



PAPUA NEW GUINEA QUALIFICATIONS FRAMEWORK

Second Edition

November 2016

**DEPARTMENT OF HIGHER EDUCATION, RESEARCH,
SCIENCE AND TECHNOLOGY**

The illustration used for this cover is a garamut drum design (Artist: Kawa of Wongan) from Sepik River region. The image is taken from *Mak Bilong Sepik: A selection of Designs and Paintings from the Sepik River* collected by Helen Dennett (Wewak: Wirui Press, 1975).

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Papua New Guinea Qualifications Framework (Second Edition)

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Foreword from the Minister



It is my pleasure as Minister for Higher Education, Research, Science and Technology to present the Second Edition of the Papua New Guinea Qualifications Framework (PNGQF). The Framework will be used by the higher and technical education sector in Papua New Guinea to provide a common platform for qualifications benchmarking.

The first edition of the PNGQF was approved in 2012 by the National Executive Council. As the higher education sector underwent major reforms from 2012 onwards, my Ministry through the Department of Higher Education, Research, Science and Technology (DHERST), saw the need to revise the Framework for clarity and consistency with other regional and national qualifications frameworks and to improve the quality of programs and qualifications offered in and from Papua New Guinea.

As the demand for higher education continues to increase, it is important we develop mechanisms to protect qualifications provided within our country to safeguard our people from fraudulent or low-quality providers.

The *Higher Education (General Provisions) Act 2014* is the legal platform for the use of the PNG Qualifications Framework. Higher and technical education institutions are required by the Act to implement the requirements of the national qualifications framework by incorporating them into programs leading to a formal qualification.

I encourage institutions to view this Framework as a tool to improve the quality of their academic awards and a mechanism to provide pathways and qualifications recognition.

Industries are encouraged to use this framework for referencing of qualifications for employment. This Framework will also be a tool for labour and student mobility regionally and internationally.

I commend the Department of Higher Education, Research, Science and Technology and the National Higher and Technical Education Board (NHTEB) for the revision of the PNGQF to improve PNG qualifications.

Honourable Francis Marus, MP
Minister for Higher Education, Research, Science and Technology

Foreword from the Secretary



The call for clarity and consistency among national qualifications frameworks within the region and internationally has been an ongoing agenda in discussions in SPC, APEC, UNESCO and other international bodies, to facilitate labour and student mobility. To meet global standards in higher education, PNG needs to improve the quality and consistency of its national qualifications.

It is a privilege for me, as Secretary of the Department of Higher Education, Research, Science and Technology to have the Second Edition of the PNG Qualifications Framework approved during my term in office.

Our higher education reforms from 2012 onwards identified the need to revise the PNGNQF of 2012. This was one of the main agenda items to be taken forward by DHERST under my leadership.

I am pleased that the revised Framework introduces new concepts to unite and harmonise the program offerings within institutions.

The Framework addresses issues faced in the sector including credit transfer, qualifications recognition, pathways and addresses the fragmented credit system.

It sets required learning hours, level descriptors and credit points for all programs offered within country and introduce a diploma supplement or a graduation statement, a completely new concept for our higher education sector.

I encourage higher education institutions to take ownership of the Framework and use it for their own quality improvement of programs and qualifications they offer.

The Framework is benchmarked against some of the well-developed frameworks in the region and internationally.

Let me thank my hardworking staff from the Quality Assurance Division in providing the technical support to the Technical Working Group in the course of revising the Framework.

Lastly let me thank the Technical Working Group for their tireless efforts and expertise in producing a very user friendly document for the PNG higher and technical education sector.

And, to all stakeholders, please take heed of the PNG Qualifications Framework and its content.

Professor David Kavanamur
Secretary

Department of Higher Education, Research, Science & Technology

Abbreviations

AQF	Australian Qualifications Framework
ASEANQRF	ASEAN Qualifications Reference Framework
BA (Hons)	Bachelor of Arts with Honours
CHE	Commission for Higher Education
CPA PNG	Certified Practising Accountants Papua New Guinea
EQF	European Qualifications Framework
EU	European Union
HEI	Higher Education Institution
HERST	Higher Education, Research, Science, and Technology
IEPNG	Institute of Engineering PNG
MQF	Malaysian Qualifications Framework
NATTB	National Apprenticeship Trade and Testing Board
NDoE	National Department of Education
NEB	National Education Board
NEC	National Executive Council
NHTEB	National Higher and Technical Education Board
NQF	National Qualifications Framework
NTC	National Training Council
NZQF	New Zealand Qualifications Framework
PhD	Doctor of Philosophy
PNG	Papua New Guinea
PNGIPA	Papua New Guinea Investment Promotion Authority
PNGLS	Papua New Guinea Law Society
PNGMB	Papua New Guinea Medical Board
PNGNC	Papua New Guinea Nursing Council
PNGNQF	Papua New Guinea National Qualifications Framework
PNGQF	Papua New Guinea Qualifications Framework
PQF	Pacific Qualifications Framework
PRQS	Pacific Register of Qualifications and Standards
RPL	Recognition of Prior Learning
RTOs	Registered Training Organisations
SPBEA	Secretariat of the Pacific Board for Education Assessment
TEC	Teacher Education Commission
ToR	Terms of Reference
TSC	Teaching Services Commission
The Act	Higher Education (General Provisions) Act 2014
TVET	Technical and Vocational Education and Training
TWG	Technical Working Group
VET	Vocational Education and Training

1. Introduction

The PNG Qualifications Framework (PNGQF) is a system of formal qualifications for post-school (tertiary) education in Papua New Guinea. A qualification is awarded to recognise the successful completion of formal studies. Typical names for formal qualifications are: certificate, diploma, bachelor, master.

The PNGQF defines 10 levels of qualifications in terms of learning outcomes and the volume of learning. It is designed to ensure comparability in the standards and quality of tertiary education qualifications, nationally and internationally.

The Framework describes in general terms what a graduate with a particular qualification is expected to know, to do and to communicate. It sets out the contexts and conditions in which graduates can be expected to perform.

Tertiary education, also referred to as third stage, third level, and post-secondary education, is broadly defined as education that is undertaken the completion of secondary school education. Institutions offering tertiary education include universities, colleges, technical training institutes, community colleges, nursing schools, research laboratories, centres of excellence, and distance learning centres.

Higher education includes undergraduate and postgraduate education, including sub-bachelor qualifications. Vocational education and training (VET) beyond secondary education is known variously as technical and vocational education and training (TVET) in Papua New Guinea and Australia, further education in the United Kingdom, and continuing education in the United States.

1.1 Background

The concept of a PNG National Qualifications Framework was first approved by the National Executive Council (NEC) together with other policies pertaining to the National Accreditation Policy of 1996. In the absence of a national coherent system of qualifications, formal articulation pathways, linkages to other education and training sectors, threats posed by unregulated cross-border education and private providers, it became necessary for the Government to establish a PNGNQF.

The first PNG National Qualifications Framework (PNGNQF) was developed in 2009 by the Commission for Higher Education (CHE). It drew on the Australian Qualifications Framework (AQF), which was extensively revised in 2010 for implementation from 2013. The PNGNQF retained the structure of the former AQF

The PNGNQF was approved by NEC in 2012 for implementation in the educational institution in PNG. Prior to that, it had been in use by the National Training Council (NTC) for TVET qualifications offered by private training providers. In 2013, the NTC approved a revised version of the TVET descriptors to apply to private training organisations.

In October 2014, a new *Higher Education (General Provisions) Act* came into effect. The CHE and the Office of Higher Education were replaced by the Department of Higher Education, Research, Science and Technology (DHERST).

1.2 Legislative Authority for Revision

This revision of the PNGNQF has been prepared under the authority of the Act.

The Papua New Guinea National Qualifications Framework approved by the National Executive Council in 2012 was not recognised in legislation until the gazettal of the new Act in October 2014.

The 2014 Act consolidates the meaning of ‘higher education’ as ‘tertiary education’, encompassing all post-secondary school education, through its definition of a higher education award (see also section 2).

The HEGPA 2014 establishes a National Higher and Technical Education Board (NHTEB). Section 14 (1) (e) of the Act provides that the powers and functions of the NHTEB which include: **‘to review, consult on and update the PNGNQF from time to time’**.

This second edition adopts the title **‘PNG Qualifications Framework’**, omitting the word ‘national’ for consistency with other frameworks in the region and to avoid redundancy.

