



Accreditation Standards and Criteria

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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

Expected Outcomes

Able to identify the

- ways of accreditation contributes for quality in higher education
- effective standards and criteria for accreditation



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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

(The BAETE(Board of Accreditation for Engineering and Technical Education) is a non-governmental body that accredits engineering programs in Bangladesh)



-EQUIS - European Quality Improvement System



Credible Accreditation Agencies

Tertiary Education Quality and Standards Agency (TEQSA)
in Australia

The New Zealand Qualifications Authority (NZQA)

The Malaysian Qualifications Agency (MQA)

The Department of Education in the USA (USDE), etc.

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)
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<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 1: Governance

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

Documentation and Evidence:

- i) Documented copy of defined vision, mission, objectives of the HEI and PoE
- ii) Minutes of meeting regarding approval of vision, mission, goals, objectives etc.
- iii) Visible display
- iv) Handbook/Brochure with vision, mission, goals, objectives etc.
- v) Web link

Standard 1: Governance

Criterion 1-2: Well-communicated strategic plan

Documentation and Evidence:

- i) A copy of the documented strategic plan with strategic goals, 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 relating to the way inputs from faculty, staff, and other stakeholders were considered in preparing the strategic plan.
- v) Communication link that shows the way the strategic plan is communicated among the concerned stakeholders

Standard 1: Governance

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

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 at least 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

Standard 1: Governance

Criterion 1-4: Maintenance of academic calendar

Documentation and Evidence:

- i) Copy of approved academic calendar with specific date of class starting, class closing, summative/semester final examination and publications of results in each semester/year.
- ii) Notice for class
- iii) Attendance sheet
- iv) Notification/gazette of publication of summative/semester final results in last two years/semesters

Standard 1: Governance

Criterion 1-5: Class size policy

Documentation and Evidence:

- i) Official list of total enrolled students and number of sections in a semester of the program.
- ii) Attendance sheet 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 to assess the appropriateness of class for interactive class ensuring the participation of majority students in class discussion.

Standard 1: Governance

Criterion1-6: IT based student database/portfolio with contact details

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

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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 2: Leadership, Responsibility and Autonomy

Criterion 2.1: Leadership & Organizational structure with defined responsibilities

Documentation and Evidence:

- i) Official copy of the administrative structure of the PoE showing the overseeing authority of the university.
- ii) Official documents on defined roles and responsibilities of the key official, Head of the PoE, and staff relating to the effective management of the academic program.

Standard 2: Leadership, Responsibility and Autonomy

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

- i) Documented and communicated values of the PoE toward social diversity and cultural differences;
- ii) Policy to offer opportunities for the diverse groups in the society;
- iii) Documents related to programs organized/participated, in last one year, to expose students in social responsibility issues.

Standard 2: Leadership, Responsibility and Autonomy

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

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.

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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 3: Institutional Integrity and Transparency

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

Documentation and evidence:

- i) Documented copy of faculty and professional staff recruitment policy.
- ii) Rules related to service for the faculty and professional staff and minutes of meeting where the rules were approved.
- iii) Documents that describe the use of recruitment policy in selection of faculty and professional staff for appointment during last two years.

Standard 3: Institutional Integrity and Transparency

Criterion 3-2: Code of conduct and policy to promote 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 about code of conduct, morale and ethical issues;
- iii) Documented policy to promote and recognize ethical practices;
- iv) Records of issues, agendas & minutes of meeting related to breach of ethical practices, code of conduct and to promote the ethical practices.

Standard 3: Institutional Integrity and Transparency

Criterion 3-3: Transparency and fairness in admission process

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.

Standard 3: Institutional Integrity and Transparency

Criterion 3-4: Student handbook with program details

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 working to update and print the Handbook
- iii) Minutes of meeting as evidence to printing of handbook
- iv) Evidence that shows the students have the copy of the handbook.

Standard 3: Institutional Integrity and Transparency

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

Documentation and Evidence:

Staff to take care of website

- i) Documents relating to last updates
- ii) Feedback on the recently updated website
- iii) Access to the informative and interactive website and records on number of viewers.

Standard 3: Institutional Integrity and Transparency

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

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 at least 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.

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

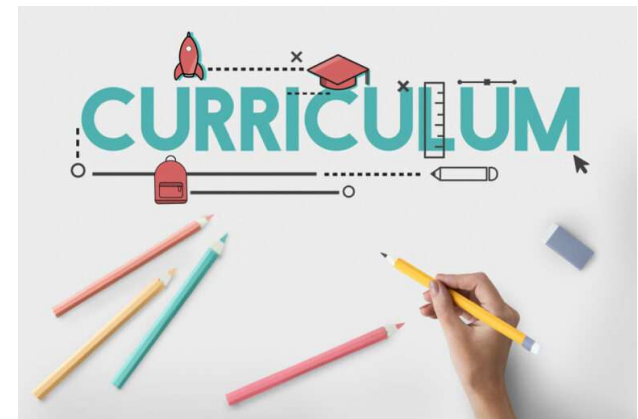
('Internship/project/dissertation/field work etc.)

