

BNQF and Its Compliance

Sanjoy Kumar Adhikary

Professor

Khulna University

01313430994

01914066287

adhikaryku1958@gmail.com

19 December 2023

১৯৭০ এ বঙ্গবন্ধুর নির্বাচনী মেনিফেস্টোতে শিক্ষা সম্পর্কে যা উল্লেখ ছিল-



- সমাজের মৌলিক প্রয়োজনের সঙ্গে সামঞ্জস্যপূর্ণ শিক্ষাদান শিক্ষার মূল উদ্দেশ্য।
- বিশ্ববিদ্যালয়ের সর্বোচ্চ মান নিশ্চিত করা হবে।
- বিশ্ববিদ্যালয় শিক্ষকদের একাডেমিক স্বাধীনতা নিশ্চিত করতে বিশেষ পরিকল্পনা গ্রহণ করা হবে।
- শিক্ষিত সমাজের শ্রেষ্ঠ ব্যক্তির যাতে শিক্ষকতা পেশার প্রতি আকৃষ্ট হন, সেই পরিবেশ সৃষ্টির করা হবে।

রাষ্ট্র পরিচালনার মূলনীতি

১৭। (খ)

রাষ্ট্র সমাজের প্রয়োজনের সহিত শিক্ষাকে সঙ্গতিপূর্ণ
করিবার জন্য কার্যকর ব্যবস্থা গ্রহণ করিবেন

এবং

যথাযথ প্রশিক্ষণপ্রাপ্ত ও সদিচ্ছাপ্রণোদিত নাগরিক সৃষ্টির
জন্য কার্যকর ব্যবস্থা গ্রহণ করিবেন।



গণপ্রজাতন্ত্রী বাংলাদেশের
সংবিধান

শিক্ষানীতি ২০১০ এ উচ্চ শিক্ষার উদ্দেশ্য ও লক্ষ্য



জাতীয় শিক্ষানীতি ২০১০

- শিক্ষার্থীদের **বিশ্বমানের** শিক্ষাদান নিশ্চিত করা,
- পাঠদান পদ্ধতিতে **দেশের বাস্তবতাকে** সম্পৃক্ত করা,
- শিক্ষার্থীদের রাষ্ট্র ও সমাজের **সমস্যা সনাক্ত করা** ও তার **সমাধান বের করার পদ্ধতি** জানতে সহায়তা করা।
- শিক্ষার্থীদের **সৃজনশীল ও উদ্ভাবনী** হতে সহায়তা করা।
- শিক্ষার্থীদের **নিরলশ জ্ঞান চর্চায় ব্রতী** হতে সহায়তা করা।
- শিক্ষার্থীদের **বিজ্ঞানমনস্ক, মানবিক মূল্যবোধ ও দেশপ্রেমে** উদ্বুদ্ধ হতে সহায়তা করা

টেকসই উন্নয়ন লক্ষ্যমাত্রা ৪

গুনগত শিক্ষা নিশ্চিতকরণ

এবং

জীবনব্যাপী শিক্ষা লাভের সুযোগ সৃষ্টি

4 QUALITY
EDUCATION



Quality Graduates

Graduates must have (at least)-

- discipline specific essential knowledge and critical understanding .
- ability to apply learned knowledge and understanding effectively outside the context.
- ability to communicate his/her own understanding and ideas
- ability to work with others
- ability to learn actively and continuously
- ability to think critically and create
- ability to identify problems and solve efficiently
- highest ethical standard
- ability to perform civic duties

Quality Academic Culture

- safe and students friendly learning environment,
- collegial environment among the colleagues,
- satisfaction of all,
- equity in institution (equal opportunities for all),
- Inclusivity real learning opportunities for group of learners who have traditionally been excluded,

Major Steps Taken for QA in HE

- Higher education quality enhancement project (HEQEP) (2009-2018)
- Strategic plan for higher education 2018-2030
- Establishment of Bangladesh Accreditation Council in 2018
- Launching Bangladesh National Qualifications Framework (BNQF)

BNQF

BNQF-its meaning

- BNQF describes the qualifications of Bangladesh's education system and how they are interlinked.
- It is an instrument/tool for **quality assurance** in education.