1.3 Need for Revision

1.3.1 International Comparability

By the time the PNGNQF was approved by the NEC in 2012, many other countries had developed their own national qualifications frameworks and several regional frameworks had been or were being implemented.

Papua New Guinea is keen to play its part in the promotion of regional and global mobility of graduates and to ensure international recognition of its qualifications. For these reasons, it is timely that the PNGNQF is revised to ensure adequate comparability with relevant other frameworks.

A mapping of the PNGNQF against the Pacific Qualifications Framework (PQF) was carried out by the Secretariat of the Pacific Board of Educational Assessment in 2013. This mapping highlighted significant areas of non-alignment and some problematic elements in the current PNGNQF, indicating a need for revision of the latter for better comparability. The 2013 revised descriptors for TVET qualifications for private training organisations provide much greater comparability.

1.3.2 Greater Clarity on Volume of Learning and Credit Points

A CHE Technical Working Group on a Common Credit Currency made recommendations in 2013 in regard to a revised volume of learning, based on expected hours of student learning activities rather than on ‘full-time years’. This recommendation was partly in response to the increasing availability of flexible and blended study options in PNG but also a guide to

institutions on reasonable student workloads. Recommendations on credit points were also developed, with a view to fostering a more common approach across institutions to the use of credit points.

1.3.3 Easier Pathways between TVET and Higher Education Qualifications

The structure of the current PNGQF identifies TVET and higher education as two very distinct sectors of tertiary education and provides little guidance as to how a learner might proceed from one sector to another to upgrade or obtain a new qualification.

In PNG, there is a desire for recognition of qualifications across sectors, with TVET or higher education studies being recognised towards completion of programs of study in the other sector. Contemporary thinking about post-school learning aims to remove the possible stigma attached to learners obtaining qualifications through the TVET sector, not least because of a vast national need for skilled graduates with technical certificate and diploma qualifications

Moreover, there is a growing overlap between the TVET sector and the Higher Education sector in Papua New Guinea. The two sectors form a continuum, although TVET programs are typically shorter, practical in nature and delivered by polytechnics, colleges or Registered Training Organisations (RTOs) at certificate to diploma level. RTOs may offer degrees and universities may offer certificates and diplomas. A number of private institutions and community education centres cover both sectors in their range of qualifications. A revision of the PNGQF should assist in promoting easier or more seamless pathways across all levels of learning.

Processes of credit transfer and Recognition of Prior Learning (RPL) can be used to allow a person's knowledge, skills and competencies gained through work and other experience to be assessed and recognised for entry requirement in a particular program of study. For instance, a Diploma of Agriculture might be recognised as the equivalent of the first year of a Bachelor of Agricultural Science degree. Similarly, a unit of Letter Writing in a Certificate 4 might be recognised as a unit towards a Bachelor of Business degree, while experience in aged care might be recognised towards a Certificate in Community Services. The contact hours and credits points of the program can be taken into consideration for the granting of RPL or credit transfer.

1.3.4 Re-integration of the 2013 TVET Descriptors for Private Training Organisations

As indicated above, one of the reasons for revision of the PNGQF is the need to have one integrated national qualifications framework for Papua New Guinea, to facilitate regional comparability ease of use by providers, institutions, lecturers, students and other stakeholders including government agencies.

1.4 Reference Frameworks

The PNGQF and the TVET NQF descriptors for private training organisations are the key reference documents.

In approaching the revision of the PNGNQF, and keeping in mind the Principles described in section 3, several other frameworks were explored and mapped against the PNGNQF.

Three of these frameworks are regional referencing frameworks:

- Pacific Qualifications Framework
- ASEAN Qualifications Reference Framework
- European Qualifications Framework.

Two of the frameworks are national:

- Australian Qualifications Framework, second edition
- Malaysian Qualifications Framework.

Note was also taken of the New Zealand Qualifications Framework. Several of these frameworks have been or are being mapped against each other.

The summary mapping conducted by DHERST is shown in **Appendix A**.

A number of the definitions and explanations in this document are adopted or adapted from these reference frameworks and from other reference documents listed in **Appendix D**. For example, part of the definition of ‘volume of learning’ has been adopted from the Australian Qualifications Framework.

2. Scope and Applicability of the PNGQF

The PNGQF applies to all formal educational qualifications awarded post-school by providers or institutions with a presence in Papua New Guinea. It does not apply to non-formal education and training.

For purposes of the *Higher Education (General Provisions) Act 2014*, the PNGQF describes both higher education and technical and vocational education qualifications, using one integrated set of descriptors.

The PNGQF recognises completion of Grade 12 schooling as a qualification. However, it does not prescribe the educational qualifications that are awarded throughout the period of school education, as these are the responsibility of the National Department of Education and other authorities.

While the term ‘higher education’ often excludes TVET, the term is used broadly in the *Higher Education (General Provisions) Act 2014* to encompass all tertiary education including TVET. The following definitions in section 2 of the Act are relevant to understanding the scope and applicability of the PNGQF and its links to the Act:

- “higher and technical education” means education leading to a higher education award.
- “higher education award” means any award that is-
 - (a) any award described in the PNGNQF as a higher education or a technical and vocational education qualification, which includes formal qualifications with the title of certificate, diploma, advanced diploma, associate degree, bachelor degree, graduate certificate, graduate diploma, masters degree or doctoral degree; or

- (b) *an award of a similar kind, or represented as being of a similar kind, to any of the above awards, including an award offered by an overseas institution that operates in Papua New Guinea; or*
- (c) *a preparatory, bridging or foundation programme, whether leading to a formal qualification or not, conducted at post-secondary level that prepares or enables a student to undertake a programme leading to a higher education award.*
- *“higher education institution” means an educational institution that provides post-secondary (non-school) education leading to a formal higher education award including, but not restricted to, technical and vocational institutions and training centres, information technology centres, secretariat schools, language schools, hospitality training centres, care-giving training providers, performing arts and sports academies, religious educational institutions and training colleges, technical colleges, teachers’ colleges, nursing colleges and universities; and includes the entity that provides this education through the institution.*

The PNGQF applies to formal qualifications achieved through full-time or through part-time studies. It applies to any or all commonly-accepted modes of study for a particular qualification, including: face to face learning mode; flexible or blended mode, including intensive face to face teaching periods; distance education mode; wholly online mode; and combinations of these modes. Whatever the mode of study, for the same program (or qualification) the same learning outcomes should be achieved.

3. Principles for the Revised PNGQF

The Terms of Reference for the revision of the PNGQF are set out in **Appendix B**. Consistent with these Terms of Reference, a number of principles were adopted to guide the revision process.

The revised PNGQF should:

1. Retain broad continuity as far as practicable with the existing PNGQF
2. Ensure ready comparability and broad consistency with regional and international frameworks and with relevant national frameworks in the Asia-Pacific region
3. Recognise learning as a continuum from less advanced to more advanced, based on the assumption that all students, when well-prepared, have the capacity for lifelong learning and acquiring additional qualifications
4. Be intuitively transparent to readers, including employers, institutions, students and government agencies. That is, it does not change the meaning of terms that are well-understood and used in PNG and internationally, such as the term ‘bachelor degree’.
5. Clearly define and differentiate the various levels of qualifications, taking into account the knowledge, skills, applications and autonomy to be demonstrated across both academic and competency based modes of learning
6. Provide clear guidance on the volume of learning at each qualification level and how expected volumes of learning can be determined by institutions

7. Include a credit profile (expectations of credit points) to guide institutions in developing and reviewing programs and qualifications
8. Facilitate mobility of students between and across qualifications by removing barriers in the description of qualifications caused by the inclusion of sectoral boundaries or statements of administrative responsibilities.

This revised edition, now titled the PNGQF, is intended to be a stand-alone document, largely independent of changes that may occur to administrative responsibilities for its implementation.

Section 7 of this document includes some detail of the current responsibilities of the different government agencies in PNG for registering and accrediting qualifications.

4. Levels of Learning

The PNGQF (second edition) retains ten (10) levels of learning), as in the 2012 PNGNQF and in several comparator frameworks. These 10 levels are summarised below in terms of qualification names and described authoritatively in section 6 of this document.

The descriptions below provide an indication of duration and institutions that typically offer the qualification. These characteristics should be viewed in the light of the formal requirements in the following sections.

