



SEYCHELLES QUALIFICATIONS AUTHORITY

Manual for Development, Evaluation and Approval of Qualifications and Unit Standards

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Glossary of Terms

“Assessment criteria” means the standards used to guide learning and assess learner achievement and/or to evaluate and certify competence.

“Credit” means a measure of the volume of learning required for a qualification or part-qualification, quantified as the number of notional study hours required for achieving the learning outcomes specified for the qualification or part-qualification. In the Seychelles educational and training system one (1) credit is equated to ten (10) notional hours of learning.

“Elective unit standards” means an additional knowledge, skills, attitudes and values from which a choice may be made to ensure that the purpose of a qualification is achieved.

“Essential unit standards” means generic knowledge, skills, attitudes and values necessary for all qualifications based on unit standards and includes communication, numeracy, and information communication technology.

“Exit Level Outcomes” refer to the outcomes which define the level of performance according to which a candidate completing the qualification is assessed.

“Field of learning” means an organizing mechanism for unit standards and qualifications registered under the National Qualifications Framework Regulations.

“International Comparability” means an analysis of how a qualification compares with and relates to similar international qualifications, best practices and standards.

“Learner” means a person who is acquiring or has acquired knowledge, skills, attitudes, personal attributes or competencies.

“Learning” means the acquisition of knowledge, skills, attitudes, personal attributes or competencies.

“Learning outcomes” means the contextually demonstrated end-products of specific learning processes, which include knowledge, skills attitudes and personal attributes. Outcomes could be generic in that they apply across many fields of learning (generic

outcomes include aspects such as “ability to problem-solve” or “understanding the world as a set of inter-related systems”).

“Level” means one of the series of levels of learning achievement arranged in ascending order according to which an NQF is organised, and to which qualification types are linked. A unit standard, qualification or part qualification is registered at a particular level on the NQF.

“Level descriptors” means a statement used to describe a hierarchy of learning outcomes in terms of reasoning and problem solving, autonomy and responsibility, knowledge, and degree of complexity of tasks.

“National Qualifications Framework” means a comprehensive system approved by the Minister for the development, classification, registration, publication, evaluation and articulation of quality-assured qualifications.

“non-contact time” means time spent on independent study, working on assignments and on other forms of assessment.

“Notional hours of learning” means the direct contact time of learners with teachers and trainers, as well as non-contact time (specified for a particular programme of learning). Notional hours of learning comprise the total amount of time it would take an average learner to meet the outcomes defined in a learning experience and include, inter alia, face-to face contact time, time spent in structured learning in the workplace, time for completing assignments and research, and time spent in assessment processes.

“Part qualification” means an assessed unit of learning that is registered by the Authority as part of a qualification, including a course and a unit standard.

“Performance/Assessment criteria” means the standards used to guide learning and assess learner achievement and/or to evaluate and certify competence.

“Professional body” means a body of expert practitioners in an occupational field; this includes an occupational body and statutory council.

“Qualification” means a registered national qualification.

“qualification type” means the specified nomenclature for qualifications at particular levels set under the National Qualifications Framework Regulations.

“Recognition of Prior Learning” means principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development.

“specific unit standards” means specific knowledge, skills, attitudes and values which form the basis needed to undertake the education, training or further learning required in the obtaining of a qualification.

“Unit standard” means a statement of the outcome of any learning assessed, the type and quality of evidence that represents performance worthy of an award of credits and the context in which that evidence should be demonstrated.

List of Acronyms and Abbreviations

ANHRD	Agency for National Human Resource Development
CEO	Chief Executive Officer
EXCO	Executive Committee
JAW	Job Analysis Workshop
NQF	National Qualifications Framework
RPL	Recognition of Prior Learning
SDC	Standards Development Committee
SEC	Standards Evaluation Committee
SQA	Seychelles Qualifications Authority

1.0. Introduction to the Manual

- 1.1. This Manual details the policy and guidelines for the development, evaluation and approval of qualifications, part qualifications and unit standards and the quality criteria to be met for their registration on the Seychelles National Qualifications Framework.
- 1.2. The Manual replaces the following documents:
 - (a) Policy Guidelines on Standard Setting, May 2008, and,
 - (b) Policy Guidelines and Manuals for the development of Standards for Qualifications and Unit Standards, January 2009.
- 1.3. The Manual consists of the following two main parts:
 - (i) Policy on the Development, Evaluation and Approval of Qualifications, Part Qualifications and Unit Standards
 - (ii) Criteria and Guidelines for the Development, Evaluation and Approval of Qualifications, Part Qualifications and Unit Standards

2.0. Scope of the Manual

- 2.1. This document applies to the technical staff of the Seychelles Qualifications Authority (SQA) responsible for standards setting and the various Committees responsible for developing, evaluating and approving unit standards for qualifications and part qualifications for registration on the Seychelles National Qualifications Framework (NQF). It therefore serves as a guide and resource for all who are involved in the standards generating, evaluating and approval process.

Policy on the Development, Evaluation and Approval of Qualifications, Part Qualifications and Unit Standards

1.0. Introduction

- 1.1.** Unit standards are the foundation of the National Qualifications Framework (NQF). Unit standards are the building blocks for qualifications and may be combined into different pathways and qualifications to meet the needs of different learners. Unit standards are a collection of knowledge, skills and attributes in which a learner must prove competence. They provide the basis for the design of assessment. Qualifications provide the structural mobility which the NQF promotes.

2.0. Legislative Setting

- 2.1.** The Seychelles Qualifications Authority Act (Act 12 of 2005) requires the Seychelles Qualifications Authority to formulate and implement a National Qualifications Framework (section 4 (1) (a)). The Act also requires the Seychelles Qualifications Authority (SQA) amongst other functions, to (section 4 (1)):

- (b) keep and maintain a register of recognised qualifications;
- (c) review the policies and criteria on which the framework of qualifications is based;
- (d) facilitate learners' access to and progression within the national education and training system;
- (e) promote international recognition of local qualifications; and
- (f) ensure the protection of the interests of learners.

In the performance of its functions the Authority shall (section 4 (2)):

- (a) inform itself of the needs of commerce, industry, the professions and the public service pertaining to education, training, skills and qualifications and promote practices in education and training which would meet those needs.

3.0. Seychelles National Qualifications Framework

3.1. The Seychelles National Qualifications Framework (NQF) is a framework for the development, recognition and award of qualifications based on standards of knowledge, skills and competences to be acquired by learners. It is designed to provide:

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

3.2. The Seychelles NQF aims to:

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

4.0. Levels of the Seychelles NQF

4.1. The NQF comprises ten learning achievement levels. The levels ascend from elementary literacy, numeracy and cognition required to perform simple tasks up to the most advanced production of knowledge achieved through individual, independent research, together with the level descriptors (the required learning achievements) appropriate to each level.

4.2. Each qualification type must be assigned a specified level on the NQF.

4.3. The award of the qualification is conditional on demonstration that all areas specified in the descriptor of the relevant level have been demonstrated.

5.0. Level Descriptors of the Seychelles NQF

5.1. Level descriptors (*refer to Annexure 1*) provide all interested parties, namely learners, awarding bodies, qualifications developers, employers and the public

with a measure of the range of knowledge, skills and competence expected for the achievement of that level.

5.2. The level descriptors apply to all qualification types on the NQF.

5.3. The Seychelles NQF Regulations provide for periodic review by SQA of the level descriptors and their associated components, to ensure that they remain current, and dynamically responsive to emerging trends in educational approaches and the needs of professions and industry.

6.0. Context of Unit Standards and Qualifications

6.1. Unit standards describe the result of learning as well as what should be assessed but do not dictate the process of learning, i.e. they do not describe how learning should take place or how the outcomes should be assessed.

6.2. A qualification can be based on exit-level outcomes and assessment criteria or on unit standards. Three critical considerations that underpin qualifications development are that qualifications should:

- serve the purpose of the learner;
- be developed in a consultation with stakeholders; and
- be focussed on outcomes of learning rather than the process of teaching or learning.

7.0. The Use of Unit Standards

7.1. Registered Components of Qualifications

7.1.1. Unit standards are registered components of national qualifications. Each represents an outcome of learning and/or a work activity that is a significant part of a qualification. Unit standards state:

- the outcome(s) of learning and/or work activity needing to be formally assessed;
- the proof of performance learners must produce and/or demonstrate if they are to receive formal recognition of their knowledge and skills;

- the quality of this required evidence, representing what stakeholders consider being acceptable performance;
- the context, parameters and limitations to and/or of any required performance;
- references to quality assurance systems that support the unit standard as a description of the standard of performance needed for certification.

7.2. An Award given through the NQF

- 7.2.1. Unit standards represent an ‘award’, signifying that a person has been formally assessed and has attained a nationally agreed standard of performance. They are registered on the National Qualifications Framework (NQF) to enable national recording of their being attained. People are able to receive national recognition for both their whole qualification and what they specifically did/demonstrated to receive the qualification. Should someone not complete a whole qualification, they will gain recognition for the outcomes of learning and/or work activities that they are able to perform (part qualification).

7.3. Basis of Assessment Decisions

- 7.3.1. Unit standards provide the basis for the design of assessment activities and the making of assessment decisions. The intended audiences are: informed assessors – skilled assessors with knowledge, or access to specialist knowledge in the subject area being assessed; and candidates who have completed relevant learning and who wish to self-assess their readiness for formal assessment.

7.4. Inform Learning Programmes

- 7.4.1. Unit standards are not directly used in the delivery of learning or training programmes. Rather, by describing required performance, unit standards inform the design of learning and training programmes.

