



Bangladesh National Qualifications Framework (BNQF)



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১৯৭০ এর নির্বাচনী মেনিফেস্টোতে শিক্ষা সম্পর্কে যা উল্লেখ ছিল-

- ❖ আমাদের সমাজের মৌলিক প্রয়োজনের সঙ্গে সামঞ্জস্য রেখে শিক্ষাদান শিক্ষার মূল উদ্দেশ্য হিসেবে বিবেচনা করা হবে।
- ❖ বিশ্ববিদ্যালয়ের সর্বোচ্চ মান নিশ্চিত করা হবে।
- ❖ বিশ্ববিদ্যালয় শিক্ষকদের একাডেমিক স্বাধীনতা নিশ্চিত করতে বিশেষ পরিকল্পনা গ্রহণ করা হবে।
- ❖ আমাদের দেশের শিক্ষিত সমাজের শ্রেষ্ঠ ব্যক্তির যাতে শিক্ষকতা পেশার প্রতি আকৃষ্ট হন, সেই পরিবেশ সৃষ্টির জন্য সব রকম চেষ্টা করা হবে।

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।



SUSTAINABLE DEVELOPMENT GOALS





SDG 4

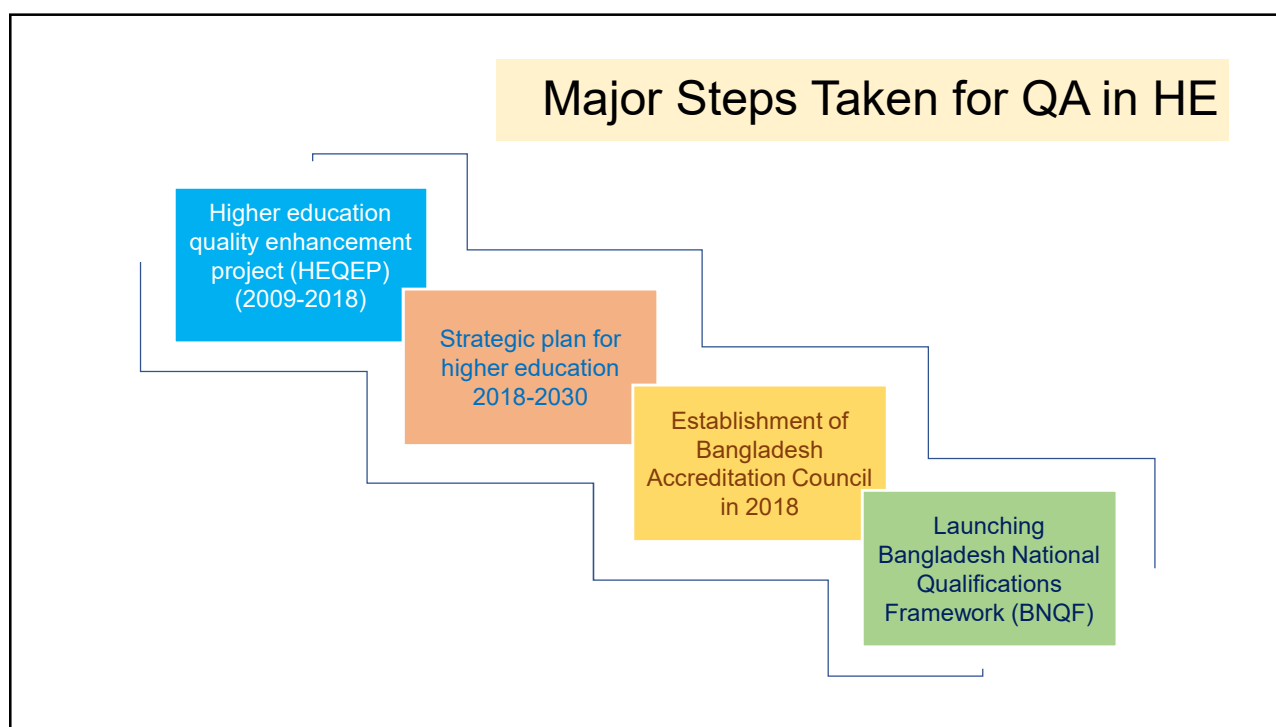
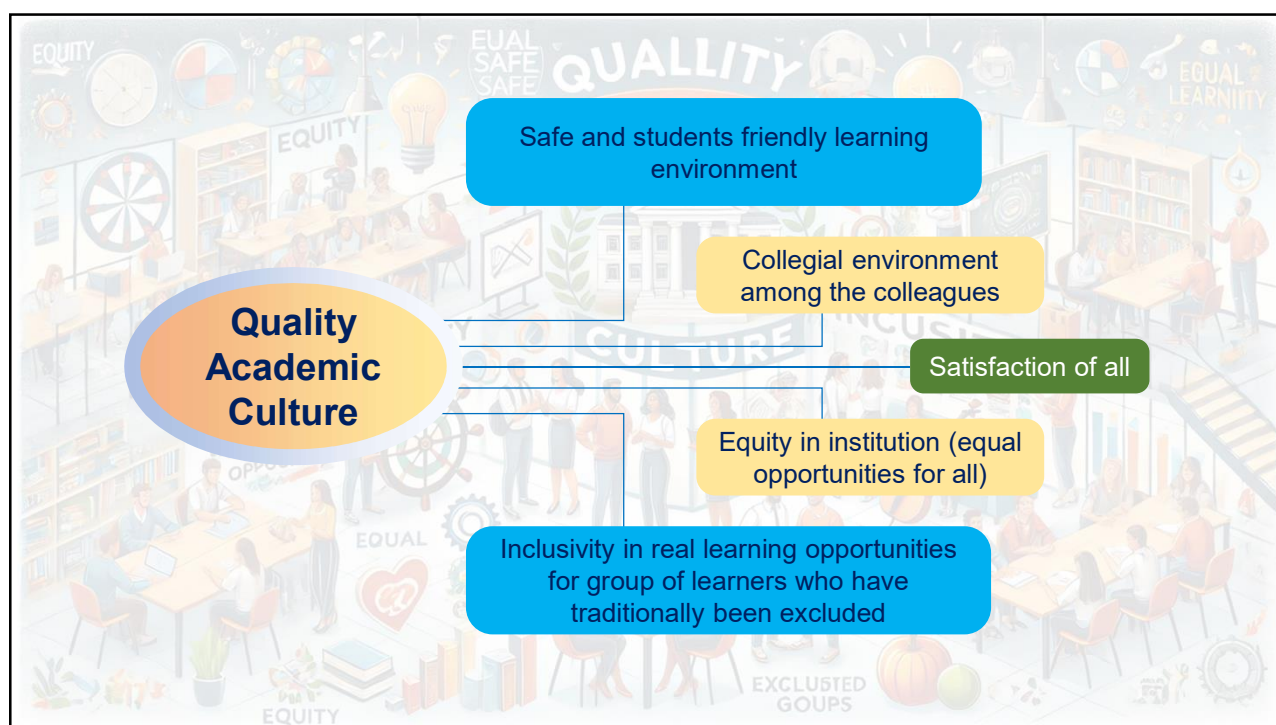
Ensure inclusive and equitable quality education
and
promote lifelong learning opportunities for all.