Certificates 1 – 4 (Levels 1 to 4)

Certificates 1 – 4 prepare learners for both employment and further education and training. They can usually be completed quite quickly. Graduates normally need to demonstrate competency against well-defined requirements.

Certificates 1 and 2 provide basic vocational skills and knowledge, while Certificates 3 and 4 provide more advanced skills and knowledge. These programs are usually delivered by technical colleges or polytechnics, community education and registered private training providers.

Higher education providers such as universities may also award certificates as a qualification, possibly as an exit qualification of a bachelor degree, if a student completes the requirements of one year of study but then cannot or chooses not to proceed with their studies.

Diploma, Advanced Diploma, Associate Degree (Levels 5 and 6)

Programs of study at Diploma, Advanced Diploma and Associate Degree level take between one to three years to complete and may be offered with a TVET or a higher education emphasis. Internationally, the title Advanced Diploma is more often used for practical programs, while the title Associate Degree is often given to more academic programs of study.

The title Diploma is also used for professional higher education qualifications, such as in teaching and nursing. The title Advanced Diploma is less used at present in Papua New Guinea, although it is a useful way to discriminate between two-year and three-year diplomas in a PNG context.

The qualifications provide potential pathways to study for bachelor degree qualifications. They may be awarded as exit qualifications within a bachelor degree.

Bachelor Degree (Level 7)

The Bachelor degree is the standard university qualification and is recognised worldwide. Most programs take three to four full-time years to complete but some take longer, e.g. medicine, architecture. In Papua New Guinea, the current standard is for most bachelor degrees to take at least four years of full-time study. Given the typical duration of three full-time years for many bachelor degrees in countries such as Australia and New Zealand, this edition of the PNGQF makes allowance for the possibility of three year bachelor degrees. Traditionally, bachelor degrees have almost exclusively been delivered in PNG by universities. However there are now a growing number of private colleges and RTOs that are registered or are seeking registration to deliver programs at bachelor degree level.

Bachelor with Honours, Post Graduate Certificate and Post Graduate Diploma (Level 8)

Honours may be awarded atop a bachelor's degree after an additional year of study for three or four year degrees or, in the case of some degrees, for performance at a credit or distinction average in the final year of study. An Honours degree is denoted by 'Hons' in parentheses following the degree abbreviation, for example BA (Hons) meaning a Bachelor of Arts with Honours.

Honours degrees requiring an additional year of study generally involve a research project and the completion of a thesis during the final year of study.

Post Graduate Certificate and Post Graduate Diploma qualifications are similar in duration to certificates and diplomas but at a more advanced level of learning, as they should be undertaken by someone with at least a bachelor's degree or extensive workplace experience. Post graduate certificates typically take 6 months full-time to complete, while postgraduate graduate diplomas take 12 months. These programs are usually delivered by universities and higher education institutions.

Post graduate certificates and post graduate diplomas can be exit qualifications within a coursework Masters degree and can be 'nested' qualifications that articulate automatically into the final stage of a coursework Masters degree.

Master's Degree (Level 9)

A Master's degree requires one to two years of full-time study to complete. A completed bachelor's degree, sometimes with honours, is a normal prerequisite for admission. The pattern of study can take several forms, depending on the purpose of the qualification:

- *Coursework* – comprising postgraduate level rigorous academic coursework and project work. There may be a research component requiring the completion of a thesis. In such cases, completion of only the coursework component without submitting a thesis can result in a graduate diploma being awarded as the exit qualification.
- *Research* – comprising substantial research and completion of a major, externally assessed, thesis or creative work.
- *Extended* – for preparation for professional practice in fields such as law, medicine, physiotherapy, speech pathology, social work or other professional fields.

Doctoral Degree (Level 10)

The highest qualification, a Doctoral degree, requires extensive original research or creative work, with a thesis or other research assessed externally by experts in the field of study. The amount of required coursework varies by country. In Papua New Guinea, a doctoral degree traditionally has been entirely by research, with minimal coursework. In addition to the generic Doctor of Philosophy qualification (PhD), there are also professional doctorates, such as Doctor of Business Administration, which may require less extensive research and be partially assessed by coursework or projects.

Entry into a doctoral program requires an Honours degree or ‘honours equivalent’. A Master's degree is usually considered equivalent.

Holders of Doctoral degrees are permitted to use the title 'Doctor'.

It should be noted that the title ‘Doctor’ is used also in several health-related fields, such as medicine and dentistry as a professional title, although the holder may have completed only a bachelor level qualification.

The PNGQF does not apply to Honorary Doctorates, which are not PNGQF qualifications. Honorary doctorates are usually awarded by an issuing organisation to recognise a person's public service or service to the organisation, or in recognition of distinguished contribution by the person in a field of academic endeavour.

The title ‘Doctor’ may not be used by those who hold an honorary award.

5. Volume of Learning and Credit Points

This section aims to help all parties understand the total amount of student learning required to complete a qualification at a particular PNGQF level, using all student learning activities as the basis. It also sets out the expected way in which a required amount of student learning should be translated into credit points for individual units or subjects within a program, to help balance student workloads.

5.1 Volume of Learning

The volume of learning is a measurement of the time spent on the learning activities to achieve a qualification. It identifies the expected duration of all activities required for the achievement of the learning outcomes specified for a particular qualification type.

The complexity of a qualification is defined by the volume of learning together with the breadth and depth of the knowledge, skills, applications and autonomy that graduates are expected to acquire.

The 2012 edition of the PNGQF defined the volume of learning expected for each qualification in terms of years of full-time study. However, definitions of a ‘year of full-time study’ can vary widely. Some providers have a two semesters in a year, while others may have trimesters or even four study periods. Some providers offer units in intensive mode.

For this reason, it is preferable to augment commonly understood notions of ‘a year of full-time study’ by a formal definition of volume of learning based on the actual all teaching, learning and assessment activities that are required to be undertaken by the typical student to achieve the learning outcomes for the program of study.

For the PNGQF:

- The minimum number of hours for a full year of learning by a student in PNG is not less than **1200**.
- The indicative guideline maximum number of hours for a full year of learning by a student in PNG is **1600**, although higher volumes may apply in particular disciplines.

However, for any bachelor degree of three rather than four years full-time duration, the expected minimum number of hours for a full year of learning should be 1600.

These hours include all types of student learning activities, including private study by students. Student learning activities may include: pre-lecture reading; participation in lectures and tutorials; participation in laboratory sessions; online learning activities; conduct of private research; work on individual and group assignments; writing essays; problem-solving and project work; individual consultation with teachers; practicums, placements and work-integrated learning; preparation for tests and examinations; and taking tests and examinations.

The use of other means of calculating a volume of learning, such as student ‘contact hours’ spent in lectures or tutorials, is discouraged. A measure such as contact hours does not fit well with competency-based learning, or with flexible or online learning. It does not help students to understand that they must contribute to the achievement of their own learning.

The minimum figure of 1200 hours is comparable to the volume of learning in other qualifications frameworks, for example, the Pacific and Australian Qualifications Framework. If students were expected to study for, say, 30 weeks a year, the expected average weekly workload would be about 40 hours. The figure of 1200 hours suggests that if a student were taking, say, 8 units per year of study (say 4 per semester), each unit should involve about 150 hours of student learning time. A higher minimum of 1600 hours a year is suggested for three year bachelor degrees, to help ensure comparability of qualifications.

The minimum volume of learning for a bachelor degree in Papua New Guinea should therefore be 4800 hours of student learning activity.

Based on the 2012 PNGNQF and international norms, **Table 1** shows the 10 qualification levels and the expected volume of learning at each level in hours of student learning activities. In this table, the volumes shown assume the qualification is taken as a **stand-alone** qualification. Bachelor and Masters Qualifications may include prior or ‘nested’ qualifications as exit points, to give students flexibility. For example, a student may complete a Post Graduate Diploma as part of a Masters degree. They may then take a break but return a year later to complete their Masters degree at the same institution, with full credit for the units they have already completed for their Graduate Diploma. As another example, a four-year bachelor qualification could be completed after one year if it only required the completion of one additional year of study following a three-year advanced diploma (see section 8.3 on the maximum amount of credit that can be recognised).

Some institutions may offer ‘double degrees’, such as a dual bachelor degree in Arts and Law. The volume of learning for a double degree should of course be greater than for a standard bachelor degree but less than the sum of the two degrees taken singly.

If the minimum volume of learning is allocated to a qualification, the components of the program of learning must be predominately or entirely at the level of the qualification type.

