



A10

2018

Program Accreditation Review (Report of the Review Panel)

Institution:

Program:

Date: *From - To*

Review Panel Members:

No	Name	Title	Institution
1			
2			
3			
4			
5			
6			

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Introduction

The review panel visited the **(name of institution)**, hereafter referred to as **(insert abbreviated name)**, from **(visit start date)** through **(visit end date)** to assess the following academic program **(or programs)** offered by the institution: **(list the programs under review)**. The panel was charged with making commendations, recommendations, and suggestions based on this review and recommending on whether the program(s) should be accredited. The panel has undertaken this task at the invitation of the National Center for Academic Accreditation & evAluation in the interests of furthering the quality of higher education programs in the Kingdom of Saudi Arabia.

The **(name of institution)** is located in **(location)**

(The Panel should provide a brief description of the institution, its size, campus, and programs here.)

The panel members are as follows:

..... , *Chair*

..... , *Member*

..... , *Member*

....., *Member*

....., *Member*

....., *Member*

The panel members wish to thank

(List here the Rector or Dean, academic vice rector or equivalent, quality assurance officer, and program chair or coordinator or other key contact persons who assisted the panel.)

This report contains the observations of the panel based on the information provided to it by the and on the panel's observations during the visit. It was guided by the *NCAAA Standards for Quality Assurance and Accreditation of Higher Education Programs*, the *National Qualifications Framework for the Kingdom of Saudi Arabia*, and the *NCAAA Handbooks for Quality Assurance and Accreditation*.

The panel's observations, commendations, recommendations, and suggestions are offered with the goal of ensuring that the institution and its programs achieve the highest levels of quality consistent with internationally recognized standards and consistent with the institution's aspirations as expressed in its mission, goals, and objectives.



A. Achievements in Relation to Program Mission, Goals, and Objectives

Insert summary comments on the extent to which the program mission, goals and objectives as expressed in its program specification or other documents and explanations by the department leaders are being achieved. Commendation's recommendations or suggestions are not required but may be included if considered appropriate by the panel.



B. Evaluation in Relation to Standards

Standard 1: MISSION AND GOALS

The program must have a clear and appropriate mission that is consistent with the mission statements of the institution and the college/department and support its application. The mission must guide program planning and decision-making processes. The program goals and plans must be linked to it, and it must be periodically reviewed.



Standard 2: PROGRAM MANAGEMENT AND QUALITY ASSURANCE

The program must have effective leadership that implements the institutional systems, policies and regulations. The program leadership must plan, implement, monitor, and activate quality assurance systems that achieve continuous development of program performance in a framework of integrity, transparency, fairness and within a supportive organizational climate.

2.1 Program Management

2.2 Program Quality Assurance



Standard 3: TEACHING AND LEARNING

Graduate attributes and learning outcomes at the program level must be precisely defined, consistent with the requirements of the Saudi Arabia Qualifications Framework (SAQF) and with the related academic and professional standards, and the labor market requirements. The curriculum must conform to professional requirements. The teaching staff must implement diverse and effective teaching and learning strategies and assessment methods that are appropriate to the different learning outcomes. The extent of achievement of learning outcomes must be assessed through a variety of means and the results are used for continuous improvement.

3.1 Graduate Attributes and Learning Outcomes

3.2 Curriculum

3.3 Quality of Teaching and Students' Assessment



Standard 4: STUDENTS

The criteria and requirements for student admissions in the program must be clear and publicly disclosed, and must be applied fairly. The information about the program and the requirements for completion of the study must be available, and students must be informed about their rights and duties. The program must provide effective guidance and counseling services, and extracurricular and enriching activities to its students. The program must evaluate the quality of all services and activities offered to its students and improve them. The program must follow its graduates.



Standard 5: TEACHING STAFF

The program must have sufficient numbers of qualified teaching staff with the necessary competence and experience to carry out their responsibilities. The teaching staff must be aware of current academic and professional developments in their fields of specialization, participate in research and community service, and in improving the program and institutional performance. Teaching staff performance must be evaluated according to specific criteria, and the results of these evaluations must be used for development.



Standard 6: LEARNING RESOURCES, FACILITIES, AND EQUIPMENT

Learning resources, facilities, and equipment must be adequate to meet the needs of the program and its courses; and must be available to all beneficiaries using an appropriate arrangement. Teaching staff and students must participate in identifying such resources based on their needs, and in assessing their effectiveness.



C. Report Summary

1. Summary of Commendations



2. Summary of Recommendations

3. Summary of Suggestions

4. Executive Summary

D. Program Compliance Summary

Institution:

Program:

Program Code:

Date: From - To

Standards		Compliance				Identification of the weak substandard	Notations
		FC	SC	MC	NC		
1. MISSION AND GOALS		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. PROGRAM MANAGEMENT AND QUALITY ASSURANCE	2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3. TEACHING AND LEARNING	3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	3.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. STUDENTS		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5. TEACHING STAFF		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6. LEARNING RESOURCES, FACILITIES, AND EQUIPMENT		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Signed _____

Date : dd/mm/yy



(Panel Chair)

Full Compliance (FC) – Satisfies the requirements of the Standard. Full accreditation may be recommended.

Substantial Compliance (SC) – Currently satisfies the requirements of this Standard but the potential exists for the situation to change such that the requirements of this Standard may not be satisfied before the next review. Full accreditation may be recommended with recommendations for improvement cited for each Standard in substantial compliance with written justification presented in the RPR narrative.

Minimal Compliance (MC) – Lacks the strength of compliance with this Standard to ensure that the quality will not be compromised. Therefore immediate remedial action is required prior to the next review. Conditional accreditation may be recommended with recommendations and conditions for improvement cited for each Standard in minimal compliance with justification presented in the RPR narrative.

Non-Compliance (NC) – Does not satisfy the requirements of this Standard. Accreditation may not be recommended.



E. Recommendation on Accreditation

Institution:

Program:

Program Code:

Date: From - To

Recommendation on Accreditation

It is the Recommendation of the Review Panel appointed by the National Center for Academic Accreditation and Evaluation (NCAAA) should be:

Fully Accredited

Accredited Subject to the Conditions Specified Below
Conditions to be satisfied:

Not Accredited

Summary of Reasons Why the Institution Should Not be Accredited:

Signed _____ **Date:** dd/mm/yy

(Panel Chair)



F. Review Panel Report Submitted

Review Panel Chair		
.....	dd/mm/yy
<i>(Print Name)</i>	<i>(Date)</i>	<i>(Signature)</i>
Review Panel Member		
.....	dd/mm/yy
<i>(Print Name)</i>	<i>(Date)</i>	<i>(Signature)</i>
.....	dd/mm/yy
<i>(Print Name)</i>	<i>(Date)</i>	<i>(Signature)</i>
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Received by the National Center for Academic Accreditation and evAluation (NCAAA)		
.....	dd/mm/yy
<i>(Print Name)</i>	<i>(Date)</i>	<i>(Signature)</i>