8.0. Principles

- 8.1. ***Broad principles apply:*** To become registered, unit standards must fit within the broad principles of the National Qualifications Framework (NQF) and any regulations made in relation to awards registered on the Framework.

- 8.2. *Access to learning and certification:*** Awards on the NQF must encourage people into education and training. Access to having knowledge and skill nationally recognised should be made as easy as possible without compromising the national credibility of the award.
- 8.3. *Relevance:*** Unit standards registered on the NQF must reflect outcomes of learning and/or work activities that are relevant and appropriate to the Seychelles context.
- 8.4. *International comparability:*** Unit standards registered on the NQF must demonstrate internationally regarded characteristics of ‘good’ qualifications or awards. These characteristics include:
- a clear purpose – the qualification contributes to the national goals and objectives and represents meaningful attainment for learners and employers, and has been endorsed as such by relevant stakeholders;
 - the expression of outcomes of learning and/or work performance that are achievable, manageable, coherent, assessable, and consistent with sound assessment practice;
 - internal coherence – the composition and contents of the qualification must be simply stated, make sense, and clearly relate to the purpose;
 - the recognition of broad, transferable and generic skills as well as requirements specific to an occupation or profession;
 - the provision of clear entry and exit points for learners and successful ‘graduates’.
- 8.5. *Registrable quality:*** Unit standards approved for registration must be of ‘registrable’ quality. They must comply fully with the requirements for unit standards specified by the Seychelles Qualifications Authority.
- 8.6. *Publishable quality:*** Unit standards approved for registration must be of publishable quality - free from spelling, punctuation, and grammatical errors, consistent in their expression, and meet specified formatting requirements.

8.7. *Fit for purpose:* Unit standards must be fit for purpose. Periodic reviews of each unit standard will ensure that this is so. As stipulated in the NQF Regulations, unit standards shall be reviewed within a period of at least five years from the date of registration on the Qualifications Framework.

8.8. *Language:* Unit standards shall be prepared in the English language. Where expertise is available, and accessibility will be enhanced as a result, the unit standards may also be published in another official language of Seychelles. Any translation must not, however, diminish the requirements or standards expressed in the English version.

9.0. Qualification Types

9.1. Structure of Qualifications on the Seychelles NQF

9.1.1. The National Qualifications Framework Regulations 2008 make allowance for, and distinguish between two kinds of qualifications, which may be registered on the NQF:

- i. Qualifications **based on** Unit Standards
- ii. Qualifications **not based on** Unit Standards (Exit-Level Outcome Qualifications).

9.1.2. Unit standards developed/generated and registered on the NQF should form an integral part of a qualification or part qualification registered on the NQF.

9.2. Unit Standards Types

9.2.1. The National Qualifications Framework Regulations 2008 makes provision for three (3) unit standard types on the Seychelles NQF as follows:

- a. ***Specific unit standards*** that refer to specific knowledge, skills, attitudes and values which form the grounding or basis needed to undertake the education, training or further learning required in the obtaining of a qualification.
- b. ***Essential unit standards*** that refer to generic knowledge, skills, attitudes and values deemed necessary for all qualifications and are:

- i. Communication
 - ii. Information and Communication Technology
 - iii. Numeracy
- c. *Elective unit standards* that refer to additional knowledge, skills, attitudes and values from which a choice may be made to ensure that the purpose of a qualification is achieved.

10.0. Format of Qualifications and Unit Standards

10.1. The format of qualifications and unit standards is important, but in order to achieve the objectives of the Seychelles NQF, the quality of qualifications and unit standards lies in the:

- i. fitness and suitability of the qualification for its intended purpose;
- ii. achievement of the principles of the NQF;
- iii. relationship between the elements of the qualification and its unit standards;
- iv. relationship of a qualification to others in the Field or Sub-Field and to qualifications at different levels.

11.0. Responsibility for Development of Unit Standards and Qualifications

11.1. It is stipulated in the National Qualifications Framework Regulations 2008 (8.(1)) that the SQA has the overall responsibility for setting of standards with the participation of industry, training institutions, professional bodies and other relevant stakeholders. The SQA is also mandated to develop and implement policies, criteria and guidelines for standards setting as well as setting criteria for the registration of unit standards and qualifications on the Qualifications Framework.

11.2. Since the SQA does not have the subject matter expertise to develop unit standards and qualifications on its own, the actual development of unit standards and qualifications will be done by committees of content specialists drawn from institutions, professional bodies, professions/occupations and sectors. The committees will be identified, coordinated and led by the SQA. The Authority

will also provide training in the writing of unit standards, as well as technical advice and guidance.

12.0. Responsibility for Evaluation and Approval of Unit Standards and Qualifications

12.1. There will be two Committees established for the purposes of reviewing, evaluating and approving unit standards and qualifications as follows:

Standards Evaluation Committee

12.2. The Standards Evaluation Committee (SEC) will have the responsibility for evaluation and final editing of unit standards and qualifications. The members of the SEC will be appointed by the SQA and the Committee will be led by a Principal Standards Setting Officer of the SQA.

Executive Committee (EXCO)

12.3. The Executive Committee (EXCO) will be appointed by the SQA Board and will be responsible for approval of unit standards and qualifications for registration on the Seychelles NQF. The EXCO will be led by a designated Principal Standards Setting Officer.

Criteria and Guidelines for the Development, Evaluation and Approval of Qualifications, Part Qualifications and Unit Standards

1.0. Introduction

- 1.1.** Consistent application of a common set of criteria and guidelines for the development, evaluation and approval of unit standards and qualifications for registration on the NQF is necessary for the following main reasons:
- 1.2.** Form and substance are not easily separable in as complex a matter as the formulation of a qualification and a unit standard. To a large extent, the way the qualification or unit standard is written is what the qualification or unit standard *is*.
- 1.3.** Ready comparison of qualifications and unit standards across Fields and Sub-fields is greatly facilitated by consistency of formatting.
- 1.4.** Articulation of qualifications and unit standards with one another is greatly facilitated by consistent formatting; and
- 1.5.** Consistent formatting allows for the ready capture of the qualification or unit standard on the SQA database, on the SQA website, and in SQA documentation.
- 1.6.** Qualifications may be presented in either of the prescribed format as stipulated in the regulations, i.e. in the form of unit standards or learning outcomes

2.0. Qualifications Based on Unit Standards

2.1. The Language of the Qualification

2.1.1. The language used in the qualification will be:

- i. simple and accessible to the learner for whom it is intended, and
- ii. appropriate to the level at which it is pegged on the NQF.

2.1.2. The qualification shall be written in short simple sentences with few dependent clauses and should be in the active voice as opposed to the passive voice.

2.1.3. The language will be precise and consistent with normal usage in the sector. The use of jargon must be avoided.

2.2. Form and Substance of the Qualification

2.2.1. For a qualification that is based on unit standards to be registered on the Seychelles NQF, the qualification must contain the following:

- a) Title
- b) Qualification Type
- c) Qualification Code
- d) Level Number
- e) Number of Credits
- f) Field and Sub-field
- g) Date of Registration
- h) Date of Review
- i) Purpose
- j) Rules of Combination
- k) Unit Standards Title Matrix
- l) Unit Standards
- m) International Comparability
- n) Articulation
- o) Recognition of Prior Learning (RPL)

Title of the Qualification

2.2.2. The title of the qualification must be unique at its level on the NQF- i.e. the title must be different from any other title registered on the NQF at that level.

2.2.3. The Qualification type must be one of the names approved by the SQA and in accordance with the approved naming conventions e.g. “Certificate”, “Advanced Certificate”, “Diploma”, “Advanced Diploma”, “Degree”, etc.

2.2.4. The title must contain the NQF level of the qualification.

2.2.5. The title must provide a clear indication of the contents of the qualification e.g. Advanced Certificate in Carpentry and Joinery: Level 4.

Qualification Type

2.2.6. The primary name is the qualification type (Certificate, Advanced Certificate, Diploma, Advanced Diploma, Degree, Master, etc.). It describes its volume as a full qualification; or a part qualification. Qualification types are prescribed by the NQF.

Qualification Code

2.2.7. The code allocated to a qualification upon registration on the NQF. Each qualification is assigned a unique code which identifies its classification and category. This will be completed using the NQF classification system. Qualifications will be coded according to Qualification type, Organising field, Subfield, and sequence. A letter will indicate whether the qualification is a review and this will be indicated in alphabetical order.

Level of the Qualification

2.2.8. The level assigned to the qualification should be appropriate to the complexity of learning as described in the NQF Level Descriptors and embodied in the Elements and Performance Criteria of the unit standards. The level of a part-qualification may be at the same level as the parent qualification or at a level within the range allowed for in the qualification type.

Allocation of Credits

2.2.9. The allocation of credits in a qualification or part-qualification is guided by the number of notional hours of study needed for a learner to achieve specified learning outcomes.

2.2.10. Notional hours comprise the following:

- Contact time (direct teaching time including tutorials and group work)
- Non-contact time (independent study time including assignments, preparing for examinations, research, etc.)
- Work Based Experience or Work Attachment.

2.2.11. The Seychelles NQF prescribes a minimum number of credits for each qualification type at its specified level. A qualification must demonstrate that

the minimum number is to be achieved. The minimum number of credits for a qualification as specified in the NQF Regulations is one hundred and twenty.

- 2.2.12. The NQF does not set a maximum number of credits. It is therefore possible that the minimum number could be exceeded. As a general guideline, the number of credits in excess of the specified minimum number should not exceed fifteen per cent of the minimum number. However, should the credits exceed the stipulated excess limit of fifteen percent, for a qualification to be approved for registration proof must be provided that the number of credits required is achievable by the learner within the normal duration of the learning programme that is to be accredited.

