STRATEGIC
PLAN 2022-2026

Seychelles Qualifications Authority

Recognising your Competencies

TABLE OF CONTENTS

Acronyms

ACQF: African Continental Qualifications Framework

AO: Administrative Officer

CEO: Chief Executive Officer

ICT: Information and Communications Technology

MOE: Ministry of Education

NQF: National Qualifications Framework

PESTLE: Political, Economic, Social, Technological, Legal and Environmental

PM: Performance Management

PSB: Public Service Bureau

QA: Quality Assurance

RBM: Result Based Management

RPL: Recognition of Prior Learning

SADCQF: Southern African Development Community Qualifications Framework

SDGs: Sustainable Development Goals

SQA: Seychelles Qualifications Authority

SQAIS: Seychelles Qualifications Authority Information System

SWOT: Strengths, Weaknesses, Opportunities and Threats

1.0. Background and Introduction

1.1. Background

The Seychelles National Qualifications Authority was established by the Seychelles Qualifications Authority Act, 2005 to develop, implement and maintain the National Qualifications Framework (NQF). The NQF formalises the requirement for both public and private education and training providers throughout the country to deliver quality-assured, nationally recognised, consistent standards and qualifications. The provisions of the Act are operationalized by the NQF Regulations of 2008.

In November 2021, a new Seychelles Qualifications Authority Act was assented by the President of the Republic of Seychelles and it is this new Act that has been a primary consideration in the development of this 5-year Strategic Plan (2022-2026) of the Seychelles Qualifications Authority (SQA).

Aside from the Seychelles Qualifications Authority Act and NQF Regulations, several policies and legal frameworks affect the operations of the SQA. These include the Constitution of Seychelles, the Education Act 2004 and the Education (Amendment) Act 2017, and the Tertiary Education Act 2011 and the Tertiary Education (Amendment) Act 2022. This Strategic Plan will operate within the current policy and legal framework for education and training in Seychelles.

1.2. Mandate of the SQA

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

1.3. Rationale

The Public Sector has been undergoing reforms to improve quality, efficiency and transparency in service delivery. It has developed Results Based Management (RBM) and Performance Management (PM) strategies. In order to implement these reforms, the SQA, like all other public institutions, requires a Strategic Plan which clearly defines its strategic direction.

The plan provides the Authority with a framework of priorities, objectives and outcomes to guide annual operational plans and a means to optimize the use of resources. The Strategic Plan

process enables the SQA to examine the environment in which it operates, explore the factors and trends that affect the way it does business, attain its strategic vision and mission, identify strategic issues which must be addressed and find ways to address them.

1.4.   Introduction to the Strategic Plan

This new Strategic Plan has four priority areas and it aims to continue the work started in a number of areas of the 2017-2021 Strategic Plan. The need to re-appraise NQF policies, guidelines and instruments to enable more efficient implementation of the NQF remains a strong feature of this plan.

The need for maintenance and consolidation of progress for the continuing development and implementation of the NQF will be ensured through the Plan's Priority 1: ***Continue the development and implementation of the National Qualifications Framework***. This is a critical venture for the SQA, as the NQF needs to continually evolve and remain up-to-date with the ongoing changes in legal provisions, policies, qualifications frameworks, and qualifications in the education and training sector, nationally and internationally. The SQA will also seek to strengthen the collaborations it has established with both local and international partners and stakeholders through Priority 1 in its quest to elevate the Authority to a new level and make its vision become a reality.

Charged with such a demanding mandate, the competence and efficiency of the SQA's human resources remain the foundation on which the organisation depends in order to achieve organisational goals. Thus, the need to strengthen SQA's internal capacity for efficient delivery on its mandate is being addressed through the Strategic Objectives for Priority 2: ***Strengthen the capacity of the SQA to deliver on its mandate and improve service delivery***.

The National Qualifications Framework (NQF) is all about standards. Therefore, the need to empower education and training institutions to meet these standards continue to be a main preoccupation of the SQA, as reflected by Priority 3: ***Empower providers to meet the standards of the National Qualifications Framework and requirements of the SQA***.

Priority 4: ***Promote the functions and services of the SQA for enhanced visibility***, will link and harmonise the objectives from the previous three priorities by raising public awareness and reinforcing the SQA's status and critical role in the education and training sector, as well as the essential services it provides to the general public.

Each Priority of the Plan consists of Strategic Objectives which give clear direction as to what the SQA wants to achieve in terms of the priorities.

Finally, the Priorities and the Strategic Objectives will enable the SQA to implement its functions as stipulated in its new Act, the Seychelles Qualifications Authority Act 2021.

1.5.   Purpose of the Strategic Plan and Alignment with Relevant High Level Initiatives

The purpose of this Strategic Plan for the Seychelles Qualifications Authority for the period 2022-2026 is to outline the strategic direction of the Authority over the next five years to all its stakeholders. The Plan builds on previous successes and addresses opportunities and current challenges. It also provides a basis for the implementation of the RBM Policy.

The formulation of a five-year strategic plan is in line with the Seychelles National Development Strategy 2019-2023. It complements the strategic goal of the Ministry of Education Strategic Plan 2021-2024 *'to ensure an education system that is relevant, of high quality and can be accessed by learners from all backgrounds within the country'*. The Strategic Plan also echoes the Government's strategy to promote life-long learning, and open access to all individuals so that they are given the opportunity to reach their full potential. Further, this Strategic Plan also is cognizant of the need for skills development and employment requirements of the country. The strategic objectives and their associated actions reflect the Agenda 2063 for inclusive growth and sustainable development, and Vision 2033, and give explicit recognition to the role of the Authority in respect of its contribution to the Sustainable Development Goals (SDGs), in particular Goal 4: Quality education which aims to ensure inclusive and equitable quality education and promote lifelong opportunities for all.

On the regional level, the Lisbon Convention on recognition of qualifications ignited the need for National Qualifications Frameworks, which has culminated in the establishment of regional and continental frameworks.

As a qualifications Authority, the SQA's mandate has been affected by the SADC Qualifications Framework (SADCQF), the African Continental Qualifications Framework (ACQF), and how they relate to other global frameworks for comparability and efficient mobility of labour. The Seychelles NQF has been aligned to SADCQF and will be aligned to ACQF to facilitate the exchange and greater mobility of students, teachers and researchers of the continent and the diaspora, by the recognition of qualifications, as adopted by the Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States (Addis Convention) 2014 which Seychelles has ratified.

2.0. Situational Analysis

2.1. Overview

An analysis of the Authority's operating environment was undertaken as part of the strategic planning process. The objective of Political, Economic, Social, Technological, Legal and Environmental (PESTLE), Strengths, Weaknesses, Opportunities and Threats (SWOT) was to provide detailed information on factors influencing SQA's working environment. A review of the final report of implementation of the Authority's Strategic Plan 2017 – 2021 was also undertaken.

2.2. PESTLE Analysis

A broad Political, Economic, Social, Technological, Legal and Environmental (PESTLE) scan was undertaken with a view to describing the circumstances under which the Authority operates. This was so to be able to appreciate the factors that will either support or impede the process of implementing the Plan. A synthesis of the outcome of the PESTLE analysis is presented below.

Political Factors
The current political environment is stable allowing for government support for SQA. The need to deliver on the national development agenda has seen keen interest by the Government to ensure the NQF is developed, implemented and maintained. Seychelles through the SQA is also playing a significant role in the development of regional and continental qualifications frameworks and ensuring that our NQF is aligned to these frameworks.

However, the current singular nature of tertiary education and training providers since no two providers have the same mission and mandate, results in monopoly of fields offered by particular providers and prevents the SQA from fully implementing its mandate as a regulator.

