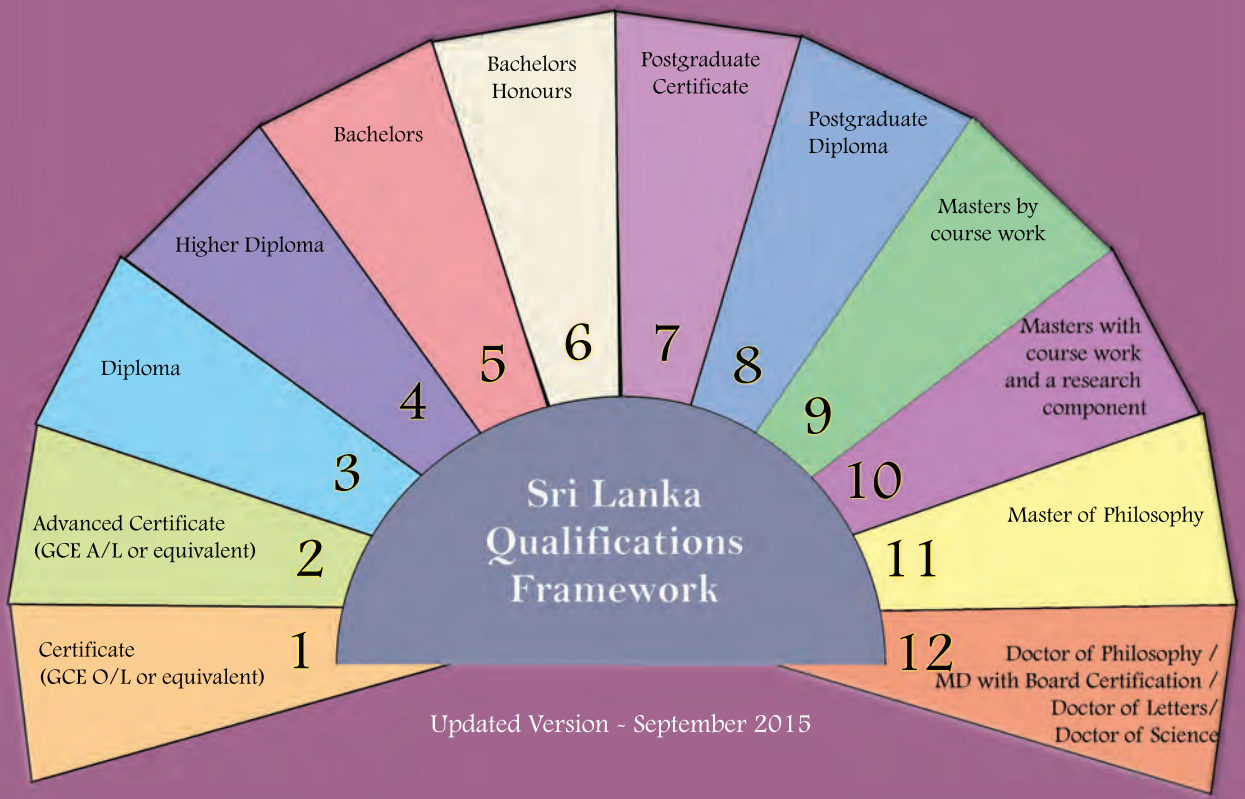
SRI LANKA QUALIFICATIONS FRAMEWORK

(SLQF)



Updated Version - September 2015

SLIATE

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Approved by the UGC on 17 September 2015 at the 925th meeting.

First edition: December 2015

Published by:
The World Bank funded
Higher Education for Twenty First Century (HETC) Project
of the Ministry of Higher Education

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ISBN 978-955-4510-01-2

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INTRODUCTION

There has been a significant increase in the mobility of learners and academics in the recent past across countries and regions of the world requiring national higher education systems to support and accommodate such developments. In that light, the Sri Lanka Qualifications Framework (SLQF) is an important element of systems development in the higher education sector, which at the end offers a transparent and coherent framework for the learner to optimize his/her objective of learning throughout life, while at the same time improving many vital aspects of learning and assessing the learning process. The establishment of the SLQF will help improve many aspects and processes in the learning and the methods of delivery. It will also enhance the quality of education at home while at the same time provide a clear system to develop links with the higher education institutions abroad.

The SLQF is a nationally consistent framework for all higher education qualifications offered in Sri Lanka. The SLQF applies to all higher education institutions (HEIs) both public and private, which provide post-secondary education. It recognizes the volume of learning of students and identifies the learning outcomes that are to be achieved by the qualification holders. The SLQF comprises twelve levels and the descriptors of each of these levels are comprehensively defined. Since the volume of learning is considered in the SLQF, the number of credits that should be earned by students for each qualification is also given. With the objective of having a uniform system in naming a qualification, the designators and qualifiers of each qualification have been identified in the SLQF. The abbreviations for each qualification were also identified to maintain uniformity. The purposes and scope, and attributes expected for the award of each qualification, as well as the minimum admission requirements along with possible progression opportunities are also stated in the SLQF.

The SLQF integrates the National Vocational Qualifications Framework (NVQF) developed by the Tertiary and Vocational Education Commission and the pathways of lateral mobility between the vocational education sector and the higher education sector have also been identified. The SLQF helps in the recognition of accredited prior learning in order to facilitate the vertical mobility within the higher education system.

With the globalization of higher education, national qualifications frameworks have been developed in many countries. These have not only helped to evaluate the higher educational qualifications obtained from different countries but also have facilitated the appropriate international interpretation of national qualification levels. The SLQF also contributes to the evaluation of qualifications obtained from cross border HEIs as the levels identified in this framework are based on the learning outcomes of the qualification holders. The SLQF will assist in the evaluation and

recognition of qualifications offered by Sri Lankan HEIs and this will be useful to the qualification holders to identify the level of their qualifications. In addition, the SLQF will assist potential employers to know the level of learning and the attributes of a particular qualification holder.

The SLQF is useful to the HEIs, both in the state sector and non-state sector in designing courses as the minimum level of learning outcomes required for each qualification is indicated by the minimum number of credits that should be earned by a qualification holder. Thus, the SLQF will contribute towards strengthening the quality of higher education qualifications offered by universities and other HEIs in Sri Lanka.

The SLQF does not deal with the designing and offering of short term courses by any HEI that will meet specific learning outcomes. These courses may be of a few months duration and a certificate may be awarded on completion of such courses. Those certificates are not aligned with the qualifications identified in the SLQF. In addition, honorary degrees and certificates of attendance are not included in the SLQF. The honorary doctorate is differentiated from doctoral degrees in the SLQF.

This is an updated version of the SLQF published by the Ministry of Higher Education (First Edition in June 2012, Second Edition in October 2012 and Third Edition in January 2013) and this version supersedes all previous versions.

AIM AND OBJECTIVES OF SLQF

The aim of the SLQF is to create an integral national framework for learning achievements by recognizing and accrediting qualifications offered by different institutions engaged in higher education and vocational training in Sri Lanka.

The objectives of the SLQF are to;

i) enhance the quality of higher education and training at all levels;
ii) facilitate access to higher learning and thereby contribute to full personal development of learners and to social and economic development of the country;
iii) enhance equity in higher education, training and employment opportunities;
iv) assist employers to identify the levels of knowledge, skills and competencies of qualification holders;
v) develop positive attitudes in qualification holders;
vi) facilitate lateral and vertical mobility, and progression within higher education and career pathways;
vii) provide guidance in comparing qualifications offered by different institutions;
viii) help in developing higher education and vocational training programmes at appropriate levels;
ix) recognize prior learning; and
x) promote lifelong learning.

KEY BENEFITS

The SLQF will be useful to all stakeholders of higher education including students, parents, employers, as well as education and training providers.

- For learners, the SLQF will be useful to recognize and evaluate prior learning and identify the pathways of acquiring higher qualifications. This will enable learners to develop their full potential and thereby contribute to the social and economic development of the country at large.
- The level descriptors given in the SLQF will be useful for employers to identify the levels of competencies of qualification holders. It will also help in comparing the qualifications so that the supply and demand for knowledge, skills and competencies could be properly matched. Further, the SLQF will be useful in comparing the qualifications offered by different institutions. This will help the employers to find appropriate qualification holders for their business needs.
- The SLQF describes the credit requirements for each qualification level as well as intended learning outcomes. Therefore, for higher education providers, both in the state and private sectors, the SLQF will be useful in designing their academic programmes.
- The SLQF enables all stakeholders of post-secondary education to identify the full range of qualifications offered in the higher education system in Sri Lanka and comparable levels of vocational education and training. This helps to understand how qualifications are related to each other and how they contribute to the enhancement of knowledge and understanding, and improvement of intellectual abilities including analytical skills, evaluation skills, problem solving skills and soft skills.
- The SLQF will also be useful to the general public to have access to appropriate lifelong education and training, which helps them to fulfill their personal as well as social and economic potential.
- The SLQF will be useful to programme approving agencies to identify the appropriate levels of qualifications offered by different HEIs. Further, it helps in evaluating different qualifications offered by HEIs, both local and foreign, which will be useful when taking decisions in recruitment and promotion in the academic, technical and professional sectors.

GENERAL PRINCIPLES

Levels of Qualifications

- The SLQF consists of twelve levels. The demand for learning outcomes and complexity of learning increase with each level. The first two levels (levels 1-2) are senior secondary level education qualifications and the next four levels (levels 3-6) are undergraduate qualifications. The other six levels (levels 7-12) are postgraduate qualifications. The levels are not necessarily directly related to the years of study.
- The SLQF levels, the qualifications awarded at each level and the minimum credit requirement for each level are summarized in Table 1. The comparable levels of NVQF are also identified in the SLQF. Different levels of the SLQF with some examples and comparable NVQF levels are given in Table 2.

