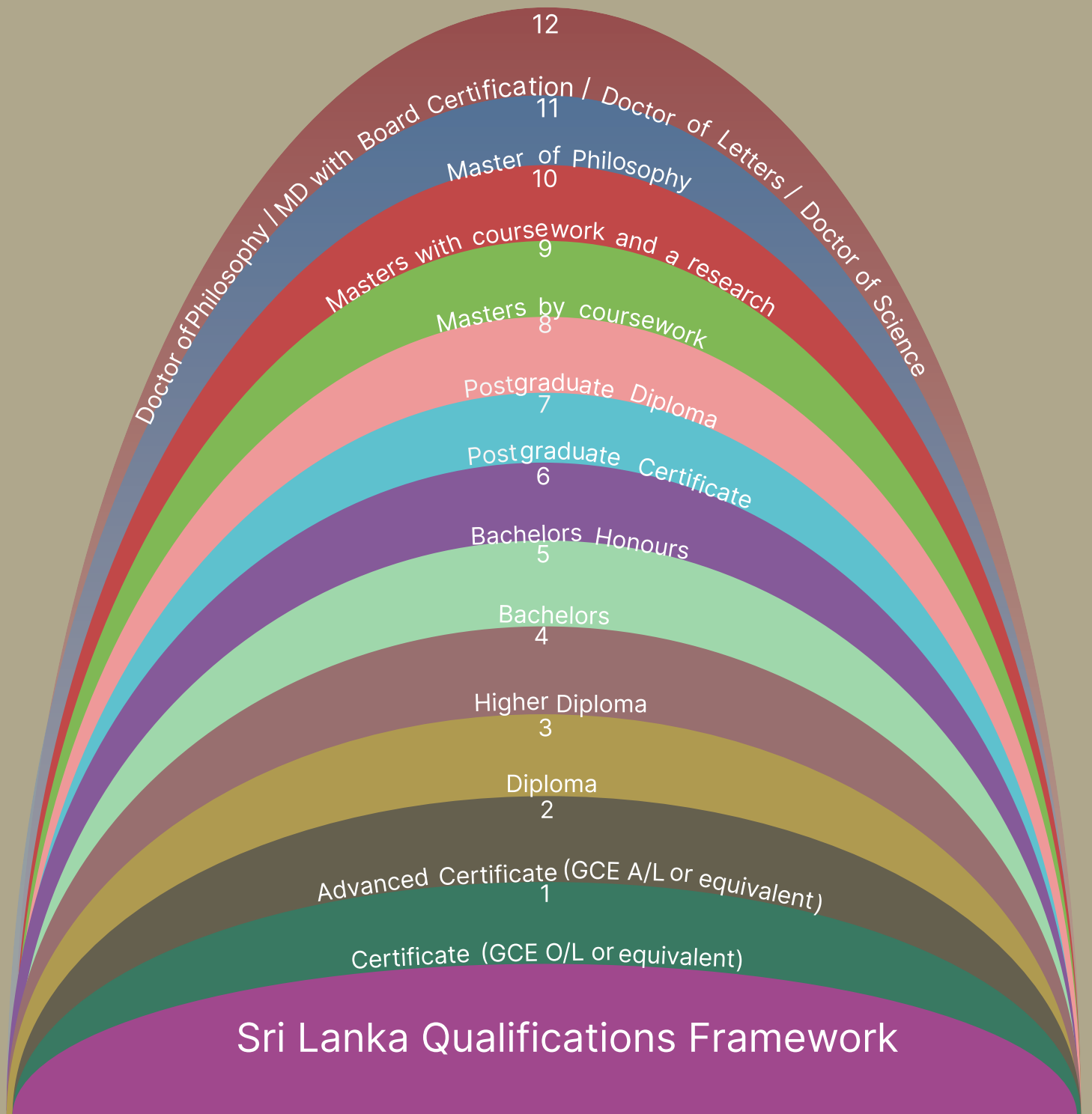


# Manual for Certification of Level of Educational Qualifications in Accordance with Sri Lanka Qualification Framework



University Grants Commission  
December - 2023

© University Grants Commission (UGC) 2023

This publication is the outcome of an activity initiated by the Quality Assurance Council of the University Grants Commission. The activity was supported by the Accelerating Higher Education Expansion and Development (AHEAD) Project of the World Bank to support higher education in Sri Lanka.

The Manual for Certification of Level of Educational Qualifications in Accordance with Sri Lanka Qualifications Framework developed by the following team of senior academics:

### **Authors**

***Professor Emeritus E.R. Kalyani Perera***

***Senior Professor Nilanthi de Silva***

***Senior Professor Samanthi Senarathne***

***Dr Upali Mampitiya***

***Professor Tilak P D Gamage***

All rights reserved. This publication shall not be reproduced in full or in parts in any form or by any means, whether printed or electronic, or mechanical for commercial purposes without the written permission of the University Grants Commission.

**ISBN** ~~xxxxxx—xxxx—xxxxxx~~

### **Published by**

The University Grants Commission, 20 Ward Place, Colombo 07, Sri Lanka

Telephone: + 94 11 2695301

+ 94 11 2695302

Fax: + 94 11 2688045

E mail: [dqac@ugc.ac.lk](mailto:dqac@ugc.ac.lk)

Web: [www.ugc.ac.lk](http://www.ugc.ac.lk)



## Foreword

Sri Lanka Qualification Framework (SLQF) has been developed through a consultative process to create a unified national system that classifies and recognizes the learning outcomes achieved through different higher education qualifications offered in Sri Lanka. It applies to higher education qualifications acquired from both public and private higher education providers. The SLQF consists of twelve levels of qualifications. For each level, qualification descriptor and anticipated threshold learning outcomes of a qualification holder (level descriptors) have been defined.

Thus, the SLQF provides an understanding of the broad levels of competencies expected of a higher education qualification holder at each level, and serves as a reference point for designing or revising study programmes. Being a unified national system, the SLQF helps in identifying progression pathways for learners and facilitates recognition of prior learning for lateral entry or transfer of students between study programmes national or international.

All study programmes designed and developed after the year 2015 by the universities functioning under the purview of the University Grants Commission are required to comply with the SLQF requirements specified under qualification descriptors and level descriptors and obtain SLQF level certification. Those programmes developed prior to 2015 but not revised yet or not offered at present are expected to demonstrate SLQF level equivalence.

To guide in designing new higher education programmes in compliance with SLQF requirements, and in assessing the SLQF Level compliance or SLQF Level equivalence of the study programmes offered by universities or higher education institutions, the Standing Committee on Quality Assurance of the University Grants Commission resolved to prepare a manual and appointed a panel of experts for the purpose. The World Bank funded Accelerating Higher Education Expansion and Development (AHEAD) project of the Ministry of Education supported the preparation and printing of this manual.

*This Manual for Certification of Level of Educational Qualifications in Accordance with Sri Lanka Qualifications Framework* is the outcome of the collective effort of the expert panel. The UGC and AHEAD Operations wish to express sincere appreciation to the panel of authors of this manual for the valuable contribution.

Senior Professor Sampath Amaratunge  
Chairman  
University Grants Commission

Senior Professor Chandana P. Udawatte  
Director – AHEAD Operations  
Vice Chairman  
University Grants Commission

## Acknowledgements

The panel of authors wishes to express their deep appreciation to

- Senior Professor Sampath Amaratunge, Chairman, University Grants Commission (UGC) for appointing and entrusting us with this task and officially ensuring the provision of necessary cooperation;
- Senior Professor Chandana P. Udawatte (Vice Chairman, UGC and Director, Accelerating Higher Education Expansion and Development Operations) for facilitating production of this manual;
- Senior Professor Ananda Jayawardene (Chairman, Quality Assurance Standing Committee, UGC and Chairman, SLQF Level Certification Committee, UGC) and the members of the UGC Standing Committee on Quality Assurance for their feedback;
- Dr Priyantha Premakumara, Secretary, UGC for facilitating obtaining required official sanctioning;
- Dr Kumudika Boyagoda, Senior Academic Expert, Accelerating Higher Education Expansion and Development (AHEAD) Operations for facilitating the manual formulation process;
- Academic and administrative staff of the state universities of Sri Lanka for providing feedback after testing the applicability of the manual content,
- Prof. Tilak Gamage (Former Director, QAC), Prof. Nirmalie Pallewatta (Consultant, QAC), Ms. Chathurika Gunawardena, (former Assistant Secretary, QAC) and Dr. Nishantha Panditharatne (Deputy Secretary, QAC) for the assistance extended to communicate with the UGC, Quality Assurance Standing Committee and Universities during different stages of manual formulation.