Economic Factors
In line with national policy, the revenue that the SQA generates goes to central revenue, meaning that it cannot retain the revenue that it generates. It also does not have the privilege of its own bank account for operational transactions.

Employers are complaining that they have difficulty in finding technical skills they need whereas the youth are finding it difficult to find jobs that match their training and skills. This is resulting in an increasingly high number of expatriates working in Seychelles on Gainful Occupation Permit (GOP), therefore increasing pressure on the SQA, particularly on the Recognition and Evaluation of Qualifications Unit. The tertiary education and training providers must ensure that education

and training programmes remain relevant and respond to the economic and labour market needs and learners must have a sound basic education to enable them to access the programmes of the providers. The SQA will continue to have a critical role in the recognition of prior learning (RPL) to formalize the learning and experience of Seychellois workers and ensure their contribution to the economy through their acquired qualifications although the implementation of RPL currently has its limitations in view that RPL cannot be implemented in areas where programmes that lead to qualifications are not being offered locally particularly where the demand is quite high. The continued collaboration between the SQA, the Ministry of Education, education and training providers and the Public Service Bureau will assist to identify, develop and offer new programmes to enhance the implementation of RPL.

Social Factors
There is an increase in access to tertiary education and training opportunities inside and outside the country and this will mean an increase in demand for the services of establishing verification, recognition, authenticity of programmes, qualifications and providers.

Technological Factors
The increased popularity of (and need for) internet-enabled digital devices has led to a rapid rise in the access and use of social networking sites and other internet based platforms by individuals and groups.

Since more individuals and organisations are turning towards technology to simplify their personal and professional lives and for 'Ease of Doing Business', there is an increasing demand for digitalisation of services.

However, slow and costly internet and expensive Information and Communications Technology (ICT) services impede the quality and quantity of output of the SQA.

The demand for broadband connectivity is accelerating in the Seychelles. The Government and telecom operators are investing in strengthening the national telecom infrastructure to support the digital transformation of the economy. Subsequently, the Government is negotiating with Internet providers for affordable costs of internet which should influence the cost of other ICT services for the SQA, education and training institutions and the general public. The additional under water fibre optic cable installed earlier this year is expected to address to some extent the slow internet service and hence improve access to more online services.

The Authority will leverage ICT as a key business enabler in communication and decision making.

Legal Factors

The Seychelles Constitution guarantees every Seychellois the right to education.

The SQA Act (Act 57 of 2021) and the National Qualifications Framework and Regulations 2008 provide the legal framework for the SQA existence and legitimate operation.

The Tertiary Education (Amendment) Act, 2022 (Act 5 of 2022) and the Tertiary Education Act, (Act 12 of 2011) complement the work of the Authority in terms of ensuring the continued development of the tertiary education and training landscape.

Education Act 2004 and Education (Amendment) Act, 2017, enshrine the rights of children and young people conferred by the Constitution to equal opportunity to education and establishes standards for the provision of services to meet their development needs.

Environmental Factors

The Authority does not have its own infrastructure facilities. Its Secretariat operates on split sites. The Authority must continue to lobby for adequate and conducive infrastructure that will house its whole Secretariat and consist of all required facilities. However, the fact that the main part of the Secretariat is located in the centre of town is an advantage for clients requiring the services of the Authority.

Environmental disasters at regional and international levels affect the operation of the Authority since it relies on external communication for the discharge of several of its functions.

The Authority is fully aware of the national engagement towards the protection of our environment and the importance of energy conservation. In this perspective, SQA endeavours to make efficient use of the resources and materials at its disposition in its daily operations.

2.3. SWOT Analysis

The strengths and weaknesses of the SQA were thoroughly analysed and are presented at Table 1 together with an analysis of the Authority's opportunities and threats. As the Authority sets out to implement its Strategic Plan, there are bound to be opportunities and threats. Opportunities are the operational potentials that the Authority will exploit to achieve its stated goals and objectives. Threats are the external operational challenges that are likely to hinder the Authority from realizing its mandate

Table 1: SWOT Analysis

Strengths	Weaknesses
i. Quality service delivery	i. Some Quality Assurance (QA) personnel not fully trained in quality assurance
ii. Good working relations with tertiary education providers and other stakeholders	ii. Insufficient human resource to fully carry out the work load of the Authority and to ensure succession planning
iii. Availability of professional development opportunities for QA personnel both locally and overseas	iii. Inadequate and inappropriate infrastructure and facilities
iv. Willingness of the Authority to assist and support Ministry of Education, providers and other Agencies	iv. No permanent location
v. Strong teamwork approach within the organisation	v. The public in general are not fully conversant with the functions and services of the Authority
vi. Some updated policies and legal instruments	vi. Structure to monitor programme implementation not yet in place
vii. Low staff turnover	vii. No capacity internally to maintain IT infrastructure and information management system
	viii. Inadequate transport facilities
	ix. Some legal and regulatory instruments and corresponding policies and manuals are outdated
Opportunities	**Threats**
i. Established corporation with overseas authorities and agencies	i. Inadequate financial support to implement projects in line with the Authority's functions
ii. Established working collaboration with professional bodies locally	ii. Inadequate and inappropriate infrastructure and facilities will impact negatively on the functioning of the Authority
iii. Opportunities for training and professional development	iii. No permanent location
iv. Increased recognition of local providers and programmes nationally and internationally	iv. Limitations in fulfilling quality assurance requirements by providers
v. Alignment with the SADC Qualifications Framework	v. Inadequate local programmes to meet public demands for RPL

vi. Active involvement with the development of African Continental Qualifications Framework vii. New SQA Act 2021 will strengthen the regulatory role of the Authority and ensure its increased visibility	vi. Limitations on the effective functioning of the Authority due to inadequate and untrained personnel vii. Non-functioning of the IT infrastructure and information management system due to lack of Database and IT Administrator x. Inadequate funding to recruit all required personnel

3.0. Vision, Mission and Values

3.1. Vision

A credible, valued and efficient organization which, as custodian of a high quality national qualifications framework puts the needs of learners at the centre of an open, responsive and integrated qualifications system which recognizes their competencies and enables them to develop to their fullest potential.

3.2. Mission

To develop and enhance a national qualifications framework that elevates and recognizes competencies whilst promoting quality education and training.

3.3. Values

The SQA is committed to ensuring quality of education through sustained efforts to achieve excellence, efficiency, competence and high standards. It believes that providers are dynamic, forward thinking, positive, proactive, and responsive to the realities of an ever changing world. Based on this premise, the following are the core values of the Authority, derived from the principles of transparency, accountability and good governance that we will uphold in our actions and behaviours.

Partnership: We recognize that providers need to be guided to meet the requirements of the NQF and stand ready to provide that assistance and support, with due deference to the roles, responsibilities and autonomy of the provider. We will engage with the community and provide frank, impartial and timely feedback to the Government, stakeholders and partners.

Respect: We accept our customers for who they are. We actively listen to them, we go above and beyond to solve their problems quickly and efficiently.

Integrity: We recognise our duty, as regulator, to operate with transparency, openness and impartiality in our engagement with stakeholders, observe strict standards of confidentiality in handling client information, and use power responsibly while striving to earn and sustain a high level of public trust.

Accountability: We recognize that we have a responsibility to protect learners and to ensure the credibility of the education and training that is on offer. Therefore, we hold providers accountable to the requirements of the National Qualifications Framework and expect them to commit to nationally agreed standards and to deliver to those standards within agreed time frames. We will work towards clear objectives in a transparent manner and accept responsibility for decisions and actions.

Service Excellence: We recognize that quality is integral both to the National Qualifications Framework and to the way we approach our work. Therefore, we commit ourselves to the highest standards of service delivery, with due regard to best management practice, including capacity building and the creation of a climate that is conducive to team work and high levels of productivity.