Standard 4: Curriculum

Criterion 4-1: Design Procedure & representation of stakeholders

Documentation and Evidence:

- i) Rules/provision of curriculum committee
- ii) Documented copy of the curriculum committee;
- iii) Minutes of meeting where the committee is confirmed;
- iv) Minutes of meeting of curriculum committee where the curriculum is recommended for approval.



Standard 4: Curriculum

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

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.

Standard 4: Curriculum

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

Documentation and evidence:

Document that demonstrates alignment of program learning outcomes (PLOs) with the mission of the POE

Standard 4: Curriculum

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

Documentation and evidence

i) Documented copy of program learning outcomes (PLOs)

Standard 4: Curriculum

Criterion 4-5: Compliance with NQF in terms of 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.

Standard 4: Curriculum

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

Documentation and evidence

- i) Documents used for mapping to confirm the alignment of program learning outcomes (PLOs) and courses;
- ii) Rationale/justification of all the courses are stated clearly in the curriculum.

Standard 4: Curriculum

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

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.

Standard 4: Curriculum

Criterion 4-8: Course file with course plan

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, cocurricular 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)

Standard 4: Curriculum

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

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.

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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 5: Teaching-Learning & Assessment

Criterion 5-1: TLA practices involve practical evidences, initiate critical thinking 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.

Standard 5: Teaching-Learning & Assessment

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

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.

Standard 5: Teaching-Learning & Assessment

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

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.

Standard 5: Teaching-Learning & Assessment

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

Documentation and evidence

i) Availability of course plan/course outline 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.

Standard 5: Teaching-Learning & Assessment

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

Documentation and evidence

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

Standard 5: Teaching-Learning & Assessment

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

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.

Standard 5: Teaching-Learning & Assessment

Criterion 5-7: Progression rules

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.
- iii) Documents or evidence that demonstrates the proper use/implementation of the progression rule.

Standard 5: Teaching-Learning & Assessment

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

Documentation and evidence

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

Standard 5: Teaching-Learning & Assessment

Criterion 5-9: Provisions of tutorial classes

Documentation and evidence:

- i) Tutorial class schedule and attendance sheet;
- ii) Documents/evidences that describe the number of sessions held in last semester.

Standard 5: Teaching-Learning & Assessment

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

Back to

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 6: Student Admission & Support Services

Criterion 6-1: Admission policy with requisite qualifications

Documentation and evidence

- i) Copy of admission notice, web link and published admission policy with entry requirements as specified in the national qualifications framework 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.

Standard 6: Student Admission & Support Services

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

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.

Standard 6: Student Admission & Support Services

Criterion 6-3: Orientation 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, 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;

Standard 6: Student Admission & Support Services

Criterion 6-4: Orientation session(s) for the fresher's on PoE & 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);

Standard 6: Student Admission & Support Services

Criterion 6-5: Academic guidance and counseling

Documentation and Evidence:

- i) Documented academic guidance and counseling policy of the POE;
- ii) Documented schedule of academic guidance and counseling as regular and routinized event;
- iii) List of students attended academic guidance and counseling by individual faculty members in last one year/two semesters.

Standard 6: Student Admission & Support Services

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

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.

Standard 6: Student Admission & Support Services

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

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.

Standard 6: Student Admission & Support Services

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

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;

Standard 6: Student Admission & Support Services

Criterion 6-9: Student progress and achievement monitoring system

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.

Standard 6: Student Admission & Support Services

Criterion 6-10: Policy to support physically challenged students

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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 7: Faculty and Professional Staff

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

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.

Standard 7: Faculty and Professional Staff

Criterion 7-2: Salary structure with incentives

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.

Standard 7: Faculty and Professional Staff

Criterion 7-3: Policy to support the faculty for 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.

Standard 7: Faculty and Professional Staff

Criterion 7-4: 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.

Standard 7: Faculty and Professional Staff

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

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.

Standard 7: Faculty and Professional Staff

Criterion 7-6: Workload distribution policy

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.

Standard 7: Faculty and Professional Staff

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

Documentation and evidence:

- i) Policy relating to appoint the recognized and competent practitioners
- ii) List of professionals(s) currently working as guest speaker/faculty/adjunct faculty at the PoE and documented policy and process followed in case of such selection and appointment;
- iii) Number of sessions conducted by the guest speakers in last one year;

Standard 7: Faculty and Professional Staff

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

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;

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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 8: Facilities & Resources

Criterion 8-1: Policy for capacity based student enrollment

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 program offering entity 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.

Standard 8: Facilities & Resources

Criterion 8-2: Equipped and well-managed library

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

Standard 8: Facilities & Resources

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

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.

Standard 8: Facilities & Resources

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

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.

Standard 8: Facilities & Resources

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

Documentation and Evidence:

- 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.

Standard 8: Facilities & Resources

Criterion 8-5: Financial resource allocation

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.
- iii) Stock registrar of items relating to keeping laboratory and other facilities in good condition.

