

Bangladesh National Qualifications Framework (BNQF): Adoption and Maintenance

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Expected outcomes

Participants will be able to

- **Interpret** BNQF's level 7-10 and
- **Apply** some important provisions of BNQF

BNQF

What is BNQF ?



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

Some Considerations

- **Internationally benchmarked** document.
- **Indicative** in nature.
- The provisions described in the BNQF are **minimum for an institution/program**.
- **BNQF is mandatory** for all tertiary academic institutes.

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Sustainable Development Goals 4



Ensure inclusive and equitable quality education
and
promote lifelong learning opportunities for all

শিক্ষানীতি ২০১০ এ উচ্চ শিক্ষার উদ্দেশ্য ও লক্ষ্য



- শিক্ষার্থীদের বিশ্বমানের শিক্ষাদান (Internationally benchmarked) নিশ্চিত করা, পাঠদান পদ্ধতিতে দেশের বাস্তবতাকে (National Context) সম্পৃক্ত করা,
- শিক্ষার্থীদের রাষ্ট্র ও সমাজের সমস্যা সনাক্ত (Problem Identification) করা ও তার সমাধান (Problem Solution) বের করার পদ্ধতি জানতে সহায়তা করা।
- শিক্ষার্থীদের সৃজনশীল ও উদ্ভাবনী (Creative & Innovative) হতে সহায়তা করা।

শিক্ষানীতি ২০১০ এ উচ্চ শিক্ষার উদ্দেশ্য ও লক্ষ্য



জাতীয়
শিক্ষানীতি
২০১০



- শিক্ষার্থীদের মানবিক মূল্যবোধ (Human values) ও দেশপ্রেমে (Patriotism) উদ্ভুদ্ধ হতে সহায়তা করা
- আধুনিক ও দ্রুত অগ্রসরমান বিশ্বের (Rapid changing world) সঙ্গে কার্যকর পরিচিতি ঘটান।
- শিক্ষার্থীদের মৌলিক (Fundamental) ও প্রায়োগিক (Applied) গবেষণায় ব্রতী হতে হতে সহায়তা করা।
- শিক্ষার্থীদের নিরলশ জ্ঞান চর্চায় (Life-long Learning) ব্রতী হতে সহায়তা করা।

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রাষ্ট্র পরিচালনার মূলনীতি



১৭। (খ)

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

এবং

সেই প্রয়োজন সিদ্ধ করিবার উদ্দেশ্যে যথাযথ প্রশিক্ষণপ্রাপ্ত ও সদিচ্ছাপ্রণোদিত নাগরিক সৃষ্টির জন্য কার্যকর ব্যবস্থা গ্রহণ করিবেন।

21 century demands for

1. Complex Problem Solving
2. Critical thinking
3. Creativity
4. People Management
5. Co-ordinating with Others
6. Emotional Intelligence
7. Judgement and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

WORLD
ECONOMIC
FORUM



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What Graduates Do Employers Need?



Graduates with at least following qualities:

- Graduates embodied with essential **knowledge and critical understanding** of the discipline.
- They have the ability to **apply learned knowledge and understanding** effectively outside the context.
- Graduates with **adequate digital literacy** to perform complex tasks and bring about solutions.
- They have the ability to **communicate** his/her own understanding/ ideas clearly, flexibly and effectively in Bangla and English.

What Graduates Do Employers Need?



- They have thirst to **learn continuously** (unlearn and relearn) to cope up with rapid technological changes.
- They have the ability to **analyse problems** (investigative, critical thinking, creativity).
- They have the ability to **solve complex problems** (creativity, resilience, judgment, decision-making, people management).
- Graduates embodied with highest degree of **integrity, confidence, responsibility, empathy, patience, respectfulness, timeliness, civic sense, environmental perceptiveness.**

ARE
UNIVERSITIES
READY



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Journey to



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QA Journey 1st Step

QA journey in higher education started with the **formulation and approval of strategic plan for higher education 2006-2026**

Steps taken under strategic plan (2006-2026)

Higher education quality enhancement project (HEQEP)

- Academic innovation Fund (capacity building & teaching-learning)
- Academic Research
- Bangladesh Research Education Network

QA Journey 1st Step

Formulation and approval of Bangladesh National Qualifications Framework (BNQF)

