Non-state Higher Education Circular no. 02/2026

My No. HE/NS/03/Sub-Committee/461
Non-State Higher Education Division
Ministry of Education
23.07.2026

The Chief Executive Officer,
Degree Awarding Non-State Higher Education Institutes.

LATERAL ENTRY POLICY FOR UNDERGRADUATE DEGREE PROGRAMMES – NON-STATE DEGREE AWARDING INSTITUTIONS

The Lateral Entry Policy for Undergraduate Degree Programmes (hereinafter referred to as "the Policy"), approved for application to all Degree Awarding Institutions operating under Section 25A of the Universities Act, No. 16 of 1978, as amended, is hereby forwarded for information and necessary action.

2. The Policy has been formulated by the Standing Committee on Accreditation and Quality Assurance (SCAQA) through its Sub-Committee on Entry and Lateral Entry Qualifications following a comprehensive review of existing lateral entry pathways and international best practices. The guidance previously issued on this subject has been consolidated and superseded by this Policy. The Policy shall be read together with the Recognition of Prior Learning (RPL) provisions issued under Circular No. 02/2020 and its subsequent amendments, except where otherwise expressly provided herein.

3. All Degree Awarding Institutes are hereby required to ensure that their lateral entry admission procedures, eligibility criteria, and credit transfer mechanisms are aligned with the provisions set out in the enclosed Policy with effect from the date of this Circular.

4. The Policy annexed hereto as **Annexure I** shall be brought to the attention of the relevant academic and administrative authorities of each Institute, and immediate implementation and full compliance shall be ensured.

5. Any queries regarding the interpretation or implementation of this Policy may be addressed to the Non-State Higher Education Division of this Ministry.

Nalaka Kaluwewe
Secretary/ Specified Authority

Encl: Annexure I – Lateral Entry Policy for Undergraduate Degree Programmes

Lateral Entry Policy for Undergraduate Degree Programmes

For Non-State Degree Awarding Institutions

Ministry of Education, Higher Education, and Vocational Education

1. Introduction

This Lateral Entry Policy consolidates and strengthens existing lateral entry pathways practiced within Sri Lanka while incorporating international best practices from higher education systems such as those of the United Kingdom, Australia, the United States, and South Africa. It draws on key regulatory and quality assurance frameworks, including Non-State Higher Education Circulars applicable for non-state Degree Awarding Institutes operative under the purview of the Standing Committee on Accreditation and Quality Assurance (SCAQA) and UGC guidance, the National Vocational Qualification (NVQ) framework, and internationally recognized credit transfer and "topping-up" models.

The quality, equity, and consistency of admission pathways into undergraduate degree programmes are fundamental to maintaining the integrity, mobility, and global recognition of Sri Lanka's higher education system. Over the past decade, the landscape of post-secondary education has evolved rapidly, marked by increasing diversification of qualification types, cross-border learning, and the blurring of academic and vocational boundaries. These developments necessitate a responsive and harmonized admission policy that values both traditional and non-traditional learning while ensuring academic rigor and comparability.

In recognition of these transformations, the SCAQA undertook a systematic review of entry and lateral entry qualifications applicable to Degree Awarding Institutions under Section 25A of the Universities Act. At its 65th Meeting held on July 07, 2020, SCAQA established Technical Advisory Committees (TACs) to examine existing entry pathways and identify inconsistencies in Degree Awarding Institute Orders. The aim was twofold:

- To harmonize admission standards across institutions, and
- To integrate structured bridging and lateral entry mechanisms to promote flexibility without compromising quality.

Following extensive stakeholder consultations involving TACs, Degree Awarding Institutions (DAIs), the Tertiary and Vocational Education Commission (TVEC), and the Ministry of Education, the Ministry issued Non-State Higher Education Circular No. 02/2023 on June 05, 2023, outlining revised entry qualifications. Complementary guidance on Recognition of Prior Learning (RPL) was earlier provided through Circular No. 02/2020 and subsequent amendments, enabling the validation of informal, experiential, and work-based learning.