## List of Abbreviations / Acronyms

AHEAD	Accelerating Higher Education Expansion and Development
CQA	Centre for Quality Assurance
HEIs	Higher Education Institutions
FQAC	Faculty Quality Assurance Cells
ILOs	Intended Learning Outcomes
MoE	Ministry of Education
MoHE	Ministry of Higher Education
NSHEI	Non-state Higher Education Institution
OBE	Outcome-Based Education
QA	Quality Assurance
QAC	Quality Assurance Council
SBS	Subject Benchmark Statements
SLQF	Sri Lanka Qualifications Framework
ToR	Terms of Reference
UGC	University Grants Commission



# Contents

	Page No.
<b>Foreword</b>	<b>i</b>
<b>Acknowledgements</b>	<b>ii</b>
<b>List of Abbreviations / Acronyms</b>	<b>iii</b>
<b>Contents</b>	<b>v</b>
<b>Introduction</b>	<b>1</b>
Purpose of the Manual	
Target Audience	
Manual Preparation Process	
Organization of the Manual	
<b>Chapter One - Certification of SLQF Level of Approved Qualifications:     Rationale and Scope</b>	<b>5</b>
1.1 Background and Purpose of Sri Lanka Qualifications Framework	
1.2 Implementation and Improvements made	
1.3 Rationale for certification or attestation of equivalence of qualifications	
1.4 Scope of Certification of a Qualification Level	
<b>Chapter Two – Application Procedure and Guidelines</b>	<b>7</b>
2.1 Submission of an Application	
2.2 The Application Form	
2.3 Guidelines to Complete the Application	
2.4 Required Supporting Documents	
<b>Chapter Three – Certification Process</b>	<b>23</b>
3.1 Steps involved	
3.2 SLQF Level Certification Committee	
3.2.1. <i>Composition of the SLQF Certification Committee</i>	
3.2.2. <i>Term of Office and Meetings</i>	
3.2.3. <i>Functions of the SLQF Certification Committee</i>	
3.3 SLQF Review Panel	
3.3.1. <i>Formation of Pool of Trained Reviewers</i>	
3.3.2. <i>Composition of SLQF Review Panel</i>	
3.3.3. <i>Role of SLQF Review Panel</i>	
3.4 Review Process	
3.4.1. <i>Desk evaluation</i>	
3.4.2. <i>Site visit</i>	
3.4.3. <i>Reporting</i>	
3.5 Awarding Certification	
3.5.1. <i>The Certification Validity Period</i>	
3.6 Appeals for Reconsideration of Decisions Made by Certification Committee	
3.7 Informing the Public	



<b>Appendices</b>	<b>29</b>
Appendix 1 - The Application for Retrospective Attestation	
Appendix 2 - Template for the Report of the SLQF Certification Committee	
Appendix 3 - Sample SLQF Certification Committee Report	
<b>Bibliography</b>	<b>37</b>
<b>Glossary of Terms</b>	<b>39</b>

# **Introduction**

## **Purpose of the Manual**

This Manual has been formulated as a guide for universities and other higher education institutions (HEI) in Sri Lanka that seek external validation by the University Grants Commission (UGC) of the Ministry of Education (MoE) in Sri Lanka, of the level of qualifications they offer in relation to the Sri Lanka Qualifications Framework (SLQF), in terms of the design and delivery, in order to secure certification of compliance or attestation of equivalency of each qualification.

In addition, this manual is intended to help authorities to assess and determine the SLQF levels of qualifications, identify the gaps and recommend required changes/improvements in the design and delivery of curricula to comply with SLQF requirements, and to guide academics involved in curriculum design, development and revision to design new curricula or make changes in ongoing curricula to ensure compliance.

The manual serves the above purpose as an interim measure until the SLQF certification process is fully integrated into the approval process for programmes of study that lead to qualifications of SLQF Level 5 and above. However, it will continue to be used for qualifications of SLQF Level 4 or below, and in cases where universities/ HEIs wish to seek SLQF level certification independent of programme review. In addition, this manual is intended to serve as a guide for those who design, review, and revise the curricula of the study programmes offered by universities/ HEIs.

## **Target Audience**

This manual is meant primarily for academics at universities and other institutions of higher education who are involved in curriculum design, review, and revision. It is intended to help them design new curricula in accordance with the requirements of the SLQF, review the extent to which the design and delivery of programmes currently conferring qualifications comply with the SLQF requirements, and take the necessary steps to ensure consistency of qualifications when revising curricula.

The manual is essential reading for members of the Centres for Quality Assurance (CQA) and members of the Faculty Quality Assurance Cells (FQACs)/ divisions in universities/HEIs. It will help them assist academics involved in curriculum design, review and/or revision, and in implementation, to take the necessary steps to ensure compliance with SLQF requirements.

In addition, it will be a useful guide for senate subcommittees responsible for reviewing and recommending curricula for degree programmes to verify and ensure that the

design of the degree programme is consistent with SLQF requirements when making a recommendation for senate approval.

Furthermore, it will be a valuable reference point and guide for the QA Standing Committee and other subject-based Standing Committees of the UGC for verification of claims made by the state universities regarding the SLQF level of qualifications offered and to grant approval for the study programmes to be offered by the state universities in Sri Lanka.

The manual will be an essential tool for the credential evaluators to efficiently and effectively assess the compliance of curricula with SLQF requirements and make recommendations to the SLQF Level Certification Committee of UGC.

### **Manual Preparation Process**

As the first step in preparing a manual that can be used as a guide for assessing/determining the SLQF levels of qualifications offered by Sri Lankan universities/HEIs, a five-member team of experts who authored this manual was appointed by the UGC. The team thoroughly scrutinized the *Application form for Certification of Sri Lanka Qualification Level of an Approved Qualification* that had previously been developed by the UGC Standing Committee on QA. The changes required to obtain information from stakeholders on the design and delivery of a qualification that meets the requirements of the SLQF were incorporated, and a draft revised application form was formulated.

The amended draft of the application form was distributed to the faculties of several universities which award undergraduate and postgraduate qualifications in arts, humanities and social sciences, commerce and management, science and technology, agriculture, engineering, and medicine to test its applicability and usability. The draft application form was revised in light of the responses received. The final version of the application is included in Chapter 2.2 of this manual.

The team of experts outlined the content of the manual and jointly drafted, reviewed, and finalized the other chapters.

### **Organization of the Manual**

This manual is organized into three Chapters and an Appendix.

Chapter One provides an overview of the Sri Lanka Qualifications Framework (SLQF), its purpose and the scope of certification for various qualification levels.

Chapter Two on Application Procedure and Guidelines provides information on submission of an application, guidelines to complete an application form, and required supporting documents.

Chapter Three titled Certification Process, covers a variety of topics including the steps involved in certification of SLQF Level or attestation of equivalence of a qualification; the composition and functions of the SLQF Level Certification Committee; formation, composition and role of SLQF review panel, site visit for certification; process of awarding certification, appeal procedure for reconsideration and the process of informing the public.

The appendices include,

- Appendix 1. The application for retrospective attestation of the SLQF Level of an Approved Qualification
- Appendix 2. Template for the report of the SLQF Certification Committee on Certification of SLQF Level Compliance of an approved qualification
- Appendix 3. Template for the report of SLQF Certification Committee on Attestation of SLQF level equivalence of an approved qualification.



## **Chapter One**

### **Certification of SLQF Level of Approved Qualifications: Rationale and Scope**

#### **1.1 Background and Purpose of Sri Lanka Qualifications Framework**

The growing trend of learners and academics moving between different countries has meant that national higher education systems increasingly need to adapt to and support these changes. The Sri Lanka Qualifications Framework (SLQF) is a framework that aims to improve the quality of higher education and vocational training through the recognition and accreditation of qualifications offered by different institutions and plays a critical role in providing learners with a transparent and coherent framework for pursuing their lifelong learning goals. Overall, the SLQF is an essential component of the higher education sector's efforts to meet the needs of learners and academics in an increasingly globalized world.

The SLQF identifies the different levels at which qualifications are offered throughout Sri Lanka's higher education sector. It helps to interpret qualifications and assess the relative position of a qualification within the framework. This enables learners to make informed decisions about the qualifications they wish to acquire.

The SLQF establishes the broad levels of competencies expected of holders of the various qualifications. The minimum requirements for access to each qualification and the possible progression routes are also set out in the SLQF. This facilitates recognition of prior learning and credit transfer, and helps with combining qualifications (e.g., nested qualifications) and advancement within the higher education system. The SLQF contributes to vertical mobility in higher education and promotes lifelong learning by identifying pathways for accessing different qualifications.

The SLQF recognizes outcomes achieved after formal secondary education. It integrates the National Vocational Qualification Framework (NVQF) developed by the Tertiary and Vocational Education Commission (TVEC) and establishes flexible pathways that support lateral mobility between vocational education and higher education by providing a basis for recognition of prior learning and credit transfer.

The SLQF promotes national and international recognition of qualifications offered in Sri Lanka and assists in the assessment of qualifications obtained from foreign institutions. The SLQF also contributes significantly to strengthening the quality assurance mechanisms of the entire higher education sector in Sri Lanka.

The first version of the Sri Lanka Qualifications Framework was published by the Ministry of Higher Education (MoHE) in 2012. It was revised and updated in 2015, but

the key features proposed in the first version of the SLQF to determine the level of a qualification remained unchanged.

## **1.2. Implementation and Improvements made**

The implementation of SLQF 2015 by the state universities under the purview of University Grants Commission was required by the Commission Circular No. 05/2013 (i) of UGC dated 25.08.2017. All non-state higher education institutions (NSHEIs) offering degree programmes approved by the MoHE were also required to implement SLQF 2015 through a letter issued by the Specified Authority/Standing Committee on Accreditation and Quality Assurance (SCAQA) to all chief executive officers of NSHEIs with degree awarding status (Ref. No. HE /NS/03/220, dated 14.09.2016).

