Bangladesh Accreditation Council

Discipline/Subject Specific Requirements for Accreditation of Academic Program

Discipline/Subject: Architecture

Program: Bachelor of Architecture (B. Arch)
and Master of Architecture (M. Arch)

Standard 1: Governance

Governance must work in a manner that ensures 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 1.5: The HEI/PoE has a documented class size policy and maintains class size that is appropriate for effective management of the teaching-learning-assessment to ensure better attainment of learning outcomes.

Class Size (Number of Students in a Theoretical Class):

- Undergraduate: 40 students (max)
- Postgraduate: 30 students (max)

Class Size (Number of Students in a Design Studio/Sessional Class):

- Undergraduate design studio: No. of Students - 40 (max)
- Postgraduate design studio: No. of Students - 20 (max)

Standard 4: Curriculum

Curriculum must be outcome-based and consistent with the qualifications framework (QF) of Bangladesh for higher education. It should be comprehensive enough to guide the faculty and students towards systematic attainment of learning outcomes and fulfilment of mission and objectives of the PoE.

Criterion 4.2: Curriculum aims at producing graduates focusing on graduate attributes, that are defined following the identified needs of the stakeholders and learning domains in the QF of Bangladesh for higher education.

Graduate Attributes for a Five -Year Bachelor Degree Program (B.Arch):

GA01. Architectural Design Excellence
Demonstrates the ability to conceptualize, develop, and resolve architectural designs that integrate spatial, functional, formal, and experiential qualities across multiple scales.

GA02. History, Theory & Cultural Context
Understands architectural history, theory, and cultural traditions—including vernacular, Indigenous, and global perspectives—and applies this knowledge to interpret and shape contemporary built environments.

GA03. Sustainable, Climate-Responsive & Regenerative Design
Applies principles of sustainability, climate responsiveness, ecological design, and regenerative approaches to create environmentally responsible and resilient architecture.

GA04. Technical Systems & Building Performance
Understands construction systems, materials, structures, environmental technologies, building physics, and performance assessment, and integrates them effectively within design.

GA05. Urban, Rural & Regional Planning Awareness
Demonstrates knowledge of the socio-spatial dynamics of urban, rural, and regional environments, including settlement patterns, landscape and ecological systems, site-responsive analysis, and multi-scalar planning frameworks.

GA06. Research Literacy & Critical Inquiry
Applies architectural research methods—including qualitative, quantitative, spatial, and design-based inquiry—to support evidence-informed design decisions.

GA07. Digital & Computational Design Competence
Demonstrates proficiency in digital tools, computational modeling, BIM workflows, parametric design, simulation techniques, and emerging technologies for design and documentation.

GA08. Communication, Representation & Visualization
Communicates architectural ideas effectively using drawings, models, digital visualizations, diagrams, speculative media, and verbal presentations suitable for diverse audiences.

GA09. Professionalism, Ethics & Legal Frameworks
Understands professional practice, architectural ethics, legal responsibilities, procurement processes, project management, and stakeholder engagement in the built environment.

GA10. Social Responsibility, Equity & Community Engagement
Demonstrates awareness of social equity, inclusion, participatory design, and cultural sensitivity, particularly regarding marginalized communities and vulnerable groups.

GA11. Critical Thinking & Problem-Solving
Applies analytical reasoning, creative thinking, and reflective judgment to navigate complexity and produce innovative architectural solutions.

GA12. Design for Health, Safety, Well-Being & Resilience
Demonstrates the ability to integrate principles of human health, life safety, accessibility, psychological comfort, and environmental resilience into architectural design.

Graduate Attributes for Postgraduate Degree Program:

GA01. Advanced Architectural Design Competence
Ability to conceptualize, evaluate, and develop complex architectural design solutions using advanced design and research methodologies.

GA02. Specialized Domain Knowledge
Demonstrates mastery of knowledge in the chosen area of concentration, such as sustainable design, urban/rural design, digital architecture, housing/settlements design, healthcare design, physical planning, landscape architecture, architectural conservation etc.

GA03. Advanced Research Competency
Applies rigorous research methods, scholarly inquiry, and evidence-based thinking to generate original contributions to the field through thesis, dissertation, or research-informed design.

GA04. Technological & Digital Mastery
Exhibits advanced proficiency in digital design tools, BIM, computational modeling, simulation systems, and emerging technologies for design, analysis, and documentation.

GA05. Sustainable, Resilient & Environmental Design Leadership
Integrates sustainability, climate-responsive strategies, resilience planning, material ecology, energy systems, and environmental ethics into architectural decisions.

