

# **Occupation qualifications in the Seychelles and South Africa: a critical reflection on progress to date**

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# Presentation Overview

1. Introduction
2. Occupational qualifications in the Seychelles
3. Occupational qualifications in South Africa
4. Challenges in designing occupational qualifications
5. Concluding comments

# Introduction

SAQA-SQA collaboration on the NQF development since 2004...

## **The paper:**

- Traces historical development of NQF
- Locates occupational qualifications in the respective frameworks
- Compares the different challenges and solutions:

Population and size

Historical trajectory

Education system (esp. at higher education levels)

Some similar influences to develop NQF, but redress strong in South Africa

South African NQF a first generation NQF, Seychelles third generation

SADC member states

Competency-based approach (CBA) in the Seychelles

& the outcome based approach in South Africa

# Occupational qualifications in the Seychelles: context

- 4 degrees south of the equator,
- 1000 miles east of the coast of Kenya
- Over 100 islands
- Population of 84,000
- Mixed race –Creoles, increasing influx of expatriate labour
- Population growth rate – 1.2 %
- Tourism and fisheries main pillars of the economy

# Occupational qualifications in the Seychelles

- Late 1990s: Initial considerations from the Ministry of Social Affairs and Manpower for a National Qualifications Framework
- 1999: Feasibility study and concept document by Corneels Jafta (Namibia)
- 2000: NQF Working Group appointed; Canadian project and CBA initiated
- 2003: National Education Conference
- 2005: Seychelles Qualifications Authority Act promulgated
- 2007: Draft NQF Regulations
- 2008:

Regulations promulgated  
Stakeholder conference  
Policy-guidelines completed

# Structure of the Seychelles NQF and qualification types

NQF Level	Qualification type	Notional hours (minimum)
10	Doctorate Degree	3600
9	Masters Degree	1600
8	Post-graduate Certificate Post-graduate Diploma	1200
7	Bachelors Degree	3600
6	National Advanced Diploma	1200
5	National Diploma	3600
4	High School Certificate (A Levels) National Advanced Certificate	2400
3	National Certificate	1200
2	Secondary Certificate (IGCSE)	
1	Primary Certificate	

# Occupational qualifications in the Seychelles

- Essentially CBA now, but also traditional local and imported certificates and diplomas
- Technical/vocational oriented
- Low esteem qualifications
- Post-secondary in nature

The CBA	Advantages	Challenges	Influence on the NQF
<ul style="list-style-type: none"> <li>• Canadian model of curriculum development adapted</li> <li>• Competencies are derived from preliminary studies and Job Analysis Workshops</li> <li>• Competencies are attitudes, skills, and knowledge</li> <li>• Occupation focused but not exclusively</li> <li>• Student centred</li> </ul>	<ul style="list-style-type: none"> <li>• CBA overcame lacuna of curriculum development</li> <li>• Capacity built</li> <li>• Addressed the need for courses to be relevant</li> <li>• Industry implicated</li> <li>• Student centred</li> <li>• Embrace by the government (2004)</li> <li>• Review of programmes well underway</li> <li>• Industry response positive</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation and monitoring</li> <li>• Worship of imported curricula strong</li> <li>• Lack of confidence in local capacity</li> <li>• Resource problems</li> <li>• Positioning of A' Levels on the landscape</li> </ul>	<ul style="list-style-type: none"> <li>• CBA led to sub framework (PSETF)</li> <li>• Unit standards derived from CBA competencies (bottom up approach)</li> <li>• Symbiotic nature of the relationship of the NQF with CBA</li> <li>• NQF to give a structure to CBA management</li> <li>• On personnel mandated with NQF development</li> <li>• Occupational orientation of the NQF</li> </ul>



# South African Qualifications Authority

OCCUPATIONAL QUALIFICATIONS IN THE  
SEYCHELLES AND SOUTH AFRICA

PART 2

*A CRITICAL REFLECTION ON PROGRESS TO DATE*



## The South African Context

- Apartheid Legislation with regard to education and employment
- Low wages of black workers as a consequence of government policy and non-recognition of workplace competencies
- NUMSA, COSATU recommendations



## h African Context (cont)

- **Student unrest (Soweto uprising)**
- **NEPI**
- **Pressure on new ANC-led government to reform and transform the unequal education and training system**



## Designing the NQF

- Modeled on parallel developments in Australia, New Zealand and the UK
- Assumption of the burden of social and political transformation in the post-apartheid world
- Adoption of an outcomes-based paradigm



# ation and Governance

- SAQA Act 1995 (establishment and implementation of the NQF)
- Operations begin 1998
- Oversight by the Ministers of Education and Labour
- Funding – reliance on donor funding



## Early Challenges

- Lack of a shared vision for the NQF between Labour and Education
- Overlapping mandates with other statutory NQF implementing bodies
- Non-universal buy-in to the outcomes-based paradigm as articulated in SAQA policy documents
- Reviews



# Structure of Qualifications

- Occupational qualifications as a coherent mix of practical workplace skills and underpinning theoretical knowledge
- 8-level framework
  - Level 1 GET Band
  - Level 2-4 FET Band
  - Level 5-8 HET Band



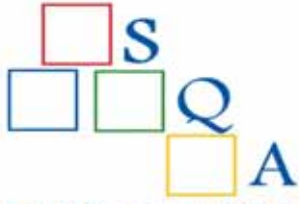
Recognising your Competencies

## of Qualifications (cont)

- Fundamental, Core and Elective components
- GET and FET fundamentals prescribed (language and mathematical skills)
- Core component focuses on occupational competencies as indicated in the purpose statement

## Emerging Trends

- A move away from the currently unified framework
- Move towards three sub-frameworks to address:
  - Occupational qualifications
  - Vocational qualifications
  - Academic qualifications
- Occupational qualifications look set to:
  - Lose the prescribed fundamentals
  - Favour the apprenticeship delivery mode
  - Widen national trade testing



Recognising your Competencies

## Some Interesting Observations

- Both SQA and SAQA have faced the critique of “occupationalising” qualifications
- The SQA may have an easier engagement with the tertiary sector which is in its infancy
- Striving for comparability and parity of esteem between qualifications seems to be a universal phenomenon
- The achievement of an integrated NQF is not facilitated by political perspectives that see education as distinct from training



## In Conclusion

- Confidence from industry and employers is crucial for the success of an NQF
- The confidence and cooperation of the teaching profession must be won
- Both OBE and CBA are human and material resource intensive
- Ongoing professional support for teachers and facilitators is necessary



...and finally

...simplicity, incrementalism and strong local involvement should remain the cornerstones of occupational qualification development...

Thank You