SDG
04
QUALITY EDUCATION

EVIDENCE DOCUMENT | INDICATOR 4.3.5

Policy on open access to lifelong learning activities

METRIC 4.3 Lifelong learning measures

REFERENCE YEAR	COVERAGE	DATE PREPARED
In place by 2025	Members of the public using University learning resources, events, courses and outreach	1 November 2026

ISSUING OFFICE	EVIDENCE ID
Directorate of Quality Assurance, Head Office	E-04-4.3.5

THE SIR 2027 REQUIREMENT

Does your university as a body have a policy that ensures that access to these activities is accessible to all, regardless of ethnicity, religion, disability, immigration status or gender?

01 Statement of Evidence

Bahria University's direct answer to the requirement

Yes. Bahria University's Equality and Non-Discrimination Policy / Diversity, Equity and Inclusion Policy (2024 edition, amended 20 October 2025), issued by the Directorate of Human Resource, applies to all areas of the University's programmes and activities and to the conduct of all guests and visitors, and prohibits discrimination on grounds including gender, religion, race, colour, national origin, ethnicity, disability and immigration status. It rests on clause 5 of the Bahria University Ordinance (No. V of 2000), which opens the University to all persons of either gender without prejudice of religion, race, class, creed, colour or ethnicity. Three further instruments in force in 2025 apply the same principle to particular forms of provision: the Policy for Students with Disabilities, approved by the Rector on 3 June 2022, under which no one should be denied access to higher education and no student is discriminated against on the basis of disability; the Admissions Policy (Edition 2, amended 3 November 2025), which gives equal opportunities regardless of gender, nationality, race, colour, culture and religion and admits candidates from overseas; and the Open and Distance Learning Policy (1st Edition, 2025), which extends to non-degree, certificate and diploma courses offered to the wider public and requires accessible and culturally inclusive design. Table 1 gives the date each instrument was first approved or issued and last reviewed.

02 Evidence and Activity Record

Dated facts and records that substantiate the statement

Section 1 maps the five grounds named in the requirement to the clauses that address them. Sections 2 to 5 reproduce each policy instrument from its cover through its table of contents, followed by the pages and paragraphs cited. Section 6 shows how the policies applied to the University's public learning activities in 2025, and Section 7 shows continuity after 2025.

TABLE 1 Policy instruments in force in 2025, with approval and review dates

No.	Policy instrument	Issuing authority	First approved or issued	Last reviewed or amended	Relevance to open access
1	Equality and Non-Discrimination Policy / Diversity, Equity and Inclusion (EDI) Policy	Directorate of Human Resource	2024 edition (official copy dated 16 February 2024)	Amended 20 October 2025 under DHR	All programmes and activities, including guests and visitors; fourteen protected grounds, explicitly including immigration status
2	Bahria University Ordinance (No. V of 2000), clause 5, and Statutes, para 2.7, quoted in EDI paras 1 and 2	Ordinance No. V of 2000; University Statutes	2000	Statutory provision	University open to all persons of either gender without prejudice of religion, race, class, creed, colour or ethnicity
3	Policy for Students with Disabilities	Directorate of Student Affairs; promulgated by the Registrar	Approved by the Rector on 3 June 2022; promulgated 17 June 2022	No amendment recorded	No one denied access to higher education; no discrimination on the basis of disability
4	Admissions Policy, Edition 2 with 2025 amendments	Directorate of Admissions; promulgated by the Registrar	First edition, April 2017	Edition 2, June 2022; amended 3 November 2025 under Director Admissions	Equal opportunities regardless of gender, nationality, race, colour, culture and religion; overseas candidates eligible
5	Open and Distance Learning (ODL) Policy, 1st Edition	Academic Council	1st Edition, 2025	Amended 12 January 2026 (49th Academic Council meeting)	Online, non-degree, certificate and diploma courses for students and the wider public; accessible, inclusive design

1. Coverage of the grounds named in the requirement

The table maps the grounds named in the requirement to the relevant clauses. Amended EDI paragraph 3 explicitly covers public lifelong learning activities and all five grounds. EDI paragraph 4(k–n) and amended Admissions paragraph 2.1.3 provide additional express protection, including immigration status.

Element of the requirement	Clauses that address it
Ethnicity	EDI Policy paras 1 and 2, quoting Ordinance clause 5 and Statutes para 2.7: the University is open to all persons without prejudice of race, colour or ethnicity. EDI para 4(b) and (c): race and colour. ODL Policy para 6.7.2(c): respect for cultural, ethnic and linguistic diversity.
Religion	EDI paras 1 and 2: without prejudice of religion and creed. EDI para 4(f) and (h): religion and creed. Admissions Policy para 2.1.3: equal opportunities regardless of religion.
Disability	EDI para 4(i): disability. Policy for Students with Disabilities paras 2.1, 2.2 and 2.6. ODL Policy paras 1.3.3, 6.7.2(b) and 6.7.2(f).
Immigration status	EDI paragraph 3 explicitly names immigration status for public learning activities; paragraph 4(n) lists immigration status and paragraph 4(m) refugee or asylum-seeker status. Amended Admissions paragraph 2.1.3 explicitly includes immigration status.
Gender	EDI paras 1 and 2: open to persons of either gender. EDI para 3: including non-discrimination against women; para 4(e): gender. Admissions Policy para 2.1.3. ODL Policy para 1.3.3: access for female learners.
Application to public learning activities	EDI para 3: all areas of university programmes and activities and the conduct of all guests and visitors. ODL Policy para 2.1.4: non-degree, certificate and diploma courses, whether aimed at current students or the wider public. ODL Policy para 1.3.4: certificate and diploma courses for the public.

2. Equality and Non Discrimination Policy with 2025 amendments

The University's overarching EDI Policy retains its 2024 title and records amendments dated 20 October 2025 under the authority of DHR. The amended paragraph 3 expressly applies to libraries and learning resources, public lectures and events, executive education and vocational training, online and distance courses, and outreach beyond campus. Access is open regardless of ethnicity, religion, disability, immigration status or gender, subject to identification and security rules applied equally. Paragraph 4 expressly lists ethnicity, gender identity, refugee or asylum-seeker status and immigration status alongside the other protected grounds. DHR monitors compliance, and paragraphs 19–21 provide complaint and resolution procedures.

The policy has no table of contents. Its complete cover and amendment record are followed by enlarged extracts of the relevant clauses.

2.1 EDI policy cover

Bahria University

EQUALITY AND NON-DISCRIMINATION POLICY /

DIVERSITY, EQUITY & INCLUSION POLICY

2024

Page 1 of 9

Complete original cover; the policy retains its 2024 title.

2.2 EDI policy amendment record

Copy No. ____

Record of Amendments

Amendment No.	Dated	Authority for Amendment	Articles Amended
01	20/10/2025	DHR	Paras 3, 4 (k–n), 14; new para 24

Note: Amendments are to be recorded, cross-checked and their incorporation in thedocuments authenticated (with name, designation and signature).

Complete original amendment record dated 20 October 2025 under DHR, identifying paragraphs 3, 4(k–n), 14 and new paragraph 24.

2.3 Equal access to public learning activities

Paragraph 3 explicitly brings every University activity opened to the public within the non-discrimination framework, including the lifelong learning activities addressed by indicators 4.3.1–4.3.4. It names all five grounds in this requirement and assigns DHR responsibility for monitoring compliance.

SCOPE OF THE POLICY

3. This policy applies to all areas of Bahria University programs, activities encompassing induction of FMs, BUOs, BUSAS (including non-discrimination against women) and admission of students, employment practices and operations, including the conduct of all students and employees, as well as to the conduct of all guests, visitors, vendors, contractors, subcontractors and others who do business with Bahria University. This Policy also applies to every activity the University opens to the public, including access to its libraries and other learning resources, public lectures and events, executive education and vocational training, online and distance courses, and outreach beyond the campuses. These activities are open to all, regardless of ethnicity, religion, disability, immigration status or gender, or any other ground in para 4, subject only to identification and security rules that apply equally to every visitor. DHR shall monitor compliance, and complaints follow paras 19 to 21. All harassment is within the scope of this Policy under para 24.

Original amended paragraph 3 on public learning activities and equal access.

2.4 Protected grounds and equal treatment

Paragraph 4 prohibits discrimination across the protected grounds. The amended list expressly includes ethnicity and immigration status, as well as gender, religion and disability; refugee or asylum-seeker status is also named.

POLICY STATEMENT

4. Bahria University is committed to the principles of equal opportunity and non-discrimination in education and employment, including gender equality. Discrimination on the basis of the following, or any other legally protected basis, is unlawful and is prohibited by this Policy.

a. Age

b. Race

c. Colour

d. National origin

Page 3 of 9

Original policy statement and protected grounds, first part, PDF page 3.

e. Gender

f. Religion

g. Caste

h. Creed

i. Disability

j. Political beliefs

k. Ethnicity

l. Gender identity

m. Refugee or asylum-seeker status

n. Immigration status

The University is committed to ending discrimination in the workplace on every ground in this para, in recruitment, appointment, pay, training, promotion, discipline and termination. No person shall be discriminated against on the basis of gender in employment, admission or any University service. Women's applications, entry, participation and graduation are dealt with under paras 2.1.6 and 2.1.7 of the Admission Policy.