Naming of Qualifications

- **Qualification type** is the first name given to a qualification. The SLQF comprises the following qualification types:

  Senior Secondary Level: - Certificate, and Advanced Certificate

  Undergraduate Level: - Diploma, Higher Diploma, Bachelors, and Bachelors Honours

  Postgraduate Level: -Postgraduate Certificate, Postgraduate diploma, Masters, and Doctorate
- In principle, irrespective of the length of the programme, all Bachelors Degrees and Bachelors Honours Degrees are placed respectively at level 5 and level 6 in the SLQF.
- The **designator** is the second name given to a qualification. This indicates the broad area of study or discipline. All degrees, i.e., Bachelors, Masters and Doctoral degrees have designators. The examples are Bachelor of Arts, Bachelor of Science, Master of Commerce, Doctor of Philosophy and Doctor of Science. However, designators are not used for Diplomas and Certificates. The linking word between the qualification type and designator is 'of', which is omitted when abbreviating. E.g. BA, BSc, MCom.
- The **qualifier** is the third name given to a qualification. This is used to indicate the field of specialization of a qualification. The qualifier may be used in most qualification types. The linking word between the qualifier and the qualification type or its designator, as the case may be, is 'in'. Some examples are Bachelor of Science Honours in Chemistry, Postgraduate Certificate in Library Science, and Master of Philosophy in

Environmental Science. When abbreviating, the word 'in' is dropped and the qualifier is placed within brackets. E.g. PGCert (Lib Sc), MPhil (Env Sc), BScHons (Chemistry).

- Some qualifications may include a second qualifier too. This second qualifier qualifies the first qualifier. Examples are Bachelor of Science in Engineering in Mechanical Engineering. When abbreviating both qualifiers are placed within brackets and the words 'in' are dropped. E.g. BSc (Eng) (Mech Eng).
- When there is no designator, the qualifier may follow the qualification type. E.g. Postgraduate Diploma in Environmental Management. When abbreviating, the word 'in' is dropped and the qualifier is placed within brackets. E.g. PGDip (Env Mgmt). The qualification types that do not have a designator may include a second qualifier too; E.g. Postgraduate Certificate in Fine Arts in Drama. Such a qualification is abbreviated as PGCert (Fine Arts) (Drama).
- In order to use a qualifier, at least 50% of the minimum total credits for the qualification and at least 50% of the minimum number of credits at the exit level of the qualification must be in the field of specialization denoted by the qualifier. The same applies to the second qualifier as well.

Volume of Learning

- The volume of learning at each level is described in terms of **credits**.
- In the SLQF credit system, the student workload of a study programme is defined as 1500 **notional learning hours** per academic year.
- The notional learning hours include direct contact hours with teachers and trainers, time spent in self-learning, preparation for assignments, carrying out assignments and assessments. The need to undertake any or all of these will be considered when a credit is being allocated to a course unit or a module, when the syllabus is designed. It is understood that the combination of learning activities may vary from one course unit or module to another.
- In designing a particular course unit or a module, its workload should be computed based on the total amount of learning activities a student is expected to complete in order to achieve the foreseen learning outcomes and the workload expressed in time should match the number of credits available for the course unit or module.
- The minimum number of credits per course unit or module is 1. The number of credits per course unit or module should be indicated by whole numbers.
- One credit is considered equivalent to 50 notional learning hours for a taught course, laboratory studies course or field studies/clinical work. In case of industrial training, including time allocated for assessments and in

case of research, including time allocated for literature survey, one credit is considered equivalent to a minimum of 100 notional hours.

- Learning outcomes must be assessed by valid and reliable methods of assessment. Credits have to be earned by students after successful completion of the work required and appropriate assessment of learning outcomes.
- Every qualification type of Levels 1 - 12 on the SLQF has a credit value allocated to each of its component parts and to the whole qualification.

SLQF Levels 7, 8 and 9

- Under the qualification types Postgraduate Certificate, Postgraduate Diploma and Masters by course work, there are two broadly varied categories of study programmes practiced in the country.

- Postgraduate Certificate, Postgraduate Diploma and Masters by course work that are designed to extend students' depth of knowledge in a particular field, building on an area in which they already have expertise, gained at undergraduate level are defined as *extension* programmes.

- Postgraduate Certificate, Postgraduate Diploma and Masters by course work that are intended to those with little or no prior knowledge of the subject, offering an education similar in knowledge to that of an undergraduate study programme but broadening students' academic abilities and bringing graduates of other subjects to graduate competence in the named subject are defined as *conversion* programmes.

- For example, if the Postgraduate Diploma in Sociology is a study programme that is designed to admit candidates having a Bachelor of Science Honours degree in Chemistry, then such a Postgraduate Diploma is of conversion category. On the other hand, if the Postgraduate Diploma in Sociology is a study programme that is designed to admit only the candidates who have studied Sociology in a Bachelor or Bachelor Honours degree, then that Postgraduate Diploma is of extension category.

- SLQF Levels 7, 8 and 9 are kept only for the respective Postgraduate Certificate, Postgraduate Diploma and Masters by course work of extension category. Postgraduate Certificate, Postgraduate Diploma and Masters by course work of conversion category are placed in the SLQF at Level 6.

Minimum volume of learning required for each Level of SLQF

SLQF Level	Qualification Awarded	Minimum Volume of Learning for the Award
12	Doctor of Philosophy / MD with Board Certification/Doctor of Letters/Doctor of Science	Minimum 3 years of fulltime or equivalent time of original research after SLQL 6 or above
11	Master of Philosophy	Minimum 2 years of fulltime or equivalent time of original research after SLQL 6 or above
10	Masters with course work and a research component	60 credits after SLQL 5 or SLQL 6 including a research component of minimum 15 credits
9	Masters by course work*	30 credits after SLQL 5 or SLQL 6
8	Postgraduate Diploma*	25 credits after SLQL 5 or SLQL 6
7	Postgraduate Certificate*	20 credits after SLQL 5 or SLQL 6
6	Bachelors Honours	120 credits after SLQL 2 of which 90 credits after SLQL 3, of which60 credits after SLQL 4, of which 30 credits after SLQL 5
5	Bachelors	90 credits after SLQL 2 of which 60 credits after SLQL 3, of which 30 credits after SLQL 4
4	Higher Diploma	60 credits after SLQL 2 of which 30 credits after SLQL 3
3	Diploma	30 credits after SLQL 2
2	Advanced Certificate (GCE A/L or equivalent)	
1	Certificate (GCE O/L or equivalent)	

Table 1

*Only the extension category study programmes that lead to Postgraduate Certificate, Postgraduate Diploma and Masters by course work are placed at SLQF Levels 7, 8 and 9 respectively. Conversion category study programmes that award Postgraduate Certificate, Postgraduate Diploma or Masters by course work are placed at SLQF Level 6.

Different SLQF Levels with Higher Education Qualification Types and Comparable Levels of NVQF

The comparable NVQ and SLQF levels have been recognised on the basis of significant similarities in the learning outcomes stated under respective level descriptors in the two frameworks by a panel of experts. Degree level qualification (NVQ 7) is benchmarked to internationally accepted standard for a Bachelor degree (SLQF Level 5). Nonetheless, the proportion of cognitive outcomes and psychomotor outcomes may differ in the two qualifications, especially in qualifications below SLQF 2 (NVQ 4). Further, the attributes of two qualification holders, below the degree level, at comparable SLQF and NVQ levels may differ.

SLQF Level	Qualification awarded	Comparable NVQ Levels
12	Doctor of Philosophy / MD with Board Certification/Doctor of Letters/Doctor of Science	
11	Master of Philosophy	
10	Masters with course work and a research component	
9	Masters by course work	
8	Postgraduate Diploma	
7	Postgraduate Certificate	
6	Bachelors Honours	
5	Bachelors	**7**
4	Higher Diploma	**6**
3	Diploma	**5**
2	Advanced Certificate (GCE A/L or equivalent)	**4**
1	Certificate (GCE O/L or equivalent)	**3**
		2

Table 2

Learning Outcomes

- Learning outcomes are statements that describe what learners should know, understand and can demonstrate upon the completion of a course or study programme.
- In SLQF, the learning outcomes are stated in two parts.
- The first part, called the attributes of the qualification holders, is a set of *general* statements of the wider abilities that the typical student is expected to have developed by the end of the course or study programme. It will be useful for HEIs to share with stakeholders the general capabilities of the holders of the qualification. It is by first considering these attributes that the learning outcomes in the level descriptors are defined. Hence, in this sense, these attributes could be termed as precursors to the study programme learning outcomes, rather than the actual learning outcomes.
- The second part, called the level descriptor, is a set of *specific* outcome statements, achievement of which is assessed and which a student should be able to demonstrate for the fulfilment of requirements of the qualification i.e. the specific broad abilities that the graduate should be capable of, for award of the qualification. This part will be of significance to the HEIs to systematically design and review courses or study programmes. It is essential that the curriculum and assessments to provide all students with the opportunity to achieve, and to demonstrate the achievement of the intended outcomes stated under respective level descriptors.
- Comprehensive statements on the expected specific learning outcomes in particular subject areas are not addressed in the SLQF. They are available in the respective subject benchmark statements for the Bachelors and Bachelor Honours qualifications.
- Some qualification types may consist of one or more levels of part-qualifications. For example, the SLQ levels 3, 4 and 5are normally corresponding sequentially to the first, second and third years of an undergraduate study programme leading to Bachelors qualification type. However, there is no expectation that, for example, the learners should necessarily follow all Level 3 course units or modules only during the first year of undergraduate study. The HEI has the freedom to determine the most appropriate structure and progression towards achieving the intended attributes for the award of the qualification.

Qualification descriptors

- The qualification descriptors stated in the SLQF for each level provide the specifications such as
    - the SLQF exit level,
    - the qualification type with designators and the qualifiers,
    - the number of credits required at each level,
    - the purpose and scope, and the generic outcomes and attributes expected for the award of each qualification,
    - the minimum admission requirements and
    - the possible progression opportunities (Table 3).