Establishment of QA mechanism at institutional and national level

- Establishment of Strategic Planning and Quality Assurance (SPQA) Division
- Establishment of Institutional Quality Assurance Cell (IQAC) for Internal QA (IQA)

Formulation of Bangladesh Accreditation Council Act

Establishment of Bangladesh Accreditation Council (BAC) in 2018 for External QA, **the implementing authority of BNQF (level 7-10) by Act**

QA Journey 2nd Step

Formulation of 2nd Strategic plan for higher education 2018-2030

Higher Education Acceleration And Transformation (HEAT) Project

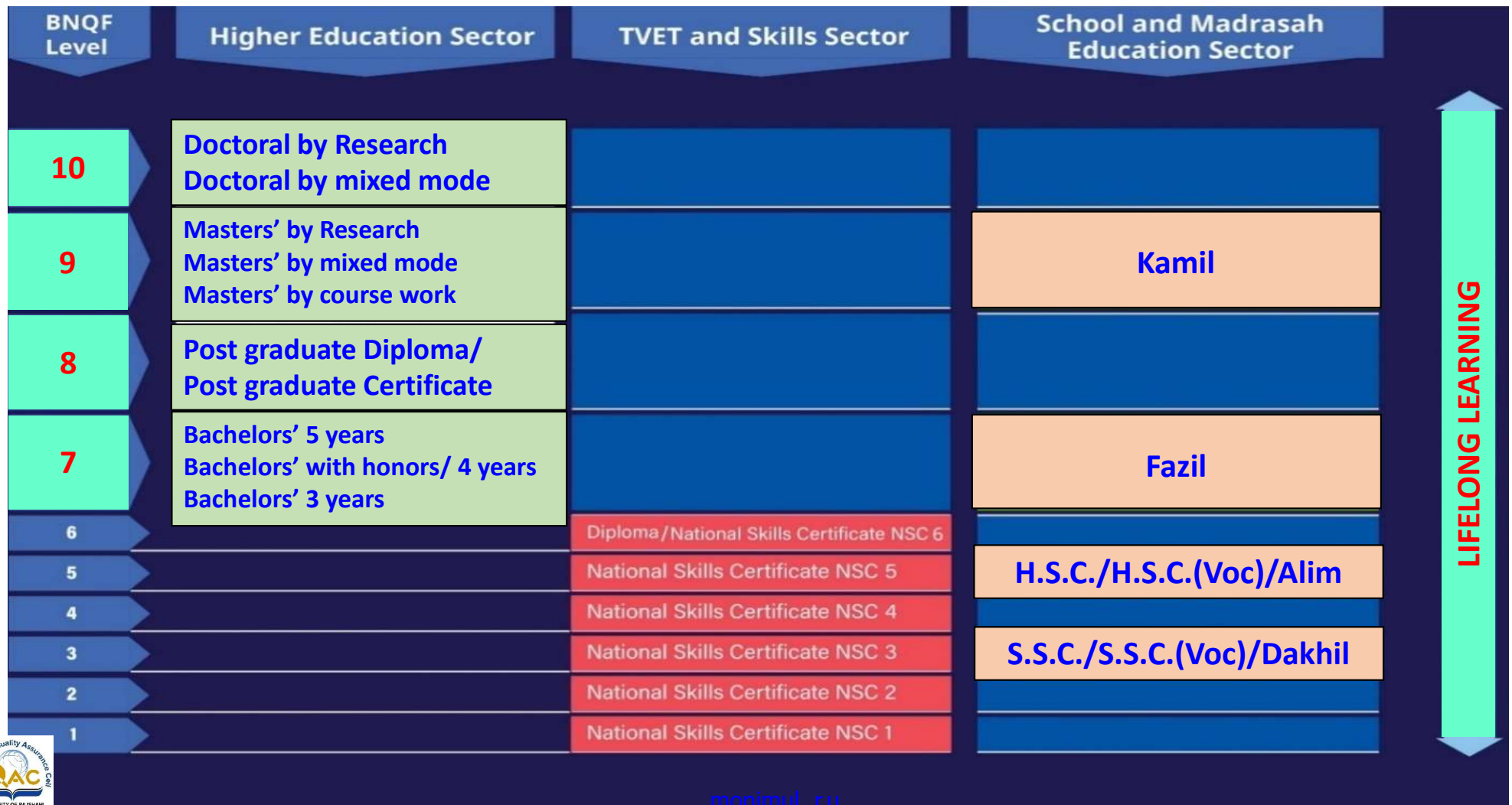
- Academic Transformation Fund (ATF)
 - Research
 - Technology Transfer Office (TTO)
 - University Industry Collaboration (UIC)
 - BdREN etc.
- Establishment of University Teachers Training Academy (UTTA)
- Strengthening QA mechanism
- Establishment of a Research University
- Establishment of a National Central Laboratory