Field and Sub-field of the Qualification

- 2.2.13. The Qualification must clearly indicate in which Organizing Field and Sub-field it belongs. The Field and Sub-field must be one of those already delineated by the SQA (*Refer to Annexure 3*).

Date of Registration

- 2.2.14. Registration date is the date that the qualification is approved and registered on the Seychelles NQF.

Review Date

- 2.2.15. Review date specifies the date by which the qualification will be reviewed.

Purpose of the Qualification

- 2.2.16. The Purpose should outline how the qualification meets the specific needs in the sector for which it is generated.

- 2.2.17. The Purpose statement should outline what it is intended to achieve for the individual, i.e. what the qualifying learner will know and be able to do on achievement of the qualification.

- 2.2.18. The range of typical learners should be clearly identified with an indication of the occupations or areas of activity in which the qualifying learners will operate.

Rules of Combination

2.2.19. Qualifications based on unit standards shall adhere to the following rules of combination:

- a. at least sixty (60) percent of the unit standards shall be at the level of the qualification;
- b. at least forty (40) percent of the unit standards shall be specific unit standards;
- c. all three Essential unit standards shall be included.

2.2.20. The Rules of Combination must indicate:

- i. The total number of credits for the qualification
- ii. The number of credits in each of the three components: Essential, Specific and Elective.

2.2.21. The minimum number of credits must conform to the minimum number required for the type of qualification:

- 120 credits for a Certificate
- 240 credits for an Advanced Certificate
- 360 credits for a Diploma
- 120 credits for an Advanced Diploma
- 360 credits for Degree, etc.

2.2.22. The standards in a qualification should not span more than three NQF levels e.g. a level 5 qualification may consist of unit standards at levels 4, 5 and 6 but the qualification will not include level 3 or level 7 standards.

2.2.23. All Specific and Essential unit standards are compulsory. This means that there will not be optional unit standards in either the Specific or Essential Components.

2.2.24. Essential unit standards refer to generic knowledge, skills, attitudes and values necessary for qualifications.

2.2.25. For progression to the next level in a programme leading to a qualification, learners must have successfully completed all three (3) Essential unit standards.

Unit Standards Title Matrix

2.2.26. The unit standards contained in each of the three components of the qualification, viz. Specific, Essential and Elective Components must be listed in a matrix and must be grouped as such.

2.2.27. The unit standards listed in the matrix must indicate the following:

- The title of each unit standard
- The Identification (ID) number of each unit standard
- The NQF level of each unit standard
- The credits allocated to individual standard.

2.2.28. The total credits for each of the three components of the qualification will be given. The credit totals for each of the three components must tally with that given in the Rules of Combination.

2.2.29. The total credits for the qualification will be specified.

Unit Standards

2.2.30. The unit standards contained in each of the three components of the qualification will be attached to the Unit Standards Title Matrix.

International Comparability

2.2.31. International comparability is an important component of a qualification to ensure that qualifications are on a par with similar qualifications on offer internationally. Qualifications registered on the Seychelles NQF should reflect best practice internationally.

2.2.32. International comparability should clearly indicate how and to what degree the qualification compares with what is on offer internationally.

- 2.2.33. It is recommended to compare the qualification and its unit standards with:
- Qualifications offered in countries that are leaders in the particular sector;
 - Qualifications in the region and internationally;
 - Best practice in the sector internationally.
- 2.2.34. The comparison should not be restricted to registered qualifications only but should also include programmes, in-house training and short courses offered by international providers.
- 2.2.35. There must be an explanation for why the particular countries and qualifications were selected for the comparison.
- 2.2.36. International comparison has a three-fold purpose, namely to:
- align Seychelles qualifications with similar ones, in terms of quality, levels of achievement, and best practice;
 - optimize the mobility of individuals awarded qualifications, by seeking alignment, and therefore progression possibilities, through articulation of Seychelles qualifications with those awarded on qualifications frameworks of other countries; and
 - promote internationalization of qualifications, opening possibilities for inter-institutional collaboration and even the awarding of joint qualifications.
- 2.2.37. The international comparability report should list the names of the qualifications/courses/programmes consulted and their countries of origin and explain how they compare with the Seychelles qualification in terms of content, approach, duration, etc.

Articulation Possibilities with Related Qualifications

- 2.2.38. An indication must be given of which qualifications the qualification in question realistically articulates with, both vertically and horizontally. This should include any specific arrangements that have been made for articulation with particular qualifications.

- 2.2.39. The way in which qualifications at a lower level articulate with the qualification is not required.

Recognition of Prior Learning (RPL)

- 2.2.40. There will be an indication that the qualification may be achieved in whole or in part through the Recognition of Prior Learning (RPL), which includes learning outcomes/ competencies achieved through formal, informal and non-formal learning.
- 2.2.41. The approach to the RPL must be in line with the Seychelles NQF and SQA National Policy for Recognition of Prior Learning.

3.0. Qualifications Not Based on Unit Standards

- 3.1. Qualifications not based on unit standards shall be developed using exit level outcomes and may be more appropriate for qualifications ranging from level 7 to level 10 of the NQF.
- 3.2. The same provisions apply for these qualifications as for unit standards-based qualifications except that:
- 3.3. The Exit Level Outcomes of the qualification have to be written to indicate **all the outcomes** for the qualification. These outcomes must be listed each with its own Performance/Assessment Criteria.
- 3.4. An indication should be given of how many credits are allocated as a whole to each of the three Components (Essential, Specific and Elective).
- 3.5. A unit standard title matrix **will not** accompany the qualification, but all other sections as required for a unit standards-based qualification are needed. These are:
- a) Title
 - b) Qualification Type
 - c) Qualification Code
 - d) Level Number
 - e) Number of Credits
 - f) Field and Sub-field

- g) Date of Registration
- h) Date of Review
- i) Purpose
- j) Rules of Combination
- k) Exit Level Outcomes and their Associated Assessment Criteria
- l) International Comparability/Articulation
- m) Recognition of Prior Learning (RPL).

Language of the Qualification

- 3.6.** The language used in the qualification will be:
- 3.7.** Simple and accessible to the learner for whom it is intended and appropriate to the level at which it is pegged on the NQF.
- 3.8.** The qualifications should be written in short simple sentences with few dependant clauses and should be in active voice rather than passive voice.
- 3.9.** The language should be precise and consistent with normal usage in the sector. The use of jargon must be avoided.
- 3.10.** The individual learning outcomes of the qualification shall be written using a verb in the active voice.

4.0. Unit Standards

4.1. Content of the Unit Standard

- 4.1.1. National unit standards are expressed through an agreed standard format. For unit standards to be able to foster transferability of competencies across different contexts, the links between different unit standards need to be visible to avoid possible duplication of unit standards. Using a consistent standard format helps meet this aim.
- 4.1.2. A unit standard is a registered statement of a discreet area of competence and desired education and training outcomes and its associated assessment/performance criteria together with administrative and other information (e.g. standard and level number, number of credits, etc.)

4.2. Layout and Format of the Unit Standard

4.2.1. The unit standard to be registered on the NQF will contain the following:

- a) Title
- b) Unit Standard Type (Essential, Specific, Elective)
- c) Unit Standard ID
- d) Number of Credits
- e) NQF Level
- f) Field and Sub-field
- g) Date of Registration
- h) Date of Review
- i) Purpose
- j) Elements
- k) Performance Criteria
- l) Range Statement

Annexure 2 includes a sample unit standard.

4.3. The Language of the Unit Standard

4.3.1. The language used in the unit standard must be:

- a. simple and accessible to the learner for whom it is intended, and
- b. appropriate to the level at which it is pegged on the NQF.

4.3.2. The unit standard shall be written in short, simple sentences with few dependent clauses and should be in the active voice rather than in the passive voice.

4.3.3. The language should be precise and consistent with normal usage in the sector and the use of jargon must be avoided.

4.3.4. Terms to be abbreviated must be written in full when used for the first time.

4.4. Font

4.4.1. The font for Unit standards shall be Arial.

4.5. Parts of a Unit Standard

Unit Standard Title

4.5.1. The title of a unit standard accurately and concisely describes an outcome of learning and/or work activity that needs to be achieved and formally recognised for a specific purpose. It expresses the outcome that someone who is credited with the unit standard has demonstrated they know and/or can do.

4.5.2. The title must:

- describe a meaningful outcome attributable to an individual;
- be unique – the wording must be different from any other unit standard registered at any level on the NQF;
- be precise descriptions and not mislead or over-represent the abilities of the person holding credits for the unit standard;
- be written as a Verb in the active voice, noun, and conditions and/or context consistent with the classification category in which the unit standard is located;
- not include items from the Range in which performance of the Title may be demonstrated.

4.5.3. A full list of titles (grouped according to Unit Standard Types) and levels must be provided at the time of approval of the unit standards for registration.

Unit Standard Type

4.5.4. Unit standard type specifies whether the unit standard is a Specific, Essential or an Elective component of a qualification.

Unit Standard ID

4.5.5. Each unit standard will have a unique numeric identifier. The Seychelles Qualifications Authority will insert this ID number. Unit standards will be coded according to Organising field name, Subfield, and sequence. A letter will indicate whether the unit standard is a review and this will be indicated in alphabetical order.

Number of Credits

4.5.6. Credits allocated to a unit standard must reflect the notional learning time it is expected for learners to repeatedly meet the outcome and performance requirements in the unit standard (i.e. to master the learning in that unit standard).

4.5.7. Notional learning time includes time:

- a) spent in structured tuition and self-directed learning and practice;
- b) taken to gather and provide evidence for assessment purposes; and
- c) taken for assessment in all the outcomes/Elements and contexts.

