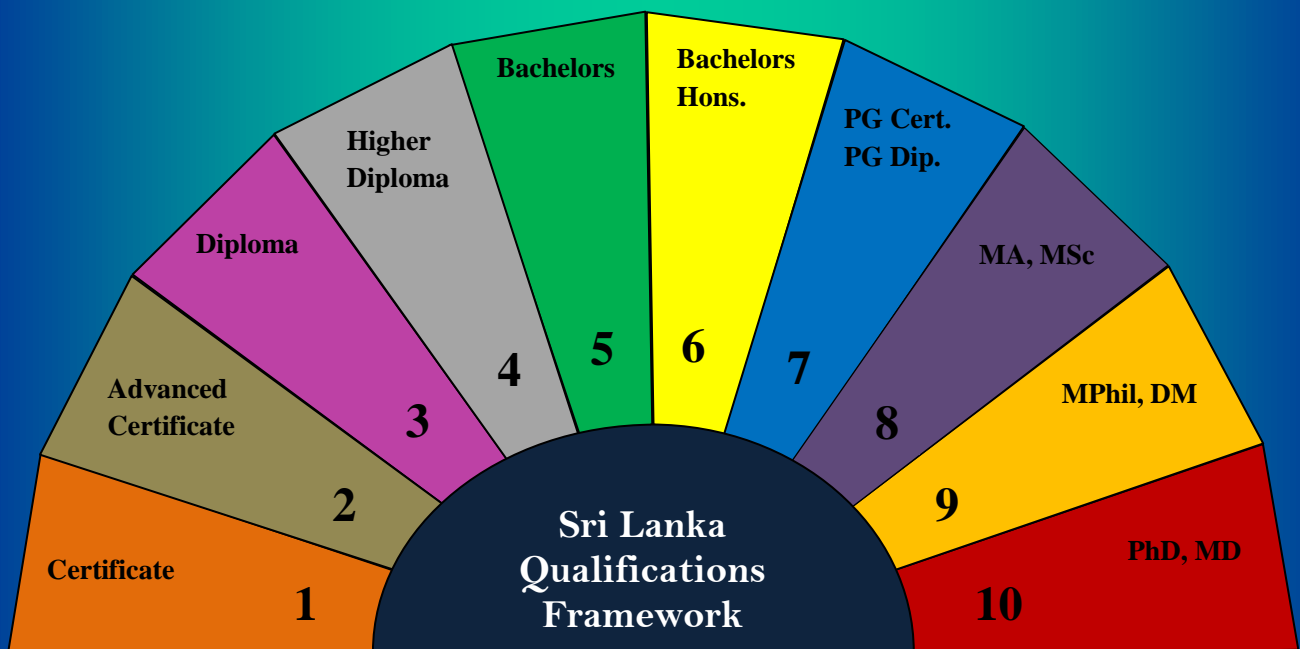


SRI LANKA QUALIFICATIONS FRAMEWORK



Ministry of Higher Education



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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
BSc	Bachelor of Science
BScHons	Bachelor of Science Honours
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
MCom	Master of Commerce
Mech Eng	Mechanical Engineering
Med	Master of Education
MIT	Master of Information Technology
MLibSc	Master of Library Science
MPhil	Master of Philosophy
MSc	Master of Science
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

PROLOGUE

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, 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. However, coming out with this framework document is not the end but essentially the first step to establish and operate such a system which would possibly require suitable modifications and adaptations in the process. The establishment of SLQF will help to improve many aspects and processes in the learning and the methods of delivery enhancing the quality of education at home while at the same time it provides a clear system to develop links with higher education institutions abroad.

First and foremost I take this opportunity to express my gratitude to Hon. S.B. Dissanayake, Minister of Higher Education for his guidance and support extended to make this task a success. It is a fact that his guidance and direction moved the SLQF National Committee to accomplish the task early.

I also thank Hon. Nandimithra Ekanayake, Deputy Minister of Higher Education for his support and interest shown towards this task as an important system development work in the higher education sector.

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I am also grateful to the World Bank country office and the Higher Education for the Twenty First Century (HETC) Project for making arrangements to provide services of Prof. Jayantha Wijeyaratne, Deputy Director of the HETC Project as Coordinator of the SLQF National Committee.

I take this opportunity to express my sincere gratitude to the members of the SLQF National Committee – Prof. Gamini Samaranyake, Chairman of the University Grants Commission; Prof. S. B. S. Abayakoon, Vice Chancellor of the University of Peradeniya; Prof. Colin Peiris, Director of the QAA Council Division of the University Grants Commission; Dr T. A. Piyasiri, Director General of the Tertiary and Vocational Education Commission and Prof. Kapila C. K. Perera, Director General, Sri Lanka Institute of Advance Technological Education for their invaluable contribution and commitment to make this task a success, even compromising their job responsibilities at times. It is also my duty to place on record my appreciation of the contribution made by Prof. Jayantha Wijeyaratne as the Coordinator of the SLQF National Committee and finally bringing out this publication incorporating views and ideas expressed by all stakeholders.

Finally, I sincerely thank all Vice Chancellors, Deans, Heads of Departments and all other members of the academic staff of the university system and also those who represented the non-state higher education sector for their invaluable contribution through participation at stakeholder consultation meetings and later by submitting valuable comments and suggestions to the draft document, without whose support this task could not have been accomplished as expected.

P. Ranepura

Chairman of the SLQF National Committee

and

Additional Secretary of the Ministry of Higher Education

FOREWORD

The Sri Lankan Qualifications Framework (SLQF) is a nationally consistent framework for all higher education qualifications offered in Sri Lanka. It recognizes the volume of learning of students and identifies the learning outcomes that are to be achieved by the qualification holders.

SLQF comprises of ten levels and the descriptors of each of these levels are stated in a comprehensive manner. 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 characteristics of each qualification as well as the minimum admission requirements are also stated in the SLQF.

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 higher education sector have also been identified.

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 helped to evaluate the higher educational qualifications obtained from different countries. SLQF also contributes to the evaluation of qualifications obtained from overseas higher education institutions as the levels identified in this framework are based on the learning effort of the qualification holders.

Until the development of SLQF there had been no mechanism to evaluate the qualifications offered by higher education institutions in Sri Lanka. SLQF will be helpful in the evaluation and recognition of qualifications offered in Sri Lanka and this will be useful to the

qualification holders to know the level of their qualifications. In addition, the SLQF will be helpful to the potential employers to know the level of learning and the attributes of a particular qualification holder.

SLQF is useful to the higher education institutions, both in the state sector and non-state sector in designing their courses as the minimum level of learning effort required for each qualification is indicated by way of 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 the universities and other higher education institutions in Sri Lanka.