Teamwork: We value the contribution of each individual with whom we work; building highly effective relationships with other people to achieve a common goal; participating in activities to ultimately ensure the success of the entire organisation.

Commitment to international best practice: We strive to ensure that all our work processes comply with international good practices.

Reflective Practice: We recognize the need for our work to be informed by evidence, research and evaluation. Therefore, we commit to engaging with local and international research in the field of qualifications and quality assurance and revisiting our policies and procedures accordingly.

4.0. Strategic Priorities

The Strategic Plan of 2022 to 2026 focuses on the following four (4) priority areas derived from the Situational Analysis and drawn from the unachieved priorities of the SQA Strategic Plan 2017-2021.

1. Continue the development and implementation of the National Qualifications Framework
2. Strengthen the capacity of the SQA to deliver on its mandate and improve service delivery
3. Empower providers to meet the standards of the National Qualifications Framework and requirements of the SQA
4. Promote the functions and services of the SQA for enhanced visibility

These four priorities have been reformulated as strategic objectives, and these state broadly what the SQA intends to accomplish in a priority area throughout the duration of the plan. Strategies break such objectives further down into component parts in relation to the work of the SQA. It is the implementation of strategies which form the core of the Strategic Plan and this will be achieved through the development of Implementation Plans and implementation of activities of the Plans.

5.0. Strategic Objectives and Strategies

Table 2: SQA Strategic Plan Framework: Strategic Priorities with Objectives and Strategies

	Strategic Priority 1: Continue the development and implementation of the National Qualifications Framework	
	Strategic Objectives	**Strategies**
1.1.	Review the legal and regulatory instruments of the SQA to meet requirements of the SQA Act 2021 and national and international developments in education, quality assurance and qualifications frameworks	1.1.1 Review the regulations of the National Qualifications Framework. 1.1.2 Review the National Qualifications Framework which will include a review of the Qualifications Map, to take into account developments in education and training locally and internationally and developments in qualifications frameworks and quality assurance.

	Strategic Priority 1: Continue the development and implementation of the National Qualifications Framework	
	Strategic Objectives	**Strategies**
1.2.	Consolidate projects linked to the continuing development of the National Qualifications Framework	1.2.1 Generate unit standards for qualifications and part qualifications. 1.2.2 Review expired qualifications and part qualifications that use unit standards. 1.2.3 Generate learning outcomes for qualifications and part qualifications. 1.2.4 Consolidate implementation of Recognition of Prior Learning (RPL) to ensure that the competencies acquired outside the formal education system by the workforce are recognised. 1.2.5 Accredit national programmes of study 1.2.6 Accredit tertiary education and training providers. 1.2.7 Conduct inspection of schools to assure quality. 1.2.8 Publicise accreditation status of providers and programmes, and performance status of schools.
1.3.	Review, develop and implement policies, guidelines and operational instruments	1.3.1 Review the National Policy for RPL and National Guidelines for Implementation of RPL. 1.3.2 Review the Policy and Criteria for the Recognition and Evaluation of Foreign Qualifications. 1.3.3 Develop a Policy for recognition by the Authority of any qualification before a qualification bearer may be entitled to enter into an occupation or a profession. 1.3.4 Develop a policy and criteria for the recognition of foreign programmes delivered by or through local tertiary education and training providers.

	Strategic Priority 1: Continue the development and implementation of the National Qualifications Framework	
	Strategic Objectives	**Strategies**
		1.3.5 Review the draft Appeals Manual to accommodate the requirements of the SQA Act 2021.
		1.3.6 Develop a Framework for the inspection of the School for the Exceptional Child.
		1.3.7 Review the School Inspection Manual.
		1.3.8 Develop a policy and criteria for the registration of unit standards and qualifications.
		1.3.9 Establish the national credit accumulation and transfer system.
		1.3.10 Develop criteria for classification of providers and for transitioning from one category of provider to another.
		1.3.11 Review the QA Manual, and related guideline documents for providers.
1.4.	Strengthen partnerships and linkages with local and international partners and stakeholders for informed decision making and excellent service delivery	1.4.1 Strengthen linkages with local providers, other partners, stakeholders and professionals.
		1.4.2 Enhance linkages and networking with qualifications authorities, quality assurance agencies and other stakeholders with a stake in quality assurance.

	Strategic Priority 2: Strengthen the capacity of the SQA to deliver on its mandate and improve service delivery	
	Strategic Objectives	**Strategies**
2.1.	Enhance staff motivation and welfare	2.1.1 Implement an annual professional development and training plan for staff.
		2.1.2 Review the Administrative Framework for specialist staff to ensure parity.

	Strategic Priority 2: Strengthen the capacity of the SQA to deliver on its mandate and improve service delivery	
	Strategic Objectives	**Strategies**
		2.1.3 Lobby for adequate and conducive infrastructural facilities for the effective functioning of the Authority. 2.1.4 Institutionalise the public sector Performance Management System.
2.2.	Secure adequate human resource to enable the Authority to effectively deliver on its mandate and functions	2.2.1 Review the structure of the SQA to accommodate human resource requirements of the SQA Act 2021. 2.2.2 Train resource persons to undertake tasks requiring specialist expertise. 2.2.3 Review the allowances for outside personnel working on various committees and teams.
2.3.	Establish mechanisms and processes for registration of tertiary education and training providers and other providers of post compulsory education and training	2.3.1 Recruit to meet staffing requirement for the Unit responsible for registration. 2.3.2 Develop registration procedures for state education and training providers and providers of post compulsory education and training. 2.3.3 Develop standards and criteria, and tools and instruments for registration. 2.3.4 Implement sensitisation programmes for stakeholders. 2.3.5 Maintain a database of registered providers.

	Strategic Priority 3: Empower providers to meet the standards of the National Qualifications Framework and requirements of the SQA	
	Strategic Objectives	**Strategies**
3.1.	Provide guidance and support to providers to expedite the processes of programme	3.1.1. Assist providers to undertake tasks to achieve full accreditation.

	Strategic Priority 3: Empower providers to meet the standards of the National Qualifications Framework and requirements of the SQA	
	Strategic Objectives	**Strategies**
	accreditation, school inspection, institutional accreditation and Recognition of Prior Learning (RPL)	3.1.2. Assist providers to undertake tasks to achieve full accreditation of their programmes. 3.1.3. Assist providers to undertake tasks to implement Recognition of Prior Learning (RPL). 3.1.4. Assist providers to undertake tasks to achieve compliance with internal quality assurance standards set by the SQA. 3.1.5. Assist schools to undertake tasks to meet the requirements of the Inspection Framework in order to achieve the status of a performing school. 3.1.6. Support providers in translating unit standards into programmes of study.
3.2.	Review, develop and implement a fee structure for the different services of the SQA	3.2.1. Develop and implement a fee structure for Programme Accreditation. 3.2.2. Develop and implement a fee structure for Institutional Accreditation. 3.2.3. Review the fee structure for Recognition and Evaluation of qualifications. 3.2.4. Review the Guidelines on Fees for RPL.
3.3.	Improve the institutional quality assurance standards by monitoring compliance with the provisions of the SQA Act 2021	3.3.1. Develop and implement tools for monitoring the implementation of accredited programmes. 3.3.2. Develop compliance instruments for monitoring adherence to the prescribed requirements as established by the SQA Act 2021.

	Strategic Priority 4: Promote the functions and services of the SQA for enhanced visibility	
	Strategic Objectives	**Strategies**
4.1.	Enhance awareness of the SQA	4.1.1. Develop and implement programmes for sensitisation of the SQA Act 2021. 4.1.2. Conduct a small survey to establish the extent of the public's knowledge of SQA and its operations. 4.1.3. Develop sensitisation and promotion materials in different media on the functions and operations of the SQA. 4.1.4. Undertake annual client satisfaction surveys.

