff on campus	Laboratory and/or workshop facilities are appropriate, available and accessible for the learners and staff on campus	Improved access is required to adequate laboratory and/ or workshop facilities	Laboratory and/ or workshop facilities are not appropriate and not sufficiently available to meet the needs of staff and learners	
(3.2)	ICT facilities are adequate, open at hours that meet learners' needs, and adequately equipped with and internet connections	ICT facilities are adequate, and are equipped with internet connections, and opening hours are sufficient to meet the needs of learners	ICT facilities are available but insufficient for the student population, internet connections are sporadic and the opening hours are not conducive for all groups of learners	ICT facilities, internet connections and opening hours are inadequate to meet the needs of all learners	
(3.2)	The library is accessible for learners and staff on or off campus during convenient hours	Staff and learners have access to the library during convenient hours	The library is not always accessible to staff and learners during convenient hours	There is little or no access to the library for staff and learners	
(3.2)	Sufficient specialised equipment are available for the purpose of training the number of learners enrolled in the programmes	Specialized equipment are available for the number of learners enrolled in the specific training programmes	There are some deficits in terms of the availability of specialised equipment	Specialized equipment are inadequate for the training programmes	

**Recommendation of the Validation sub-committee
Programme Validation Outcome**

Programme Validation decision making	Not validated	Provisionally validated	Validated
	<ul style="list-style-type: none"> • Many of the criteria are not met <p>And/or</p> <ul style="list-style-type: none"> • The qualification does not meet the requirements of the NQF <p>And/or</p> <ul style="list-style-type: none"> • The design of the programme is essentially flawed • Programme documentation is piecemeal, with major omissions 	<ul style="list-style-type: none"> • Most of the criteria are clearly met • The qualification meets the requirements of the NQF • Only minor changes are required to meet validation requirements 	<ul style="list-style-type: none"> • All the criteria are met • The qualification meets the requirements of the NQF • Programme documentation is clear and coherent

(If provisionally validated or not validated) to include the following statement

The Validation Sub – Committee recommends that the provider actions the comments column in the results sheet above where the criteria have been rated “some confidence” and “no confidence” and resubmit a new submission to SQA by**Date.....Year**.

Name:

Signature:

Date:

Decision of Quality Assurance Committee

1. The Quality Assurance Committee considered the recommendations of the Validation Sub-Committee for the **programme** submitted on **date ...year**.
2. The Quality Assurance Committee endorsed the recommendations of the Validation Sub-Committee on **date** to the provider meeting the recommendations set out above.

Name: Mr Selby Dora, Chairperson Quality Assurance Committee

Signature:

Date:

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