Table 1. The PNGQF 10 Qualification Levels and the Expected Volume of Learning at Each Level

PNGQF Level	Qualification Name	Minimum Volume of Learning (Hours)	Indicative Guideline Maximum Volume of Learning (Hours)
10	Doctorate	3600	4800
9	Masters	1200	3200
8	Post Graduate Diploma	1200	1600
8	Post Graduate Certificate	600	800
8	Bachelor Honours	1200	1600
7	Bachelor	4800*	6400
6	Advanced Diploma Associate Degree	3600	4800
5	Diploma	2400	3200
4	Certificate (higher education)	1200	1600
4	Certificate 4	400	2400**
3	Certificate 3	400	2400**
2	Certificate 2	400	1200**
1	Certificate 1	400	1200**

*For a bachelor degree that is offered over three years full-time instead of four years full-time, the minimum annual volume of learning is 1600 hours.

**For TVET qualifications the minimum volumes of learning are non-negotiable but the maximum hours are an estimate only, as in competency based education students continue to study until they are certified as competent.

In higher education programs, the balance between private study and taught/tutored/facilitated/supervised learning activities will vary by discipline and unit and mode of study (face to face, intensive, online, blended). However, there must always be some activities in an undergraduate or postgraduate coursework unit where feedback and guidance are provided by qualified teaching staff or – if a practicum or placement – supervised by trained people.

It is the responsibility of institutions or agencies that accredit qualifications to ensure that the design of programs of study enables students to achieve the learning outcomes for both the qualification type and the discipline. Decisions about design of qualifications must ensure that integrity of qualification outcomes is maintained. Those who accredit qualifications should be able to provide a pedagogical rationale to justify a decision about the volume of learning.

The volume of learning allocated in the design of a qualification may vary depending upon:

- The level of the previous qualification required for entry
- Whether the purpose of the qualification is for deepening or broadening of knowledge and skills, or Whether the qualification leads to professional outcomes or is generalist in purpose.

5.2 Credit Points

Providers of PNGQF qualifications are encouraged to use a system of credit points, setting out how many points are required to achieve each specific qualification. It is recognised that this may not always be possible for TVET qualifications.

A credit point system is a way of aligning volume of learning and units within a program of study. The central concepts are volume of learning and student workload, e.g. the expected number of hours of learning activities that can be undertaken.

In PNG, the total annual student learning activity hours, as described in section 5.1 above, should be used as the basis for establishing a credit points system for each program of study.

A credit points system helps:

- Institutions to allocate student workloads appropriately, by understanding the amount of time to be spent by students on different units.

- Students to understand the workloads expected of them, regardless of whether they are studying full-time or part-time
- Transferability of qualifications and units, within and across institutions
- To instil a more systematic approach to planning programs and units in relation to student workloads and the relative importance of different units in a program
- To avoid curriculum overload, where more and more units are added into a program
- To ensure that curricula are not ‘light on’ in terms of student learning.

In the PNGQF, **one credit point equals 10 hours of student learning activity**. That is, the expected minimum credit points in a year of full-time study would be 120 and a four-year bachelor degree would require a minimum total of 480 credit points.

Within these parameters, institutions are free to determine the length of their teaching periods, the number of units in a program, and the credit points per unit. The volume of learning should be consistent with the durations in the PNGQF, but the base unit stated in program and unit descriptions should be credit points required to complete the award, using around 1200 hours as the expected minimum full time study load for one student for one year. A typical model might use 10 or 15 credit points per unit.

A credit points system does not simplify the actual work involved in setting up credit transfer arrangements, as the content of programs and units need to be examined on a case by case basis, as least in the first instance. However, a credit points system may make it easier to understand and translate programs and units across institutions, especially if there is a common credit points system.

6. Level and Qualification Descriptors

A level descriptor is a statement that describes the characteristics expected of graduates of the level and indicates the learning demand that a student will encounter at each level. Descriptors exemplify the outcomes of the main qualification at each level, and demonstrate the nature of change between levels. They provide clear points of reference at each level, and describe features that cover the great majority of existing qualifications. However, the Framework has the flexibility to accommodate diversity and innovation, and to accommodate new qualifications as the need for them arises. It should be regarded as a framework, not as a straightjacket.

Table 2 lists approved generic qualification titles and describe the features of graduates at each level of the PNGQF, under the headings of:

- *Knowledge and skills*: what a graduate knows and has the skills to perform and communicate
- *Applications*: the contexts in which a graduate can be expected to demonstrate their knowledge and skills
- *Autonomy*: the extent to which a graduate is equipped to take responsibility for their own actions and decisions and those of others.

Table 2. Approved Generic Qualification Titles and Features of Graduates at Each Level of the PNGQF

Level	Approved Generic Titles	Knowledge and Skills	Applications	Autonomy
Level 10	Doctor <i>(an academic not a clinical title)</i>	<ul style="list-style-type: none"> Systemic and critical understanding of a substantial and complex body of knowledge at the frontier of a discipline Skills in research, evaluation, reflection and innovation leading to the creation of original knowledge or practices Expert technical or creative skills Expert, specialist communication, interpretation and dissemination skills 	<p>Applied in contexts that:</p> <ul style="list-style-type: none"> Are highly complex and specialized, involving new or evolving aspects Require the use of advanced research skills Involve the formulation and testing of theories and processes to address and resolve significant, highly complex, abstract and emergent issues Require the extension of practices through use of new, leading or speculative ideas, and their expert application 	<p>In conditions where there is:</p> <ul style="list-style-type: none"> Minimal guidance and high level autonomy, initiative, adaptability and innovation required Intellectual independence required Authoritative judgment and high level planning, management and innovation required Substantial accountability for institutional outcomes
Level 9	Master	<ul style="list-style-type: none"> Advanced and integrated understanding of a complex body of knowledge Advanced skills in synthesis and independent application of knowledge or the conduct of research Expert communication skills including interpretation of ideas and sharing of learning, values, and skills with others 	<p>Applied in contexts that:</p> <ul style="list-style-type: none"> Are highly complex, generally involving some new or evolving aspects Require the use of advanced understanding with expert integration and application of diverse or specialized ideas Involve the formulation and testing of theories and processes to address significant complex, abstract and emergent issues 	<p>In conditions where there is:</p> <ul style="list-style-type: none"> Minimal guidance and substantial autonomy, initiative, adaptability and self-direction Expert judgment and considerable planning and management required Significant accountability for group outcomes
Level 8	Bachelor Degree with Honours, Post Graduate Diploma, Post Graduate Certificate	<ul style="list-style-type: none"> Advanced theoretical and technical knowledge in a specific area and skills to generate solutions to complex problems Wide range of communication skills including interpretation of 	<p>Applied in contexts that:</p> <ul style="list-style-type: none"> Are diverse, complex and changing Require the use of advanced understanding with some specialist elements Involve the synthesis of ideas and formulation of processes to address 	<p>In conditions where there is:</p> <ul style="list-style-type: none"> Independent judgment required across a range of functions Minimal guidance and demonstrated autonomy Significant planning and