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Major Objectives of BNQF

- To ensure minimum 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-Strategies for Implementation



Obligation of BNQF Implementation by Act

বাংলাদেশ অ্যাক্রেডিটেশন কাউন্সিল আইন, ২০১৭

ধারা ১৭। (২)

উচ্চ শিক্ষা প্রতিষ্ঠানসমূহ, ফ্রেমওয়ার্ক দ্বারা নির্ধারিত প্রমিত মানের শিক্ষা কাঠামোর ব্যত্যয় ঘটাইয়া স্বনিরধারিত কোন শিক্ষা কাঠামোর আলোকে ডিগ্রি প্রদান করিতে পারিবে না।

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BNQF Quality Assurance (QA) Areas

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

Strategy: Universities to benchmark the standards

Limitations: Area specific QA manuals have not yet been prepared

Challenges: Many of the university leaders are not yet ready for QA system

Provisions in BNQF to be implemented

1. QA areas/standards
2. Qualifications and minimum graduating credits
3. Credit, credit hours and notional hours
4. Education based on learning outcomes
5. Assessment system
6. System for credit accumulation and transfer
7. UNESCO suggested common classification system
8. Clear flexible pathway for life-long learning

The provisions described in the BNQF are **minimum** (except duration of the program) for a institution/program

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What are in BNQF?

- A single system to describing all qualifications
- Modular/unitized education based on learning outcomes
- Assessment system based on clearly defined/ explicit criteria
- Clear flexible pathway for life-long learning
- A common classification system for subjects and occupational sectors.

HE Levels, Qualifications and Minimum Graduating Credits

Level	Qualifications Name	Minimum Graduating Credits
<u>Doctoral</u>		
10	• Doctoral by Research (3 years)	N/A
	• Doctoral by Mixed Mode (3 years)	15 + Thesis
<u>Master's</u>		
9	• Master's by Research (3/*years)	N/A
	• Master's Mixed Mode (1.5/3 years)	18 + Dissertation
	• Master's by Coursework (1/2 year)	40
8	Postgraduate Diploma (1 year)	35
	Postgraduate Certificate (1 year)	25
<u>Bachelor's</u>		
7	• Bachelor's (5 years)	150
	• Bachelor with Honours/ Bachelor's (4 years)	130
	• Bachelor's (3 years)	110

Strategy:
University to comply minimum graduating credits under each qualifications

Challenge: Not all HEI have been following credit system yet.

*duration will be decided by the respective university ^{monimul, r.u.}

Credit and Credit hours

Credit: unit of measuring 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 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

Challenges:

1. Yearly system in many HEIs
2. Three term in a year

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Credit Hour (Notional Hour)

- **Credit hour (notional hour):** the unit of measurement used to indicate the amount of **instructional and learning time** (student learning time(SLT)) 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

Challenges:

1. Yearly system in many HEIs
2. Students learning time has been ignored during allocation of credits for a program
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Example