6.0.   Strategic Planning Results Framework

The Strategic Planning Results Framework given as Table 3 which follows provides the basis for the development of a plan for monitoring progress towards the realization of SQA's strategic objectives.

Table 3: Strategic Plan Results Framework

Key Sector Challenge	Strategic Objective	Indicator	Baseline (2021)	Target					Data Source	Monitoring Responsibility	Indicator Protocol
				'22	'23	'24	'25	'26			
Legal and regulatory instruments of the SQA are outdated	Review the legal and regulatory instruments of the SQA to meet requirements of the SQA Act 2021 and national and international developments in education, quality assurance and qualifications frameworks	Number of legal and regulatory instruments reviewed	1	Nil	1	1	N/A	N/A	Official Gazette SQA records	CEO	Regulations, National Qualifications Framework, Qualifications Map. Documents completed per year.
Continuously develop and maintain the National Qualifications Framework.	Consolidate projects linked to the continuing development of the National Qualifications Framework	% of qualifications and part qualifications based on unit standards registered	51	60	65	70	75	80	Database of qualifications and part qualifications SQA reports	Principal Standards Setting Officers	% increase in registered qualifications and part qualifications based on unit standards registered
		Number of expired qualifications and part qualifications based on unit standards reviewed	NIL	2	4				Database of qualifications and part qualifications SQA reports	Principal Standards Setting Officers	% increase in reviewed qualifications and part qualifications

Key Sector Challenge	Strategic Objective	Indicator	Baseline (2021)	Target					Data Source	Monitoring Responsibility	Indicator Protocol
				'22	'23	'24	'25	'26			
		Number of qualifications and part qualifications based on learning outcomes registered	NIL	NIL	NIL	2	3	4	Database of qualifications and part qualifications SQA reports	Principal Standards Setting Officers	% increase in registered qualifications and part qualifications based on learning outcomes
		Number of candidates successfully completed an RPL process	55	88	118	128	138	148	Database of RPL Candidates SQA reports	Principal Quality Assurance Officer for RPL	Increase in number of RPL candidates awarded a qualification
		% of education and tertiary providers with all programmes of study accredited	70%	80%	90%	100%	100%	100%	Database of accredited programmes of study SQA reports	Principal Quality Assurance Officer for Programme Validation	Increase in number of tertiary education and training providers with all programmes accredited
		% of tertiary education and training providers accredited	55%	73%	82%	90%	90%	90%	Database of providers and accreditation status SQA reports	Principal Quality Assurance Officer for Institutional Accreditation	Increase in number of tertiary education and training providers accredited
		% of performing schools	33%	42%	50%	61%	69%	79%	Database of performance	Principal Quality	% increase in number of

Key Sector Challenge	Strategic Objective	Indicator	Baseline (2021)	Target					Data Source	Monitoring Responsibility	Indicator Protocol
				'22	'23	'24	'25	'26			
									status of schools SQA records	Assurance Officer for School Inspection	performing schools, Number of schools inspected
		Written and digital media publications on accreditation status of providers and programmes, and performance status of schools	1	2	2	2	2	2	Annual Report SQA Website	Technical Committee	Level of public awareness on the accreditation status of providers and programmes, and performance status of schools
Outdated policies, guidelines and operational instruments and the need for new ones to meet the functions requirements specified in the SQA Act 2021.	Review, develop and implement policies, guidelines and operational instruments	Number of policies, guidelines and operational instruments reviewed and developed	NIL	2	5	3	2	N/A	SQA records	Principal Quality Assurance Officers Principal Standards Setting Officers	Updated and new policies, guidelines and operational instruments

Key Sector Challenge	Strategic Objective	Indicator	Baseline (2021)	Target					Data Source	Monitoring Responsibility	Indicator Protocol
				'22	'23	'24	'25	'26			
Inadequate linkages between SQA and its local and international partners	Strengthen partnerships and linkages with local and international partners and stakeholders for informed decision making and excellent service delivery	Number of areas identified for partnerships and linkages	5	5	6	7	7	7	SQA records	Technical Committee	Strengthened links and partnerships with local and international partners and stakeholders
		Number of workshops, webinars and networking activities of qualifications authorities, quality assurance agencies and other partners with a stake in quality assurance	22	12	6	6	6	6	SQA reports	Technical Committee	Involvement in local and international workshops, webinars and networking activities
Deficiency in working arrangements and conditions and inadequate and inappropriate infrastructure and facilities that impact	Enhance staff motivation and welfare	Number of training and/or professional development activities annually	3	4	2	2	2	2	Professional Development and Training Plan SQA records	Technical Committee	Number of staff participating in training and professional development activities
		Reviewed Administrative Framework for specialist staff	N/A	N/A	1	N/A	N/A	N/A	Revised Administrative Framework	CEO	Published revised Administrative Framework

Key Sector Challenge	Strategic Objective	Indicator	Baseline (2021)	Target					Data Source	Monitoring Responsibility	Indicator Protocol
				'22	'23	'24	'25	'26			
negatively on the functioning of the Authority											for specialist staff
		Improved infrastructural facilities	N/A	YES	YES	YES	N/A	N/A	SQA records	CEO	Conducive and adequate infrastructural facilities
		Operational Performance Management System	N/A	YES	YES	YES	YES	YES	Performance Contract Performance Contract Appraisal Report	IRBM Committee	Annual Performance Contract Appraisal Improved staff motivation
Inadequate human capacity to effectively deliver on the SQA mandate and functions as prescribed in the SQA Act 2021 resulting in staff burn out	Secure adequate human resource to enable the Authority to effectively deliver on its mandate and functions	SQA organigram reviewed and approved by Cabinet	N/A	N/A	1	N/A	N/A	N/A	Cabinet Memorandum	Technical Committee	Published revised SQA Organigram
		Number of specialist resource persons to undertake the tasks requiring specialist expertise	154	197	226	246	272	297	Databases of specialist resource persons	Principal Quality Assurance Officers	Adequacy of specialist resource persons
		Reviewed allowances for outside personnel working on various committees and teams	NIL	1	4	N/A	N/A	N/A	Allowances documents Payment records	Principal Quality Assurance Officers	Number of committee and team allowances reviewed
This is a new function		The Registration Unit established	N/A	N/A	YES	N/A	N/A	N/A	Recruitment documents	CEO & AO	Registration Officer

Key Sector Challenge	Strategic Objective	Indicator	Baseline (2021)	Target					Data Source	Monitoring Responsibility	Indicator Protocol
				'22	'23	'24	'25	'26			
transferred from TEC to SQA and incorporated in the SQA Act 2021. As such no structure for registration currently exists	Establish mechanisms and processes for registration of tertiary education and training providers and other providers of post compulsory education and training	and Registration Officer recruited									recruited and Unit operational
		Registration documents published	N/A	N/A	YES	-	-	-	The published documents Website	Registration Officer	Registration procedures, standards, criteria and tools
		Sensitisation programmes implemented	N/A	N/A	4	-	-	-	Sensitisation programme, Attendance records	Registration Officer	Number of stakeholders sensitised
		Number of post compulsory education and training providers registered	N/A	N/A	10	11	12	12	Registration documents, Database of registered providers	Registration Officer	% increase of registered post compulsory education and training providers
Limitations in fulfilling quality assurance requirements by providers	Provide guidance and support to providers to expedite the processes of programme accreditation, school inspection, institutional accreditation and	Number of capacity building workshops and working meetings held for guidance of providers per year	7	15	17	10	10	10	SQA reports	Technical Committee	Number of providers benefitted from training and technical support.