Original continuation of paragraph 4, including ethnicity, gender identity, refugee or asylum-seeker status and immigration status, PDF page 4.

2.5 Complaints and institutional accountability

Paragraphs 19–21 establish informal and formal procedures for discrimination complaints, including disciplinary action where a violation is established. Paragraph 22 assigns implementation responsibilities to University and campus leadership, DHR, DSA, Deans and Heads of Department.

PROCEDURES

19. Any member of the university community who has been either a target of or a witness to discrimination, including unequal treatment on the basis of gender or harassment can file a complaint through proper channel. When someone raises a concern about discrimination or harassment, the university official, to whom the matter was reported, will try and resolve the issue through informal negotiations between the two parties. If this fails to achieve an amicable resolution of the reported issue, the matter be reported to the next higher officer for taking it up formally with the concerned parties.

20. **Informal Resolution**

a. Informal resolution has the goal of ending offensive behavior and resolving the concern rather than assessing blame and exacting a penalty. If a concern can't be resolved informally, or if the behavior is so serious or persistent as to warrant disciplinary action, it should be handled through formal procedures.

21. **Formal Procedures**

a. The purpose of formal action is to determine if the BU policy on discrimination, harassment and retaliation has been violated and, if so, to enact disciplinary actions and/or prescribe a course of action that will resolve the situation. Disciplinary actions may include but are not limited to a written reprimand, probation, suspension, dismissal or expulsion (BU Statutes Chapter 9 and BU Academic Rules Chapters 13, 14 & 15 refer).

b. Formal procedures are set in motion when a signed written complaint is filed. The complaint must contain the name and signature of the complainant, details of the situation precipitating the complaint, and a statement of desired outcome.

c. The process for filing a complaint, investigating and hearing complaints and grievances against individuals depends upon the status of the accused (faculty, academic staff, university staff, or student). The BU Statutes Chapter 9 and BU Academic Rules Chapters 13, 14 & 15 guide these processes.

RESPONSIBILITIES

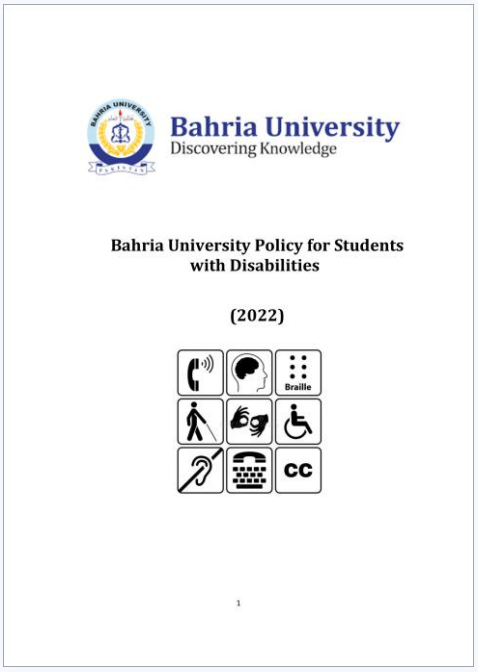
22. Pro-Rectors, DGs, DHR, Directors CUs, CU Head of HR Department, DSA, Deans, Principals of Schools & Concerned HoDs have the responsibility to maintain and consistently manage the implementation of this policy.

Original paragraphs 19–22 on complaints, formal procedures and implementation responsibilities, PDF page 6.

3. Policy for Students with Disabilities (2022)

The Policy for Students with Disabilities applies the Higher Education Commission's Policy for Students with Disabilities (2021) across all campuses. Its Certificate of Promulgation records that it was promulgated with immediate effect after approval of the Rector, accorded on 3 June 2022, and it is signed by the Registrar on 17 June 2022; the Record of Amendments shows no later amendment. Para 2.1 commits the University to the objective that no one should be denied access to higher education, including equal opportunities for people with disabilities. Para 2.2 seeks an enabling environment for inclusive education at all constituent and affiliated units and participation in all academic and extra-curricular aspects. Para 2.6 mandates that no student shall be subjected to discrimination at any stage of their academic or professional pursuits on the basis of any disability, and para 3.1 extends the policy to prospective students.

The policy is shown from its cover through its table of contents (PDF pages 1 to 4), followed by the pages cited and enlarged extracts.


Bahria University
Discovering Knowledge

Bahria University Policy for Students with Disabilities

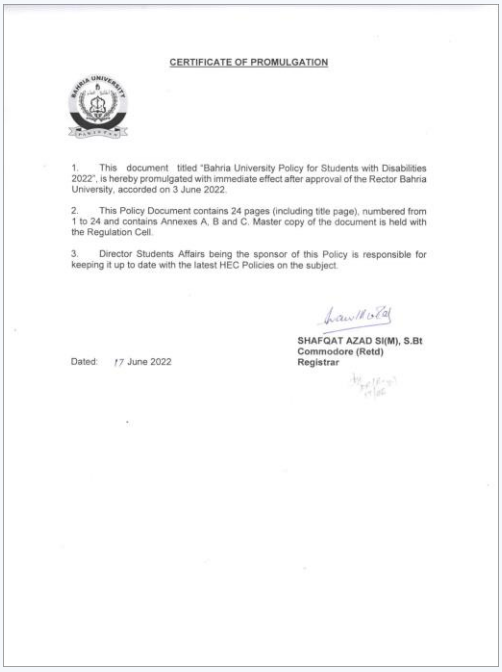
(2022)

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Figure 11: Policy for Students with Disabilities (2022), PDF page 1: cover.


CERTIFICATE OF PROMULGATION

1. This document titled "Bahria University Policy for Students with Disabilities 2022", is hereby promulgated with immediate effect after approval of the Rector Bahria University, accorded on 3 June 2022.

2. This Policy Document contains 24 pages (including title page), numbered from 1 to 24 and contains Annexes A, B and C. Master copy of the document is held with the Regulation Cell.

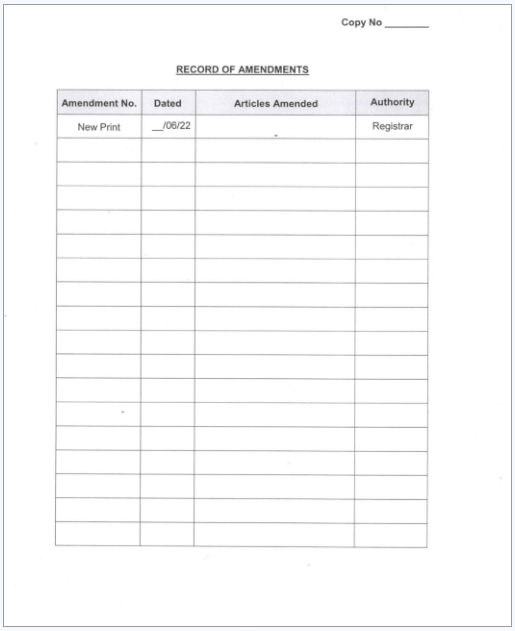
3. Director Students Affairs being the sponsor of this Policy is responsible for keeping it up to date with the latest HEC Policies on the subject.

SHAFQAT AZAD SI(M), S.Bt
Commodore (Retd)
Registrar

Dated: 17 June 2022

Figure 12: PDF page 2: Certificate of Promulgation.

3. Policy for Students with Disabilities (continued): opening pages and pages cited



Copy No _____

RECORD OF AMENDMENTS

Amendment No.	Dated	Articles Amended	Authority
New Print	__/06/22	-	Registrar

Figure 13: PDF page 3: Record of Amendments.

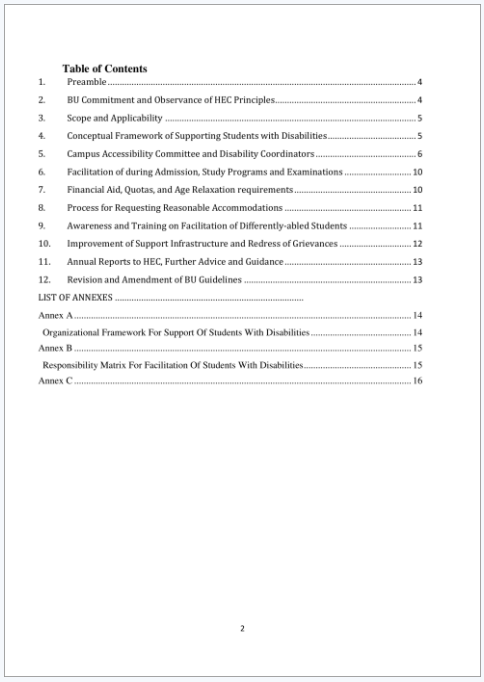
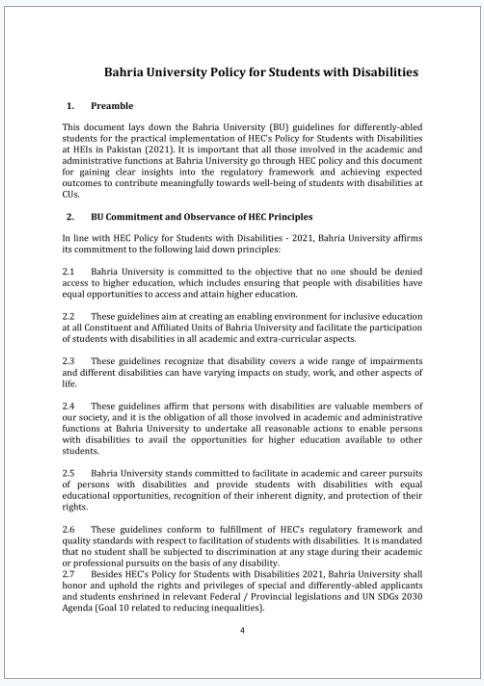


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Figure 14: PDF page 4: Table of Contents.