  For each qualification, the generic outcomes and attributes signify the expected capabilities from qualification holders defined in terms of the four main domains of learning: knowledge; skills; attitudes; and mind-set and paradigm, characterised as the **K-SAM** model.

  Knowledge: *what the qualification holders know*

  Skills: *what the qualification holders can do*

  Attitudes, Values, Professionalism and Vision for life: *how the qualification holders think and behave*

  Mind-set and Paradigm: *how the qualification holders perceive the world*

- The K-SAM model is considered an integrated model. Thus, each learning outcome identified under the attributes of a particular level may not be confined to a single domain within the K-SAM model. For example, communication skills (i.e. a learning outcome) is not considered only as a skill (i.e. a single domain of the K-SAM model). The SLQF recognizes a given learning outcome as a blend of more than one domain (in most cases all the domains) in the K-SAM model.

Level Descriptors

- The level descriptors identify the learning outcomes at each level. In describing each level, the degree of intellectual abilities, cognitive skills and soft skills are considered.
- The purpose of the level descriptors for the SLQF levels 1 to 12 is to guarantee consistency across learning in achieving the expected attributes of qualifications through part-qualification levels, and to help a HEI to evaluate the comparability of qualifications and part-qualifications issued by another HEI (Table 4). The level descriptors may also be used as a guideline to develop course materials of a particular study programme having several course units or modules in order to make sure that the learners' could progressively meet the expected attributes of the relevant qualification type at the end of the course.
- The following twelve learning outcomes identified by the Ministry of Higher Education in Sri Lanka as of national importance have been customized as level descriptors to suit each level of qualification. The categorization of the learning outcomes according to the principal K-SAM components is as follows:

Categories of Learning Outcomes	Core Area
1. Subject / Theoretical Knowledge	**Knowledge**
2. Practical Knowledge and Application	
3. Communication	**Skills**
4. Teamwork and Leadership	
5. Creativity and Problem Solving	
6. Managerial and Entrepreneurship	
7. Information Usage and Management	
8. Networking and Social Skills	
9. Adaptability and Flexibility	**Attitudes, Values, Professionalism and Vision for life**
10. Attitudes, Values and Professionalism	
11. Vision for Life	
12. Updating Self / Lifelong Learning	**Mind-set and Paradigm**

- Some of the commonly used student-centred teaching and learning methods recommended for the respective learning outcomes are given below:

Categories of Learning outcomes	Student-centred teaching and learning methods
1. Subject / Theoretical Knowledge	Independent learning activities, interactive lectures, team-based learning, and other small group activities
2. Practical Knowledge and Application	Problem-based learning, team-based learning, inquiry-based learning, practical classes, laboratory sessions, role play
3. Communication	Student presentations, role play, debates, dramas
4. Teamwork and Leadership	Group projects, industrial training, small group learning; e.g. problem-based learning, games
5. Creativity and Problem Solving	Assignments, projects, small group learning activities; e.g. problem-based learning
6. Managerial and Entrepreneurship	Group projects, industrial training, small group learning; e.g. problem-based learning, games, simulated training, industrial (workplace-based) training
7. Information Usage and Management	Assignments, presentations, projects, case studies
8. Networking and Social Skills	Student presentations, role-play, debates, dramas
9. Adaptability and Flexibility	Group projects, industrial training, small group learning; e.g. problem-based learning, role plays, portfolios
10. Attitudes, Values and Professionalism	Group projects, industrial training, small group learning; e.g. problem-based learning, role play, portfolios
11. Vision for Life	Portfolios, reflective practice
12. Updating Self / Lifelong Learning	Portfolios, reflective practice

- The learner is expected to meet or demonstrate that certain learning outcomes have been achieved. Therefore, the assessment of the outcomes of learning by effective and appropriate assessment methods is essential in the process of the qualification framework.

Sri Lanka Qualifications Framework

Qualification Descriptors and Level Descriptors

Table 3

QUALIFICATION DESCRIPTORS – SLQF Levels 1 to 6

SLQF Exit level	SLQF Level 1	SLQF Level 2	SLQF Level 3	SLQF Level 4	SLQF Level 5	SLQF Level 6
Qualification Type	CERTIFICATE	ADVANCED CERTIFICATE	DIPLOMA	HIGHER DIPLOMA	BACHELORS DEGREE	BACHELORS HONOURS DEGREE
Purpose and Scope of Qualification	Comparable to GCE (Ordinary Level) qualification	Comparable to GCE (Advanced Level) qualification	The purpose of this qualification is to produce a person with focused knowledge and skills in a particular field for the requirement of the labour market. This qualification is basically occupational or vocational specific. It combines in-depth knowledge in a particular field with practical experience aimed at acquiring required skills in a work place. These programmes usually include simulated work experience or work integrated learning.	The purpose of this qualification is to offer an intensive, focused education in a particular area of specialization to meet the requirements of the labour market.	The purpose of this qualification is to prepare a graduate with a broad knowledge on theory, practice and methodology of disciplines that enable them to bear responsibility in an academic or professional environment.	Purpose of this qualification is to provide a broad education in a particular discipline in order to equip graduates with knowledge, practice and methodology that enable them to obtain appropriate professional status/qualification or prepare them for research/practice based postgraduate studies. This qualification helps to consolidate and strengthen the student's knowledge in a particular discipline and to develop research capacity and skills in that discipline. This qualification demands a high level of theoretical engagement and intellectual independence. Further, these programmes must include a research component in the field of specialization carried out under the guidance and supervision of a qualification holder of level 10, 11 or 12 and reporting in a manner of a report/dissertation, which will be assessed. The research component should not be less than a total of at least **6** credits of SLQ level 6. In some areas, Bachelors Honours degrees are recognized by an appropriate professional body.

Attributes of Qualification Holders	**K**	Comparable to the holders of GCE (Ordinary Level) qualification	Comparable to the holders of GCE (Advanced Level) qualification	**The qualification holders:** -Should have an understanding of theory, practice, relevant methodology and recent developments in a particular area of study. -Should be able to apply the concepts and principles in the area of study and suggest solutions to problems in an employment context. -Should be able to communicate successfully, the results to specialist and non-specialist audiences and exercise personal responsibilities and leadership in some tasks in the workplace. -Should be capable of carrying out further training and acquire new competencies which will help to enhance their capacity to bear responsibilities. -Should display qualities and transferable skills as well as subject specific skills necessary for employment, carry out further training and manage their own learning.	**The qualification holders:** -Should have a deep understanding of theory, practice, relevant methodology and recent developments in a particular area of study. -Should be able to apply the concepts and principles in the area of study, analyze information and suggest solutions to problems in an employment context. -Should be able to communicate successfully, the results of analysis and arguments to specialist and non-specialist audiences and exercise personal responsibilities and leadership in some tasks in the workplace. -Should be capable of carrying out further training and acquire new competencies which will help to enhance their capacity to bear responsibilities. -Should display qualities and transferable skills as well as subject specific skills necessary for employment, carry out further training and manage their own learning.	**The qualifications holders:** -Should know about the well-established principles and content in their fields of study. - Should be information literate; what they can do with what they have acquired from wide learning, use appropriate techniques to initiate and undertake analysis of information, to identify problems and find solutions to them. -Should display qualities and skills necessary for employment or further learning. -Should be able to communicate information effectively to specialist and wider society. -Should be able to acquire additional competencies; pursue further learning; be a change agent; assume responsibility for decision making.	**The qualifications holders:** - Should be able to construct and sustain arguments - Should be able to solve problems using appropriate ideas and techniques in a professional context - Should be able to demonstrate thorough and systematic understanding of core aspects of the subject of study. - Should be able to accurately use the established techniques of analysis within that discipline - Should be able to clearly communicate information, ideas, issues, problems and solutions to specialist as well as non-specialist audiences - Should be able to ready to exercise initiative, identify situations they need support from others - Should be able to prepared to carry out further training and manage own learning
	S						
	A						
	M						

SLQF Exit level	SLQF Level 1	SLQF Level 2	SLQF Level 3	SLQF Level 4	SLQF Level 5	SLQF Level 6
Qualification Type	CERTIFICATE	ADVANCED CERTIFICATE	DIPLOMA	HIGHER DIPLOMA	BACHELORS DEGREE	BACHELORS HONOURS DEGREE
Minimum Admission Requirement	1. Completion of junior secondary level, which is Grade 9 or an equivalent, or 2. Completion of primary education and certified work experience equivalent to a minimum period of two years in a particular field may also be considered as an equivalent qualification for admission to SLQF level 1 provided that the applicant is at least 16 years of age.	1. General Certificate of Education (Ordinary Level) or an equivalent qualification, or 2. Completion of NVQF level 3.	1. General Certificate of Education (Advanced level) or an equivalent qualification, or 2. A foundation course equivalent to SLQF level 2 after a minimum of 12 years of schooling followed by passing an aptitude test, or 3. Completion of NVQF level 4 or accredited work experience or accredited prior learning followed by a corresponding cognitive bridging programme of minimum 30 credits as determined by the academic authority of the HEI concerned may also be considered as equivalent qualification for admission to SLQF level 3 in a particular field of specialization.	1. General Certificate of Education (Advanced level) or an equivalent qualification and completion of a minimum of 30 credits at SLQF Level3, or 2. Completion of NVQF level 5 followed by a corresponding cognitive bridging programme of minimum 30 credits as determined by the academic authority of the HEI concerned may also be considered as an equivalent qualification in that field of specialization.	1. General Certificate of Education (Advanced level) or an equivalent qualification and completion of at least 60 credits of SLQF levels 3 and 4 with a minimum of 30 credits at SLQF Level 4 or equivalent, or 2. Completion of NVQF level 6 followed by a corresponding cognitive bridging programme of minimum 30 credits as determined by the academic authority of the HEI concerned may also be considered as an equivalent qualification for admission in that field of specialization.	1. General Certificate of Education (Advanced level) or an equivalent qualification, or 2. Completion of at least one academic year of study in a Bachelors degree programme and being selected for Bachelors Honours programme. or 3. Completion of NVQF level 7 as determined by the academic authority of the HEI concerned may also be considered as an equivalent qualification for admission in that field of specialization.
Volume of Learning			30 credits after SLQL 2.	60 credits after SLQL 2 of which 30 credits after SLQL 3.	90 credits after SLQL 2 of which 60 credits after SLQL 3, of which 30 credits after SLQL 4	120 credits after SLQL 2 of which 90 credits after SLQL 3, of which 60 credits after SLQL 4, of which 30 credits after SLQL 5
Designators	Not applicable.	Not applicable.	Not applicable.	Not applicable.	Bachelor's degree designators are limited to broad areas of study and disciplines. Some examples are Bachelor of Arts and Bachelor of Science.	Bachelor's Honours Degree designators are specific and are limited to broad generic areas of discipline or study. Some examples are Bachelor of Arts Honours, Bachelor of Commerce Honours, Bachelor of Business Administration Honours and Bachelor of Science Honours.

