NQF Coherence and Logic

Training Module 10: Assessment activities

Introduction

- The Act setting up the Seychelles Qualifications Authority defines the Seychelles National Qualifications Framework (NQF) as *"a framework for the development, recognition and award of qualifications based on standards of knowledge, skills and competence to be acquired by learners."*

- The SNQF establishes the regulations and principles that guide the development of qualifications, states the criteria to be met for qualifications to be recognized nationally, and defines the conditions for learners to be certified.

- It is also a set of policies and regulations which guides all providers of education and training about the conditions necessary for them to operate. It also has a legal basis.
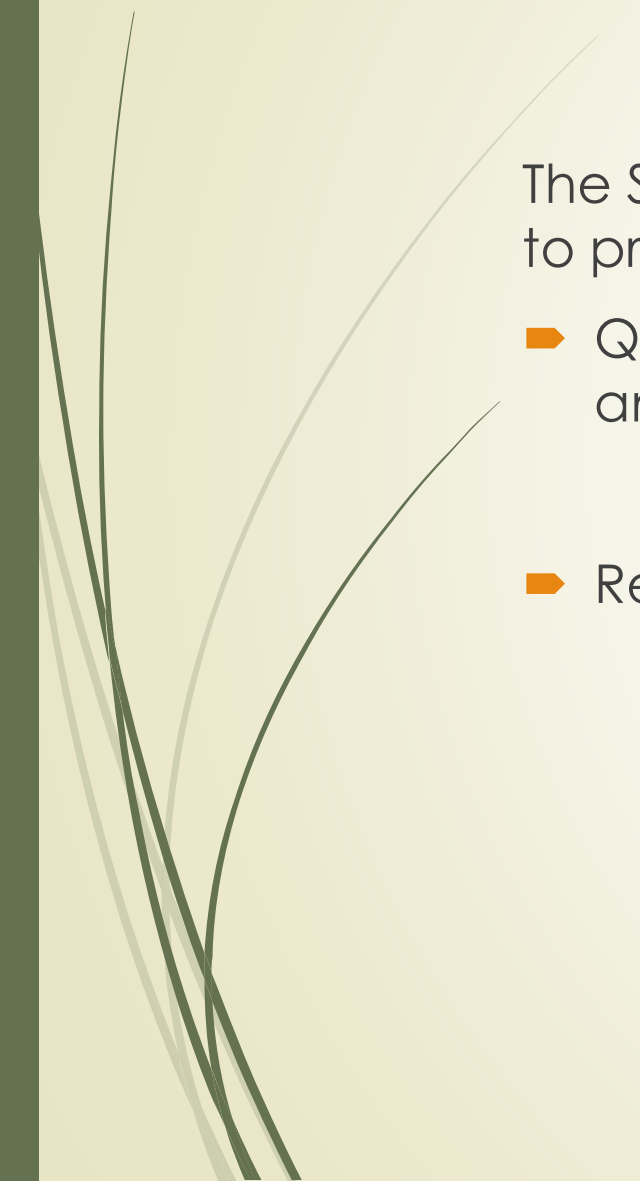
Scope

- The Seychelles' NQF is designed as a comprehensive NQF including all levels and types of qualification from formal education and training, and consists of pathways.

- It indicates the comparability of different qualifications and how one can progress from one level to another within and across vocational and academic fields.

Objectives

The Seychelles National Qualifications Framework (SNQF) is designed to provide:

➧ Quality assured, nationally recognized consistent training standards and qualifications;

➧ Recognition and credit for knowledge and skills acquired.

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,

- Increased articulation of qualifications, and mobility of learners within a coherent and integrated learning system considering the need for both national and international portability and comparability

- We can conclude that these are consistent with the scope of the NQF

Level descriptors

- They are specific to a qualification and based on:
- Degree of complexity of tasks
- Reasoning and problem solving
- Knowledge
- Autonomy and responsibility

The domains are separate and the level descriptors are generic. There is a vertical (hierarchical in nature) and horizontal (capture the domains) logic.

Level descriptors cont'd

- The qualifications are progressive (one qualification can lead to another qualification whether vertically or horizontally).

- For example a learner can qualify for a certificate and then move to an Advanced Certificate. A learner can also complete an Advanced Certificate in a field and proceed to an Advanced Certificate in another field.