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
- highest ethical standard
- ability to perform civic duties



BNQF – it's 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.

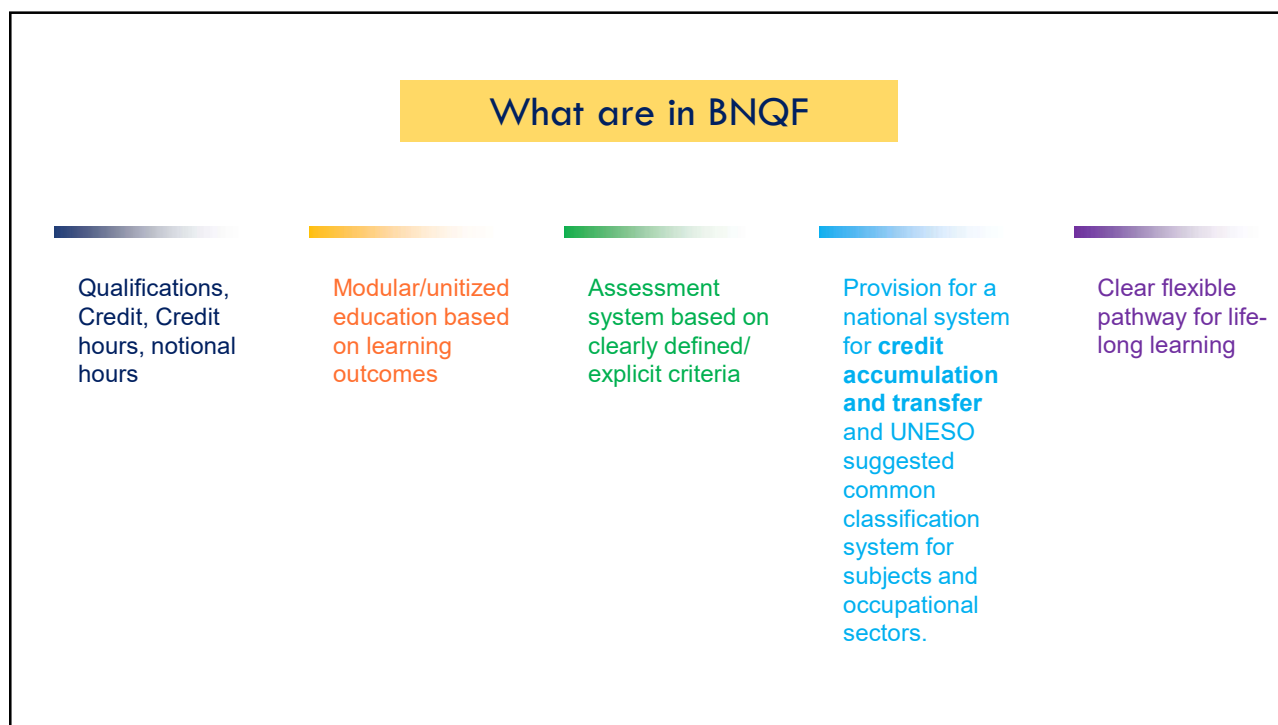
Attention

- **BNQF compliance** is mandatory for all tertiary academic institution
- The provisions described in the BNQF are **minimum for a institution/program**.



