ACCREDITATION MANUAL

for
Accreditation of Academic Programs

BANGLADESH ACCREDITATION COUNCIL

- Academic excellence through quality assurance and accreditation in higher education.
- Best practices in higher education institutions with integrity, transparency, accountability and credibility

Accreditation Manual

(2nd Edition)

- **Standards and Criteria for Accreditation of Academic Program**
- **Self-Assessment of Academic Program**
- **External Quality Assessment**

BANGLADESH ACCREDITATION COUNCIL

Sustainable Socioeconomic Development through
Excellence in Higher Education

June 2024

Published by
Bangladesh Accreditation Council
BSL Office Complex 2 (2nd Floor)
1, Minto Road, Ramna
Dhaka-1000
Bangladesh

1st Edition: June 2022

2nd Edition: June 2024

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Printed by
Printed at Natundhara Printing Press
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Preface

Bangladesh Accreditation Council (BAC) has been established with the responsibility of promoting quality assurance in higher education in Bangladesh. **BAC** will implement Level 7-10 of the Bangladesh National Qualifications Framework (BNQF) and accredit higher education institutions (HEIs) and academic programs for quality assurance. BAC is dedicated to enhancing confidence of the stakeholders for quality of higher education of Bangladesh by ensuring best practices in higher education institutions with integrity, transparency, accountability and credibility in accordance with internationally acceptable quality assurance (QA) practices.

For quality assurance, HEIs are required to be more responsive to the emerging issues like globalization, changes in higher education landscape driven by technologies, continuous and discontinuous changes, skill mismatch etc. Academic excellence mostly depends on commitment, adequacy and appropriateness of the process of HEIs to cope with the emerging issues and match with the trends of global higher education practices. HEIs need to look into the capacity and effectiveness of the process to produce graduates with competence, which should be the whole purpose of education. The fundamental aspect of quality culture is strong commitment for continuous improvement with a holistic approach, recognizing the contribution of all involved in the process. It will be a shared responsibility to achieve the credibility through quality assurance in education.

The establishment of BAC is an epoch-making event in the history of higher education of Bangladesh. It will initiate a new era of global acceptance of higher education of Bangladesh. It is expected that proper functioning of BAC will enhance peoples' confidence in higher education of Bangladesh, enhance the capacity of HEIs for quality assurance and improve competitiveness of graduates in terms of innovative and creative human capital.

Experiences, concerns and issues of the HEIs necessitate the publishing of 2nd edition of BAC accreditation manual. The manual outlines the steps and responsibilities in the process of meaningful self-assessment and external quality assessment (EQA) towards better preparation for accreditation of academic programs. It is expected that the Manual will be useful to the program offering entity (POE) to prepare for accreditation of academic program with adoption and maintenance of Bangladesh National Qualifications Framework and accreditation standards of Bangladesh Accreditation Council.

Professor Dr. Mesbahuddin Ahmed
Chairman
Bangladesh Accreditation Council

Accreditation Manual

[Accreditation Manual explains the concept and process of accreditation of academic programs in higher education. First edition of the Accreditation manual was published in June 2022. Experiences and feedback from the higher education institutions (HEIs) necessitate the review and publishing the 2nd edition of BAC accreditation manual. The 2nd edition of the manual is improved with significant additions. The manual outlines the steps and responsibilities in the process of meaningful self-assessment and external quality assessment (EQA) towards better preparation for accreditation of academic program. It is expected that the Manual will be useful to the program offering entity (POE) to prepare for accreditation of academic program with adoption and maintenance of Bangladesh National Qualifications Framework (BNQF) and accreditation standards of Bangladesh Accreditation Council.]

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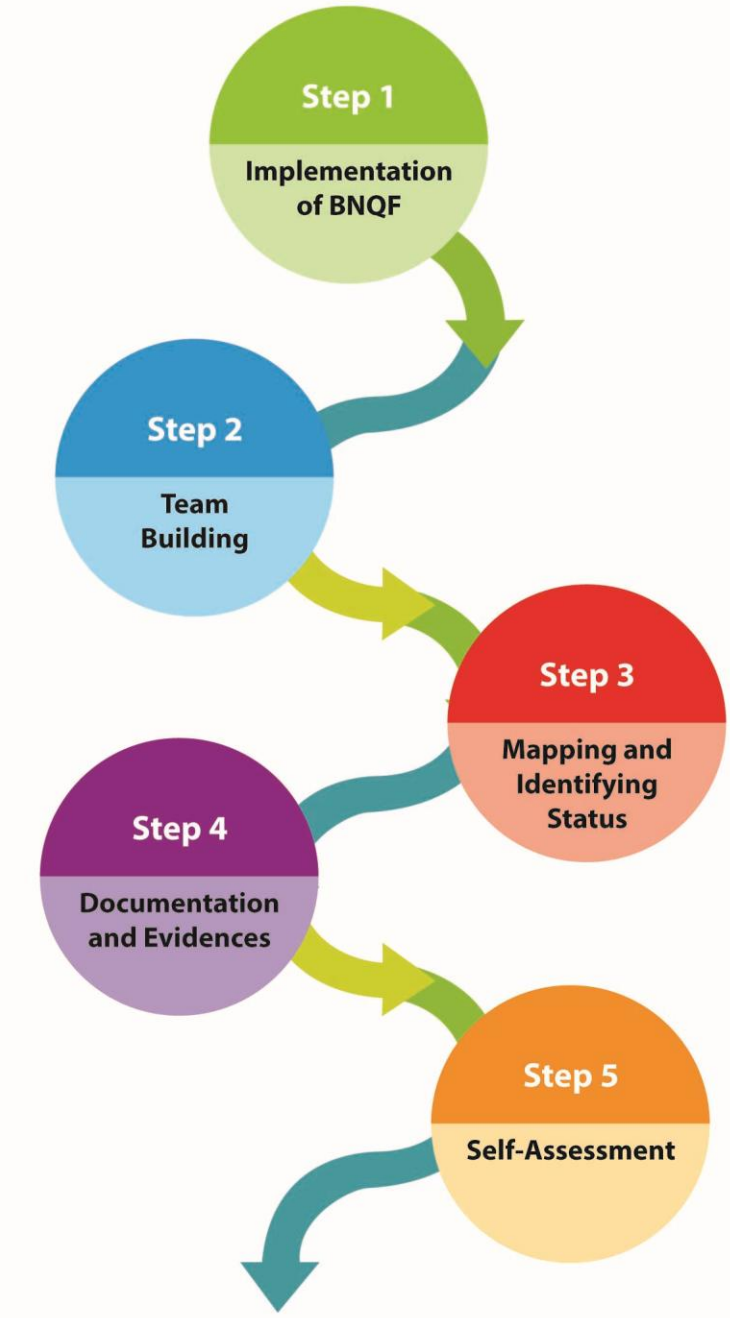
Preparation to Apply for Accreditation



Application for Accreditation

Abbreviations and Acronyms

BAC	Bangladesh Accreditation Council
BNQF	Bangladesh National Qualifications Framework
CLOs	Course Learning Outcomes
CQI	Continual Quality Improvement
EQA	External Quality Assessment
HE	Higher Education
HEI	Higher Education Institution
HEQEP	Higher Education Quality Enhancement Project
HOTS	Higher Order Thinking Skills
IQAC	Institutional Quality Assurance Cell
M & E	Monitoring & Evaluation
PLOs	Program Learning Outcomes
POE	Program Offering Entity
PSAC	Program Self-Assessment Committee
QA	Quality Assurance
QAC	Quality Assurance Committee
SA	Self-Assessment
SAR	Self-Assessment Report
SDGs	Sustainable Development Goals
SLT	Student Learning Time
SWOT	Strength, Weakness, Threat and Opportunity
UGC	University Grants Commission of Bangladesh

Glossary

Accreditation	**Accreditation** means a recognition/certification granted for a specific period of time by a credible accrediting agency after examining and assessing an academic program or HEI, which provides programs in accordance with the quality assurance and qualifications framework
Accreditation Committee	Accreditation Committee means the committee formed time to time by the Council under Section 13 of the Bangladesh Accreditation Council Act, 2017 to review, observe and assess the HEIs and their activities
Bangladesh National Qualifications Framework	The Bangladesh National Qualifications Framework is an internationally benchmarked instrument for the development, classification and recognition of skills, knowledge and competencies along a continuum of agreed levels. The BNQF describes the qualifications and levels of learning based on learning outcomes, and minimum academic load for an academic program
Certificate of Accreditation	Certificate of Accreditation means certificate issued by the Council to an academic program or HEI after examining and reviewing that the HEI or the curriculum developed for its academic programs and necessary steps taken to run its academic activities are consistent with the framework and BAC accreditation standards to provide quality higher education.
Certificate of Confidence	Certificate of Confidence means a provisional certificate granted to an academic program or HEI for a specific period of time (maximum of one year) to fulfill the BAC requirements for accreditation.
Council	Bangladesh Accreditation Council
Credit	Credit means the unit of measuring students' academic load, usually based on teaching learning activities (number of classroom hours, directed and non-directed independent learning, assessments and other related activities) that lead to the attainment of the learning outcomes. The calculation of credit is based on credit hour and notional hours.
Credit Hour	Credit hour means for lecture, tutorial, seminar 1-hour face to face teaching per week for 14 weeks. For laboratory, studio or clinical work 1.5-hour face to face teaching per week for 14 weeks is equivalent to 1 credit. In case of industrial/workplace learning 2 hours per week for 14 is equivalent to 1 credit.
Expert Committee	Expert Committee means committee constituted by the Council under section 14 of the Bangladesh Accreditation Council Act, 2017

External Quality Assessment	External Quality Assessment means quality assessment of higher education institution/academic program by the accreditation committee following the guidelines of the Council
Higher Education Institution	Higher Education Institution means an organization approved by the appropriate authority, providing tertiary level education leading to the award of bachelor or above degree
Higher Order Thinking Skills	High-order thinking skills refer to skills that go beyond memorizing information or skills at the bottom of the Bloom's Taxonomy hierarchy. High-order thinking skills are a series of important competencies that individuals can utilize in order to improve learning progress, critical thinking and creativity.
IQAC	IQAC is an administrative set up at the HEI level to take care of quality assurance activities within the HEI as internal quality assurance system.
Mentor	Mentor means individual(s) engaged in providing consultation services to the higher education institution/program offering entity in preparing for accreditation
Notional Hour	Notional hour means the estimated learning time taken by an 'average' student to achieve the specified learning outcomes of a program or a course. They are therefore not a precise measure but instead provide students with an indication of the amount of teacher-student interaction (face to face, blended and online), self-study and degree of commitment expected from them in attaining the defined learning outcomes
Program	Program means a specific program run by a structured curriculum
Program Offering Entity	Program offering Entity means the faculty, department, institute etc. where academic programs are run to provide the award of bachelor or above degree.
Quality Assurance	Quality Assurance means the process of determining the quality of all activities of HEI or an academic program or a course based on standards and criteria.
Self-assessment	Self-assessment means a systematic assessment by the HEI/POE following the guidelines of the Council to assess the level of compliance for accreditation and to identify the strengths, weaknesses, opportunities and threats of the HEI/academic program for the purpose of continuous improvement.
Student Learning Time	Student Learning Time refers total time required by student to learn a particular component of curriculum and to attain the specified learning outcomes.

- Integrity
- Professionalism and Ethics
- Sincerity and Commitment
- Transparency and Fairness
- Compliance
- Benchmarking
- Respect to Diversity
- Collaboration and Cooperation

Introduction

Recently, the scope of higher education expanded in Bangladesh remarkably with the increasing number of higher education institutions (HEIs) and academic programs. But with the changes in the quality requirements in higher education there is an urgency to look into the effectiveness of the HEIs and academic programs. Besides, there is an increasing demand from the stakeholders on the HEIs to be more accountable for their activities and responsible about quality education. Bangladesh now has put its step on the highway of development and nothing could be more important than to ensure the quality of higher education. Quality education would enhance competitiveness of graduates for gainful employment and greater contribution to the socioeconomic development of the country. The contribution of higher education to the achievement of sustainable development goals (SDGs) is clearly recognized. The SDGs are interconnected and comprehensive, which are not possible to achieve without the contribution of quality higher education.

Recognizing the urgency of quality assurance in higher education BAC is being established with the responsibility to promote quality culture and quality assurance of higher education in Bangladesh. As per Section 15 (2) of the Bangladesh Accreditation Council Act, 2017 BAC is entrusted with responsibilities to implement the BNQF for higher education and accredit higher education institutions and academic programs for quality assurance. BAC collaborate with regional and international QA agencies for international recognition of BAC accreditation and higher education of Bangladesh.

Higher education institutions (HEIs) and program offering entities (POEs) must be committed to ensure quality in higher education and to make the graduates competent to face the challenges of today's competitive world. BAC will guide the HEIs to improve the quality of higher education and accredit the academic programs and HEIs. Accreditation in higher education means a process of recognizing that the HEI/academic program is in accordance with the provisions of BNQF and accreditation standards of BAC. Such recognition comes out of rigorous external quality assessment process and clear demonstration of fitness of the educational process of the HEI/POE to run the academic program with transparency, credibility and accountability.

International Affiliation

Intermediate Member

Memorandum of Understanding

Chapter 1

Quality Assurance and Accreditation

1.1 Quality Assurance

Quality assurance is a comprehensive system within the HEIs that determines the attainment of learning outcomes and fitness of the graduates. Quality assurance (QA) emphasizes the appropriateness of institutional capacity & process to facilitate the attainment of learning outcomes by the students. This system includes governance, facilities and resources, evidence of good practices in all aspects of quality assurance. Quality assurance is a continuous process of systematic monitoring and evaluation of policy, procedures and performance for continuous improvement. In that sense, implementation of qualifications framework and compliance of accreditation standards may be considered as very effective measures for quality assurance in higher education.

1.2 Quality Assurance in Higher Education of Bangladesh

In the highly competitive global economy, the sustainable sources of competitive advantage can be creativity and innovation. It is widely recognized that higher education forms the basis of a comprehensive system of creativity and innovation. In recent years, enrolment in higher education in Bangladesh has increased significantly. The number of students in higher education is huge by any comparison. As such, for the sustainable socioeconomic development it is very critical to enhance the capacity of higher education institutions for quality assurance and competitiveness of graduates in terms of innovative and creative human capital. Recognizing the fact, Bangladesh Government responded very positively with a commitment to improve the quality higher education through establishing quality assurance mechanism in 2014. Government is encouraging HEIs to be more innovative and responsive to the needs for rapid economic growth. University Grants Commission (UGC) of Bangladesh is facilitating the establishment of Institutional Quality Assurance Cell (IQAC) as an enabling framework to take care of quality assurance at the university level. With the financial support and policy guideline of UGC the IQAC became functional in many universities in Bangladesh. From 2014-18, under Higher Education Quality Enhancement Project (HEQEP), the Quality Assurance Unit of UGC implemented the self-assessment exercise of academic programs in many HEIs in

Bangladesh. It was the first step towards quality assurance in higher education in Bangladesh. This initiative seems very effective for lifting the higher education to a new height and prepare the ground for enhancing the quality leading to international standard.