GA06. Contextual, Social & Human-Centered Design
Develops solutions that address social equity, inclusivity, user experience, well-being, cultural identity, universal design principles, and community needs.

GA07. Urban, Rural & Regional Systems Understanding
Demonstrates advanced understanding of urban, rural and regional systems, infrastructure networks, planning frameworks, and their interaction with architectural form and governance.

GA08. Professional Ethics, Legal Frameworks & Global Practice
Applies ethical principles, regulatory codes, legal frameworks, and professional responsibilities within local and international architectural contexts.

GA09. Leadership, Collaboration & Interdisciplinary Competence
Works effectively in interdisciplinary and multicultural teams, demonstrating leadership, strategic thinking, negotiation, and collaborative problem-solving skills.

GA10. Communication, Representation & Innovation
Communicates complex architectural ideas clearly using advanced graphic, written, verbal, and digital representation techniques, while engaging with emerging technologies and responding to evolving social, environmental, and urban/rural challenges.

Criterion 4.7: In case of Bachelor degree program curriculum of the program includes minimum 25% of total credits for general education courses with clearly defined course learning outcomes and mapped with PLOs and learning domains of QF. In case of Master's degree program curriculum

of the program includes minimum 10% of total credits for general education courses with clearly defined course learning outcomes and mapped with PLOs and learning domains of QF.

The Bachelor of Architecture (B. Arch) is an internationally recognized studio-based degree, with its curriculum emphasizing substantial credits in design and design-related studio courses. However, a significant percentage of total credits should be allocated for the general education course. A few suggested general education (GED) courses for undergraduate program are listed below but not limited to:

Table 1: List of a few suggested General Education (GED) courses for undergraduate program

Disciplinary Area	Course Title	Focus
Communication	1. English Language & Communication	Academic, professional, and design-related communication skills
	2. Technical Writing & Presentation Skills	Reports, proposals, and design documentation
	3. Academic Writing for Design & Planning	Research-based writing specific to architecture and planning
Humanities & Social Sciences	4. Sociology: Context, Culture & Society	Understanding societal structures and human interactions
	5. Philosophy & Ethics in the Built Environment	Ethical reasoning and cultural context in design
	6. Introduction to Anthropology	Study of human cultures and traditions
	7. Art & Music Appreciation	Visual and auditory arts to enhance design sensitivity
Quantitative & Analytical Skills	8. Quantitative Reasoning	Logic, reasoning, and problem-solving
Research Foundations	9. Survey Techniques & Field Research Methods	Practical skills for site analysis and data collection
Environment & Sustainability	10. Ecology & Sustainable Development	Principles of ecology and sustainable planning
	11. Climate Change, Resilience & SDGs	Global sustainability goals and environmental adaptation
	12. Environmental Ethics & Resource Stewardship	Responsible design practices
ICT & Data Skills	13. Digital Literacy & Productivity Tools	Office, presentation, and basic computing skills
Law, Economy & Society	14. Introduction to Economics	Economic principles relevant to architecture and urban planning
	15. Principles of Management	Project management, organizational behavior
	16. Ethics, Professional Practice & Building Regulations	Legal frameworks, professional conduct
	17. Introduction to Public Policy	Urban policy, governance, and societal impact
Health, Safety & Inclusion	18. Occupational Health & Safety	Safety standards for construction and design
	19. Community Health & the Built Environment	Public health considerations in architecture

Note: *The program offering entity (POE) may select appropriate general education courses considering program learning outcomes (PLO)/ Course learning outcomes (CLO).*

Table 2: List of a few suggested General Education (GED) courses for postgraduate program:

Disciplinary Area	Course Title	Focus
Policy, Law & Governance	1. Urban, Rural & Regional Policy & Governance	Policy analysis across urban, rural & regional systems
	2. Building Codes & Regulation	Regulatory frameworks and compliance
Leadership & Professional Skills	3. Project Management	Project planning, scheduling & resource allocation
	4. Professional Ethics	Ethical decision-making in architectural practice
	5. Organizational Behavior	Team dynamics and leadership strategies
Technology & Innovation		
	6. BIM & Integrated Project Delivery	Digital workflows for design and construction
	7. Emerging Technologies in Architecture	AI, automation, digital fabrication
Society, Culture & Global Issues	8. Gender & Inclusive Design	Accessibility and socially responsive design
	9. Disaster Risk Management	Strategies for resilience in built environments
	10. Rural, Regional & Global Development Studies	Socio-spatial development across scales
Sustainability & Environment	11. Ecology & Environmental Systems	Ecological thinking in design and planning
	12. Climate Adaptation & Resilience	Climate-informed design strategies
	13. Sustainable Design Frameworks	Tools and metrics for evaluating sustainability

Note: *The program offering entity (POE) may select appropriate general education courses considering program learning outcomes (PLO)/ Course learning outcomes (CLO).*

Criterion 4.9: Provisions of internship/project/dissertation/field work/work integrated learning opportunities are included in the curriculum.

