

Sri Lanka Qualifications Framework and Masters degrees with research

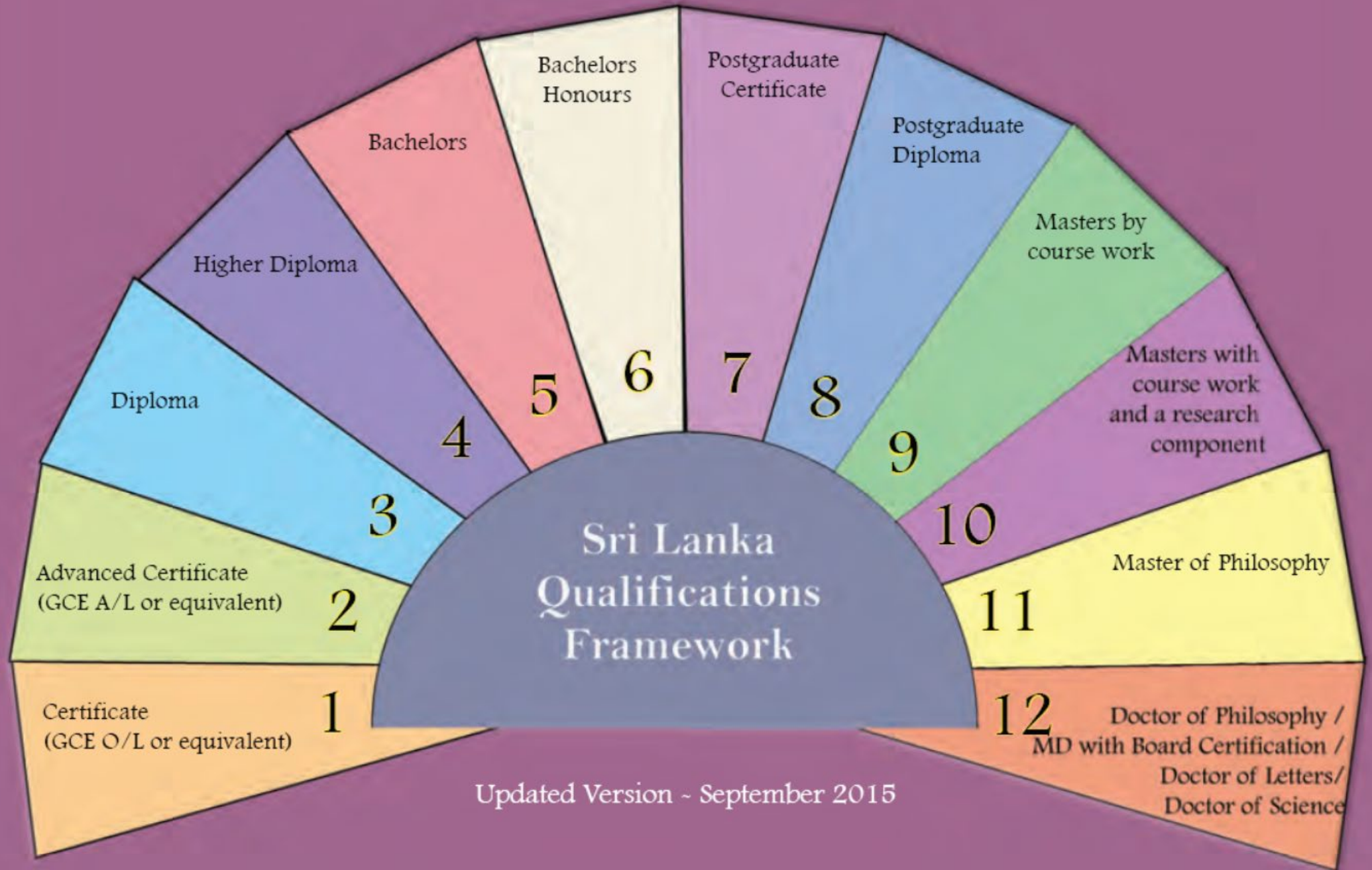
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Updated Version ~ September 2015