1.3 Bangladesh National Qualifications Framework

The Bangladesh National Qualifications framework (BNQF) is an internationally benchmarked instrument for the development, classification and recognition of skills, knowledge and competencies along a continuum of agreed levels. The frame work describes the qualifications and levels of learning based on learning outcomes, and minimum academic load for an academic program. The higher education qualifications system of Bangladesh will be an outcome-based and student-centered system focusing on what a graduate can do rather than what she/he has learnt. To support the outcome-based system, the framework provides levels for the higher education system in Bangladesh through the recognition of qualifications with minimum graduating credits. Credit means the unit of measuring students' academic load, usually based on teaching learning activities (number of class hours, directed and non-directed independent learning, preparation for assessments and other related activities) that lead to the attainment of the learning outcomes. The calculation of credit is based on credit hour and notional hours.

Learning Outcome Domains of BNQF

Four learning outcome domains prescribed in the framework covered all the required skills in defining the qualifications of graduates. The recognition of all qualifications will be achieved through the fulfilment of the four Learning Outcome Domains to the appropriate level. For the purpose of quality assurance and accreditation all academic programs need to conform to these domains through clearly defined learning outcomes. The Learning Outcome Domains are:

i) **Fundamental Domain:** This domain involves the discipline specific knowledge and application of skills that a student obtains after a level of study, which influence his/her performance and societal contributions.

ii) **Social Domain:** This domain involves the skills needed for working with people at various levels to achieve set goals, communication and community engagement. The World Economic Forum categorizes social skills as the ability to coordinate, instruct, negotiate, persuade, be service oriented and have people and environment perceptiveness.

iii) **Thinking Domain:** Skills such as learning to learn, decision-making, problem solving and entrepreneurship are the elements Thinking Domain. This domain includes the ability of graduates to be active learners and critical thinkers. It requires the graduates to be investigative, enterprising, scientific, analytical and have management skills.

iv) **Personal Domain:** This domain includes skills such as life-long learning, self-direction, acting with integrity and the development of citizenship. Examples are the ability to be active listeners, manage one's own time and the time of others, care for others, develop and build teams, be responsible for one's own acts and results, perform civic duties and contribute to society.

1.4 Accreditation

Accreditation in higher education is now a global concern. The prime concern of accreditation is quality assurance in higher education. Accreditation is a status or recognition granted by a credible external quality assurance agency for HEI or academic program, which meets standards of quality or excellence in education. It is a recognition on the basis conformity assessment conveying formal demonstration of competence of the HEI/program offering entity (POE) in providing quality education. Implementation of standards accreditation ensures that the POE maintains the system with adequate and appropriate capacity to provide quality education at an acceptable level. It also provides motivation and guidelines for continual quality improvement with self-regulation and achievable benchmarks. Initiative for accreditation demonstrates the commitment of the HEI/POE towards excellence in education.

1.5 Bangladesh Accreditation Council

BAC has been established as an independent statutory body with the responsibility of quality assurance in higher education. BAC will implement the Bangladesh National Qualifications Framework (Level 7-10) and accredit HEIs and academic programs to ensure quality. BAC will be dedicated to enhance confidence of the stakeholders in the quality of higher education of Bangladesh by ensuring best practices with integrity, transparency, and accountability in accordance with internationally acceptable accreditation and quality assurance practices. After thorough assessment, BAC will issue Certificate of Accreditation for the HEIs and academic programs that fits to the standards and provisions of the BNQF.

Vision

To become a credible and internationally recognized agency for achieving academic excellence through quality assurance and accreditation in higher education.

Mission

Bangladesh Accreditation is dedicated to:

- Enhance confidence of the stakeholders about the quality of higher education of Bangladesh by ensuring best practices in HEIs with integrity, transparency,

accountability and credibility in accordance with internationally acceptable QA practices. This will be achieved through implementation of accreditation standards, self-assessment process and monitoring of compliance.

- Facilitate the capacity building of the higher education institutions in meeting quality assurance and accreditation standards and to make greater contribution to the sustainable socioeconomic development of the country.

Objectives

1) Serve as a credible national and internationally recognized QA and accreditation agency;
2) Facilitate the implementation of national qualifications framework and adoption of accreditation standards at the HEI and academic program levels;
3) Provide standards, guidelines and code of best practice to the HEIs for self-assessment and developing internal quality assurance culture;
4) Provide consultation services, organize workshop, seminar and conference to create awareness and motivate the higher education community towards accreditation and capacity building to prepare for accreditation;
5) Provide quality assurance and accreditation services to HEIs through mentoring and training for academics and professional staff as they implement accreditation standards and engage in continual quality improvement;
6) Assure students and public about the quality of higher education, institutional integrity and accountability through rigorous implementation of accreditation standards, external quality assessment, academic audit and monitoring;
7) Maintain liaison and develop cooperation with credible international and regional quality assurance networks and accreditation bodies in higher education; and
8) Maintain a capable and sustainable organizational structure.

Values

In carrying out the responsibilities Bangladesh Accreditation Council will be guided by the following core values:

- Integrity
- Professionalism and Ethics
- Sincerity and Commitment
- Transparency and Fairness
- Compliance
- Benchmarking

- Respect to Diversity
- Collaboration and Cooperation

Responsibilities and Functions of the Council

1) Accrediting the HEIs and academic programs;
2) Issuing, cancellation or suspension of Certificate of Confidence or, Certificate of Accreditation, as applicable, to ensure the quality of education provided by the HEIs;
3) Forming discipline specific Accreditation Committee in response to application for accreditation by HEI;
4) Determining the terms and conditions for Certificate of Confidence and Certificate of Accreditation;
5) Organizing training, seminar, symposium and circulation of information relating to accreditation for the development, promotion and motivation of the higher education community towards accreditation;
6) Taking initiative for international recognition of Bangladesh Accreditation Council through networking with the national, regional and international credible quality assurance agencies;
7) Implementing the Bangladesh National Qualifications Framework (BNQF);
8) Responsibilities assigned to the Council by the Government or considered necessary by the Council for quality assurance and accreditation in higher education of Bangladesh.

International Affiliation

Bangladesh Accreditation Council is working to develop relationship and enhance collaboration with the credible regional and international quality assurance and accreditation agencies. BAC is sharing the accreditation, quality assurance process and organized discussion on the mutual areas of benefit with a few internationally credible QA agencies like Quality Assurance Agency (QAA) UK, British Accreditation Council, Tertiary Education Quality and Standards Agency (TEQSA), Australia, New Zealand QA Agency, Department of International Recognition, Netherlands and Asia Pacific Quality Network (APQN). BAC is sharing its accreditation and quality assurance process with those organizations. As outcome of such initiative BAC already signed memorandum of understanding with QAA UK, National Centre for Public Accreditation (NCPA) Russia, Asia Pacific Quality Network (APQN) and Accreditation Council for Education (ACE), Indonesia on the identified areas of mutual benefit. BAC confirmed intermediate membership of Asia Pacific Quality Network (APQN). Now, BAC is preparing for full membership of APQN and International Network for Quality Assurance Agencies in Higher Education (INQAAHE)

1.6 Significance of Accreditation

Bangladesh is a developing country and its economy is in transition to industry, manufacturing and service sectors. Over the last few years, Bangladesh economy has been experiencing a growth rate of above 7%. With the expansion of industry, manufacturing and service sectors Bangladesh intends to attain the developed country status. But in the face of changing and increasingly competitive global economy sustainable socioeconomic development of any nation mostly depends on knowledge, creativity and innovation. It is a fact that quality higher education forms the basis of a comprehensive system of knowledge, creativity and innovation. In that case, higher education has a very critical role to propel the economic development of Bangladesh towards the target. Tertiary education in Bangladesh has been facing many deeply rooted and intertwined challenges. These include, traditional approach in teaching learning, inadequate capacity for quality teaching learning and research, weak governance and accountability, poor monitoring and evaluation etc.

Bangladesh now, put its step on the highway of development and nothing could be more important now than to taking urgent steps to ensure the quality of higher education. There are around four million students undertaking higher education in Bangladesh. The number is huge by any comparison. If we can enhance the quality of higher education and make graduates competent, productive and useful citizens for the country, Bangladesh can expect to reach the higher level of economic and social development. BAC has been established with the responsibility to promote quality assurance in higher education in Bangladesh, set the quality standards, and collaborate with regional and international QA agencies for international recognition of higher education of Bangladesh. The establishment BAC for improving the quality of higher education and to accredit the higher education institutions and academic programs is an epoch-making event in the history of higher education in Bangladesh. The BAC will play a pivotal role in ensuring best practices in higher education with transparency, accountability and credibility.

Accreditation standards and criteria of BAC for academic programs will provide a comprehensive mechanism, which would guide the HEI/POE to manage the academic programs including design and delivery of outcome-based curriculum. BAC accreditation system will confirm:

- ✓ Well-organized internal QA system at the HEIs;
- ✓ Adequacy and appropriateness of the elements of the capacity and educational process of the HEIs/POEs to produce quality graduates;
- ✓ Ability of the graduates to make greater contribution to the achievement of sustainable development goals;
- ✓ Greater transparency and accountability;

- ✓ Guidance toward continuous improvement
- ✓ International recognition, credibility & acceptability;
- ✓ Competitiveness to attract talented students;
- ✓ A recognized way to draw the attention of international students.

It is expected that BAC accreditation will make significant contribution to:

- ✓ Improve competitiveness of graduates for gainful employment and greater contribution to socioeconomic development of the country.
- ✓ Enhance acceptability of graduates to the reputed universities for exchange programs and academic collaborations.
- ✓ Enhance the peoples' confidence in higher education of Bangladesh, which in effect will support the internationalization of higher education, attract the international students to study in Bangladesh

1.7 General Policy on Accreditation

The general accreditation policies are:

1) **BAC** will implement the BNQF (Level 7 -10) and ensure quality of higher education through accreditation of HEIs and academic programs;
2) BAC will provide Certificate of Accreditation to the eligible HEIs and their academic programs;
3) Accreditation process will commence with the submission of application for accreditation by the eligible HEI/POE following Accreditation Rules of the Council;
4) Compliance of the accreditation standards will be considered as mandatory to get the Certificate of Accreditation of the Council;
5) Upon receipt of application for accreditation, BAC shall form an Accreditation Committee and an Expert Committee following the Accreditation Rules, 2022 of the Council to conduct external quality assessment of the HEI/academic program applied for accreditation;
6) BAC will issue Certificate of Accreditation on the basis of satisfactory outcomes of external quality assessment report, self-assessment report of the HEI/POE and review of relevant documents;
7) HEIs may appoint mentor. Mentor will provide consultation services to the HEI/POE for compliance of BAC accreditation standards and criteria with proper documentation;
8) Certificate of Accreditation of the Council will be valid for a period of 5 (five) years from the date of issue, provided that the HEI/POE is maintaining the standards of the Council;

9) BAC will conduct academic audit to monitor whether the accreditation standards of the Council are properly maintained or not in running the accredited HEI and academic program as applicable;

10) BAC shall have the authority to suspend or cancel any certificate against the breach of any conditions of accreditation defined under the Bangladesh Accreditation Council Act, 2017 and Accreditation Rules, 2022;

11) The HEI/POE, aggrieved by any adverse accrediting decision of the Council, may file application for reconsideration. Application for reconsideration will be settled as per the provisions of Accreditation Rules, 2022;

12) BAC shall take necessary initiatives to disseminate information relating to accreditation, organize seminars, symposia, workshop and training to create awareness and motivate the HEIs toward accreditation;

13) BAC shall conduct research on quality assurance and accreditation;

14) In respect of research on quality assurance and accreditation and innovations in international practices of quality assurance and accreditation, considering the context of higher education of Bangladesh, Council will review, modify and update the accreditation standards and criteria on a regular basis for continual improvement;

15) BAC shall take initiative for its international recognition and internationalization of higher education of Bangladesh through networking and cooperation with the national, regional and international quality assurance and accreditation agencies;

16) Chairman, members, staff, accreditation committee, reconsideration committee, audit and monitoring team of the Council will carry out their responsibilities maintaining highest level of integrity following the BAC Policy on Management of Conflict of Interest and Confidentiality.

Chapter 2

Accreditation Process

2.1 Eligibility to Apply for BAC Accreditation

HEI/POE (faculty/department/institute) intent to apply for accreditation must fulfil the following conditions:

1) The HEI/academic program needs to be approved by the appropriate authority in Bangladesh;
2) The HEI must have a permanent IQAC for management of quality assurance within the HEI;
3) As per the Bangladesh Accreditation Council Act, 2017 section 17(2) HEI/academic program must comply with the BNQF;
4) The academic program must be leading to bachelor degree or above level.
5) At least one batch of students must complete the formalities of graduation under the academic program at least two years before the date of application for accreditation of concerned academic program;
6) As per the Accreditation Rules, 2022 in case of institutional accreditation, at least 20% of total academic programs of the HEI must be accredited by BAC. Provided that the number of accredited academic program is minimum of three; It is expected that accreditation of academic programs will guide the HEIs to develop quality culture and to prepare for institutional accreditation.
7) The HEI/POE must have adequate infrastructural facilities, appropriate human resources and strategic plan with sufficient financial resources to fulfil its mission including BAC standards and criteria;
8) The HEI/POE, within a maximum of one year from the date of application for accreditation, must complete self-assessment following the BAC accreditation manual.

2.2 Intent to Apply

HEI/POE, committed to quality assurance and accepted the BAC accreditation policy and process, shall submit expression of interest in writing to BAC for

accreditation. After receiving expression of interest, BAC shall provide accreditation manual, counseling and guidance to make necessary preparation to apply for accreditation. Following the BAC Accreditation Manual, the concerned HEI/POE will conduct self-assessment and assess the level of compliance in respect of BAC accreditation standards and criteria. HEI/POE, may appoint mentor for consultation services. Mentor will guide the HEI/POE to adopt and maintain the BAC accreditation standards and criteria with proper documentation, facilitate to conduct self-assessment following the BAC accreditation manual and prepare the entity to apply for accreditation.

2.3 Preparation to Apply for BAC Accreditation

Implementation of BNQF

Compliance with the BNQF is a must for quality assurance and accreditation of higher education in Bangladesh. Curriculum designed for academic programs and necessary arrangements to run the academic activities following the outcome-based curriculum must be in compliance with the BNQF. Steps to be followed in the implementation process of BNQF are:

i) Endorsement by the competent authority (Academic Council/Syndicate Regent Board) of the University/Higher Education Institution;

ii) Formulating policies to support the implementation of BNQF;

iii) Incorporating the provisions of BNQF in academic rules or ordinance;

iv) Designing outcome-based curriculum following the revised academic rules or ordinance incorporating the provisions of BNQF;

v) Teaching-learning and assessment maintaining the provisions of BNQF.

Documentation and evidences

Documentation and evidences are essential to prove the compliance with the BAC accreditation standards and criteria. The POE should preserve appropriate/supporting documents and evidence such as rules, regulations, ordinances, statues, policy, information or physical item(s) to support the claim regarding the compliance. All the documents should be systematically developed, relevant and reliable.