Qualifiers	Maximum one Example: Certificate in catering	Maximum two Examples: Advanced Certificate in Hospitality Management, Advanced Certificate in Hospitality Management in Professional Cookery	Maximum two Examples: Diploma in Hospitality Management, Diploma in Hospitality Management in Professional Cookery	Specific, maximum one Example: Higher Diploma in Accountancy, Higher Diploma in Information Technology	Maximum two Examples: Bachelor of Arts in Peace and Conflict Resolution, Bachelor of Science in Environmental Management	Maximum two Examples: Bachelor of Science Honours in Engineering in Mechanical Engineering, Bachelor of Arts Honours in Sociology, Bachelor of Science Honours in Chemistry.
Abbreviation	Cert Example: Cert (Catering)	AdvCert Examples: AdvCert (Hospitality Management), AdvCert (Hospitality Management-Professional Cookery)	Dip Example: Dip (Hospitality Management), Dip (Hospitality Management-Professional Cookery)	HDip Example: HDip (A), HDip (IT).	Examples: BA, BSc, BA (Peace and Conflict Resolution), BSc (Env Mgmt).	Examples: BScHons (Eng) (Mech Eng), BScHons (Chemistry), BAHons (Archaeology), BAHons, BScHons, BComHons, BBAHons.
Progression	Completion of SLQF Level 1 meets the minimum entry requirement for a qualification in SLQF level 2, in a particular area of specialization.	Completion of SLQF level 2 meets the minimum entry requirement for a qualification in SLQF level 3 in that particular area of specialization.	Completion of SLQF level 3 meets the minimum entry requirement for a qualification in SLQF level 4 in that particular field of specialization.	Completion of Higher Diploma meets the minimum requirement for admission to SLQF level 5 in the same or a related subject.	Completion of Bachelor's Degree meets the minimum entry requirement for admission to any SLQF level from 7 to10in the same or a related subject. If the qualification holder obtains a minimum GPA of 3.0 in the scale of 0-4, he/she may be considered for admission to SLQF level 11 on successful completion of an MPhil Qualifying examination which will be conducted after completion of 30 credits equivalent to those of SLQF level 6 in the same or a related subject. A qualification shall not be awarded for early exit from SLQF level 5. However, a Diploma or a Higher Diploma may be awarded for those completing the requirements equivalent to SLQF Levels 4 or 3 respectively.	Completion of Bachelor's Honours Degree meets the minimum entry requirement for admission to any SLQF level from 7 to 10, or to SLQF level 11 or 12 after successful completion of a qualifying examination in the same or a related subject. If the qualification holder possesses a minimum GPA of 3.0 in a scale of 0-4, even without a qualifying examination he/she may be admitted to SLQF level 11 or 12. Bachelor's degree of level 5 may be awarded for early exit from Bachelors Honours Degree programme provided that the candidate has completed minimum of 30 credits in levels 5 and/or 6. A Diploma or a Higher Diploma may be awarded for those completing the requirements equivalent to SLQF Levels 3 or 4 respectively. However, a professional qualification may not be awarded for early exit.

QUALIFICATION DESCRIPTORS – SLQF Levels 7 to 12

SLQF Exit level	SLQF Level 7	SLQF Level 8	SLQF Level 9	SLQF Level 10	SLQF Level 11	SLQF Level 12
Qualification Type	POSTGRADUATE CERTIFICATE	POSTGRADUATE DIPLOMA	MASTERS DEGREE BY COURSE WORK	MASTERS DEGREE	MASTER OF PHILOSOPHY DEGREE	DOCTORAL DEGREE
Purpose and Scope of Qualification	**The purpose of this qualification** is to enhance the capacity of graduates / holders of professional qualifications to advance their knowledge in a particular field of study. This qualification demands a high level of theoretical engagement and does not involve conducting a research project or an independent study. Any Bachelor's degree with a minimum of 150 credits and a minimum student workload of 7500 notional learning hours, encompassing professional practice spanning over several levels starting from SLQF level 3, and accredited by a recognized Accreditation Agency may be included in SLQF level 7, provided that the final outcome of the qualification meets the descriptors of SLQF level 7.	**The purpose of this qualification** is to enhance the capacity of graduates/holders of professional qualifications to advance their knowledge, and other abilities relevant to areas within a specific field of study or discipline enabling professional advancement. This qualification demands a high level of theoretical engagement. It may not require conducting a research project but require conducting some independent studies	**The purpose of this qualification** is to enhance the capacity of graduates/holders of professional qualifications to advance their knowledge and investigative skills, and other abilities relevant to areas within a specific field of study or discipline enabling conversion into a different discipline/profession, forming the basis for academic advancement or enhancing the managerial, administrative and technological capacity. This qualification demands a high level of theoretical engagement and guided independent study equivalent to a minimum of 5 credits.	**The purpose of this qualification** is to enhance the capacity of graduates/holders of professional qualifications to advance their knowledge and research skills, and other abilities relevant to areas within a specific field of study or discipline preparing graduates for higher degrees and specialized professional employment or enhancing the managerial, administrative and technological capacity. This qualification should be earned by completing course work aggregating to a minimum of 30 credits at SLQF levels 7 to 10 and a research project with notional learning hours totaling to a minimum of 15 credits. The research should be carried out under the guidance of a supervisor holding an equivalent or a higher qualification and should make an original academic contribution to a particular discipline. The candidate should submit a dissertation which is evaluated and accepted.	**The purpose of this qualification** is to develop the capacity of a graduate with an advanced knowledge in a specific field of study or discipline, • to conduct advanced research. • to further embark on higher degrees and specialized professional employment. • to enhance professional, managerial, administrative and technological capacities. For an MPhil degree, a candidate is required to carry out high level research under guidance of a person holding equal or higher qualifications and make a significant contribution to a particular discipline or field. The research may be pure discipline-based or multidisciplinary. The candidate should submit a thesis incorporating research findings, which is assessed and accepted. The research must satisfy peer review and should merit publication. The candidate may also be required to follow some course work as preparatory work or for value addition to research. However, this course work shall not contribute to the credit accumulated towards the qualification.	**The purpose of this qualification** is to develop the capacity of a graduate to generate substantive insights in a particular area of study through • high quality, original and independent research, and contribute to scholarship, or • enhancing professional, managerial, administrative, research and technological capacities to enable specialized professional employment at the highest level. For a doctoral degree, a candidate is required to carry out high level research under the guidance of a supervisor holding a qualification of this SLQF Level or equivalent (unless in exceptional circumstances that will have to be justified in writing before being appointed as a supervisor) and make a significant and original academic contribution creating new knowledge. The candidate should submit a thesis incorporating research findings which are assessed and accepted. The candidate may also be required to follow some course work as preparatory work or for value addition to research. However, this course work shall not contribute to the credits accumulated towards the qualifications. The research must satisfy peer review and should merit publication. The research may be purely discipline-based or multidisciplinary.

Attributes of Qualification Holders							
	K	**The qualification holders:** - should be able to demonstrate clear understanding of theoretical knowledge -should display critical awareness of current issues in the subject area. - should also be able to deal with complex issues systematically and make sound judgments and communicate decisions clearly to others. - should demonstrate self-direction in tackling and solving problems and be able to plan and implement tasks in a professional manner.	**The qualification holders:** - should be able to demonstrate clear understanding of theoretical knowledge -should display critical awareness of current issues in the subject area -should apply techniques relevant to their professional practice/ chosen field of study. -should also be able to deal with complex issues systematically and creatively, and make sound judgments and communicate decisions clearly to others. -should demonstrate self-direction and originality in tackling and solving problems and be able to plan and implement tasks independently in a professional manner.	**The qualification holders:** - should be able to demonstrate thorough understanding of theoretical knowledge. -should display critical awareness of current issues in their subject area. -should apply techniques relevant to their professional practice. -should also be able to deal with complex issues systematically and creatively and make sound judgments and communicate decisions clearly to others. -should demonstrate self-direction and originality in tackling and solving problems and be able to plan and implement tasks at professional levels.	**The qualification holders:** - should be able to demonstrate critical awareness of current issues in the subject area and be able to apply techniques relevant to profession/ area of specialization. -should be able to deal with complex issues systematically and creatively and make sound judgments and communicate decisions clearly to specialist and non-specialist groups. - should demonstrate self-direction and originality in tackling and solving problems and be able to plan and implement tasks at professional manner.	**The qualification holders:** - should also be able to demonstrate critical awareness of current issues in the subject area and be able to apply techniques relevant to professional practice. - should be able to carry out independent pure and/or applied research contributing significantly towards the development of knowledge and supervise and evaluate original research carried out by others in the field of specialization leading to qualifications of SLQF levels up to 9. -should be able to make judgment on complex and controversial issues in the area of expertise and communicate his/her ideas and conclusions clearly to specialist and non-specialist audiences. -should demonstrate self-direction and originality in tackling and solving problems and be able to plan and implement tasks at professional levels.	**The qualification holders:** - should be able to provide evidence for generating new knowledge by publications in peer reviewed indexed journals. -should be able to design and carry out independent pure and/or applied research contributing significantly towards the development of new knowledge. -should be able to train graduate students in research methodology, and to supervise and evaluate original research carried out by others in the field of specialization. - should be able to demonstrate critical awareness of and analyse current, complex and controversial issues in the subject area and apply techniques relevant to professional practice - should be able to make judgments on complex issues in specific fields (K) and communicate his/her ideas, views and conclusions clearly and effectively to specialist and non-specialist groups. - should also be able to exercise personal judgment and responsibility even in unpredictable situations in the professional environment.
	S						
	A						
	M						