Prof. M. J. S. Wijeyaratne

Senior Professor of Zoology, University of Kelaniya

and

Coordinator of the SLQF National Committee

1. INTRODUCTION

1.1 Main Characteristics

Sri Lanka Qualifications Framework (SLQF) is a new framework aimed at improving quality of higher education and training through recognizing and accrediting qualifications offered by different institutions. It identifies different levels to which the qualifications offered in the entire higher education sector in Sri Lanka are included. It helps to interpret qualifications and judge the relative value of a qualification. This enables the learners to make informed decisions about the qualifications they intend to acquire.

SLQF helps in the comparison of different qualifications and provides a comprehensive, nationally consistent, flexible framework for all qualifications in post-secondary education and training. It combines higher education and training into a single framework and brings together the diverse higher education and training systems into a single national system.

SLQF identifies the broad levels of competencies that are expected from the holders of different qualifications. The minimum entry requirements for each qualification and the possible routes of progression are also identified in the SLQF. SLQF facilitates the transfer of credits and helps in the combination of qualifications as well as progression within the higher education system. It combines school, vocational and higher education sectors in Sri Lanka.

SLQF recognizes the outcomes achieved after formal secondary education. It integrates the National Vocational Qualification Framework (NVQF) developed by the Tertiary and Vocational Education Commission of Sri Lanka (TVEC) and identifies flexible pathways which assist in lateral mobility between vocational education and higher education sectors by providing basis for recognizing prior learning and credit transfer.

SLQF helps in vertical mobility in higher education and encourages lifelong learning by identifying access to different qualifications. It clearly defines the avenues available for obtaining higher qualifications. It also encourages high quality vocational education and training by recognizing workplace experience which helps in national economic development. It helps in opening up learning and working opportunities irrespective of gender and age. As such, the SLQF facilitates admission to and progression within the higher education system in Sri Lanka.

SLQF promotes national and international recognition of qualifications offered in Sri Lanka and helps in evaluating the qualifications obtained from overseas institutions.

SLQF contributes significantly towards strengthening quality assurance mechanisms of the entire higher education sector in Sri Lanka.

1.2 Origin and Development

The development of SLQF was initiated in 2009 with the assistance from the World Bank funded Improving Relevance and Quality of Undergraduate Education (IRQUE) Project and continued with the funding from the Higher Education for the Twenty First Century (HETC) Project. The Component 1 of the HETC project is aimed at institutionalization of norms for the higher education sector. The Subcomponent 1.1 of this component is the development of SLQF.

To begin the preparatory work for the development of SLQF, a National Committee consisting of the following was appointed.

- A representative of the Ministry of Higher Education, nominated by the Hon. Minister of Higher Education.
- A representative of the University Grants Commission (UGC), nominated by its Chair.
- The Director General of Sri Lanka Institute of Advanced Technological Education (SLIATE) or his nominee.
- The Director General of TVEC.
- A representative of Quality Assurance and Accreditation Council (QAAC).
- A representative of the Committee of Vice-Chancellors and Directors (CVCD).

The Committee met once a month from November 2009 and developed the SLQF documentation. In the process of development of the SLQF, four relevant models of National Qualification Frameworks (NQF) from Europe, Africa and Asia Pacific were studied and a comparative SWOC analysis was carried out. The relevant NQF models studied were those of Australia, Ireland, Scotland and South Africa.

1.3 Scope and Application

SLQF applies to all higher education institutions both public and private, which provide post-secondary education. Since the NVQF developed by TVEC is also integrated into SLQF, the post-secondary vocational qualifications can also be included in the framework.

All higher education qualifications offered in Sri Lanka are specified in the SLQF. The SLQF indicates the designators, qualifiers, minimum credit requirements for a particular qualification as well as the minimum entry requirements.

However, SLQF does not deal with the designing and offering of short term courses by any higher education institution (HEI) that will meet specific learning outcomes. These courses may be of few months duration and a certificate may be awarded on completion of such courses. Those certificates are not in line with the qualifications identified in the SLQF.

1.4 Aim and Objectives of SLQF

The aim of 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.

The objectives of SLQF are to;

- enhance quality of higher education and training at all levels;
- facilitate access to higher learning and thereby contribute to full personal development of learners and to social and economic development of the country;
- enhance equity in higher education, training and employment opportunities;
- help employers to understand the levels of knowledge, skills and competencies of qualification holders;
- Develop positive attitudes in qualification holders;
- facilitate lateral and vertical mobility, and progression within higher education and career pathways;
- provide guidance in comparing qualifications offered by different institutions;
- help in developing higher education and vocational training programmes of appropriate levels;
- recognize prior learning; and
- promote lifelong learning.

1.5 Key Benefits

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

For learners, 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 social and economic development of the country at large.

The level descriptors given in the SLQF will be useful for employers in identifying 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, SLQF will be useful in comparing the qualifications offered by different institutions. This will help the employers to find the appropriate qualification holders for their business needs.

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.

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.

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.

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 in taking decisions in recruitment and promotion in the academic, technical and professional sectors.

2. THE FRAMEWORK

2.1 SLQF Levels, Qualifications and Volumes of Learning

SLQF consists of ten 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 four levels (levels 7-10) are postgraduate qualifications.

The levels are not directly related to the years of study except for higher research degrees. The volume of learning at each level is described in terms of credits.

The level descriptors identify the learning outcomes at each level. In describing each level, degree of intellectual abilities, cognitive skills and soft skills are considered.

Qualification descriptors for each level are also stated in the SLQF. Qualification descriptors give the specifications such as SLQF exit level, credit ratings, purpose and characteristics, minimum admission requirements and possible pathways of progression.

Two or more qualifications are sometimes positioned at the same level. This indicates that they are broadly comparable in terms of general levels of difficulty. However, each qualification in the same SLQF level does not have the same purpose or specific learning outcomes.

The comparable levels of NVQF are also identified in the SLQF.

Different levels of SLQF with some examples and comparable NVQF levels are given in Table 1.

The SLQF levels, the qualifications awarded at each level and the minimum credit requirement for each level are summarized in Table 2.