2.4 Self-Assessment

The HEI/POE, intent to apply for accreditation, shall conduct self-assessment of concerned academic program following the guidelines in chapter-4 of this Manual within one year from the date of application. Self-assessment of HEI/academic program is the indispensable first step towards quality assurance and accreditation. It is a systematic assessment by the HEI/POE to assess the level of compliance and to identify the strengths, weaknesses, opportunities and

threats for the purpose of further improvement. Self-assessment must demonstrate the current status of adoption and maintenance of BAC accreditation standards and criteria at program level. Based on the current status of BAC accreditation standards and criteria the POE will assess the level of compliance using BAC rubrics and check the preparedness of the HEI/POE, which in effect will help to make decision regarding application for accreditation.

2.5 Mentoring Services

The HEI/POE may contact with the recognized academic auditors or any other qualified QA professionals for guidance and consultation services for better preparation to apply for accreditation.

2.6 Application for Accreditation

1) The HEI/POE will submit duly filled in application form prescribed by the BAC;
2) Necessary information and documents must be submitted with the application following the directives of the Council;

2.7 Acceptance or Refusal of Application

1) After submission of application, if the Council is satisfied that the application is filled in properly and submitted along with required documents and information, the application will be accepted for further processing;
2) If the Council is not satisfied with the information furnished in the filled in application and the applicant fails to provide necessary documents the Council shall reject the application;

   In such cases, the Council may ask in writing for submission of documents or information within seven days from the date of issuance of such letter.

   If the applicant fails to provide necessary documents or information within the specified seven days, the Council shall reject the application and send back the application for re-submission;
3) If the application is accepted, the council shall inform the applicant in writing to pay accreditation fee amounting Taka 200,000 within next seven days;
4) If the application is rejected, the Council within seven days from the date of decision on the status of application will inform the applicant in writing about rejection of the application specifying the reasons.

2.8 Accreditation Fee

1) Fee as specified in the Accreditation Rules, 2022 amounting Taka 200,000 (Two Lac) is to be paid by the applicant for accreditation/accreditation by recognition, as applicable;

2) If any mentor appointed by the applicant for consultation services for better maintenance of the accreditation standards and criteria of the Council, in that case, the applicant will pay all the necessary expenses as honorarium, travel and other expenses for the services of the mentor.

2.9 Formation of Accreditation Committee

1) Accreditation Committee

After receiving application for accreditation, the council shall form accreditation committee with the selected academic auditors. The composition and Qualifications of Head & Members of the Accreditation Committee are as follows:

Head : One academic with the rank of Professor having specialized knowledge in evaluation of curriculum, quality assurance or accreditation of higher education institution or academic program shall be eligible to be the Head of the committee for accreditation of academic program.

Members: Two **a**cademics with the rank of minimum of Professor shall be the members of the accreditation committee for academic program accreditation.

i) One member of the Committee shall be an academic with the rank of Professor having experience in academic program or curriculum evaluation, quality assurance or accreditation in higher education.

ii) Another member, as subject expert, shall be an academic with the rank of Professor from the respective subject/discipline of the academic program, for which application is submitted for accreditation.

2) Selection of Academic Auditor for Accreditation Committee

Commitment, professionalism and expertise are the basis of meaningful external quality assessment (EQA). In order to ensure the competence of the academic auditors BAC select potential auditors among the interested academics of the HEIs following a rigorous evaluation process. In the valuation process academic attainment, training and expertise in various aspects of quality assurance and accreditation are considered using a well-structured scoring guide (rubrics). BAC organizes training program for the selected academic auditors on BNQF, accreditation rules, accreditation standards and criteria, EQA, documentations and compliance assessment etc. Participation in the training programs is a prerequisite to be selected as academic auditor for Accreditation Committee.

3) BAC Policy on Conflict of Interest and Confidentiality Management will be applicable for the Head and Members of the Accreditation Committees.

2.10 Formation of Expert Committee

1) Council will form an Expert Committee consisting of one Head and two members;

2) In case of academic program accreditation, the Head and Members of the Expert Committee will be academics with the rank of Professor in the discipline/subject of the academic program under consideration for accreditation;

3) BAC Policy on Conflict of Interest and Confidentiality Management will be applicable for the Head and Members of the Expert Committee.

2.11 External Quality Assessment

The Accreditation Committee appointed by the Council shall carry out the external quality assessment (EQA) following EQA guidelines of the Council and code of conduct for the academic auditors. The EQA shall include review of documents and Self-Assessment Report (SAR), site visit and submission of EQA report with observations and recommendation.

2.12 Conditions for BAC Certificate of Accreditation

1) Accreditation status will be determined on the basis of EQA report.

2) To be eligible for BAC accreditation certificate, HEI/academic program need to earn 70% or above score in external quality assessment with a minimum of 50% score in each standard separately;

3) The Certificate of Confidence shall be granted for a maximum period of one year, if earned score in external quality assessment is 60% or above but less than 70%. The Certificate of Confidence is non-renewable.

4) The HEI/POE, received certificate of confidence, shall comply with the BAC standards and conditions at a required level for certificate of accreditation within the specific period of time and inform the Council in writing. In such cases, the same accreditation committee shall re-assess the HEI/academic program, as applicable. The concerned HEI/academic shall be eligible for certificate of accreditation, if the re-assessed score is 70% or above as per the Accreditation Rules, 2022.

2.13 Decision & Issuance of Certificate

1) Decision in respect of application for accreditation shall be taken in council meeting considering the EQA report and assessment of level of compliance submitted by the Accreditation Committee.

As per the section 6 of the Bangladesh Accreditation Council Act, 2017 Composition of the Decision-Making Committee is as follows:

Chairman:	Chairman of the Bangladesh Accreditation Council	1
Members :	All Full Time Members of the Bangladesh Accreditation Council	4
	One Full-time Member of the University Grants Commission (UGC) of Bangladesh to be nominated by the UGC	1
	One Representative, at least not below the rank of Joint Secretary, to be nominated by the Government;	1
	The President of the Association of Private Universities of Bangladesh or a Member of the Executive Committee of the said Association to be nominated by its President;	1
	An expert in quality assurance and accreditation from an internationally recognized Quality Assurance and Accreditation Agency, to be nominated by the Government;	1
	A Representative from the relevant Professional Association, to be nominated by the Government;	1
	One of the Medical Faculty Members to be nominated by the Bangladesh Medical and Dental Council;	1
	One Member devoted to the cause of education with experience in academic administrations to be nominated by the Government;	1
	One Member with experiences in Information and Communication Technology, to be nominated by the Government.	1
	Total	**13**

2) The Council shall issue the Certificate of Accreditation or Certificate of Confidence as applicable within seven days from the date of decision.

3) In case of refusal of accreditation, the Council shall inform the concerned HEI/POE in writing specifying the reasons.

2.14 Accreditation by Recognition

As per the Accreditation Rules, 2022:

1) The Council may grant accreditation by recognition for the HEI/academic program accredited by any internationally recognized quality assurance/ accreditation agency;

2) Conditions of Accreditation by Recognition:

   a) Objectives of the accrediting agency, by which the interested HEI/academic program is accredited, must be consistent with the objectives of the Council;

   b) The Council shall issue the Certificate of Accreditation by Recognition within seven days from the date of decision in Council meeting.

   c) BAC accreditation by recognition will be valid for five years from the date of issuance of certificate of accreditation by the other agency.

   d) In case of, expiry of validity or cancellation of accreditation by the concerned organization/authority, certificate of accreditation by recognition issued by BAC will be automatically cancelled;

   e) The HEI/POE must apply for BAC accreditation by recognition at least two years before the expiry of validity of the accreditation certificate of concerned accrediting agency;

   f) The HEI/POE must apply for accreditation by recognition using the Application Form as prescribed by the Council with necessary supporting documents;

   g) Copy of the certificate of accreditation by other accrediting agency, Self-assessment report of the HEI/POE, EQA report and necessary documents and information as evidence of compliances with BAC accreditation requirements need to be submitted with the application for accreditation by recognition;

   h) After receiving an application for Accreditation by recognition, if the Council is not satisfied with the information furnished in the filled in application form and the applicant fails to provide necessary documents, the Council shall reject the application;

      In such cases, the Council may ask in writing for submission of necessary documents or information within seven days from the date of issuance of such letter.

   i) If the applicant fails to provide necessary documents or information within the specified seven days, the Council shall reject the application and send it back to them for re-submission.

j) If the application is accepted, the council shall inform the applicant in writing to pay accreditation fee amounting Taka 20,000 within next seven days.

k) If the application rejected, the Council within seven days from the date of decision will inform the applicant in writing about rejection of the application specifying the reasons;

3) After receiving the application for accreditation by recognition, the Council shall appoint an Accreditation Committee following the Accreditation Rules. 2022. The Accreditation Committee shall:

i) review all the documents submitted with application for accreditation by recognition;

ii) examine the level of compliance for BAC accreditation; and

iii) submit report with recommendation and all the documents to the Council;

4) Considering the reports, documents and recommendations of the Accreditation Committee the Council may refuse to grant accreditation by recognition. In case of refusal the Council shall set out the reasons to the HEI/POE in writing.

2.15 Validity of BAC Certificate

1) Certificate of Confidence issued by BAC shall be valid for one year from the date of issue. Certificate of Confidence is non-renewable.

2) Certificate of Accreditation issued by BAC shall be valid for five years from the date of issue.

3) There will be no provision of re-accreditation. Interested HEIs need to submit fresh application for accreditation of institution or academic program.

2.16 Biennial Audit and Impromptu audit

The HEI/POE must be sincere and committed to maintain the good practices following accreditation standards and criteria in running the accredited academic programs. As per the Accreditation Rules, 2022 the council shall audit the accredited academic program at least once in two years to monitor the compliance based on which the accreditation certificate was awarded. Besides, if anyone file any complain to the council against the academic program of the HEI, the Council shall conduct impromptu audit to verify the matters/issues related to the compliant and suggest remedial measures, if needed.

2.17 Suspension and Cancellation of Certificate

As per the provisions of BAC Accreditation Rules 2022, Council may suspend the validity of Certificate of Confidence or Certificate of Accreditation issued by the

council if, any higher education institution violates standards or terms and conditions of certificate confidence or certificate of accreditation. Steps in the process of suspension or cancellation of certificate are as follows:

(1) In case of suspension of any certificate council shall issue a show-cause notice to the concerned higher education institution specifying the violation of standard or terms and conditions;

(2) Concerned higher education institution may reply to the notice within 21 (twenty-one) days from the date of issue of the notice;

(3) The Council shall organize hearing in presence of all concerned within 10 (Ten) days after receiving the reply to the notice;

(4) If, the explanation of the higher education institution in respect notice, is not satisfactory or if the higher education institution fails to present explanation and evidences, the Council may suspend the validity of the Certificate of Confidence or Certificate of Accreditation;

(5) The Council shall convey the decision regarding suspension to the concerned POE of the higher education institution in writing and may give a maximum of six months to take remedial measures to resolve the complains;

(6) The concerned higher education institution shall inform the Council in writing with evidences after taking remedial measures to resolve the complains within six months as mentioned;

(7) The Council can conduct site visit or audit to verify the remedial measures after receiving the evidences;

(8) (8) After review of audit report the Council-

a) If satisfied, shall withdraw the notice issued to the concerned POE of the higher education institution relating to suspension of granted certificate of confidence or certificate of accreditation. or

b) If not satisfied, shall cancel or withdraw the certificate of confidence or certificate of accreditation granted to the concerned POE of the higher education institution.

(9) The Council shall convey the decision regarding cancellation to the concerned higher education institution in writing within Seven days from the date of decision;

(10) After receiving the written letter from council relating to cancellation or withdrawal of certificate of confidence or certificate of accreditation the concerned POE shall be surrender the cancelled certificate within the time as determined by the council.

2.18 Application for Reconsideration

Any higher education institution, aggrieved by suspension or cancellation or withdrawal or refusal of certificate of accreditation or any other reasons may file

an application to the Chairman of the council for reconsideration seeking remedy within 30 (Thirty) days from the date of receiving letter relating to the decision. After receiving any application for reconsideration, the Council will settle the application for reconsideration following the provisions of Accreditation Rules. Steps in the reconsideration process are as follows:

(1) After receiving application for reconsideration, the Council shall form a reconsideration committee. Composition of the reconsideration committee is as follows:

   (a) Chairman of the Council, who shall be the Head of the committee;

   (b) Four full-time Members of the Council;

   (c) Head of the concerned accreditation committee; and

   (d) Three expert members as nominated by the council.

(2) In case of any objection regarding the formation of reconsideration committee the applicant shall inform the Chairman of the Council in writing specifying the reason(s) of objection within seven days from the date of issuance of the order regarding the formation of the committee;

(4) Decision of the Chairman of the Council regarding the objection raised by the applicant is final;

(5) If any Member of the reconsideration committee has any direct or indirect interest with the POE of the higher education institution applied for reconsideration, she/he shall not be eligible to be in the committee;

(6) After submission of application for reconsideration the certificate of confidence or certificate of accreditation, as applicable, shall remain valid and academic activities of the concerned POE of the higher education institution shall remain functional till the settlement of the application for reconsideration;

(7) Functions of the reconsideration committee, in respect of application for reconsideration seeking remedy submitted by any POE of the higher education institution aggrieved for suspension or cancellation or withdrawal or refusal or any other reasons, to provide decision relating to the application for reconsideration shall be as follows:

   (a) Review of documents or information, written statements and related matters;

   (b) Site visit, oral interview or hearing as needed;

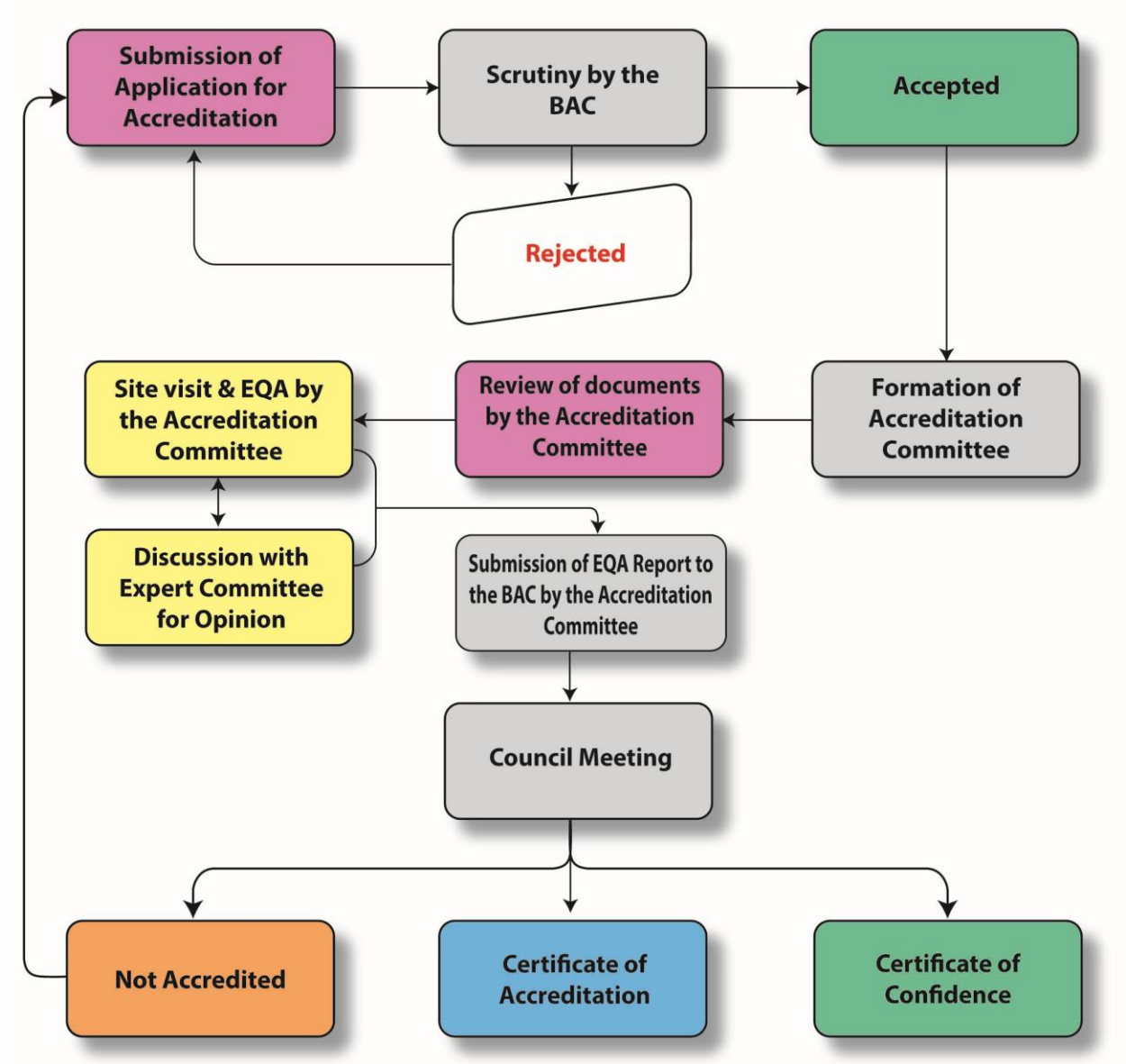
   (c) Taking advice from experts in accreditation; and

   (d) Correction, alteration or cancellation of decision regarding the application for accreditation considering the overall situation.