		<ul style="list-style-type: none"> ideas and sharing of learning, values, and skills with others 	<ul style="list-style-type: none"> complex and often abstract issues 	<ul style="list-style-type: none"> coordination required Accountability for group outcomes
Level 7	Bachelor	<ul style="list-style-type: none"> Broad and coherent theoretical and technical knowledge with depth in one or more areas and associated critical, analytical and innovative thinking skills Wide range of communication skills including sharing of learning, values, skills and ideas with others 	<p>Applied in contexts that:</p> <ul style="list-style-type: none"> Are diverse and subject to complex change Require the use of a wide range of analytical and diagnostic skills Involve the synthesis of ideas and formulation or adaptation of processes to resolve issues 	<p>In conditions where there is:</p> <ul style="list-style-type: none"> Broad guidance and demonstrated self-direction Significant planning, coordination and organization required Accountability for outcomes
Level 6	Advanced Diploma, Associate Degree	<ul style="list-style-type: none"> Broad underpinning theoretical and/or technical knowledge, with depth in specific areas, and associated analytical skills Broad range of communication skills including sharing of learning, and solutions to problems. 	<p>Applied in contexts that:</p> <ul style="list-style-type: none"> Are subject to change with some complexity Require the use of analytical and diagnostic skills Involve the formulation or adaptation of processes to resolve issues 	<p>In conditions where there is:</p> <ul style="list-style-type: none"> Broad guidance or direction Well-developed judgment and planning required Accountability for personal and group outcomes within broad parameters
Level 5	Diploma	<ul style="list-style-type: none"> Technical and theoretical knowledge and skills in a specific area or across a broad field of work and learning Broad range of communication skills relevant to the area or field including sharing of learning, analysis and solutions to problems. 	<p>Applied in contexts that:</p> <ul style="list-style-type: none"> Are both known and changing Require critical analysis, interpretation and integration of diverse information Involve unfamiliar issues that are addressed through selection of options and adaptation of processes 	<p>In conditions where there is:</p> <ul style="list-style-type: none"> General guidance or direction Both judgment and planning required Responsibility for the quality and quantity of own outputs Responsibility for the achievement of group outputs
Level 4	Certificate 4	<ul style="list-style-type: none"> Broad factual, technical and some theoretical knowledge and skills in a specific area of activity or across a broad field of work or learning Broad range of communication skills relevant to the area or field, including transmission of learning 	<p>Applied in contexts that:</p> <ul style="list-style-type: none"> Are stable but sometimes unpredictable Require analysis, interpretation and integration of diverse information Involve familiar and unfamiliar issues that are addressed by interpreting or varying processes 	<p>In conditions where there is:</p> <ul style="list-style-type: none"> Routine direction or guidance Judgment and some planning required Responsibility for the quality and quantity of outputs of self and others
Level 3	Certificate 3	<ul style="list-style-type: none"> Factual, technical, procedural 	<p>Applied in contexts that:</p>	<p>In conditions where there is:</p>

		<p>and some theoretical knowledge, and developed skills, in a specific area of activity</p> <ul style="list-style-type: none"> • A range of communication skills relevant to the area 	<ul style="list-style-type: none"> • Are mostly stable • Require interpretation and integration of diverse information • Involve predictable problems that are with mostly known solutions 	<ul style="list-style-type: none"> • Routine supervision and direction or guidance • Some judgment and discretion required • Some responsibility for the outputs of self and others
Level 2	Certificate 2	<ul style="list-style-type: none"> • Basic factual, technical and procedural knowledge and task skills in a defined area of activity • Communication skills to select and use relevant information 	<p>Applied in contexts that:</p> <ul style="list-style-type: none"> • Are structured and stable • Require some application and integration of information • Involve straightforward issues that are addressed by selecting from known solutions 	<p>In conditions where there is:</p> <ul style="list-style-type: none"> • Close support and direction or guidance • Accessing of information from a range of sources • Some application of known solutions to a range of predictable problems • Some complex or non-routine activities <p>Some responsibility for own output</p>
Level 1	Certificate 1	<ul style="list-style-type: none"> • Basic initial or preparatory knowledge and skills in a defined area of activity • Communication skills to provide basic information 	<p>Applied in contexts that:</p> <ul style="list-style-type: none"> • Are highly structured, defined and repetitive • Are addressed through routine and rehearsed procedures 	<p>In conditions where there is:</p> <ul style="list-style-type: none"> • Limited responsibility for own output • Some analysis of situations and directions • Close supervision • Minimum judgment or discretion required

7. Registering, Accrediting and Certifying Authorities

This section explains roles of different institutions in the process of awarding verified, genuine PNGQF qualifications. Many institutions are required to be registered with and accredited by a government agency in order to offer valid PNGQF qualifications. The final section provides a summary of PNGQF levels and the relevant registering, accrediting and certifying authorities.

7.1 Registering and Accrediting Authorities

Government agencies regulate the institutions that can award a PNGQF qualification by requiring them to be formally registered, to ensure they are of an adequate standard. In some cases, these agencies also must accredit the individual programs of study that lead to the awarding of an educational qualification. In Papua New Guinea the main Government registering and accrediting bodies are DHERST, NTC, the National Education Board (NEB and National Department of Education (NDoE).

There are also various professional accreditation bodies responsible for the regulation of an occupation through licensing or registration of graduates from, or accreditation of, a program leading to a PNGQF award, such as the National Apprenticeship Trade and Testing Board (NATTB), Teaching Services Commission (TSC), PNG Medical Board (PNGMB), Certified Practicing Accountants PNG (CPA PNG), PNG Nursing Council (PNGNC), PNG Law Society (PNGLS) and Institute of Engineers PNG (IEPNG). All these bodies and other Government departments and statutory bodies may also be responsible for institutions in specific fields are expected to take note of the requirements of the PNGQF.

7.2 Certifying Institutions

While the PNGQF specifies the standards for qualifications, registered institutions certify and issue qualifications legally under the *Higher Education (General Provisions) Act 2014*, for example when a university awards a bachelor degree or a private training provider awards a Certificate 3. Universities in PNG have authority to certify qualifications under their

Education and training organisations are authorised to issue qualifications by one of the following authorities:

- National and provincial government authorised statutory bodies responsible for issuing the Senior Secondary Certificate of Education.
- Registered Training Organisations (RTOs) authorised by the National Training Council (NTC) to issue PNGQF qualifications in vocational education and training
- Post-secondary teacher training and technical colleges authorised by NDoE (joint certification by NDoE and the institution)
- Non self-accrediting and self-accrediting higher education providers authorised by NHTEB (DHERST) to issue PNGQF qualifications.
- Universities authorised by their enabling legislation to issue qualifications (and by NHTEB).

7.3 Summary of PNGQF

Table 3 is a summary of the PNGQF shows the 10 qualification levels and the expected volume of learning at each level in hours of student learning activities, together with the main registering, accrediting and certifying authorities. **In this table, the volumes of learning shown assume the qualification is taken as a ‘nested’ qualification.** That is, the volume of learning for a four year full-time bachelor degree could include exit points at one year for a Certificate, two years for a Diploma and three years for an Advanced Diploma.

Table 3. Summary of the PNGQF Levels and Qualifications with Main Registering, Accrediting and Certifying Authorities

Qualification Level	Minimum and Indicative Maximum Volume of Learning	Expected Number of Full Time Years	TVET Registered by NTC or NDoE	HIGHER EDUCATION Registered and Accredited by DHERST	Typical Certifying Authorities	
10	1200 - 1600 HRS	3+		DOCTORATE	Universities	
9	1200 - 1600 HRS	1		MASTER DEGREE	Universities, HEIs	
8	1200 - 1600 HRS PGD (600 – 800 HRS for Post Graduate Certificate)	1 (0.5 for Post Graduate Certificate)		POST GRADUATE DIPLOMA POST GRADUATE CERTIFICATE	Universities, HEIs	Master Degree in Progress
8	1200 - 1600 HRS	1		BACHELOR HONOURS	Universities, HEIs	
7	1200 - 1600 HRS	1		BACHELOR	RTOs, Universities, HEIs,	
6	1200 - 1600 HRS	1	ADDIP	ADVANCED DIPLOMA/ ASSOCIATE DEGREE	RTOs, Universities, HEIs, NDOE	Bachelor Degree in Progress
5	1200 - 1600 HRS	1	DIP	DIPLOMA	RTOs, Universities, HEIs, NDOE	
4	400 - 2400 HRS	Up to 2	CERT 4	CERTIFICATE	RTOs, Universities, HEIs, NDOE	
3	400 – 2400 HRS	Up to 2	CERT 3		RTOs, NDOE	
2	400 – 1200 HRS	3 months	CERT 2		RTOs, NDOE	
1	400 – 1200 HRS	3 months	CERT 1		RTOs, NDOE	
13 Years of General Education					NDoE	School Certificates

Note: P – Pathways from TVET to Higher Education qualifications

8. Pathways, Credit Transfer and RPL

This section provides guidance on pathways between TVET and higher education qualifications and on alternate routes to admission to programs that recognise prior formal studies or prior learning. Credit transfer and recognition of prior learning may reduce the number of units that a student needs to complete to obtain a new qualification, without their having to repeat learning that they have already mastered.

8.1 Pathways

The PNGQF takes a holistic approach to post-secondary education. By recognising learning at all levels, it aims to remove artificial barriers between TVET and higher education qualifications. Under the PNGQF, all PNG post-secondary education institutions, including universities, should facilitate the transfer of credit and recognition of prior learning among themselves and other higher education and TVET institutions and providers. To the maximum extent possible, pathways to and from a PNGQF qualification should be provided.