Table 1: Different levels of SLQF with some examples together with comparable levels of NVQF

[SLQL=Sri Lanka Qualifications Framework Level; NVQL=National Vocational Qualification Level]

SLQL 10	Doctoral Degree, MD with Board Certification	
SLQL 9	Master of Philosophy, Masters by fulltime research, DM	
SLQL 8	Masters with course work and a Research component	
SLQL 7	Postgraduate Certificate, Postgraduate Diploma, Masters with coursework	
SLQL 6	Honours Bachelors	
SLQL 5	Bachelors Degree, Bachelors Double Major Degree	NVQL 7
SLQL 4	Higher Diploma	NVQL 6
SLQL 3	Diploma	NVQL 5
SLQL 2	Advanced Certificate	NVQL 4
SLQL 1	Certificate	NVQL 3
		NVQL 2

Table 2: Minimum requirement for each level of SLQF
(SLQL = Sri Lanka Qualifications Framework Level)

SLQL	Qualification awarded	Minimum Requirements for the Award
SLQL 10	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
SLQL 9	Master of Philosophy / DM	Minimum 2 years of fulltime or equivalent time of original research after SLQL 5 or above
SLQL 8	Masters with course work and a research component	60 credits after SLQL 5 or SLQL 6 which include a research component of minimum 15 credits
SLQL 7	Masters with course work	30 credits after SLQL 5 or SLQL 6
	Postgraduate Diploma	25 credits after SLQL 5 or SLQL 6
	Postgraduate Certificate	20 credits after SLQL 5 or SLQL 6
SLQL 6	Honours Bachelors	120 credits after SLQL 2 or 30 credits after SLQL 5
SLQL 5	Bachelors, Bachelors Double Major	90 credits after SLQL 2 or 60 credits after SLQL 3 or 30 credits after SLQL 4
SLQL 4	Higher Diploma	60 credits after SLQL 2 or 30 credits after SLQL 3
SLQL 3	Diploma	30 credits after SLQL 2
SLQL 2	Advanced Certificate	
SLQL 1	Certificate	

2.2 Definition of a credit

In SLQF credits system, the student workload of a full time study programme is defined as 1500 notional learning hours per year. 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 minimum number of credits per course module/course unit is 1. The number of credits per course module/course unit should be indicated by integers.

One credit is equivalent to 15 hours of lectures or 30-45 hours of laboratory studies or 45 hours of field studies/clinical work or minimum of 90 hours of industrial training.

For every one hour of lectures, a student is expected to carry out at least 2-2½ additional hours of independent learning. For every 2 hours of laboratory studies, a student is expected to carry out at least 1 additional hour of independent studies.

Therefore for 1 credit in lectures, laboratory studies, field studies and clinical work, the minimum number of notional learning hours is 45-50, which also includes the time allocated for assessments. For industrial training, minimum of 90 notional learning hours including time allocated for assessments are equivalent to 1 credit.

For research, minimum of 90 notional hours including time allocated for literature survey is equivalent to credit.

Credits have to be earned after successful completion of the work required and appropriate assessment of learning outcomes.

3. LEVEL DESCRIPTORS

The level descriptors describe the generic nature of learning achievements at each level of the SLQF. These are broad qualitative statements on intended learning outcomes of qualification holders of each level. In some SLQF levels, there are two or more qualifications. This indicates that those qualifications are more or less comparable in terms of expected general levels of learning achievements.

SLQF Level 1

Qualification holders of SLQF level 1 should be able to;

1. demonstrate knowledge and understanding on basic principles, simple facts and ideas in a broad discipline;
2. complete some routine and non-routine tasks using knowledge associated with a broad discipline;
3. plan and organize new activities within a broad discipline;
4. select appropriate tasks and use them effectively in a broad discipline;
5. make generalizations in the areas related to a broad discipline;
6. demonstrate oral and written communications skills and basic ICT skills;
7. demonstrate basic skills in data gathering and numeracy; and
8. carry out some routine activities under direct supervision.

SLQF Level 2

Qualification holders of SLQF level 2 should be able to;

1. demonstrate broad knowledge and understanding of the discipline;
2. apply knowledge in a practical context;
3. use basic techniques and theoretical information to solve problems;
4. make generalizations and draw conclusions in a broad sense;
5. suggest solutions to basic problems in a broad sense;
6. demonstrate skills in information gathering and numeracy;
7. demonstrate oral and written communications and ICT skills;
8. carry out a range of activities with direct supervision;
9. exercise supervising responsibility in the implementation of routine work and manage limited resources within the area of work; and
10. exercise personal responsibility in some tasks in the workplace.

SLQF Level 3

Qualification holders of SLQF level 3 should be able to;

1. demonstrate knowledge and understanding of concepts and principles of the areas of study;
2. present and interpret qualitative and quantitative data;
3. develop initial arguments and make some judgments in accordance with basic theories and concepts of the areas of study;
4. communicate results of studies reliably;
5. undertake further training and develop new skills within a managed environment;
6. demonstrate qualities and transferable skills including ICT skills necessary for employment;
7. carry out a range of routine activities under guidance;
8. exercise supervising responsibility in the implementation of routine work and manage limited resources within the work place; and
9. exercise personal responsibility and leadership in some tasks in the work place.

SLQF Level 4

Qualification holders of SLQF level 4 should be able to;

1. analyze and interpret qualitative and quantitative information;
2. develop appropriate arguments and make judgments in accordance with basic theories and concepts of the areas of study;
3. present information and ideas efficiently and effectively;
4. apply knowledge and understanding of concepts and principles of the areas of study;
5. undertake further training and develop new skills within a controlled environment;
6. acquire competencies that help to assume predetermined responsibilities;
7. demonstrate transferable skills including ICT skills necessary for employment;
8. exercise personal responsibility and leadership in some tasks in the workplace; and
9. demonstrate positive attitudes and social responsibility.

SLQF Level 5

Qualification holders of SLQF level 5 should be able to;

1. collect, analyze and interpret qualitative and quantitative data;
2. demonstrate problem solving skills in the areas of study;
3. develop arguments and make sound judgments in accordance with basic theories and concepts of the areas of study;
4. present information, ideas and concepts efficiently and effectively;
5. apply knowledge and understanding of concepts and principles of the areas of study;
6. acquire new competencies that will enable them to assume major responsibilities;
7. demonstrate transferable skills including ICT skills necessary for employment;
8. undertake further training and develop additional skills that will enable them to make sound decisions;
9. exercise initiative, personal responsibility and accountability;
10. exercise leadership in the professional environment/work place; and
11. demonstrate positive attitudes and social responsibility.

SLQF Level 6

Qualification holders of SLQF level 6 should be able to;

1. demonstrate a substantive knowledge and understanding of the core aspects of the area of study;
2. critically analyze data, make judgments and propose solutions to problems;
3. use practical skills and enquiry efficiently and effectively within the area of study;
4. construct and sustain arguments and use these arguments, ideas and techniques in problem solving;
5. demonstrate awareness of the current developments in the area of study;
6. engage in independent learning using scholarly reviews and secondary sources of information;
7. communicate information, ideas, issues and solutions efficiently and effectively;
8. exercise initiative, personal responsibility and accountability;
9. undertake further training and develop additional skills;
10. exercise leadership in the professional environment/work place; and
11. demonstrate positive attitudes and social responsibility.