Major Objectives of BNQF

- To ensure quality and relevance. Constitution 17 (kha)
- To produce graduates with essential knowledge, skills, creative abilities and values. NEP, 2010
- To define clear and flexible pathway for lifelong learning (SDG 4)
- To increase employability (NEP 2010, SDG1,2,3,4).

Structure of BNQF

BNQF Level	Higher Education Sector	TVET and Skills Sector	School and Madrasah Education Sector
10	Doctoral by research Doctoral by mixed mode		
9	Masters' by research Master's by mixed mode Master's by coursework		Kamil
8	Post Graduate Diploma/ Post Graduate Certificate		
7	Bachelor's 5 years Bachelor's with honours/ 4 years Bachelor's 3 years		Fazil
6		Diploma / National Skills Certificate NSC 6	
5		National Skills Certificate NSC 5	HSC/HSC (Voc)/Alim
4		National Skills Certificate NSC 4	
3		National Skills Certificate NSC 3	SSC/SSC(Voc)/Dakhil
2		National Skills Certificate NSC 2	
1		National Skills Certificate NSC 1	

LIFELONG LEARNING

Compliance

বাংলাদেশ অ্যাক্রেডিটেশন কাউন্সিল আইন, ২০১৭

ধারা ১৫ | ফ্রেমওয়ার্ক

(১) কমিশন কাউন্সিলের সহিত পরামর্শক্রমে এবং সরকারের অনুমোদনক্রমে ফ্রেমওয়ার্ক প্রণয়ন করিবে।

(২) কাউন্সিল উপ-ধারা (১) এর অধিনে প্রণীত ফ্রেমওয়ার্ক বাস্তবায়ন করিবে।

ধারা ১৭ | নিষেধাজ্ঞা ও প্রশাসনিক জরিমানা

(২) উচ্চ শিক্ষা প্রতিষ্ঠানসমূহ, ফ্রেমওয়ার্ক দ্বারা নির্ধারিত প্রমিত মানের শিক্ষা কাঠামোর ব্যত্যয় ঘটাইয়া স্বনিরধারিত কোন শিক্ষা কাঠামোর আলোকে ডিগ্রি প্রদান করিতে পারিবেনা।

Compliance of BNQF

Attention

- **BNQF compliance** is mandatory for all tertiary academic institution
- The provisions described in the BNQF are **minimum** (except duration) **for an institution/program**
- **BNQF** is a benchmarked instrument for QA in education

BNQF QA Areas/Standards

1. Governance
2. Leadership, Responsibility and Autonomy
3. Institutional Integrity and Transparency
4. Curriculum
5. Teaching Learning & Assessment
6. Student Admission & Support Services
7. Faculty & Professional Staff
8. Facilities & Resources
9. Research & Scholarly Activities and
10. Monitoring, Evaluation & Continual Improvement

Steps to be Taken by HEI and PoE

- Endorsement of BNQF by the Academic Council and Syndicate/Regent Board of the university
- Evidences of implementation
 - Circulating BNQF document to the Faculty/School and PoE
 - Organizing motivational/awareness building workshop organized by IQAC to involve the academics and non-academics for implementation of BNQF
 - Allocation of fund for implementation of BNQF
 - Organizing workshops/training for the academics and non-academics for implementation of BNQF
 - Steps taken for professional development by IQAC
 - Building awareness among the students