Certifying institutions are encouraged to include details of pathways on program approval documentation. **In particular, pathways from TVET to higher education qualifications should be developed by providers of higher education.** To ensure that students admitted to higher education can reasonably be expected to succeed in their studies, providers may require additional or ‘bridging’ studies to be taken, sometimes with a ‘hurdle’ requirement such as a 70% pass mark. ‘Challenge’ exams may also be used, although the aim of assisting students to take further studies – rather than seeking to prevent them from doing so – should be clearly evident.

Universities and other higher education providers should develop a ‘map’ for each relevant qualification of the credit that will be given to applicants with a TVET qualification, such as a TVET diploma (see 8.2 and 8.3 below) and any recognition of prior learning (see 8.4 below). They should then set out any additional or ‘bridging’ studies that are required as well. For example, applicants may be required to take additional studies in academic language and skills, or in numeracy, or in a subject relevant to the qualification. These additional studies could be a whole existing unit or they could be a shorter program offered during lahara periods or semester breaks.

The granting or otherwise of credit for previous studies at a different institution is a matter for each institution to determine, consistent with the guidance set out below.

8.2 Credit Transfer

Credit transfer is a process that involves the assessment of previous or concurrent formal studies successfully completed by a student or an intending student wholly or partly towards gaining a qualification, at a post-secondary education level, in order to determine:

- whether those studies are equivalent to, or correspond with, the learning outcomes or standards required for award of a qualification from the new institution; and

- whether those studies may be counted (credited) towards completion of the program that leads to the award of that qualification.

The term ‘advanced standing’ is sometimes used as a synonym.

The credit transfer process involves:

- mapping, comparing and evaluating the extent to which the learning outcome, discipline content and assessment requirements of the individual components of one qualification – or the units of competency – are equivalent to the learning outcomes, discipline content and assessment requirements of the individual components or units of another qualification, and
- making a judgment about the credit to be assigned between the matched components of the two qualifications.

A student applying for credit may be given block credit, specified credit or unspecified credit.

Block credit is given to successfully completed periods of equivalent study. Such credit is applicable to programs which are highly structured and have few or no electives, as in professional and vocational programs across PNG. Where there is need to ensure that prerequisite knowledge has been covered, students would be admitted to a particular year with block credit but might be required to complete integral parts of the program included in earlier years in the receiving institution.

Specific credit for a particular program component is appropriate when the student has completed a part of the program in which the curriculum is substantially the same, which constitutes at least the same portion of full time study, and the standard attained is substantially the standard required for a pass in the specific program component offered in the receiving institution.

Unspecified credit is appropriate when the work completed elsewhere has been in a component of a program for which there is either no equivalent in the receiving institution, or which is comparable to optional components in the receiving institution’s program.

The transfer of credit between institutions should be automatic when awarding work successfully completed at one institution is assessed as comparable with the components of the program in the institution in which credit is sought (provided other admission requirements are met). Where elements of the basic core curriculum have not been covered, the receiving institution must consider the possibility of providing bridging courses or prescribe additional specific studies to be undertaken.

Individual institutions should codify and publish information on the extent of credit which they will grant in recognition of work done in other institutions. A database of precedents will be useful to prospective students.

8.3 Maximum Amounts of Credit that may be Recognised

To ensure that credit given for previous studies is not excessive, there need to be some limits on the **maximum amounts of credit** that may be recognised for the award of a PNGQF qualification by an institution.

The following maximum amounts apply:

1. The maximum amount of credit that may be transferred for a prior PNGQF higher education qualification (or a similar overseas qualification) at undergraduate level is:
 - 75% of the total credit point value of a 4800 hours Bachelor degree program for credit transfer from a higher education Advanced Diploma (which may be called a Diploma) in a related field of study, for example, upgrading of a Diploma of Nursing to a Bachelor of Nursing
 - 50% of the total credit point value of a 4800 hours Bachelor degree program for credit transfer from a higher education Diploma (two-year) in a related field of study
 - 25% of the total credit point value of a 4800 hours Bachelor degree program for credit transfer from a higher education Certificate in a related field of study.

Lower maximum amounts should be applied to a prior qualification in an unrelated field of study.

2. The maximum amount of credit that may be transferred for a prior PNGQF vocational education and training qualification (or a similar overseas qualification) at undergraduate level is:
 - 50% of the total credit point value of a 4800 hours Bachelor degree program for credit transfer from a TVET Advanced Diploma program in a related field of study
 - 30% of the total credit point value of a 4800 hours Bachelor degree program for credit transfer from a TVET Diploma program in a related field of study
 - 20% of the total credit point value of a 4800 hours Bachelor degree program for credit transfer from a TVET Certificate 4 program in a related field of study
 - 0% for of the total credit point value of a 4800 hours Bachelor degree program for credit transfer from any TVET Certificate 1 to 3 programs.
3. The maximum amount of credit that may be transferred, outside of nested articulation arrangements, to a postgraduate coursework program for prior postgraduate qualifications or partially completed qualifications is:

- 50% of the total credit point value of the program for credit transfer in a related field of study.

The maximum amount of credit that may be transferred in nested articulation arrangements for postgraduate programs approved by the certifying institution is 100% of the total credit point value. For example, 100% of a nested Postgraduate Diploma would be recognised for credit if the student continues to the study towards the next level up, namely, the Masters level qualification.

The currency of a student's learning also should be taken into account in considering applications for credit transfer. It is suggested that the maximum amounts of credit listed above only be applied to qualifications received within 5 years of an application for credit transfer. If qualifications have been gained more than 5 years before an application, lesser credit or an RPL process should be applied instead.

8.4 Recognition of Prior Learning

Recognition of prior learning (RPL) is an assessment process that involves comparison of an individual's relevant prior learning – including formal, informal and non-formal learning – to determine the credit outcomes of an individual application for credit. RPL is appropriate to use to recognise extensive workplace experience, for example. RPL and credit transfer can be applied together.

A formal RPL assessment process should be documented by each certifying institution, using a trained assessor. Institutions should be wary of excessive generosity in their recognition of prior learning, as this may be perceived as undermining the credibility of the qualification into which students are admitted.

9. Issuing of Certificates and Records of Results

9.1 Certificates of qualifications earned

All graduates who have completed a program of learning that leads to the award of a PNGQF qualification are entitled to receive the following certification documentation on award of the qualification:

- a testamur (the formal certificate confirming the person has completed a program of study leading to the award of the qualification, signed by the certifying institution)
- a record of results, or academic transcript, for each unit of study attempted.

A 'diploma supplement' or graduation statement containing further information on the units completed or co-curricular activities, may also be issued but is not required under the PNGQF. A simple example of a graduation statement is shown at **Appendix C**.

Students who complete part of the requirements of a PNGQF qualification in which they are enrolled are entitled to receive a record of results.

Graduates are entitled to retain testamurs and records of results once they have been issued unless:

- the PNGQF qualification builds on a lower level qualification in the same discipline at the same certifying institution and the institution has a policy regarding the surrender of certification documentation, or
- the qualification is revoked under the terms of the certifying institution's policy.

If any part of the qualification has been delivered and/or assessed in a language other than English, a statement that this has occurred will be included on the testamur and the record of results.

Sufficient information must be provided on a testamur and record of results to ensure that the documentation is able to be authenticated and to reduce fraudulent use.

The testamur will contain sufficient information to identify correctly the:

- certifying organisation
- graduate who is entitled to receive the PNGQF qualification
- awarded PNGQF qualification by its full title and the abbreviation approved by the provider, e.g. BA (Sociology), B Nurs., Dip Ed., Cert 4 (T&A)
- date of issue/award/conferral
- person(s) in the institution authorised to issue the documentation, and
- authenticity of the document, in a form to reduce fraud, such as the issuing organisation's seal, corporate identifier or unique hologram or watermark.

The certifying institution is responsible for ensuring that it has in place mechanisms to reduce fraudulent reproduction and use of the PNGQF qualifications it issues.

Titles may indicate if the qualification has been achieved through research or coursework.

Accrediting authorities may require certifying organisations to include additional information on the certification documentation.

PNGQF qualifications will only be issued by certifying institutions registered or accredited to do so. The protection of PNGQF qualifications requires that any certifying institution delivering, assessing and issuing PNGQF qualifications adheres to any government regulatory and quality assurance arrangements for each qualification type and compliance is monitored by the relevant registering or accrediting authority.

The certifying institution is responsible for authentication and verification of a graduate's certification documentation.