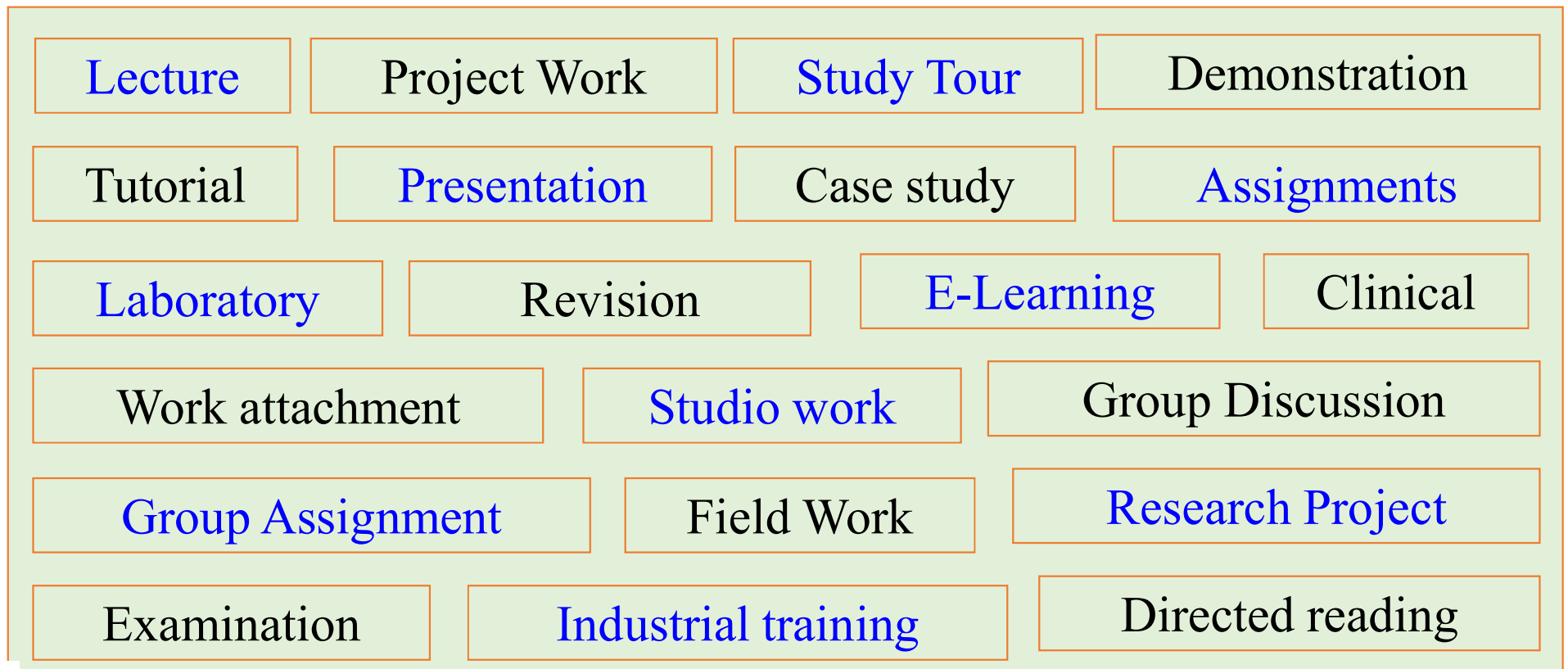
Notional Hours Breakdown for a Four Credit Subject

Learning-teaching Activities Hours				
Subject Name	Lecture, Tutorial, Seminar	Lab, Studio or Clinical Work	Industrial or Workplace Learning	Total Credits (C)
A	160	0	0	4
B	80	120	0	4
C	20	30	240	4
D	0	240	0	4
E	0	0	320	4

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Examples

Some Sources of Student Learning Time



Learning Outcomes

- Learning outcomes describe the **measurable abilities** (in terms of skills, knowledge and values) that **students should be able to demonstrate** at the **end of a course or a program**.
- They describe what the students will do, not what the instructor will teach.

Modular/unitized education based on learning outcomes

Need Sources

- Government
- NEP 2010
- Regulatory bodies
- Employers
- Industry
- Society at large

Needs assessment

1. OUTCOME

What will students be able to do at the end?

“Constructive Alignment”

3. TEACHING

What activity will allow for this learning to occur?

2. ASSESSMENT

How will students demonstrate of what they have learned?