Amid continued discourse on the adequacy and flexibility of existing guidelines, particularly regarding candidates possessing recognized local and international qualifications such as diplomas, higher diplomas, and associate degrees, etc., SCAQA appointed a Sub-Committee on Entry and Lateral Entry Qualifications to review, modernize, and align national policy with global trends and competency-based education systems.

This policy represents the outcome of that review. It sets forth the principles, criteria, and procedural frameworks governing lateral entry to undergraduate programmes offered by non-state Degree Awarding Institutions. The policy aspires to ensure equity, transparency, and international comparability in recognizing prior learning and facilitating progression across diverse educational and professional pathways.

This policy derives its authority from Section 25A of the Universities Act No. 16 of 1978 (as amended), which empowers the Minister, upon the advice of the Specified Authority, to recognize non-state institutions as Degree Awarding Institutions (DAIs). The provisions herein operate in harmony with the related directives of SCAQA. Accordingly, this Lateral Entry Policy forms an integral part of the Ministry's quality assurance and regulatory framework, ensuring that the admission of students through lateral entry pathways adheres to the same standards of academic integrity, transparency, and accountability required for the initial granting and ongoing maintenance of Degree Awarding Institution status.

2. Purpose

The purpose of this policy is to establish a harmonized, evidence-based, and quality-assured framework for lateral entry into undergraduate degree programmes offered by accredited non-state Degree Awarding Institutions in Sri Lanka. It seeks to:

1. Recognize and validate diverse learning pathways, including vocational, professional, and international qualifications, through structured credit transfer and Recognition of Prior Learning (RPL) mechanisms.
2. Ensure fairness and transparency in the admission process by setting consistent eligibility and evaluation standards across institutions.
3. Promote lifelong learning and learner mobility, enabling students from technical and vocational backgrounds to progress seamlessly into higher education.
4. Safeguard academic integrity and international comparability, ensuring that qualifications earned through lateral entry are equivalent in outcome, rigor, and recognition to those qualifications obtained through direct entry.
5. Align Sri Lanka's higher education admission framework with contemporary global practices that emphasize outcomes-based learning, flexible progression routes, and recognition of prior achievements.

Ultimately, this policy contributes to broadening access, enhancing employability, and strengthening the relevance and responsiveness of Sri Lanka's non-state higher education sector within a rapidly evolving global knowledge economy.

In alignment with the regulatory expectations established under various directives of SCAQA, institutions implementing this policy must ensure that all lateral entry decisions are fully documented, justified, and auditable. Lateral entry procedures must reflect institutional accountability and compliance with the guidelines approved by the Specified Authority, as failure to maintain these standards may constitute a breach of the conditions stipulated in the relevant Degree Awarding Institution Order. Thus, the purpose of this policy extends beyond widening access; it also ensures that institutional practices related to credit recognition, RPL, and student admission remain within the statutory and quality

assurance boundaries defined by the Universities Act No. 16 of 1978 (as amended) and associated policy instruments applicable to DAIs.

3. Key Drivers & Evidence Base

The development of this policy is grounded in both national regulatory directives and internationally recognized frameworks for qualification equivalence, credit transfer, and lateral entry. It draws upon a structured evidence base designed to ensure policy coherence, academic integrity, and comparability of student learning outcomes across the non-state higher education sector.

This policy has been developed with reference to:

- MOHE Non-State Higher Education Circular No. 02/2023 that provides the most recent revision of entry qualifications and lateral entry provisions applicable to Degree Awarding Institutions recognized under Section 25A of the Universities Act.
- Recognition of Prior Learning (RPL) frameworks in Sri Lanka, including those administered by TVEC, NAITA, VTA, DTET, or any other authorized bodies by the government of Sri Lanka, and the NVQ system, as well as relevant MOHE Circulars and guidelines, which provide mechanisms for assessing experiential and non-formal learning for academic credit.
- UGC/SCAQA guidance on common criteria for lateral entry, particularly the benchmark documents developed for disciplines such as Allied Health Sciences, Engineering Technology, and ICT, which emphasize consistency, learning outcome alignment, and credit-based equivalence.
- International comparators and best practices, including:
    - *United Kingdom and Scotland*: "Topping-up" models enabling holders of Higher National Diplomas (HNDs) and Associate Degrees to articulate into final-year university programmes.
    - *Australia*: The Australian Qualifications Framework (AQF) and its policies on vocational degree articulation, recognition of prior learning, and credit transfer.
    - *United States*: Established community college–to–university transfer arrangements, which ensure seamless progression from sub-degree to bachelor-level programmes.

Collectively, these sources establish a robust, evidence-based foundation for the policy, ensuring that Sri Lanka's lateral entry practices remain aligned with global standards, responsive to evolving qualification pathways, and anchored in national quality assurance and accreditation requirements.

4. Scope

This policy applies to all non-state Degree Awarding Institutions (DAIs) recognized under Section 25A of the Universities Act No. 16 of 1978 (as amended) that offer undergraduate degree programmes approved by the Ministry and quality assured by the SCAQA.

It governs the admission, evaluation, and placement of students entering degree programmes through lateral entry pathways, including credit transfer, bridging

programmes, and Recognition of Prior Learning (RPL). The provisions of this policy are binding on all DAIs and are intended to ensure consistency, transparency, and parity of academic standards across the non-state higher education sector.

The policy specifically covers:

- Entry into a relevant academic year and a semester of an undergraduate programme, depending on the level and equivalence of the applicant's prior qualification as mapped against the Sri Lanka Qualifications Framework (SLQF) and the curriculum structure of the receiving institution.
- Qualifications eligible for lateral entry, including higher diplomas, advanced diplomas, NVQ Level 5 and Level 6, and internationally benchmarked or professional qualifications.
- Both local and international applicants, provided that their qualifications meet the equivalence and credit recognition criteria stipulated by the institution and endorsed by SCAQA.
- All subject disciplines in which degree programmes are offered under valid DAI Orders, ensuring the policy's applicability across academic, technical, and professional domains.

The policy does not apply to:

- Foundation or bridging programmes that do not lead directly to undergraduate enrolment,
- Postgraduate programmes, or
- Non-award short courses and training certifications.

By defining this scope, the policy ensures that all lateral entry practices across recognized non-state higher education institutions are harmonized with national qualification frameworks, international best practices, and quality assurance requirements, while preserving institutional autonomy within a regulated and accountable framework.

5. Recognized Lateral Entry Pathways

The following pathways are practiced across Sri Lanka and are applicable to DAIs. Institutions may implement these pathways subject to discipline relevance, credit mapping, Recognition of Prior Learning (RPL), and/or bridging requirements, and endorsement by SCAQA :

- **NVQ Route:** For NVQ Level 5 (Diploma) or NVQ Level 6 (Higher National Diploma) holders, entry may be granted to First Year – First Semester, or higher, as appropriate, based on programme relevance, learning outcomes alignment, and institutional credit mapping mechanisms and endorsed by SCAQA.
- **Recognized Diplomas Route:** For HND / HNDE / NDES / NDT recognized Higher Diploma or Diploma holders offered by The Open University of Sri Lanka (OUSL), SLIATE/ATIs, Institute of Engineering Technology (IET), The Institute of Technology, University of Moratuwa (ITUM), entry may be granted to First Year –

First Semester, or higher, as appropriate, based on programme relevance, learning outcomes alignment, and institutional credit mapping mechanisms and endorsed by SCAQA.