Provisions of Internship / Project / Dissertation / Field Work / Work-Integrated Learning for an architecture curriculum.

Component	Provision in Curriculum	Purpose / Expected Outcome
Internship / Professional Training	Mandatory professional internship (8 weeks or 300 contact hour) under a full member of the Institute of	Develop professional skills, industry exposure, documentation practices,

	Architects Bangladesh (IAB) after successful completion of the 3rd year/level.	ethics, and real-world problem-solving.
Design Thesis / Capstone Project	Final-year comprehensive design project integrating research, analysis, and full design development.	Demonstrate independent design ability, evidence-based decision-making, and integration of technical + theoretical knowledge.
Field Work / Site Visits	Regular field trips, site surveys, construction visits, urban documentation across multiple courses.	Build contextual awareness, understand construction techniques, and analyze real environments.
Research Project / Dissertation (if applicable)	Optional/required research project or written dissertation in senior years (varies by institution).	Strengthen research skills, analytical thinking, and theoretical knowledge in specialized topics.
Work-Integrated Studio Learning	Studio projects linked with real sites, communities, NGOs, local authorities, and live problems.	Apply classroom learning to real contexts, enhance collaboration, and develop social and community engagement skills.
Workshops, Seminars & Expert Reviews	Regular workshops, expert juries, seminars, industry talks, and interdisciplinary reviews.	Enhance communication, professional networking, and exposure to contemporary practices.

Standard 6: Student Admission & Support Services

The HEI/PoE must set appropriate entry requirements and select the right candidates for a particular program under a fair and transparent admission policy. Students must have 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: The HEI/PoE maintains a clearly defined and well-communicated admission policy with transfer and withdrawal provisions, entry requirements that reflect the level of qualifications required to match with the nature of the discipline and mission of the PoE. Admission policy is effective to select students who have potentials and are able to afford the academic load to complete the program successfully.

Requisite qualifications for admission in the Bachelor Degree (Undergraduate) program:

The B. Arch admission process ensures academic readiness, mathematical competence, and creative aptitude through standardized architecture aptitude test. Admission requirements cover national, international, and other equivalent academic backgrounds while maintaining quality through clear credit-transfer policies.

Admission in the Bachelor Degree (undergraduate) program:

Requirement Category	Requisite Qualifications

1. Admission Policy Requirement	-The programme must ensure that applicants are academically and creatively qualified for studying Architecture. - Institutions are encouraged to conduct an Aptitude Test for evaluating design potential and spatial reasoning.
2. SSC–HSC (National Curriculum) Requirements	- Minimum CGPA 2.5 in both SSC and HSC separately - Candidates must have Mathematics in either SSC or HSC.
3. O-level–A-level Requirements (British Curriculum)	- Minimum CGPA 2.5 in both O-level and A-level separately, calculated as: A = 5, B = 4, C = 3, D = 2, E = 1. - Candidates must have Mathematics in either O-level or A-level.
4. Equivalent Foreign Qualifications	- Students must obtain at least 55% marks in examinations where direct equivalency with HSC is not defined. - Proof of equivalence must be certified by the appropriate authority (e.g., Education Board/UGC).
5. Admission Test Requirements	- A written admission test, typically including Mathematics, Physics, English, and/or general analytical ability (as per institutional policy). - A Drawing/Aptitude Test is strongly recommended to evaluate visual thinking, creativity, spatial understanding, and design potential. - A viva voce/interview may be conducted to assess motivation for studying architecture.
6. Eligibility for Credit Transfer / Exemption	- Credit transfer allowed only for courses that are equivalent in content and credit hours. - Courses must originate from an accredited bachelor degree program. - Final decision made by the respective academic committee.
7. Additional Institutional Requirements (if any)	- Health or vision requirements for studio work (varies by institution). - Submission of documents such as birth certificate, academic transcripts, photographs, etc.