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Learning Outcome Domains

Strategies:

- University to adopt outcome-based education
- PoE must address the **four learning outcome domains** of BNQF to design curriculum for each program

BNQF adopts four learning outcome domains,

- Fundamental
- Social
- Thinking and
- Personal

Challenges- Professional development of academics to

- writing learning outcomes in appropriate manner
- design and review of curriculum

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Fundamental Domain

It involves the **discipline specific knowledge and application skills**, such as,

Ability to

- demonstrate knowledge and critical understanding of the **well-established principles**
- apply underlying concepts and principles outside the context
- apply knowledge and skills in solving problems **with minimal supervision**;
- evaluate critically the **appropriateness of different approaches** and
- display **advanced digital literacy** to perform complex tasks

Social Domain

It involves the skills needed for **working with others**, such as, ability to

- communicate flexibly in Bangla and English
- coordinate,
- instruct/guide,
- negotiate/mediate,
- persuade,
- People and environment perceptiveness

Thinking Domain

It involves the skills needed for **being active learners and critical thinkers**, such as

- problem solving,
- decision making,
- entrepreneurship skills (investigative, enterprising, scientific and analytical and have management skills)
- management skills

Personal Domain

It involves skills needed to **develop citizenship for performing civic duties**, such as,

- life-long learning,
- self-regulation,
- acting with integrity,
- 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.

Assessment System

Strategy: Learners have to *achieve all course learning outcomes*.

- **Assessment must be appropriate** to the learning outcomes.
- Assessment may not be limited to single strategy rather can be **multi-fold but fair, valid and reliable**.
- **Moderation** is mandatory to check order of thinking skills and whether all LOs have been addressed. .
- **Timely and systematic feedback** to the students

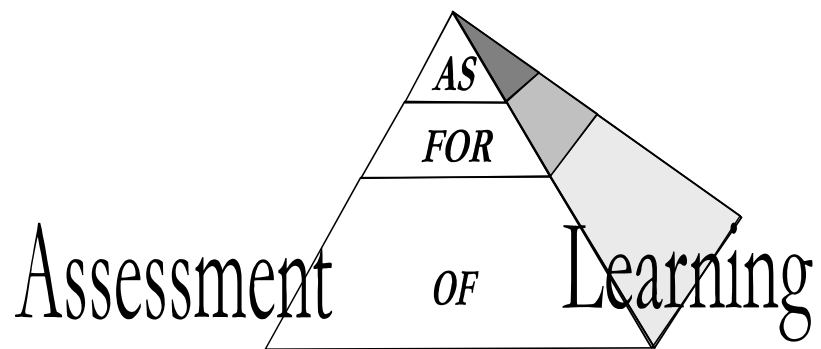
Challenges- Professional development of academics to

- Design assessment strategy appropriate to the Los
- Ascertain attainment all LOs to a certain degree
- Motivation of academics to provide feedback timely

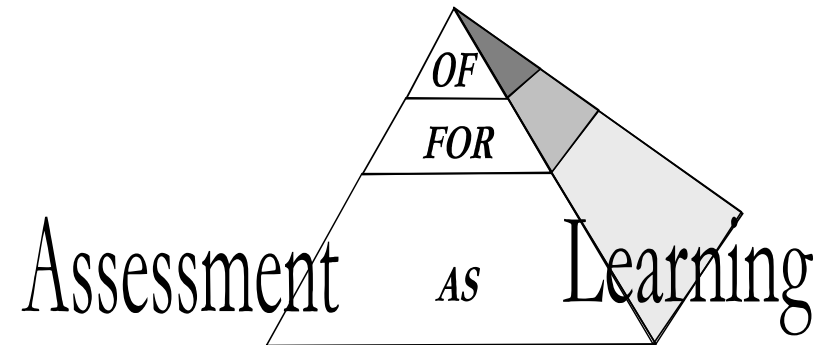


Assessment Pyramid

Shifting the Balance



Traditional



Reconfigured

Credit Accumulation and Transfer



Strategy: Each university needs to **have their own CAT model** aligned with **national system**. CAT

- promotes **recognition and parity** of qualifications among sectors and sub-sectors.
- promotes **vertical, parallel and diagonal mobility** of the learners.
- supports the national policy on **lifelong learning**.

Limitations: No **national system** of CAT yet.

Challenges: Most of the universities are not prepared yet to exercise CAT.