Appendix 2: Summary Information on Qualifications Levels

Qualifications Level	7	8	9	10
Qualifications Framework Nomenclature	BACHELOR'S	POSTGRADUATE DIPLOMA AND CERTIFICATE	MASTER'S	DOCTORAL
Base Entry Requirement	HSC or equivalent	<ul style="list-style-type: none"> 3-year Bachelor's with 2 years' experience or equivalent determined by the university or 4-year Bachelor's with or without honours or 5-year Bachelor's 	<ul style="list-style-type: none"> 3-year Bachelor's with 2 years' experience or equivalent determined by the university or 4-year Bachelor's with or without honours or 5-year Bachelor's 	Master's or equivalent
Minimum Duration	<ul style="list-style-type: none"> 5-year 4-year 3-year 	1 year	<p>For 4-year and 5-year Bachelor's 3 modes in full time</p> <ul style="list-style-type: none"> Taught Course - 1 year Mixed Mode - 1.5 years Research - 2 years <p>For 3-year Bachelor's 3 modes in full time</p> <ul style="list-style-type: none"> Taught Course - 2 years Mixed Mode - 3 years Research – eligibility and duration will be determined by the respective University. 	2 modes in full time <ul style="list-style-type: none"> Mixed Mode – 3 years Research – 3 years
Minimum Graduating Credits (based on 40 notional hours/credit)	<ul style="list-style-type: none"> 5-year (160 credits) 4-year (140 credits) 3-year (120 credits) 	<ul style="list-style-type: none"> PG Certificate – 30 credits PG Diploma – 40 credits 	<ul style="list-style-type: none"> Taught Course – 40 credits Mixed Mode – 20 credits + Dissertation Research - Thesis only 	<ul style="list-style-type: none"> Mixed Mode – 30 credits + Thesis Research - Thesis only
Academic Pathway	<ul style="list-style-type: none"> Level 8 with relevant post-graduation work experience of 2 years or equivalent determined by the university Level 9 with relevant post-graduation work experience of 2 years or equivalent determined by the university 	<ul style="list-style-type: none"> Level 9 	Level 10	N/A

*(Maximum duration: 6 years for 3-year Bachelor's; 7 years for 4-year Bachelor's; 8 years for 5-year Bachelor's; 3 years for Master's; 7 years for PhD)

What are in BNQF?

- Qualifications, Credit, Credit hours, notional hours
- Modular/unitized education based on learning outcomes
- Assessment system based on clearly defined/ explicit criteria
- Provision for a national system for **credit accumulation and transfer** and
- **UNESCO suggested common classification** system for subjects and occupational sectors.
- Clear flexible pathway for life-long learning

**Qualifications, Credit, Credit hours,
Notional hours**

HE Levels, Qualifications and Minimum Graduating Credits

Pillar 1: Single System of Levels

Level	Qualifications	Minimum Graduating Credits
	Name	
10	Doctoral	
	• Doctoral by Research	N/A
	• Doctoral by Mixed Mode	15 + Thesis
9	Master's	
	• Master's by Research	N/A
	• Master's Mixed Mode	18 + Dissertation
	• Master's by Coursework	40
8	Postgraduate Diploma	35
	Postgraduate Certificate	25
7	Bachelor's	
	• Bachelor's (5 years)	150
	• Bachelor with Honours/ Bachelor's (4years)	130
	• Bachelor's (3years)	110

Credit and Credit hours

Credit: measurement of students' academic load

Credit hours: the unit of measurement used to indicate the amount of **instructional time** that lead to the achievement of the learning outcomes (LO).

One credit hour = a minimum of 1 hour/1.5 hour/2 hours of direct instruction time each week for fourteen weeks

Learning-teaching activities	Credit hours for 1 credit
Lecture, tutorial, seminar	1 hour per week for 14 weeks
Lab, Studio or Clinical Work	1.5 hour per week for 14 weeks
Industrial/Workplace Learning	2 hours per week for 14 weeks

Notional Hour

- **Notional hour:** the unit of measurement used to indicate the amount of **instructional and learning time** (self learning) required to achieve the student learning outcomes
- **One credit hour (notional hour)** = a minimum of 1 hour of direct instruction and 2 hours individual work (self learning) each week for fourteen weeks

Learning-teaching activities	Notional hours for 1 credit
Lecture, tutorial, seminar	40
Lab, Studio or Clinical Work	60
Industrial/Workplace Learning	80

Some Sources of Student Learning Time (Examples)

Lecture

Project Work

Study Tour

Demonstration

Tutorial

Presentation

Case study

Assignments

Laboratory

Revision

E-Learning

Clinical

Work attachment

Studio work

Group Discussion

Group Assignment

Field Work

Research Project

Examination

Industrial training

Directed reading

Modularized education based on learning outcomes

Learning Outcomes

- They describe what the students will do, not what the instructor will teach.