The certifying institution must have a policy that permits the replacement of certification documentation and be responsible for authentication and verification of any replacement certification documentation.

Certifying institutions must maintain a register of all PNGQF qualifications they are authorised to issue, and maintain a register of all PNGQF qualifications they issue to graduates.

Abbreviations for qualifications should follow international conventions for degrees taught in English, noting that there are differences in the titles and descriptions of some qualifications across countries.

9.2 Use by Graduates of qualification titles

Graduates who have obtained a PNGQF qualification are entitled to use the approved abbreviation for the qualification as a post nominal (after their name), for example:

Billy Bloggs, CertIIBus	(referring to a Certificate II in Business)
XXX, CertIVHosp	(Certificate IV in Hospitality)
XXX, AdvDipProjMgt	(Advanced Diploma in Project Management)
XXX, AssocDIT	(Associate Degree in Information Technology)
XXX, B. Eng.	(Bachelor of Engineering)
XXX, MBBS	(Bachelor of Medicine, Bachelor of Surgery)
XXXX, PGradCertIT	(Post Graduate Certificate in Information Technology)
XXXX, (PDipSusDev)	(Post Graduate Diploma in Sustainable Development)
XXXX, MBA	(Master of Business Administration)
XXXX, PhD	(Doctor of Philosophy).

10. Non-formal Qualifications

Non-formal qualifications are those that are not recognised under the PNGQF, although they may involve learning activities at post-secondary level. For example, if a student receives a certificate of completion or attainment simply by virtue of attending some classes or workshops, the learning is considered to be non-formal.

10.1 Short Courses, Single Units and Workshops

Short courses and workshops not leading to a formal post-secondary educational qualification do not come under the PNGQF.

The PNGQF does not apply to the awarding of non-formal recognition through a statement of attainment, such as certificates of attendance or completion. The term ‘diploma’ shall not be used.

The issuance of a statement of attainment recognises that students do not always study a whole qualification. They may choose to complete only a unit or units of competence or study from an accredited qualification or attend a short course. It is desirable for institutions that have self-accrediting authority to internally accredit the short courses they offer.

Students who have completed a short course or an accredited unit are entitled to receive a statement of attainment. A record of results may also be issued.

Institutions are free to offer short courses that will be granted credit towards a unit in a formal award program. For example, four short courses each involving around 40 hours of student learning activities, including assessment, could equate to one unit in a formal program of study.

Any institution issuing statements of attainment for accredited units is required to adhere to any government regulatory and quality assurance arrangements.

10.2 Traditional Knowledge and Skills

Some qualifications frameworks provide, or plan to provide, opportunities for the formal recognition of ‘informal’ traditional knowledge and skills. Traditional knowledge and skills are often well-developed in areas such as history and spirituality, food acquisition and agriculture, fishing, medicine, and crafts.

Traditional knowledge and skills may be taken into account in RPL assessments.

11. Commencement

This Second Edition of the PNGQF shall come into effect on a date declared by the NHETB.

Appendices

Appendix A: Regional and International Mapping of Qualifications Frameworks

Description	PNG National Qualifications Framework (2012)	Pacific Qualifications Framework	ASEAN Qualifications Reference Framework	Australian Qualifications Framework	European Qualifications Framework	Malaysian Qualifications Framework
Scope	General Education, TVET and higher education	School Sector, TVET, Tertiary or Higher Education and community –based training.	TVET, HE and the Professional sector, Lifelong Learning	Education & Training Sector and Lifelong Learning.	The EQF applies to all types of education, training and qualifications, from school education to academic, professional and vocational.	Higher Education, Technical and Vocational
Geographical Scope Range	Papua New Guinea only	Covers countries in the Pacific Region	Southeast Asian nations	Australia only	European Union	Malaysia Only
Sectors Included	General Education, TVET and higher education	School Sector, TVET, Tertiary or Higher Education and community –based training.	TVET, HE and the Professional sector, Lifelong Learning	Higher Education Sector, Training Sector and Lifelong Learning.	General and adult education, vocational education and training as well as higher education.	Skills Sector, Vocational & Technical Sector & Higher Education Sector.
Origin and Development	Developed in alignment to the old Australian Qualifications Framework, which has already been reviewed in 2013.	Developed in response to the call by the forum of education ministers in recognition of the need for the Pacific Region to align its training systems.	Working team established by ASEAN in 2012	Developed in early 1990s building on previous qualifications standards & introduced in 1995 and was fully implemented in 2000.	Derived from EU policy on lifelong learning.	In June 2003, a national consultation seminar was held to establish a national qualifications framework that would integrate,

						rationalise, justify and bring together all qualifications offered on a national basis into a single interconnected system. ^[2] The MQF was finally adopted in 2007.
Governance	DHERST/NHTEB	Pacific Board for Educational Assessment (PBEA).	ASEAN/AQRF Board (to be established) and governments of respective countries in the ASEAN Region	Australian Government Department of Education and Training (previously through Australian Qualifications Framework Council)	European Commission	Malaysian Qualifications Agency
Learning Outcomes	Not specified but implied in Level Descriptors	Based on credits points and learning hours. (Knowledge and Skills, Application and Autonomy)	Based on descriptors of levels of complexity of learning outcomes.	Based on credits points and learning hours. (Knowledge, Skills & the Application of Skills & Knowledge)	Knowledge, Skills and Competence	<ol style="list-style-type: none"> 1. Values, attitudes & Professionalism, 2. Knowledge 3. Social Skills & Responsibilities 4. Practical Skills, 5. Communication, leadership & team skills 6. Problem Solving & Scientific Skills 7. Information management & Lifelong learning skills 8. Managerial and entrepreneurial skills
Levels	10	10	8	10	8	8

Qualification Range	School Certificate to Doctorate	Certificate 1- Doctorate: Two Descriptors in Qualification Types: 1. Level & Credit Points 2. Summary Descriptors for each qualification.	Certificate-Degrees	Senior Secondary Certificate of Education to Doctorate	Lower Secondary Certificate – Doctorate	School Certificate to Doctorate
Volume of Learning	Expressed in the number of years for each qualifications.	Expressed in the number of hours needed in a qualification.	Not specified	Expressed in the number of years from 0.5 – 4 years of study for each level of qualification.	Student workload based on credit points	Expressed in the number of hours, Knowledge & Technical & Cognitive skills.
Credit Points	Not specified	Doctorate Min- Max 360-480 Master's Min-Max 240-480 Post Grad Dip Min-Max 120-240 Post Grad Cert Min-Max 60-120 Grad Dip Min-Max 120-240 Grad Cert Min-Max 60-120 Bachelor Honours Min-Max 120-480 Bachelor Min-Max 360-480 Diploma Levels 5&6 Min-Max	Not specified	Credit points are negotiated with the issuing organisation towards AQF based on; learning outcomes; volume of learning; program of study (including content); learning & assessment.	Based on 60 credits for a full time student during an academic year	Based on 20 credits per semester (14 + 2 study + 2 exam) Bachelor: 120 Credits (4800 Hours); Masters 40 Credits; PhD: Not Credit Rated

		120-240 Certificate Level 4&3 Min-Max 40-120 Certificate Level 2&1 Min- Max 40-120				
Articulation and Progression	Provides bridging pathways but technically seems difficult.	Integrated pathway	Not yet evident	Pathways Policy that specifies responsibilities and credit for prior studies.	Provides common reference to facilitate and recognise transferability of qualifications covering both VET and general (secondary & higher) education based mainly on competency and learning outcomes.	Provides articulation principles for individual progression through flexible learning pathways which take into account accreditation of individually driven prior learning & experience (APEL) or credit transfer from formal, informal and non-formal learning lifelong learning. Not a rigid system- accommodates new qualifications that arise according to needs & growth of knowledge