In response to questions raised by the academic community in state and non-state higher education institutions regarding interpretation and clarification of the SLQF 2015, a set of Frequently Asked Questions (FAQs) was developed in 2019 for easy reference by users (<https://www.eugc.ac.lk/qac/slqf.html>). These FAQs are primarily intended to provide further clarification, but some of them override statements in the SLQF 2015.

## **1.3. Rationale for Certification of SLQF Level of Qualifications**

Currently, there is no process in place to verify and validate the SLQF level of qualifications offered by higher education institutions. Therefore, a procedure is being established by the Standing Committee on Quality Assurance to review state universities regarding the SLQF level of qualifications offered. This manual provides necessary guidelines to assess and determine the SLQF levels of the qualifications.

## **1.4. Scope of Certification of SLQF Level of Qualifications**

Certification of a SLQF level will be restricted to qualifications awarded by state universities under the UGC, as the authority of the UGC is limited to these higher education institutions. Universities may request certification of formal qualification placed at SLQF Level 3 and above.

Certification of the SLQF Level will be applicable only to study programmes introduced or revised after January 1, 2016, to ensure compliance with SLQF 2015. The certification process will not be applicable to qualifications awarded for programmes of study designed and approved prior to January 1, 2016, but not revised in accordance with the SLQF because they are no longer offered. However, such programmes may be considered for attestation of SLQF Level *equivalency* in terms of minimum admission requirements, programme duration, major component of the curriculum, mode of delivery and assessment methods. This certifies that a particular qualification awarded for a programme of study designed prior to January 1, 2016, including any programme of study no longer offered, is academically equivalent to a comparable SLQF-compliant qualification.

## Chapter Two

### Application Procedure and Guidelines

#### 2.1 Submission of an Application

Requests for SLQF Certification or Attestation of Equivalence should be directed to the Director of QAC. Every faculty/ institute needs to submit requests for SLQF Certification or Attestation of Equivalence of all programs offered by it simultaneously. If any required information is lacking or inadequate in the application, the QAC reserves the right to request additional data before commencing the review process.

#### 2.2 The Application Form

Requests for SLQF Level certification should be submitted using the format shown below, which the UGC shall make accessible to the public through its website.

The format of an application for attestation of equivalence of a programme approved by the UGC prior to 1 January 2016 is provided in Appendix 1 of this Manual.

#### UNIVERSITY GRANTS COMMISSION

#### APPLICATION FOR CERTIFICATION OF SLQF LEVEL OF AN APPROVED QUALIFICATION

**(for current programmes of study, commenced or revised after 1 January 2016)**

Prior to completion of this application, applicants are advised to conduct a self-evaluation. The information provided here should be with respect to the SLQF-compliant version of the programme of study.

A Faculty should complete a separate application for each programme of study offered by the Faculty and submit all applications together.

<b>1</b>	<b>Name of qualification</b>		
	<b>1.1</b>	Full name in English	
	<b>1.2</b>	Full name in Sinhala	
	<b>1.3</b>	Full name in Tamil	
	<b>1.4</b>	Abbreviation in English	



<b>2</b>	<b>SLQF 2015 level claimed by applicant</b>		
<b>3</b>	<b>Awarding entity</b>		
	<b>3.1</b>	University	
	<b>3.2</b>	Campus / Faculty/ Institute	
	<b>3.3</b>	Department(s) (if applicable)	
<b>4</b>	<b>Dates</b>		
	<b>4.1</b>	When was this qualification first awarded? (Year of award) -	
	<b>4.2</b>	When was the programme of study made compliant with SLQF 2015? <i>(Attach copies of supporting evidence as <b>Annex 1</b>, certified by the Registrar of your university)</i>	
		a. Senate approval	Meeting number: ..... Date: ...../...../..... Minute number: .....
		Evidence attached: Yes <input type="checkbox"/> No <input type="checkbox"/>	
		b. Council approval	Meeting number: ..... Date: ...../...../..... Minute number: .....
	Evidence attached: Yes <input type="checkbox"/> No <input type="checkbox"/>		
c. UGC approval <i>(Refer Note 1 for explanation)</i>	If applicable, date of approval by UGC Date: ...../...../.....		
Evidence attached: Yes <input type="checkbox"/> No <input type="checkbox"/>			
<b>4.3</b>	When was the first intake of students to the SLQF-2015 compliant curriculum? (Calendar year and month)		
<b>5</b>	<b>Qualification descriptors of programme of study</b>		
	<b>5.1</b>	<b>Admission requirements:</b>	

	<b>Self-evaluation of compliance with the SLQF requirement on minimum admission:</b> (Refer Table 3 of SLQF 2015)		
	<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>
	Minimum admission requirement as per SLQF	Existing admission requirements of the programme of study	Self-evaluation of compliance ( <i>or non-compliance</i> ) of existing admission requirements stated in Column 2 with the minimum admission requirements of SLQF given in Column 1
<b>5.2</b>	<b>Volume of Learning</b> ( <i>Refer Note 1 of Guidelines for explanation</i> ): <b>Duration of study (select the most suitable parameter):</b> <p style="text-align: center;">..... Semesters/ .....Terms/-----Years</p> <b>Self-evaluation of volume of learning required:</b>		
	<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>
	Volume of learning required as per SLQF	Existing volume of learning of the programme of study	Self-evaluation of compliance of volume of learning of each component of the study programme (in credit/years) with the SLQF requirement on volume of learning given in Column 1

<b>5.3</b>	<b>Purpose and scope of qualification:</b> <i>(Refer Note 2 of Guidelines for an example):</i>																		
	<b>Column 1</b>  Purpose and scope as stated in SLQF	<b>Column 2</b>  The information relevant to purpose and scope as given in the approved curriculum document	<b>Column 3</b>  Self-evaluation of compliance of the information provided in Column 2 with the SLQF requirement on purpose and scope of qualification given in Column 1																
<b>5.4</b>	<b>Attributes of qualification holders:</b> <i>(Refer Note 3 of Guidelines for an example):</i>																		
	<b>Column 1</b>  Attributes of the qualification holder as stated in SLQF	<b>Column 2</b>  Attributes of the qualification holder as given in the approved curriculum document	<b>Column 3</b>  Self-evaluation of compliance of attributes indicated in Column 2 with the SLQF requirement on attributes of the qualification holder in Column 1																
			<table border="1"> <thead> <tr> <th>SLQF Attribute No.</th> <th>Matching graduate attributes given in Column 2</th> </tr> </thead> <tbody> <tr><td>1)</td><td></td></tr> <tr><td>2)</td><td></td></tr> <tr><td>3)</td><td></td></tr> <tr><td>4)</td><td></td></tr> <tr><td>5)</td><td></td></tr> <tr><td>6)</td><td></td></tr> <tr><td>7)</td><td></td></tr> </tbody> </table>	SLQF Attribute No.	Matching graduate attributes given in Column 2	1)		2)		3)		4)		5)		6)		7)	
	SLQF Attribute No.	Matching graduate attributes given in Column 2																	
	1)																		
	2)																		
	3)																		
	4)																		
	5)																		
	6)																		
7)																			

6	<b>Level descriptors of programme of study</b>				
	6.1	<b>Programme learning outcomes (PLOs):</b> <i>(Refer Note 4 of Guidelines for an example):</i>			
<b>Column 1</b>  12 Categories of learning outcomes of the respective level as stated in SLQF (Refer Table 4 of SLQF 2015)	<b>Column 2</b>  PLOs as stated in the approved curriculum document	<b>Column 3</b>  Mapping of PLOs given in Column 2 with 12 categories of SLQF learning outcomes stated in Column 1			
		<b>SLQF LO No.</b>	<b>Matching PLOs given in Column 2</b>		
		1	2		
		2			
		3			
		4			
		5			
		6			
		7			
		8			
		9			
		10			
		11			
		12			
6	<b>6.2 Programme Structure:</b>				
	Append as <b>Annex 2</b> , using the format given below. Insert as many rows as required.				
	<b>Semester</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Value</b>	<b>Status (Compulsory /Optional)</b>
	1.				
	2.				
3.					

		4.				
	<b>6.3</b>	<b>Learning outcomes for each course unit / module</b> ( <i>Refer Note 5 of Guidelines</i> )				
		Complete the tables given in the Annexure to this application form, with the information relevant to each course unit / module that has been listed in Section 6.2 above. Append as <b>Annex 3</b> to your application.				
<b>7</b>	Signature of Dean / Director and official stamp					
<b>8</b>	Recommendation and signature of the University's Director CQA, with official stamp					
<b>9</b>	Signature of Vice Chancellor and official stamp					
<b>10</b>	Date of Vice-Chancellor's signature			...../...../.....		

**ANNEXURE. LEARNING OUTCOMES AT COURSE UNIT / MODULAR LEVEL**

**Section A.** Complete the table given below for each individual course unit / module listed in Section 6.3 of your application. Add as many rows as may be required. One Course Learning Outcome (CLO) may address more than one Program Learning Outcomes (PLOs) or vice versa.