4.5.8. The credit value assigned to the unit standard must be appropriate in terms of the NQF definition of a credit. One NQF Credit represents 10 notional hours of learning, practice, and assessment time with respect to the outcomes and contexts of the unit standard.

4.5.9. NQF Credits allocated must:

- be whole numbers;
- be consistent with unit standards with comparable outcomes, evidence demands and contexts.

4.5.10. A unit standard will carry a minimum of 3 credits (30 notional hours of learning).

NQF Level of the Unit Standard

4.5.11. Unit standards will be registered at one of the levels of the Seychelles NQF.

4.5.12. The level assigned to the unit standard must provide a best match between the descriptors [for a specific NQF level] and the Elements and Performance Criteria of the unit standard.

4.5.13. The Level should also be appropriate for the learning pathway within which the unit standard is located.

Field and Sub-field of the Unit Standard

- 4.5.14. The unit standard should clearly indicate in which Organizing Field and Sub-Field it belongs. Fields and Sub-fields are delineated by SQA (*refer to Annexure 3*).
- 4.5.15. This classification system gives order to the way unit standards are placed on the NQF and the way national qualifications are named.
- 4.5.16. Subfields are logical and obvious subdivisions of a specific Field.

Date of Registration

- 4.5.17. Registration dates give an indication of the currency of the unit standard and when the unit standard is likely to be reviewed.
- 4.5.18. Registration date is the date that the unit standard is approved and registered on the NQF.
- 4.5.19. Registration will be for a period not exceeding five years.

Date of Review

- 4.5.20. Review date specifies the date by which the unit standard will be reviewed.

Purpose of the Unit Standard

- 4.5.21. The purpose statement will state for whom the unit standard is intended. This may or may not exclude some people from being assessed against the standard – the wording should make that clear. For example, the purpose statement may state: “*This unit standard is for learners for whom English is not their first language.*”
- 4.5.22. The Purpose statement will succinctly specify what the qualifying learner will know and be able to do on achievement of the unit standard.
- 4.5.23. The purpose statement will begin with the following stem by way of example: ‘*Learners credited with this unit standard are able to...*’

Elements (Outcomes)

- 4.5.24. Elements break the unit standard title into sub outcomes that assist in explaining the title. When put together, the elements equate with the outcome of learning and/or work activity described in the title. Therefore, elements indicate competence in the unit standard as a whole. Elements may also make assessment of the title outcome more manageable and valid.
- 4.5.25. Elements are outcome statements that describe knowledge, skills and attributes a learner has demonstrated, and the context within which these have been assessed. In order to be credited with the unit standard, a learner must achieve all of the outcomes described in the Element statements.
- 4.5.26. Elements must:
- represent outcomes of learning and/or work activities that are demonstrable, measurable and assessable;
 - be in a format similar to the title - Verb in the active voice, noun and conditions and/or context;
 - expand on, and be consistent with the title;
 - be clear and unambiguous, using language which has meaning for those people who will use the unit standard;
 - not be optional.
- 4.5.27. A sample list of verbs to aid with the writing of Elements that are reflective of the various NQF levels is at *Annexure 4*.
- 4.5.28. There should be a minimum of three (3) elements and maximum of six (6) elements (more than 6 may indicate that the standard is trying to address more than one purpose and less than 3 may indicate that the focus of the standard is too narrow).

Performance Criteria (Evidence requirements)

- 4.5.29. Each Element requires its own set of Performance Criteria which indicate competence in the specific outcome by the learner. Performance criteria specify the critical evidence required to meet the outcomes/Elements.
- 4.5.30. In relation to each outcome/Element, the performance criteria will specify what is expected to have been done or demonstrated to a particular quality, quantity,

level or standard. In other words, performance criteria describe the evidence that must be considered in making an assessment decision. How well this evidence must be demonstrated is also stated.

4.5.31. Collectively, the performance criteria provide the standard against which outcomes are assessed and represent what national stakeholders consider is an informed assessment decision that an element has been achieved.

4.5.32. Performance criteria must:

- be expressions of evidence. They are not written as assessment tasks or instructions to assessors about the way to conduct assessment;
- give informative guidance to assessors and candidates/learners as to what evidence is required;
- provide sufficient detail for valid and consistent assessment decisions to be made;
- collectively indicate the level or quality of performance required;
- refer to essential activities and/or results related to the outcome being assessed;
- not introduce new aspects of performance which are not implied by the Element;
- contain qualifying statements such as:
 - within standard time
 - following all safety procedures
 - according to workplace procedures.

4.5.33. Each Element should contain at least three performance criteria.

Range Statements

4.5.34. Range statements specify the context in which the Element can be expected to be achieved.

4.5.35. Range statements indicate the breadth or limits of performance contexts applicable to any Element or the Title of the Unit Standard. Range statements are limited to the outcomes of learning and/or work activity being assessed (the Title or Elements).

- 4.5.36. Range statements must show clear relationship between the Element and its corresponding performance criteria.
- 4.5.37. Range statements ensure that the same factors are considered for assessment of each learner. These are also used to clarify evidence requirements and/or assessment conditions.
- 4.5.38. Range statements must be written immediately below the performance criteria of an element/outcome. This means that the range statements apply to all performance criteria in that outcome/Element.
- 4.5.39. Range statements should indicate:
- the typical scope of the Element;
 - the typical context of the Element (including steps, listed items, procedures, tools, etc. stated in the performance criteria).
- 4.5.40. Assessors need to take note of the wording of Range statements when deciding what evidence is required. Included below are several Range statements that illustrate a number of possible variations.

Variation 1: If there is no wording that indicates otherwise, evidence from all items in the Range must be considered in deciding whether the outcome/Element has been met. For example:

Performance criteria: *Sufficient technical accuracy is demonstrated in written texts to communicate the purpose to the intended audience.*

Range: *technical accuracy - verb tense, subject-verb agreement, spelling, punctuation.*

Variation 2: The wording ‘includes but is not limited to’ followed by listed items means evidence for all listed items must be considered, but other evidence from unlisted items can be considered as well. The main reason for this sort of Range is to ‘future proof’ the standard as much as possible, and/or to allow for different assessment contexts. For example:

Performance criteria: *User interface of a word processing application is navigated using good practice.*

Range: *includes, but is not limited to - shortcuts, screen display options, finding help.*

Variation 3: A list prefaced by ‘*may include but is not limited to*’ provides suggested factors for consideration. You can consider evidence from the listed items, or evidence from a completely different list; the learner’s context will probably indicate what those items might be. For example:

Performance criteria: *Colour is selected and used according to the supplied specifications.*

Range: *may include, but is not limited to - font colour, fill colour, background colour, image colour.*

Variation 4: The Range indicates the minimum number of factors that must be considered from the given list. For example:

Performance criteria: *Text is evaluated in terms of reader’s purpose.*

Range: *one of - usefulness, interest, validity, credibility.*

- 4.5.41. Range statements may also include information on any special assessment requirements or conditions (e.g. swim 5 metres in a swimming pool, bisect an earthworm in a laboratory).

5.0. Review and Revision of Unit Standards

5.1. Review of Unit Standards

- 5.1.1. Unit standards must be periodically reviewed (within five (5) years of each period of registration) to ensure that they are fit for purpose, i.e. they continue to specify requirements that reflect the current needs of the sector(s) for which they are applicable. Review will be driven by factors such as the level and type of industry and sector change, legislative requirements and monitoring reports. Review will involve industry and stakeholder consultation.

5.1.2. The review should consider the following:

- the quality of the unit standards
- use of unit standards as benchmarks for programmes of study and recognition of prior learning
- consistency and overlap with standards in related fields
- the reliability of the standards as a basis for assessment

5.2. Revision of Unit Standards

5.2.1. This occurs when a unit standard requires amendment at any time prior to review. The revision will focus on correcting known defects in the unit standards (such as any inaccuracy in wording, content, format, or punctuation, out-of-date legislations, etc.). The unit standard is issued as a new version.

5.3. Ongoing Quality

5.3.1. Reviewed and revised unit standards must meet the same quality criteria as new unit standards if they are to be re-registered.

5.4. Rollover

5.4.1. The purpose of rollover of a unit standard is to extend its registration period. If it is nearing its planned review date and there has been insufficient information to inform a review, the standard is rolled over to maintain currency. It is then issued as a new version, but with content unchanged.

5.5. Versions

5.5.1. Each time there is a change made to a unit standard, a new version is created. Minor changes to standards may not affect outcomes.

5.5.2. When a version of a unit standard has been replaced, the SQA will specify a last date of assessment against the superseded version.

5.6. Expiry Date

5.6.1. When a unit standard is designated as 'expiring', the unit standard document remains available on the SQA website, with an 'expiring' watermark. The unit standard can still be assessed against until the date of expiry (as specified on the standard document). Once a unit standard's status changes to 'expired', it can no longer be assessed against.

5.7. Review Report

5.7.1. The revised unit standards will be accompanied by a Review Report. The report must include the following:

- the reason/rationale for the review and a brief outline of the review process;
- a summary of the main changes that have been made to the unit standards;
- a list of the unit standards, in table format, with the changes to titles, levels or credits shown in bold;
- the expiry dates of the revised unit standards;
- the transition arrangements from the old to the new unit standards, if any unit standards are replaced or withdrawn.

5.7.2. The report and the new versions of the unit standards are published on the SQA website.

6.0. Qualifications and Unit Standards Development, Evaluation and Approval Process

6.1. Committees for the Development, Evaluation and Approval of Unit Standards and Qualifications

6.1.1. The committees for the development, evaluation and approval of unit standards and qualifications are as follows:

- a) Standards Development Committee (SDC);
- b) Standards Evaluation Committee (SEC);
- c) Executive Committee (EXCO).