(8) The Reconsideration Committee, within 15 (Fifteen) days from the date of its first meeting shall settle the application of reconsideration;

(3) As per the Bangladesh Accreditation Council Act, 2017 the decision of the reconsideration committee shall be final and no appeal can be filed against the decision of the reconsideration committee.

2.19 Accreditation Process Flow



Chapter 3

Standards and Criteria for Accreditation of Academic Program

The Bangladesh Accreditation Council standards and criteria for accreditation of academic program consist of statements that are internationally recognized and widely accepted as good practices in higher education. These standards and criteria are for accreditation of bachelor and master's program by course. The POE must maintain sufficient and appropriate documentations as evidence of compliance for each criterion.

3.1 Standard 1: Governance

Governance system must work in a manner that ensures better management of the program towards the achievement of mission and objectives of the higher education institutions (HEI)/program offering entity (POE) in a way that effectively benefits the stakeholders.

Criterion 1.1: Defined vision, mission and objectives of the POE are in accordance of those of the HEI and demonstrate the way that will serve the purposes of the stakeholders and society at large.

Documentation and Evidence:

i) Copy of defined vision, mission, objectives of the HEI and POE;

ii) Minutes of meeting regarding approval;

iii) Visible display;

iv) Included in Handbook/Brochure.

Criterion 1.2: The POE has well-communicated strategic plan that effectively guide its activities and is effectively implemented to achieve the defined vision, mission and objectives of the HEI/POE.

Documentation and Evidence:

i) A copy of the documented strategic plan with strategic objectives, necessary actions and implementation plan including specific timeline with budget and indicators to measure the achievements;

ii) Minutes of meeting relating to approval of strategic plan;

iii) Mechanism or system to collect input from the stakeholders for preparing the strategic plan;

iv) Minutes of meeting referencing the way inputs from faculty, staff, and other stakeholders were considered in preparing the strategic plan;

v) Communication link that shows the way strategic plan is communicated among the concerned stakeholders.

Criterion 1.3: The HEI has an administrative setup with well-defined and well-communicated policy to receive complains and redress the issues on sexual harassment for safe and sound environment.

Documentation and Evidence:

i) Policy and procedure for redressing sexual harassment issues;

ii) List and name of the members of the committee to handle sexual harassment issues;

iii) Records, agendas and minutes of meetings relating to management sexual harassment issues in last one year;

iv) Name and contact details of the person(s) responsible to receive the complaints;

v) Communication link that shows the way policy is well-communicated among the concerned stakeholders.

Criterion 1.4: The POE strictly maintains the academic calendar containing schedule of all academic activities under the academic program.

Documentation and Evidence:

i) Copy of approved academic calendar with specific date of starting class, closing date of class, summative/semester final examination and publications of results in each semester/year.

ii) Notice and routine for class

iii) Attendance register

iv) Notification/gazette of publication of summative/semester final results in last two years/semesters

Criterion 1.5: The HEI/POE has a documented class size policy and maintains class size that is appropriate for effective management of the teaching-learning-assessment to ensure better attainment of learning outcomes.

Documentation and Evidence:

i) Official list of total enrolled students and number of sections in a semester of the program.

ii) Attendance registers for each of the section/class

iii) Documents that describe that the classroom size and other facilities are adequate for the number of students in a class/section.

iv) Class teaching observation by the EQA team shows that class size is appropriate to make the class interactive and ensures the participation of majority students in class discussion.

Criterion 1.6: The HEI/POE is maintaining IT based student database/portfolio with contact details of students and their next of kin, academic details and other credentials and managed by dedicated staff with easy access.

Documentation and Evidence:

i) Number of students included in the database.

ii) Number of profile viewers.

iii) Physical verification by the EQA/academic audit team

iv) Assigned staff to carry out the responsibilities

3.2 Standard 2: Leadership, Responsibility and Autonomy

To be responsive to the emerging changes and needs of the stakeholders, the HEI/POE must have effective institutional leadership with defined responsibilities and sufficient autonomy.

Criterion 2.1: The HEI/POE has an organizational structure with defined responsibilities in accordance with the legal framework under which the HEI is established.

Documentation and Evidence:

i) Official documents of the administrative structure of the POE;

ii) Official documents on defined roles and responsibilities of the key official, Head of the POE, and staff relating to the management of the academic program.

Criterion 2.2: The HEI/POE maintains a set of values to foster social responsibility, diversity and inclusivity.

Documentation and Evidence:

i) Documented and communicated values of the POE toward social diversity and cultural differences;

ii) Policy to offer/create opportunities for the diverse groups in the society;

iii) Documents related to programs organized and participation of students of the POE, in last one year.

Criterion 2.3: The POE and Head of the POE have sufficient autonomy with financial support to introduce innovative approaches for effective teaching-learning, research and management of the academic program.

Documentation and Evidence:

i) Defined roles and responsibilities of the Head of the POE;

ii) Minutes of meetings, work plan to implement the innovative initiatives, reward/recognition for innovative initiatives and progress monitoring report;

iii) List of evidence(s) of initiatives taken and implemented to improve the governance, and teaching learning environment at the POE;

iv) Document that shows the financial allocations and authority of the POE to implement the innovative initiatives.

3.3 Standard 3: Institutional Integrity and Transparency

The HEI/POE must act responsively to meet the needs of the stakeholders and manage the academic program maintaining institutional integrity with transparency and accountability.

Criterion 3.1: HEI/POE maintains a well-defined and well-communicated transparent, fair and appropriate policy for recruitment of both faculty and professional staff.

Documentation and evidence:

i) Documented copy of faculty and professional staff recruitment policy;

ii) Service rules for the faculty and professional staff and minutes of meeting related to the approval of the rules;

iii) Documents that demonstrate the application of recruitment policy in selecting faculty and professional staff for appointment during last two years.

Criterion 3.2: HEI/POE maintains well- defined and well-communicated code of conduct for the students, faculty and professional staff, and policy to promote and recognize morale values and ethical practices.

Documentation and Evidence:

i) Up to date printed copy of Code of practice and handbook for faculty and professional staff;

ii) List of programs organized, in last one year, to make internal stakeholders aware of code of conduct, morale and ethical issues;

iii) Documented policy to promote and recognize ethical practices;

iv) Records of issues, agenda & minutes of meeting related to breach of ethical practices, code of conduct and to promote the ethical practices.

Criterion 3.3: The admission process ensures transparency and fairness in selecting the right candidate for admission in the academic program.

Documentation and evidence

i) Copy of admission notice, web link and published admission policy including selection criterion for the program.

ii) Survey data in the SA report and opinion of students during site visit regarding transparency and fairness of admission process.

Criterion 3.4: The HEI/POE regularly publishes and provides student handbook containing mission and objectives of the POE, curriculum of the program, graduate profile, academic calendar, disciplinary rules, academic and examination rules etc.

Documentation and Evidence:

i) Up to date printed copy (downloadable copy for online/blended learning) of student handbook containing mission and objectives of the POE, curriculum of the program, graduate attributes, academic calendar, disciplinary rules, academic and examination rules etc;

ii) Committee responsible to update and print the Handbook;

iii) Minutes of meeting as evidence related to printing of handbook;

iv) Evidence that shows the students have the copy of the handbook.

Criterion 3.5: The HEI/POE has a well-designed and informative website with easy access for all.

Documentation and Evidence:

i) List of staff to take care of website

ii) Documents relating to last updates

iii) Feedback on the recently updated website

iv) Access to the informative and interactive website and records on number of viewers.

Criterion 3.6: The HEI/POE has well-defined and well-communicated policy and procedure to redress student grievances and complaints on issues like abusive behavior, bullying, cybercrime etc. with fairness and transparency avoiding discrimination.

Documentation and Evidence:

i) Documented policy and procedure to redress student grievances and complaints;

ii) List and name of the members of committee(s) to redress student grievances and complaints;

iii) Number of complaints received and resolved in last one year under this policy and procedures;

iv) Contact details of the person(s) responsible to receive the complaints.

v) Communication link that shows the way policy is well-communicated among the concerned stakeholders.

3.4 Standard 4: Curriculum

Curriculum must be outcome-based and consistent with the BNQF. It should be comprehensive enough to guide the faculty and students towards systematic attainment of learning outcomes and fulfilment of mission and objectives of the POE.

Criterion 4.1: The curriculum of the program is designed and reviewed following a well-defined procedure by a specific body or committee with representation from the industry/employers and alumni.

Documentation and Evidence:

i) Rules/provision of curriculum committee

ii) Documented copy of the curriculum committee;

iii) Minutes of meeting on confirmation of the committee;

iv) Minutes of meeting of curriculum committee on approval of curriculum.

Criterion 4.2: Curriculum aims at producing graduates focusing on graduate attributes that are defined following the identified needs of the stakeholders and learning outcome domains of BNQF.

Documentation and evidence

i) A copy of curriculum of the academic program with defined graduate profile.

ii) Documented process that is used to identify, collect and analyze the needs of the stakeholders;

iii) Minutes of meeting or evidence of workshop on identifying needs of academic program

iv) Evidences of alignment/mapping of needs, GA, PLOs and BNQF

v) A copy of curriculum of the academic program developed following the standard template of UGC for outcome-based curriculum.

Criterion 4.3: Program learning outcomes (PLOs) are defined within the scope of mission and objectives of the POE and aligned with graduate attributes.

Documentation and evidence:

i) Document that demonstrates alignment of PLOs with the mission of the POE.

Criterion 4.4: Program learning outcomes (PLOs) are specific, measurable, attainable, relevant and time-bound.

Documentation and evidence

i) Documented copy of the PLOs.

Criterion 4.5: Curriculum of the program complies with the BNQF for higher education in terms of admission requirements, program duration, graduating credits and credit value.

Documentation and evidence:

i) A copy of program curriculum (Concerned sections of the curriculum) with graduating credits and notional hours.

Criterion 4.6: Program learning outcomes and courses are aligned to make the content of the curriculum appropriate and adequate.

Documentation and evidence

i) Documents used for mapping to confirm the alignment of the PLOs and courses;

ii) Rationale/justification of all the courses are stated clearly in the curriculum.

Criterion 4.7: In case of Bachelor degree program curriculum of the program includes minimum 25% of total credits for general education courses with clearly defined course learning outcomes and mapped with PLOs and learning outcome domains of BNQF. In case of Master's degree program curriculum of the program includes minimum 10% of total credits for general education courses with clearly defined course learning outcomes and mapped with PLOs and learning outcome domains of BNQF.

Documentation and evidence:

i) List of general education courses with credits and course learning outcomes;

ii) Documents that demonstrate the alignment of learning outcomes of general education courses with program learning outcomes and learning outcome domains of BNQF.

Criterion 4.8: The POE maintains documented course file with course plan specifying pre-requisite course(s) (if any), credit value, teaching learning & assessment methods and facilities/resources that are mapped out as necessary to facilitate the attainment of course learning outcomes.

Documentation and Evidence:

i) Availability of course file in a standardized format for each course with course plan specifying course objectives, course learning outcomes, teaching learning and assessment techniques, co-curricular activities (if necessary, for attainment of learning outcome) with appropriate alignment.

ii) Course plan in the course file includes recommended text book(s), selected reading materials, criterion, processes, techniques, tools and rubrics that will be used to assess student performance.

iii) Evidences of mapping the resources/facilities that are critical to attain the learning outcomes of the course.

iv) Course evaluation report/Document(s) that demonstrates the level attainment of course learning outcomes and contribution to achieve the PLO(s)

Criterion 4.9: Provisions of internship/project/dissertation/field work/work integrated learning opportunities are included in the curriculum.

Documentation and Evidence:

i) Well-defined policy for effective management of internship program/ project/dissertation/field work/work integrated learning process;

ii) Document(s) that demonstrates the opportunities of real-life learning.

3.5 Standard 5: Teaching-Learning & Assessment

Teaching learning practices must be systematic, innovative, practice oriented and motivating to support the attainment of learning outcomes, promoting sense of responsibility and ethical practices. The POE must follow fair, valid and reliable assessment methods for tracing students' progress.

Criterion 5.1: Teaching learning and assessment practices involve practical evidences and such practices do initiate critical thinking and inspire students to apply acquired knowledge in the real-life situations focusing on higher order thinking skills (HOTS).

Documentation and evidence

i) Course plan specifying course learning outcomes, teaching learning and assessment techniques;

ii) Copies of question papers and tools that were used to assess the attainment of learning outcomes, answer scripts, assignments of both summative and formative assessments;

iii) Student and alumni opinion on the teaching learning and assessment practices during site visit.

Criterion 5.2: Student learning time (SLT), teaching learning and assessment activities in a course are in accordance with the credit value of that course and cover all the course learning outcomes.

Documentation and evidence

i) Course plan with course learning outcomes, teaching learning activities, distribution of notional hours, number of classes etc;

ii) Student attendance sheet for all teaching learning activities signed by concerned course teacher;

iii) Log book/checklist/experiments, as applicable, properly signed by the concerned course teacher/instructor;

iv) Answer scripts, question papers and tools used to assess the defined learning outcomes;

v) Statement signed by the course teacher that shows that all the course learning outcomes are addressed in teaching-learning and assessment.