*(You may refer to Note 5 of Guidelines to get further understanding to complete this task.)*

<b>Semester and Level</b>	
<b>Course Code</b>	
<b>Course Title</b>	
<b>Credit value</b>	
<b>Core/Optional</b>	
<b>Prerequisites</b>	

<b>Course Aims<sup>1</sup></b>					
<b>PLOs addressed by course<sup>2</sup></b>	<ul style="list-style-type: none"> <li>• PLO 1:</li> <li>• PLO 2:</li> <li>• ....</li> <li>• ....</li> <li>• PLO n:</li> </ul>				
<b>Course Learning Outcomes (CLO)<sup>3</sup></b>	The students should be able to: <ul style="list-style-type: none"> <li>• CLO 1:</li> <li>• CLO 2:</li> <li>• ...</li> <li>• ...</li> <li>• CLO m:</li> </ul>				
<b>Content (Main topics, sub topics)<sup>4</sup></b>	<b>Topic 1/Lesson 1:</b> <b>Topic 2/Lesson 2:</b> ..... <b>Topic r/Lesson r:</b>				
<b>Teaching Learning methods<sup>5</sup></b>	<b>TL1:</b> <b>TL2:</b> <b>TL3:</b>				
<b>Assessment methods<sup>7</sup></b>	<b>A1:</b> <b>A2:</b> <b>A3:</b>				
<b>Hourly breakdown<sup>6</sup></b>	<b>Lectures</b>	.... hours			
	<b>Practical Classes/Tutorials</b>	.... hours			
	<b>Independent Learning</b>	.... hours			
	<b>Assessments</b>	.... hours			
	<b>Total</b>	.... hours			
<b>Summarized Information</b>					
<b>Topics/Lessons<sup>4</sup></b>	<b>Course Learning Outcomes (CLO)<sup>3</sup></b>	<b>Teaching and learning methods (TLM)<sup>5</sup></b>	<b>Assessment methods (AM)<sup>7</sup></b>	<b>Time duration<sup>6</sup> (Teaching &amp; Learning, Assessment)</b>	<b>Program Learning Outcomes<sup>2</sup> addressed</b>
Topic 1 /Lesson 1.1				.... hours	
Topic 2 /Lesson 1.2				.. hours	
Topic 3/Lesson1.3				... hours	
Topic 1 /Lesson 1.1				.... hours	
Topic 2 /Lesson 1.2				.. hours	

<sup>1</sup>**Course aims** - Overall course aims should be expressed in terms of the scope of the course or purpose of the course, in relation to its contribution to programme specific graduate attributes; i.e. what would be taught in the course and why is it being taught.

<sup>2</sup>**Programme Learning Outcomes (PLOs) addressed** – List the PLOs addressed by the course.

<sup>3</sup>**Course Learning Outcomes (CLO) from the course** - CLOs present what the student will achieve at the end of the course. The CLOs must be written in conformity with guidelines prescribed by an established educational taxonomy such as Blooms Taxonomy.

The CLOs should be mapped/aligned to the programme learning outcomes, SLQF level descriptors and with the topic/lesson, Teaching and Learning methods and Assessment methods of the course.

**4Course Content:** List the main topics or lessons that would form the course

**5,6Teaching and learning methods (TLM) and time allocation -** Explain the methods that will be used, such as lectures, discussion sessions, information collection from different resources, practical research assignments, field assignments, case studies, etc. in delivering the course, and time allocation to facilitate achieving the relevant PLOs and SLQF level descriptors.

**7,6 Assessment Methods (AM) and time allocation -** Write down the **formative and summative assessment methods** that will be used and time allocation for each.

e.g.:

Formative:

- In-course assessments – Quizzes, MCQs, Short Essay Questions (SEQs), Long Essay Questions (LEQs) etc.
- Other forms of assessment – e.g. Group work, reports, discussions, laboratory/field practical reports, etc.).

Summative:

- Written examinations
- Practical or Clinical Test/Examination
- Viva Voce/Oral

**Section B.** Summarize the SLQF learning outcomes achieved in the overall programme of study (according to the programme structure given in section 6.2 of your application, showing the respective CLOs, TLMs and AMs in the appropriate cell in the following table. Add as many rows as necessary.

*NOTE: Use the example template given below as a guide to complete Section B for your study programme. You can use your own terminology and abbreviations to complete the table if they are not covered within the TLMs and AMs in Section A above.*

Semester	Course\Module Code	CLO, TLM and AM	Categories of Learning Outcomes											
			1. Subject / Theoretical Knowledge	2. Practical Knowledge and Application	3. Communication	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	10. Attitudes, Values and Professionalism	11. Vision for Life	12. Updating Self / Lifelong Learning
			PLO?	PLO?	PLO?	PLO?	PLO?	PLO?	PLO?	PLO?	PLO?	PLO?	PLO?	PLO?
<b>1</b>	XXX1101	CLO	1, 2, 3, 4	1, 2, 3	3, 4	3, 4	3, 4, 7	2, 7	1, 2	3, 4				3, 4, 7
		TLM	OL, L, RE, RF	RF	GP,	GP	ES, SEQ, MCQ, A, RE	OL	OL	GP				A, RP, RF

		AM	A, MCQ	PJ	GP, P, VV	GP, A, P	ES, SEQ, MCQ, A, RE	PJ	OL	GP				A, RP, RF
	XXX1202	CLO												
		TLM												
		AM												
<b>2</b>														

Notes:

- CLO : Course Learning Outcome
- TLM : Teaching & Learning Methods
- AM : Assessment Methods
- RE : Reports
- L : Lecture
- OL : Online Activities
- RF : Reference work
- IV : Industrial Visit
- RP : Research Project
- PJ : Project
- SE : Seminars
- GP : Group Project
- MCQ : Multiple Choice Questions
- SEQ : Structured Essay Questions
- ES : Essay Questions
- P : Presentations
- VV : Viva Voce
- A : Assignment
- PT : Practical



## 2.3 Guidelines to Complete an Application Form

Notes with supplementary instructions on how to complete the application detailed in the preceding section of this Manual are provided in this section. They are intended to facilitate the submission of an accurately perfected application.

### Note 1: 5.2 Volume of learning of the study programme:

SLQF Level	Minimum Volume of Learning for the Award as per SLQF	Programme Component/s	Volume of learning in the study programme (in credit/years) <i>(to be filled by the applicant)</i>
12	Minimum 3 years of fulltime or equivalent time of original research after SLQL 6 or above	Research	
11	Minimum 2 years of fulltime or equivalent time of original research after SLQL 6 or above	Research	
10	60 credits after SLQL 5 or SLQL 6 including a research component of minimum 15 credits	Coursework	
		Research	
9	30 credits after SLQL 5 or SLQL 6 including guided independent study equivalent to a minimum of 5 credits.	Coursework	
		Independent Study	
8	25 credits after SLQL 5 or SLQL 6 including some independent studies	Coursework	
		Independent Study	
7	20 credits after SLQL 5 or SLQL 6	Coursework	
6	120 credits after SLQL 2 including a research component having not less than a total of at least 6 credits of SLQ level 6	Coursework	
		Undergraduate Research	
5	90 credits after SLQL 2	Coursework	
4	60 credits after SLQL 2	Coursework	
3	30 credits after SLQL 2	Coursework	

**Note 2: 5.3 Purpose and scope of qualification: An example of an SLQF Level 6 qualification**

<p align="center"><b>Column 1</b></p> <p align="center">Purpose and scope as stated in SLQF</p>	<p align="center"><b>Column 2</b></p> <p align="center">The information relevant to requirements specified in Column 1 as given in the approved curriculum document</p>	<p align="center"><b>Column 3</b></p> <p align="center">Self-evaluation of compliance of the information provided in Column 2 with the SLQF requirement on purpose and scope of qualification given in Column 1</p>
<p>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.</p> <p>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.</p> <p>This qualification demands a high level of theoretical engagement and intellectual independence.</p> <p>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.</p>	<p><b>Programme Aim:</b> To provide an integrated education and training in the field of medical laboratory sciences to suit the healthcare and research needs of industrial and commercial sectors and to prepare the students for lifelong independent learning, career development and postgraduate studies.</p> <p><b>Programme Objectives:</b> The objectives of the Programme are;</p> <ul style="list-style-type: none"> <li>• Provide theoretical knowledge in relevant fields of Medical Laboratory Sciences highlighting the latest advancements and trends in the field.</li> <li>• Facilitate students to develop practical skills in a standardized laboratory environment, adhering to standard operating procedures and safety guidelines.</li> <li>• Enable students to understand the importance of quality assurance and train them to apply quality assurance guidelines in laboratory practice.</li> <li>• Develop committed medical laboratory scientists with humane qualities who demonstrate ethical and professional behavior and practices.</li> <li>• Provide opportunities to develop skills such as leadership and communication enabling students to play an important role in the healthcare team.</li> <li>• Provide opportunity to develop critical analytical thinking and problem-solving skills to enable students to overcome problems and find creative solutions.</li> <li>• Train students in developing and conducting research studies</li> </ul>	<p>The subject area specific programme aims and objectives stated in Column 2 along with 8-credits research component easily meet the generic SLQF requirements listed in Column 1.</p>

	<p>to empower them to contribute in the continuous advancement of the medical laboratory sciences and related fields, through research and innovation.</p> <ul style="list-style-type: none"> <li>• Encourage students to engage in lifelong learning and continuous professional development with the intention of providing a better service to the community through personal development.</li> </ul> <p><b>Research Component</b> This programme includes a research component of 8 credits represented by course code.....</p>	
--	---	--