Standards Development Committees

6.1.2. The development of unit standards and qualifications are done by committees of content specialists drawn from institutions, professional bodies, professions/occupations and sectors. The committees will be identified by the SQA. A designated Principal Standards Setting Officer will have the responsibility to coordinate and lead the Committee.

Standards Evaluation Committee

6.1.3. The Standards Evaluation Committee (SEC) will have the responsibility for evaluation and final editing of unit standards and qualifications. The members of the SEC will be appointed by the SQA and the Committee will be led by a designated Principal Standards Setting Officer.

Executive Committee

6.1.4. The Executive Committee (EXCO) will be appointed by the SQA Board and will be responsible for approval of unit standards and qualifications for registration on the Seychelles NQF. The EXCO will be led by a designated Principal Standards Setting Officer.

6.1.5. The Terms of Reference (ToR) of the committees are at *Annexure 5*.

7.0. Stages in the Development, Evaluation and Approval Process of Unit Standards and Qualifications

7.1. The process of writing unit standards shall take the following key points into account:

1. Systems analysis (scoping the sector)
2. Analysis of the functions of the occupation and the knowledge, skills, attitudes, etc. necessary to perform competently in that occupation
3. Involvement of industry and other stakeholders
4. Standards generation (writing the actual unit standards)
5. Validation of unit standards by stakeholders
6. Revision (unit standards reworked to incorporate feedback).

- 7.2.** There are seven main stages in the development, evaluation and approval process of unit standards and qualifications:

Stage 1: Identify need

Stage 2: Analysis of the occupational area or profession

Stage 3: Development of unit standards and qualifications

Stage 4: Internal verification

Stage 5: Evaluation of unit standards and qualifications

Stage 6: Endorsement of unit standards and qualifications by professional body/ council

Stage 7: Approval of unit standards and qualifications by EXCO for registration on the Seychelles NQF.

Stage 1: Identify need

- 7.3.** The qualification must be responsive to the needs of learners, sectors and employers. This may include progression needs within and between educational and employment sectors or reflect other educational, economic, social and cultural needs of Seychelles. The anticipated demand and uptake for the qualification should be sustainable and provide a meaningful standard of achievement.
- 7.4.** The need for a new qualification can be identified by the SQA, the Agency for National Human Resource Development (ANHRD) or a provider. The need for a new qualification may also be proposed by an organization or other bodies.
- 7.5.** ANHRD, providers and/or other organisations will need to formally request for the development of unit standards and/or a qualification to the SQA.
- 7.6.** The SQA will consult documented/registered standards to identify where there are gaps in qualification provision in the sector and whether there is a real need for the development of a new qualification or unit standards. The gaps may be in the lack of a qualification or in an existing qualification. This will determine whether a new or revised qualification is necessary.

Stage 2: Analysis of the occupational area or profession

- 7.7.** Unit standards can be developed by a job analysis/functional analysis. This involves a detailed analysis of the functions (tasks and competencies) of an

occupational area. The key functions of the occupational area are broken down to produce units of competence which, in turn, are analysed to generate elements of competence. Elements, together with performance criteria and range indicators, define the outcomes expected of a competent performer in the occupation.

7.8. The job analysis/functional analysis will include a workshop that will bring together relevant stakeholders including:

- staff from the relevant education and training institution
- current and former learners
- industry and professional bodies
- governing board members of the relevant education and training institution
- practitioners and professionals from the sector

7.9. Prior to the job analysis workshop (JAW), an initial research is conducted to identify existing national and international unit standards and qualifications in the proposed area. To complete and complement the JAW, subject benchmarks and occupational standards should be consulted, where they exist.

Stage 3: Development of unit standards and qualifications

7.10. The SQA shall form a Standards Development Committee (SDC) to develop the unit standards/qualification. The composition of the SDC will vary, depending on the field of the qualification, the level of the qualification and area of speciality. It should include experienced practitioners and professionals from the sector in order to provide an informed view of the development. The SQA designated Principal Standards Setting Officer will lead the SDC and co-ordinate development activities.

7.11. The connection between the identified needs, evidence from the JAW report, and the design of the qualification must be logical, simple and flexible and reflected in the qualification title, type, level and overall credits. Qualification design must be built on what a learner will be expected to demonstrate in terms of knowledge, skills and competence in an industry, sector or community.

7.12. A primary purpose or objective that captures the uniqueness of the qualification is first established. This is then refined to identify some overall outcomes that the qualification will deliver. These outcomes will be large and generic and will

therefore require further analysis to get closer to what a learner will be expected to demonstrate in terms of areas of knowledge, skills and competence, in order to achieve these outcomes. This unpacking will eventually lead to specific Learning Outcomes that can be grouped to form Unit Standards or Courses.

- 7.13.** Qualifications will vary in terms of the level, number of unit or course standards and which of these are specific, essential and electives. However, regardless of the structure, quality assurance principles and qualification design considerations, SNQF requirements and design considerations are consistent.

Learning Outcomes/Elements

- 7.14.** When designing unit standards (individual, within a part-qualification, or for a full qualification), it is important to follow the required format and criteria set by the NQF regulations. This is in terms of the layout, NQF level, number of credits, purpose, elements, performance criteria and range statement.
- 7.15.** Level descriptors should be used to ensure that the unit standard designed to a particular NQF level and is pitched at the correct level. The Level Descriptors can assist with the selection of appropriate verbs to demonstrate the complexity of a Learning Outcome/Element.
- 7.16.** When writing learning outcomes/elements, with a view to ensuring that these are written at the required (or desired) level, it is important to:
- become familiar with the NQF Level Descriptors at the level for which the qualification is being written, in addition to those above and below, and to regularly revisit these during the writing process;
 - identify the distinguishing features between NQF levels such as degree of complexity of tasks, reasoning and problem-solving, knowledge, autonomy and responsibility;
 - make learning outcomes/elements indicative of the NQF level (but not use Level Descriptors as learning outcomes)
 - show what is expected to be achieved by learners in terms of knowledge, skills and/or competence
 - ensure that the learning outcomes are measurable and achievable;
 - ensure that there is clear linkage between the learning outcomes/elements of the unit standards/course and the qualification learning outcomes;

- use a manageable number of learning outcomes/elements.

Performance/Assessment Criteria

- 7.17.** Performance/Assessment criteria indicate what specific characteristics the learner should be able to demonstrate in order to achieve the elements/learning outcomes, thus eliminating ambiguity of the definition of the elements or the outcomes. Like the learning outcome/element, the performance criteria should state the performance using a measurable action verb such as demonstrate, interpret, identify or explain which should be consistent with the learning outcome or element.
- 7.18.** In addition, the performance/assessment criteria should specify any conditions under which the evidence for assessment is gathered. For example, assessing a learner's competence in carrying out an industrial process can be measured using simulation.
- 7.19.** Performance/Assessment criteria are also used to specify a minimum standard of performance expected by stating the degree of proficiency the learner must demonstrate for achievement of the learning outcome.

Content

- 7.20.** Content of a qualification would be detailed in the learning programme offered by a provider.

Learning Approach

- 7.21.** Like the content, the approach to learning and teaching towards a qualification would be detailed in a provider's learning programme.

Stage 4: Internal verification

- 7.22.** Once the qualification or part-qualification has been drafted by the Standards Development Committee (SDC) it will be submitted to the SQA for auditing or internal verification.
- 7.23.** The internal verification or internal review by the SQA Standard Setting Officers is necessary in order to check the quality of the unit standards for the qualification

or part-qualification being proposed and compliance with the criteria for approval by the SQA.

Stage 5: Evaluation of unit standards and qualifications

7.24. Prior to submission of a qualification or part-qualification to the Executive Committee (EXCO) for approval, the qualification or part-qualification will be submitted to the Standards Evaluation Committee (SEC) for final editing and evaluation.

7.25. The SEC will look for:

- i. any significant gaps or weaknesses;
- ii. any duplication of provision through other qualifications;
- iii. any artificial barriers preventing access to the qualification;
- iv. coherence in presentation and structure.

7.26. If all areas above are met, the SEC can then recommend to the EXCO for the qualification or part-qualification to be approved and registered on the Seychelles NQF.

Stage 6: Endorsement of unit standards and qualifications by professional body/ council

7.27. Where a professional body or council exist for a particular occupation or profession, the unit standards or qualification once finalised, will be forwarded to the professional body or council for endorsement. This will ensure that the standards are fit for purpose and that the competencies contained in the qualification or part-qualification are relevant in terms of what the industry, occupation or profession requires.

7.28. The professional body or council will confirm its endorsement through a formal notification to the SQA.

Stage 7: Approval of unit standards and qualifications by EXCO for registration on the Seychelles NQF

- 7.29.** Unit standards and qualifications developed must go through a process of approval before they are recognized and registered as national unit standards and qualifications.
- 7.30.** Unit standards must be in the SQA established format for approval. An Executive Committee (EXCO) shall be set up to approve unit standards and qualifications for registration on the SNQF.
- 7.31.** The qualification/ part-qualification is submitted to the Executive Committee (EXCO) by the SQA with recommendation for approval. A concise explanation of the key factors and justifications for recommendation for approval will be incorporated into a written report which will be submitted to the EXCO together with the qualification/ part-qualification document. The responsible Principal Standards Setting Officer of the SQA will call a meeting of the EXCO.
- 7.32.** This stage is about the adequacy and readiness of the qualification/ part-qualification for formal registration on the Seychelles NQF, i.e. whether it matches the identified needs and is of publishable standard reflecting the underlying principles of the NQF.
- 7.33.** Where approval is suspended, there will be a report from the EXCO which will consist of details of the areas which need to be addressed by the Standards Development Committee (SDC), prior to re-submission for approval.