Bahria University Policy for Students with Disabilities

1. Preamble

This document lays down the Bahria University (BU) guidelines for differently-abled students for the practical implementation of HEC's Policy for Students with Disabilities at HEIs in Pakistan (2021). It is important that all those involved in the academic and administrative functions at Bahria University go through HEC policy and this document for gaining clear insights into the regulatory framework and achieving expected outcomes to contribute meaningfully towards well-being of students with disabilities at CUs.

2. BU Commitment and Observance of HEC Principles

In line with HEC Policy for Students with Disabilities - 2021, Bahria University affirms its commitment to the following laid down principles:

2.1 Bahria University is committed to the objective that no one should be denied access to higher education, which includes ensuring that people with disabilities have equal opportunities to access and attain higher education.

2.2 These guidelines aim at creating an enabling environment for inclusive education at all Constituent and Affiliated Units of Bahria University and facilitate the participation of students with disabilities in all academic and extra-curricular aspects.

2.3 These guidelines recognize that disability covers a wide range of impairments and different disabilities can have varying impacts on study, work, and other aspects of life.

2.4 These guidelines affirm that persons with disabilities are valuable members of our society, and it is the obligation of all those involved in academic and administrative functions at Bahria University to undertake all reasonable actions to enable persons with disabilities to avail the opportunities for higher education available to other students.

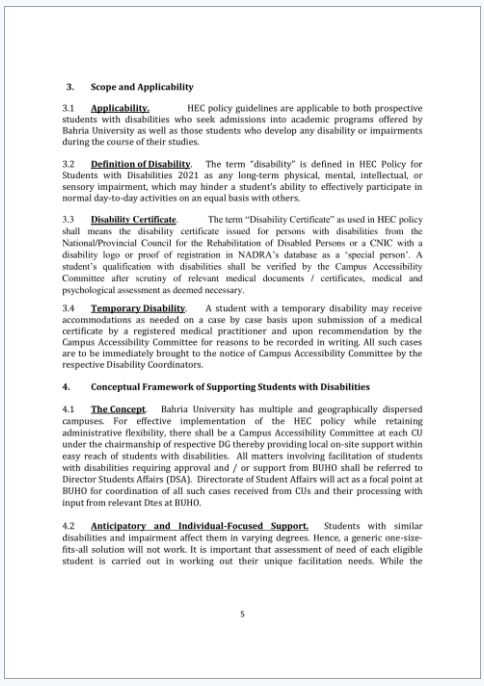
2.5 Bahria University stands committed to facilitate in academic and career pursuits of persons with disabilities and provide students with disabilities with equal educational opportunities, recognition of their inherent dignity, and protection of their rights.

2.6 These guidelines conform to fulfillment of HEC's regulatory framework and quality standards with respect to facilitation of students with disabilities. It is mandated that no student shall be subjected to discrimination at any stage during their academic or professional pursuits on the basis of any disability.

2.7 Besides HEC's Policy for Students with Disabilities 2021, Bahria University shall honor and uphold the rights and privileges of special and differently-abled applicants and students enshrined in relevant Federal / Provincial legislations and UN SDGs 2030 Agenda (Goal 10 related to reducing inequalities).

4

Figure 15: PDF page 5 (printed page 4): Preamble and BU Commitment, paras 2.1 to 2.7.



3. Scope and Applicability

3.1 **Applicability.** HEC policy guidelines are applicable to both prospective students with disabilities who seek admissions into academic programs offered by Bahria University as well as those students who develop any disability or impairments during the course of their studies.

3.2 **Definition of Disability.** The term "disability" is defined in HEC Policy for Students with Disabilities 2021 as any long-term physical, mental, intellectual, or sensory impairment, which may hinder a student's ability to effectively participate in normal day-to-day activities on an equal basis with others.

3.3 **Disability Certificate.** The term "Disability Certificate" as used in HEC policy shall means the disability certificate issued for persons with disabilities from the National/Provincial Council for the Rehabilitation of Disabled Persons or a CNIC with a disability logo or proof of registration in NADRA's database as a 'special person'. A student's qualification with disabilities shall be verified by the Campus Accessibility Committee after scrutiny of relevant medical documents / certificates, medical and psychological assessment as deemed necessary.

3.4 **Temporary Disability.** A student with a temporary disability may receive accommodations as needed on a case by case basis upon submission of a medical certificate by a registered medical practitioner and upon recommendation by the Campus Accessibility Committee for reasons to be recorded in writing. All such cases are to be immediately brought to the notice of Campus Accessibility Committee by the respective Disability Coordinators.

4. Conceptual Framework of Supporting Students with Disabilities

4.1 **The Concept.** Bahria University has multiple and geographically dispersed campuses. For effective implementation of the HEC policy while retaining administrative flexibility, there shall be a Campus Accessibility Committee at each CU under the chairmanship of respective DG thereby providing local on-site support within easy reach of students with disabilities. All matters involving facilitation of students with disabilities requiring approval and / or support from BUHO shall be referred to Director Students Affairs (DSA). Directorate of Student Affairs will act as a focal point at BUHO for coordination of all such cases received from CUs and their processing with input from relevant Dtes at BUHO.

4.2 **Anticipatory and Individual-Focused Support.** Students with similar disabilities and impairment affect them in varying degrees. Hence, a generic one-size-fits-all solution will not work. It is important that assessment of need of each eligible student is carried out in working out their unique facilitation needs. While the

5

Figure 16: PDF page 6 (printed page 5): Scope and Applicability, para 3.

3. Policy for Students with Disabilities (continued): approval record and contents



CERTIFICATE OF PROMULGATION

1. This document titled "Bahria University Policy for Students with Disabilities 2022", is hereby promulgated with immediate effect after approval of the Rector Bahria University, accorded on 3 June 2022.

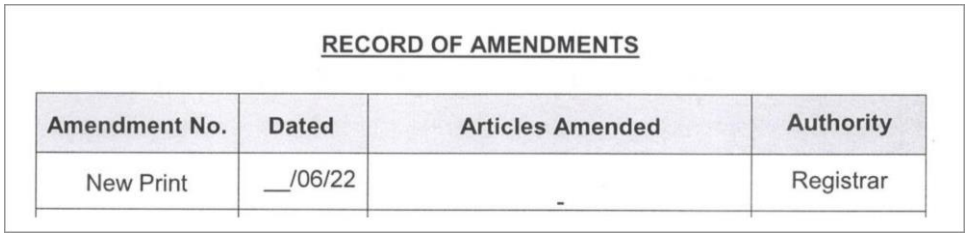
2. This Policy Document contains 24 pages (including title page), numbered from 1 to 24 and contains Annexes A, B and C. Master copy of the document is held with the Regulation Cell.

3. Director Students Affairs being the sponsor of this Policy is responsible for keeping it up to date with the latest HEC Policies on the subject.

SHAFQAT AZAD SI(M), S.Bt
Commodore (Retd)
Registrar

Dated: 17 June 2022

Figure 17: Enlarged extract, PDF page 2: Certificate of Promulgation, approval of the Rector accorded on 3 June 2022, signed by the Registrar on 17 June 2022.



RECORD OF AMENDMENTS

Amendment No.	Dated	Articles Amended	Authority
New Print	__/06/22	-	Registrar

Figure 18: Enlarged extract, PDF page 3: Record of Amendments, New Print, June 2022, with no later amendment.

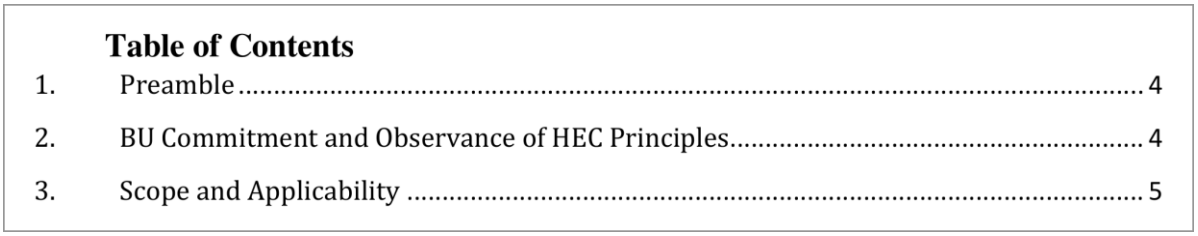


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Figure 19: Enlarged extract, PDF page 4: Table of Contents entries for paras 1 to 3.