- **Higher Diplomas (Foreign) & Associate Degrees:** Foreign Higher Diplomas and Associate Degrees that are often mapped to First Year – First Semester, or higher, as appropriate, based on programme relevance, learning outcomes alignment, and institutional credit mapping mechanisms and endorsed by SCAQA, with reference to the ENIC-NARIC framework, which was established jointly by UNESCO and the Council of Europe under the Lisbon Recognition Convention (1997) or any other acceptable framework.
- **Professional & Technical Certifications:** Recognized professional and technical qualifications obtained through accredited bodies in relevant fields with documented learning outcomes and assessments may qualify for credit exemptions, subject to institutional evaluation and endorsement by SCAQA.
- **Other Mapped Qualifications:** Any other qualifications that have been mapped to NVQ Level 5 (Diploma) or NVQ Level 6 by the Tertiary and Vocational Education Commission (TVEC) through programme mapping may be accepted as an appropriate indicator of the qualification's standard, subject to institutional credit mapping and endorsement by SCAQA.

6. International Practices & Models Considered

The formulation of this policy has been guided by internationally recognized models and regional qualification frameworks that promote structured progression, credit transfer, and recognition of prior learning. Together, these practices ensure that Sri Lanka's lateral entry mechanisms remain aligned with global and regional standards for technical, vocational, and higher education integration.

Key practices and frameworks that shaped this policy include:

- United Kingdom: *Topping-up* pathways from Higher National Diplomas (HNDs) and Higher Education Diplomas, supported by explicit credit accumulation and transfer frameworks. Institutional autonomy in credit recognition operates within nationally defined Higher Education Credit Frameworks.
- Australia: The Australian Qualifications Framework (AQF) formally recognizes vocational degrees and structured credit transfer policies, with clear level descriptors and credit limits ensuring transparent articulation between Technical and Further Education (TAFE) institutions and universities.
- United States: The Associate-to-Bachelor articulation model, implemented through community college transfer agreements, provides guaranteed admission pathways and well-defined curriculum alignment between two-year and four-year institutions.
- South Africa: Integration of vocational and technical diplomas into higher education through the Sector Education and Training Authority (SETA) aligned pathways and the

South African National Qualifications Framework (NQF), ensuring equivalence and progression between occupational and academic routes.

- South Asia and Regional Frameworks: The South Asian Qualification Framework (SAQF) and other regional qualification frameworks developed under the SAARC and UNESCO-UNEVOC initiatives provide harmonized benchmarks for the recognition of vocational, professional, and technical learning. These frameworks promote mobility and mutual recognition of skills across South Asian nations and serve as a reference for mapping NVQ and RPL-based pathways to higher education within Sri Lanka.

7. Minimum Lateral Entry & Performance Requirements

7.1 Baseline Academic Eligibility

- Recognition of 13 years of formal schooling (Applicants are required to submit the G.C.E. (Advanced Level) results sheet issued by the Department of Examinations, Sri Lanka, as evidence of completion of 13 years of formal schooling, regardless of the outcome of the examination, including cases where all subjects have been failed)

  OR

  Equivalent qualification accepted by the SCAQA or/and Department of Examinations, Sri Lanka.

  AND

  A recognized post-secondary qualification, as specified in Section 5 of this policy, shall be accepted.

- Post-secondary qualifications obtained through the NVQ route as specified in Section 5 of this policy, NVQ Level 5 (Diploma) or NVQ Level 6 (Higher National Diploma) after obtaining NVQ Level 4 in the event of failure to provide proof of 13 years of formal schooling.

- Other eligibility requirements for specific disciplines or qualifications not explicitly covered under the recognized lateral entry pathways outlined in Section 5, additional criteria, such as those applicable to Religious Studies or Language-based programmes, may be endorsed by the SCAQA as appropriate to the respective field of study.

7.2 Performance Thresholds

- Applicants seeking lateral entry must demonstrate satisfactory academic achievement in their prior qualification, as outlined in Section 5 of this policy. An overall minimum average of 50% (or the institutional equivalent) is required for automatic consideration for credit mapping and enrolment. This threshold does not apply to post-secondary qualifications obtained through the NVQ route, which are evaluated based on competency standards rather than percentage marks.