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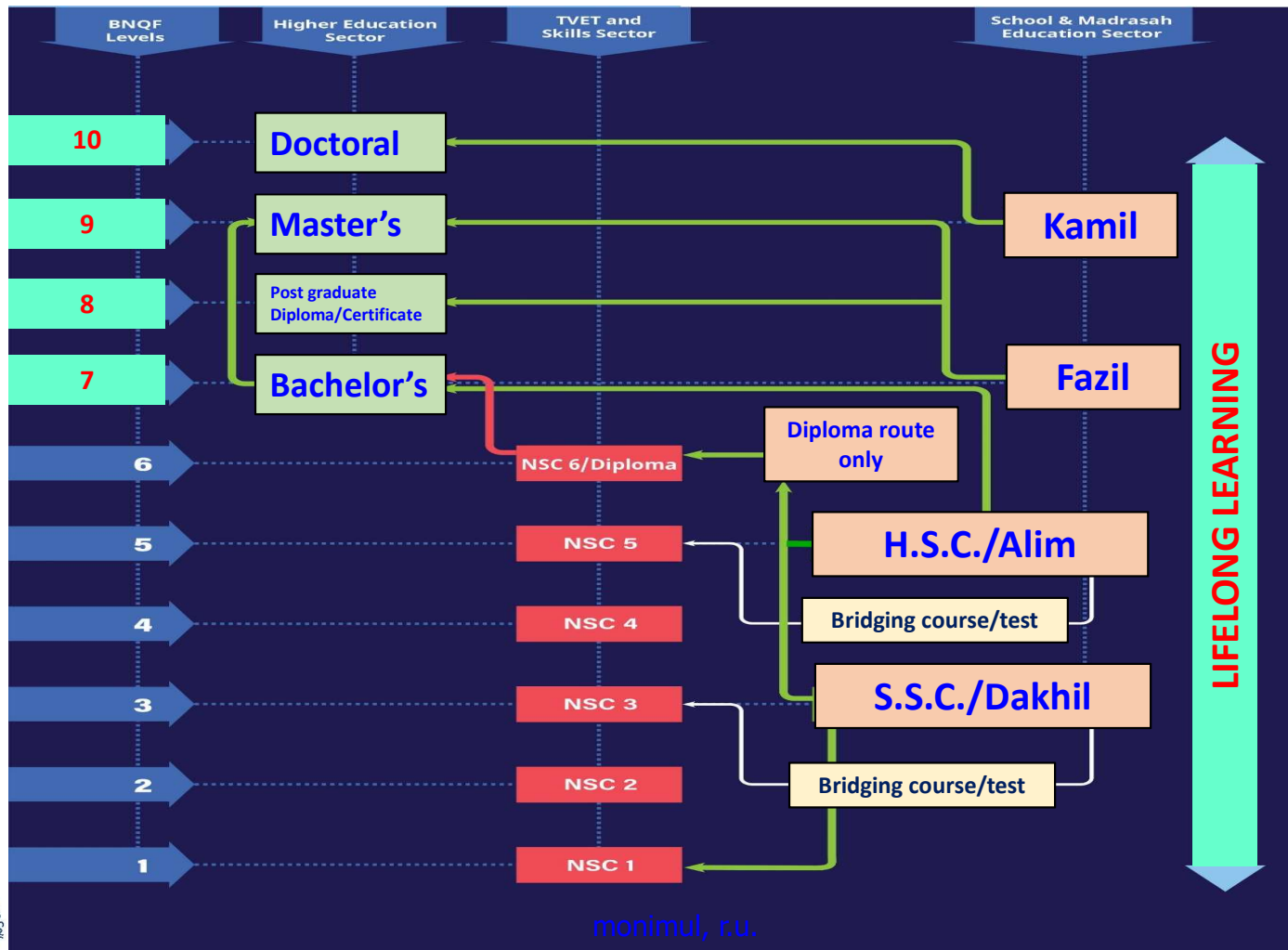
Level Descriptors

Each level is described by descriptors.

Features of level descriptors :

- These are **generic statements**.
- These describe the **learning achievement** at a particular level **irrespective of disciplines**.
- These provide a **common understanding of the qualifications**.
- They address all **four learning outcomes domains**.
- They work as a **guide to writing learning outcomes**.

Academic Pathway of Learning



Strategy: Universities to adopt academic pathway to ensure life-long learning

Limitations: No national system of CAT yet

Challenges:

- Limited horizontal transfer within and among the university
- Most of the universities have not yet ready to diagonal transfer

UNESCO Suggested Common Classification System

Strategy: University to follow international standard classification of education (ISCED). It

- primarily facilitates international comparisons and promoting a standardized understanding of culture and education.
- enables countries to collect, analyze, and share data more effectively,
- improves policy-making and international cooperation.

