

Accreditation Standards and Criteria

Md. Monimul Huq, PhD

Additional Director, IQAC

And

Professor, Department of Statistics

University of Rajshahi, Bangladesh

mhuq75@gmail.com

01556312556

What is Accreditation?

“Accreditation” is a review of the quality of higher education institutions and programs.

In the United States, accreditation is a major way that students, families, government officials, and the press know that an institution or program provides a quality education.

Source: [About Accreditation – Council for Higher Education Accreditation \(chea.org\)](http://chea.org)

What is Accreditation?

A formal, independent verification.....
.....that a program or institution meets
established quality standards..
... and is competent to carry out
specific conformity assessment tasks

The accreditation process itself

Setting criteria (standards) that programs have to meet;

Self-evaluation and self-reporting of data;

Site visits by external evaluators, in a peer review/evaluation process;

Gathering additional data to cross validate compliance with standards;

Production of a report, which forms the basis of the accreditation decision by the parent body (i.e. the HEA, professional regulators etc)

The accreditation process itself

- Accreditation of programs is the best way that has been found so far ensuring quality;
- Accreditation sets minimum standards for programs to meet;
- Programs are judged for compliance with these standards during the accreditation process;
- Programs that do not meet the standards need to remediate those areas;

The accreditation process itself

- Accreditation standards take into account minima of infrastructure and resources;
- Evaluate whether administrative processes are adequate;
- Accreditation places much emphasis upon the quality of graduates;
- Accreditation expects that programs will be under continuous quality improvement cycles;

The accreditation process itself

- Accreditation is a two-way street, as additional resources may be needed from the HEA for compliance;
- Accreditation is not a perfect tool, and imposes its additional costs on programs ..

.... but...

- ... it is by far the best process for managing the quality of programs that has yet been developed.

The accreditation process itself

Movement for quality education in Bangladesh begins following different education commission and polices recommendation.

University Teachers are the key player to implement it for producing quality graduates.

“Those Who Know, Do.

Those Who Understand, Teach.”

- Aristotle

Why is Accreditation Important?

Creates a set of quality standards for all education institutions or programs

- Institutional Accreditation
- Accredited Programs
- Quality assurance (Not Quality Control)
- Makes transferring credits easier for students

Objectives of the Session

Developing effective standards and criteria
for accreditation

Considerations

- Internationally recognized and widely accepted good practices in HE
- National Qualification Framework of Bangladesh for HE
- Context of higher education in Bangladesh
- Standards are mandatory for accreditation of all academic programs
- Discipline Specific Requirements for program Accreditation
- **Data, evidences and Documents** are essential to support adoption and maintenance of each criterion

Abbreviations

BAC Bangladesh Accreditation Council

CLOs Course Learning Outcomes

CQI Continual Quality Improvement

EQA External Quality Assessment

HE Higher Education

HEI Higher Education Institution

HOTS Higher Order Thinking Skills

M & E Monitoring & Evaluation

NQF National Qualifications Framework

PLOs Program Learning Outcomes

PoE Program Offering Entity

TLA Teaching Learning Activities

SLT Student Learning Time

BAC Accreditation Standards

Standards	No. of Criteria(63)
Governance	6
Leadership, Responsibility and Autonomy	3
Institutional Integrity and Transparency	6
Curriculum	9
Teaching Learning & Assessment	9
Student Admission & Support Services	9
Faculty & Professional Staff	8
Facilities & Resources	5
Research & Scholarly Activities	4
Monitoring, Evaluation & Continual Improvement	4

Credible Accreditation Agencies

- AACSB** - The **Association to Advance Collegiate Schools of Business**
- ACBSP** - Accreditation Council for Business Schools and Programs
- Washington Accord
- EQUIS** - European Quality Improvement System

About the BAC Standards & Criteria

Internationally recognized good practices
Qualifications framework for Higher Education(HE)
Context of Higher Education in Bangladesh

To be noted...