Criterion 5.3: Course teachers strictly maintain class schedule, keep records of attendance, records of missed classes and make up classes (if any).

Documentation and evidence

i) Copy of class schedule (routine) signed by the Head of the POE/course coordinator.

ii) Documented attendance sheet properly signed by the concerned course teacher.

iii) Copy of notice for makeup class(s) if any.

Criterion 5.4: Course plan/outlines are available to the students to make them well informed about the CLOs, topics to be discussed, teaching learning and assessment strategy and rubrics that will be used to assess performance/ attainment of learning outcomes.

Documentation and evidence

i) Availability of course plan both on website and in printed version for the students with criterion, processes, techniques, tools and rubrics that will be used to assess performance/attainment of learning outcomes.

Criterion 5.5: Students get timely feedback on the performance in all formative/continuous assessments for better learning and preparation for the summative test/semester final examination.

Documentation and evidence

i) Evidences that demonstrate the timely dissemination of results/performance in formative/continuous assessments.

Criterion 5.6: Question papers for semester final examination are moderated by the examination/moderation committee composed of both internal faculty and external member.

Documentation and evidence:

i) Terms of reference of the examination/moderation committee;

ii) Minutes of examination/moderation committee meeting;

iii) Report by each of the examination/moderation committee that demonstrates the learning outcomes under semester final/summative assessment.

Criterion 5.7: The POE maintains a clearly defined progression rules, which ensure that the students will move to the next higher level of the program after attainment of requisite qualifications.

Documentation and evidence

i) Documented copy of progression rule.

ii) List of students failed to move to the next higher level of the program and list of students successfully moved to next higher level, which demonstrates the proper use/implementation of the progression rule.

Criterion 5.8: Course learning outcomes, teaching learning activities and assessment methods are properly aligned in all courses of the program.

Documentation and evidences

i) Documents in standardized format that describe the alignment of course learning outcomes, teaching learning activities and student performance assessment tools and techniques.

Criterion 5.9: POE maintains provisions of tutorial classes for each course for better understanding of course content and attainment of course learning outcomes.

Documentation and evidence:

i) Tutorial class schedule and attendance sheet;

ii) Documents/evidences that describe the number of sessions held in last semester.

3.6 Standard 6: Student Admission & Support Services

The HEI/POE must set appropriate entry requirements and select the right candidates for a particular program under a fair and transparent admission policy. Students must have adequate and appropriate supports for better attainment of learning outcomes, exploring potentials, molding personality and preparing them for the real-life situation with sense of responsibility and integrity.

Criterion 6.1: The HEI/POE maintains a clearly defined and well-communicated admission policy with transfer and withdrawal provisions, entry requirements that reflect the level of qualifications required to match with the nature of the discipline and mission of the POE. Admission policy is effective to select students who have potentials and are able to afford the academic load to complete the program successfully.

Documentation and evidence

i) Copy of admission notice, web link and published admission policy with entry requirements as specified in the BNQF and consistent with nature of the program;

ii) List of enrolled/selected students with their academic achievements considered in selection;

iii) Data on the degree completion rates and the number of students dropped out from the program in last few years/semesters.

Criterion 6.2: The HEI/POE maintains a separate administrative setup with a clearly defined and well-communicated comprehensive policy for the international students, which includes admission requirements and formalities, fees, exchange/credit transfer and withdrawal provisions.

Documentation and evidence:

i) Evidences that show the existence of a separate administrative setup for the international students

ii) Documented policy for the international students, which includes admission requirements and formalities, fees, exchange/credit transfer and withdrawal provisions.

iii) Communication link that shows the way policy is well-communicated among the concerned stakeholders.

iv) List of international students enrolled in the program and completed the program in last two years.

Criterion 6.3: A well-structured student affairs department/office at the HEI and policy with clear objectives is functional to organize orientation and awareness sessions on health, stress management, food safety, hygiene, vaccination, cyber law, activities that violate law and order, fire safety etc. for sound physical and mental growth of the students.

Documentation and evidence:

i) Administrative set up with documented policy and objectives of the student affairs department/office;

ii) List and number of sessions on health, stress management, food safety, sanitation, hygiene, vaccination, cyber law, activities that violate law and order, fire safety etc. for sound physical and mental growth of the students were organized within last one year;

iii) List and number of students of the academic program attended these sessions;

Criterion 6.4: POE organizes orientation session(s) for the freshers to acquaint them with the POE, academic program, facilities, career requirements, career prospects and career pathways before the start of the program.

Documentation and evidence:

i) List of students attended the session(s) organized by the POE;

ii) List of speakers/resource person(s) conducted the session(s);

Criterion 6.5: The POE formalized the practice of academic guidance and counseling on course content, good conduct and integrity including cheating, plagiarism, cybercrime/cyber law etc. on a regular basis under a well-defined policy.

Documentation and Evidence:

i) Documented academic guidance and counseling policy of the POE;

ii) Documented schedule of academic guidance and counseling;

iii) List of students attended academic guidance and counseling by individual faculty members in last one year/two semesters.

Criterion 6.6: A well-organized alumni association of the POE is functional to support the POE in quality assurance efforts.

Documentation and evidence:

i) Documented copy of the constitution of alumni association.

ii) List of the executive committee members /officials of alumni association.

iii) List of programs/activities organized by the alumni association during last one year.

Criterion 6.7: POE ensures and facilitates the participation of students in co-curricular activities and community services under the management of the HEI on a regular basis to promote creativity, social responsiveness, leadership qualities, values, molding personality towards holistic development.

Documentation and evidence

i) List of co-curricular activities including community engagement programs organized by the HEI/POE during last one year specifying the skills expected to be developed through each of the listed co-curricular activities.

ii) List of students of the academic program participated in those co-curricular activities.

iii) Document(s) that describe the achievement(s) of the students of the academic program in co-curricular activities.

Criterion 6.8: HEI organizes career counseling and guidance sessions for the graduating students and support them in placement on a regular basis.

Documentation and evidence:

i) Documented schedule of career guidance and counseling session(s) organized in last one year/two semesters;

ii) List of speakers and students attended those sessions;

iii) List of activities organized by the career counseling and placement office;

Criterion 6.9: Student progress and achievement monitoring system is comprehensive enough to identify the students who are showing poor progress, who are not achieving and who are at risk and to support them for improvement.

Documentation and Evidence:

i) Policy and procedure of the POE to take care of the struggling students for improvement;

ii) Documented list of students and activities organized for the students to improve.

3.7 Standard 7: Faculty and Professional Staff

The HEI/POE must have a policy to ensure the availability of adequate qualified faculty and professional staff with reasonable teacher student ratio.

Criterion 7.1: The POE maintains suitably qualified, professionally skilled and experienced faculty to facilitate the attainment of learning outcomes, modify and update course(s) and curricula in their areas of interest.

Documentation and evidence

i) List and profile of individual faculty members specifying academic credentials, teaching and professional experiences, research capacity & publications in the last five years, areas of interest and specialization, professional training/workshop attended to enhance professional skills in teaching learning and assessment and course(s) assigned to teach.

Criterion 7.2: HEI is maintaining salary structure with incentives to retain the talented and experienced faculty and professional staff.

Documentation and evidence

i) Official documents of salary structure for the faculty and professional staff of HEI/POE.

ii) Policy related to incentives for the faculty and professional staffs.

iii) Documents that demonstrate turnover of faculty and professional staff of the POE in last two years.

Criterion 7.3: The HEI/POE has policy to support the faculty for further enhancement of academic excellence through advanced studies.

Documentation and evidence

i) Documented policy with the provisions to support the faculty members for enhancement of knowledge through advanced studies;

ii) List of faculty members engaged in advanced studies with the support of the HEI/POE;

iii) Document that describes the contributions of HEI/POE to support initiatives for enhancement of knowledge through advanced studies.

Criterion 7.4: HEI/POE supports and motivates faculty and professional staff to attend seminar, training workshop, conference, and academic visits at home and abroad for professional development under a comprehensive faculty and professional staff development policy.

Documentation and evidence:

i) Documented faculty and professional staff development policy of the HEI/POE;

ii) Budget allocation for faculty and professional staff development;

iii) List of professional development program organized by the HEI/POE in last one year;

iv) List of faculty and professional staff attended seminar, training, workshop, conference at home and abroad for professional development in last one year.

Criterion 7.5: A comprehensive policy with a set of defined and documented key performance indicators (KPIs) including teaching, research, intellectual contributions of the faculty and professional staff and participation in community development, is well-communicated and in practice at the HEI/POE to evaluate performances of faculty and professional staff at three levels (i) Head of the POE, (ii) students and (iii) self-evaluation.

Documentation and evidence:

i) Documented policy for performance evaluation faculty and professional staff;

ii) Format or instruments to evaluate performance of faculty and professional staff in respect of the identified KPIs;

iii) Policy to recognize the best performance;

iv) Documented decisions relating to the use of performance evaluation in promotion or appointment to any higher position or assigning any responsibility at the HEI/POE.

Criterion 7.6: The HEI/POE maintains a workload distribution policy balancing teaching, research and administrative activities.

Documentation and evidence

i) Documented policy relating to the workload distribution of faculty and professional staff;

ii) Minutes of meeting relating to the use of such workload policy;

iii) Official documents that describe the workload distribution of existing faculty and professional staff members at the POE.

Criterion 7.7: The HEI/POE maintains provision to appoint the recognized and competent practitioners in the related field as guest speaker/faculty/adjunct faculty to bridge the gap between academia and industry/professional life and to provide the students with new ways of thinking and learning with practical orientation.

Documentation and evidence:

i) List of professionals(s) currently working as guest speaker/faculty/adjunct faculty/contractual faculty at the POE and documented policy and process followed in case of such selection and appointment;

ii) Number of sessions organized by the guest speakers in last one year;

Criterion 7.8: The POE maintains ideal combination of faculty with 10% Professor, 20% Associate Professor, 40% Assistant Professor and 30% Lecturer with reasonable teacher student's ratio, depending on the nature of discipline, as necessary for effective teaching learning in the academic program/discipline.

Documentation and evidence

i) List of part-time and full-time faculty and professional staff with designation;

ii) Valid documents that describe the semester wise total number of students in the program.

3.8 Standard 8: Facilities & Resources

The HEI/POE must ensure availability and access to the appropriate and adequate facilities & resources necessary for effective teaching learning and research depending on the nature of discipline and program.

Criterion 8.1: The POE maintains a policy for student enrollment in a class/semester on the basis of capacity in terms of free space, number and size of class room, common room, washroom and other facilities like technology and equipment as necessary for attainment of learning outcomes depending on the nature of the program and discipline.

Documentation and evidence

i) Documents that describe the number of students, available full-time and part-time faculty (if any) and teacher student ratio;

ii) Number of classroom and number of classes/sections in each semester/year;

iii) Free spaces within the POE and campus: Total floor space, washroom facilities for faculty and staffs, male and female students, common room, free space, etc.

iv) Document(s) that describes facilities, infrastructure, equipment and other technological devices available for the students, faculty and staffs;

v) Floor plans and floor space allocation for academic and administrative purposes.

Criterion 8.2: The HEI/POE has library managed by appropriate library management software and well-trained qualified library professionals with adequate space, workstation, e-library services, periodicals and journals in printed and electronic forms, electronic data bases, easy access, regular allocation of library budget, collection and weeding policy etc.

Documentation and Evidence:

i) Documents that describe the availability of the books, journals, e-resources and services;

ii) Policy relating to weeding and maintenance of library services;

iii) List of staffs with qualifications engaged in management of the library.

Criterion 8.3: Necessary physical facilities like, office facilities including secretarial and technical services, fire and safety, free space, workstation, canteen, washroom, prayer room facilities etc. at the HEI/POE are in good condition with appropriate safety measures, adequate and accessible when needed by the students, faculty and professional staff of the academic program for congenial academic atmosphere.

Documentation and Evidence:

i) Documents that describe the availability of the facilities and services;

ii) Policy relating to maintenance of these facilities;

iii) List of staff with qualifications engaged in maintenance of these facilities;

iv) Provisions and procedures relating to replacement of equipment that are out of order or not in good condition to use.

Criterion 8.4: Laboratory facilities, instructional technology & software, IT learning facilities that are identified through curriculum mapping as necessary to attain the defined learning outcomes of program and course(s) and to conduct research are in good condition with appropriate safety measures, appropriate, adequate and accessible when needed by the students and faculty members under a policy that ensures timely repair/replacement, supply and continuous improvement.

Documentation and Evidence:

i) List of available discipline specific laboratory, equipment, software and other facilities;

ii) Documented copy of discipline specific laboratory manuals (if applicable for the program);

iii) Adequacy of safety measures;

iv) Documents that describe the availability of the facilities and services to the academic staffs;

v) List of staff with qualifications engaged in maintenance of these facilities;

vi) Policy relating to maintenance of these facilities;

vii) Document(s) that describes the process of supplying technological facilities and materials/equipment and replacement of the broken/out of order/out dated technological devices and equipment.

Criterion 8.5: The HEI/POE maintains a clear policy on adequate financial resource allocation and budgetary control to carry out the regular activities smoothly, to provide facilities and supports that are considered necessary to ensure quality education in the program.

Documentation and Evidence:

i) A copy of the documented financial policy;

ii) Documents that describe the sources and allocation of financial resources, authority and guidelines to spend the allocation, and budgetary control mechanism.

3.9 Standard 9: Research & Scholarly Activities

The HEI/POE must support and promote need-based quality research and innovation for the greater benefit of the stakeholders and society at large.

Criterion 9.1: A comprehensive policy with budgetary provision is functional to develop capacity with appropriate measures to control plagiarism and research culture within the HEI through training and motivation for maximizing intellectual contributions and recognition.

Documentation and Evidence:

i) Documented policy to develop research culture;

ii) Document that shows the allocation for research in annual budget;

iii) Documents that show the utilization of research fund by the faculty members of the POE in last two years;

iv) Number of training/workshops attended by the faculty of the POE in last one year;

v) Number of research projects completed by the faculty of the POE in last two years;

vi) Number of ongoing research projects by the faculty of the POE;

vii) Policy and system to control plagiarism in research and publications

Criterion 9.2: The HEI/POE encourages faculty to do need-based research focusing on local and global issues with external collaboration.

Documentation and Evidence:

i) Number of research projects completed by the faculty members in last two years under collaboration at the POE;

ii) Number of ongoing research projects under collaboration at the POE;

iii) Number of MoU signed/functional to facilitate research activities at the POE;

iv) Number of research project funded by external sources at the POE;

v) Amount of research fund generated through external research collaboration by the POE.

Criterion 9.3: HEI/POE maintains a policy and system to disseminate and transfer the research findings to the industry/community/stakeholders through extension services.

Documentation and Evidence:

i) Policy relating to dissemination/patent/extension of research outcomes by the POE;

ii) Number of programs organized to disseminate research outcomes within last one year;

iii) Category-wise number of stakeholders participated in those programs;

iv) Documental evidences relating to the programs organized for extension of research outcomes;

v) List of organization/industry adopted and using the findings of these research in practice.