SLQF Level 7

Qualification holders of SLQF level 7 should be able to;

1. demonstrate a substantive level of knowledge and understanding in the area of study;
2. use efficiently and effectively, practical skills and enquiry within the area of study;
3. critically analyze data, make judgments and propose solutions to problems;
4. construct and sustain arguments and use these arguments, ideas and techniques in problem solving;
5. demonstrate awareness of the current developments in the area of study;
6. construct new hypotheses in the area of specializations and test them in a scientific manner;
7. deal with complex issues in a systematic manner and make sound judgments;
8. demonstrate self direction and confidence in solving problems;
9. plan and implement tasks at professional and managerial levels;
10. exercise initiative and personal responsibility;
11. advance knowledge and develop additional skills; and
12. carry out independent studies for professional development.

SLQF Level 8

Qualification holders of SLQF level 8 should be able to;

1. analyze and evaluate current research in the area of specialization;
2. demonstrate a critical awareness of current issues and recent developments in the area of specialization and/or area of professional practice;
3. construct new hypotheses in the area of specializations and test them in a scientific manner;
4. plan and implement tasks efficiently and effectively in professional, technical and academic settings;
5. use efficiently and effectively, practical skills and enquiry within the area of study;
6. construct and sustain arguments and use these arguments in problem solving;
7. deal with complex issues systematically and make sound judgments even without complete data and communicate conclusions clearly to specialist as well as non-specialist groups;
8. demonstrate self direction and originality in tackling and solving problems;
9. advance knowledge and understanding and develop additional skills;
10. make decisions in complex and unpredictable contexts;

11. exercise initiative and take personal responsibility; and
12. demonstrate skills of independent learning for continuous professional development.

SLQF Level 9

Qualification holders of SLQF level 9 should be able to;

1. create new knowledge through original research of a quality that will satisfy peer review and merit publication;
2. evaluate and constructively criticize and improve methodologies in the area of specialization;
3. analyze and critically evaluate past and current research in the area of specialization;
4. construct new hypotheses and test them in a scientific manner;
5. use practical skills and enquiry efficiently and effectively within the area of study;
6. supervise and guide research to generate new knowledge in the discipline;
7. deal with complex issues systematically and make sound judgments and predictions;
8. demonstrate self direction and originality in tackling and solving problems in the professional environment;
9. plan and implement tasks efficiently and effectively in professional, technical or academic settings;
10. advance knowledge and understanding and develop additional skills;
11. exercise initiative and personal responsibility and make decisions in complex and unpredictable contexts; and
12. demonstrate skills of independent learning for continuous professional development.

SLQF Level 10

Qualification holders of SLQF level 10 should be able to;

1. 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;
2. demonstrate critical reading and analytical skills by critically analyzing, synthesizing and evaluating data, making judgments and identifying solutions to problems;
3. demonstrate a systematic acquisition and understanding of substantial amount of knowledge in the area of specialization and/or professional practice;
4. conceptualize, design and implement new projects to generate new knowledge and applications;

5. respond efficiently and effectively to the changing developmental needs of the discipline;
6. demonstrate a comprehensive knowledge and understanding of applicable techniques for research and advanced academic enquiry;
7. supervise and guide original research to generate substantial insight in the discipline;
8. make judgments on complex issues in the field of specialization even in the absence of complete data and communicate ideas and conclusions effectively to specialist and non-specialist audiences;
9. identify, conceptualize and provide creative insights to complex issues and problems and demonstrate self-direction and confidence in solving problems;
10. exercise high level of autonomy and initiative in professional, administrative and managerial activities;
11. demonstrate leadership and originality in tackling and solving problems; and
12. exercise personal judgment and responsibility in complex and unpredictable situations in professional and/or managerial environments.

4. NAMING OF QUALIFICATIONS

The Qualification Type

The qualification type is the first name given to a qualification. Some examples are Certificate, Advanced Certificate, Diploma, Higher Diploma, Advanced Diploma, Bachelors, Honours Bachelors, Postgraduate Certificate, Postgraduate diploma, Masters and Doctorate.

The Designator

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

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 all qualification types, i.e. degrees, diplomas and certificates. 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 Honors in Chemistry, Postgraduate Certificate in Library Science, 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. Same applies to the second qualifier too.

5. QUALIFICATION DESCRIPTORS

5.1 CERTIFICATE

Specifications:

SLQF Exit level: 1

Minimum credits at level 1: 30

Designators:

Not applicable.

Qualifiers:

Maximum one

Example: Certificate in catering

Abbreviation:

Cert

Example: Cert (Catering)

Purpose and characteristics:

The purpose of this qualification is to produce a person with a basic knowledge in a discipline.

This qualification is mainly vocation specific. It combines a range of simple facts and ideas with basic processes and materials. It relates theoretical knowledge to practical applications. The qualification holder should be able to complete some routine and non-routine tasks using the knowledge associated with the discipline, plan and organize new tasks, select appropriate tools and materials and use them effectively. He/she should also be able to apply a problem solving approach to deal with a situation which is directly related to the discipline, make generalization and also draw conclusions. He/she should be able to use a range of routine skills such as oral and written communication, use standard applications/processes, obtain and combine information, and use a range of numerical and graphical data in a straightforward manner. He/she should also be able to work alone or with others with minimum supervision, take responsibility in carrying out work and make a contribution to

evaluation and improvement of practices and processes, and take leadership responsibility for some tasks.

Minimum admission requirements:

Minimum admission requirement is completion of junior secondary level, which is Grade 9 or an equivalent. 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.

Progression:

Completion of SLQF Level 1 meets the minimum entry requirement for a qualification in SLQF level 2, in a particular area of specialization.

5.2 ADVANCED CERTIFICATE

Specifications:

SLQF Exit Level: 2

Minimum credits at level 2: 30

Designators:

Not applicable.

Qualifiers:

Maximum two

Examples: Advanced Certificate in Hospitality Management

Advanced Certificate in Hospitality Management in Professional Cookery

Abbreviation:

AdvCert

Examples: AdvCert (Hospitality Management)

AdvCert (Hospitality Management-Professional Cookery)

Purpose and characteristics:

The purpose of this qualification is to produce a person with a generalized knowledge in a particular subject/area of specialization/occupation.

This qualification is mainly vocation specific. It combines factual and theoretical knowledge with a range of practical applications. The qualification holder should be able to make accurate observations and apply his/her knowledge in a practical context. He/she should be able to use some basic techniques and use theoretical information in problem solving. He/she should also be able to make generalizations and predictions and also draw conclusions and suggest solutions. He/she should also possess a wide range of skills such as use of numerical and graphical data, use standard applications, and written and oral communication.

The qualification holder should also be able to take responsibility for carrying out a range of activities where the overall goal is clear, without direct supervision. He/she should also be

able to take some supervising responsibility, lead established teams in the implementation of routine work, manage limited resources within the areas of work, play a significant role in the evaluation of work and improvement of practices and processes and take responsibility for some tasks in the work place environment.