Learning Outcome Domains

BNQF adopts four learning outcome domains,

- Fundamental,
- Social,
- Thinking, and
- Personal.

Fundamental Domain

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

Social Domain

This domain involves the skills needed for **working with people at various levels to achieve set goals, communication and community engagement.**

Framework categorizes social skills as the ability to

- coordinate,
- instruct,
- negotiate,
- persuade,
- be service oriented and have people and
- environment perceptiveness.

Thinking Domain

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

Personal Domain

- This domain involves skills such as life-long learning, self-direction, acting with integrity and the development of citizenship.
- 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 are some examples of skills under this domain.

**Assessment system based on clearly
defined/ explicit criteria**

Assessment

- Appropriate to the course learning outcomes.
- Assessment strategy can be multi-fold.
- Moderation is mandatory for summative exam questions. Moderators must be from outside the university
- Timely and systematic feedback to the students
- Have to achieve all learning outcomes at a certain minimum level to gain a pass mark.

**Provision for a national system for
credit accumulation and transfer**

Credit Accumulation and Transfer

There should be a **national system** of credit accumulation and transfer to-

- promote **recognition and parity** of qualifications among sectors and sub-sectors.
- promote **vertical and parallel mobility** of the learners.
- support the national policy on **lifelong learning**.

Each university needs to **have their own credit accumulation and transfer model** aligned with national system which may vary according to **program, discipline and level**.

UNESCO suggested common classification system

Common Classification System

- A common classification system for subjects and occupational sectors using the International Standard Classification of Education 2011/2015.
- In UNESCO's definition there are 10 broad fields. Under each broad field there are narrow fields and under each narrow field there are detailed fields.
- The 10 broad fields are:

00 Generic programmes and qualifications
01 Education
02 Arts and humanities
03 Social sciences, journalism and information
04 Business, administration and law
05 Natural sciences, mathematics and statistics

06 Information and Communication Technologies (ICTs)
07 Engineering, manufacturing and construction
08 Agriculture, forestry, fisheries and veterinary
09 Health and welfare
10 Services

Examples:

Broad Field		Narrow Field		Detailed Field	
02	Arts and humanities	020	Arts and humanities not further defined	0200	Arts and humanities not further defined
		021	Arts	0210	Arts not further defined
				0211	Audio-visual techniques and media production
				0212	Fashion, interior and industrial design
				0213	Fine arts
				0214	Handicrafts
				0215	Music and performing arts
				0219	Arts not elsewhere classified
		022	Humanities (except languages) 0	0220	Humanities (except languages) not further defined
				0221	Religion and theology
				0222	History and archaeology
				0223	Philosophy and ethics
				0229	Humanities (except languages) not elsewhere classified