**Note 3 - 5.4 Attributes of qualification holders: An example of an SLQF Level 6 qualification**

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>																
Attributes of the qualification holder as stated in SLQF	Attributes of the qualification holder as given in the approved curriculum document	Self-evaluation of compliance of attributes indicated in Column 2 with the SLQF requirement on attributes of the qualification holder in Column 1																
<p>The qualifications holders:</p> <ol style="list-style-type: none"> <li>1) Should be able to construct and sustain arguments</li> <li>2) Should be able to solve problems using appropriate ideas and techniques in a professional context</li> <li>3) Should be able to demonstrate thorough and systematic understanding of core aspects of the subject of study.</li> <li>4) Should be able to accurately use the established techniques of analysis within that discipline</li> <li>5) Should be able to clearly communicate information, ideas, issues, problems and solutions to specialist as well as non-specialist audiences</li> <li>6) Should be able to ready to exercise initiative, identify situations they need support from others</li> <li>7) Should be able to prepare to carry out further training and manage own learning</li> </ol>	<p>Graduate Attributes</p> <ol style="list-style-type: none"> <li>a) Knowledge, understanding and skills in the discipline</li> <li>b) Professional competence in the application of theory into practice</li> <li>c) Capacity for enquiry and research</li> <li>d) Capacity for critical thought, creativity and problem solving</li> <li>e) Effective communication and collaboration</li> <li>f) Information and IT literacy</li> <li>g) Ethically responsive social and professional conduct</li> <li>h) Personal and professional development through lifelong learning</li> </ol>	<table border="1"> <thead> <tr> <th><b>SLQF Attribute No.</b></th> <th><b>Matching graduate attributes given in Column 2</b></th> </tr> </thead> <tbody> <tr> <td>1)</td> <td>a)</td> </tr> <tr> <td>2)</td> <td>b) and d)</td> </tr> <tr> <td>3)</td> <td>b) and c)</td> </tr> <tr> <td>4)</td> <td>b)</td> </tr> <tr> <td>5)</td> <td>e) ad f)</td> </tr> <tr> <td>6)</td> <td>b)</td> </tr> <tr> <td>7)</td> <td>h)</td> </tr> </tbody> </table>	<b>SLQF Attribute No.</b>	<b>Matching graduate attributes given in Column 2</b>	1)	a)	2)	b) and d)	3)	b) and c)	4)	b)	5)	e) ad f)	6)	b)	7)	h)
<b>SLQF Attribute No.</b>	<b>Matching graduate attributes given in Column 2</b>																	
1)	a)																	
2)	b) and d)																	
3)	b) and c)																	
4)	b)																	
5)	e) ad f)																	
6)	b)																	
7)	h)																	

**Note 4 - 6.1 Program learning outcomes (PLOs): An example of an SLQF Level 6 qualification**

Column 1	Column 2	Column 3																										
<p>12 Categories of learning outcomes of the respective level as stated in SLQF (Refer Table 4 of SLQF 2015)</p> <p><b>SLQF LO 1: Subject / Theoretical Knowledge</b> Demonstrate an advanced knowledge and understanding of the core aspects of the area of study. Critically Analyze data, make judgments and propose solutions to problems</p> <p><b>SLQF LO 2: Practical Knowledge and Application</b> 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.</p> <p><b>SLQF LO 3: Communication</b> Communicate/present information, ideas, issues and solutions efficiently and effectively. Demonstrate awareness of the current developments in the area of study.</p> <p><b>SLQF LO 4: Teamwork and Leadership</b> Exercise personal/team responsibility, and leadership in the professional environment/work place.</p> <p><b>SLQF LO 5: Creativity and Problem Solving</b> Construct and sustain arguments and use these arguments, ideas and techniques in problem solving for a given situation.</p> <p><b>SLQF LO 6: Managerial and Entrepreneurship</b> Take initiative, assume personal responsibility and demonstrate accountability and ability to instill entrepreneurship.</p> <p><b>SLQF LO 7: Information Usage and Management</b></p>	<p>PLOs as stated in the approved curriculum document</p> <p><b>PLO 01: Academic expertise -</b> Exhibit up-to-date and comprehensive scientific knowledge and understanding in the field of medical laboratory sciences</p> <p><b>PLO 02: Practical competence</b> – Apply knowledge in scientific theories, principles, quality assurance and safety guidelines to practice and demonstrate practical expertise in the field of medical laboratory sciences.</p> <p><b>PLO 03: Effective communication and networking</b> - Practice communication and networking effectively to develop productive relationships within and outside the healthcare environment and to enable administrative, consultative and educational interactions.</p> <p><b>PLO 04: Teamwork and leadership</b> – Demonstrate capability of working efficiently as a team member and a team leader to establish and achieve common missions and purposes and to direct and collaborate with others while understanding, appreciating and motivating them.</p> <p><b>PLO 05: Creativity and problem solving</b> - Act creatively demonstrating critical thinking and problem-solving abilities in finding solutions to problems encountered, in making improvements and in research and innovations.</p> <p><b>PLO 06: Managerial and entrepreneurship skills</b> - Demonstrate management skills and entrepreneurial competencies in achieving organizational or business goals.</p> <p><b>PLO 07: Information and data management skills</b> - Demonstrate abilities in collection, analysis, presentation</p>	<p>Mapping of PLOs given in Column 2 with 12 categories of SLQF learning outcomes stated in Column 1</p> <table border="1" data-bbox="1018 479 1378 1279"> <thead> <tr> <th>SLQF LO No.</th> <th>Matching PLO given in Column 2</th> </tr> </thead> <tbody> <tr><td>1</td><td>PLO 1</td></tr> <tr><td>2</td><td>PLO 2</td></tr> <tr><td>3</td><td>PLO 3</td></tr> <tr><td>4</td><td>PLO 4</td></tr> <tr><td>5</td><td>PLO 5</td></tr> <tr><td>6</td><td>PLO 6</td></tr> <tr><td>7</td><td>PLO 7</td></tr> <tr><td>8</td><td>PLO 8</td></tr> <tr><td>9</td><td>PLO 8 and PLO 9</td></tr> <tr><td>10</td><td></td></tr> <tr><td>11</td><td></td></tr> <tr><td>12</td><td></td></tr> </tbody> </table>	SLQF LO No.	Matching PLO given in Column 2	1	PLO 1	2	PLO 2	3	PLO 3	4	PLO 4	5	PLO 5	6	PLO 6	7	PLO 7	8	PLO 8	9	PLO 8 and PLO 9	10		11		12	
SLQF LO No.	Matching PLO given in Column 2																											
1	PLO 1																											
2	PLO 2																											
3	PLO 3																											
4	PLO 4																											
5	PLO 5																											
6	PLO 6																											
7	PLO 7																											
8	PLO 8																											
9	PLO 8 and PLO 9																											
10																												
11																												
12																												

<p>Thorough in transferable skills related to ICT and information literacy.</p> <p><b>SLQF LO 8: Networking and Social Skills</b> Ability to work in teams, give leadership and promote social engagement.</p> <p><b>SLQF LO 9: Adaptability and Flexibility</b> Analyze and devise appropriate strategies for adapting to changing environments.</p> <p><b>SLQF LO 10: Attitudes, Values and Professionalism</b> Exercise initiative, personal responsibility and accountability in tasks performed. Demonstrate positive attitudes and social responsibility.</p> <p><b>SLQF LO 11: Vision for Life</b> 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.</p> <p><b>SLQF LO 12: Updating Self / Lifelong Learning</b> 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.</p>	<p>and management of data with the use of traditional and modern methods while ensuring safety, confidentiality and security of data.</p> <p><b>PLO 08: Ethical professional behaviour</b> - Perform duties and responsibilities demonstrating an understanding of ethical behaviour and professional standards.</p> <p><b>PLO 09: Self-management and lifelong learning</b> - Develop a vision to direct life through reflective practice and lifelong learning, exhibit ability to adapt and respond to changing and challenging situations in personal and professional life.</p>	
--	--	--

**Note 5 - 6.3 Learning outcomes for each course unit / module:** *An example of course unit*

<b>Semester and Level</b>	Semester 1- Year 1
<b>Course Code</b>	XYZ1400
<b>Course Title</b>	Basics for Medical Laboratory Sciences
<b>Credit value</b>	04
<b>Core/Optional</b>	Core
<b>Prerequisites</b>	None