8.0. Registration of Qualifications and Part Qualifications on the NQF

- 8.1.** Once the qualification or part qualification has been quality assured, evaluated and finally approved, it is registered on the Seychelles NQF. Once registered on the NQF, it is on the public domain and any Education and Training Provider can now access it to develop learning programmes and submit them for accreditation by the SQA. However, the SQA retains copyright of unit standards and qualifications.

9.0. Implementation of the Manual

- 9.1.** This Manual that contains the policy, criteria and guidelines for the development, evaluation and approval of unit standards and qualifications within the Seychelles NQF comes into effect on the date of its endorsement by the SQA Board. It replaces the Policy Guidelines on Standard Setting of May 2008, and the Policy Guidelines and Manuals for the development of Standards for Qualifications and Unit Standards of January 2009.

10.0. Review of the Manual

- 10.1.** This Manual will be reviewed procedurally after five years, or earlier if necessary.

Annexure 1: 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 	<p>Generate new knowledge and applications through conceptualizing, designing and implementing a research project at the forefront of the field of study</p> <p>Make sound judgement on and provide new insights into complex issues based on systematic and supported analysis in specialist fields involving aspects of uncertainty</p> <p>Demonstrate interpersonal communication skills in the context of consultation and dissemination of new findings to specialist and non-specialist audiences</p>	<p>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</p> <p>Analyse 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</p> <p>Conceive, write, critically analyse, discuss, compare specialized texts, propose new insights into</p> <p>the field of study and generate new knowledge</p> <p>Understand the limits of the knowledge and the necessity for further research and continuous development in the field of study</p>	<p>Operate in accordance with broad development or strategic plan and budget</p> <p>in a completely self-directed manner</p> <p>with full responsibility and accountability for all aspects of advanced research work and including management of resources and supervision of others</p>
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 and/or broad knowledge Involve the use of established techniques of research and enquiry, to internationally recognized standards, to create and interpret knowledge in the field of study require the application of a wide range of skills applied to tasks in highly varied and/or highly specialized contexts. 	<p>Evaluate critically the appropriateness of different problem solving approaches, the underpinning 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>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</p> <p>Analyse 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</p> <p>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>Operate in accordance with broad development or strategic plan and budget</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:</p> <ul style="list-style-type: none"> require a mastery in the application of in-depth and 	<p>Evaluate critically the appropriateness of different problem solving approaches and where appropriate, propose a</p>	<p>Demonstrate knowledge and intellectual independence in the critical and systematic understanding of ideas, principles and concepts</p>	<p>Operate in accordance with broad development or strategic plan and budget</p>

NQF level	Band	Qualification type	Level descriptors			
			Degree of complexity of tasks	Reasoning and problem solving	Knowledge	Autonomy and responsibility
			<p>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>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 and/or supervisory role</p>	<p>of their area of specialization</p> <p>Analyse 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>Within a context of broad autonomy</p> <p>with responsibility and broad ranging accountability for management of resources and supervision of others.</p>
7		Degree	<p>Carry out processes that:</p> <p>require self-directed application of knowledge with substantial depth in some areas.</p> <p>involve the development and adaptation of standard procedures to specific context in the field of study.</p> <p>require the application of a range of technical and other skills to tasks in both varied and highly specific contexts.</p>	<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>Analyse, 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>

NQF level	Band	Qualification type	Level descriptors			
			Degree of complexity of tasks	Reasoning and problem solving	Knowledge	Autonomy and responsibility
6	Further Education and Training	Advanced National Diploma	Carry out processes that: require a command of highly specialised technical or academic, and basic research skills across a particular branch of a field of study. involve the application of a full range of procedures in the branch of study. are employed in highly variable routine and non-routine contexts	Propose appropriate responses to resolve given or contextual abstract problems. Provide adequate responses to unfamiliar situation requiring synthesis and consideration of heterogeneous data. Demonstrate interpersonal communication skills in the context of professional consultation	Demonstrate specialised knowledge with depth in a particular branch of a discipline Analyse, reformat and evaluate a wide range of information Conceive, write and discuss specialised texts Understand and interpret fundamental and highly technical information in a particular field of study	Involved in planning, resourcing and managing processes within broad parameters and functions with responsibility for determining, achieving and evaluating personal and / or group outcomes.
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.
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

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

Annexure 2: Sample Unit Standard

Unit standards must be submitted in the following format. The font for unit standards is Arial.

Unit Standard Title	Control traffic and traffic flow
Type of competency	Specific
Standard Number	
Level Number	3
Number of Credits	5
Field	07 Law and Security
Sub-field	Safety in Society
Issue Date	30/03/2022
Review Date	29/03/2027

(above 12pt bold)

(above 12pt)

(double spacing)

Purpose (12pt bold)

Learners credited with this unit standard are able to control traffic and traffic flow in various situations by implementing road traffic regulations to ensure road safety. (all text is left justified, 11pt)

(double spacing)

Elements and performance criteria (12pt bold)

Element 1 (11pt bold)

Demonstrate understanding of traffic control and associated concepts

Performance Criteria (11pt bold)

- 1.1 The concept of traffic control in various situations is explained
- 1.2 The role of a traffic police officer is relayed using examples
- 1.3 Traffic control signs for different situations are identified

Range (Italic 11pt bold)

The concept of traffic control in various situations: Road traffic control involves directing vehicular and pedestrian traffic around a school zone, accident or other road disruption, or during peak hours or events involving large crowds, thus ensuring the safety of emergency response teams and the general public. The role of a traffic police officer: prevention of accidents; ensure road regulations are being followed; wearing of seat belts, respecting the speed limit; control traffic (directing vehicular and pedestrian traffic in roundabouts or junctions). Traffic control signs for different situations: traffic lights (red for stop, yellow for readiness and green for go), physical signs by police officers (beckoning for continue along the same road, hands with palms facing vertical for stop), signs on the road (double broken white line for slow down, double white line for stop), road signs (red circle with horizontal line for no entry, a red triangle with a traffic light indicates traffic lights ahead).

Element 2

Demonstrate understanding of traffic control situations

Performance criteria

- 2.1 Equipment used for different traffic control situations are identified
- 2.2 Equipment for specific traffic control situations are selected
- 2.3 Standard operating procedures for directing traffic are explained

Range

Equipment used for different traffic control situations: white long gloves, reflective vest, cones, chalk, writing board, metal barrier, signs, metro light, loud hailer, police cordon

Selection of equipment for specific traffic control situations: for directing traffic flow (white long gloves, reflective vest, signs), incidents or control of movement (cones, chalk, writing board, metal barrier, signs, metro light, loud hailer), accident (police cordon)

Standard operating procedures for directing traffic: facing oncoming traffic, right hand pointing up means stop to oncoming traffic, with hands still up, left elbow is bent at right angle to direct traffic to the right;

Element 3

Direct traffic and pedestrians from a stationary position

Performance Criteria

- 3.1 Standard traffic direction and control methods are applied
- 3.2 Procedures to deal with unexpected situations are applied
- 3.3 Safe place is selected as standing point to control traffic
- 3.4 Body signals are used to direct traffic
- 3.5 Equipment and signs are used to direct traffic
- 3.6 Communication skills are applied with pedestrians and drivers

Range

Standard traffic direction and control methods: facing oncoming traffic, right hand pointing up means stop to oncoming traffic, with hands still up, left elbow is bent at right angle to direct traffic to the right;

Application of procedures to deal with unexpected situations: the COWS procedure is followed in the case of fatalities; casualty (save lives), Obstruction (remove any obstruction to allow for emergency services to assist or allow traffic flow), Witnesses (take note of all witnesses through written notes or video), Statement of witnesses (cordon the scene of the accident to seal it for other partners (criminal investigation division, forensics, pathologist, Seychelles Fire Rescue Services Agency); removal of cordon after the departure of CID to re-establish flow of traffic.

Selection of a safe place as standing point to control traffic: Standing on the white line in the middle of the road; in situation of a road block; standing $\frac{3}{4}$ of the side of the road facing oncoming traffic, ensure the location will allow drivers to have clear visibility of the officer; avoid bends, avoid bus stops, avoid blocking entrances to private properties or to other lanes or roads

Use of body signals to direct traffic: facing oncoming traffic, right hand pointing up means stop to oncoming traffic, with hands still up, left elbow is bent at right angle to direct traffic to the right;

Use of equipment and signs to direct traffic: white long gloves, reflective vest

Application of communication skills with pedestrians and drivers: use of Stop, go, wait. speak clearly with a loud and firm tone.