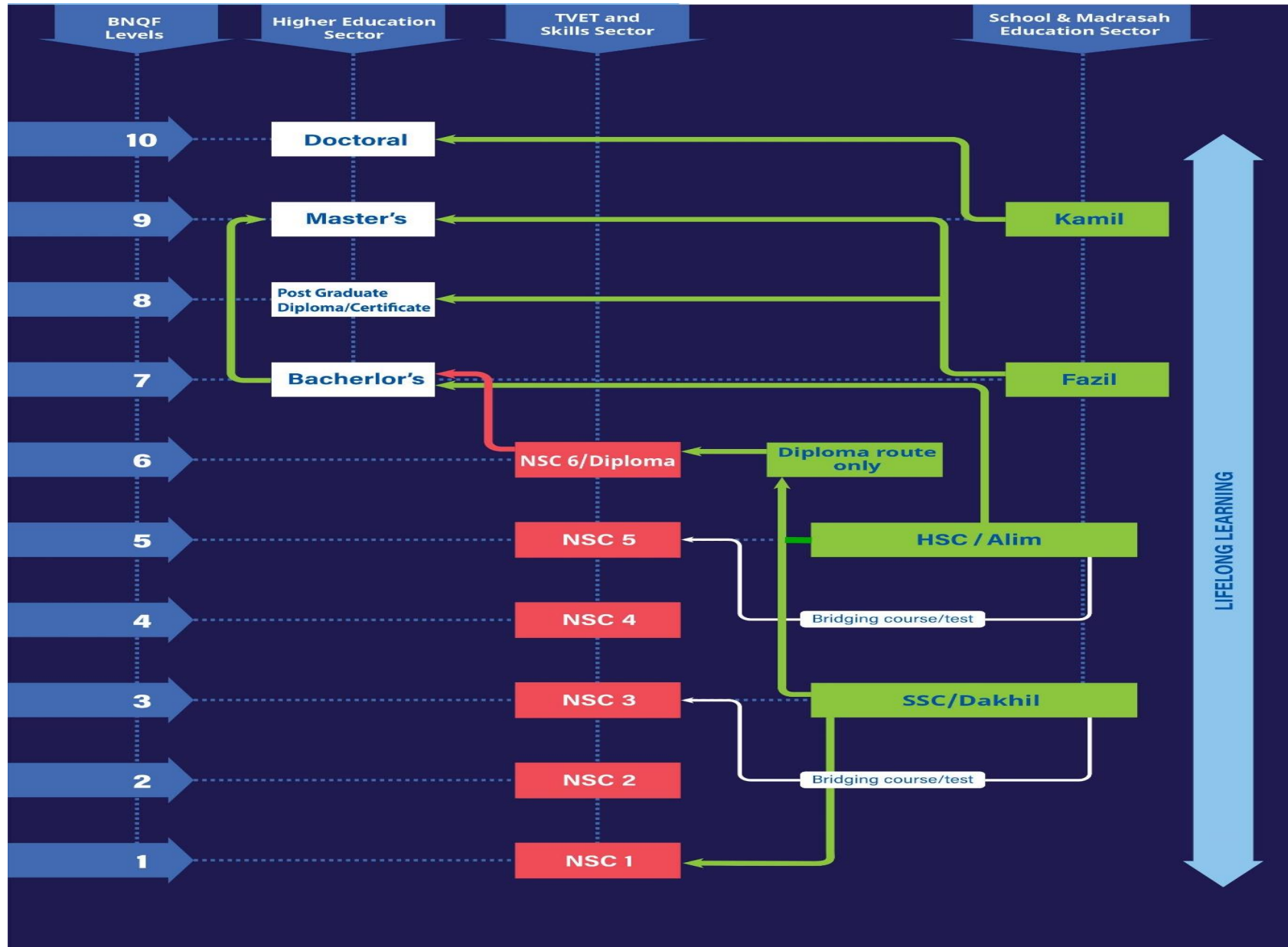
Examples:

Broad Field		Narrow Field		Detailed Field	
		023	Languages	0230 0231 0232 0239	Languages not further defined Language acquisition Literature and linguistics Languages not elsewhere classified
		028	Inter-disciplinary programs and qualifications involving arts and humanities	0288	Inter-disciplinary programs and qualifications involving arts and humanities
		029	Arts and humanities not elsewhere classified	0299	Arts and humanities not elsewhere classified

Examples:

Broad Field		Narrow Field		Detailed Field	
		023	Languages	0230 0231 0232 0239	Languages not further defined Language acquisition Literature and linguistics Languages not elsewhere classified
		028	Inter-disciplinary programs and qualifications involving arts and humanities	0288	Inter-disciplinary programs and qualifications involving arts and humanities
		029	Arts and humanities not elsewhere classified	0299	Arts and humanities not elsewhere classified

Academic Pathway of BNQF



Challenges of BNQF Implementation

- Responsive and innovative institutional leadership;
- An enabling funding mechanism;
- Professional development of academics.