<b>Course Aim/s.</b>	To provide basic knowledge on structural and functional aspects of a medical laboratory				
<b>POs addressed by course</b>	<ul style="list-style-type: none"> <li>• <b>PLO 01:</b> Academic Expertise</li> <li>• <b>PLO 02:</b> Practical Competence</li> <li>• <b>PLO 07:</b> Information and Data Management Skills</li> </ul>				
<b>Course Learning Outcomes (CLO)</b>	<p>The students should be able to:</p> <ul style="list-style-type: none"> <li>• <b>CLO 1:</b> Recognize glassware, plastic ware, equipment, reagents and consumables used in the laboratory and describe principles and uses of different laboratory instruments. (PLO 1)</li> <li>• <b>CLO 2:</b> Explain theories behind chemical reactions used in laboratory investigations. (PLO 1)</li> <li>• <b>CLO 3:</b> Explain hazards that can take place in a laboratory, management of these hazards and to discuss the safety precautions. (PLO 1)</li> <li>• <b>CLO 4:</b> Perform basic chemical investigations. (PLO 2)</li> <li>• <b>CLO 5:</b> Describe the basic statistical parameters that are needed for the interpretation of test and quality control results. (PLO 7)</li> <li>•</li> </ul>				
<b>Content (Main topics, sub topics)</b>	<p><b>Topic 1: Introduction to medical laboratory</b> - Medical laboratory, Laboratory items including instruments, Glassware and plastic ware</p> <p><b>Topic 2: Laboratory equipment</b> – Basic principles of physics for laboratory instrumentation, Microscope, Centrifuge, Pipettes, Spectrophotometer and Colorimeter, Balances, Shakers and Mixers, Instruments for sterilization, other laboratory equipment</p> <p><b>Topic 3: Basic Chemistry</b> – Atoms, ions and molecules, Pure substances and substance mixtures, Chemical reactions, Properties of solutions, Solutions &amp; ionic reactions, Volumetric analysis, Radioactivity, Electrochemistry &amp; Thermochemistry</p> <p><b>Topic 4: Safety in the laboratory</b> – Hazards in laboratory and safety measures, Safe handling of chemicals, Prevention of laboratory infections</p> <p><b>Topic 5: Basic Statistics in medical laboratory</b> – Mean, Median and Mode, Standard deviation and Coefficient of variation</p>				
<b>Teaching Learning methods</b>	<p><b>TL1:</b> Lectures</p> <p><b>TL2:</b> Self- learning: Course material in print, Online components, Recommended readings</p> <p><b>TL3:</b> Compulsory contact sessions: Laboratory classes</p> <p><b>TL4:</b> Non-compulsory contact sessions</p>				
<b>Assessment methods</b>	<p><b>A1:</b> Continuous assessments</p> <p><b>A2:</b> Practical test</p> <p><b>A3:</b> Final Assessment</p>				
<b>Hourly breakdown</b>	<b>Lectures</b>	45 hours			
	<b>Practical Classes</b>	30 hours			
	<b>Independent Learning</b>	120 hours			
	<b>Assessment</b>	Continuous assessments = 2 hours, Practical test = 2 hours, Final Assessment = 2 hours			
	<b>Total</b>	201 hours			
<b>Summarized Information</b>					
<b>Topics/Lessons</b>	<b>Course Learning Outcomes (CLO)</b>	<b>Teaching and learning methods (TLM)</b>	<b>Assessment methods (AM)</b>	<b>Time duration (Teaching &amp; Learning, Assessment)</b>	<b>Program Learning Outcomes (PLO) addressed</b>
Topic 1	CLO 1	TL1 & TL2	A1 & A3	.... hours	PLO 1
Topic 2	CLO 2	TL1	A1	.. hours	PLO 1
Topic 3	CLO 3, CLO4	TL3	A2	... hours	PLO 1
Topic 4	CLO 4	TL3	A1 & A3	.... hours	PLO 1, PLO 2
Topic 5	CLO5	TL1 & TL4	A1 & A3	.. hours	PLO 1

## **2.4 Required Supporting Documents**

1. Approved curriculum (programme description) related to the programme of study.
2. Copy of the academic transcript relating to the qualification.
3. Copy of the certificate relating to the qualification.

## **Chapter Three**

### **Certification Process**

#### **3.1. Steps involved**

The standard procedure for certification or attestation of the equivalence of SLQF level of qualifications shall involve the following steps:

- Step 1 The University shall submit application(s) to the UGC, seeking certification of the SLQF level of particular programme(s) of study. Kindly refer to the Note provided below.
- Step 2 The application shall be considered by the SLQF Certification Committee.
- Step 3 The SLQF Certification Committee shall designate an SLQF Review Panel.
- Step 4 The SLQF Review Panel shall scrutinize the application and conduct a site visit if necessary.
- Step 5 The SLQF Review Panel shall furnish a report to the SLQF Certification Committee.
- Step 6 The SLQF Certification Committee shall provide recommendations to the UGC grounded on the report.
- Step 7 The UGC shall officially endorse the recommendation of the Committee.
- Step 8 The QAC shall issue the certificate to the university while the UGC shall notify the public via a database accessible on the website.

*Note:*

- 1. The claimed SLQF Level can be verified during the Programme Review process for which the relevant manual has provisions, if the request has been made for SLQF certification by the study programme. Thereafter certification will be issued by the UGC.
- 2. The qualifications claimed to be at SLQF Levels 3 & 4 will be certified only after a site visit.

#### **3.2. SLQF Level Certification Committee**

##### ***3.2.1. Composition of the SLQF Level Certification Committee***

The SLQF Level Certification Committee shall comprise of a group of seven (7) persons, presided over by a Commission member who chairs the UGC Standing Committee on



Quality Assurance. Additionally, the Director of the Quality Assurance Council of the UGC shall be deemed an ex-officio member of the Committee. The remaining members of the Committee shall be appointed by the Commission from a pool of highly experienced university academics with no less than five years of participation in national level quality assurance activities organized by the QAC. The Administrative Officer (Deputy Secretary, Senior Assistant Secretary or Assistant Secretary) of the QAC shall serve as both the convener and secretary of the Committee.

### ***3.2.2. Mandate of the Certification Committee***

The appointed members of the Committee shall occupy their posts for a period of three years, with the possibility of extending their term for an additional three years. The Committee shall convene at least six times annually, either in-person or virtually, with a minimum of half of its members present, to proceed with meetings.

As needed, the Committee may invite additional members with expertise in relevant subject/ discipline to participate as special invitees.

The role of the SLQF Certification Committee shall be to evaluate applications submitted by state universities under the auspices of the UGC for certification of the SLQF Level of the qualifications proffered by said universities/ institutions.

To help in this task, the Committee shall appoint panels of experts (Review Panels) to assess the applications and conduct site visits when necessary.

The Committee shall also be tasked with offering recommendations to the UGC based on these assessments. Additional information regarding the certification process is explained in the Section 3.5.

## **3.3. SLQF Review Panel**

### ***3.3.1. Formation of a Pool of Trained Reviewers***

The knowledge, experience, and professional standards of the review team members are critical to conduct an impartial and objective review. The reviewers must be senior academics who have had an exemplary career, still active in academic activities and possess good knowledge and acceptance of SLQF. They should have completed a minimum of three programme reviews and have been endorsed by the subject-based standing committees based on their expertise.

To commence assessing the applications, the QAC shall train interested/ nominated academics who fulfil the above requirements, and maintains a pool of trained competent SLQF reviewers. These reviewers will be considered for selection by the SLQF Certification Committee to the appropriate SLQF review panels.

### ***3.3.2. Composition of SLQF Review Panel***

Each SLQF review panel shall consist of three members, including one subject expert. The panel shall be appointed by the UGC or SLQF certification committee? to review each application. Review panel members should not be from the same institution of higher education as the applicant institution. In addition, each reviewer should sign a self-declaration that they are not affiliated with the respective faculty/institute and submit to the QAC, to avoid conflicts of interest.

### ***3.3.3. Role of SLQF Review Panel***

The primary responsibility of the members appointed to a SLQF review panel is to assess the compliance/ equivalence of the study programme under review with SLQF levels based on the information provided in the application form and supporting documents. The review panel should ensure that the review is carried out according to established standards of conduct and procedures to maintain the integrity and impartiality of the review process. The recommendation of the review panel is critical, and it is important to ensure that the review was conducted in the context of a fair and objective evaluation of the application and supporting documents. In addition, it is equally important to ensure that the review process is conducted without obstacles or conflicts.

## **3.4. Review Process for SLQF Level Certification**

This will be coordinated and facilitated by the QAC. Review process will involve following activities:

### ***3.4.1. Desk Evaluation***

Each member of the review team is expected to carefully scrutinize the Application form and supporting documents made available to them by the QAC, during the desk review. The members will discuss the findings of the desk review during a meeting arranged by the QAC, and share the impressions gained. They will tentatively mark the relevant report on their collective judgment on the information presented in the application and supporting documents.

### ***3.4.2. Site Visit***

The site visit will provide an opportunity for verification of information provided in the application and supporting evidence for claims made in the application for SLQF Level certification, or level equivalence? and to meet relevant stakeholders.

Site visit will be limited to one day. Review team shall arrive at the Faculty/ Institute on the pre-determined date and time. The first meeting of the Review team will be with the Dean/ Director of the relevant Faculty/ Institute, Head/Department or Coordinator of the study programme, Director/ CQA, and the Coordinator/ FQAC of the relevant faculty. This would be followed by a meeting with the Head/Department or

Programme Coordinator, the FQAC Coordinator and the academics who teach on the programme, to get any clarifications that may be required. Any other meeting may be arranged, if necessary at the discretion of the Head/Department or programme coordinator. The review should proceed according to an agreed schedule. It is essential for the review team to manage time efficiently and effectively during the site visit.

The last meeting of the day will be a closed meeting of the review panel to discuss their findings and arrive at final conclusion. The review team shall send the final report to the QAC/ SLQF Certification Committee within the period stipulated by the QAC.