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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 9: Research & Scholarly Activities

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

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 PoE the 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

Standard 9: Research & Scholarly Activities

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

Documentation and Evidence:

- i) Number of research projects completed 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.

Standard 9: Research & Scholarly Activities

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

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;

Standard 9: Research & Scholarly Activities

Criterion 9-4: Intellectual contributions

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.

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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)

Standard 10: Monitoring, Evaluation and Continual Improvement

Criterion 10-1: Well-functional Institutional Quality Assurance Cell (IQAC)

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.

Standard 10: Monitoring, Evaluation and Continual Improvement

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

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.

Standard 10: Monitoring, Evaluation and Continual Improvement

Criterion 10-3: M & E for sustainable QA and Continual Quality Improvement (CQI) with 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 that are reviewed for further improvement within last one year.

Standard 10: Monitoring, Evaluation and Continual Improvement

Criterion 10-4: University industry collaboration (UIC)

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.

Standard 10: Monitoring, Evaluation and Continual Improvement

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

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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

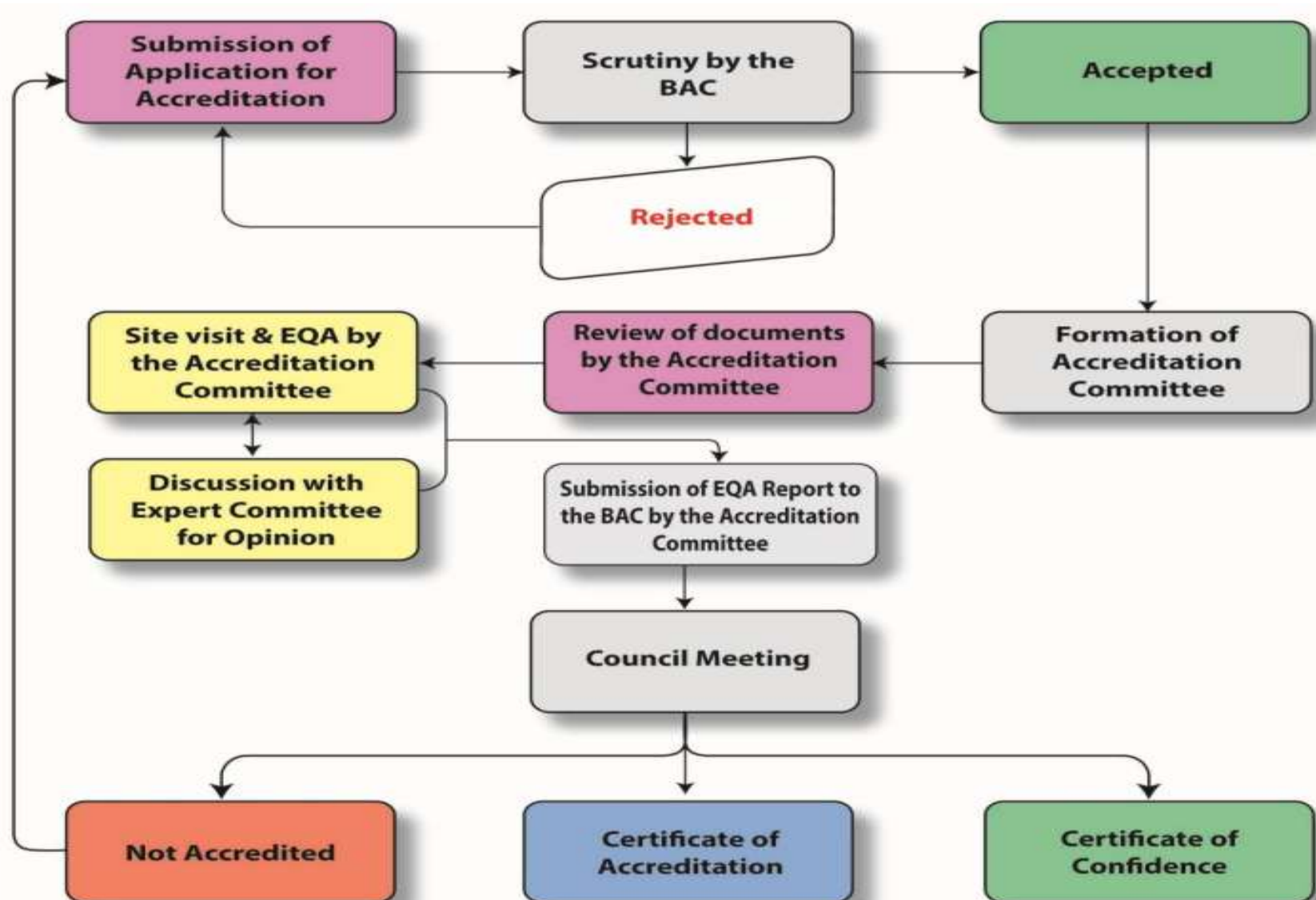
So, Think About ...

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

Reference:

Accreditation Manual for Accreditation of Academic Programs, 2nd Edition

Questions ?

Thank You