Challenge: The primary challenge is, ensuring consistent and accurate categorization across diverse educational systems and settings.

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

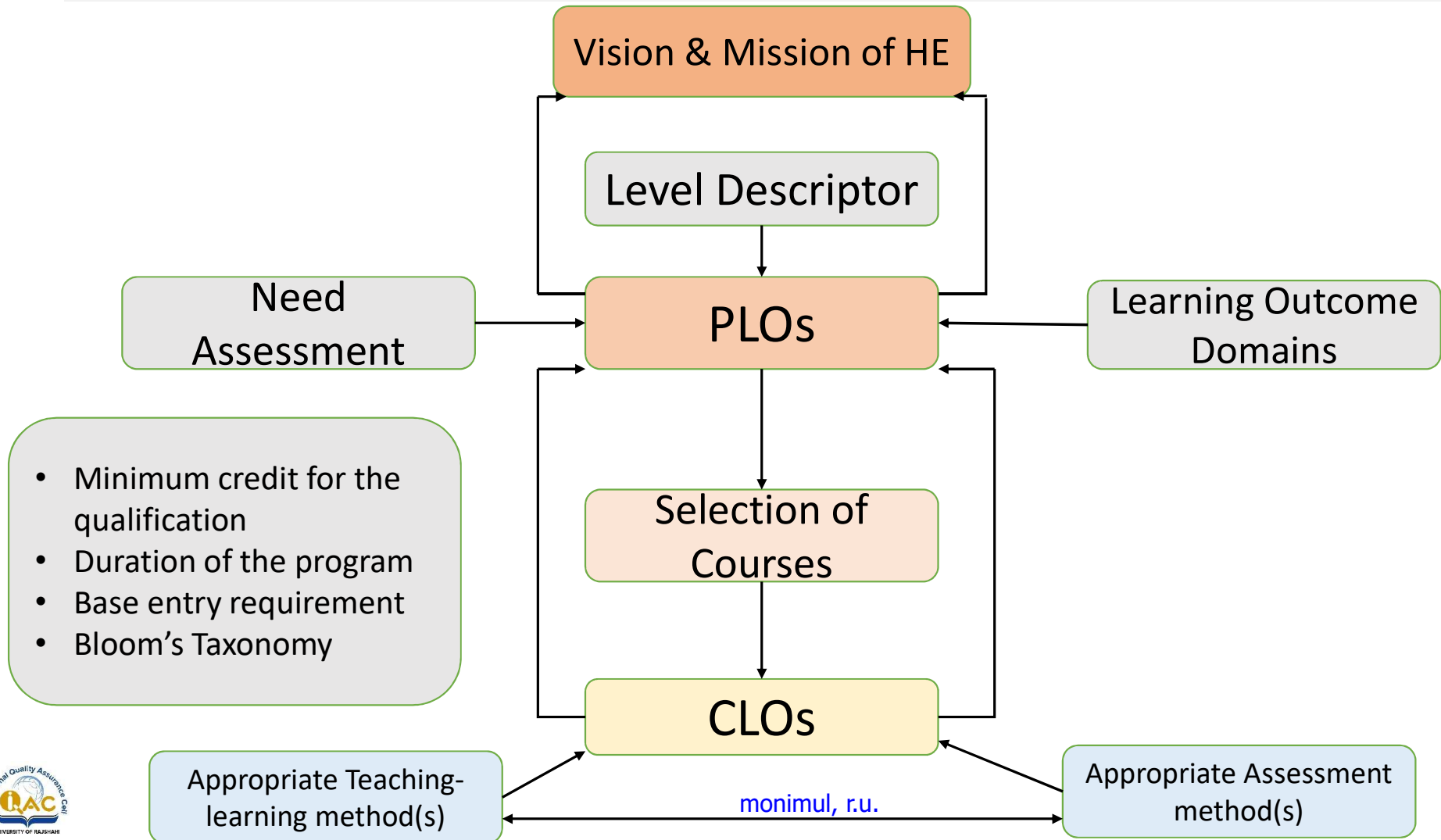
Examples

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
		022	Humanities (except languages) 0	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
				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

Major BNQF provisions should consider during curriculum development



Challenges of BNQF Implementation

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

Questions



Thank You