Key Sector Challenge	Strategic Objective	Indicator	Baseline (2021)	Target					Data Source	Monitoring Responsibility	Indicator Protocol
				'22	'23	'24	'25	'26			
	Recognition of Prior Learning (RPL)										
The majority of services of the SQA offered to providers and clients are non-fee paying.	Review, develop and implement a fee structure for the different services of the SQA	Number of services for which fee structure has been reviewed or developed	NIL	1	4	N/A	N/A	N/A	Published fee structures	Principal Quality Assurance Officers	Fee structure for Programme Accreditation, Institutional Accreditation, Recognition and Evaluation of Qualifications, and RPL
There is limited monitoring mechanisms for assurance of compliance by providers.	Improve the institutional quality assurance standards by monitoring compliance with the provisions of the SQA Act 2021	Tools for monitoring implementation of accredited programmes developed and implemented	NIL	NIL	YES	YES	YES	YES	The published tools SQA reports	Principal Quality Assurance Officer for Programme Validation	Monitoring tools, Adherence to implementation requirements of accredited programmes
		Compliance instruments for monitoring adherence to the prescribed requirements as established by the SQA Act 2021	NIL	NIL	NIL	YES	YES	YES	The published compliance instruments SQA records	Technical Committee	Compliance instruments, % level of compliance with the provisions of the SQA Act 2021

Key Sector Challenge	Strategic Objective	Indicator	Baseline (2021)	Target					Data Source	Monitoring Responsibility	Indicator Protocol
				'22	'23	'24	'25	'26			
		developed and implemented									
The populace is not fully sensitised on the SQA and its functions and there is no mechanism to gauge satisfaction of the public with service delivery.	Enhance awareness of the SQA	Number of sensitisation programmes on the SQA Act 2021 implemented per year	1	1	2	-	-	-	Sensitisation programme Attendance records	Technical Committee	Sensitisation programmes implemented per year
		Number of surveys undertaken	NIL	NIL	2	1	1	1	Survey instruments Survey reports	Technical Committee	Survey on public's knowledge of SQA Annual surveys on client satisfaction
		Sensitisation materials developed for audio, visual, written and digital media	5	5	8	10	12	13	Sensitisation materials, Website, Facebook page	Technical Committee	Improved public knowledge on SQA

7.0. Implementation Structure

The Strategic Plan 2022-2026 requires sound governance framework with specific roles, responsibilities and accountabilities that will facilitate its successful implementation. In addition, the governance framework ensures proper co-ordination and efficient use of resources to meet the expectations of both the internal and external stakeholders.

The Strategic Plan (2022-2026) is a management tool that will be implemented within the approved organisational structure which consists of the SQA Board, the Committees constituted by the Board, the external specialist resource persons, and the Secretariat which is headed by a Chief Executive Officer. The current Organisational Structure is provided in *Annex 1.*

The successful implementation of any programme depends on the quality of the human resource. The Authority requires adequate, competent and engaged workforce. Subsequently, the implementation of the Strategic Plan will necessitate a review of the organisational structure and capacity enhancement through recruitment, training and development initiatives.

A Strategic Plan Implementation Framework derived from the Strategic Planning Results Framework is provided in *Annex 2*. Measurable outcomes have been listed for each of the strategies of the strategic objective, and a time frame has been set for the realization of each strategy.

Accountability for the implementation of the SQA Strategic Plan (2022 - 2026) has been further ensured through the assignment of individual responsibility for the realization of each strategy, combined with a clear indication of how success will be measured based on well-defined performance indicators. The information contained in the Implementation Framework will provide the basis for the development of annual operational plans by members of SQA staff.

The Implementation Framework will be critical and an important management tool for:
- Mobilizing, allocating and utilizing resources during plan implementation
- Efficient and effective management and co-ordination of plan implementation
- Soliciting collaboration and support from partners and stakeholders
- Facilitating monitoring and evaluation

8.0. Monitoring, Evaluation and Reporting

The SQA Technical Committee which comprises the Principal Officers and the CEO will ensure effective monitoring and evaluation of the Plan. The Committee will hold meetings once every quarter to evaluate progress of implementation of the strategic objectives and strategies.

Monitoring will be continuous. Mid-year reports will be prepared and these shall be used for reviewing progress and forward planning. Mid-year reports will be presented at SQA Board meetings for overall monitoring and guidance. At the end of every calendar year an annual progress report will be prepared that will highlight key achievements for the year, constraining factors, lessons learned and recommendations on the way forward.

A mid-term evaluation of the Strategic Plan is foreseen during the plan period. The evaluation will entail the following:
- Measuring actual performance against target levels
- Establishing variances, if any, and identifying the causal factors
- Identifying and recommending appropriate remedial measures

There will be a terminal evaluation at the end of the strategic plan period, and this will yield a summative report on the extent to which the strategic plan achieved its planned activities and provide direction for the next strategic plan.

9.0. Risk Management and Mitigation Strategies

Despite the detailed plans encapsulated in this Strategic Plan, risks abound that may militate against realisation of the Plan. The Authority is awake to these possible adverse developments and will put in place strategies for risk mitigation.


10.0. Key Assumptions

The Strategic Plan 2022-2026 has been developed and will be implemented with the following key assumptions which are intended to serve as pointers to action which the SQA will need to take, in order to mitigate risks and maximize the opportunities for effective implementation of its strategic plan:

- The SQA Act, (Act 57 of 2021), is adhered to and upheld to facilitate regulation and quality assurance of the education and training sector.
- Financial and other resources are forthcoming to enable the execution of the functions flowing from the objectives outlined.
- The SQA, the Ministry of Education and other parent ministries work cooperatively, with the ministries using their leverage to ensure compliance by providers with national quality assurance standards.
- Providers demonstrate their sincere commitment to the national quality assurance standards and processes.
- The social-economic and political dynamics favour the continued development, implementation and maintenance of the NQF.
- There is optimal infrastructural and human resource capacity.
- The SQA is able to mobilise adequate support of providers and stakeholders for the NQF enterprise.

11.0. Conclusion

The Strategic Plan of the Seychelles Qualifications Authority for the period 2022 – 2026 provides a clear road map that would enable the Authority to effectively deliver on the mandate and functions stipulated in the Seychelles Qualifications Authority Act 2021. To ensure the success of this Strategic Plan, the Authority will continue to cultivate a work culture towards results-based performance management so as to realise the objectives set in the Plan. In addition, there will be need to leverage the resources needed to implement the projects set out in the Plan.