Criterion 9.4: The POE produces high-quality intellectual contributions including research publication in peer reviewed journal that are consistent with its mission and objectives and that impact the development of the discipline and society or community at large.

Documentation and Evidence:

i) List of publications in peer reviewed journals in last two years by the faculty and professional staff of the POE;

ii) List of patents(s) secured by the faculty of the POE (if any)

iii) Documents that demonstrate the impact of research findings in industry, society or community at large.

iv) List of research achievement(s) by the faculty of the POE at national/ international level.

3.10 Standard 10: Monitoring, Evaluation & Continual Improvement

The HEI/POE must have a comprehensive system of monitoring, evaluation and review of policies and practices to identify strengths, weaknesses, opportunities and threats with achievable benchmark for sustainable quality assurance and continual improvement.

Criterion 10.1: Well-established permanent Institutional Quality Assurance Cell (IQAC) with documented policies and procedures for quality assurance is in place within the organizational set up of the HEI.

Documentation and Evidence:

i) Documents including policy and guidelines that describes the establishment of IQAC to facilitate and oversee the QA activities at the HEI level;

ii) Minutes of meetings of the IQAC;

iii) Evidences related to the activities/interactions with QAC, FQAC and POE;

iv) List of QA related training/workshop/seminar etc. organized by the IQAC in last one year;

v) List of participants in those programs;

vi) Summary statement demonstrating the efforts/changes in policies, procedures, curriculum, teaching learning and assessment practices made by the participants.

Criterion 10.2: The POE maintains a formal system of collection and management of stakeholder's feedback, comments of the course teacher and student on the courses, emerging changes in the industry and working life, effectiveness of the courses and academic program.

Documentation and Evidence:

i) Documented format/system to collect feedback from the stakeholders and process to use collected feedback for the purpose of improvement;

ii) Documented format of course evaluation by the course teacher and by the students;

iii) Documented format of curriculum evaluation by the alumni;

iv) Minutes of meetings where collected feedback considered as input in review of existing policies, procedures, curriculum, teaching learning and assessment practices;

v) Summary statement demonstrating the changes in policies, procedures, curriculum, teaching learning and assessment practices in respect of stakeholder feedback.

Criterion 10.3: Using the feedback from the stakeholders the POE continually and systematically monitor, evaluate and review the effectiveness of the programs, policies and procedures to identify strengths, weaknesses, opportunities and threats and ratify those for sustainable quality assurance and continual improvement with achievable benchmark.

Documentation and Evidence:

i) Number of meeting and minutes of those meetings that are held to review the policy and procedures for further improvement;

ii) List of policies, rules and regulations etc. that are reviewed for further improvement within last one year.

Criterion 10.4: The HEI/POE maintains university industry collaboration (UIC) for mutual benefits and improvement.

Documentation and evidence:

i) Policy on University Industry Collaboration (UIC);

ii) List of programs/activities organized on UIC during last one year at the POE;

iii) List of organization under the UIC with the POE;

iv) Copy/copies of signed MoU by the POE;

v) A statement on benefits received from University Industry Collaborations.

Discipline Specific Requirements for program Accreditation

It is to be noted that the abovementioned standards and criteria are generalized and applicable for all disciplines. There are some criteria need to be discipline-specific for meaningful self-assessment. There will be discipline-specific expert committee consisting of recognized academics. The discipline-specific expert committee will provide discipline specific requirements relating to the identified criteria. The Accreditation Committee during external quality assessment will check the availability, adequacy and appropriateness of these requirements for quality education.

Chapter 4

Self-Assessment

4.1 Self-Assessment Concept

Appropriateness of institutional capacity and process are very critical to facilitate the attainment of learning outcomes by the students. Self-assessment means a systematic assessment of the educational process and capacity of the HEI/POE. The HEI/POE shall carryout the self-assessment to assess the appropriateness and adequacy of the educational process and capacity to meet the objectives and outcomes with the purpose of continual improvement. It is an effective approach to identify the strengths, weaknesses, opportunities and threats (SWOT) of the higher education institution/program and set benchmark for the purpose of further improvement. Self-Assessment consists of:

- systematic collection of information from the stakeholders using structured questionnaire on the identified quality assurance aspects, standards and criteria;
- Collection of document and evidence of good practices to meet the needs of the accreditation standards and criteria;
- meaningful analysis and evaluation of collected information, document of evidences considering the purposes of self-assessment;
- description of the current status of standards and criteria as statement of requirements to be met for quality assurance;
- improvement plan addressing lapses and gaps.

4.2 Significance of Self-Assessment

Self-assessment is the indispensable first step towards quality assurance and accreditation. Quality of education depends on the appropriateness of capacity and educational process of the HEI/POE to ensure the attainment of learning outcomes of academic programs. The institutional capacity & process includes governance, curriculum, physical facilities, quality of students, teaching-learning and assessment etc. Self-Assessment is a systematic process of evaluating the total education process and capacity of the HEI/POE in respect of set standards and criteria. Self-Assessment collects information and evidences from the

stakeholders, reviews those and identifies the weaknesses and areas need further improvement to enhance quality of education. It is an effective approach to gain a clear understanding of current situation of the HEI/academic program by an informative SWOT analysis. Self-Assessment exercise, using a well-structured survey framework, examines the current status of the quality standards and level of compliance to meet the requirements for accreditation. Thus, the exercise helps to judge the appropriateness of educational process and capacity of the HEI/POE.

4.3 Principles of Self-Assessment

Participation: Participation of all the faculty members of the POE must be ensured for effective self-assessment.

Endorsement: The self-assessment report is required to be endorsed by the head of the entity under assessment for further necessary actions.

Coverage: Self-assessment should cover all the quality assurance aspects.

Sensitization: Findings of the self-assessment exercise need to be shared with all the internal stakeholders for better understanding about the current situation of the HEI/POE and the program.

Fact driven: All the arguments and comments presented in the SAR must be based on documented evidences and information collected from the stakeholders.

Acceptance: Findings of the exercise must be accepted by the faculty members, non-academic staff and students of the POE for commitment and team building toward further improvement.

Continuity: The environment, standards and requirements for quality education are changing continuously. Self-assessment exercise should be done as a regular and cyclical process of continual improvement.

Improvement: Self-assessment is a process not to prove anything but to improve.

4.4 Self- Assessment Process for Academic Program

The steps in the program self-assessment process are as follows:

1) **Organizing for Self-Assessment:** In order to organize effective self-assessment exercise major stakeholders must have a clear understanding on the concept, significance and process of self-assessment. It is necessary to have significant internal motivation for self-assessment. Self-assessment is to be done with the spirit of team work and involvement of all the stakeholders of the POE. Strong institutional commitment and supports are also very important to maximize the benefits of self-assessment. Therefore, arrangement of workshop/conference/ discussion on the self-assessment

process and its significance in quality assurance and accreditation would be effective to mobilize the internal stakeholders of the POE for self-assessment. At the outset of the self-assessment process the IQAC will organize the workshop/conference/discussion on the self-assessment process and its significance in quality assurance and accreditation.

2) **Formation of Program Self-Assessment Committee (PSAC):** In case of program accreditation, the concerned POE will form a three-member PSAC. The Head of the program offering entity will arrange a meeting inviting the faculty members of the entity to constitute a program self-assessment committee. In the meeting, the entity will constitute the PSAC. The PSAC, involving all the faculty members of the POE specially who are related with the academic program under assessment, will conduct the self-assessment, prepare the improvement plan and facilitate the EQA. The PSAC will guide the QA related activities within the POE and will make sure that all the QA activities, as applicable, are implemented properly. The Head of the POE will send the proposed PSAC to the Director, IQAC in writing for further necessary actions. The PSAC in cooperation with IQAC will work to develop the QA culture within the POE.

3) **Approval of PSAC:** The Director of the IQAC shall place the PSAC proposed by the POE for approval of the Vice Chancellor/Head of the HEI and shall inform the Head of the respective POE about the approval.

4) **Self-assessment activity Plan:** After approval of the PSAC the self-assessment process should be completed within three to four months. Upon approval, the PSAC will develop a draft activity schedule and POE will approve the activity schedule specifying the timeline to complete the self-assessment exercise including preparing the final report and endorsement.

5) **Team Building:** According to the activity plan, the Head of the PSAC, in consultation with the Head of the POE, will organize an awareness building workshop on Self-assessment and Quality Assurance in Higher Education. This workshop is for clear understanding about the SA process and team building. It is very important to ensure the cooperation and participation with enough commitment of all the internal stakeholders of the POE under assessment.

6) **Formation of sub-committees:** To conduct the self-assessment exercise in a participatory manner sub-committees need to be formed to carry out various activities of the self-assessment process. The Head of the POE will arrange a meeting inviting all the faculty members of the POE to constitute the sub-committees. In the meeting, the separate sub-committees shall be formed involving the faculty members of the POE to develop survey tools, conduct the survey, analyze data and collect necessary documents/ evidences for specific accreditation standard/criterion.

7) **Preparing survey tools:** The PSAC will coordinate the preparation of survey tools (questionnaire)following the accreditation standard and criteria for major stakeholders i.e., students, alumni, employers, faculty, non-academic professional staff.

8) **Conducting survey:** PSAC will facilitate and coordinate the activities to conduct the opinion survey to collect data and feedback from major stakeholders using separate questionnaire by the concerned sub-committee(s).

9) **Collection of documents and evidences:** Concerned sub-committee(s) shall collect documents and evidence of good practices to meet the needs of the accreditation standards and criteria.

10) **Data Entry and analysis:** PSAC shall coordinate the activities of sub-committee for data entry and analysis of information and feedback collected from the stakeholders through survey.

11) **Draft SAR:** Using the analyzed data and collected evidences the PSAC will prepare the draft SAR following the SA report format of BAC.

12) **Sharing the survey results:** In consultation with the Head of the POE, PSAC will organize a meeting to share and discuss the self-assessment findings with the faculty members in presence of Director of IQAC, Dean of the Faculty. Draft self-assessment report (SAR) should explore the strengths, weaknesses, opportunities and threats of the POE relating to the academic program under assessment for accreditation. Draft SAR should assess the level of compliance with specific comment on the current status of each of the BAC accreditation criterion. Based on the current status of the accreditation criteria the PSAC will assess the level of compliance and calculate the score using scoring rubrics of BAC. Level of compliances and calculated score will check the preparedness of the POE and help to identify the lapses and gaps. The PSAC shall also prepare a draft strategic improvement plan addressing the lapses and gaps for better preparation in meeting the accreditation requirements.

13) **Preparing the final SAR:** Incorporating the valid suggestions and observations in the data sharing meeting the PSAC will prepare the final SAR. In the final SAR, based on the current status of BAC accreditation criteria and calculated score, the PSAC shall make specific comments on preparedness for accreditation. The PSAC shall also prepare strategic improvement plan with specific time line of implementation for better preparation in meeting the accreditation requirements. It is expected that the PSAC will carry out the SA activities sincerely to submit the final SAR within six months after approval of the PSAC.

14) **Submission of SAR for endorsement:** PSAC will submit the final Program SAR and strategic improvement plan to the Head of the POE for endorsement.

15) **Acceptance and endorsement of SAR:** The Head of the POE shall arrange a meeting inviting all the faculty members of the POE to discuss the final SAR, comments of PSAC on the preparedness to apply for accreditation and strategic improvement plan. With the acceptance of the faculty members the Head of the POE will endorse and forward the final SAR with improvement plan to the IQAC for further necessary actions.

4.5 Self-Assessment Report

Self-Assessment Report (SAR) shows the level of compliance with specific comments on the current status of accreditation standards and criteria. It will be used as the core document for the purpose of external quality assessment and accreditation. The SAR should be prepared following the BAC guidelines and format.

Guidelines for Preparing SAR

1) The SAR should contain general information about the HEI, POE and the program under assessment;

2) The SAR should be written following SAR format of the Council;

3) Contents and arguments in the SAR should be limited to the facts relevant to accreditation standards and criteria;

4) The SAR should contain clearly written statement on the current status of each of the BAC accreditation standards and criteria;

5) The SAR should provide sufficient information to assess the level of compliance with the BAC accreditation standards and criteria and comments on the preparedness in meeting the accreditation requirements;

6) The SAR should explore the strengths, weaknesses, opportunities and threats to the POE and program under assessment for accreditation;

7) The SAR should be supported by documental evidences and survey data as required for specific criterion;

8) The SAR should be written in clear and concise language and formatted in such a way so that readers can understand and follow the contents with ease;

9) The SAR should be limited to 15,000 (Fifteen Thousand) words other than exhibits.

4.6 Responsibilities in the Program Self-Assessment Process

As it is the responsibility of the HEI to ensure quality in education, the responsibility of self-assessment goes to the authority of the HEI/POE. In order to promote the quality culture within the HEI, the **IQAC** will play the facilitating role to carry out the self-assessment exercise. However, as integral parts of the educational process all the administrative units of the HEI including office of admission, office of examination, student affairs etc. must cooperate to conduct the meaningful self-assessment. The specific responsibilities are as follows:

Responsibilities of the IQAC

- Taking initiative for capacity building to conduct self-assessment through proper training/workshop and orientation;
- Taking initiative for approval of the proposed PSACs;
- Preparing the budget for self-assessment in consultation with the PSAC & Head of the POE;
- Taking initiative for approval of the proposed budget and necessary fund allocation for self-assessment by the Vice- Chancellor/Head of the HEI;
- Checking the preparedness of POE to apply for accreditation of the academic program using rubrics of the Council;
- Supporting the POE in preparation of strategic improvement plan;
- Placing all the relevant documents for consideration in QAC meeting;
- Taking initiative for allocation of budget for accreditation fee and implementation of improvement (if any).

Responsibilities of the Dean of the Faculty

- Inquiring about all SA activities in the faculty/school;
- Keeping records of program SA;
- Facilitating the preparation of improvement plan for the POEs under the faculty.

Responsibilities of the Head of the POE

- Organizing meeting to form the PSAC inviting all the faculty members of the POE;
- Preparing the budget for self-assessment in cooperation of PSAC and IQAC;
- Forming the PSAC with the eligible faculty members considering the opinion of the faculty members of the POE;
- Providing administrative supports in organizing the workshop/conference/ meeting relating to the self-assessment;

- Providing administrative and logistics supports (like meeting room, computers and photocopier facilities, office supplies such as paper, file, folders etc.) to carry out the self-assessment activities;
- Monitoring the activities and progress of Self-Assessment process;
- Assessing the preparedness to apply for accreditation in cooperation with PSAC and IQAC;
- Endorsement of the SAR and forwarding it to IQAC for arrangement of EQA;
- Providing supports to the accreditation committee to carry out site visit and EQA effectively;
- Keeping records of self-assessment for further use in improvement;
- Facilitating the preparation of strategic improvement plan for the entity and forward the same to the IQAC for further necessary actions;
- Updating Dean about the SA process.