Minimum admission requirements:

Minimum admission requirement is the General Certificate of Education (Ordinary Level) or an equivalent qualification or completion of NVQF level 3.

Progression:

Completion of SLQF level 2 meets the minimum entry requirement for a qualification in SLQF level 3 in that particular area of specialization.

5.3 DIPLOMA

Specifications:

SLQF Exit level: 3

Minimum credits at level 3: 30

Designators:

Not applicable.

Qualifiers:

Maximum two

Examples: Diploma in Hospitality Management

Diploma in Hospitality Management in Professional Cookery

Abbreviations:

Dip

Example: Dip (Hospitality Management), Dip (Hospitality Management-Professional Cookery)

Dip (Hospitality Management), Dip (Hospitality Management-Professional Cookery)

Purpose and characteristics:

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 qualification holder should be able to make sound judgments in accordance with basic theories and concepts in their area of study. They should be able to communicate or demonstrate results accurately and reliably with coherent and structured arguments.

Minimum admission requirement:

Minimum admission requirement is the General Certificate of Education (Advanced level) or an equivalent qualification. A foundation course followed by passing an aptitude test or completion of NVQF level 4 or accredited work experience or accredited prior learning may also be considered as equivalent qualification for admission to SLQF level 3 in a particular field of specialization.

Progression:

Completion of SLQF level 3 meets the minimum entry requirement for a qualification in SLQF level 4 in that particular field of specialization.

5.4 HIGHER DIPLOMA

Specifications:

SLQF Exit level: 4

Minimum Total credits: 60

Minimum credits at level 4: 30

Designators:

Not applicable.

Qualifiers:

Specific, maximum one

Example: Higher Diploma in Accountancy

Higher Diploma in Information Technology

Abbreviations:

HDip

Example: HDip (A), HDip (IT)

Purpose and Characteristics:

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 qualification holders should have a deep understanding of theory, practice, relevant methodology and recent developments in a particular area of study. They 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.

They should also be able to communicate the results of analysis and arguments to specialist and non-specialist audiences successfully. They should be capable of carrying out further training and acquire new competencies which will help to enhance their capacity to bear responsibilities.

They should display qualities and transferable skills as well as subject specific skills necessary for employment, carry out further training and manage their own learning.

Minimum admission requirements:

Minimum admission requirement is the General Certificate of Education (Advanced level) or an equivalent qualification and completion of a minimum of 30 credits at SLQF Level 3. Completion of NVQF level 5 may also be considered as an equivalent qualification in that field of specialization.

Progression:

Completion of Higher Diploma meets the minimum requirement for admission to SLQF level 5.

5.5 BACHELORS DEGREE

Specifications:

SLQF Exit level: 5

Minimum total credits: 90

Minimum credits at level 5: 30

Designators:

Bachelors degree designators are limited to broad areas of study and disciplines. Some examples are Bachelor of Arts and Bachelor of Science

Qualifiers:

Maximum two

Examples: Bachelor of Arts in Peace and Conflict Resolution

Bachelor of Science in Environmental Management

Abbreviations:

Examples: BA, BSc, BA (Peace and Conflict Resolution), BSc (Env Mgmt)

Purpose and Characteristics:

The purpose of this qualification is to prepare a graduate with a broad knowledge on theory and methodology of disciplines that enable them to bear responsibility in an academic or professional environment. The qualifications holders should know about the well established principles in their fields of study and should also be able to apply them where appropriate. Further, they should be able to use established techniques to initiate and undertake analysis of information and to propose solutions to problems. They should also be able to communicate information effectively to specialist and non-specialist audiences and use key techniques of the discipline. They should be able to carry out further training, acquire new competencies, display qualities and skills necessary for employment and exercise personal responsibility in decision making.

Minimum admission requirement:

Minimum admission requirement is the 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. Completion of NVQF level 6 may also be considered as an equivalent qualification for admission in that field of specialization.

Progression:

Completion of Bachelor General degree meets the minimum entry requirement for admission to SLQF levels 7 and/or 8. 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 9 on successful completion of a M.Phil 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 Certificate may be awarded for those completing the requirements equivalent to SLQF Levels 4 or 3 respectively.

5.6 HONOURS BACHELORS DEGREE

Specifications:

SLQF Exit Level: 6

Minimum total credits: 120

Minimum credits at level 6: 30

Designators:

Honours Bachelors 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 two

Examples: Bachelor of Science Honours in Engineering in Mechanical Engineering
Bachelor of Arts Honours in Sociology, Bachelor of Science Honours in Chemistry.

Abbreviations:

Examples: BScHons (Eng) (Mech Eng), BScHons (Chemistry), BAHons (Archaeology), BAHons, BScHons, BComHons, BBAHons

Purpose and Characteristics:

The main purpose of this qualification is to prepare students for research 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 high level of theoretical engagement as well as high intellectual independence. Further, these programmes must include a research project in the field of specialization carried out under the guidance and supervision of a qualification holder of level 8, 9 or 10 and reporting in a manner of a dissertation, which will be assessed. The research component should not be less than 8 credits of SLQF level 6. In some areas, Bachelors Special degrees are recognized by an appropriate professional body.

Another purpose of this qualification is to provide a broad education that equips graduates with knowledge, methodology and skills in a particular discipline that enables them to obtain

license from appropriate professional bodies in order to demonstrate responsibility in a professional manner.

They should also be able to construct and sustain arguments and solve problems using appropriate ideas and techniques in a professional context.

The qualification holders should be able to demonstrate thorough and systematic understanding of core aspects of the subject of study. They should also have an ability to accurately use the established techniques of analysis within that discipline.

They should be able to clearly communicate information, ideas, issues, problems and solutions to specialist as well as non-specialist audiences. They should also be able to exercise initiative, identify situations where support is needed, carry out further training and manage own learning.

Minimum admission requirements:

Minimum admission requirement is the General Certificate of Education (Advanced level) or an equivalent qualification and completion of 90 credits at SLQF Levels 3, 4 and 5 with a minimum of 15 credits at SLQF Level 5 in the relevant field. Completion of NVQF level 7 may also be considered as an equivalent qualification for admission in that field of specialization.

Progression:

Completion of Honours Bachelors Degree meets the minimum entry requirement for admission to SLQF levels 7 and/or 8,

or

to SLQF level 9 or 10 after successful completion of a qualifying examination. 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 9 or 10.

Bachelors 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. However, in professional disciplines a qualifications may not be awarded for early exit.

5.7 POSTGRADUATE CERTIFICATE

Specifications:

SLQF Exit Level: 7

Minimum total credits at level 7: 20

Designators:

Not applicable.