Annex 1: SQA Current Organisational Structure
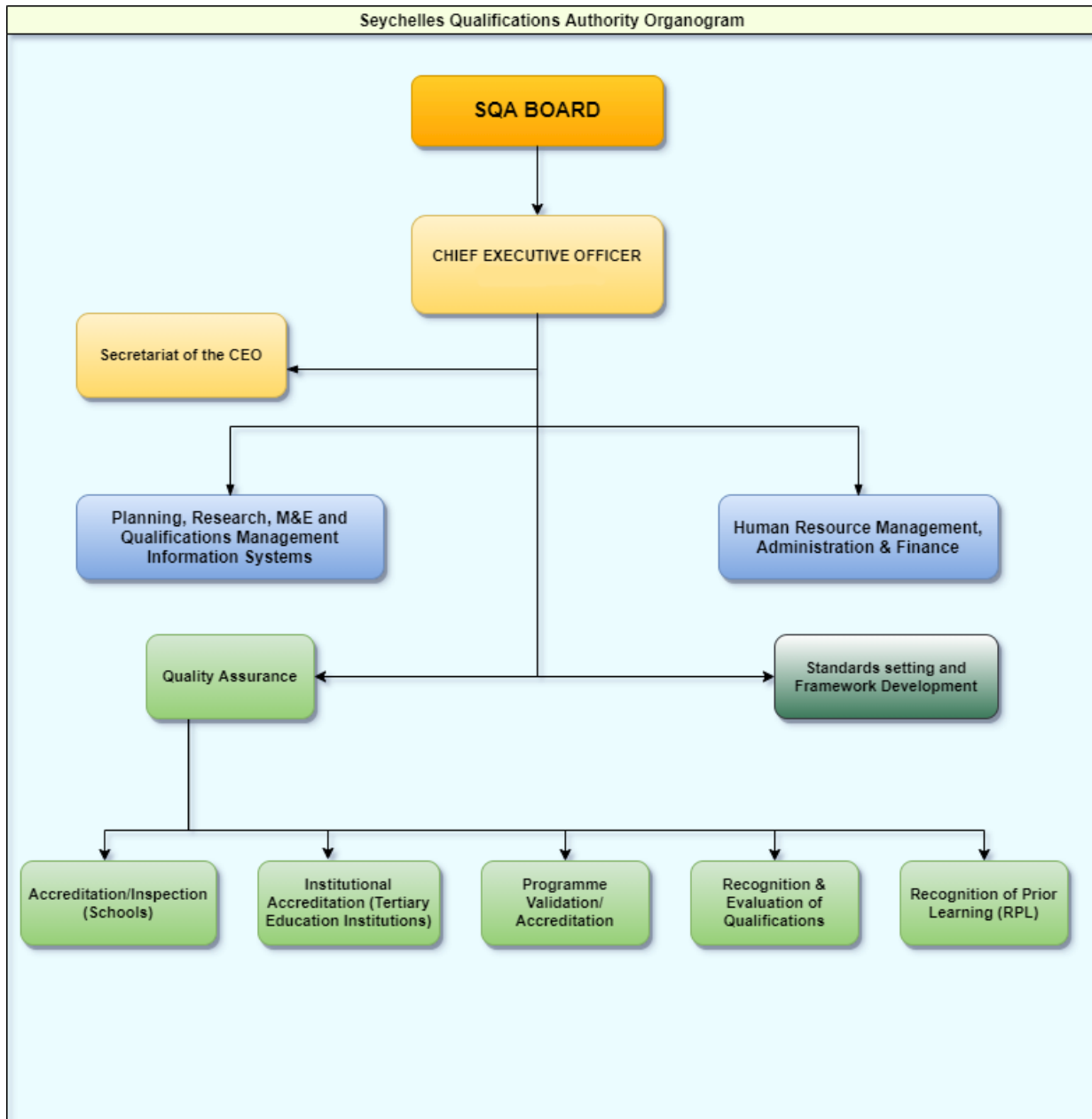
Annex 2: Strategic Plan Implementation Framework

Strategic Priority 1: Continue the development and implementation of the National Qualifications Framework

Outcome	Strategy	Performance Indicators (How it will be measured?)	Target					Responsibility (and partnership)	Data Source
			'22	'23	'24	'25	'26		
Strategic Objective 1.1: Review the legal and regulatory instruments of the SQA to meet requirements of the SQA Act 2021 and national and international developments in education, quality assurance and qualifications frameworks									
The revised National Qualifications Framework Regulations	1.1.1. Review the regulations of the National Qualifications Framework.	NQF Regulations reviewed and approved by SQA Board	YES	YES	-	-	-	CEO-SQA Consultant	Published revised regulations of the National Qualifications Framework
The revised National Qualifications Framework The revised Qualifications Map	1.1.2. Review the National Qualifications Framework which will include a review of the Qualifications Map, to take into account developments in education and training locally and internationally and developments in qualifications frameworks and quality assurance.	National Qualifications Framework reviewed and approved by SQA Board Qualifications Map reviewed and approved by SQA Board	-	YES	YES	-	-	CEO-SQA Consultant	Published revised National Qualifications Framework Published revised Qualifications Map

Outcome	Strategy	Performance Indicators (How it will be measured?)	Target					Responsibility (and partnership)	Data Source
			'22	'23	'24	'25	'26		
Strategic Objective 1.2: Consolidate projects linked to the continuing development of the National Qualifications Framework									
Registered Unit standards for qualifications and part qualifications	1.2.1. Generate unit standards for qualifications and part qualifications	Number of qualifications and part qualifications developed using unit standards and approved by Executive Committee	60	65	70	75	80	Principal Standards Setting Officers	Quarterly and annual reports

Database of qualifications and part qualifications |
| Reviewed expired qualifications and part qualifications registered on the NQF | 1.2.2. Review expired qualifications and part qualifications that are based on unit standards | Number of expired qualifications and part qualifications reviewed and approved by EXCO | 2 | 4 | 6 | 8 | 10 | Principal Standards Setting Officers | Quarterly and annual reports

Database of qualifications and part qualifications |
| Registered learning outcomes for qualifications and part qualifications | 1.2.3. Generate learning outcomes for qualifications and part qualifications | Number of qualifications and part qualifications developed using learning outcomes and approved by EXCO | - | - | 1 | 2 | 3 | Principal Standards Setting Officers | Quarterly and annual reports

Database of qualifications and part qualifications |
| Competencies acquired outside the formal education system recognised as qualifications | 1.2.4. Consolidate implementation of Recognition of Prior Learning (RPL) to ensure that the competencies acquired outside the formal education system | Number of candidates that have applied for RPL process | 194 | 220 | 230 | 240 | 250 | Principal QA Officer for RPL | Quarterly and annual reports

Database of RPL candidates |

Outcome	Strategy	Performance Indicators (How it will be measured?)	Target					Responsibility (and partnership)	Data Source
			'22	'23	'24	'25	'26		
	by the workforce are recognised								
Accredited national programmes of study	1.2.5. Accredit national programmes of study	Number of national programmes accredited	121	126	130	132	133	Principal QA Officer for Programme Accreditation	Quarterly and annual reports Database of accredited programmes of study
		Number of national programmes re-accredited	14	18	24	28	32	Principal QA Officer for Programme Accreditation	Quarterly and annual reports Database of accredited programmes of study
Accredited Tertiary Education and Training Providers	1.2.6. Accredit Tertiary Education and Training Providers	Number of accreditation visits per year	3	3	3	3	3	Principal QA Officer for Institutional Accreditation	Quarterly and annual reports Database of providers and accreditation status
Performing schools	1.2.7. Conduct inspection of schools to assure quality	Number of inspection visits per year	9	10	10	10	10	Principal QA Officer for School Inspection	Quarterly and annual reports Database of performance status of schools

Outcome	Strategy	Performance Indicators (How it will be measured?)	Target					Responsibility (and partnership)	Data Source
			'22	'23	'24	'25	'26		
Written and digital publications on status of providers, programmes and schools	1.2.8. Publicise accreditation status of providers and programmes, and performance status of schools	Publications developed for written and digital media	2	2	2	2	2	SQA Technical Committee	Annual reports, Website
Strategic Objective 1.3: Review, develop and implement policies, guidelines and operational instruments									
The revised National Policy for RPL The revised National Guidelines for Implementation of RPL	1.3.1. Review the National Policy for RPL and National Guidelines for Implementation of RPL	National Policy for RPL reviewed and approved by SQA Board National Guidelines for Implementation of RPL reviewed and approved by SQA Board	-	YES	YES	-	-	Principal QA Officer RPL	Published revised National Policy for RPL Published revised National Guidelines for Implementation of RPL
The revised Policy and Criteria for Recognition and Evaluation of Foreign Qualifications	1.3.2. Review the Policy and Criteria for Recognition and Evaluation of Foreign Qualifications	Policy and Criteria for Recognition and Evaluation of Foreign Qualifications reviewed and approved by SQA Board	-	YES	-	-	-	Principal QA Officer for Recognition and Evaluation of Qualifications	Published revised Policy and Criteria for Recognition and Evaluation of Foreign Qualifications
Policy for recognition by the	1.3.3. Develop a Policy for recognition by the	Policy for recognition by the Authority of any	-	YES	YES	-	-	Principal QA Officer for Recognition and	Published Policy for recognition of any