Responsibilities of the PSAC

- Designing the self-assessment activity schedule specifying timeline to complete the exercise including endorsement of SAR within three to four months;
- Organizing team-building workshop on Self-assessment to ensure the cooperation and participation of all staff members of the entity under assessment;
- Proposing the sub-committees to develop survey tools, conduct survey, analyze data, collect necessary documents for specific accreditation standards and prepare the self-assessment report;
- Coordinating and facilitating the activities of sub-committees for timely completion of self-assessment activities;
- Preparing the draft SAR;
- Organizing meeting to share the survey data and draft self-assessment findings;
- Preparing and submitting the final SAR and strategic improvement plan to the Head of the POE for approval and endorsement;
- Providing specific comments on the preparedness in meeting accreditation requirements;
- Preparing an improvement plan with specific time line of implementation for better preparation in meeting the accreditation requirements;

- It is to be noted that selection of respondents for survey with is very critical to get meaningful information for assessment. In that case for the purpose of meaningful self-assessment the PSAC should:
    a) select students from all the batches/classes and sections (if any) of the academic program;
    b) select alumni members from several organizations. Alumni members working at the HEI/POE under assessment are not the right choice for meaningful discussion and feedback. Alumni members who have graduated in the recent past (for example last Five years) may be the right source of feedback;
    c) select right employers/representative of the employers, who are sufficiently knowledgeable about the performance of the graduates of the POE under assessment.

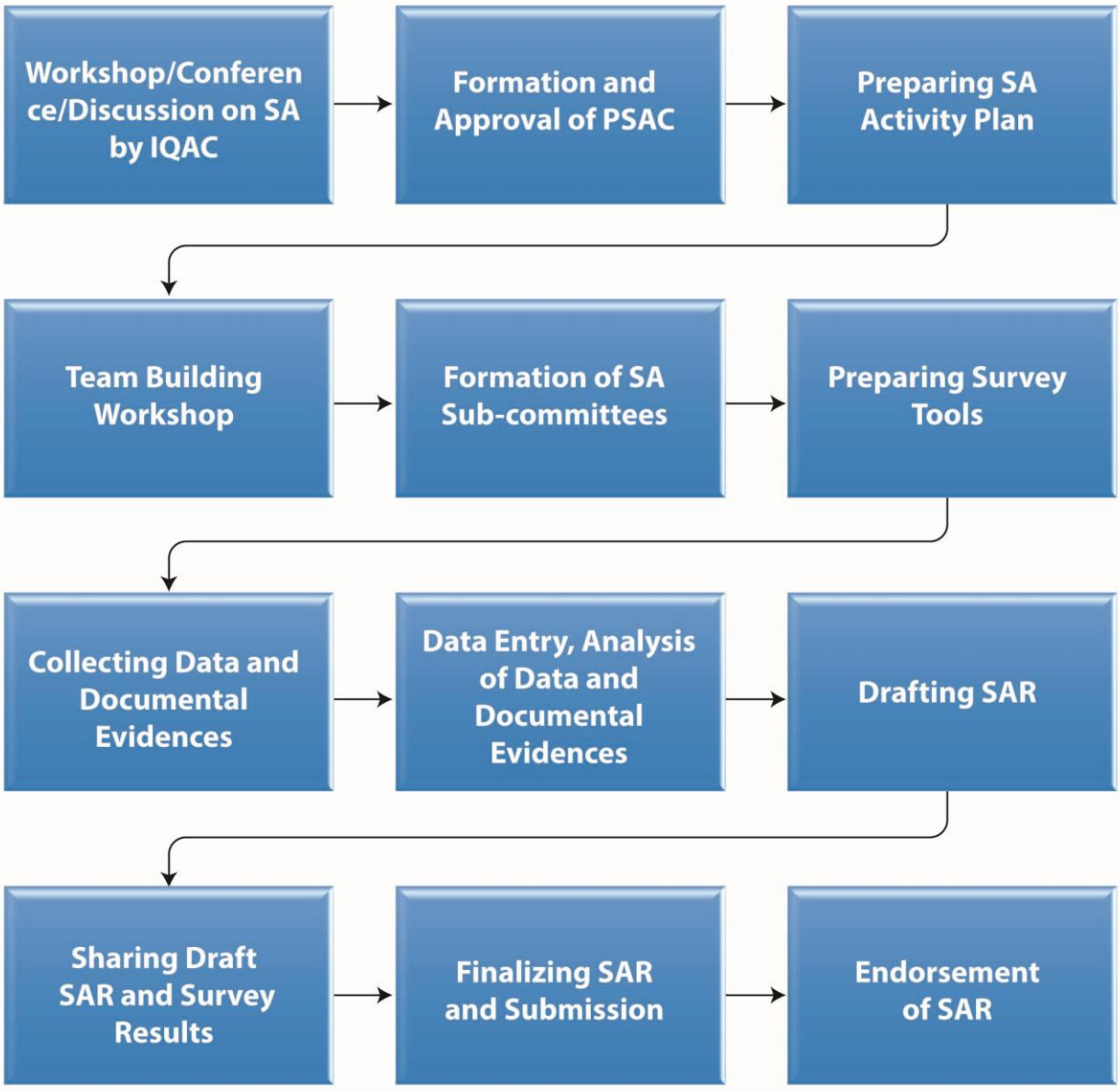
Responsibilities of the QAC

- Recommending the budget for self-assessment in consultation with the PSAC and IQAC;
- Providing opinion on the preparedness of the POE to apply for accreditation considering the SAR and strategic improvement plan**.**

Responsibilities of the Vice Chancellor/Head of the HEI

- Approving the PSAC and budget for self-assessment;
- Allocating of budget for implementing the strategic improvement plan;
- Directing to the Heads of the various offices of the university administration to provide information to the PSAC for the purpose of self-assessment;
- Allocating of fund for payment of accreditation fee.

4.7 Self-Assessment Process Flow



Chapter 5

External Quality Assessment

5.1 External Quality Assessment Concept

External quality assessment (EQA) refers the fact that a team or body external to the HEI or POE provides observations and recommendations on the quality and eligibility of the HEI/academic program under consideration for accreditation. EQA also identifies opportunities for further improvement of quality in education, promotes transparency and enhances the credibility of self-assessment. EQA is an essential requirement for accreditation. Generally, EQA is a system of objectively assessing the level of compliance with the set standards of accreditation. The Accreditation Committee appointed by the BAC shall carry out EQA for the purpose of accreditation.

5.2 External Quality Assessment Process

The external quality assessment process shall include:

1) **Review of Documents:** The Accreditation Committee shall critically review the SAR and all the documents that the HEI/POE submitted with the application for accreditation.

2) **Meeting with the Expert Committee:** Accreditation Committee shall meet with the Expert Committee appointed by the Council and discuss the observations on review of documents. The Accreditation Committee shall discuss with the Expert Committee regarding the discipline specific requirements, which are very essential for quality education in the HEI/academic program. BAC shall arrange this meeting at the Council office or at a suitable venue.

3) **Site Visit:** As an integral part of external quality assessment, the Accreditation Committee in consultation with the Council shall prepare a site visit schedule. The Council shall send the site visit schedule to the respective HEI/POE at least ten working days before the site visit. Following the site visit schedule, the concerned HEI/POE shall make necessary arrangement to facilitate the site visit effectively. The site visit may be started with a presentation on the SAR by the PSAC. The PSAC will clarify statements mentioned in the SAR during the presentation. During the site visit the Accreditation Committee shall:

a) Visit and observe all the quality assurance aspects and infrastructural facilities of the HEI/POE relating to the BAC accreditation standards and criteria;

b) Review academic and administrative documents related to the BAC standards and criteria to assess the level of compliance;

c) Visit and observe teaching learning and assessment procedure of the HEI/academic program;

d) Observe and review assignments, answer scripts, questions papers, course file, minutes of meetings and related documents;

e) Meet separately with the representatives of major stakeholders including students, faculty and non-academic professional staff, alumni, employers of the graduates, key persons of administration and top management of the HEI. In the meetings there will be intensive discussions on the current situation of the HEI/POE in respect of quality assurance aspects and accreditation standards of the Council;

f) It is to be noted that selection of respondents for discussion in meeting is very critical to get meaningful feedback and opinion. In that case, for the purpose of meaningful discussion and feedback the academic auditors shall try to confirm that:

- students are selected from all the batches/classes and sections (if any) of the academic program;
- alumni members are selected from several organizations beyond the HEI/POE. Alumni members working at the HEI/POE are not the right choice for meaningful feedback. Alumni members who have graduated in the recent past (for example last 5 years) may be the right source of information;
- Employers/representative of the employers are sufficiently knowledgeable about the performance of the graduates of the academic program under assessment or accreditation.

4) **Exit Meeting:** At the end of site visit, the Accreditation Committee shall arrange an exit meeting with the internal stakeholders of the HEI/POE. In the exit meeting the Accreditation Committee will share findings of documents review, site visit and EQA. In case of academic program accreditation, Director of IQAC, Dean of the concerned faculty/Head of the institute, Head and faculty members of the POE shall be present in the exit meeting. Exit meeting creates opportunity for correction and confirmation of EQA observations with justification. Exit meeting also creates opportunity for consideration of documents or evidences missed or overlooked by the accreditation committee during site visit, if any. The Accreditation Committee shall try to get acceptance of the stakeholders on

the facts and findings with appropriate clarification, if needed. It is to be noted that recommendations and numerical assessments are very confidential, which cannot be shared with the stakeholders. Recommendations and numerical assessments will be used by the BAC only for decision on the accreditation and issuance of certificate.

5) **Post Site Visit Assessment and Preparation of Draft EQA Report:** At the end of site visit the Accreditation Committee shall determine the level of compliances with BAC accreditation standards and criteria. Using the BAC assessment sheet, the Accreditation Committee shall make numerical assessment giving score for each criterion based on level of compliance following the BAC scoring rubrics. The accreditation committee shall also prepare a drat EQA report identifying the lapses and gaps in respect of BAC accreditation standards.

6) **Expert Committee Opinion:** The Accreditation Committee shall share and discuss the draft EQA report and findings on the discipline specific requirements with the expert committee. Expert committee members shall look into the observations and findings in respect of discipline specific requirements provided before the site visit. The expert committee shall provide expert opinion regarding the suitability and appropriateness of discipline specific requirements available at the HEI/POE for quality education. Provisions of the BAC Policy on Management of Conflict of Interest and Confidentiality shall be applicable for the expert committee.

7) **Numerical Assessment & Final EQA Report**

Considering the opinion of the Expert Committee the Accreditation Committee shall finalize the numerical assessment and prepare the final EQA report.

8) **Submission of EQA Report**

The Head of the Accreditation Committee shall submit the final EQA report and assessment sheet to the Chairman of the Council, both in electronic form and printed hard copies in sealed envelope. The EQA report and assessment sheet must be submitted within four weeks after the completion of site visit.

5.3 Responsibilities of the HEI and POE

Academic auditors will have specific time to complete the site visit and observe all aspects of accreditation during EQA. Sincere cooperation of the HEI/POE is very critical to complete the EQA effectively within the specified time. In that sense, preparedness to organize the EQA activities as per the site visit schedule is very important. Specific responsibilities of the HEI/POE during site visit are as follows:

(1) Head of the Higher Education Institution (HEI)

Directing Heads of the concerned offices of the university administration to provide necessary support and cooperation to the accreditation committee for meeting and effective site visit with the academic auditors.

(2) Institutional Quality Assurance Cell (IQAC)

- Working as liaison with BAC for making necessary arrangements and providing supports to complete the EQA effectively including site visit;
- Communicating the site visit schedule to the Heads of the various offices of the university administration so that they can attend meeting with the academic auditors as per the schedule and produce documents and evidences as necessary for effective site visit;
- Attending the exit meeting at the end of site visit.

(3) Head of the Program Offering Entity (POE)

The Head of the POE shall provide necessary supports to the PSAC to arrange meetings with the major stakeholders as per the site visit schedule so that the academic auditors can complete the site visit smoothly within the time.

(4) Program self-assessment Committee (PSAC)

- The PSAC in cooperation with the Head of the POE will communicate the site visit schedule to the respective stakeholders and confirm their availability for meeting with the academic auditors accordingly;
- The PSAC will select the stakeholders for meeting with the academic auditors. It is to be noted that for effective discussion with the academic auditors and meaningful feedback selection of respondents is very critical to get meaningful information for assessment. In that case, for the purpose of effective discussion with the academic auditors during site visit:

i) students should be selected from all the batches/classes and sections (if any) of the academic program;

ii) alumni members should be selected from several organizations beyond the HEI/POE. Alumni members working at the HEI/POE are not the right choice for meaningful discussion and feedback. Alumni members who have graduated in the recent past (for example last 5 years) may be the right source of feedback;

iii) it is very important to select right employers/representative of the employers, who are sufficiently knowledgeable about the performance of the graduates of the academic program under assessment or accreditation.

- The PSAC will take necessary initiatives to make all the documents and evidences available to the academic auditors for the purpose of review and assessment of compliance;
- At the end of site visit the PSAC shall provide necessary supports to organize the exit meeting exit with the internal stakeholders of the HEI/POE;
- PSAC will confirm the presence of Director of IQAC, Dean of the concerned faculty/Head of the institute, Head and faculty members of the POE in the exit meeting;
- In the exit meeting the Accreditation Committee will share findings of documents review, observations during site visit and EQA. Exit meeting creates opportunity for correction and confirmation of observations of the academic auditors. It is the responsibility of the PSAC to notice/request the academic auditors for consideration of documents or evidences missed or overlooked by the academic auditors during review and site visit, if any. If the exit meeting ended without any reservation of POE/PSAC, it will be assumed that the observations of the academic auditors are accepted by the POE.

Annex 1
Format for Intent to Apply

Intent to Apply for BAC Accreditation

Chairman

Bangladesh Accreditation Council

Subject: Intent to Apply for Accreditation of Academic Program

Dear Sir,

We, on behalf of the ***(Name of the POE, HEI… … …),*** hereby submitting this expression of interest for BAC accreditation of the (*name of the academic program*). We read the BAC Policies and Accreditation Rules, 2022. We are committed to accept and maintain the BAC accreditation standards and criteria in managing of the academic program.

Name and contact details for further communication:

Name:

Designation

Email:

Telephone & Cell:

We are looking forward to guidance and cooperation of BAC in preparing to apply for accreditation.

Sincerely,

_____

Signature of Director, IQAC
with Name, Seal and Date

_____

Signature of Head of the POE
with Name, Seal and Date

_____

Signature of Vice-Chancellor/Head of the HEI
with Name, Seal and Date

Annex 2
Format for Program Self-Assessment Report

Self-Assessment Report for Accreditation of The (Name of the Academic Program) offered by the (Name of the POE/HEI with Address)

Month, Year

Declaration

This is to certify that this Self-Assessment report is prepared for the accreditation of the … *name of the program…, … name of the POE and HEI…* following the BAC guidelines.

To the best of our knowledge all the information given in this report is fact driven and correct.