SLQF Exit level	SLQF Level 7	SLQF Level 8	SLQF Level 9	SLQF Level 10	SLQF Level 11	SLQF Level 12
Qualification Type	POSTGRADUATE CERTIFICATE	POSTGRADUATE DIPLOMA	MASTERS DEGREE BY COURSE WORK	MASTERS DEGREE	MASTER OF PHILOSOPHY DEGREE	DOCTORAL DEGREE
Minimum Admission Requirement	1. A Bachelor's degree, (a) including 30 credits in the relevant subject area* or (b) with prior learning/work experience equivalent to 30 credits in the relevant subject area, or 2. A qualification in the relevant subject area equivalent to 1(a) or 1(b), or 3. Completion of NVQ level 7, as determined by the academic authority of HEI, may be considered.	1. A Bachelor's degree, (a) including 30 credits in the relevant subject area* or (b) with prior learning/work experience equivalent to 30 credits in the relevant subject area or 2. A qualification in the relevant subject area equivalent to 1(a) or 1(b), or 3. Completion of NVQ level 7, as determined by the academic authority of HEI, may be considered.	1. A Bachelor's degree, (a) including 30 credits in the relevant subject area* or (b) with prior learning/work experience equivalent to 30 credits in the relevant subject area or 2. A qualification in the relevant subject area equivalent to 1(a) or 1(b), or 3. Completion of NVQ level 7, as determined by the academic authority of HEI, may be considered.	1. A Bachelor's degree including 30 credits in the relevant subject area*, or 2. A qualification of SLQF level 6 or above in the relevant area* of study, or 3. A professional qualification equivalent to SLQF level 6 or above, or 4. Completion of NVQ level 7 with a minimum GPA of 3.0 on a scale of 0-4, as determined by the academic authority of HEI, may be considered for admission in that field of specialization.	1. A Bachelor's Honours degree of Level 6 with a minimum of 30 credits in the relevant field, or 2. A Bachelor's Honours degree of Level 6 with a minimum of 30 credits in a related field and successful completion of a qualifying examination, or 3. A Bachelor's degree of level 5 with a minimum GPA of 3 in the scale of 0-4 and successful completion of a qualifying examination which will be conducted after completion of 30 credits equivalent to SLQF 6 in the same or related field, or 4. A qualification of SLQF levels 7 or above in the relevant field, or 5. Completion of NVQ Level 7 with a minimum GPA of 3.0 in a scale of 0-4 and successful completion of a qualifying examination which will be conducted after completion of 30 credits equivalent to SLQF level 6 or 7, as determined by the academic authority of HEI, may also be considered for admission to SLQF level 11 in that field of specialization.	1. A Master of Philosophy Degree, or 2. A Master's Degree, or 3A Bachelor's Honours Degree of Level 6 with a minimum GPA of 3.0 at a scale of 0-4, with or without a qualifying examination as determined by the academic authority of HEI., or 4.A holder of Bachelor's Degree Honours of Level 6 who has registered to follow a MPhil degree may be upgraded to PhD level after a minimum period of one year provided that his/her research competencies are of exceptional merit, or 5. A Bachelor's Degree of level 5 with a minimum GPA of 3 in the scale of 0-4 and successful completion of a qualifying examination which will be conducted after completion of 30 credits equivalent to SLQF 6 in the same or related field and register to follow an MPhil degree may be upgraded to PhD level after a minimum period of one year provided that his/her research competencies are of exceptional merit.

Volume of Learning	20 credits after SLQL 5 or SLQL 6	25 credits after SLQL 5 or SLQL 6	30 credits after SLQL 5 or SLQL 6.	60 credits after SLQL 5 or SLQL 6 including a research component of minimum 15 credits	Minimum 2 years of fulltime or equivalent time of original research after SLQL 6 or above.	Minimum 3 years of fulltime or equivalent time of original research after SLQL 6 or above.
Designators	Not applicable.	Not applicable.	Master's degree designators are limited to specific areas of study. Examples include Master of Information Technology, Master of Linguistics, Master of Library Science etc.	Master's degree designators are specific and limited to broad generic areas of discipline or profession. The examples include Master of Science, Master of Arts, Master of Commerce, Master of Education, Master of Business Administration, etc.	The designator is Philosophy.	The typically used designator for doctoral degrees is Philosophy. Nevertheless, other designators may be used to denote the areas of study or the discipline. E.g. Doctor of Education.
Qualifiers	Maximum two Examples: Postgraduate Certificate in Natural Resources Management, Postgraduate Certificate in Fine Arts in Drama	Maximum two. Examples: Postgraduate Diploma in Education, Postgraduate Diploma in Environmental Science, Postgraduate Diploma in Crop Science, Postgraduate Diploma in Fine Arts in Drama	Not applicable.	Maximum one Examples: Master of Arts in Sinhala. Master of Science in Environmental Science.	Maximum one, if required. E.g.: Master of Philosophy in Environmental Science.	Maximum one E.g.: Doctor of Philosophy in Education.
Abbreviation	PGCert (Natural Resources Management), PGCert (Fine Arts) (Drama)	PGDip (Education), PGDip (Env Sc), PGDip (Crop Sc) PGDip (Fine Arts)(Drama)	MIT, MLinguistics, MAgri, MLibSc	Exemples: MA, MCom, MEd, MA (Sinhala), MSc, MSc (Environmental Science).	MPhil, MPhil (Env Sc).	PhD, DPhil, DEd, DLitt, DSc, PhD (Education).
Progression	Completion of Postgraduate Certificate meets the entry requirements to Postgraduate Diploma and/or Master's degree of SLQF levels 8 to 11 in the same field of specialization.	Completion of Postgraduate Diploma meets the entry requirements to SLQF level 9 to 11 in the same field of specialization. A qualification shall not be awarded for early exit from this level. However, a postgraduate certificate may be awarded for those who are completing 20 credits of theoretical engagement at SLQF Levels 7-9.	Completion of Master's Degree meets the entry requirement to SLQF level 10 or 11 in the same field of specialization. A Postgraduate Diploma or a Postgraduate Certificate may be awarded to those who exit early completing 25 credits or 20 credits respectively.	Completion of SLQF level 10 meets the entry requirement to an MPhil degree in the same field of specialization. Early exit from this level is possible provided that the candidate has completed 25 credits in course work. In such a situation, the qualification awarded shall be Postgraduate Diploma in the relevant field, which is at SLQF level 8.	Completion of an MPhil degree meets the entry requirement to a Doctoral degree in the same field of specialization. A qualification shall not be awarded for early exit from an MPhil degree.	Doctoral degree is the highest qualification awarded within the SLQF. Early exit from a doctoral degree with research not reaching the standards required for a doctoral degree may be considered for the award of MPhil degree.

*The subject area to be determined by the relevant academic authority of HEI.

Table 4

LEVEL DESCRIPTORS for SLQF Levels 1 - 6

Categories of Learning Outcomes	Senior Secondary Education		Undergraduate Education			
	SLQF Level 1	SLQF Level 2	SLQF Level 3	SLQF Level 4	SLQF Level 5	SLQF Level 6
1. Subject / Theoretical Knowledge			Demonstrate knowledge and understanding of concepts and principles of the areas of study. Present and interpret qualitative and quantitative data.	Demonstrate knowledge and understanding of concepts and principles of the areas of study. Analyse and interpret qualitative and quantitative information.	Demonstrate knowledge and understanding of concepts and principles of the areas of study. Collect, Analyse and interpret quantitative and qualitative data.	Demonstrate an advanced knowledge and understanding of the core aspects of the area of study. Critically Analyse data, make judgments and propose solutions to problems.
2. Practical Knowledge and Application			Develop initial arguments and make some judgments in accordance with basic theories and concepts of the areas of study.	Develop appropriate arguments and make judgments in accordance with basic theories and concepts of the areas of study. Apply knowledge and understanding of concepts and principles of the areas of study.	Develop arguments and make sound judgments in accordance with basic theories and concepts of the areas of study. Apply knowledge and understanding of concepts and principles of the areas of study.	Construct and sustain arguments and use these arguments, ideas and techniques in problem solving. Use practical skills and enquiry efficiently and effectively within the area of study.
3. Communication			Communicate results of studies reliably.	Present information and ideas efficiently and effectively.	Present information, ideas, and concepts efficiently and effectively.	Communicate/present information, ideas, issues and solutions efficiently and effectively. Demonstrate awareness of the current developments in the area of study.
4. Teamwork and Leadership			Exercise personal responsibility and leadership in some tasks in the workplace.	Exercise personal responsibility and leadership in some tasks in the workplace.	Exercise personal/team responsibility, and leadership in the professional environment/work place.	Exercise personal/team responsibility, and leadership in the professional environment/work place.
5. Creativity and Problem Solving			Develop initial arguments and make judgments in accordance with basic theories and concepts of the areas of study.	Develop appropriate arguments and make relevant judgments in accordance with basic theories and concepts of the areas of study.	Develop arguments and make appropriate judgments in accordance with theories and concepts of the areas of study.	Construct and sustain arguments and use these arguments, ideas and techniques in problem solving for a given situation.