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).





Qualifications, Credit, Credit hours, Notional hours

HE Levels, Qualifications and Minimum Graduating Credits

Pillar 1: Single System of Levels

Level	Qualifications Name	Minimum Graduating Credits
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 (3 years)	120

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 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

Credit Hour (Notional Hour)

- **Credit 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	



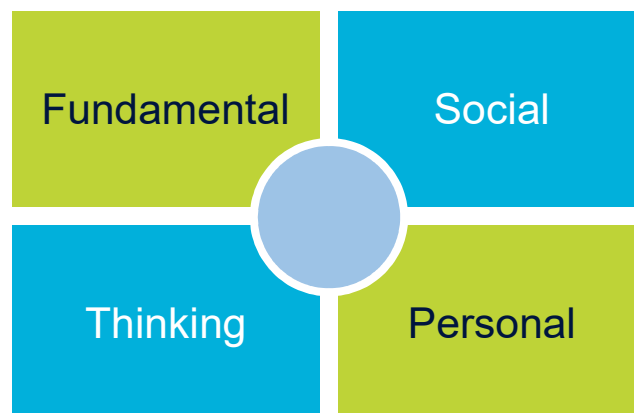
Modular/unitised Education Based on Learning Outcomes

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 a course or a program.
- ❑ They describe what the students will do, not what the instructor will teach.

Learning Outcome Domains

BNQF adopts four learning outcome domains -



Learning Outcome Domains

Fundamental

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

Learning Outcome Domains

Social

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

- communicate flexibly in Bangla and English
- coordinate people of same and different groups,
- instruct/guide fellow friends,
- negotiate/mediate conflict among the working groups,
- Persuade to achieve goal (s),
- perceive people and environment

Learning Outcome Domains

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

- think critically,
- solve problem,
- make judgment and make decision accordingly.
- be entrepreneur (it needs to be investigative, enterprising, scientific mindset, analytic and have management capacity)

Personal

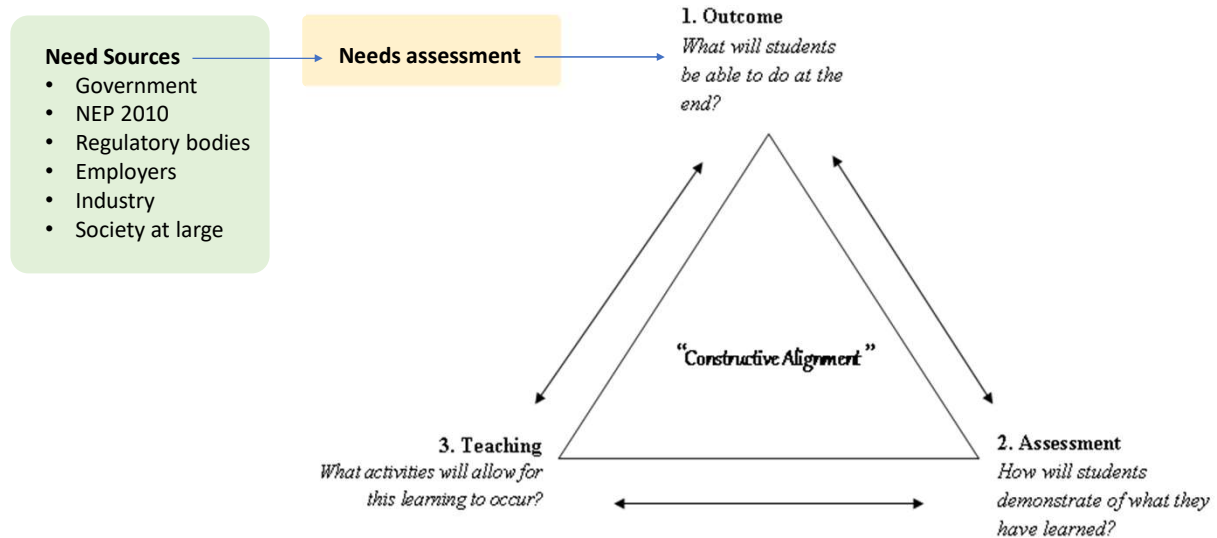
Learning Outcome Domains

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

- learn life-long
- regulate oneself,
- act with integrity.
- be active listeners,
- manage one's own time and the time of others,
- take care for others,
- develop and build teams,
- be responsible for one's own acts and results.

Thinking

Constructive Alignment



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**.



UNESO 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
		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

Examples:

Broad Field		Narrow Field		Detailed Field	
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আইনী বাধ্যবাধকতা

ধারা ১৫ (১)

কমিশন কাউন্সিলের সহিত পরামর্শক্রমে এবং সরকারের অনুমোদনক্রমে ফ্রেমওয়ার্ক প্রণয়ন করিবে।

ধারা ১৭ (২)

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



Challenges of BNQF Implementation

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

Thank you