3. Policy for Students with Disabilities (continued): paragraphs cited

2. BU Commitment and Observance of HEC Principles

In line with HEC Policy for Students with Disabilities - 2021, Bahria University affirms its commitment to the following laid down principles:

2.1 Bahria University is committed to the objective that no one should be denied access to higher education, which includes ensuring that people with disabilities have equal opportunities to access and attain higher education.

2.2 These guidelines aim at creating an enabling environment for inclusive education at all Constituent and Affiliated Units of Bahria University and facilitate the participation of students with disabilities in all academic and extra-curricular aspects.

2.3 These guidelines recognize that disability covers a wide range of impairments and different disabilities can have varying impacts on study, work, and other aspects of life.

2.4 These guidelines affirm that persons with disabilities are valuable members of our society, and it is the obligation of all those involved in academic and administrative functions at Bahria University to undertake all reasonable actions to enable persons with disabilities to avail the opportunities for higher education available to other students.

2.5 Bahria University stands committed to facilitate in academic and career pursuits of persons with disabilities and provide students with disabilities with equal educational opportunities, recognition of their inherent dignity, and protection of their rights.

2.6 These guidelines conform to fulfillment of HEC's regulatory framework and quality standards with respect to facilitation of students with disabilities. It is mandated that no student shall be subjected to discrimination at any stage during their academic or professional pursuits on the basis of any disability.

Figure 20: Enlarged extract, PDF page 5: paras 2.1 to 2.6, no one denied access to higher education, inclusive education at all units, and no discrimination on the basis of any disability.

3. Scope and Applicability

3.1 **Applicability.** HEC policy guidelines are applicable to both prospective students with disabilities who seek admissions into academic programs offered by Bahria University as well as those students who develop any disability or impairments during the course of their studies.

Figure 21: Enlarged extract, PDF page 6: para 3.1, applicability to prospective students with disabilities.

4. Admissions Policy with 2025 amendments

The Admissions Policy retains Edition 2 and its Spring 2022 promulgation. Its updated amendment record identifies amendments dated 3 November 2025 under Director Admissions, including paragraphs 2.1.3 and 2.1.5, amendments to paragraph 2.1.6 and the addition of paragraph 2.1.7. Amended paragraph 2.1.3 expressly provides equal opportunity regardless of gender, nationality, race, colour, ethnicity, culture, religion, disability, immigration status or any other ground in paragraph 4 of the EDI Policy. Paragraph 2.1.2 permits applications from Pakistan and overseas on merit. These admissions provisions complement the EDI Policy's direct coverage of public lifelong learning activities.

The complete cover, promulgation letter, foreword, amendment record and all three contents pages follow, one original policy page per evidence page, before the relevant clause extract.

4.1 Admissions policy cover



Complete original Admissions Policy PDF page 1: cover.

4.2 Admissions policy letter of promulgation

LETTER OF PROMULGATION

Discovering Knowledge

1. This document titled Admission Policy is hereby promulgated with effect from Spring 2022 Semester.

2. The document contains 09 Chapters. Master copy of the document is held with the Regulation Cell. In the event of any change desired in the document, an amendment request is to be put up to the Directorate of Admission for processing.

3. This policy shall be read in conjunction with the Academic Rules/Regulations of the university. In matters where this policy is silent, relevant rules, regulations and procedures of BU shall apply. In addition, admission requirements are revised by the HEC from time to time which shall be complied with, and shall take precedence over this policy should there be a conflict.

SHAFQAT AZAD SI(M), S.Bt
Commodore (Retd)
Registrar

Dated: ____ June 2022

BU Admissions Policy i Edition 2

Complete original Admissions Policy PDF page 2: letter of promulgation.

4.3 Admissions policy foreword

FOREWORD

The Admissions Policy contains Admissions related policies, procedures and guidelines. The policy will provide guidance and ready reference to all concerned. Contents of the Admissions Policy are subject to change from time to time, as and when deemed appropriate by the university.

The Admissions Policy applies to all Campuses and Constituent Units of Bahria University except Annual Based Examination System (MBBS & BDS Programs only) for which PMC admission Rules shall be followed.

Complete original Admissions Policy PDF page 3: foreword.

4.4 Admissions policy record of amendments

Copy No _____

RECORD OF AMENDMENTS

Amendment No.	Dated	Articles Amended	Authority
First Edition	April 2017	Revised/ Superseded	Registrar
2nd Edition	June 2022	Revised/ Superseded	Registrar
3rd Edition	03 November 2025	Paras 2.1.3 & 2.1.5 and 2.1.6 amended; 2.1.7 added; 2.21.7 deferred.	Director Admissions

BU Admissions Policy iii Edition 2

Complete original Admissions Policy PDF page 4: record of amendments.

4.5 Admissions policy table of contents page 1 of 3

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Complete original Admissions Policy PDF page 5: table of contents page 1 of 3.

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4.8 Fair admissions and protected grounds

Paragraphs 2.1.1–2.1.3 establish fair, merit-based admissions and equal opportunity, explicitly including ethnicity, disability and immigration status. Paragraph 2.1.5 requires publication of updated policy extracts in University information materials.

2.1 Fair Admissions

2.1.1 BU is committed to delivering a fair admissions system that recruit and admit students who have the potential and ability to benefit from the University's learning, teaching and research environment. Underlying this strong belief, following factors are key to indicate the likely success of a student:

a. Ability at a certain level in thinking and learning.
b. A foundation of skills from which to extend their study.
c. Motivation and commitment.

2.1.2 Admissions to all programs of BU Campuses and CUs are granted on the basis of merit alone. Candidates from all over Pakistan and overseas can apply.

2.1.3 The policy and procedures in this document shall be used to admit students on merit, with equal opportunity regardless of gender, nationality, race, colour, ethnicity, culture, religion, disability, immigration status or any other ground in para 4 of the EDI Policy. No domicile condition shall apply to admission, except for the quotas in paras 2.22 and 2.27 (Balochistan). The quotas in para 2.21 are positive measures, explained in para 2.21.7.

2.1.4 All BU Campuses and CUs have responsibility for determining the specific entry requirements and selection criteria for their programs of study, keeping in view the HEC and other Regulatory/ Accreditation Bodies defined guidelines.

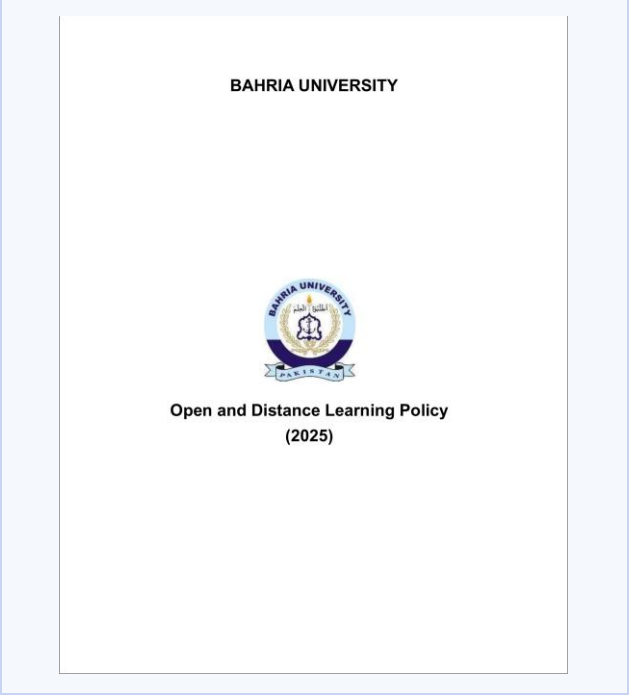
2.1.5 Abridged version/extracts of this policy document shall also be articulated in the Bahria Profile, SHB, FHB and respective programs prospectuses; the same shall be kept updated in line with the changes /amendments adopted by the Academic Council. The abridged version shall include paras 2.1.3 and 2.21.

Original Fair Admissions clauses 2.1.1–2.1.5, including amended paragraph 2.1.3, printed page 7.

5. Open and Distance Learning Policy, 1st Edition (2025)

The ODL Policy governs the University's online and distance provision. Its Record of Amendments shows four amendments approved by the 49th Academic Council meeting on 12 January 2026. Para 2.1.4 extends the policy to all non-degree, credit-bearing ODL courses and to online certificate and diploma programmes, whether aimed at current students or the wider public. Paras 1.3.2 to 1.3.5 commit the ODL mode to inclusivity and lifelong learning for a broad and diverse population, name female learners, persons with disabilities and professionals in continued learning, and provide for certificate and diploma courses for the public. Para 6.7 requires inclusive design, compliance with international accessibility standards, respect for cultural, ethnic and linguistic diversity, and support for learners with disabilities.