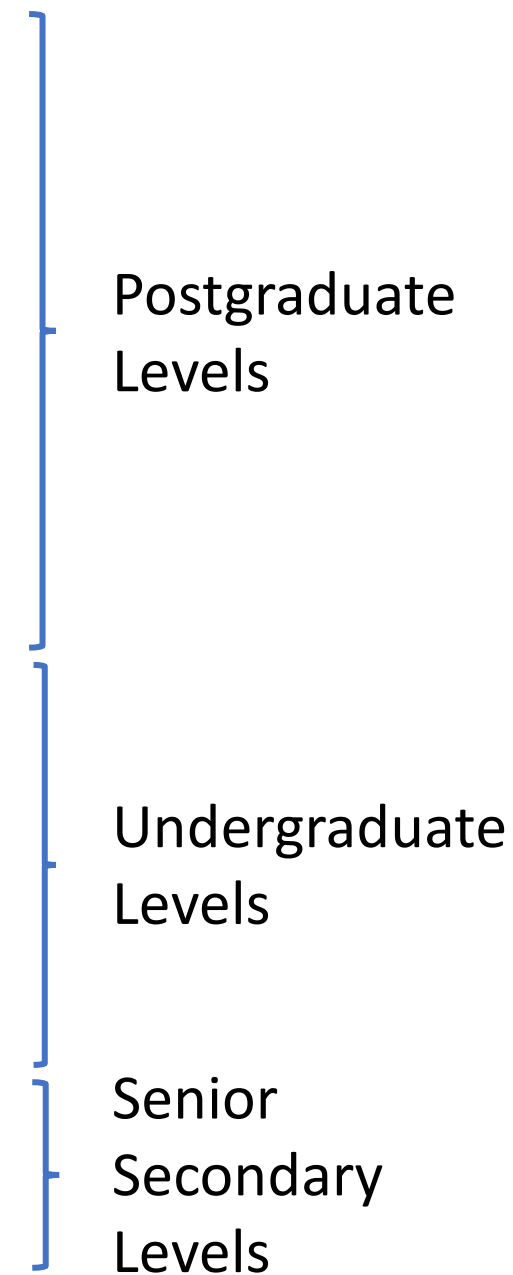
Origin and evolution

- National Committee was established in 2009.
- One of the objectives of Ministry of Higher Education HETC Project funded by the World Bank.
- Committee was represented by;
 - Additional Secretary –MOHE
 - CVCD Representative
 - UGC Chairman
 - DG/SLIATE
 - DG/TVEC
 - Director/QAAC –Division of UGC
 - Deputy Project Director/HETC Project
- Developed in 2012.
- Revised in 2015
- Can be downloaded from the UGC Website

SLQF

- A nationally consistent framework for all higher education qualifications offered in Sri Lanka.
- It is applicable to all higher education institutions (HEIs) in Sri Lanka, both public and private.
- Recognizes the volume of learning of students and identifies the learning outcomes that are to be achieved by them
- Comprises twelve levels.
- The descriptors of each of these levels are defined.

SLQF Level	Qualification awarded
12	PhD, MD with Board Certification, DSc
11	MPhil
10	Masters with course work and a research component
9	Masters by course work
8	Postgraduate Diploma - PGDip
7	Postgraduate Certificate - PGCert
6	Bachelors Honours - BScHons
5	Bachelors - BSc
4	Higher Diploma
3	Diploma
2	Advanced Certificate (GCE A/L or equivalent)
1	Certificate (GCE O/L or equivalent)



OBJECTIVES

- To enhance the quality of higher education
- To facilitate access to higher education
- To enhance equity in higher education
- To assist employers to identify the levels of knowledge, skills and competencies of qualification holders
- To facilitate lateral and vertical mobility, and progression within higher education system
- To provide guidance in comparing qualifications offered by different institutions
- To help in developing higher education and vocational training programmes at appropriate levels
- To recognize prior learning and
- To promote lifelong learning.