- Candidates whose performance falls below the stipulated minimum overall average of 50% (or the institutional equivalent), but who hold a qualification recognized under Section 5 of this policy, may still be considered for credit mapping and enrolment. Such applicants will be required to undergo a Recognition of Prior Learning (RPL)

evaluation and/or a diagnostic assessment conducted by a process approved by SCAQA, in accordance with SCAQA-approved quality assurance procedures.

7.3 Language & Professional Communication Competence

- Applicants must obtain a simple pass ("S") for English in GCE O/L or GCE A/L examinations conducted by the Department of Examinations of Sri Lanka, OR an equivalent examination accepted by the Department of Examinations of Sri Lanka.

  OR

- Applicants must demonstrate adequate language proficiency through proof of medium of instruction or submission of an accepted language test result (e.g., IELTS 5.5 or equivalent).
- In cases where applicants do not meet the required language or professional communication standards at the time of enrolment as stated above, the host Degree Awarding Institutions (DAI) may offer a Rapid Bridging or Competency Development Programme to transform the applicant to an adequate language proficiency level as stated above, subject to the approval of the SCAQA.

8. Credit Recognition, Mapping, and Limits

- As a requirement of credit mapping principles, mapping must compare learning outcomes, credit volume & level, and assessment rigor by a subcommittee appointed by the SCAQA.
- In general, as a credit exemption limit, a maximum of 50% degree credits via lateral entry is recommended. However, exceptions with strong justification by SCAQA on the recommendation by the subcommittee appointed by SCAQA can be considered.
- Transcripts, detailed syllabi, assessment samples, and a demonstrable match in learning outcomes and other relevant information are required as assessment evidence.
- Applicants shall submit portfolios, employer statements, CPD records, workplace verification, etc., upon request from the aforementioned subcommittee.

9. Governance, Quality Assurance & Reporting

- Institutions must document policies, mapping evidence, minutes of panels, and student agreements. These records are subject to SCAQA/MOHE audits.
- Periodic review shall be conducted by SCAQA to align with national frameworks and labour market changes.

10. Transitional Arrangements

- Institutions shall align existing lateral entry practices with this policy within 12 months of approval. Current students are unaffected but may request re-evaluation for lateral placement.

11. Institutional Compliance, Accountability, and Record-Keeping

- All institutions must ensure that their lateral entry practices, RPL procedures, and credit transfer decisions are carried out in conformity with the Universities Act No. 16 of

1978 (as amended), particularly sections 25A, 27(1)(b), and 70C, and directives issued by the Standing Committee on Accreditation and Quality Assurance (SCAQA).

- Institutions found to be in persistent non-compliance with this policy, including violations such as unauthorized lateral entry, irregular credit transfer, or failure to maintain proper records, may be subjected to investigation and regulatory action, including the possibility of revocation under Section 27(1)(b) of the Universities Act.
- All documentation related to lateral entry admissions, equivalency evaluations, and RPL-based decisions must be maintained for a minimum of five (05) years and be made available for inspection by the Ministry or SCAQA upon request.

Annex A: Recommended Templates

- Credit mapping template
- RPL portfolio checklist
- Bridging module syllabus template
- Equivalency assessment request form

References (key sources)

Ref 1. Non-State Higher Education Circular No. 02/2023 (MOHE): Guidance on entry qualifications and lateral entry.

Ref 2. Recognition of Prior Learning guidance / NVQ frameworks in Sri Lanka (NAITA, VTA, MOHE documents).

Ref 3. UGC/SCAQA common criteria for lateral entry to Allied Health Sciences and related circulars (UGC, 2025).

Ref 4. Australian Qualifications Framework (AQF) — vocational degrees and credit recognition.

Ref 5. QAA and UK guidance on credit transfer, topping-up from HND/Associate degrees; Open University credit transfer examples and US articulation practices.

Annex B: Institutional Implementation Templates and Tools

B1. Credit Mapping Matrix Template

Institutions should use the following format to map prior learning (from diplomas, NVQ, or international qualifications) to the target undergraduate degree courses. This template ensures equivalency across learning outcomes, credit weight, and assessment methods.