6. Managerial and Entrepreneurship			Exercise responsibility in the implementation of routine work and manage limited resources within the work place.	Exercise personal and managerial responsibilities in some tasks in the workplace.	Take initiative, assume personal responsibility and demonstrate accountability.	Take initiative, assume personal responsibility and demonstrate accountability and ability to instill entrepreneurship.
7. Information Usage and Management			Demonstrate transferable skills related to ICT.	Demonstrate application of transferable skills related to ICT.	Demonstrate specialized transferable skills related to ICT skills.	Thorough in transferable skills related to ICT and information literacy.
8. Networking and Social Skills			Develop awareness of positive attitudes and social responsibility.	Demonstrate positive attitudes and social responsibility.	Ability to work in teams and provide leadership.	Ability to work in teams, give leadership and promote social engagement.
9. Adaptability and Flexibility			Recognise the need for adapting to changing environments.	Identify the strategies for adapting to changing environments.	Develop appropriate strategies for adapting to changing environments.	Analyse and devise appropriate strategies for adapting to changing environments.
10. Attitudes, Values and Professionalism			Exercise personal responsibility in tasks performed. Develop positive attitudes.	Exercise personal responsibility in tasks performed. Demonstrate positive attitudes and recognize the need for social responsibility.	Exercise initiative, personal responsibility and accountability in tasks performed. Demonstrate positive attitudes and social responsibility.	Exercise initiative, personal responsibility and accountability in tasks performed. Demonstrate positive attitudes and social responsibility.
11. Vision for Life			Clearly identify where one wants to be and develop long term goals accordingly. Recognise competencies that help to assume predetermined responsibilities.	Clearly identify where one wants to be and develop long term goals accordingly. Acquire competencies that help to assume predetermined responsibilities.	Clearly identify where one wants to be and develop long term goals accordingly. Acquire new competencies that will enable them to assume major responsibilities.	Clearly identify where one wants to be and develop long term goals accordingly Exercise and further develop the new competencies and assume major responsibilities with confidence.
12. Updating Self / Lifelong Learning			Undertake further training and develop new skills within a managed environment. Identify the need to be aware of new developments in the area of study.	Undertake further training and develop new skills within a controlled environment. Identify the new developments in the area of study. Identify the need for independent learning and lifelong learning.	Undertake further training and develop additional skills that will enable them to make sound decisions. Identify ways of independent learning and lifelong learning.	Undertake further training and develop additional skills that will enable them to make sound decisions. Engage in independent learning using scholarly reviews and secondary sources of information.

LEVEL DESCRIPTORS for SLQF Levels 7-12

Categories of Learning Outcomes	Postgraduate Education					
	SLQF Level 7	**SLQF Level 8**	**SLQF Level 9**	**SLQF Level 10**	**SLQF Level 11**	**SLQF Level 12**
1. Subject / Theoretical Knowledge	Demonstrate appropriate knowledge and understanding in the specified area of study. Critically Analyse data, make judgments and propose solutions to problems.	Demonstrate an advanced level of knowledge and understanding in the area of study. Critically Analyse data, make judgments and propose solutions to problems.	Demonstrate a comprehensive & substantive level of knowledge and understanding in the area of study. Critically Analyse data, make judgments and propose solutions to problems.	Analyse and evaluate current research in the area of specialization. Demonstrate a critical awareness of current issues and recent developments in the area of specialization and/or area of professional practice.	Enhance knowledge through research of a quality that will satisfy peer review and merit publication. Evaluate and constructively criticize and improve methodologies in the area of specialization. Analyse and critically evaluate past and current research in the area of specialization.	Create new knowledge through original research of a quality that makes a significant contribution to development of the discipline and satisfy peer review and merit publication. Demonstrate critical reading and analytical skills by critically analyzing synthesizing and evaluating data, making judgments and identifying solutions to problems. Demonstrate a systematic acquisition and understanding of substantial amount of knowledge in the area of specialization and/or professional practice. Respond efficiently and effectively to the changing developmental needs of the discipline.
2. Practical Knowledge and Application	Use efficiently and effectively, practical skills and enquiry within the specified area of study.	Use efficiently and effectively, practical skills and enquiry within the area of study. Construct and sustain arguments and use these arguments, ideas and techniques in problem solving.	Use efficiently and effectively, practical skills and enquiry within the area of study. Construct and sustain arguments and use appropriately these arguments, ideas and techniques in problem solving.	Use efficiently and effectively, practical skills and enquiry within the area of study. Construct and sustain arguments and use appropriately these arguments, ideas and techniques in problem solving.	Use practical skills and enquiry efficiently and effectively within the area of study. Construct and sustain arguments and use these arguments, ideas and techniques comprehensively in problem solving.	Demonstrate an in-depth knowledge and understanding of applicable techniques for research and advanced academic enquiry/professional practice.

3. Communication	Demonstrate awareness of the current developments in the specified area of study through written and oral communication.	Demonstrate awareness of the current developments in the area of study through written and oral communication. Demonstrate awareness of the current developments in the area of study through written and oral communication.	Demonstrate awareness of the current developments in the area of study through written and oral communication. Demonstrate awareness of the current developments in the area of study through written and oral communication.	Communicate in oral and written format the findings/conclusions clearly to specialist as well as non-specialist groups.	Disseminate findings of scientific/intellectual enquiry through publication and/or presentation Communicate in oral and written format the findings, ideas and conclusions effectively to specialist and non-specialist audiences.	Disseminate findings of scientific/intellectual enquiry through publications and/or presentation at an internationally accepted level. Communicate in oral and written format the findings, ideas and conclusions effectively to specialist and non-specialist audiences. Communicate in oral and written format the findings/conclusions clearly to specialist as well as non-specialist groups.
4. Teamwork and Leadership	Demonstrate leadership in the professional environment/work place	Exercise leadership in the professional environment/work place	Exercise leadership in the professional environment/work place.	Exercise leadership in planning and implementing tasks efficiently and effectively in professional, technical and academic settings.	Exercise leadership and originality in tackling and solving problems in professional, technical and academic settings.	Exercise leadership and originality in tackling and solving problems in professional, technical and academic settings.
5. Creativity and Problem Solving	Deal with complex issues in a systematic manner Demonstrate self-direction and confidence in solving problems	Deal with complex issues in a systematic manner and make sound judgments Construct new hypotheses in the area of specialization and test them in a scientific manner. Demonstrate self-direction and confidence in solving problems.	Deal with complex issues in a systematic manner and make sound judgments. Construct new hypotheses in the area of specialization and test them in a scientific manner. Demonstrate self-direction and confidence in solving problems.	Deal with complex issues systematically and make sound judgments even without complete data. Construct new hypotheses in the area of specializations and test them in a scientific manner. Demonstrate self-direction and originality in solving problems Make decisions in complex and unpredictable contexts.	Construct new hypotheses and test them in a scientific manner. Demonstrate self-direction and originality in solving problems in the professional environment.	Conceptualize, design and implement new projects to generate new knowledge and applications. Make judgments on complex issues in the field of specialization even in the absence of complete data. Identify, conceptualize and provide creative insights into complex issues and problems, and demonstrate self-direction and confidence in solving problems.

Categories of Learning Outcomes	Postgraduate Education					
	SLQF Level 7	SLQF Level 8	SLQF Level 9	SLQF Level 10	SLQF Level 11	SLQF Level 12
6. Managerial and Entrepreneurship	Plan and implement tasks at professional and managerial levels.	Plan and implement tasks at professional and managerial levels. Take initiative, assume personal responsibility and demonstrate accountability and ability to instill entrepreneurship.	Plan and implement tasks at professional and managerial levels. Take initiative, assume personal responsibility and demonstrate accountability and ability to instill entrepreneurship.	Plan and implement tasks efficiently and effectively in professional, technical or academic settings. Take initiative, assume personal responsibility and demonstrate accountability and ability to instill entrepreneurship.	Supervise and guide research to generate new knowledge in the discipline. Plan and implement tasks efficiently and effectively in professional, technical or academic settings. Exercise initiative and personal responsibility and make decisions in complex and unpredictable contexts.	Supervise and guide original research to generate substantial insight in the discipline. Exercise high level of autonomy and initiative in professional, administrative and managerial activities. Exercise personal judgment and responsibility in complex and unpredictable situations in professional and/or managerial environments.
7. Information Usage and Management	Thorough in transferable skills including ICT skills and information literacy.	Thorough in transferable skills including ICT skills and information literacy.	Thorough in transferable skills including ICT skills and information literacy with the capability of organizing data.	Thorough in transferable skills including ICT skills and information literacy with the capability of organizing and processing data.	Thorough in transferable skills including ICT skills and information literacy with a higher capability for organizing and processing data.	Thorough in transferable skills including ICT skills and information literacy with a higher capability for organizing and processing data.
8. Networking and Social Skills	Ability to work in teams, give leadership and promote social engagement.	Ability to work in teams, give leadership and promote social engagement.	Ability to work in teams, give leadership, and promote social and professional engagement.	Ability to work in teams, give leadership, and promote social and professional engagement.	Ability to work in teams, give leadership, promote social and professional engagement, and encourage collaborative research	Ability to work in teams, give leadership, promote social and professional engagement and establish collaborative research
9. Adaptability and Flexibility	Analyse and devise appropriate strategies for adapting to changing environments.	Analyse and devise appropriate strategies for adapting to changing environments.	Plan and execute appropriate strategies for adapting to changing environments.	Plan and execute appropriate strategies for adapting to changing environments. Make decisions in complex and unpredictable contexts.	Plan and execute appropriate strategies for adapting to changing environments. Exercise initiative and personal responsibility and make decisions in complex and unpredictable contexts.	Plan, execute and forecast appropriate strategies for adapting to changing environments. Exercise personal judgment and responsibility in complex and unpredictable situations in professional and/or managerial environments.
10. Attitudes, Values and Professionalism	Exercise initiative, personal responsibility and accountability in tasks performed. Demonstrate positive	Exercise initiative, personal responsibility and accountability in tasks performed. Demonstrate positive	Exercise initiative, personal responsibility and accountability in tasks performed. Demonstrate positive	Exercise initiative, personal responsibility and accountability in tasks performed. Demonstrate positive	Exercise initiative, personal responsibility and accountability in tasks performed. Demonstrate positive attitudes and social responsibility.	Exercise initiative, personal responsibility and accountability in tasks performed. Demonstrate positive attitudes and social responsibility.