Element 4

Demonstrate knowledge of procedures for road blocks and vehicle check points

Performance criteria

- 4.1 Road blocks and vehicle check points are explained

- 4.2 Legal requirements for the setting up of road blocks and vehicle check points are explained
4.3 Purpose for setting up a road block and vehicle check point are explained

Range

Road blocks and vehicle check points: sobriety check points are random daily spot checks to verify particulars of vehicles and to verify if vehicles are without defects; roadblocks involve law enforcement officials stopping every vehicle on a public roadway and investigating the possibility that the driver might be too impaired to drive due to alcohol or drug consumption, or to search for a person of interest. Legal requirements for the setting up of road blocks and vehicle check points: section 15 of the Criminal procedure code gives the police the power to stop, search and/or detain any vehicle in or upon there shall be reason to suspect that anything stolen or unlawfully obtained may be found and also any person who may be reasonably suspected of having in his possession or conveying in any manner anything stolen or unlawfully obtained. Purpose for setting up a road block and vehicle check point: ensuring that drivers comply with traffic regulations, such as wearing seatbelts, having proper insurance and road license, and having their vehicles in good driving condition, alcohol, random search

Element 5

Set up road blocks and check points according to standard procedure

Performance criteria

- 5.1 Appropriate area for setting up road blocks and check points is selected
- 5.2 Appropriate security measures for setting up road blocks and check points are applied
- 5.3 Appropriate equipment is selected for specific road blocks and check points
- 5.4 Signs are positioned in accordance with road traffic regulations
- 5.5 Roles and responsibilities of each officer are explained

Range

Selection of appropriate area for setting up road blocks and check points: area must be well lighted, must have a siding, must not cause obstruction, driver must be able to identify the police officer. Application of appropriate security measures for setting up road blocks and check points: signs indicating road blocks ahead, assistance from other unit, protective gears (gloves, mask, vest, flashlight). Selection of appropriate equipment for specific road blocks and check points: proper document, breathalyser, extra police radio. Positioning of signs in accordance with road traffic regulations: the first sign indicates road block ahead, all signs are placed on the white line, signs are placed 30 meters ahead of road block, all signs are accompanied with metro lights. Roles and responsibilities of each officer: intervention team (one team in the car, and one on the motorcycle to intercept); search team (responsible for searching vehicle); traffic team (stopping and diverting traffic); data collection officers (collect data from drivers and vehicle); breathalyser team (breathalyse drivers suspected to be under the influence of alcohol); processing team (process offenders); perimeter team (ensure safety of all officers); commanding officer (coordinate the operation).

Element 6

Attend to a scene of accident

Performance Criteria

- 6.1 Measurements and markings are performed
- 6.2 Traffic is directed at the scene of incident using hand signals to minimize obstructions and prevent further accidents
- 6.3 COWS procedure is explained
- 6.4 COWS procedure is applied

6.5 Information about the incident is recorded

Range

Measurement and markings using appropriate equipment: mark the four corners of the vehicle, measure the road 5 metres in front and five meter at the back using a measuring tape, find a fix point (e.g.: an electric pole) for reference, measure each marking position to the edge of the road, draw a sketch plan of the accident and obtain signature from both drivers. Directing traffic at the scene of incident: ensure that one side of the road is always free to avoid obstruction. Application of COWS procedure: involves the following steps to be carried out in order fatalities (Casualty (save lives), Obstruction (remove any obstruction to allow for emergency services to assist or allow traffic flow), Witnesses (take note of all witnesses through written notes or video), Statement (of witnesses) (COWS); cordon the scene of the accident to seal it for other partners (Criminal Investigation Division, forensics, pathologist, Seychelles Fire Rescue Services Agency), removal of cordon after the departure of CID to re-establish flow of traffic. Recording information about the accident: check for any casualty, establish what happened, identify witnesses, record particulars of drivers and vehicle, issue a notice of intended prosecution (NIP), identify any debris, verify the condition of the road.

Coding for Qualifications and Unit Standards

Qualification name: Certificate in Policing

Qualification code: C07102A

C - Represents the qualification type (Certificate)

07 - Represents the organizing field code

1 - Represents the subfield code

02 - Represents the sequence as it is registered on the NQF

A – Represents the review status of the qualification

Qualification Title	Qualification Type	Organizing Field Code	Subfield	Sequence of Qualification	Review status (as applicable)
Policing	C (Certificate)	07	1	02	A

Unit Standard Title: Control traffic and traffic flow

Unit standard code LS07109A

LS - Represents “Law and Security” the organizing field name

07 - Represents the Organizing Field Code

1 - Represents the sub field

09 - Represents the sequence as it is registered on the NQF

A – Represents the review status of the unit standard

Unit Standard Title	Organizing field name	Organizing Field Code	Sub-field	Sequence of Unit Standards	Review status (as applicable)
Control traffic and traffic flow	LS (Law and Security)	07	1	09	A

Annexure 4: Organising Fields and Sub-fields

Organising field	Subfield	Scope of coverage
01 Environment and Natural Resources (ENR)	(1) Environmental Science	
	(2) Environmental Management	
	(3) Primary Agriculture	Farming Farming support systems Livestock production Animal Husbandry Regulatory services Agricultural Education
	(4) Secondary Agriculture	Marketing Products Production
	(5) Nature Conservation	Protected Area Management District Conservation Services Tourist/Visitor Services Environment Education
	(6) Forestry and Wood Technology	Forestry
	(7) Horticulture	Commercial Horticulture Landscape design, contracting and maintenance Amenity horticulture Community Beautification
	(8) Fisheries	Artisanal fishing Commercial fishing Aquaculture
	(9) Maritime	Marine protection Coastal zone management Navigation and seamanship

02 Culture and Arts (CA)	(1) Cultural Studies	Administration Cultural policy studies Museum and Library studies
	(2) Communication Studies	Administration, communication Interpersonal, group and mass communication Media studies <ul style="list-style-type: none"> - Broadcasting - Print media - Film studies - Journalism Business and Organizational communication Advertising and Marketing Tele and Digital communication
	(3) Language	Language studies Language practice <ul style="list-style-type: none"> - Translation - Interpreting - Language editing - Copy-writing - Terminology
	(4) Fashion Design	Fashion Design, Clothing Design, Textile Design, Jewellery Design Advertising.
	(5) Graphics	Computer Graphics Architectural Design Industrial Design
	(6) Upholstery and Soft Furnishing	
	(7) Performing Arts	Administration, Communication Drama, Theatre studies

		Entertainment technology, Stage management Dance, Dance studies Musicals Choreography Directing Theatre education
	(8) Film, Television, Video	Film production Film theory History of film Animation Various genre (documentary, feature.....) Film and television technology Editing Marketing multimedia
	(9) Music	Administration, communication Musicology / music studies Contemporary, traditional music
	(10) Sports	Administration, Communication Sports science Coaching Fitness and recreation
	(11) Visual Arts	Fine arts (painting, sculpture, photography) Crafts and design New media (web art...) Ceramics
03 Business, Commerce and Management Studies (BCMS)	(1) Marketing	Strategic marketing planning Marketing research Product / service development Pricing Distribution Marketing communication - Advertising

		<ul style="list-style-type: none"> - Sales promotion - Direct marketing - Public relations - Personal selling - Sponsorship <p>Customer care Sales management Relationship management / customer service</p>
	(2) Public Relations	<p>Programme management Media management Internal communications External communications Organizing (events management) Writing and editing Public appearance</p>
	(3) Human Resources	<p>Organization behaviour / design / development Human resources administration Recruitment and selection Human resources development Performance management Labour relations Leadership</p>
	(4) Accounting and Finance	<p>Asset management Accounting Auditing Investment Risk management Insurance / assurance Banking Project finance International finance Fund raising</p>

	(5) Economics	Economics Import / export Expenditure / revenue
	(6) Purchasing	Tendering Logistics management
	(7) Generic management	Negotiation skills Information management Entrepreneurship Entrepreneurship Office Management
	(8) Public Administration	
04 Education, Training and Development (ETD)	(1) Early Childhood Development	Post natal health and development Infant education
	(2) Schooling	Primary and secondary education
	(3) Occupation-directed or Apprenticeship	Post-secondary vocational stream
	(4) Higher Education and Training Practice	Post-secondary academic stream and university Research
	(5) Adult Learning	Adult education Basic literacy
	(6) Education Leadership	
05 Engineering & Technology (ETEC)	(1) Agricultural Engineering	
	(2) Chemical Engineering	Production of chemicals,
	(3) Civil Engineering	Construction
	(4) Electrical Engineering	Wiring installation etc.....

	(5) Mechanical Engineering	Refrigeration, Air conditioning
	(6) Environmental Engineering	Waste management, Air, Water and Land pollution
	(7) Motor Vehicle Engineering	Panel beating, body works
	(8) Marine Engineering	
	(9) Information Communication Technology	
	(10) Telecommunication	
	(11) Fabrication	
	(12) Computing	
06 Human and Social Studies (HSS)	(1) Environmental Relations	Ecology Sustainable development Conservation and its social impacts Disaster mitigation and management Environmental Impact Assessment Environmental Health
	(2) General Social Science	Psychology Sociology Social statistics Demographics History Geographical studies Philosophy Religious studies Theology Social work Education
	(3) Industrial and Organizational Governance & Human Resource Development	Human resources development and planning Industrial and labour studies Occupational social work Industrial relations Conflict resolution Technology and work

		Systems management Risk management, risk reduction and society Leadership Entrepreneurship
	(4) People /Human-centred Development	Psychology and social context of life skills Relationship building Communication Child and cognitive development Counselling Social services and community development Lifelong learning Community capacity building
	(5) Public Policy, Politics and Democratic Citizenship	Human rights Constitutionalism Study of political system Community studies Public administration
07 Law and Security (LS)	(1) Safety in Society	Policing <ul style="list-style-type: none"> - Law enforcement - prevent crime - resolve crime - rehabilitate offenders - safe custody of offenders Immigration Armed forces Military studies Security services
	(2) Sovereignty of the State	Provide early warning Provide area protection Provide defence Maintain international relationships

	(3) Justice in Society	Judicial law Provide access to justice Ensure judicial independence Legislate Maintain and enhance effective and efficient administration of justice
08 Health Sciences and Social Services (HSSS)	(1) Preventive Health	Disease prevention Prenatal care Dental HIV Aids
	(2) Health Promotion & Developmental Services	Nutrition Exercise/ Fitness Health and Safety Environmental Health Midwifery
	(3) Curative Health	First aid, treatment Nursing Surgical health Emergency medical care
	(4) Rehabilitative Health	Physiotherapy Occupational Therapy Sociology Psychology
09 Mathematical and Physical Sciences (MPS)	(1) Physical Sciences	Chemistry Physics Aviation science Food science
	(2) Mathematical Sciences	Numeracy / mathematical literacy General education and training mathematical sciences Further education and training mathematical science Higher education and training mathematical sciences including: <ul style="list-style-type: none"> - mathematics - applied mathematics