Source Module / Qualification	Credit Value	Learning Outcomes Summary	Degree Module Equivalent	Mapped Credits	Evidence (Transcript/Syllabus/Assessment)

B2. Recognition of Prior Learning (RPL) Portfolio Checklist

Applicants seeking credit through RPL must compile a structured portfolio that includes verifiable evidence of prior learning, professional achievements, and reflective statements.

- Completed Application Form for RPL Assessment
- Certified Copies of Educational Certificates and Transcripts
- Detailed Curriculum Vitae with employment history
- Portfolio of Work Evidence (projects, reports, artefacts, designs, etc.)
- Employer/Trainer Verification Letters
- Reflective Statement explaining how prior learning aligns with intended learning outcomes
- Any supporting documents for CPD, professional workshops, or short courses

Annex C: Institutional Implementation Checklist

This checklist is designed for institutional administrators to ensure consistent and quality-aligned implementation of the Lateral Entry Policy.

- Establish a Lateral Entry and Credit Transfer Committee (LEC Committee).
- Ensure internal policies align with this Lateral Entry Policy.
- Publish clear eligibility criteria and procedures on the institutional website.
- Develop program-specific credit mapping matrices and store approval records.
- Train academic assessors on this Lateral Entry Policy, credit transfer, and equivalency analysis.
- Maintain records of all credit recognition and relevant assessments for QA audits.
- Submit an annual summary report to SCAQA/MOHE outlining the number of lateral entries, credits transferred, and audit findings.

Annex D: Audit-Ready Forms and Sample Tables

Institutions should maintain the following standard forms for compliance and audits.

Form 1: Lateral Entry Evaluation Summary

Applicant ID / Name	Qualification & Institution	Assessed Year of Entry	Credit Transfer Decision

Form 2: Bridging Course / Diagnostic Assessment Record

Applicant ID / Name	Bridging Course Name	Duration / Credits	Assessment Outcome	Remarks / Recommendation

Form 3: Annual Lateral Entry Summary (For SCAQA Submission)

Programme Name	Total Lateral Entrants	Average Credits Transferred	RPL-Based Admissions	Observations / Comments

Annex E: Key Definitions and Regulatory Alignment

- Degree Awarding Institute (DAI): An institution recognized by the Minister under Section 25A of the Universities Act as a Degree Awarding Institute for specific degree programmes.
- Specified Authority: The authority designated under Section 70B of the Universities Act, responsible for implementing regulatory and quality assurance measures.
- Recognition of Prior Learning (RPL): A formal process to evaluate and accredit learning outcomes gained through non-formal or experiential means.
- Quality Assurance: Systematic mechanisms that ensure adherence to academic, administrative, and regulatory standards required by the Ministry and SCAQA.
- Revocation: The withdrawal of DAI recognition by the Minister under Section 27(1)(b) of the Universities Act for non-compliance.

Annex F: International Equivalency Verification Procedures

In order to ensure the validity and comparability of international qualifications presented for lateral entry, Degree Awarding Institutes (DAIs) must verify the equivalence of such qualifications through recognized international and national mechanisms. These mechanisms include the European Network of Information Centres (ENIC) and the National Academic Recognition Information Centres (NARIC), as well as other approved global and regional qualification frameworks.

F1. ENIC/NARIC Framework

The ENIC-NARIC system was established jointly by UNESCO and the Council of Europe under the Lisbon Recognition Convention (1997). It facilitates the fair and transparent recognition of qualifications obtained in one country for use in another. Each member country maintains a National Information Centre responsible for evaluating and certifying the level and status of foreign qualifications.

F2. Application in Sri Lankan Context

When an applicant presents a foreign qualification (e.g., Higher National Diploma, Associate Degree, or Advanced Diploma), the DAI shall verify its standing using ENIC/NARIC databases or other recognized qualification frameworks such as the Australian Qualifications Framework (AQF), South African Qualifications Authority (SAQA), or the Sri Lanka Qualifications Framework (SLQF).