Outcome	Strategy	Performance Indicators (How it will be measured?)	Target					Responsibility (and partnership)	Data Source
			'22	'23	'24	'25	'26		
Authority of any qualification before a qualification bearer may be entitled to enter into formal employment or profession	Authority of any qualification before a qualification bearer may be entitled to enter into an occupation or a profession	qualification before a qualification bearer may be entitled to enter into formal employment or profession developed and approved by SQA Board						Evaluation of Qualifications	qualification before a qualification bearer may be entitled to enter into formal employment or employment
Policy and criteria for recognition of foreign programmes	1.3.4. Develop a policy and criteria for recognition of foreign programmes leading to the award of qualifications and part qualifications delivered by or through local tertiary education and training providers	Policy and criteria for recognition of foreign programmes developed and approved by SQA Board	-	YES	-	-	-	Principal QA Officer Programme Accreditation	Published policy and criteria for recognition of foreign programmes leading to the award of qualifications and part qualifications delivered by or through local tertiary education and training providers
Reviewed Appeals Manual	1.3.5. Review the draft Appeals Manual to accommodate the	Appeals Manual reviewed and approved by SQA Board	-	YES	-	-	-	CEO-SQA	Published revised Appeals Manual

Outcome	Strategy	Performance Indicators (How it will be measured?)	Target					Responsibility (and partnership)	Data Source
			'22	'23	'24	'25	'26		
	requirements of the SQA Act 2021								
Framework for inspection of the School for Exceptional Child	1.3.6. Develop a Framework for inspection of the School for Exceptional Child	Framework for inspection of the School for Exceptional Child developed and approved by SQA Board	-	-	YES	-	-	Principal QA Officer for School Inspection Consultant	Published Framework for inspection of the School for Exceptional Child
Reviewed School Inspection Manual	1.3.7. Review the School Inspection Manual	School Inspection Manual reviewed and approved by SQA Board	-	-	YES	-	-	Principal QA Officer for School Inspection	Published revised School Inspection Manual
Policy and criteria for the registration of unit standards and qualifications	1.3.8. Develop a policy and criteria for the registration of unit standards and qualifications.	Policy and criteria for the registration of unit standards and qualifications developed and approved by SQA Board	YES	-	-	-	-	Principal Standards Setting Officers	Published policy and criteria for the registration of unit standards and qualifications
National credit accumulation and transfer system	1.3.9. Establish the national credit accumulation and transfer system	National credit accumulation and transfer system established	-	-	YES	YES	-	CEO-SQA Consultant	Published national credit accumulation and transfer system manual
Criteria for classification of providers and for transitioning from	1.3.10. Develop criteria for classification of providers and for transitioning from	Criteria for classification of providers and for transitioning from one category of provider to	-	-	-	YES	-	CEO-SQA Consultant	Published criteria for classification of providers and for transitioning from

Outcome	Strategy	Performance Indicators (How it will be measured?)	Target					Responsibility (and partnership)	Data Source
			'22	'23	'24	'25	'26		
one category of provider to another	one category of provider to another	another developed and approved by SQA Board							one category of provider to another
Reviewed QA Manual as: - Institutional Accreditation Manual - Programme Accreditation Manual Reviewed Programme Validation Guide for Providers as Programme Accreditation Guide for Providers The reviewed Programme Validation Guide for Providers as Programme Accreditation	1.3.11. Review the QA Manual, and related guideline documents for providers	Number of validation workshops held with stakeholders to gauge their views and input on the draft institutional accreditation component of the QA Manual. Number of validation workshops held with stakeholders to gauge their views and input on the draft programme accreditation component of the QA Manual The QA Manual reviewed and approved by SQA Board as: - Institutional Accreditation Manual - Programme Accreditation Manual	YES	YES	-	-	-	CEO-SQA Consultant Principal QA Officers for Institutional Accreditation and Programme Accreditation	Published Institutional Accreditation Manual Programme Accreditation Manual Published Programme Accreditation Guide for Providers Published Guide for Institutional Accreditation Assessors

Outcome	Strategy	Performance Indicators (How it will be measured?)	Target					Responsibility (and partnership)	Data Source
			'22	'23	'24	'25	'26		
Guide for Evaluators

Guide for Institutional Accreditation Assessors | | The Programme Validation Guide for Providers reviewed as Programme Accreditation Guide for Providers and approved by SQA Board

Guide for Evaluators at Professional Centres developed and approved by SQA Board.

Guide for Institutional Accreditation Assessors developed and approved by SQA Board | | | | | | | |
| **Strategic Objective 1.4:** Strengthen partnerships and linkages with local and international partners and stakeholders for informed decision making and excellent service delivery | | | | | | | | | |
| Strengthened links with local providers, other stakeholders and professionals | 1.4.1. Strengthen linkages with local providers, other stakeholders and professionals | Records of meetings and agreements with local providers, other stakeholders and professionals | YES | YES | YES | YES | YES | SQA Technical Committee | SQA Records |

Outcome	Strategy	Performance Indicators (How it will be measured?)	Target					Responsibility (and partnership)	Data Source
			'22	'23	'24	'25	'26		
		Number of new partnerships with local providers, other stakeholders and professionals							
Enhanced links with qualifications authorities, quality assurance agencies and other partners with a stake in quality assurance	1.4.2. Enhance linkages and networking with qualifications authorities, quality assurance agencies and other partners with a stake in quality assurance	Increased liaison activities with qualifications authorities, quality assurance agencies and other partners Participation in workshops, webinars and networking activities.	YES	YES	YES	YES	YES	SQA Technical Committee	SQA Records

Outcome	Strategy	Performance Indicators (How it will be measured?)	Target					Responsibility (and partnership)	Data Source
			'22	'23	'24	'25	'26		
Strategic Objective 2.1: Enhance staff motivation and welfare									
Staff professional development and training plan implemented	2.1.1. Implement an annual professional development and training plan for staff	Number of staff members participated in training and/or professional development activities annually	11	4	4	4	4	CEO SQA AO	Published Annual professional development and training plan Annual report
Reviewed Administrative Framework for specialist staff	2.1.2. Review the Administrative Framework for specialist staff to ensure parity	Administrative Framework for specialist staff reviewed and approved	-	YES	-	-	-	CEO SQA PSB	Published revised Administrative Framework for SQA specialist staff
Adequate and conducive infrastructural facilities	2.1.3. Lobby for adequate and conducive infrastructural facilities for the effective functioning of the Authority	Improved infrastructural facilities	-	YES	YES	-	-	CEO SQA	SQA records
Public sector Performance Management	2.1.4. Institutionalise the public sector Performance	Performance contract appraisal conducted and report produced	YES	YES	YES	YES	YES	CEO AO	Performance Contracts

Outcome	Strategy	Performance Indicators (How it will be measured?)	Target					Responsibility (and partnership)	Data Source
			'22	'23	'24	'25	'26		
System institutionalised	Management System								Performance Contract Appraisal Reports
Strategic Objective 2.2: Secure adequate human resource to enable the Authority to effectively deliver on its mandate and functions									
Reviewed SQA organigram	2.2.1. Review the structure of the SQA to accommodate human resource requirements of the SQA Act 2021	Revised SQA organigram	-	YES	-	-	-	CEO SQA PSB	Cabinet decision Published SQA revised organigram
Pool of trained resource persons	2.2.2. Train resource persons to undertake tasks requiring specialist expertise	Number of specialist resource persons trained	197	226	246	272	297	Principal Officers	Database of specialist resource persons
Reviewed allowances for various committees and teams	2.2.3. Review the allowances for outside personnel working on various committees and teams	Proposals developed and approved by SQA Board	1	4	-	-	-		Published allowance documents
Strategic Objective 2.3: Establish mechanisms and processes for registration of tertiary education and training providers and other providers of post compulsory education and training									