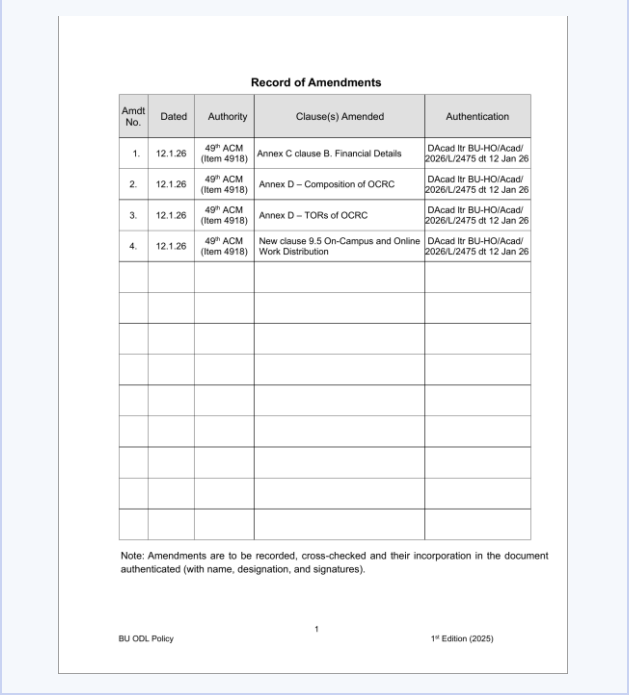
The policy is shown from its cover through its table of contents (PDF pages 1 to 5), followed by the pages cited and enlarged extracts.



BAHRIA UNIVERSITY

Open and Distance Learning Policy
(2025)

Figure 34: ODL Policy (2025), PDF page 1: cover.



Record of Amendments

Amdt No.	Dated	Authority	Clause(s) Amended	Authentication
1.	12.1.26	49th ACM (Item 4918)	Annex C clause B. Financial Details	DAcad ltr BU-HO/Acad/ 2026/L/2475 dt 12 Jan 26
2.	12.1.26	49th ACM (Item 4918)	Annex D – Composition of OCRC	DAcad ltr BU-HO/Acad/ 2026/L/2475 dt 12 Jan 26
3.	12.1.26	49th ACM (Item 4918)	Annex D – TORs of OCRC	DAcad ltr BU-HO/Acad/ 2026/L/2475 dt 12 Jan 26
4.	12.1.26	49th ACM (Item 4918)	New clause 9.5 On-Campus and Online Work Distribution	DAcad ltr BU-HO/Acad/ 2026/L/2475 dt 12 Jan 26

Note: Amendments are to be recorded, cross-checked and their incorporation in the document authenticated (with name, designation, and signatures).

BU ODL Policy 1 1st Edition (2025)

Figure 35: PDF page 2 (printed page 1): Record of Amendments.

5. ODL Policy (continued): table of contents

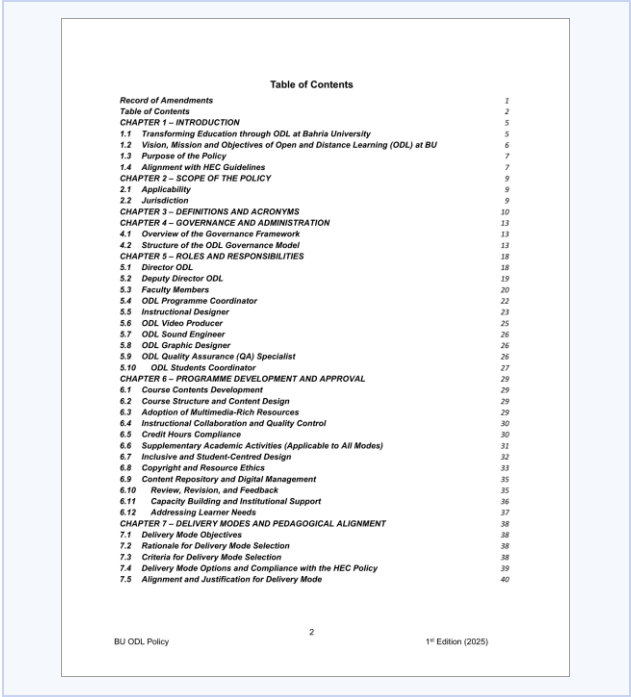
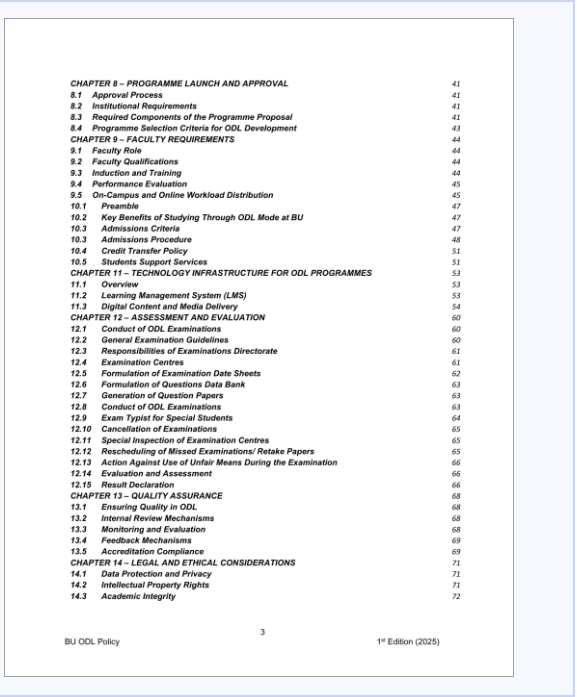


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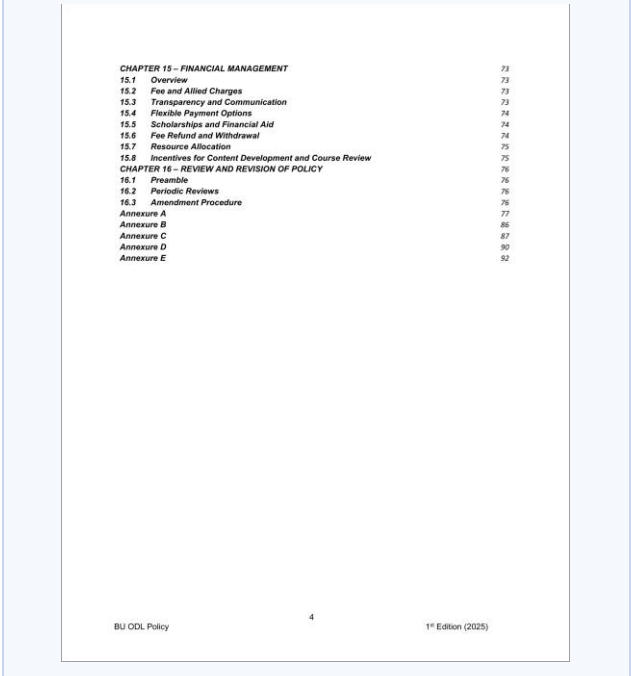
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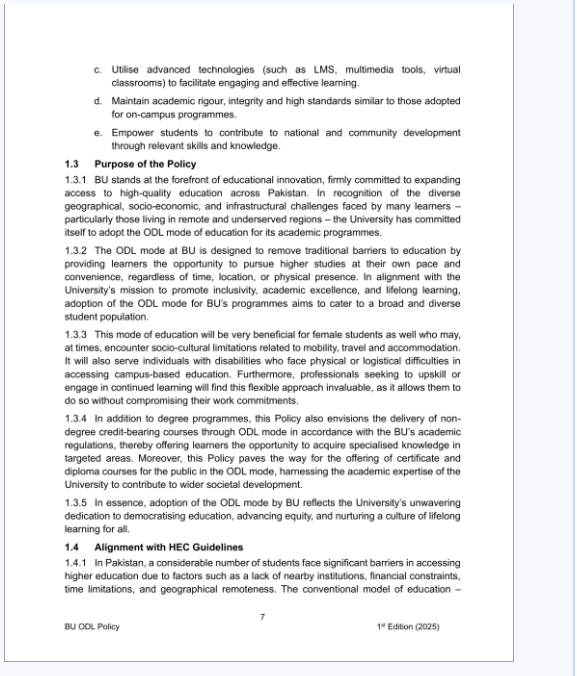
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c. Utilise advanced technologies (such as LMS, multimedia tools, virtual classrooms) to facilitate engaging and effective learning.

d. Maintain academic rigour, integrity and high standards similar to those adopted for on-campus programmes.

e. Empower students to contribute to national and community development through relevant skills and knowledge.

1.3 Purpose of the Policy

1.3.1 BU stands at the forefront of educational innovation, firmly committed to expanding access to high-quality education across Pakistan. In recognition of the diverse geographical, socio-economic, and infrastructural challenges faced by many learners – particularly those living in remote and underserved regions – the University has committed itself to adopt the ODL mode of education for its academic programmes.

1.3.2 The ODL mode at BU is designed to remove traditional barriers to education by providing learners the opportunity to pursue higher studies at their own pace and convenience, regardless of time, location, or physical presence. In alignment with the University's mission to promote inclusivity, academic excellence, and lifelong learning, adoption of the ODL mode for BU's programmes aims to cater to a broad and diverse student population.

1.3.3 This mode of education will be very beneficial for female students as well who may, at times, encounter socio-cultural limitations related to mobility, travel and accommodation. It will also serve individuals with disabilities who face physical or logistical difficulties in accessing campus-based education. Furthermore, professionals seeking to upskill or engage in continued learning will find this flexible approach invaluable, as it allows them to do so without compromising their work commitments.