- There is a need to look at all the domains when looking at learning outcomes and exit profiles. In the sense that all certificates, diplomas etc. across the country are expected to be at the same level of the NQF.
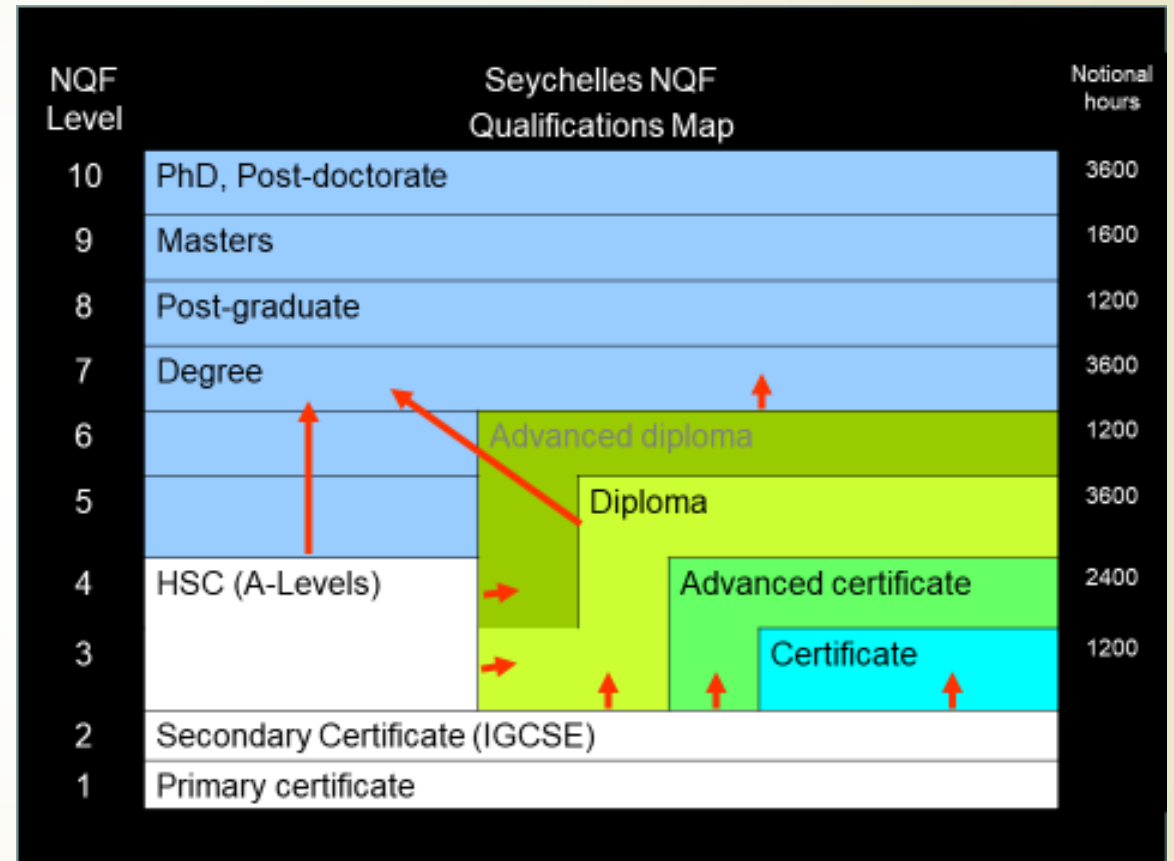
Volume of Learning

- Volume of learning are Credits and Notional hours (1 credit=10 notional hours)

- It is directed and non-directed (or similar terms), well defined. Yes we use Contact and non-contact (ratio will depend on the level of the qualification and autonomy of learner as they progress for example: certificate 0.5: 1- 1:1; Diploma 1:1-1:2).

- The volume measure is used to measure individual courses or full qualifications. For example for a unit/course to be recognised it has to be 30 notional hours or learning or 3 credits and must contain assessment.

- A full time qualification must cover a minimum 1200 notional hours or 120 credits. This is consistent up to Post graduate levels. Masters and PhD levels are different 160 credits and 360 credits.

Qualification type descriptors

- There is a map and a table showing the different levels.

- There is alignment with all levels.

(At level 2 not all learners can be aligned to the level at the end of the education stage a separate assessment is given to them, this is yet to be placed on the NQF.)