Qualifiers:

Maximum two

Examples: Postgraduate Certificate in Natural Resources Management,
Postgraduate Certificate in Fine Arts in Drama

Abbreviations:

PGCert, PGCert (Natural Resources Management), PGCert (Fine Arts) (Drama)

Purpose and Characteristics:

Purpose of this qualification is to enhance the capacity of a person with an advanced knowledge in a specific field of study or discipline to enable working graduates/holders of professional qualifications to advance their knowledge in a particular field of study.

The qualification holders should be able to demonstrate clear understanding of theoretical knowledge together with critical awareness of current issues in the subject area. They should also be able to deal with complex issues systematically and make sound judgments and communicate decisions clearly to others. They should demonstrate self-direction in tackling and solving problems and be able to plan and implement tasks in a professional manner.

This qualification demands a high level of theoretical engagement and does not involve conducting a research project or an independent study.

Minimum admission requirement:

Minimum admission requirement is a Bachelors degree with 30 credits in the relevant subject area or equivalent prior learning experience and/or a qualification in the relevant subject area.

Completion of NVQF level 7 may also be considered as an equivalent qualification for admission to SLQF level 7 in that field of specialization.

Progressions:

Completion of Postgraduate Certificate meets the entry requirements to Postgraduate Diploma and/or Masters degree of SLQF levels 7 in the same field of specialization.

5.8 POSTGRADUATE DIPLOMA

Specifications:

SLQF exit level: 7

Minimum total credits at level 7: 25

Designators:

Not applicable.

Qualifiers:

Maximum two.

Examples: Postgraduate Diploma in Education, Postgraduate Diploma in Environmental Science, Postgraduate Diploma in Crop Science, Postgraduate Diploma in Fine Arts in Drama

Abbreviations:

PGDip (Education), PGDip (Env Sc), PGDip (Crop Sc) PGDip (Fine Arts)(Drama)

Purpose and characteristics:

Purpose of this qualification is to enhance the capacity of a person with an advanced knowledge in a specific field of study or discipline to enable working graduates/holders of professional qualifications to advance their knowledge in that field of specialization to provide an entry point for further education and an advanced qualification for holders of recognized qualifications from professional bodies/institutions.

The qualification holders should be able to demonstrate clear understanding of theoretical knowledge together with critical awareness of current issues in the subject area and apply techniques relevant to their professional practice/chosen field of study. They should also be able to deal with complex issues systematically and creatively, and make sound judgments and communicate decisions clearly to others. They should demonstrate self-direction and originality in tackling and solving problems and be able to plan and implement tasks independently in a professional manner.

This qualification demands a high level of theoretical engagement. It may not require conducting a research project but require conducting some independent studies.

Minimum admission requirement:

Minimum admission requirement is a Bachelors degree with 30 credits in the relevant subject area or equivalent prior learning experience and/or a qualification in the relevant subject area. Completion of NVQF level 7 may also be considered as an equivalent qualification for admission to SLQF level 7 in that field of specialization.

Progression:

Completion of Postgraduate Diploma meets the entry requirements to SLQF level 8. 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 Level 7.

5.9 MASTERS DEGREE WITH COURSE WORK

Specifications:

SLQF exit level: 7

Minimum total credits at level 7: 30

Designators:

Masters degree designators are limited to specific areas of study. Examples include Master of Information Technology, Master of Linguistics, Master of Library Science etc.

Qualifiers:

Not applicable.

Abbreviations:

MIT, MLinguistics, MAgri, MLibSc

Purpose and characteristics:

Purpose of this qualification is to develop a person with an advanced knowledge in a specific field of study or discipline to enable working professionals to advance their knowledge in that field of specialization.

The qualification holders should be able to demonstrate thorough understanding together with critical awareness of current issues in their subject area and apply techniques relevant to their professional practice. They should also be able to deal with complex issues systematically and creatively and make sound judgments and communicate decisions clearly to others. They should demonstrate self-direction and originality in tackling and solving problems and be able to plan and implement tasks at professional levels.

This qualification demands a high level of theoretical engagement and a guided independent study equivalent to a minimum of 5 credits.

Any Bachelors degree with a minimum of 150 credits or 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.

Minimum admission requirement:

Minimum admission requirement is a Bachelors degree with 30 credits in the relevant subject area or equivalent accredited prior learning experience and/or a qualification in the relevant subject area. Completion of NVQF level 7 may also be considered as an equivalent qualification for admission to SLQF level 7 in that field of specialization

Progression:

Completion of Masters Degree meets the entry requirement to SLQF level 8 or 9 in the same field of specialization.

A Postgraduate Diploma or a Postgraduate Certificate may be awarded for those who exit early completing 25 credits or 20 credits respectively.

5.10 MASTERS DEGREE

Specifications:

SLQF exit level: 8

Minimum total credits: 60 (45 for course work +15 for research)

Minimum total credits at Level 8: 30 (Minimum of 15 for research)

Designators:

Masters 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.

Qualifiers:

Maximum one

Examples: Master of Arts in Sinhala. Master of Science in Environmental Science

Abbreviations:

Examples: MA, MCom, MEd, MA (Sinhala), MSc, MSc (Environmental Science)

Purpose and characteristics:

The purpose of this qualification is to advance knowledge of a graduate or professional in a specific field of study and to prepare graduates for higher degrees and specialized professional employment.

This qualification should be earned by completing course work aggregating to a minimum of 30 credits at SLQF level 7 or 8 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 qualification holder must be able to deal with complex issues systematically and creatively and make sound judgments and communicate decisions clearly to specialist and

non-specialist groups. He/she should demonstrate self-direction and originality in tackling and solving problems and be able to plan and implement tasks in a professional manner.

The qualification holder should also 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.

Minimum admission requirements:

Minimum admission requirement is a Bachelors degree with a minimum of 30 credits in the relevant subject area or a qualification of SLQF level 6 or 7 in the relevant area of study. Completion of NVQF level 7 with a minimum GPA of 3.0 at a scale of 0-4 may also be considered as equivalent qualification for admission to SLQF level 8 in that field of specialization

Progression:

Completion of SLQF level 8 meets the entry requirement to 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 7.

5.11 MASTER OF PHILOSOPHY DEGREE

Specifications:

SLQF Exit Level: 9

Minimum credits at level 9: 60

Designators:

The designator is Philosophy.

Qualifiers:

Maximum one, if required.

E.g.: Master of Philosophy in Environmental Science

Abbreviations:

MPhil, MPhil (Env Sc)

Purpose and characteristics:

Purpose of this qualification is to develop a person with a capacity of conducting high quality original research without supervision.

For a MPhil degree, a candidate is required to carry out high level research under the guidance of a person holding equal or above qualification 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 qualification holder should be able to carry out independent pure and/or applied research contributing significantly towards the development of new 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. He/she should also be able to make judgment on complex issues in the area of expertise and communicate his/her ideas and conclusions

clearly to specialist and non-specialist audiences. He/she should demonstrate self-direction and originality in tackling and solving problems and be able to plan and implement tasks at professional levels.