Requisite qualifications for admission in the Master Degree (Graduate) program:

Applicants to the Master's program must hold a recognized B.Arch degree with a minimum CGPA, submit a design portfolio, and demonstrate competence through an admission test and interview. Professional experience and English proficiency are considered according to institutional policies.

Admission requirement for the Master Degree (graduate) program:

Requirement Category	Requisite Qualifications
1. Academic Qualification	- A Bachelor of Architecture (B. Arch) degree from any UGC-recognized university. - A minimum required CGPA (generally 2.75–3.00 out of 4.00) or equivalent.
2. Professional Registration (Preferred/Optional)	- Registration with the Institute of Architects Bangladesh (IAB) is preferred but not mandatory

3. Portfolio Requirement	- Submission of an academic/professional design portfolio showcasing design, research, and technical competence is required during interview.
4. Full Time/ Part Time Student	- For part time student require proof of professional employment; need to involve 6–9 credits per semester -For full time student need to involve 9–12 credits per semester
5. Admission Test / Interview	- Applicants must sit for an admission test, design aptitude test, or written exam (varies by university). - A viva/interview is required to assess motivation, research interest, and readiness.
6. English Language Proficiency	- English proficiency requirements as per UGC and institutional policy may require IELTS/TOEFL for international applicants.
7. Additional Requirements (If Any)	- Statement of Purpose (SOP) - Letters of Recommendation - Research proposal (for PhD or thesis-oriented programs).

Criterion 6.7: PoE ensures and facilitates the participation of students in co-curricular activities and community services under the management of the HEI on a regular basis to promote creativity, social responsiveness, leadership qualities, values, molding personality towards holistic development.

List of co-curricular activities to support the defined GA:

The department should offer a diverse range of co-curricular activities such as workshops, design competitions, study tours, seminars, field work, community engagement projects, exhibitions, and professional networking events to enhance and reinforce the competencies outlined in the Graduate Attributes. These activities provide hands-on learning opportunities, strengthen communication and teamwork, improve design and technical skills, foster social and environmental awareness, and promote continuous professional growth.

Co-Curricular Activity	**Graduate Attributes Supported**
Design Competitions (national/international)	Creativity & innovation, design ability, communication, teamwork
Workshops & Charrettes	Design skills, collaboration, problem-solving, adaptability
Seminars, Lectures & Guest Talks by Professionals	Professional ethics, lifelong learning, global awareness
Study Tours / Site visit	Cultural sensitivity, contextual understanding, site analysis skills
Model-Making & Fabrication Workshops	Technical proficiency, creativity, digital fabrication skills
Exhibitions & Studio Presentations	Visual communication, confidence, professional readiness
Student Research Workshop	Research skills, analytical reasoning,
Software Training Sessions (CAD, BIM, GIS, Simulation Tools)	Digital skills, computational literacy
Inter-University Design Collaborations	Collaboration, leadership, peer learning, communication

Art, Photography & Sketching Clubs	Creativity, observation skills, visual literacy
Heritage Walks & Cultural Events	Cultural awareness, history & theory competence
Participation in Professional Events (IAB programs, workshops)	Professional ethics, networking, industry linkage
Student-Led Academic Forums & Discussion	Critical thinking, leadership, communication
Community Outreach Program	Social Responsibility, Equity & Community Engagement

Note: *POE will select appropriate co-curricular activities related to graduate attributes and learning outcomes and encourage students to participate for holistic development of the graduates.*

Standard 7: Faculty and Professional Staff

The HEI/PoE must have a policy to ensure the availability of adequate qualified faculty and professional staff with reasonable teacher student ratio.

Criterion 7.8: The PoE maintains ideal combination of faculty with 10% Professor, 20% Associate Professor, 40% Assistant Professor and 30% Lecturer with reasonable teacher student's ratio, depending on the nature of discipline, as necessary for effective teaching learning in the academic program/discipline.

Ideal combination of faculty members:

The program must have a minimum of five (05) full-time faculty members, irrespective of the number of admitted students. The number of ongoing admitted batches shall not exceed the total number of full-time faculty members. At least one faculty member must hold the rank of Professor, or at least two faculty members must hold the rank of Associate Professor. Accordingly, the recommended faculty composition is a minimum of 20% Professors or 40% Associate Professors, with the remaining 80%–60% comprising Assistant Professors and Lecturers. Visiting faculty members may contribute to teaching, but their combined teaching load must not exceed 25%, excluding GED and technical courses.