Coherence

- There is overarching coherence and all the structures are linked together. All the qualifications link and speak to one another in terms of knowledge, skills and attributes.

  - They progress and increase vertically in terms of:
  - Degree of complexity of tasks;
  - Reasoning and problem solving;
  - Knowledge;
  - Autonomy and responsibility.

Promotion of other strategies

As is evidenced in its purpose and aims, the NQF definitely promotes other strategies such as RPL. This is also evidenced in the Act that set up the NQF.

Suggestions for improvement

- The range of qualification types are too narrow. Poses problems with development of new qualifications and evaluation of foreign qualifications. Therefore, must broaden this.

- Need to update some content (16 years old) in line with developments and the requirement of the new SQA Act.

Seychelles NQF Qualifications Map

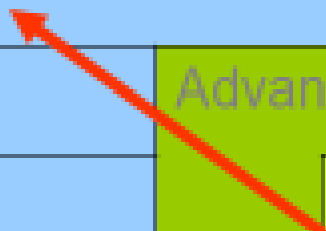| NQF Level		Notional hours
10	PhD, Post-doctorate	3600
9	Masters	1600
8	Post-graduate	1200
7	Degree	3600
6	Advanced diploma	1200
5	Diploma	3600
4	HSC (A-Levels) — Advanced certificate	2400
3	Certificate	1200
2	Secondary Certificate (IGCSE)	
1	Primary certificate	

Linkages to QA - NQF

- The Seychelles Qualifications Authority is responsible for the NQF.

- The NQF is derived from the SQA Act 2021; Regulations 2009.

- In the NQF Regulations; section on Quality Assurance; clauses 20, 27 specifies that:

- "The Seychelles Qualifications Authority shall take the overall responsibility for quality assurance with the participation of industry, training institutions, professional bodies and other relevant stakeholders."

- "The Seychelles Qualifications Authority shall take overall responsibility for the validation of programmes of education and training with the participation of industry, training institutions, professional bodies and other relevant stakeholders."

Responsible body for QA

- Seychelles Qualifications Authority is responsible for QA across the education and training system. The SQA is assisted by designated teams to conduct accreditation of providers and accreditation of training programmes.

- The SQA Act mandates the authority to carry out processes to do with accreditation of providers and training programmes.

- The SQA appoints quality assurance teams, QA committees, validation sub committees to carry out the QA processes and give recommendations but the SQA has the final say and gives the final approval for accreditation of institution or programmes

Assurance of qualifications formulation and development

- There is an approved manual for the development, evaluation and approval of standards for qualifications and unit standards.

- There is also established procedures and criteria (such as the *Guide for Providers and Application for Validation*) for the verification and accreditation of training programmes. These are communicated to the providers and the SQA also offer assistance to the providers when going through the process.

- The SQA has also developed a *Quality Assurance Manual and Guide for Providers* detailing the requirements for institutions to follow in order to be accredited. Again these are communicated to the providers and the SQA also offer assistance to the providers when going through the process.

Assurance of qualifications formulation and development cont.

- Qualifications are approved by Executive Committees set by the SQA

- E.g. for Standards development is done by the Standards Development Committee; evaluation by the Standards Evaluation Committee; endorsement by professional bodies/councils and final approval by an executive committee (EXCO)

- A qualification is located on the NQF after it has met all the required criteria. It is then registered with a unique code and given an issue and expiry date.
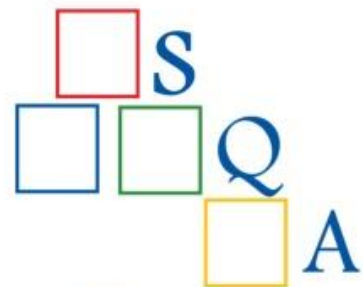
Assurance of qualifications formulation and development cont.

- There is a process throughout the development stages up to the approval of the qualifications to ensure that stakeholders have the opportunity to make their contributions. This is specifically to ensure that qualifications developed are fit for purpose and that they meet the needs of the industry.

- At the beginning of the development a JAW (job analysis workshop) is conducted and stakeholders are invited then to participate and give their contributions.

- Likewise before the final approval of qualifications professional bodies or councils in the area concerned are required to verify the qualifications and provide a letter of endorsement to confirm that the same is of the required standard for performance and meet their needs. This is because in most cases the professional body or councils regulate the profession.

Thank you!