The qualification holder 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.

Minimum admission requirement:

A Bachelors degree of level 6 with a minimum of 30 credits in the relevant field or a related field and a qualifying examination or

a Bachelors degree of level 5 with a minimum GPA of 3 in the scale of 0-4 and a 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

a qualification of SLQF levels 7 or 8 in the relevant field

or

completion of NVQF Level 7 with a minimum GPA of 3.0 in a scale of 0-4 and a qualifying examination equivalent to SLQF level 6 or 7

Progression:

Completion of M. Phil 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.

5.12 DOCTORAL DEGREE

Specifications:

SLQF exit level: 10

Minimum total credits: 90

Minimum credits at level 10: 90

Designators:

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 one

E.g.: Doctor of Philosophy in Education

Abbreviations:

PhD, DPhil, DEd, DLitt, DSc, PhD (Education)

Purpose and characteristics:

Purpose of this qualification is to develop a person with a capacity to generate substantive insights in a particular area of study through high quality original research. The qualification holder should be able to provide evidence for generating new knowledge by publications in peer reviewed indexed journals.

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 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.

The qualification holder should be able to design and carry out independent pure and/or applied research contributing significantly towards the development of new knowledge, and supervise and evaluate original research carried out by others in the field of specialization. He/she should be able to demonstrate critical awareness of current issues in the subject area and apply techniques relevant to professional practice.

The qualification holder should be able to make judgments on complex issues in specific fields and communicate his/her ideas, views and conclusions clearly and effectively to specialist and non-specialist groups. He/she should also be able to exercise personal judgment and responsibility even in unpredictable situations in the professional environment.

Minimum admission requirements:

Master of Philosophy or Masters degree. However, A candidate with an Honours Bachelors degree with a minimum GPA of 3.0 at a scale of 0-4, who has registered to follow 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.

Progression:

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.

6. 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 effort required to obtain that qualification and expected learning outcomes of the qualification holders. Vertical mobility upwards through the system is straight forward and lateral entry is also possible at certain levels. The possible routes of getting qualifications are shown in Fig. 1.

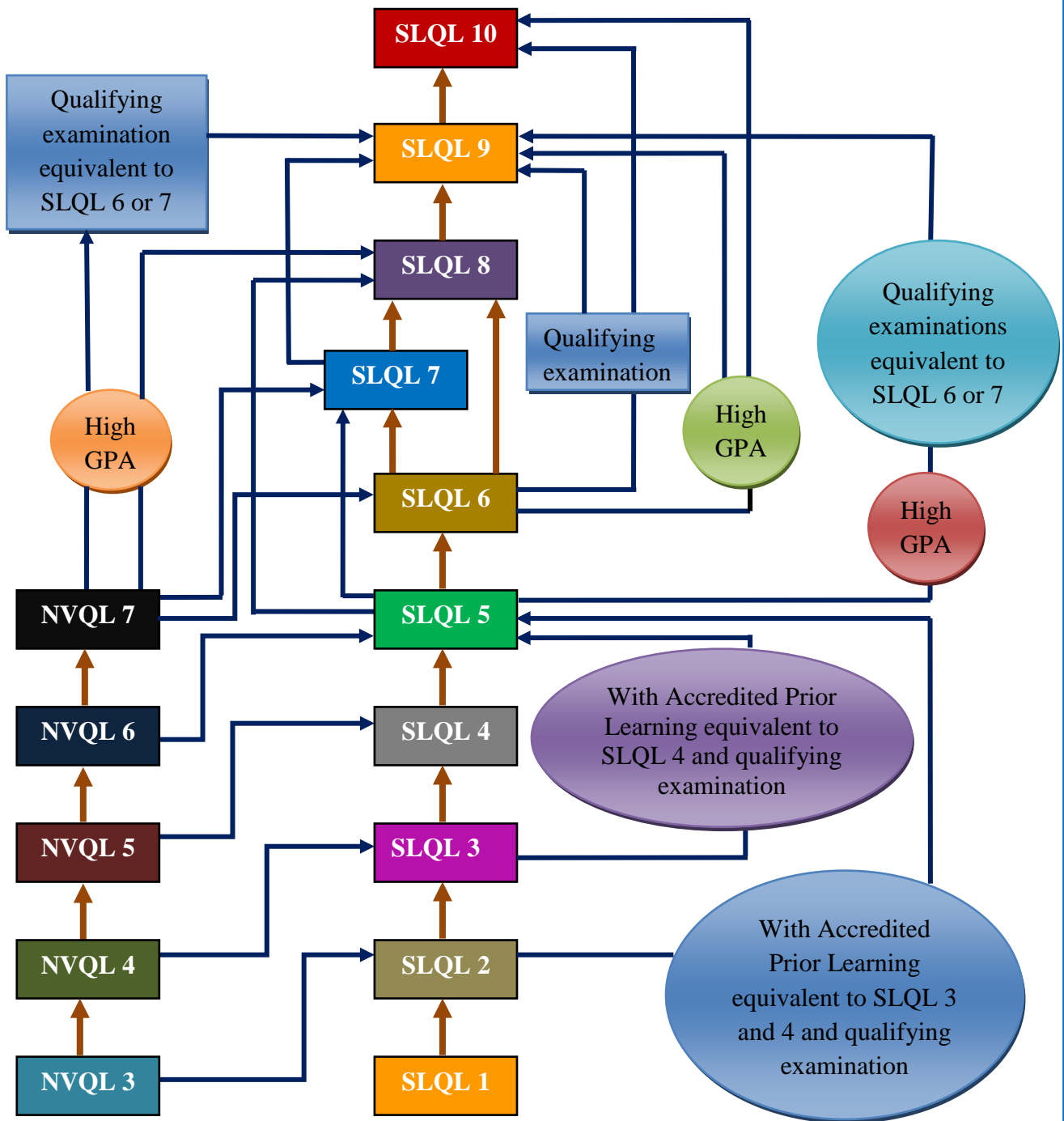


Figure 1: Possible progression pathways (NVQL = National Vocational Qualification Level; SLQL = Sri Lanka Qualifications Framework Level)

Appendix 1:- List of participants: Stakeholder workshop held on 28th January 2011