Volume of learning

- The learning workload of a student is 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.
- These should be considered in designing courses or course modules
- Workload should be designed based on the total amount of learning activities that a student has to complete in order to achieve the learning outcomes.
- The volume of learning at each level is described in terms of credits.
- The workload expressed in time should match the number of credits available for the course module.

Credits

- One credit is equivalent to 50 notional learning hours for a taught course, laboratory course or field studies.
- In industrial training and research, one credit is equivalent to a minimum of 100 notional hours.
- The minimum number of credits per course module is 1.
- The number of credits per course module is indicated by integers.

SLQF Level	Minimum volume of learning
12	Minimum 3 years of fulltime or equivalent time of research after SLQL 6 or above
11	Minimum 2 years of fulltime or equivalent time of research after SLQL 6 or above
10	60 credits after SLQL 5 or SLQL 6 including a research component of minimum 15 credits
9	30 credits after SLQL 5 or SLQL 6
8	30 credits after SLQL 5 or SLQL 6
7	20 credits after SLQL 5 or SLQL 6
6	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
5	90 credits after SLQL 2 of which 60 credits after SLQL 3, of which 30 credits after SLQL 4
4	60 credits after SLQL 2 of which 30 credits after SLQL 3
3	30 credits after SLQL 2

Qualification descriptors

- The qualification descriptors for the qualifications of each level are also described in the SLQF.
- These qualification descriptors are as follows:
 - Purpose and scope
 - The SLQF exit level
 - Qualification type with **designators** and **qualifiers**
 - Number of credits required at each level (Volume of learning)
 - Purpose and scope
 - Generic outcomes and attributes
 - Minimum admission requirements
 - Possible progression opportunities

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 Business Administration, 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'.
- This 'of' is omitted when abbreviating. E.g. BA, BSc, MBA

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 most qualification types.
- The linking word between the qualifier and the qualification type or its designator 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).
- When there is no designator, the qualifier may follow the qualification type. E.g. Postgraduate Diploma in Business Administration.
- When abbreviating, the word 'in' is dropped and the qualifier is placed within brackets. E.g. PGDip (Business Adm).

Second qualifier

- 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).
- 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).

Number of credits for the qualifier

- In order to use a qualifier, at least 50% of the minimum total credits for the qualification must be in the field of specialization denoted by the qualifier.
- The same applies to the second qualifier as well.

Qualification Descriptors of SLQF Level 10

Purpose and Scope

- to enhance the capacity of graduates/holders of professional qualifications to advance their knowledge and research skills, and other abilities within a specific field of study or discipline
- preparing graduates for higher degrees and specialized professional employment or enhancing the managerial, administrative and/ or technological capacities.

Qualification Descriptors of SLQF Level 10 – Contd.

Number of credits required (Volume of learning)

- Must complete course work aggregating to a minimum of 60 credits at SLQF levels 7 to 10 including 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.
- The research should make an original academic contribution to a particular discipline.
- The candidate should submit a dissertation which should be evaluated and accepted.

Qualification Descriptors of SLQF Level 10 – Contd.

Minimum Admission requirement

1. A Bachelor's degree which includes 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.

Qualification Descriptors of SLQF Level 10 – Contd.

Designators

- 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.

Qualifiers

- Maximum one
- Examples: Master of Arts in Sinhala. Master of Science in Environmental Science.

Abbreviations

- Exemples: MA, MCom, MEd, MBA, MA (Sinhala), MSc, MSc (Environmental Science).

Qualification Descriptors of SLQF Level 10 – Contd.

Progression

- Completion of SLQF level 10 meets the entry requirement for MPhil degree in the same field of specialization.

Early exit

- 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.

Qualification Descriptors of SLQF Level 10 – Contd.

Generic attributes of the qualification holders

- A set of general statements of the wider capabilities that the typical student is expected to have developed by the end of the course or study programme
- It is useful for HEIs to share with stakeholders these general capabilities of the holders of the qualification.
- Considering these attributes, the learning outcomes in the level descriptors are defined.
- Therefore, these attributes are the precursors to the learning outcomes of the study programme.

Qualification Descriptors of SLQF Level 10 – Contd.