Applicable for **Bachelor and Masters** by course

Defined in a very generalized form as **applicable for all disciplines**

Expert Committee will provide a list of discipline specific requirements.

International Review Comments

Barring some gaps here and there, the BAC has developed a set of standards that are at per with international practice and norms.

Extensive amount of work has been done with a great deal of efforts.

When implemented will strengthen HEIs, academic programs, and build academic excellence at per with that of the advanced countries.

Well thought-out and well-constructed.

Discipline Specific Requirements

- BAC standards and criteria are in a very generalized form as these are mandatory/common for all programs
- Expert Committee will provide a list of discipline specific requirements
- The Accreditation Committee will check the availability, adequacy and appropriateness of these requirements during external quality assessment

Conditions for BAC Certificate of Accreditation

Ref: BAC Accreditation Rules, 2020

- Compliance
- Earned score 70% or above in External Quality Assessment (EQA) with a minimum of 50% in each standard
- If earned score in EQA is 60% to less than 70%, Certificate of Confidence (Non-renewable) shall be granted for a period of maximum one year

BAC Accreditation Standards

Standards	No. of Criteria(63)
<u>Governance</u>	6
<u>Leadership, Responsibility and Autonomy</u>	3
<u>Institutional Integrity and Transparency</u>	6
<u>Curriculum</u>	9
<u>Teaching Learning & Assessment</u>	9
<u>Student Admission & Support Services</u>	9
<u>Faculty & Professional Staff</u>	8
<u>Facilities & Resources</u>	5
<u>Research & Scholarly Activities</u>	4
<u>Monitoring, Evaluation & Continual Improvement</u>	4

Standard 1: Governance

System must work to ensure better management of the program towards the achievement of mission and objectives of the HEI/PoE in a way that effectively benefits the stakeholders

Criterion 1-1: Vision, mission and objectives of the PoE

Criterion 1-2: Well-communicated strategic plan

Criterion 1-3: Policy to receive and redress sexual harassment

Criterion 1-4: Maintenance of academic calendar

Criterion 1-5: Class size policy

Criterion 1-6: IT based student database/portfolio with contact details

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: Leadership & Organizational structure with defined responsibilities

Criterion 2.2: Values to foster social responsibility & socio cultural sensitivity

Criterion 2.3: Autonomy with financial support to introduce innovative approaches & good practice

Standard 3: Institutional Integrity and Transparency

The HEI/PoE must act responsively to meet the needs of the stakeholders and maintain institutional integrity with transparency and accountability

Criterion 3-1: Transparent, fair and appropriate recruitment policy

Criterion 3-2: Code of conduct and policy to promote ethical practices

Criterion 3-3: Transparency and fairness in admission process

Criterion 3-4: Student handbook with program details

Criterion 3-5: Well-designed and informative website with easy access for all.

Criterion 3-6: Policy and procedure to redress student grievances

Standard 4: Curriculum

Must be need-based, consistent with the NQF & comprehensive enough to guide the faculty and students towards systematic attainment of learning outcomes

Criterion 4-1: Design Procedure & representation of stakeholders

Criterion 4-2: Need-based with relevant, attainable and measurable PLOs

Criterion 4-3: PLOs are developed within the scope of mission and objectives of the PoE

Criterion 4-4: Graduate profile addressing NQF and identified needs of the stakeholders

Criterion 4-5: Compliance with NQF in terms of graduating credits and credit value

Criterion 4-6: Program learning outcomes and courses are aligned

Criterion 4-7: Min. 25% credits for general education courses mapped with PLOs and NQF

Criterion 4-8: Course file with course plan

Criterion 4-9: Work integrated learning opportunities
(Internship/project/dissertation/field work etc.)