### **3.5. Awarding Certification / Attestation of Equivalence**

The SLQF Certification Committee shall consider the findings indicated in the report submitted by the relevant SLQF review panel and submit recommendations to the Commission in the form of a formal report using the formats listed in Appendices 2 and 3. The final recommendation with respect to certification of SLQF level compliance of a qualification will fall into one of two categories:

1. Award of Certification is recommended as fully compliant with the requirements for the specified level; or
2. Award of Certification not recommended requiring submission of a fresh application after extensive modifications to the programme.

With respect to attestation of SLQF level equivalence of a qualification, the recommendation shall fall into one of the following two categories:

1. Recommend award of attestation of equivalence to claimed SLQF Level
2. Recommend resubmission

The UGC shall award relevant Certification of Level Compliance or Attestation of level equivalency to the qualification after sanctioning the recommendation of the SLQF Certification committee by the Commission.

#### ***3.5.1 The Certification Validity Period***

The start of the certification validity period depends on the following factors:

Type 1: The programmes of study that existed when the UGC Circular No. 05/2013 (i) was issued requiring all universities to implement the Updated SLQF 2015 with effect from January 1, 2016.

Type 2: The programmes of study which had been newly designed after January 1, 2016, and started implementation with the approval of the QAC, subsequently.

For a programme of study of Type 1, the certification validity period begins on the date of approval of the SLQF-compliant degree proposal by the University Council and ends upon recertification during the next review cycle.

For a programme of study of Type 2, the certification validity period begins on the date of approval of the QAC of the UGC and ends upon recertification during the next review cycle.

Qualifications awarded for programmes of study designed and approved prior to January 1, 2016, but had not made SLQF-compliant, will receive SLQR-level equivalency certification for the period requested.

### **3.6. Appeals for Reconsideration of Decisions Made by Certification Committee**

If a faculty does not agree with the recommendation of the Certification Committee stating that a programme does not meet the requirements for SLQF compliance certification at the level requested by the faculty or SLQF level equivalency claimed by the faculty (i.e., decision 2 in both instances), the faculty may submit an appeal supporting their claims.

When the SLQF Certification Committee receives an appeal, it will appoint an independent panel to review the matters raised in the appeal to make the recommendations. Based on the recommendation of the independent panel, a decision will be made.

### **3.7. Informing the Public**

Information regarding certification of the SLQF Level of qualifications offered by each university shall be made known to the public through the UGC website, based on a database on recommendations of the SLQF certification committee, maintained by the QAC-UGC.



## APPENDICES

### Appendix 1 - The Application for Retrospective Attestation

**UNIVERSITY GRANTS COMMISSION**  
**APPLICATION FOR RETROSPECTIVE ATTESTATION OF SLQF LEVEL EQUIVALENCE**  
**OF AN APPROVED QUALIFICATION**

(for qualifications awarded for programmes of study designed and approved before 1 January 2016)

<b>1</b>	<b>Name of qualification</b>	
	<b>1.1</b>	Full name in English
	<b>1.2</b>	Full name in Sinhala
	<b>1.3</b>	Full name in Tamil
	<b>1.4</b>	Abbreviation in English
<b>2</b>	<b>SLQF 2015 level claimed by applicant</b>	
<b>3</b>	<b>Awarding entity</b>	
	<b>3.1</b>	University
	<b>3.2</b>	Faculty/ Institute
	<b>3.3</b>	Department(s) (if applicable)
<b>4</b>	<b>Dates</b>	
	<b>4.1</b>	When was this qualification first awarded? (year of award)
	<b>4.2</b>	When was this programme of study approved? <i>(Attach copies of the earliest available supporting evidence as Annex 1, certified by the Registrar of your university)</i>

	a. Senate approval	Meeting number: .....	Evidence attached:
		Date: ...../...../.....	Yes <input type="checkbox"/>
		Minute number: .....	No <input type="checkbox"/>
	b. Council approval	Meeting number: .....	Evidence attached:
		Date: ...../...../.....	Yes <input type="checkbox"/>
		Minute number: .....	No <input type="checkbox"/>
	c. UGC approval	Required:	Evidence attached:
		Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
		No <input type="checkbox"/>	No <input type="checkbox"/>
		If yes, date of approval by UGC	
		Date: ...../...../.....	
<b>4.3</b>	Does the university continue to offer this programme of study at present? (yes / no)		
	If yes, has the programme been made SLQF 2015 compliant? (Provide details of Senate and Council approval)		
	If the programme has been discontinued, when was the qualification last awarded?		
<b>4.4</b>	Period for which attestation is sought: (yyyy) to (yyyy)		
<b>5</b>	<b>Details of programme of study</b>		
<b>5.1</b>	<b>Admission requirements:</b>		
<b>5.2</b>	<b>Duration of study:</b> ..... semesters / .... terms		
<b>5.3</b>	<b>Mode of delivery:</b> conventional face-to-face <input type="checkbox"/> Open and distance learning <input type="checkbox"/> External <input type="checkbox"/>		
<b>5.4</b>	<b>Programme Structure (where applicable):</b> Append as Annex 2, using format given below. Insert as many rows as required		

	Year of study / semester	Course / Subject / Module Name	Total number of hours of teaching learning and assessment*	Status (Compulsory /Optional)
	1			
	2			
	3			
	...			
*Indicate the total number of hours spent on lectures, practical, tutorials, assignments etc, and examinations.				
<b>6</b>	Signature of Dean / Director and official stamp			
<b>7</b>	Recommendation and signature of the University's Director CQA, with official stamp			
<b>8</b>	Signature of Vice Chancellor and official stamp			
<b>9</b>	Date of Vice-Chancellor's signature		...../...../.....	



## Appendix 2 - Template for the Report of the SLQF Certification Committee

### UNIVERSITY GRANTS COMMISSION REPORT ISSUED BY SLQF CERTIFICATION COMMITTEE CERTIFICATION OF SLQF LEVEL OF AN APPROVED QUALIFICATION

#### Section A. Identification details

<b>1</b>	<b>Name of qualification</b>	
	<b>1.1</b>	Full name in English
	<b>1.2</b>	Full name in Sinhala
	<b>1.3</b>	Full name in Tamil
	<b>1.4</b>	Abbreviation in English
<b>2</b>	<b>Claimed SLQF level</b>	
<b>3</b>	<b>Awarding entity</b>	
	<b>3.1</b>	University
	<b>3.2</b>	Faculty/ Institute
	<b>3.3</b>	Department(s) (if applicable)
<b>4</b>	<b>Approvals for award of SLQF-compliant qualification</b>	
	<b>4.1</b>	Senate approval
		Satisfactory evidence available: Yes <input type="checkbox"/> No <input type="checkbox"/>
	<b>4.2</b>	Council approval
		Satisfactory evidence available: Yes <input type="checkbox"/> No <input type="checkbox"/>

	<b>4.3</b>	UGC approval	Satisfactory evidence available Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>5</b>	<b>Date of first intake of students to SLQF compliant curriculum</b>		

**Section B. Compliance with SLQF 2015 Qualification Descriptors**

<b>Item</b>	<b>Relevant sections of Application Form</b>	<b>Compliance with claimed SQLF Level (full/ partial/ none)</b>	<b>Comments</b>
1. Purpose and scope of qualification	5.3		
2. Attributes of qualification holders	5.4		
3. Admission requirements	5.1		
4. Volume of learning	5.2		
5. Designators	1.1, 1.2 and 1.3		
6. Qualifiers	1.1, 1.2 and 1.3		
7. Abbreviation	1.4		

**Section C. Compliance with SLQF 2015 Level Descriptors (Annex 3 of application form)**

<b>Category of learning outcomes</b>	<b>Coverage in programme of study: (High / Medium/Low)</b>	<b>Comments</b>
1. Subject / Theoretical Knowledge		
2. Practical Knowledge and Application		

3. Communication		
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		
10. Attitudes, Values and Professionalism		
11. Vision for Life		
12. Updating Self / Lifelong Learning		

**Section D. Observations/Comments of the Review Panel**

.....  
.....

**Section E. Final recommendation of SLQF Level Certification Committee**

<b>Recommendation</b>	<b>Yes/No</b>	<b>Comments</b>
1. Fully compliant with requirements for claimed SLQF Level; recommend award of certification		Specify period of certification
2. Not fully compliant with requirements for claimed SLQF Level; recommend re-submission of application		Specify deficiencies, and timeline to rectify deficiencies  Effective date of certification after approval of revised curriculum by university council

**Section F.**

1. Date of receipt of application in QAC: .....
2. Date of first consideration by Certification Committee: .....
3. Date of final decision by Certification Committee: .....