- In the SLQF, generic attributes of qualification holders are defined in terms of the four main domains of learning.
 - **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*
- In the SLQF this is termed as K-SAM model.

Generic attributes of the qualification holders of SLQF Level 10

K
S
A
M

The qualification holders

- should be able to demonstrate thorough understanding of theoretical knowledge;
- 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.

Level descriptors

- A set of specific outcome statements.
- The level descriptors identify the learning outcomes at each level.
- In the level descriptors, the intellectual abilities, cognitive skills and soft skills are considered
- The achievement of these is assessed.
- A student should be able to demonstrate these outcomes to fulfil the requirements for the award of the qualification
- These will be important to the HEIs to design and review course units / modules or study programmes.
- The curricula should provide the opportunity to achieve these.
- Assessments should be designed in such a way that achievement of these level descriptors are measured.

Purposes and Uses of level descriptors

Purposes

- to guarantee consistency across learning in achieving the expected attributes of qualifications and
- to help a HEI to evaluate the comparability of qualifications issued by another HEI

Uses

- Can be used as a guideline to develop course materials of a study programme in order to make sure that the learners meet the expected attributes at the end of the course.

Learning outcomes and Level descriptors

The twelve categories of learning outcomes identified by the Ministry of Higher Education in Sri Lanka as of national importance have been customized as level descriptors in the SLQF to suit each level of qualification.

1. Subject / Theoretical Knowledge
2. Practical Knowledge and Application
3. Communication Skills
4. Teamwork and Leadership
5. Creativity and Problem-solving skills
6. Managerial and Entrepreneurship skills
7. Information Usage and Management
8. Networking and Social Skills
9. Adaptability and Flexibility
10. Attitudes, Values and Professionalism
11. Vision for Life
12. Updating Self / Lifelong Learning

student-centered teaching and learning methods

- Some student-centered teaching and learning methods recommended for learning outcomes categories are also identified in the SLQF

Categories of Learning outcomes	Student-centered 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

Categories of Learning outcomes	Student-centered teaching and learning methods
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

Categories of Learning outcomes	Student-centered teaching and learning methods
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 demonstrate that the learning outcomes have been achieved.
- Therefore, the assessment of the outcomes of learning should be carried out by effective and appropriate assessment methods.

LEVEL DESCRIPTORS for SLQF Level 10

1. Subject / Theoretical Knowledge

- Analyze 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.

2. Practical Knowledge and Application

- Use efficiently and effectively, practical skills and enquiry within the area of study.
- Construct and sustain arguments and use these arguments, ideas and techniques appropriately in problem solving.

3. Communication

- Communicate orally and in written format the findings/conclusions clearly to specialist as well as non-specialist groups.

4. Teamwork and Leadership

- Exercise leadership in planning and implementing tasks efficiently and effectively in professional, technical and academic settings.

LEVEL DESCRIPTORS for SLQF Level 10 – Contd.

5. Creativity and Problem Solving

- Deal with complex issues systematically and make sound judgments even without complete data.
- Construct new hypotheses in the area of specialization and test them in a scientific manner.
- Demonstrate self-direction and originality in solving problems
- Make decisions in complex and unpredictable contexts

6. Managerial and 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

7. Information Usage and Management

- Thorough in transferable skills including ICT skills and information literacy with the capability of organizing and processing data.

LEVEL DESCRIPTORS for SLQF Level 10 – Contd.

8. Networking and Social Skills

- Able to work in teams, give leadership, and promote social and professional engagement.

9. Adaptability and Flexibility

- Plan and execute appropriate strategies for adapting to changing environments. Make decisions in complex and unpredictable contexts.