	attitudes and social responsibility.	attitudes and social responsibility.	attitudes and social responsibility	attitudes and social responsibility.	Exercise autonomy and initiative in professional, administrative and managerial activities.	Exercise high level of autonomy and initiative in professional, administrative and managerial activities.
11. Vision for Life	Clearly identify where one wants to be and develop long term goals accordingly.	Clearly identify where one wants to be and develop long term goals accordingly.	Clearly identify where one wants to be, where the society should be and develop long term goals accordingly.	Clearly identify where one wants to be, where the society should be and develop long term goals accordingly.	Clearly identify where one wants to be, where the society should be and develop long term goals accordingly.	Clearly identify where one wants to be, where the society should be and develop long term goals accordingly.
12. Updating Self / Lifelong Learning	Undertake further training and develop additional skills that will enable them to make sound decisions. Advance knowledge and develop additional skills. Engage in independent learning using scholarly reviews and secondary sources of information. Carry out independent studies for professional development.	Undertake further training and develop additional skills that will enable them to make sound decisions. Advance knowledge and develop additional skills. Engage in independent learning using scholarly reviews and secondary sources of information. Carry out independent studies for professional development.	Undertake further training and develop additional skills that will enable them to make sound decisions. Advance knowledge and develop additional skills. Engage in independent learning using scholarly reviews and secondary sources of information. Demonstrate skills in independent learning for continuous professional development.	Undertake further training and develop additional skills that will enable them to make sound decisions. Advance knowledge and understanding, and develop additional skills. Engage in independent learning using scholarly reviews and secondary sources of information. Demonstrate skills in independent learning for continuous professional development.	Undertake further training and develop additional skills using reflective practice that will enable them to make sound decisions. Advance knowledge and understanding, and develop additional skills. Engage in independent learning using scholarly reviews and secondary sources of information. Demonstrate skills in independent learning for continuous professional development.	Undertake further training and develop additional skills using reflective practice that will enable them to make sound decisions. Engage in independent learning using scholarly reviews and secondary sources of information. Continuously demonstrate skills in collective learning with originality for solving problems.

PROGRESSION PATHWAYS

One of the objectives of the SLQF is to show the pathways of obtaining different qualifications. The qualifications at different levels are identified considering the learning outcomes required to obtain that qualification and expected learning outcomes of the qualification holders. The vertical progression between qualifications is straight forward provided that the minimum stipulated requirements are met. Lateral progression is also possible at certain levels if the candidate meets the minimum requirements for admission to the target qualification. The possible routes of getting target qualifications that are stated under different qualification descriptors in Table 4 graphically shown in Figures 1, 2 & 3.

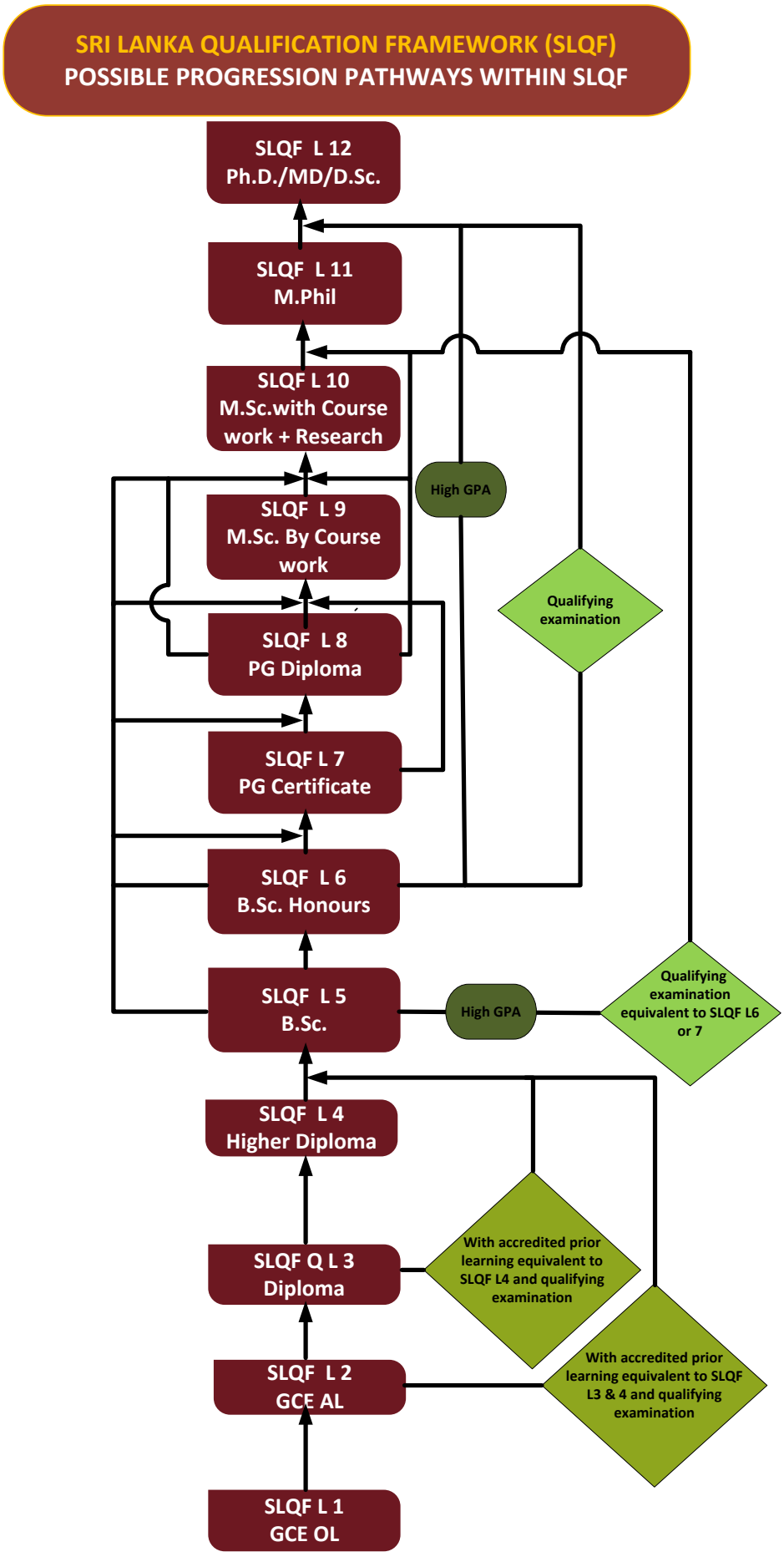
SRI LANKA QUALIFICATION FRAMEWORK (SLQF)
POSSIBLE PROGRESSION PATHWAYS WITHIN SLQF
SLQF L 12
Ph.D./MD/D.Sc.
SLQF L 11
M.Phil
SLQF L 10
M.Sc.with Course work + Research
High GPA
SLQF L 9
M.Sc. By Course work
Qualifying examination
SLQF L 8
PG Diploma
SLQF L 7
PG Certificate
SLQF L 6
B.Sc. Honours
SLQF L 5
B.Sc.
High GPA
Qualifying examination equivalent to SLQF L6 or 7
SLQF L 4
Higher Diploma
SLQF Q L 3
Diploma
With accredited prior learning equivalent to SLQF L4 and qualifying examination
SLQF L 2
GCE AL
With accredited prior learning equivalent to SLQF L3 & 4 and qualifying examination
SLQF L 1
GCE OL