F3. Verification Procedure

1. Obtain an official credential evaluation or equivalency certificate from the ENIC/NARIC office of the awarding country or another recognized credential authority.
2. Ensure that the foreign qualification is accredited or officially recognized by the national regulatory or quality assurance body of that country.
3. Map the qualification to the corresponding level within the Sri Lanka Qualifications Framework (SLQF), using documented evidence of learning outcomes, credit volume, and assessment rigour.

4. Document the equivalency decision in the institutional credit mapping records and retain supporting evidence for audit by the Ministry or SCAQA.

F4. Example Equivalency Mapping Table

All international qualifications recognized through ENIC/NARIC or equivalent frameworks must be evaluated against the Sri Lanka Qualifications Framework (SLQF) to determine appropriate entry levels and credit transfer eligibility.

Qualification	Issuing Country	ENIC/NARIC or Equivalent Framework	Mapped SLQF Level
Higher National Diploma (HND)	United Kingdom	UK NARIC – QCF/SCQF Level 5	SLQF Level 5
Associate Degree	United States	US ENIC or credential evaluation agency	SLQF Level 5–6
Advanced Diploma (TAFE)	Australia	AQF Level 6	SLQF Level 5–6
Diplôme Universitaire de Technologie (DUT)	France	France ENIC-NARIC	SLQF Level 5–6

Annex G: Recognition of Professional and Technical Qualifications

In addition to academic and vocational qualifications, professional and technical qualifications offered by nationally and internationally recognized professional bodies may also be considered for lateral entry or partial credit recognition, subject to rigorous academic evaluation and mapping. This ensures that candidates possessing substantial professional learning can progress into higher education in a structured and quality-assured manner, while maintaining the academic integrity of degree programmes.

G1. Eligible Professional Qualifications

The following professional qualifications are recognized as potentially suitable for consideration under this policy, based on their academic rigour, level, and alignment with degree-level learning outcomes:

Qualification / Body	Field / Discipline	Possible Lateral Entry / Credit Recognition
AAT (Association of Accounting Technicians)	Accounting / Finance	Eligible for credit towards Year 1–2 of Accounting or Business degree programmes, subject to syllabus mapping and performance level.
CIMA (Chartered Institute of Management Accountants)	Management Accounting / Business	Operational or Management levels may be eligible for credit mapping to mid-level business or finance modules.

ACS (Australian Computer Society or equivalent professional bodies)	Information Technology / Computing	Advanced certifications may qualify for partial credit in ICT or Computing programmes after RPL assessment.
ACCA (Association of Chartered Certified Accountants)	Accounting / Finance	Fundamental and Skills levels may be mapped to core modules in accounting or business degrees.
CIPM, CMA, or equivalent regional professional bodies	Management / Human Resource / Accounting	Advanced levels may be eligible for partial credit recognition, subject to institutional and SCAQA review.

Institutions must ensure that the awarding professional body is duly accredited or recognized within its jurisdiction, and that the qualification level aligns with SLQF Level 4 or higher for any consideration under lateral entry or credit transfer.

G2. Policy Statement on Professional Qualifications

Degree Awarding Institutes (DAIs) may accept recognized professional qualifications such as AAT, CIMA, ACS, ACCA, and equivalent credentials for lateral entry or credit recognition under the following conditions:

- The qualification must be accredited or officially recognized by the respective national or international professional body.
- The syllabus, learning outcomes, and assessment structure must be mapped and verified by the institution's Credit Transfer or RPL Evaluation Committee.
- Only advanced or professional-level stages of the qualification may be considered for credit transfer. Foundational or certificate levels do not qualify.
- The total credit recognition granted based on professional qualifications shall not exceed 30% of the total degree credit requirement, unless specifically approved by the Specified Authority.
- All mapping, decisions, and justification records must be retained for at least five (05) years for review by SCAQA or the Ministry.
- Professional qualifications shall not substitute the minimum general academic entry requirement (e.g., G.C.E. A/L or equivalent), but may be used for advanced standing within a programme.