.....  
Chairman/ SLQF Certification Committee

.....  
Date

## Appendix 3 – Template for the Report of SLQF Certification Committee

**UNIVERSITY GRANTS COMMISSION  
REPORT ISSUED BY SLQF CERTIFICATION COMMITTEE  
ATTESTATION OF SLQF LEVEL EQUIVALENCE OF AN APPROVED QUALIFICATION**

### Section A. Identification details

<b>1</b>	<b>Name of qualification</b>	
	<b>1.1</b>	Full name in English
	<b>1.2</b>	Full name in Sinhala
	<b>1.3</b>	Full name in Tamil
	<b>1.4</b>	Abbreviation in English
<b>2</b>	<b>SLQF level claimed</b>	
<b>3</b>	<b>Awarding entity</b>	
	<b>3.1</b>	University
	<b>3.2</b>	Faculty/ Institute
	<b>3.3</b>	Department(s) (if applicable)
<b>4</b>	<b>Approvals for award of qualification to be granted equivalence</b>	
	<b>4.1</b>	Senate approval
	Satisfactory evidence available: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>4.2</b>	Council approval	
Satisfactory evidence available: Yes <input type="checkbox"/> No <input type="checkbox"/>		

	<b>4.3</b>	UGC approval	Satisfactory evidence available Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>5</b>	<b>Period for which attestation is sought</b>		

**Section B. Compliance with SLQF 2015 Qualification Descriptors**

<b>Item</b>	<b>Relevant sections of Application Form</b>	<b>Compliance with claimed SQLF Level (full/ partial/ none)</b>	<b>Comments</b>
1. Admission requirements	5.1		
2. Duration of study programme	5.2		
3. Major components of the programme			
4. Mode of delivery and assessment			

**Section C. Observations/Comments of the Review Panel**

.....  
.....

**Section D. Final Recommendation**

<b>Recommendation</b>	<b>Yes/No</b>	<b>Comments</b>
1. Recommend award of attestation of equivalence to claimed SLQF Level		Specific period of validity
2. Recommend resubmission		Specify reasons for decision

**Section D.**

1. Date of receipt of application in QAC: .....
2. Date of first consideration by Certification Committee: .....
3. Date of final decision by Certification Committee: .....

.....  
Chairman/ SLQF Certification Committee

.....  
Date

## **Bibliography**

Anonymous (2011), *Institutional Review: Self Evaluation Report*. Irish College of Humanities & Applied Sciences.

Antony Stella and Gnanam A. (2003), *Foundation of Quality Assurance in Indian Higher Education*, Concept Publishing Co. New Delhi.

*Best Practices in Higher Education* (2005), National Assessment and Accreditation Council (NAAC). Bangalore, India.

*Building the Sri Lankan Knowledge Economy* (2007), Finance and Private Sector Development Unit, The World Bank, South Asia Region.

Carole Webb and Gill Clarke (2003), *Quality Assurance Project, Stage IV*, Report submitted by Consultants, CVCD, Sri Lanka.





## Glossary of Terms

Academic expertise	Intellectual skills on reasoning based on fundamentals/ concepts/ theories/ principles of subject areas acquired through studying, training, or practice in a university/ college / academy
Academic standards	Academic standards refer to the achievement of students and can be either the standard set (to be met or surpassed) or the standard achieved by a student.
Academic transcript	Documentation of a student's permanent academic record, which usually means all courses taken, all grades received, all honours received, and degree conferred to a student.
Access	The arrangements that an educational or training system makes with respect to entry requirements and provisions in order to offer greater opportunities for a much wider range of applicants in flexible terms than the traditional system
Accreditation	a formal process of enquiry against a set of agreed criteria (or standards), undertaken by a formally constituted body and will lead, if successful, to a formal status (as an accredited institution or accredited programme or accredited degree).
Assessment	The measurement of aspects of a learner's performance in terms of knowledge, skills, and attitudes. It can be formal or informal and formative or summative
Assurance	Assurance of quality in higher education is a process of establishing stakeholder confidence that provision (input, process, and outcomes) fulfils expectations or measures up to threshold minimum requirements
Attestation of SLQF Level equivalence	Certification of the SLQF level equivalent. The process applicable to qualifications awarded for programmes of study designed and approved prior to the publication of SLQF 2015, or to programmes that are no longer offered. Such attestation confirms that such qualifications are academically equivalent to comparable SLQF-compliant qualifications
Award	a certificate or title conferred by an academic institution signifying that the recipient has successfully completed a prescribed course of study that leads to a qualification such as a degree, diploma or certificate or other formal recognition.
Benchmark statement	A benchmark statement, in higher education, provides a reference point against which outcomes can be measured and refers to a particular specification of programme

	characteristics and indicative standards
Certification	the process of formally acknowledging achievement or compliance: it can be used to signify the achievement of an individual, such as a student, or of an institution.
Competence	the acquisition of knowledge skills and abilities at a level of expertise sufficient to be able to perform in an appropriate work setting (within or outside academia)
Competencies	ability to apply to practical situations the essential principles and techniques of a particular subject.
Compliance	State of being in accordance with established guidelines, specifications, requirements, or legislation.
Course	a planned series of learning experiences in a particular subject/discipline offered by an institution; a self-contained, formally structured unit of a programme of study.
Credit	A unit used in the expression and calculation of the academic value/ volume of learning pertaining to the courses followed by a learner. The value of a credit is normally determined by the number of notional learning hours required to provide face to face instructions, assignments, practical, clinical, research and assessments, and self-study by students. According to Sri Lanka Qualification Framework, 1 credit is equivalent to 50 notional hours of learning.
Curriculum	A standards-based sequence of planned experiences where students practice and achieve predefined learning outcomes to gain proficiency in content related to knowledge, skills, and attitudes. Curriculum is the central guide for all students and educators as to what is essential for teaching and learning, and assessment, so that every student achieves the core learning outcomes and content (including those related to research) through rigorous academic experiences.
Distance learning	A system and a process that connects learners to distributed learning resources. All distance learning, however, is characterized by separation/ distance of place and/or time between instructor and learner, amongst learners, and/or between learners and learning resources conducted through one or more media.
Evaluation	a periodic assessment of the relevance, efficiency, effectiveness impact and/or sustainability of an activity or intervention.
External peer review	The process through which the study programmes/ universities/ HEIs are critically assessed by independent relevant individuals unconnected to both the decision-making body and those who have prepared the material

	being assessed.
Intended Learning Outcomes (ILOs)	Intended Learning Outcomes (ILOs) define what a learner will have acquired and will be able to do upon successfully completing their studies. ILOs should be expressed from the students' perspective and are measurable, achievable, and assessable. ILO is a generic term that can be used to represent programme learning outcomes (PLOs), course learning outcomes (CLOs) or lesson learning outcomes (LLOs).
Learning outcomes	statements of what a learner is expected to know and/or be able to do at the end of a period of learning.
Lifelong learning	a philosophical concept in which learning is viewed as a long-term process beginning at birth and lasting throughout life; a conceptual framework within which the learning needs of people of all ages, educational and occupational levels may be met, regardless of circumstances; a process of accomplishing personal, social, and professional development throughout the lifespan of individuals to enhance the quality of life.
Module	A module is a formal learning experience encapsulated into a unit of study, usually linked to other modules to create a programme of study.
Prior learning	what has been learnt by an individual prior to enrolment in a particular programme by means of knowledge or skills acquired in an educational institution or previous experience gained from a workplace.
Programme	Structured teaching-learning opportunities which lead to an award; Refers to all activities that engage students in learning.
Programme Learning Outcomes	Programme Learning Outcomes (PLOs) describe the essential knowledge, skills, and attitudes that the graduates of the programme should be able to demonstrate upon successfully completing the programme.
Programme of study	A stand-alone, officially approved curriculum (which includes course work or research) followed by a student, which leads to a qualification awarded by a higher education institution.
Progression	Vertical movement of learners from one level of education to the next higher level successfully or towards gainful employment.
Qualification	Qualification is the award to which a formal programme of study contributes.
Qualifications	A qualifications framework sets out all qualifications covered by the range of the framework as a hierarchy with

framework	generic descriptors of the required achievement to attain the qualification
Quality	the fitness for purpose of a product or service according to a set of required standards, with minimum cost to society.
Quality Assurance	the policies and procedures by which the universities can guarantee with confidence and certainty that standard of its awards and quality of its education provision and knowledge generation are being maintained. It also refers to the process of maintaining standards reliably and consistently by applying criteria of success in a course, programme, or institution.
Research	rigorous intellectual activity which involves systematic investigation to generate new knowledge.
Review	1. Review is generic term for any process that explores the quality of higher education or 2. Review refers to explorations of quality that do not result in judgements or decisions.
Review team	The review team is the group of people undertaking a quality monitoring or evaluation process
Site visit	A site visit is when an external evaluation team goes to an institution to evaluate verbal, written and visual evidence
Skill	Skill is the ability to perform a task adeptly, using experience and professional knowledge
Sri Lanka Qualification Framework (SLQF)	a comprehensive document published by the Ministry of Higher Education, outlining a nationally consistent framework for all higher education qualifications offered in Sri Lanka, recognizing the volume of learning of students, and identifying the learning outcomes that are to be achieved by qualification holders. Its objective is to have a uniform system in naming a qualification, the designators, and qualifiers of each qualification awarded by HEIs in Sri Lanka
Standards	measurable indicators that provide the basis of comparison for making judgements concerning the performance of an instructional activity, programme, or institution.
Validation	process of confirming the appropriateness of something; determination of the effectiveness of instructional materials or system by the use of appropriate summative evaluation techniques.
Volume of Learning	the notional duration (in credits) of all activities including teaching, learning, and assessment, that a student must undertake to achieve required learning outcomes of a course/ module in a programme of study