Name of the Head of POE	Name of the Head of PSAC
Signature:	Signature:
Date:	Date:

Table of Contents

Chapter 1: Introduction

1.1 Overview of the higher education institution (HEI)

1.2 Mission and objectives of the HEI

1.3 Overview of the program offering entity (POE)

1.4 Assessment process

1.5 Graduate Attributes

1.6 Brief Description of the program under assessment

Chapter 2: Level of Compliance with BAC Standards and Criteria for Accreditation

Standard 1: Governance

Standard 2: Leadership, Responsibility & Autonomy

Standard 3: Institutional Integrity and Transparency

Standard 4: Curriculum

Standard 5: Teaching-Learning & Assessment

Standard 6: Student Admission & Support Services

Standard 7: Faculty and Professional Staff

Standard 8: Facilities & Resources

Standard 9: Research & Scholarly Activities

Standard 10: Monitoring, Evaluation & Continual Improvement

Chapter 3: Situation Analysis

3.1 Strengths

3.2 Weaknesses

3.3 Opportunities

3.4 Threats

Chapter 4: Conclusion and Improvement Plan

4.1 Strategic plan for further improvement

4.2 Conclusion

Annex

Curriculum, relevant policies, rules, regulations, procedures etc. may be included as references/exhibit

Chapter 1
Introduction

1.1 Overview of the HEI/university

Year of establishment, number of program offering entities (POE), number of students, number of faculty, significant achievements etc.

1.2 Mission and objectives of the HEI

Defined vision, mission and objectives of the HEI

1.3 Overview of the program offering entity (POE)

Year of establishment, number of programs offered, program-wise total number of students under the POE, number of faculty, part-time faculty (if any), other staff, significant contribution and achievements.

1.4 Assessment process

Category and number (sample size) of stakeholders surveyed in each category, sampling technique, data collection and analysis process, collection and critical analysis of documents relating to criteria.

1.5 Graduate Attributes

Graduate attributes, that are defined following the identified needs of the stakeholders and learning outcome domains specified in the BNQF for higher education.

1.6 Brief Description of the program under assessment

Year of approval of the program, number of students under the program, number of faculty, part-time faculty (if any) and other staff engaged with the program, program learning outcomes (PLO) etc.

Chapter 2
Level of Compliance with BAC Standards and Criteria for Accreditation

a) Provide information, documents, appropriate link (as applicable), results of survey data analysis and other evidences to support the current status regarding the compliance of accreditation standards and criteria.

b) Documents and evidences as suggested by BAC for each of the criteria would provide the clarity and guidance to support the level of compliance. It would ensure a level of consistency in assessing the level of compliance by the academic auditors during EQA.

Chapter 3
Strategic Plan

Self-assessment is the indispensable first step towards quality assurance and accreditation in education. The self-assessment exercise should identify the laps and gaps towards the compliance for accreditation. There may have some good practices,

which are very important for quality education and continual improvement, currently are not in practice. It is true that everything cannot be done overnight. But considering the strengths and weaknesses, the HEI/POE should set priority with appropriate strategy for further improvement. For better implementation, the improvement plan may be divided into components with specific and reasonable time line.

[Program offering entities (POEs) of the higher education institutions must have vision, mission, strategic goals and objectives. Generally, long-term horizon of strategic plan allows the POE to make incremental steps toward achieving the big picture stated as vision and mission. But attainment of program learning outcomes and graduate attributes is the key to achieve goals and objectives of the POE, which in effect will guide to achieve the set mission and vision. In that sense, the strategic plans should include targets and necessary actions for effective management of academic program with a time frame following the duration of the academic program. Continuous Quality Improvement (CQI) requires ongoing and targeted measures to realize the desired improvement. This strategic plan is for next --- years, depending on the duration of the program, with the mission, goal and objectives of the program offering entity (POE). It should be developed considering the strategic analysis of issues related to the management of academic program including implementation of curriculum.]

The POE may prepare the strategic plan following the sample format (Annex 12)

Chapter 4
Conclusion

4.1 Conclusion

Conclusion of SA report should be clear and succinctly sum up information and arguments presented in the report. Conclusion may have points or ideas in brief that may not have been directly stated or relevant to the way information and arguments stated in the report. Such points or ideas may encourage readers to think about the impact of the findings presented ion the report. Conclusion may also include feelings of the POE about the impact of findings of SAR on quality assurance in higher education.

Annexure

Curriculum, program relevant policies, rules, regulations, procedures, survey data etc. that are very important to describe the level of compliance and current status of BAC standards and criteria may be included in the annex.

In addition, the facts, which are relevant to justify the compliance and the POE is willing to showcase may be included SAR as annexure.

Annex 3

Format for Intellectual Contributions

Intellectual Contributions by the Faculty Member(s) of the Program Offering Entity within last 03 (Three Years) from the date of application for BAC accreditation:

(Provide brief description and evidence(s) of intellectual contributions in separate sheet as needed.)

Sl. No.	Types of Intellectual Contribution	Name of Concerned Faculty Member(s) of the POE	Total
1	Innovation (with name of authority recognized)		
2	Patent		
3	National or international recognition for research or scholarly activities		
4	Research projects completed under external collaboration		
5	Research articles published in peer-reviewed journals		
6	Research articles published in indexed journals		
7	Research paper accepted for conference proceedings		
8	Book Reviewed/Text Book(s) published		
9	Case studies published		
10	Contribution in national/public policy development		
11	Other intellectual contribution(s), if any		

Annex 4

Format for List of Completed Research Projects

List of research projects completed by the faculty members of the POE in last three years:

Sl. No.	Title of the completed research projects	Name of the faculty Members	Funding Organization	Total fund for the research project	Concerned Stakeholders

- Add row(s) as needed

Annex 5

Format for List of Ongoing Research Projects

List of ongoing research projects by the faculty members of the POE:

Sl. No.	Title of the ongoing research projects	Name of the faculty Members	Funding Organization	Total fund for the research project	Concerned Stakeholders

- Add row(s) as needed

Annex 6

Format for List of Full-time Faculty Members of the POE

Sl.	Name of the Faculty	Designation	Date of Joining	Highest academic attainment	Area(s) of Specialization	Years of Experience		Teaching Load in a semester (Credit)	Other Responsibility, if any Like Head, Dean, Director etc.
						Teaching	Industry		
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									

Note: Add row(s) as needed

Annex 7

Format for List of Part-time Faculty Members of the POE

Sl.	Name of the Adjunct/Part-time Faculty	Designation	Highest Academic Qualification	Name of the HEI/ Organization	Area(s) of Specialization	Years of Experience		Teaching Load in a semester (Credit)
						Teaching	Industry	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

Note: Add row(s) as needed

Annex 8

Format for List of Non-Academic Staff of the POE

List of Part-time Non-Academic Staff of the POE

Sl.	Name	Designation	Highest Academic Qualification	Area(s) of Specialization/Job description	Years of Experience
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Note: Add row(s) as needed

Annex 9

Format for Professional Development of Faculty Members of the POE

Sl.	Name	Designation	Highest Academic Qualification	Area(s) of Specialization	Years of Experience	Professional Training/ Workshop attended (Pls. specify duration)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

Annex 10

Format for Professional Development of the Non-Academic staff of the POE

Sl.	Name	Designation	Highest Academic Qualification	Area(s) of Specialization	Years of Experience	Training/Workshop attended (Pls. specify duration)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

Annex 11

Format for Information Relating to IQAC

A. Date of Approval of IQAC by the competent authority of the HEI: ……

B. Date of appointment of Director: ……..

C. Name of the Director: ……

D. Name(s) of the Additional Director(s): ……

1) ……

2) ……..

3) ……...

E. Name(s) and designation of the office staff

1.

2.

3.

F. Activities during last one Year from the date of Application:

Sl. No.	Date	Activity	Learning Outcomes	Participants/Stakeholders

Note: Please add row, as needed

Signature of the Director, IQAC
(with official seal)

Annex 12

Format for
Strategic Plan of the Program Offering Entity

[Program offering entities (POEs) of the higher education institutions must have vision, mission, strategic goals and objectives. Generally, long-term horizon of strategic plan allows the POE to make incremental steps toward achieving the big picture stated as vision and mission. But attainment of program learning outcomes and graduate attributes is the key to achieve goals and objectives of the POE, which in effect will guide to achieve the set mission and vision. In that sense, the strategic plans should include targets and necessary actions for effective management of academic program with a time frame following the duration of the academic program. Continuous Quality Improvement (CQI) requires ongoing and targeted measures to realize the desired improvement. This strategic plan is for next --- years, depending on the duration of the program, with the mission, goal and objectives of the program offering entity (POE). It should be developed considering the strategic analysis of issues related to the management of academic program including implementation of curriculum.]

Name and Address of the POE

Month and Year

Contents

A.	Introduction	
B.	Vision, Mission, Goal(s) and Objectives of the POE	
C.	Resources Alignment with the teaching-learning & assessment of the Courses	
D.	SWOT Analysis	
E.	Strategic Targets	
F.	Financial Implications	
G.	Year-Wise Activity Plan	
H.	Potential Limitations, Roadblocks and Plan to Overcome	
I.	Key Movers/Players (Persons in Charge)	

Strategic Plan of the (… *Name of the POE, Name of the University*)

Introduction

Vision of the POE

Mission of the POE

Goal(s) of the POE

Objectives of the POE

Objectives of the Strategic Plan

General objective

The general objective of this plan is to initiate and implement activities critical to achieve the defined vision, mission and objectives.

Specific Objectives:

Key Documents Consulted

i) Accreditation standard & Criteria
ii) Vision, mission and objectives of the POE & HEI
iii) Academic Ordinance/Rules
iv) Annual Budget of the HEI/POE

Situation Analysis

Strengths: Strengths are the resources, abilities and qualities of the HEI/POE that would support the achievement of mission and objectives.

Weaknesses: Weaknesses are the deficiencies in resources and abilities of the HEI/POE that resulted in laps and gaps in compliance for accreditation and quality assurance to achieve the mission and objectives.

Opportunities: Opportunities are the environmental factors that creates a favorable situation for the HEI/POE to work for better adoption and maintenance of accreditation standards and criteria for quality assurance.

Threats: Threats are the environmental factors that affect the sustainability and decisions to adopt the good practices of quality assurance and accreditation. Generally, threats create problems in the normal functioning of the HEI/POE to comply with the requirements for accreditation & quality assurance.

Strategic Targets to support the achievement of objectives and mission pf the POE

Strategic target may be in respect of compliance of BAC accreditation standards and criteria

Sl.	Targets	What is to be done	To be completed by

Financial Implications

No.	Targets	Total Cost (in BDT)	Source of funding	Remarks
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Year-wise Activity Plan

Year	Qtr	Activities to meet the targets	
Year 1	Jan-Mar		
	Apr-Jun		
	Jul-Sep		
	Oct-Dec		
Year 2	Jan-Mar		
	Apr-Jun		
	Jul-Sep		
	Oct-Dec		
Year 3	Jan-Mar		
	Apr-Jun		
	Jul-Sep		
	Oct-Dec		
Year 4	Jan-Mar		
	Apr-Jun		
	Jul-Sep		
	Oct-Dec		

Potential Limitations/Roadblocks and Plan to Overcome

No.	Targets	Potential Limitations/ Roadblocks	Plan to overcome these
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Key Movers/Players (Persons in Charge)

Targets	Key mover(s)

Annex 13

Application Form for Accreditation of Academic Program

Bangladesh Accreditation Council

Application for Accreditation of Academic Program

A. General Information

1. Name of the higher education institution: ……..……..……
   ……
2. Address of the higher education institution:
   ……
3. Year/Date of establishment of IQAC:

B. Details of the Academic Program

4. Name of the program offering entity (Department/Faculty/Institute/College etc.):
   ……..……..
   Address of the program offering entity: ……..…….……..
5. Name of the academic program:
6. Name of the Degree to be awarded upon completion of the academic program:
   ……..……
7. Field of Study/Discipline:
   Arts/Science/SocialScience/Business/Agricultural/Engineering/Medical/Others (please specify).....…..
8. Level of the academic program: Bachelor/Master
9. Duration of the program: …. Years
10. Number of semesters to be completed for award of the degree:

11. Total Credit to be completed for award of the degree:
12. Year/Date of approval of the academic program:
13. Name of the program approving authority: …….....……..
14. Number of full-time faculty members engaged in the academic program:
15. Number of part-time faculty members engaged in the academic program (if any):
16. Total number of students in the academic program:
17. Year of first enrollment in the academic program:
18. Year/Date of graduation of the first batch of students under the academic program:
19. Number of batches graduated under the academic program:
20. Date of completion of self-assessment of the academic program:
21. Name & address with contact details of the Mentor, (if any):

    Name: …….....……..

    Designation: …….....……

    Name & Address of the Employer:

    …….....…

    Telephone & Cell#:…….....…….

    Email: …….....

22. Name & address of the contact person for further communication:

    Name: ……....….....

    Designation: ……..…..

    Telephone & Cell #: ……...

    Email: …….....….

C. Details of Previous Accreditation

23. Date of submission of application for accreditation and name of the accreditation agency (if any):
24. Accreditation Status in respect of previously submitted application (if any):

    (Please put tick mark where appropriate)

Provisional Accreditation/Certificate of Confidence/Certificate of Accreditation/ Not Accredited/……..

25. Date of receipt of Certificate of Accreditation/Certificate of Confidence (if any):

26. Name of the Accreditation Agency (if accredited):

……

……

D. Institutional Commitment

We, on behalf of the ***(Name of the POE, HEI……***, hereby submitting this application for BAC accreditation of the academic program (*name of the academic program*). We have read the Accreditation Rules, 2022 and Policies of Bangladesh Accreditation Council. We will accept and maintain the accreditation standards and criteria of Bangladesh Accreditation Council in management of the academic program. We will cooperate in external quality assessment of the academic program and academic audit as per the Accreditation Rules, 2022.

_____

Signature of Head of the POE
with Name, Seal and Date

_____

Signature of Director, IQAC
with Name, Seal and Date

_____

Signature of Vice-Chancellor/Head of the HEI
with Name, Seal and Date

Only for BAC Official Use

E. Filled in Application for Accreditation received with the following documents (*tick marked*):

1) Copy of the letter of approval/evidence of approval of the academic program by the competent authority;
2) Documental evidences (for example office order, appointment letter of staffs, evidence of activities etc.) relating to the establishment of IQAC;
3) Endorsement of BNQF by competent authority of the HEI;
4) Organogram (Structure only) of the POE;
5) Notification of the publication of final result of the 1st batch of students;
6) Copy of the outcome-based curriculum of the academic program (electronic and hard copy);
7) Copy of the self-assessment report (both electronic hard copy);
8) Strategic plan with financial allocations for achievement of defined mission and objectives of the POE;
9) List of faculty member and professional staff engaged with the program using prescribed format (both electronic and hard copies);
10) List of research projects completed by the faculty members of the POE in last three years;
11) List of ongoing research projects by the faculty members of the POE;

Name and signature of the receiving officer: ……

(With official seal)

Date: …….

F. Payment of Accreditation Fees:

Received original copy of the Demand Draft/Pay Order/Electronic Fund Transfer (EFT) for accreditation fees

No. of the Demand Draft/Pay Order/Electronic Fund Transfer …….. Date……..,

Name & Address of the Bank: …….

Name and signature of the receiving officer: ……

(With date &official seal)

Useful Information

Web: www.bc.gov.bd
For Further Communication:
Director, Department of Accreditation, BAC
Tel: 88-02-222224172 Cell: +88 01711270074 Email: dir.accr@bac.gov.bd

Bangladesh Accreditation Council
BSL Office Complex 2 (2nd Floor)
1, Minto Road, Ramna
Dhaka-1000
Bangladesh