Standard 5: Teaching-Learning & Assessment

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

Criterion 5-1: TLA practices involve practical evidences, initiate critical thinking focusing on HOTS

Criterion 5-2: SLT & TLA activities are in accordance with the credit value of course and cover all CLOs

Criterion 5-3: Maintenance of class schedule, records of attendance, missed classes and make up classes

Criterion 5-4: Students are well informed about the assessment process

Criterion 5-5: Timely feedback on the performance in all formative/continuous assessments

Criterion 5-6: Question papers for semester final examination are moderated

Criterion 5-7: Progression rules

Criterion 5-8: Alignment of CLOs, T-L activities and assessment methods

Criterion 5-9: Provisions of tutorial classes

Criterion 5-10: Diversity and flexibility to address the special needs of the physically challenged students

Standard 6: Student Admission & Support Services

Appropriate entry requirements, fair and transparent admission policy.

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: Admission policy with requisite qualifications

Criterion 6-2: Administrative setup with policy for the international students

Criterion 6-3: Orientation for sound physical and mental growth of the students

Criterion 6-4: Orientation session(s) for the freshers on PoE & Program

Criterion 6-5: Academic guidance and counseling

Criterion 6-6: Well-organized alumni association to support the PoE

Criterion 6-7: Co-curricular activities for holistic development of the students

Criterion 6-8: Career counseling and guidance sessions for the graduating students

Criterion 6-9: Student progress and achievement monitoring system

Criterion 6-10: Policy to support physically challenged students

Standard 7: Faculty and Professional Staff

Must have a policy to ensure the availability of qualified faculty and professional staff with reasonable teacher student ratio.

Criterion 7-1: Qualified, professionally skilled and experienced faculty

Criterion 7-2: Salary structure with incentives

Criterion 7-3: Policy to support the faculty for advanced studies

Criterion 7-4: Faculty and professional staff development policy

Criterion 7-5: Policy to evaluate performances of faculty and professional staff

Criterion 7-6: Workload distribution policy

Criterion 7-7: Provision to appoint competent practitioners as guest speaker/adjunct faculty

Criterion 7-8: Ideal combination of faculty & teacher student's ratio

Standard 8: Facilities & Resources

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: Policy for capacity based student enrollment

Criterion 8-2: Equipped and well-managed library

Criterion 8-3: Necessary physical facilities are in good condition, adequate and accessible

Criterion 8-4: Laboratory facilities/instructional technology & software/IT facilities are in good condition, appropriate and adequate

Criterion 8-5: Financial resource allocation

Standard 9: Research & Scholarly Activities

Must support and promote need-based quality research and innovation for the greater benefit of the stakeholders and society at large.

Criterion 9-1: Policy with budget to develop capacity and research culture

Criterion 9-2: Need-based research under external collaboration

Criterion 9-3: Policy and system to disseminate research findings

Criterion 9-4: Intellectual contributions

Standard 10: Monitoring, Evaluation and Continual Improvement

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-functional Institutional Quality Assurance Cell (IQAC)

Criterion 10-2: Collection and management of stakeholder's feedback

Criterion 10-3: M & E for sustainable QA and CQI with benchmark

Criterion 10-4: University industry collaboration (UIC)

Criterion 10-5: Annual quality assurance report (AQAR)

Conditions for BAC Certificate of Accreditation

Compliance

Documents and Evidences are essential

To be eligible must have earned 70% or above with a minimum of 50% in each standard

If earned score in EQA is above 60% but less than 70% ,
Certificate of Confidence (Non-renewable) shall be granted for a period of maximum one year.

Validity of Certificate of Accreditation is FIVE years.