Figure 1

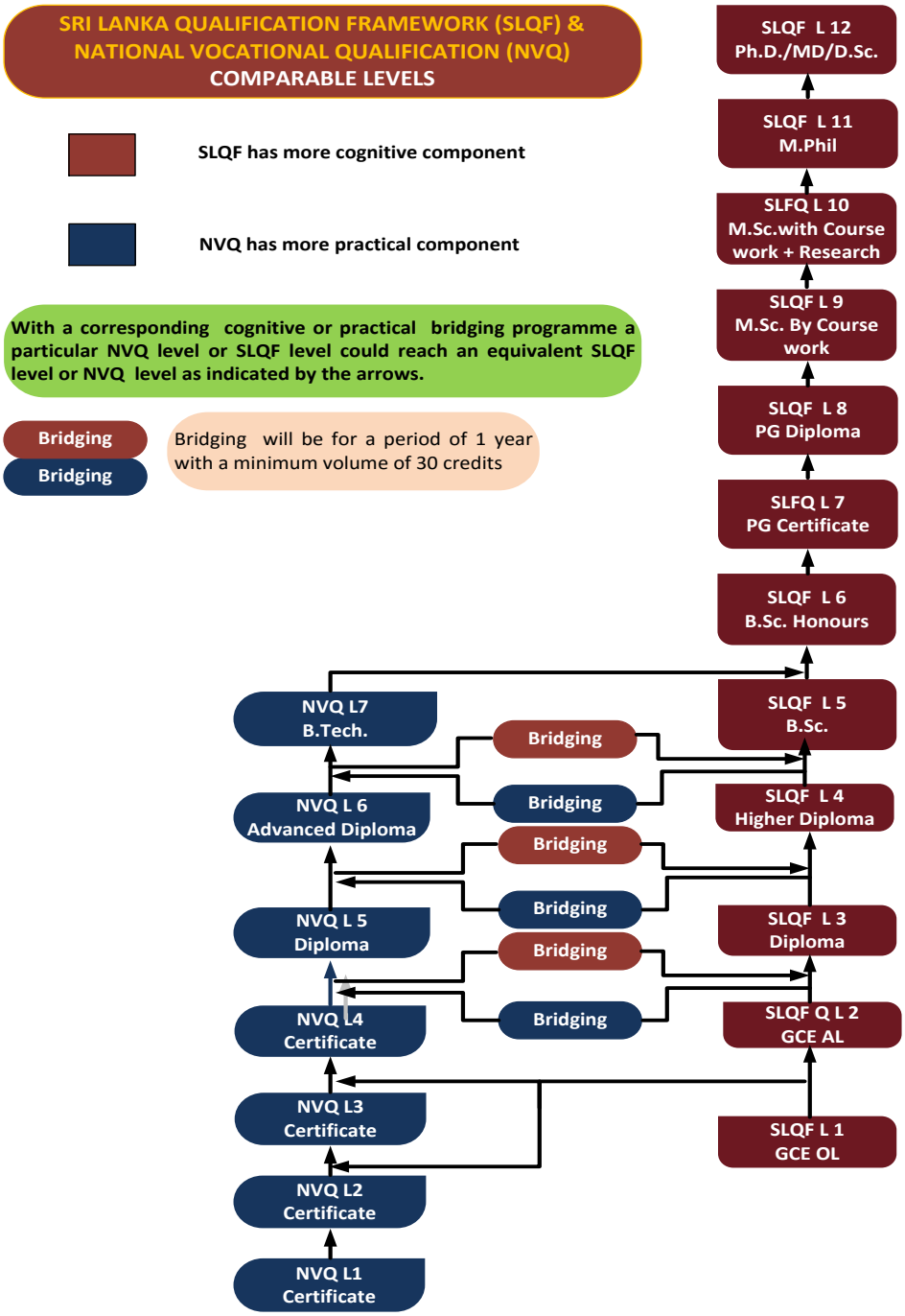
SRI LANKA QUALIFICATION FRAMEWORK (SLQF) & NATIONAL VOCATIONAL QUALIFICATION (NVQ) COMPARABLE LEVELS
SLQF has more cognitive component
NVQ has more practical component
With a corresponding cognitive or practical bridging programme a particular NVQ level or SLQF level could reach an equivalent SLQF level or NVQ level as indicated by the arrows.
Bridging
Bridging
Bridging will be for a period of 1 year with a minimum volume of 30 credits
SLQF L 12 Ph.D./MD/D.Sc.
SLQF L 11 M.Phil
SLFQ L 10 M.Sc.with Course work + Research
SLQF L 9 M.Sc. By Course work
SLQF L 8 PG Diploma
SLFQ L 7 PG Certificate
SLQF L 6 B.Sc. Honours
SLQF L 5 B.Sc.
SLQF L 4 Higher Diploma
SLQF L 3 Diploma
SLQF Q L 2 GCE AL
SLQF L 1 GCE OL
NVQ L7 B.Tech.
NVQ L 6 Advanced Diploma
NVQ L 5 Diploma
NVQ L4 Certificate
NVQ L3 Certificate
NVQ L2 Certificate
NVQ L1 Certificate
Bridging
Bridging
Bridging
Bridging
Bridging
Bridging

Figure 2

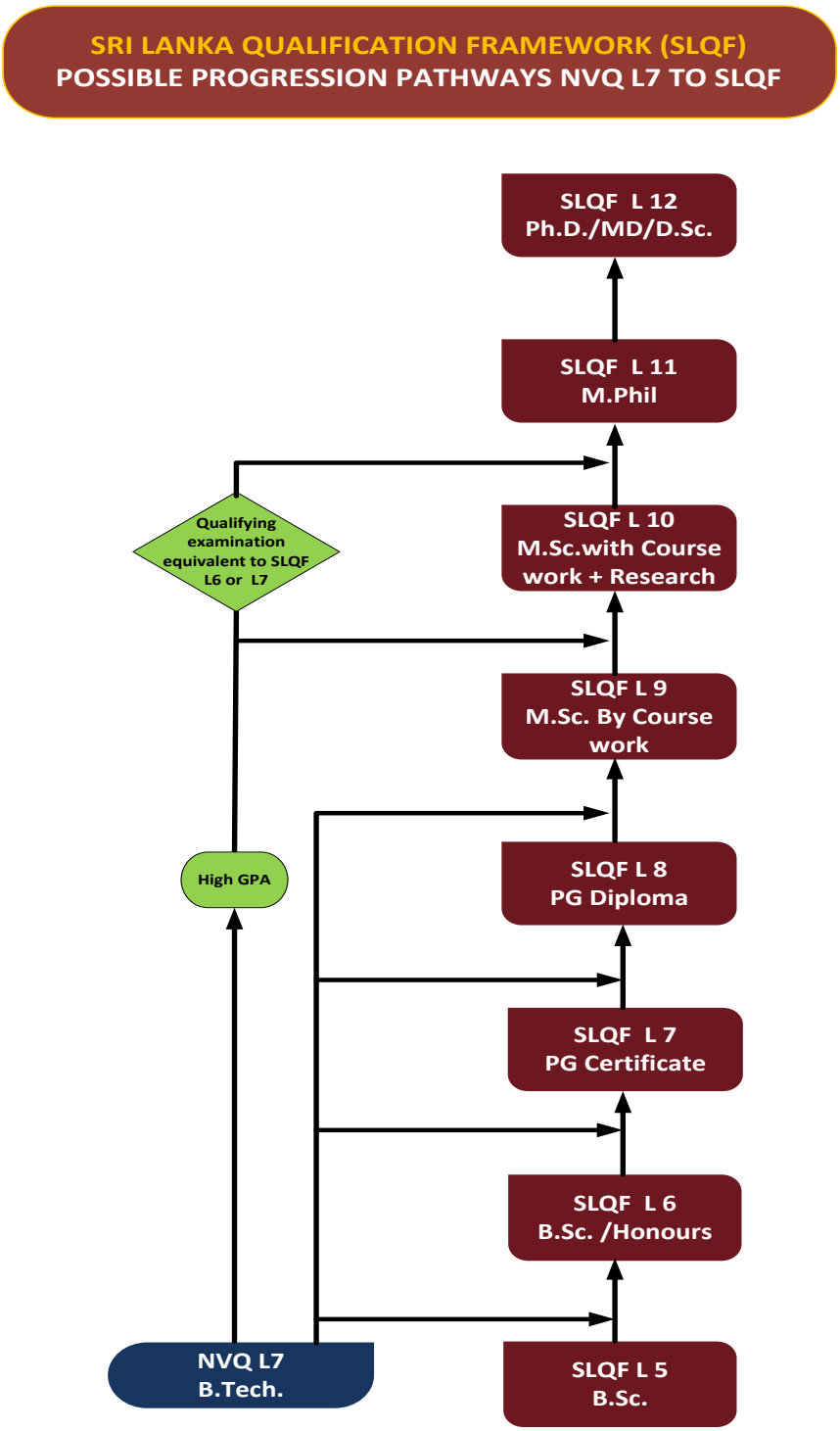
SRI LANKA QUALIFICATION FRAMEWORK (SLQF)
POSSIBLE PROGRESSION PATHWAYS NVQ L7 TO SLQF
SLQF L 12
Ph.D./MD/D.Sc.
SLQF L 11
M.Phil
SLQF L 10
M.Sc.with Course work + Research
SLQF L 9
M.Sc. By Course work
SLQF L 8
PG Diploma
SLQF L 7
PG Certificate
SLQF L 6
B.Sc. /Honours
SLQF L 5
B.Sc.
Qualifying examination equivalent to SLQF L6 or L7
High GPA
NVQ L7
B.Tech.

Figure 3

ABBREVIATIONS AND ACRONYMS

A	Accountancy
Agri	Agriculture
AdvCert	Advanced Certificate
BA	Bachelor of Arts
BAHons	Bachelor of Arts Honours
BBAHons	Bachelor of Business Administration Honours
BComHons	Bachelor of Commerce Honours
BFA	Bachelor of Fine Arts
BPA	Bachelor of Performing Arts
BSc	Bachelor of Science
BScHons	Bachelor of Science Honours
BVA	Bachelor of Visual Arts
Cert	Certificate
DEd	Doctor of Education
Dip	Diploma
DLitt	Doctor of Letters
DPhil	Doctor of Philosophy
DSc	Doctor of Science
Env Mgmt	Environmental Management
Eng	Engineering
Env Sc	Environmental Science
GPA	Grade Point Average
HDip	Higher Diploma
HETC	Higher Education for Twenty First Century
HND	Higher National Diploma
ICT	Information and Communication Technology
IRQUE	Improving Relevance and Quality of Undergraduate Education
IT	Information Technology
MA	Master of Arts
MAgri	Master of Agriculture
MBBS	Bachelor of Medicine/ Bachelor of Surgery
MCom	Master of Commerce
Mech Eng	Mechanical Engineering
Med	Master of Education
MFA	Master of Fine Arts
MIT	Master of Information Technology
MLibSc	Master of Library Science
MPhil	Master of Philosophy
MPA	Master of Performing Arts
MSc	Master of Science

MVA	Master of Visual Arts
NQF	National Qualifications Framework
NVQF	National Vocational Qualifications Framework
NVQL	National Vocational Qualifications Framework Level
PGCert	Postgraduate Certificate
PGDip	Postgraduate Diploma
PhD	Doctor of Philosophy
QA	Quality Assurance
QAA	Quality Assurance and Accreditation
QAAC	Quality Assurance and Accreditation Council
Sc	Science
SLIATE	Sri Lanka Institute of Advanced Technological Education
SLQF	Sri Lanka Qualifications Framework
SLQL	Sri Lanka Qualifications Framework Level
SWOC	Strengths, Weaknesses, Opportunities and Challenges
TVEC	Tertiary and Vocational Education Commission of Sri Lanka
UGC	University Grants Commission

SLQF National Committee (2009-2012)

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ISBN 978-955-4510-01-2