1.3.4 In addition to degree programmes, this Policy also envisions the delivery of non-degree credit-bearing courses through ODL mode in accordance with the BU's academic regulations, thereby offering learners the opportunity to acquire specialised knowledge in targeted areas. Moreover, this Policy paves the way for the offering of certificate and diploma courses for the public in the ODL mode, harnessing the academic expertise of the University to contribute to wider societal development.

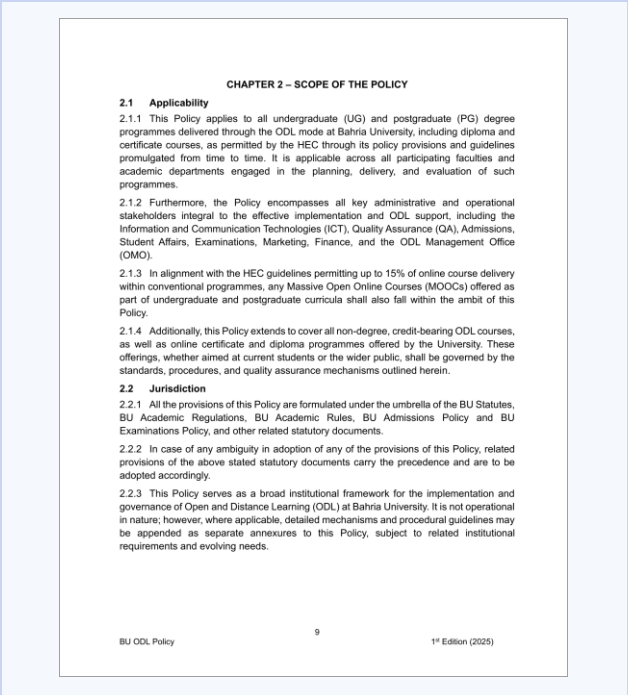
1.3.5 In essence, adoption of the ODL mode by BU reflects the University's unwavering dedication to democratising education, advancing equity, and nurturing a culture of lifelong learning for all.

1.4 Alignment with HEC Guidelines

1.4.1 In Pakistan, a considerable number of students face significant barriers in accessing higher education due to factors such as a lack of nearby institutions, financial constraints, time limitations, and geographical remoteness. The conventional model of education –

Figure 39: PDF page 8 (printed page 7): Purpose of the Policy, paras 1.3.1 to 1.3.5.

5. ODL Policy (continued): pages cited



CHAPTER 2 – SCOPE OF THE POLICY

2.1 Applicability

2.1.1 This Policy applies to all undergraduate (UG) and postgraduate (PG) degree programmes delivered through the ODL mode at Bahria University, including diploma and certificate courses, as permitted by the HEC through its policy provisions and guidelines promulgated from time to time. It is applicable across all participating faculties and academic departments engaged in the planning, delivery, and evaluation of such programmes.

2.1.2 Furthermore, the Policy encompasses all key administrative and operational stakeholders integral to the effective implementation and ODL support, including the Information and Communication Technologies (ICT), Quality Assurance (QA), Admissions, Student Affairs, Examinations, Marketing, Finance, and the ODL Management Office (OMO).

2.1.3 In alignment with the HEC guidelines permitting up to 15% of online course delivery within conventional programmes, any Massive Open Online Courses (MOOCs) offered as part of undergraduate and postgraduate curricula shall also fall within the ambit of this Policy.

2.1.4 Additionally, this Policy extends to cover all non-degree, credit-bearing ODL courses, as well as online certificate and diploma programmes offered by the University. These offerings, whether aimed at current students or the wider public, shall be governed by the standards, procedures, and quality assurance mechanisms outlined herein.

2.2 Jurisdiction

2.2.1 All the provisions of this Policy are formulated under the umbrella of the BU Statutes, BU Academic Regulations, BU Academic Rules, BU Admissions Policy and BU Examinations Policy, and other related statutory documents.

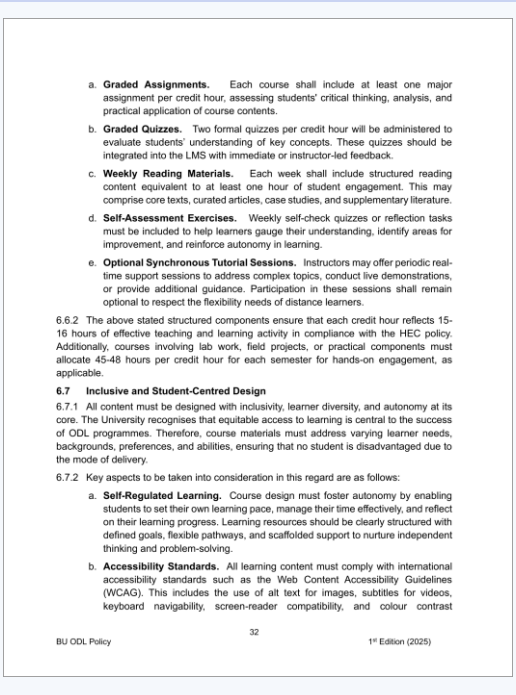
2.2.2 In case of any ambiguity in adoption of any of the provisions of this Policy, related provisions of the above stated statutory documents carry the precedence and are to be adopted accordingly.

2.2.3 This Policy serves as a broad institutional framework for the implementation and governance of Open and Distance Learning (ODL) at Bahria University. It is not operational in nature; however, where applicable, detailed mechanisms and procedural guidelines may be appended as separate annexures to this Policy, subject to related institutional requirements and evolving needs.

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BU ODL Policy 1st Edition (2025)

Figure 40: PDF page 10 (printed page 9): Scope, para 2.1.4, courses for the wider public.



a. **Graded Assignments.** Each course shall include at least one major assignment per credit hour, assessing students' critical thinking, analysis, and practical application of course contents.

b. **Graded Quizzes.** Two formal quizzes per credit hour will be administered to evaluate students' understanding of key concepts. These quizzes should be integrated into the LMS with immediate or instructor-led feedback.

c. **Weekly Reading Materials.** Each week shall include structured reading content equivalent to at least one hour of student engagement. This may comprise core texts, curated articles, case studies, and supplementary literature.

d. **Self-Assessment Exercises.** Weekly self-check quizzes or reflection tasks must be included to help learners gauge their understanding, identify areas for improvement, and reinforce autonomy in learning.

e. **Optional Synchronous Tutorial Sessions.** Instructors may offer periodic real-time support sessions to address complex topics, conduct live demonstrations, or provide additional guidance. Participation in these sessions shall remain optional to respect the flexibility needs of distance learners.

6.6.2 The above stated structured components ensure that each credit hour reflects 15-16 hours of effective teaching and learning activity in compliance with the HEC policy. Additionally, courses involving lab work, field projects, or practical components must allocate 45-48 hours per credit hour for each semester for hands-on engagement, as applicable.

6.7 Inclusive and Student-Centred Design

6.7.1 All content must be designed with inclusivity, learner diversity, and autonomy at its core. The University recognises that equitable access to learning is central to the success of ODL programmes. Therefore, course materials must address varying learner needs, backgrounds, preferences, and abilities, ensuring that no student is disadvantaged due to the mode of delivery.

6.7.2 Key aspects to be taken into consideration in this regard are as follows:

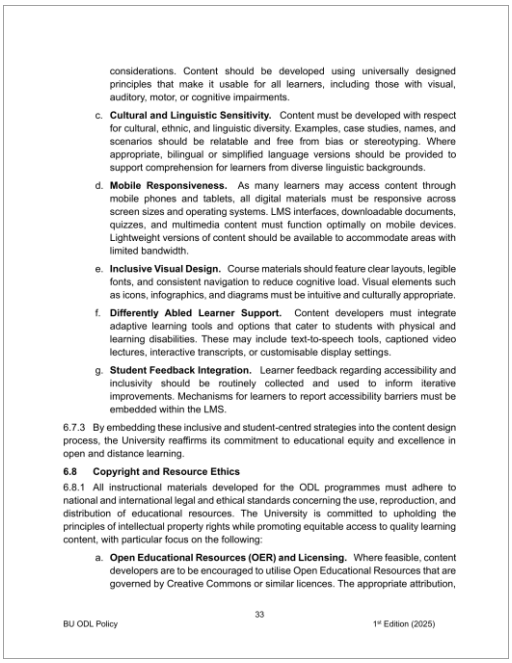
a. **Self-Regulated Learning.** Course design must foster autonomy by enabling students to set their own learning pace, manage their time effectively, and reflect on their learning progress. Learning resources should be clearly structured with defined goals, flexible pathways, and scaffolded support to nurture independent thinking and problem-solving.

b. **Accessibility Standards.** All learning content must comply with international accessibility standards such as the Web Content Accessibility Guidelines (WCAG). This includes the use of alt text for images, subtitles for videos, keyboard navigability, screen-reader compatibility, and colour contrast

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BU ODL Policy 1st Edition (2025)

Figure 41: PDF page 33 (printed page 32): Inclusive and Student-Centred Design, para 6.7.