Investment

Total Criteria: 63

No fund required: 37

Little fund required: 18

Significant fund required: 08

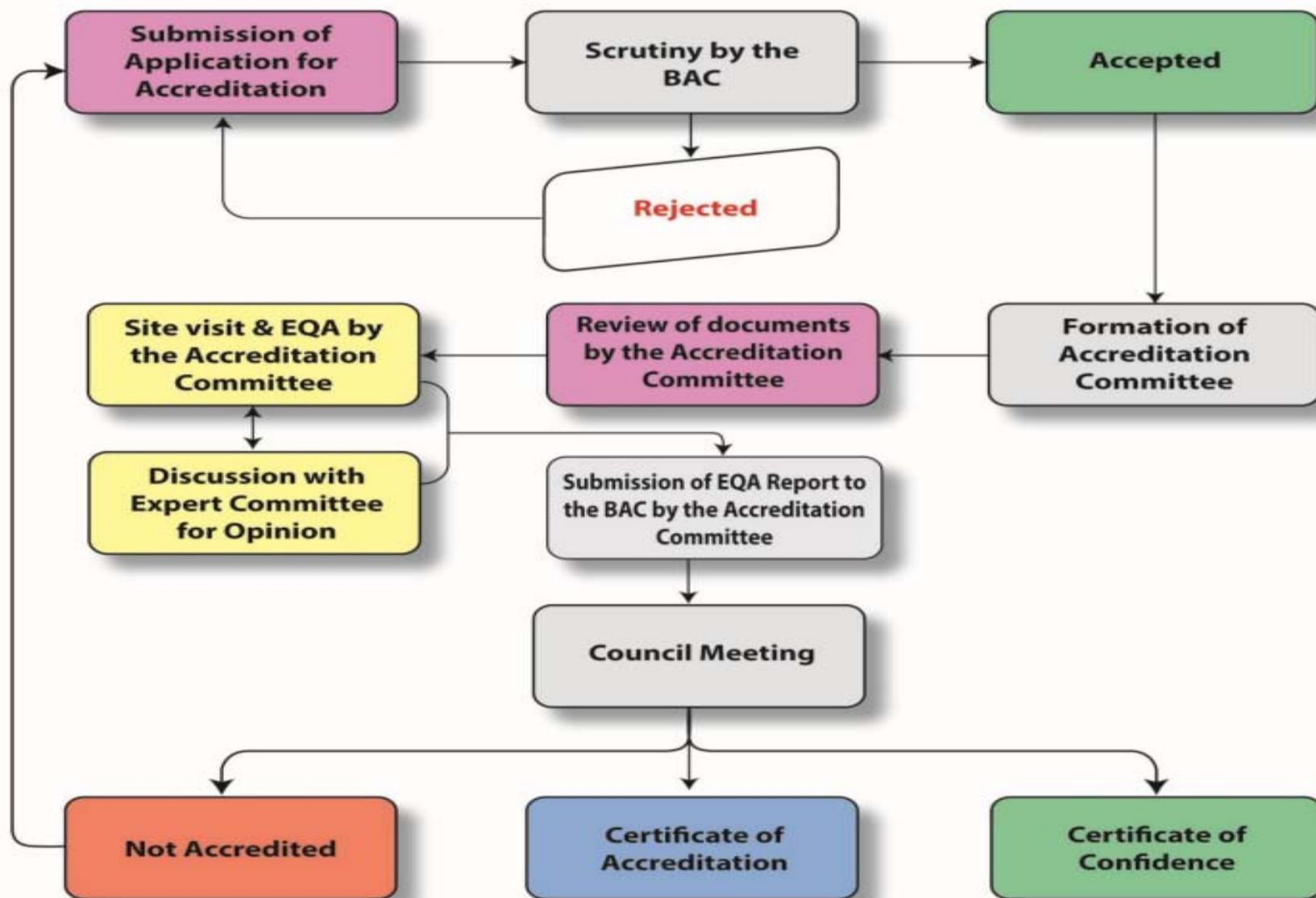
So, Think About ...

What would be the potential challenges?

What can make you better prepared in meeting these challenges?

What supports are you expecting?

BAC accreditation process Flow



Acknowledgement

Prof. Mesbahuddin Ahmed, BAC

Prof. S. M. Kabir, BAC

Prof. Md. Golam Shahi Alam, BAC

Questions ?



Thank You