10. Attitudes, Values and Professionalism

- 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, where the society should be and develop long term goals accordingly

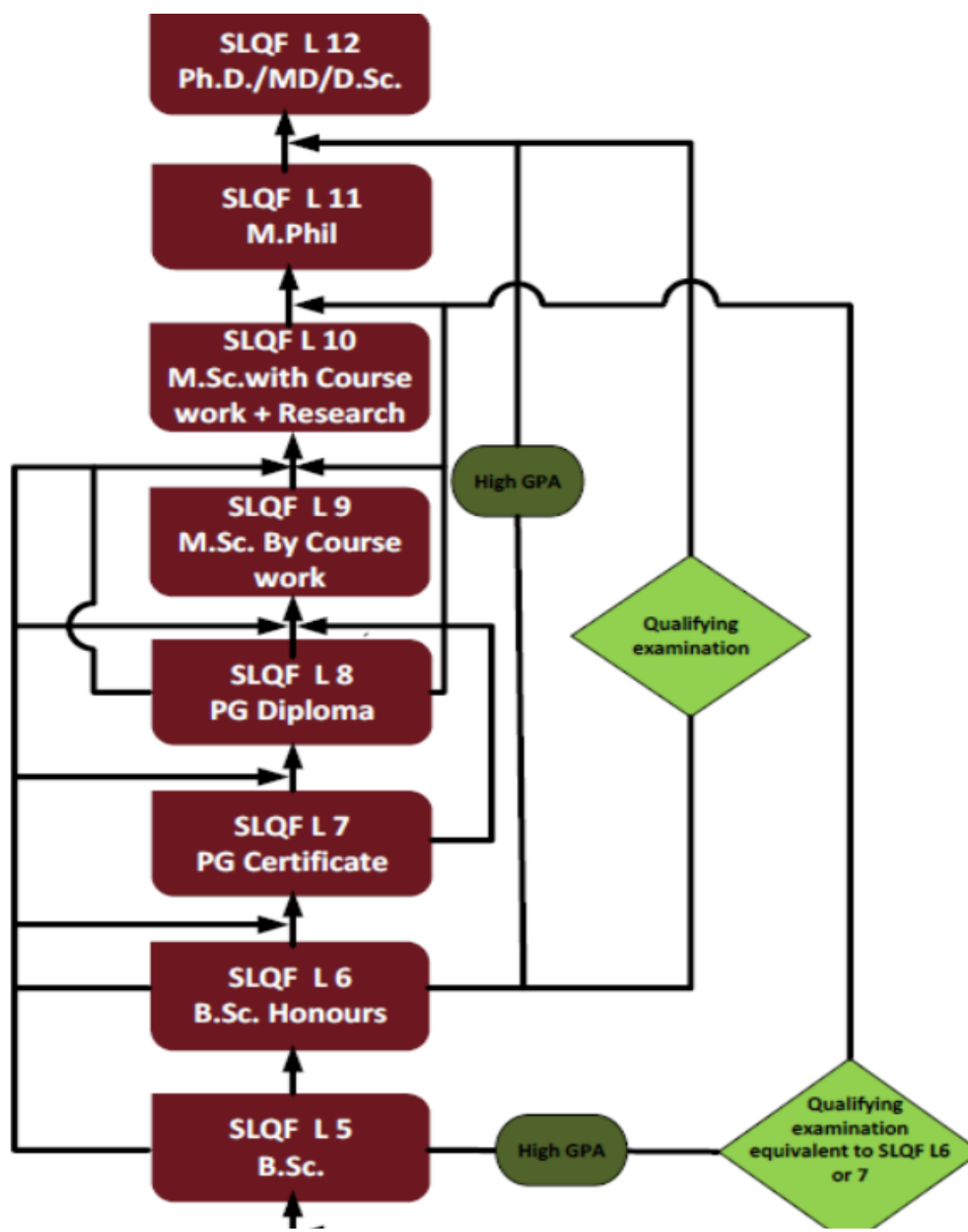
LEVEL DESCRIPTORS for SLQF Level 10 – Contd.

12. Updating Self / Lifelong Learning

- Undertake further training and develop additional skills that will enable them to make sound decisions.
- Advance knowledge & 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

- Do the courses of SLQF Level 10 offered by the PIM help the learners to achieve these learning outcomes?
- Are the qualifications offered consistent with Qualification descriptors?
- These would be evaluated in programme reviews by peers.

Progression pathway



Thank You