considerations. Content should be developed using universally designed principles that make it usable for all learners, including those with visual, auditory, motor, or cognitive impairments.

c. **Cultural and Linguistic Sensitivity.** Content must be developed with respect for cultural, ethnic, and linguistic diversity. Examples, case studies, names, and scenarios should be relatable and free from bias or stereotyping. Where appropriate, bilingual or simplified language versions should be provided to support comprehension for learners from diverse linguistic backgrounds.

d. **Mobile Responsiveness.** As many learners may access content through mobile phones and tablets, all digital materials must be responsive across screen sizes and operating systems. LMS interfaces, downloadable documents, quizzes, and multimedia content must function optimally on mobile devices. Lightweight versions of content should be available to accommodate areas with limited bandwidth.

e. **Inclusive Visual Design.** Course materials should feature clear layouts, legible fonts, and consistent navigation to reduce cognitive load. Visual elements such as icons, infographics, and diagrams must be intuitive and culturally appropriate.

f. **Differently Abled Learner Support.** Content developers must integrate adaptive learning tools and options that cater to students with physical and learning disabilities. These may include text-to-speech tools, captioned video lectures, interactive transcripts, or customisable display settings.

g. **Student Feedback Integration.** Learner feedback regarding accessibility and inclusivity should be routinely collected and used to inform iterative improvements. Mechanisms for learners to report accessibility barriers must be embedded within the LMS.

6.7.3 By embedding these inclusive and student-centred strategies into the content design process, the University reaffirms its commitment to educational equity and excellence in open and distance learning.

6.8 Copyright and Resource Ethics

6.8.1 All instructional materials developed for the ODL programmes must adhere to national and international legal and ethical standards concerning the use, reproduction, and distribution of educational resources. The University is committed to upholding the principles of intellectual property rights while promoting equitable access to quality learning content, with particular focus on the following:

a. **Open Educational Resources (OER) and Licensing.** Where feasible, content developers are to be encouraged to utilise Open Educational Resources that are governed by Creative Commons or similar licences. The appropriate attribution,

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Figure 42: PDF page 34 (printed page 33): para 6.7.2, items (c) to (g), and para 6.7.3.

5. ODL Policy (continued): amendment record and contents

Record of Amendments

Amdt No.	Dated	Authority	Clause(s) Amended	Authentication
1.	12.1.26	49th ACM (Item 4918)	Annex C clause B. Financial Details	DAcad ltr BU-HO/Acad/ 2026/L/2475 dt 12 Jan 26
2.	12.1.26	49th ACM (Item 4918)	Annex D – Composition of OCRC	DAcad ltr BU-HO/Acad/ 2026/L/2475 dt 12 Jan 26
3.	12.1.26	49th ACM (Item 4918)	Annex D – TORs of OCRC	DAcad ltr BU-HO/Acad/ 2026/L/2475 dt 12 Jan 26
4.	12.1.26	49th ACM (Item 4918)	New clause 9.5 On-Campus and Online Work Distribution	DAcad ltr BU-HO/Acad/ 2026/L/2475 dt 12 Jan 26

Figure 43: Enlarged extract, PDF page 2: Record of Amendments, four amendments approved by the 49th Academic Council meeting on 12 January 2026.

1.3 Purpose of the Policy *7*
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6.7 Inclusive and Student-Centred Design *32*

Figure 44: Enlarged extract, PDF page 3: Table of Contents entries for paras 1.3, 2.1 and 6.7.

2.1.4 Additionally, this Policy extends to cover all non-degree, credit-bearing ODL courses, as well as online certificate and diploma programmes offered by the University. These offerings, whether aimed at current students or the wider public, shall be governed by the standards, procedures, and quality assurance mechanisms outlined herein.

Figure 45: Enlarged extract, PDF page 10: para 2.1.4, non-degree, certificate and diploma courses, whether aimed at current students or the wider public.

5. ODL Policy (continued): paragraphs cited

1.3.2 The ODL mode at BU is designed to remove traditional barriers to education by providing learners the opportunity to pursue higher studies at their own pace and convenience, regardless of time, location, or physical presence. In alignment with the University's mission to promote inclusivity, academic excellence, and lifelong learning, adoption of the ODL mode for BU's programmes aims to cater to a broad and diverse student population.

1.3.3 This mode of education will be very beneficial for female students as well who may, at times, encounter socio-cultural limitations related to mobility, travel and accommodation. It will also serve individuals with disabilities who face physical or logistical difficulties in accessing campus-based education. Furthermore, professionals seeking to upskill or engage in continued learning will find this flexible approach invaluable, as it allows them to do so without compromising their work commitments.

1.3.4 In addition to degree programmes, this Policy also envisions the delivery of non-degree credit-bearing courses through ODL mode in accordance with the BU's academic regulations, thereby offering learners the opportunity to acquire specialised knowledge in targeted areas. Moreover, this Policy paves the way for the offering of certificate and diploma courses for the public in the ODL mode, harnessing the academic expertise of the University to contribute to wider societal development.

1.3.5 In essence, adoption of the ODL mode by BU reflects the University's unwavering dedication to democratising education, advancing equity, and nurturing a culture of lifelong learning for all.

Figure 46: Enlarged extract, PDF page 8: paras 1.3.2 to 1.3.5, inclusivity, female learners, persons with disabilities, continued learning, and certificate and diploma courses for the public.

5. ODL Policy (continued): paragraphs cited

6.7 Inclusive and Student-Centred Design

6.7.1 All content must be designed with inclusivity, learner diversity, and autonomy at its core. The University recognises that equitable access to learning is central to the success of ODL programmes. Therefore, course materials must address varying learner needs, backgrounds, preferences, and abilities, ensuring that no student is disadvantaged due to the mode of delivery.

b. **Accessibility Standards.** All learning content must comply with international accessibility standards such as the Web Content Accessibility Guidelines (WCAG). This includes the use of alt text for images, subtitles for videos, keyboard navigability, screen-reader compatibility, and colour contrast considerations. Content should be developed using universally designed principles that make it usable for all learners, including those with visual, auditory, motor, or cognitive impairments.

c. **Cultural and Linguistic Sensitivity.** Content must be developed with respect for cultural, ethnic, and linguistic diversity. Examples, case studies, names, and scenarios should be relatable and free from bias or stereotyping. Where appropriate, bilingual or simplified language versions should be provided to support comprehension for learners from diverse linguistic backgrounds.

f. **Differently Abled Learner Support.** Content developers must integrate adaptive learning tools and options that cater to students with physical and learning disabilities. These may include text-to-speech tools, captioned video lectures, interactive transcripts, or customisable display settings.

Figure 47: Enlarged extract, PDF pages 33 and 34: para 6.7.1 and items (b), (c) and (f) of para 6.7.2, inclusive design, acce ssibility standards, cultural and ethnic diversity, and support for learners with disabilities.

6. Application to public learning activities in 2025

The following records show the policies applied to activities open to the public during 2025. The activities themselves are documented in evidence E-04-4.3.1 to E-04-4.3.4.

6.1 Physical access for visitors with disabilities

The University's campus facilities record documents wheelchair ramps, lifts, accessible washrooms, wheelchairs and designated parking across its campuses. The Health Sciences Campus Islamabad describes these facilities as ensuring accessibility, inclusivity and comfort for students, staff and visitors with disabilities.



Figure 48: Wheelchair ramp at a campus building entrance.



Figure 49: Accessible washroom with support rails.

6.2 Learning activities with persons with disabilities

In 2025, University staff and students took part in learning activities for persons with disabilities beyond campus, including the Grand Independence Festival for Persons with Disabilities organised by the Department of Empowerment of Persons with Disabilities on 14 August 2025, and a World Disability Day programme at Special Children School, Karsaz, on 9 December 2025 (E-04-4.3.4, Table 1).



Figure 50: IPP activity station at the Grand Independence Festival for Persons with Disabilities, 14 August 2025.



Figure 51: World Disability Day programme at Special Children School, Karsaz, December 2025.

Official post: World Disability Day visit to Special Children School, Karsaz

6.3 Gender: vocational training open to women and men

The six-month NAVTTC Prime Minister's Youth Skills Development Program at Islamabad E-8, publicly advertised on 21 January 2025, was completed by all 30 merit-selected trainees, 13 female and 17 male, who received NAVTTC certificates (E-04-4.3.1 and E-04-4.3.3).



BAHRIA UNIVERSITY
Leadership and Professional Development Centre (LPDC)
Bahria University Head Office (BUHO) / Islamabad E-8 Campus
Prime Minister's Youth Skills Development Program (NAVTTC)

EVIDENCE OF COURSE COMPLETION & GENDER-DISAGGREGATED ENROLLMENT REPORT

Document Title: Evidence of Course Completion (By Track & Gender)	**Issuing Authority:** Bahria University's Leadership and Professional Development Centre
Collaborating Partner: National Vocational & Technical Training Commission (NAVTTC)	**Campus Facility Access:** Full Access Granted (Library, Computer Labs & Campus Amenities)

1. Institutional Certification, Program Overview & Campus Facility Access

This official document serves as formal institutional evidence of course enrollment, gender breakdown, and successful completion for the vocational and technical training tracks conducted at **Bahria University (Islamabad E-8 Campus)** under the auspices of the **National Vocational and Technical Training Commission (NAVTTC) — Prime Minister's Youth Skills Development Program**. Executed and supervised by **Bahria University's Leadership and Professional Development Centre**, all candidates across the designated tracks were inducted through a standardized, transparent selection and merit-listing process. Throughout the entire 6-month duration of these professional certificates, **all enrolled candidates were granted full access to Bahria University (BU) campus facilities, including the University Library, dedicated Computer Labs, high-speed internet/digital resources, and campus learning spaces**. Every inducted candidate (100%) successfully fulfilled the required credit hours, practical assessments, and project milestones within the stipulated timeframe and was awarded an official NAVTTC Certificate.