		<ul style="list-style-type: none"> - statistics - computational mathematics
	(3) Life Science	<p>Biology</p> <p>Cell and molecular biology</p> <ul style="list-style-type: none"> - Biotechnology - Genetics - microbiology - biochemistry <p>Tissues, organs and systems</p> <ul style="list-style-type: none"> - anatomy - physiology - parasitology - haematology <p>Whole organism biology</p> <ul style="list-style-type: none"> - botany <p>Biology of the environment</p> <ul style="list-style-type: none"> - ecology - marine biology - nature conservation - soil science
	(4) Environmental sciences	<p>Soil science</p> <p>Pollution studies</p> <p>Environmental management</p> <p>Conservation</p>
	(5) Biological science	<p>Biomedical and laboratory</p> <p>Cell biology, Microbiology; Virology; Biochemistry and molecular biology; Mycology; Biophysics</p> <p>Genetics and heredity; Reproductive biology; Developmental biology</p> <p>Plant sciences, botany;</p> <p>Marine biology, Freshwater Biology, Ecology; Biodiversity conservation</p>

10 Services (S)	(1) Cleaning, Property and Rescue Services	
	(2) Hospitality, Tourism, Travel, Leisure and Gaming	
	(3) Transport and Logistics Operations	Maritime Operations Navigation and Seamanship
	(4) Wholesale and Retail	
	(5) Consumer Sciences	
	(6) Personal Care	Hairdressing, Barbering Beauty therapy
11 Physical Planning and Construction (PPC)	(1) Physical Planning, Design and Management	
	(2) Building Construction	
	(3) Civil Engineering Construction	
	(4) Electrical Infrastructure Construction	
12 Hospitality Services (HS)	(1) General Tourism	

	(2) Tour Operations and Guiding	
	(3) Reception Services	
	(4) Food and Beverage Services	Restaurant and Bar Services Food production Services Catering
	(5) Accommodation Services	House Keeping Laundry
	(6) Wellness and SPA Services	SPA Cosmetics

Annexure 5: Example list of verbs for Writing Elements at Various Levels of the NQF

Level 3 (Certificate)	Level 3 (Certificate)	Level 4 (Adv Certificate)	Level 5 (Diploma)	Level 5-6 (Ad Diploma)	Level 7 (Degree)
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Define State List Name Write Recall Recognize Label Underline Select Reproduce Measure Relate Describe Memorise Record Relate	Report Review Tell Identify Justify Select Indicate Represent Name Explain Judge Contrast Translate Classify Discuss Compare Express Restate Describe Recognize Locate Listen Group Choose Recite Review Quote Record Match Select Underline Cite Sort	Interpret Employ Dramatise Predict Select Explain Find Choose Assess Show Perform Construct Use Practice Apply Operate Demonstrate Illustrate Practice Schedule Shop Sketch Install Recognise List Describe Identify Retrieve Name Relate Show Distinguish Reproduce Repeat Label Recall Group Read Write Outline Expound Justify Resolve Solve Paraphrase Rationalize Translate Account for Break down Highlight Detail	Calculate Solve Categorise Experiment Test Diagram Analyse Develop Identify Conclude Criticise Select Separate Compare Examine Justify Resolve Contrast Distinguish Appraise Question Breakdown Differentiate Inspect Debate Inventory Interpret Propose Detail Defend Rationalize Appraise Defend Validate Substantiate Relate Emphasize Establish Present	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 Rationalize	Appraise Compare Revise Score Judge Support Identify Attach Evaluate Defend Avoid Rate Determine Attack Select Assess Recognize Choose Criticize Value Estimate Measure

Annexure 6: Terms of Reference of Committees for the Development, Evaluation and Approval of Unit Standards and Qualifications

A. TOR FOR STANDARDS DEVELOPMENT COMMITTEE (SDC)

The SQA has the overall responsibility for the quality of standards developed and to ensure consistency. The purpose of a Standards Development Committee (SDC) is to set or develop standards for a qualification or part-qualification in a specific occupational or professional area, and at a specific level on the Seychelles National Qualifications Framework (NQF) as specified by the SQA.

Appointment of the SDC

The committees shall be appointed by the Chief Executive Officer (CEO) of the Seychelles Qualifications Authority (SQA) and appointment shall be for the period of time that it takes to develop a set of unit standards, or a unit standard based qualification or part-qualification but will not exceed nine (9) months.

Composition of the SDC

Each SDC will be composed of 3 to 5 experts in a specific occupational or professional field and will be drawn from:

- education and training provider(s) mandated to offer programmes leading to qualifications in the specific field;
- industry and respective occupational sector;
- respective professional body/ organisation.

Each committee will be led by a designated Principal Standards Setting Officer of the SQA.

Responsibilities of the SDC

The work of the SDC shall be as follows:

- Establish a schedule of work for the duration of the project;
- Develop unit standards from the competencies derived from the analysis of the occupational or professional area;
- Ensure that the unit standards developed are in the established format and language;
- Submit the unit standards to the SQA for review and evaluation;

- Make necessary amendments on the unit standards as per the recommendations of the Standards Evaluation Committee (SEC);
- Submit the final set of unit standards to the SQA.

SDCs will ensure that:

- the standards meet the requirements of the NQF and are at the appropriate level;
- the standards developed are fit for purpose.

Frequency of meetings

The SDC will meet on a weekly basis as dictated by its schedule of work, and otherwise as required.

Notice of meetings

Meetings of individual SDC shall be called by the designated Principal Standards Setting Officer.

Remuneration

Members of the Standards Development Committee will be remunerated as per the Schedule of Allowances established by the SQA and approved by the SQA Board.

B. TOR FOR STANDARDS EVALUATION COMMITTEE (SEC)

The Standards Evaluation Committee (SEC) shall have the responsibility for evaluation and editing of unit standards for qualifications and part-qualifications submitted by the Standards Development Committee (SDC).

Appointment of the SEC

The SEC shall be appointed by the CEO of the SQA for a period of three years and shall be eligible for re-appointment.

Composition of the SEC

The SEC shall consist of:

- the designated Principal Standards Setting Officer of the SQA (Chairperson)
- two education specialists

- a co-opted expert in the relevant field.

Responsibilities of the SEC

The SEC shall:

- Edit and review unit standards, qualifications and part qualifications;
- Revert unit standards, qualifications and part qualifications with comments to SDCs for amendments;
- Submit the final unit standards, qualifications or part qualifications to the SQA with a recommendation for approval.

The SEC will ensure that:

- Unit standards, qualifications and part qualifications developed meet the NQF requirements and are at the level at which they have been pitched;
- Unit standards, qualifications and part qualifications developed are fit for purpose.

Frequency of meetings

The SEC shall meet as and when unit standards, qualifications or part qualifications are submitted by the Standards Development Committee (SDC) for review and evaluation, and otherwise as required.

Notice of meetings

Meetings of the SEC shall be called by the Chairperson. A meeting of the SEC shall be held at least ten (10) days following the circulation of unit standards/ qualification document to members.

Remuneration

Members of the SEC will be remunerated as per the Schedule of Allowances established by the SQA and approved by the SQA Board.

C. TOR FOR EXECUTIVE COMMITTEE (EXCO)

The purpose of the Executive Committee (EXCO) is to assess/evaluate and recommend approval of unit standards and qualifications submitted by the Standards Evaluation Committee (SEC).

Appointment of the EXCO

The EXCO shall be appointed by the Board of the SQA to act on its behalf.

Composition of the EXCO

The EXCO shall be led by a designated Principal Standards Setting Officer of the SQA and shall consist of:

- Two designated members of the SQA Board
- SQA Principal Quality Assurance Officer for Programme Accreditation
- A co-opted member of the relevant Standards Development Committee (SDC).

The two SQA Board members shall be appointed for the period that they are in office as Board members.

Responsibilities of the EXCO

The EXCO shall be responsible for the final review and approval of unit standards and qualifications. Final review of unit standards and qualifications must ensure that:

- Unit standards and qualifications are fit for purpose;
- Unit standards and qualifications meet the needs of the learner and the industry/sector;
- Unit standards and qualifications are aligned to the principles and descriptors of the Seychelles NQF;
- Unit standards and qualifications are in the SQA approved format.

During the final review the EXCO shall:

- Analyse the report submitted by the Standards Evaluation Committee (SEC) which provides details of the type and level of qualification or part qualification the unit standards are intended for, the development process of the standards and the key issues encountered during the development and evaluation process;
- Review the unit standards and qualifications to ensure the comments from the SEC have been addressed accordingly;
- Make relevant recommendations to the SQA either for approval or further review of the unit standards or qualifications.

If the EXCO is not satisfied with a qualification or unit standards, a report shall be compiled stating amendments to be made and this shall be forwarded to the relevant Standards Development Committee (SDC).

The designated Principal Standards Setting Officer shall write a report after each meeting of the EXCO detailing the proceedings, including the essential details of qualifications and unit standards that have been approved for registration on the Seychelles NQF. The report shall be circulated to the Board of the SQA as an information note.

Frequency of meetings

The EXCO shall meet as and when unit standards and qualifications are ready for final review and approval and otherwise as required.

Notice of meetings

Meetings of the EXCO shall be called by the designated Principal Standards Setting Officer. A meeting of the EXCO shall be held at least ten days following the circulation of unit standards/ qualification document to members.

Remuneration

Members of the EXCO (excluding officers of the SQA) will be remunerated as per the Schedule of Allowances established by the SQA and approved by the SQA Board.

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