Teacher–Student Ratio

Level	Recommended Ratio	Notes
Undergraduate (Design Studio)	1:10 – 1:15	Architecture is studio-intensive; low ratio is preferred for design supervision and critiques.
Undergraduate (Theory)	1:45 (Max)	Theory courses rely mainly on lectures for the direct transmission of foundational knowledge. Limited Need for Individualized Critique.
Postgraduate (Design Studio)	1:5 – 1:10	Graduate students work on research, thesis, or advanced design; closer mentoring required.
Postgraduate (Theory)	1:30 (Max)	Postgraduate courses, dealing with highly specialized subject matter require a small class

		size to ensure effectively facilitate sophisticated discussions and provide tailored expertise.

Standard 8: Facilities & Resources

The HEI/PoE 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 8.4: Laboratory facilities, instructional technology & software, IT learning facilities that are identified through curriculum mapping as necessary to attain the defined learning outcomes of program and course(s) and to conduct research are in good condition with appropriate safety measures, appropriate, adequate and accessible when needed by the students and faculty members under a policy that ensures timely repair/replacement, supply and continuous improvement.

List of Recommended Laboratories:

Laboratory	Purpose / Learning Outcome
Materials Library/ Material Testing Lab/ Building Technology / Construction Lab/ Surveying/ Geomatics Lab	-For reference and tactile learning -To study physical, mechanical, and thermal properties of construction materials (concrete, steel, timber, brick, composites) -Understanding construction techniques, assembly, and detailing -Collect, analyze, and visualize spatial and geographic data for Site analysis, topography mapping
Environmental / Climatic Lab/Environmental Simulation Lab	-Study of daylighting, thermal comfort, acoustics, and ventilation -Simulation of energy efficiency, HVAC, lighting
Computer / Digital Lab/Visualization Lab	Digital design, CAD/BIM, visualization, and parametric modeling
Digital Fabrication / Model-Making Lab	Scale modeling, prototyping, furniture, and structural models
Photography/Photogrammetry/Graphic reproduction	Architectural photography, graphic representation

List of Recommended Instructional Technology and Software (IT facilities):

IT Facility / Software	Purpose
Architectural CAD Software/BIM / 3D Modeling Software	-AutoCAD, 2D drafting, technical drawings; -Revit, ArchiCAD – building information modeling
Visualization / Rendering Software/Graphic Design / Presentation Tools	-3ds Max, SketchUp, Rhino, V-Ray, Lumion – 3D modeling & rendering - Adobe Photoshop, Illustrator, InDesign for architectural graphics, portfolio preparation

Parametric / Computational Design Tools/Structural / Environmental Analysis Software	-Grasshopper, Dynamo, Rhinoceros plugins – advanced form-finding and simulations -SAP2000, ETABS, EnergyPlus, Ecotect – structural & environmental analysis
Cloud / Data Sharing Platforms/Internet Access / Wi-Fi	-Google Drive, Microsoft Teams, OneDrive – project collaboration and file sharing -online learning resources, e-journals
GIS / Surveying Tools	ArcGIS, QGIS – mapping, site analysis
Projectors / Interactive Screens	For lectures, critiques, presentations

List of Recommended Facilities Essential for the Architecture Discipline:

Facility	Purpose
Design Studios	Primary learning environment; space for drawing, modeling, and teamwork
Jury / Critique/ appraisal / Review space	Presentation and evaluation of design projects by faculty and external reviewers
Exhibition / Display Spaces	Showcasing models, drawings, and student work
Library / Resource Center	Access to architectural books, journals, e-resources, code books, research papers
Internship & Professional Training Programs	Linking theory to practice; minimum 6–12 weeks professional experience
Study Tour / Field Visit Resources	Site visits to construction projects, heritage sites, urban areas
Printing Facilities	Large-format printers, plotters, scanning, photocopying for drawings
Workshops / Canteen / Common Areas	Supporting student well-being, collaborative learning, and informal interactions
Safety & Emergency Measures and Facilities	Fire extinguishers, first aid kits, signage in labs and workshops, safety training

Recommended Student Support System for Quality Education in Architecture:

Facility	Purpose
Student Welfare	There Should be institutionalized Student Welfare mechanism, such as directorate of students' welfare or equivalent
Counseling support	Counseling support for students should be available regarding academic, social and personal affairs.
Career placement	There should be structured career placement support facilities.
Health Facilities	There should be on or off campus dedicated support facilities to take care of the physical and mental health of the students.
Alumni Association	The University or the Department should have active Alumni Association ensuring additional support for the students in various forms.