2. Quantitative Summary of Course Completion by Track & Gender

S.No	Training Track / Course Title	Total Selected (Merit List)	Female Students	Male Students	Total Completed	Completion Rate	NAVTTC Certified
01	Graphic Design and Video Editing	20	09 (45.0%)	11 (55.0%)	20	100%	20 (100%)
02	Advance Python Programming and Applications	10	04 (40.0%)	06 (60.0%)	10	100%	10 (100%)
—	Grand Total / Overall Program Summary	30	13 (43.3%)	17 (56.7%)	30	100%	30 (100%)

3. Track-Wise Verification & Gender-Disaggregated Evidence

TRACK 01: GRAPHIC DESIGN AND VIDEO EDITING

Merit-Listed & Selected	Female Representation	Male Representation	Completion & Certification
20 Candidates	9 Female Students (45.0%)	11 Male Students (55.0%)	20 / 20 Certified (100%)

- **Selection & Merit Listing:** A total of 20 candidates were inducted after successfully clearing the standardized entry assessment, application scrutiny, and official NAVTTC merit-listing process.
- **Gender Breakdown:** The cohort comprised 9 female students (45.0%) and 11 male students (55.0%), demonstrating inclusive

Figure 52: LPDC completion record, page 1: 30 of 30 NAVTTC trainees completed and certified, by track and gender. Public call for the Prime Minister's Youth Skills Development Program

6.4 Nationality: international learners

On 10 June 2025, the Rector hosted the Deputy Head of Mission of the Embassy of Somalia with Somali students; the University's official post records more than 60 full-time Somali students across its campuses. The International Summer School 2025 at the Lahore Campus, with a separate fee for external participants, is documented in E-04-4.3.3.



Figure 53: Somali students with University officials during the Embassy of Somalia visit, 10 June 2025.



Figure 54: The Rector with the Deputy Head of Mission, Embassy of Somalia, 10 June 2025.

Official post: Embassy of Somalia delegation with Somali students

6.5 Dialogue on gender equality and social inclusion in education

On 20 December 2025, the Islamabad Campus hosted Harvesting Hope: Advancing Gender Equality and Social Inclusion in Education, in collaboration with the Society for Access to Quality Education (SAQE), bringing faculty, students and external experts together on inclusive education and equal opportunities through education.



Figure 55: Harvesting Hope session with the Society for Access to Quality Education, Islamabad Campus, 20 December 2025.



Figure 56: Discussion groups during the session, 20 December 2025.

Official post: Harvesting Hope, Gender Equality and Social Inclusion in Education

6.6 Activities open to the public in 2025

Evidence	Activities open to the public in 2025	Access
E-04-4.3.1	Free educational resources for external learners, including library access, open access publications and learning facilities for NAVTTC trainees	Free of charge; open to external users
E-04-4.3.2	Public lectures, seminars and community educational events hosted at the campuses	Open to the general public
E-04-4.3.3	Executive education and vocational training through LPDC calendars, NAVTTC training and summer schools	Public registration
E-04-4.3.4	Educational outreach in schools and the community, including the Community Support Program	Delivered beyond campus

7. Continuity after 2025

The University's Open and Distance Learning page, for the intake opening on 8 June 2026, applies the ODL Policy in practice: eligibility rests on prior education alone, all scholarships available to regular students apply equally to ODL students, a separate fee schedule is published for offshore students, and tuition waivers of 25 per cent for differently abled students and 20 per cent for female students are offered. These records post-date 2025 and are presented as evidence of continuity.

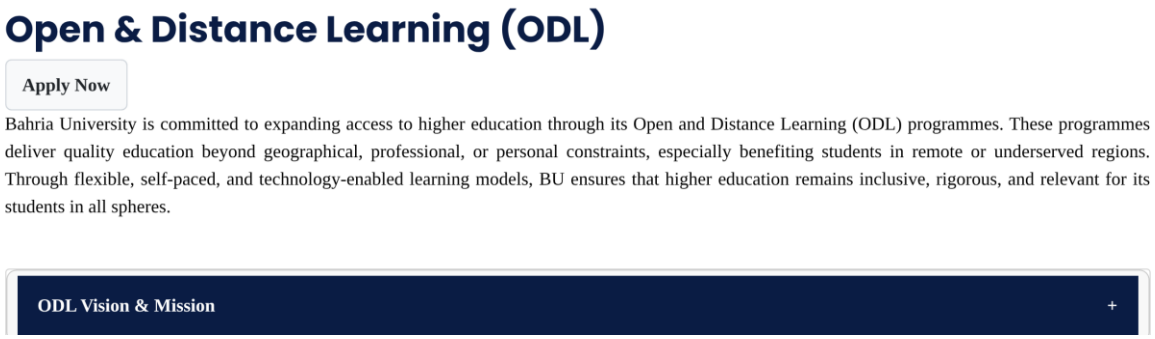


Figure 57: Open and Distance Learning page of the University website: commitment to inclusive access beyond geographical, professional or personal constraints.

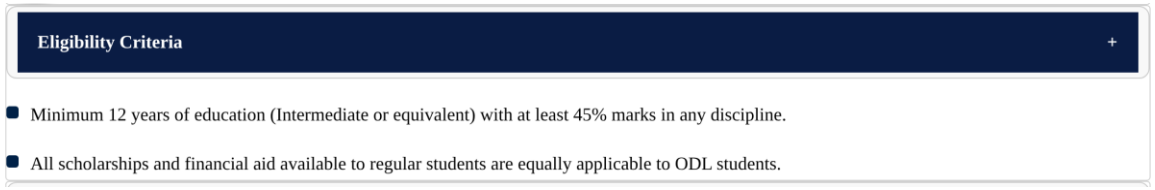


Figure 58: Eligibility criteria: prior education only, with scholarships equally applicable to ODL students.

7. Continuity after 2025 (continued)

Fee Structure +

Fee Component (Offshore Students)		Amount (PKR)
Application Fee (one-time)		$20
Admission Fee (one-time)		$40
Registration Fee (one-time)		$25
Enrolment Fee (per semester)		$20
Tuition Fee (per credit hour)		$20
	1st Semester Credit Hours	18
	1st Semester Tuition Fee	$360
Exam Fees		$175
Degree Fee (one-time)		$25
	Total Fee (1st semester)	**USD 665**

Figure 59: Fee schedule for offshore students, published alongside the inland schedule.

Scholarships/ Special Fee Waivers +

- Scholarship for PN employees (including their spouse & children) as per prevailing policy for regular mode programmes and BU employees (including their spouse & children) as per prevailing policy for regular mode programmes
- 20% tuition fee waiver for siblings of BU students
- 5-20% group tuition fee waiver for govt/ semi-govt employees and their spouse/ children
- 10% tuition fee waiver for children of BU alumni, including legally adopted children.
- 10% tuition fee waiver for practising teachers.
- 20% tuition fee waiver for female students under the *Women Empowerment Scholarship.*
- 25% tuition fee waiver for differently abled students.

Figure 60: Scholarships and fee waivers, including 25 per cent for differently abled students and 20 per cent for female stud ents under the Women Empowerment Scholarship.
Open and Distance Learning, Bahria University

8. Summary of evidence

Element of the requirement	Evidence	Figures
Written policy in force by 2025	EDI Policy (2024 edition, amended 20 October 2025), supported by the Policy for Students with Disabilities (2022), the Admissions Policy (Edition 2, amended 3 November 2025) and the ODL Policy (1st Edition, 2025)	1 to 56
Applies to public learning activities	EDI para 3: all programmes and activities and all guests and visitors; ODL para 2.1.4: courses for the wider public	1 to 34
Ethnicity, religion, disability, immigration status and gender	Section 1 maps each ground to the clauses that address it	Section 1
Date first approved and last reviewed	Table 1	Table 1
Application in 2025	Accessible facilities, activities with persons with disabilities, training for women and men, international learners and inclusive education dialogue	48 to 56
Continuity after 2025	ODL intake for 2026 with offshore fees and waivers for differently abled and female students	57 to 60

Taken together, the records show that by 2025 Bahria University had written policies, led by its EDI Policy and rooted in clause 5 of the University Ordinance, that open its programmes and activities, including those offered to the public, to all, and that prohibit discrimination on the grounds of ethnicity, religion, disability, national origin and gender, supported by specific instruments for learners with disabilities, admission regardless of nationality and inclusive online learning for the wider public.