<p>Framework Relationship to the Labour Market</p>	<p>Not at the moment but plans to harmonise qualifications to facilitate qualification recognition to support labour mobility</p>	<p>A platform for stakeholders for strengthening cooperation and commitment. The PNGQF will promote Pacific people's access to all available opportunities in the labour market.</p> <p>Allowing assessment and documentation of qualifications achievement for individuals moving from one country to another.</p>	<p>Referencing device between countries towards AQRF to facilitate labour mobility</p>	<p>Supports the development and maintenance of pathways which provide access to qualifications and assist people to move easily and readily between different education and training sectors and between those sectors and the labour market.</p> <p>Supports and enhances the national & international mobility of graduates and workers through increased recognition of the value and comparability of Australian Qualification.</p>	<p>The role of qualification recognition in migration policy. Link with qualifications framework levels. The policies for attracting highly qualified staff and how these are linked to qualification recognition. The policies to attract staff in specific professions and the role of qualifications in the process.</p>	<p>Encourages employment mobility</p>
<p>Quality Assurance</p>	<p>Supported by extensive QA arrangements under HEGPA 2014</p>	<p>Supported by a set of quality standards, as well as accreditation and referencing standards, which establishes both collaboration and confidence in the education and training systems in the Pacific.</p>	<p>Underpinned by a set of quality assurance principles and broad standards with the aim of building trust in the value of the regions' qualifications.</p>	<p>Quality assurance is an integral component of the Australian education and training system, and all AQF qualifications are quality-assured; different arrangements apply for general education, VET and HE.</p>	<p>Referencing criteria require national systems to show that their QA arrangements are consistent with the relevant European principles and guidelines.</p>	<p>QA System is present that promotes public confidence in the standard of qualifications and delivery education in Malaysia.</p>
<p>Existing Comparison or Alignments</p>	<p>None to date.</p>	<p>Australian and New Zealand Qualifications Frameworks</p>	<p>All qualifications frameworks in the ASEAN countries, Australian Qualifications</p>	<p>Projects for Alignment underway.</p>	<p>The EQF initiative is closely related to the qualifications framework for the European Higher</p>	<p>Wales and Northern Ireland, Australia, New Zealand and European</p>

			Framework and the New Zealand Qualifications Framework		Education Area: the two frameworks are compatible and their implementation is coordinated at national and European level.	Qualifications Frameworks.
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Appendix B: Terms of Reference for Revision of the PNGNQF



Terms of Reference for the PNGNQF Review Technical Working Group

Purpose

The objective of this ToR is to guide the discussions of the Technical Working Group in reviewing the PNG National Qualifications Framework (PNGNQF).

Background

The PNGNQF was approved by the NEC in 2012 and has since then been used by institutions of higher education in the country. A qualifications framework for technical and vocational education and training (TVET) has been use for some years.

There are difficulties in implementing the current PNG National Qualification Framework due to its broad descriptors and the volume of learning being expressed in the number of years for a qualification to be acquired. There is now a divergence between the NQF descriptors being used for private TVET and those in the approved PNGNQF, as the former have been updated to reflect more closely elements of a key regional framework, the Pacific Qualifications Framework, and to other international and national frameworks in the Asia-Pacific Region. The proposed revision should aim to facilitate inclusion of PNG Qualifications on the Pacific Register of Qualifications and Standards (PRQS) and mutual recognition of qualifications with other nations, including APEC countries.

Terms of Reference

The main objectives of the TWG are to;

1. Review the content of the PNGNQF to develop a single national framework that ensures clarity and consistency with regional and international frameworks and with relevant national frameworks in Asia-Pacific region;
2. Clarity define and differentiate the various levels of qualifications in the PNGNQF and required volumes of learning, taking into account the knowledge, skills and applications to be demonstrated across both academic and competency based modes of learning.
3. Include a credit profile for each qualification, to guide institutions in developing and reviewing programs and qualifications.

These three objectives specifically provide the parameters within which TWG should review the PNGNQF.

Appendix C: Graduation Statement (Sample)

Institutional Logo		Name and Contact Details of the Institution
Section 1: Information on the Graduate/Qualification Holder		
1.1	Family Name:	
1.2	Given Name:	
1.3	Student ID #:	
Section 2: Information on Qualification		
2.1	Qualification Name:	
2.2	Main Fields of Study:	
2.3	Name of Awarding Institution:	
2.4	Government Registration Status of Awarding Institution:	
2.5	Language of Instruction and Examination:	
Section 3: Information on the Qualification Level		
3.1	PNGQF Level of Qualification:	
3.2	Duration of Program and Volume of Learning:	
3.3	Program Entry Requirements:	
Section 4: Information on Program Contents/Requirements and Results		
4.1	Mode of Study:	
4.2	Program Aims:	
4.3	Program Learning Outcomes:	
4.4	Institutional Graduate Attributes Grading Scheme	
4.4	Credit Points	
Section 5: Pathways from Qualification		
5.1	Entry to further Study:	
Section 6: Additional Information		
	Extra-Curricular Activities:	
Section 7: Certification		
7.1	Date:	
7.2	Signature:	
7.3	Capacity:	
7.4	Seal:	
Section 8: Information on the PNG Higher Education System		

Appendix D: Reference Documents

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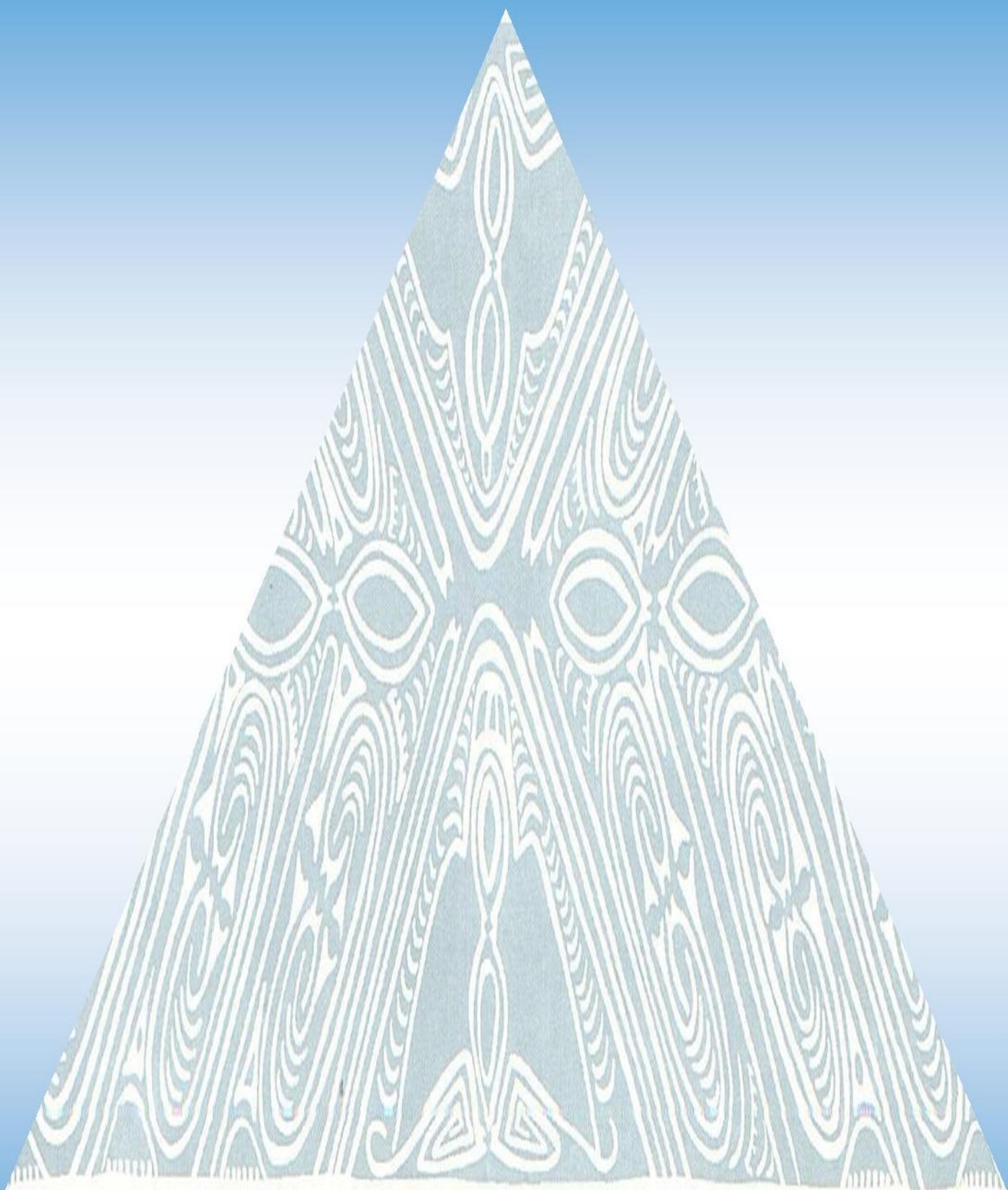
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