Ven. Prof. Ittademaliye Indasara Thero	Vice-Chancellor, Buddhist and Pali University of Sri Lanka
Hon. S. B. Dissanayake	Minister of Higher Education
Dr. Sunil Jayantha Nawaratne	Secretary, Ministry of Higher Education
Mr. P. Ranepura	Additional Secretary, Ministry of Higher Education
Prof. Rohan Rajapakse	Vice-Chairman, University Grants Commission
Prof. H. Abeyagunawardena	Member, University Grants Commission
Prof. S. B. S. Abayakoon	Vice-Chancellor, University of Peradeniya
Prof. Sarath Amunugama	Vice-Chancellor, University of Kelaniya
Dr. S. M. M. Ismail	Vice-Chancellor, South Eastern University of Sri Lanka
Dr. N. L. A. Karunaratne	Vice-Chancellor, University of Sri Jayewardenepura
Prof. Jayasena Kottagoda	Vice-Chancellor, University of Visual & Performing Arts
Prof. Malik Ranasinghe	Vice-Chancellor, University of Moratuwa
Prof. Upali Vidanapathirana	Vice-Chancellor, Open University of Sri Lanka
Major General MP Peiris	Vice Chancellor/General Sir John Kotelawala Defence University
Prof. L. L. Ratnayake	Project Director, HETC Project
Prof. M. J. S. Wijeyaratne	Deputy Project Director, HETC Project
Prof. Uma Coomaraswamy	Member of UGC Standing Committee on QA
Prof. Colin N. Peiris	Director, QAAC Division of the UGC
Prof. B. S. B. Karunaratne	Director, Postgraduate Institute of Science

Prof. Jagath Weerasinghe	Director, Postgraduate Institute of Archaeology
Prof. G. D. Sumanapala	Director, Postgraduate Institute of Pali and Buddhist Studies
Prof. U. G. A. Puswewala	Dean/Faculty of Engineering, University of Moratuwa
Prof. P. K. S. Mahanama	Dean/Faculty of Architecture, University of Moratuwa
Prof. A. S. Karunananda	Dean/Faculty of Information Technology, University of Moratuwa
Dr. R. B. Marasinghe	Faculty of Medical Sciences, University of Sri Jayewardenepura
Prof. Sampath Amarathunge	Dean/Faculty of Commerce and Management, University of Sri Jayewardenepura
Dr. Champa Rajapaksha	Head/Department of Finance, University of Sri Jayewardenepura
Prof. Sudantha Liyanage	Dean/Faculty of Applied Sciences, University of Sri Jayewardenepura
Prof. D. P. S. T. G. Attanayake	Dean/Faculty of Agriculture and Plantation Management, Wayamba University of Sri Lanka
Dr. K. D. R. R. Silva	Dean/Faculty of Livestock, Fisheries and Nutrition, Wayamba University of Sri Lanka
Prof. W. A. Wimalaweera	Dean/Faculty of Engineering Technology, Open University of Sri Lanka
Mr. Ariyaratna Kaluarachchi	Dean/Faculty of Dance and Drama, University of Visual and Performing Arts
Mr. Chiltus Dayawanse	Dean/Faculty of Music, University of Visual and Performing Arts
Dr. S. C. Jayamanne	Dean/Faculty of Science and Technology, Uwa Wellassa University
Dr. S. G. Sivagurunathan	Dean/Faculty of Management, Uwa Wellassa University
Dr. G. Chandrasena	Dean/Faculty of Animal Sciences and Export Agriculture, Uwa Wellassa University

Mr. R. V. S. P. Rajapaksha	Acting Registrar, Uwa Wellassa University
Prof. S. H. P. P. Karunaratne	Dean/Faculty of Science, University of Peradeniya
Prof. B. Marambe	Director/Agricultural Education Unit, University of Peradeniya
Prof. K. B. Palipane	Dean/Faculty of Applied Sciences, Sabaragamuwa University of Sri Lanka
Dr. A. A. Y. Amarasinghe	Dean/Faculty of Agricultural Sciences, Sabaragamuwa University of Sri Lanka
Dr. R. P. C. Ranjani	Dean/Faculty of Commerce and Management Studies, University of Kelaniya
Prof. N. R. de Silva	Head/Department of Parasitology, University of Kelaniya
Mr. A. N. Ahmed	Chairman/QA Unit, South Eastern University of Sri Lanka
Mr. S. M. Aliff	Dean/Faculty of Arts and Culture, South Eastern University of Sri Lanka
Prof. M. Sinnathamby	Department of Education, University of Jaffna
Mr. R. Nanthakumaran	Rector/Vauniya Campus, University of Jaffna
Prof. W. D. G. Dharmarathna	Dean/Faculty of Science, University of Ruhuna
Prof. Mangala de Zoysa	Dean/Faculty of Agriculture, University of Ruhuna
Dr. A. M. N. Alagiyawanna	Dean/Faculty of Engineering, University of Ruhuna
Dr. P. T. Jayawickramarajah	Chairman/QA Unit, Eastern University of Sri Lanka
Mr. T. Prabakaran	Dean/Faculty of Commerce and Management, Eastern University of Sri Lanka
Dr. T. A. Piyasiri	Director General, Tertiary and Vocational Education Commission

Dr. Athula Pitigala Arachchi	Chief Executive Officer, Asia Pacific Institute of Information Technology
Prof. Y. Rasanayagam	Academic Advisor/National Institute of Social Development
Mr. M. Nayeemudeen	Additional Director General, Sri Lanka Institute of Advanced Technological Education
Dr. M. A. U. Mampitiya	Chief Academic Officer, American National College
Mr. Lasitha Devendra	Dean/Faculty of Information Technology, Aquinas College of Higher Studies
Mr. Sunanda Perera	Assistant Registrar, Aquinas College of Higher Studies
Mr. Bradley Emerson	Chief Executive Officer, Chartered Institute of Management Accountants
Ms. Chithrangani Herat Gunaratne	Chairperson, Chartered Institute of Marketing
Ms. Ranmal Ekanayake	Education Services Manager, Chartered Institute of Marketing
Ms. Priya Koddituwakku	Assistant Manager/Cooperate Student Affairs, Chartered Institute of Marketing
Ms. Shashika Gunasinghe	Lecturer/Sri Lanka Institute of Hotel and Tourism Management

Appendix II: SLQF National Committee (2009-2012)

Mr. P. Ranepura	Additional Secretary, Ministry of Higher Education (Chairman of the SLQF National Committee)
Prof. S. B. S. Abayakoon	Vice-Chancellor, University of Peradeniya (Member representing the CVCD)
Mr. K. Padmasiri	Director General, SLIATE (Member representing SLIATE until 31-01-2011)
Prof. K. K. C. K. Perera	Director General SLIATE (Member representing SLIATE from 01-02-2011)
Prof. B. C. N. Peiris	Acting Director, QAAC Division of the UGC (Member representing QAAC Division of the UGC)
Dr. T. A. Piyasiri	Director General, TVEC (Member representing TVEC)
Prof. S. V. D. G. Samaranayake	Chairman UGC (Member representing UGC)
Prof. M. J. S. Wijeyaratne	Deputy Project Director/SLQF, HETC Project (Coordinator of the SLQF National Committee)



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