Outcome	Strategy	Performance Indicators (How it will be measured?)	Target					Responsibility (and partnership)	Data Source
			'22	'23	'24	'25	'26		
Personnel recruited and in post	2.3.1. Recruit to meet staffing requirement for the Unit responsible for registration	Proposal for recruitment approved by Department of Finance	-	1	-	-	-	CEO SQA AO	Recruitment documents
Registration procedures	2.3.2. Develop registration procedures for state education and training providers and providers of post compulsory education and training	Registration procedures developed and approved by SQA Board	-	YES	-	-	-	Registration Officer	Published registration procedures Website
Standards and criteria, and tools and instruments for registration	2.3.3. Develop standards and criteria, and tools and instruments for registration	Standards and criteria, and tools and instruments for registration developed and approved by SQA Board	-	YES	-	-	-	Registration Officer	Published standards and criteria, and tools and instruments for registration Website
Stakeholders sensitised on registration processes	2.3.4. Implement sensitisation programmes for stakeholders	Sensitisation programme Number of stakeholders sensitised	-	4	-	-	-	CEO-SQA Registration Officer	Sensitisation programme Attendance records
Database of registered providers	2.3.5. Maintain a database of registered providers	Completed registration documents Updated database		YES	YES	YES	YES	Registration Officer	Registration documents

Outcome	Strategy	Performance Indicators (How it will be measured?)	Target					Responsibility (and partnership)	Data Source
			'22	'23	'24	'25	'26		
									Database of registered providers

Strategic Priority 3: Empower providers to meet the standards of the National Qualifications Framework and requirements of the SQA

Outcome	Strategy	Performance Indicators (How it will be measured?)	Target					Responsibility (and partnership)	Data Source
			'22	'23	'24	'25	'26		
Strategic Objective 3.1: Provide guidance and support to providers to expedite the processes of programme accreditation, school inspection, institutional accreditation and Recognition of Prior Learning (RPL)									
Providers equipped to undertake tasks to achieve full accreditation.	3.1.1. Assist providers to undertake tasks to achieve full accreditation.	Number of providers with robust quality assurance system	7	8	9	10	11	Principal QA Officer for Institutional Accreditation	Quarterly and annual reports
Providers equipped to undertake tasks to achieve full accreditation of their programmes	3.1.2. Assist providers to undertake tasks to achieve full accreditation of their programmes.	Number of providers with all programmes accredited	5	7	8	9	10	Principal QA Officer for Programme Accreditation	Quarterly and annual reports

Outcome	Strategy	Performance Indicators (How it will be measured?)	Target					Responsibility (and partnership)	Data Source
			'22	'23	'24	'25	'26		
Providers equipped to successfully undertake tasks to implement Recognition of Prior Learning (RPL)	3.1.3. Assist providers to undertake tasks to implement Recognition of Prior Learning (RPL)	Number of providers with developed RPL Policy and Procedures	N/A	3	6	10	-	Principal QA Officer for RPL	Quarterly and annual reports
Schools equipped to successfully undertake tasks to meet the requirements of the Inspection Framework	3.1.4. Assist schools to undertake tasks to meet the requirements of the Inspection Framework in order to achieve the status of a performing school	Number of capacity building workshops and working meetings held for guidance of schools per year	1	2	2	2	2	Principal QA Officer for School Inspection	Quarterly and annual reports
Providers equipped to develop programmes of study using unit standards	3.1.5. Support providers in translating unit standards into programmes of study	Number of training workshops held	-	4	4	1	-	Principal Standards Setting Officers Principal QA Officer for Programme Accreditation	Quarterly and annual reports
		Number of staff of providers trained	-	40	40	10	-		

Outcome	Strategy	Performance Indicators (How it will be measured?)	Target					Responsibility (and partnership)	Data Source
			'22	'23	'24	'25	'26		
Strategic Objective 3.2: Review, develop and implement a fee structure for the different services of the SQA									
Fee structure for Programme Accreditation	3.2.1. Develop and implement a fee structure for Programme Accreditation	Fee structure for Programme Accreditation developed and approved by SQA Board	-	YES	-	-	-	Principal QA Officer for Programme Accreditation	Published fee structure document for Programme Accreditation
Fee structure for Institutional Accreditation	3.2.2. Develop and implement a fee structure for Institutional Accreditation	Fee structure for Institutional Accreditation developed and approved by SQA Board	YES	-	-	-	-	Principal QA Officer for Institutional Accreditation	Published fee structure document for Institutional Accreditation
Reviewed fee structure for Recognition and Evaluation of qualifications	3.2.3. Review the fee structure for Recognition and Evaluation of qualifications	Fee structure for Recognition and Evaluation of qualifications reviewed and approved by SQA Board	-	YES	-	-	-	Principal QA Officer for RPL	Published revised fee structure document for Recognition and Evaluation of qualifications
Reviewed Guidelines on Fees for RPL	3.2.4. Review the Guidelines on Fees for RPL	Guidelines on Fees for RPL reviewed and approved by SQA Board	-	YES	-	-	-	Principal QA Officer RPL	Published revised Guidelines document on Fees for RPL
Strategic Objective 3.3: Improve the institutional quality assurance standards by monitoring compliance with the provisions of the SQA Act 2021									
Tools for monitoring implementation of accredited programmes	3.3.1. Develop and implement tools for monitoring implementation of	Tools for monitoring implementation of accredited programmes developed and approved by SQA Board		-	YES	-	-	Principal QA Officer Programme Accreditation	Published monitoring tools Monitoring visit reports

Outcome	Strategy	Performance Indicators (How it will be measured?)	Target					Responsibility (and partnership)	Data Source
			'22	'23	'24	'25	'26		
Reports of Monitoring Visits	accredited programmes								
		Number of resource persons trained for the task	-	-	6	8	6		
		Number of Monitoring Visits per year	-	-	-	2	2		
Compliance instruments	3.3.2. Develop compliance instruments for monitoring adherence to the prescribed requirements as established by the SQA Act 2021	Compliance instruments developed and approved by SQA Board	-	-	YES	-	-	SQA Technical Committee	Published compliance instruments.

Outcome	Strategy	Performance Indicators (How it will be measured?)	Target					Responsibility (and partnership)	Data Source
			'22	'23	'24	'25	'26		
Strategic Objective 4.1: Enhance awareness of the SQA									
Stakeholders have been familiarised with the content of the Act	4.1.1. Develop and implement programmes for sensitisation of the SQA Act 2021	Number of stakeholder groups sensitised per year	1	2	-	-	-	SQA Technical Committee	Sensitisation programme Attendance records
Extent of public knowledge of SQA and its functions established	4.1.2. Conduct a small survey to establish the extent of the public's knowledge of SQA and its operations	Completed survey instruments analysed	-	YES	-	-	-	SQA Technical Committee	Survey instrument Survey report
Increased public awareness of the SQA and its functions	4.1.3. Develop sensitisation and promotion materials in different media on the functions and operations of the SQA	Sensitisation and promotion materials developed for audio, visual, written and digital media	YES	YES	YES	YES	YES	SQA Technical Committee	Sensitisation and promotion materials Website Facebook page
Enhanced service delivery to meet	4.1.4. Undertake annual client satisfaction surveys	Completed survey instruments analysed		YES	YES	YES	YES	SQA Technical Committee	Survey instrument Survey reports

Outcome	Strategy	Performance Indicators (How it will be measured?)	Target					Responsibility (and partnership)	Data Source
			'22	'23	'24	'25	'26		
the satisfaction of clients									