

Report of the Review Panel
Program Accreditation Review

(NAME OF INSTITUTION)

(LOCATION OF INSTITUTION)

(NAMES OF PROGRAM OR PROGRAMS REVIEWED)

(Inclusive dates of the on-site review)

**Prepared for the
National Commission for Academic Accreditation and
Assessment
Kingdom of Saudi Arabia**

Review Panel Members:

(List name, title, and institution, with the panel chair listed first and so designated, as in the following example)

Professor _____, Chair
Dean and Professor, College of Health Sciences
University of Kuwait

Professor _____
Title
Institution

Professor _____
Title
Institution

Suggestions for Reviewers in Drafting the Report

The National Commission for Academic Accreditation and Assessment appreciates the willingness of the members of the Review Panel to lend their expertise in the interest of ensuring that colleges and universities in the Kingdom of Saudi Arabia demonstrate a high level of quality. This quality should be consistent with that of higher education institutions that are recognized internationally. The institutions are expected to engage in a process of internal quality assurance that will enable them to develop fully and achieve their mission, goals, and objectives.

In drafting the report, the Review Panel should find it helpful to use this template, entering the report directly on the template, following the section headings and responding appropriately with observations, recommendations, and suggestions, as may be appropriate. Portions of the template, such as these instructions, that are shown in red can be deleted as the report is completed. The Panel is free to use as much space as necessary in the template, since the spacing will adjust as text is entered.

This report reviews one or more programs within the institution, independent of a review of the institution as a whole. The format of the report template calls for the Panel to assess particular aspects of the designated academic program or programs, proceeding section by section. These sections correspond to the standards of good practice as described in the NCAAA publication *Quality Standards for Post Secondary Institutions*. The standards described relate to both program delivery and to general institutional planning, administrative and educational support functions. The report on programs focuses on those aspects of the standards that directly impact on the quality of the programs under review. The most important of these sections in relation to academic programs is section 4, Learning and Teaching, with particular emphasis on the quality of student learning outcomes. The template provides for a review of a number of aspects of the standards but the Panel is not restricted to these if it believes other matters are significant in considering the quality of the programs it is reviewing.

Observations: The panel should make observations related to each standard and each sub-section noted in the template, unless that section has no relevance to the institution or program under review. Recommendations or suggestions should be entered after the observations where appropriate. If an observation is solely based on verbal statements of institutional personnel, the committee should indicate this.

Observations may relate to both strengths and weaknesses. If particularly good or noteworthy practices are found these should be commended. This is intended to serve the dual objectives of publicly recognizing good practice, and identifying ideas that might be included in the NCAAA's "Good Practice" database on its website. Weaknesses or problems should be noted and may lead to suggestions or recommendations. However if an institution

has identified matters requiring improvement and is taking appropriate action in response it is important in making observations to note that this is being done.

Recommendations: A recommendation is statement of guidance provided by the Review Panel based on the Panel's observations. A recommendation indicates action that, in the view of the Panel, the institution should take. As a follow up to the review the institution will be asked to respond to each recommendation. A stated recommendation in the report should begin with the name of the institution followed by the word "should." For example, "XX University should consider revising its procedures for"

Suggestions: A suggestion is a statement of advice to an institution that the institution may wish to follow and to which it may respond. The institution is not required to respond to suggestions. A stated suggestion in the report should begin with the name of the institution followed by the words "may wish to consider." For example, "XX University may wish to consider revising its procedures for"

Recommendations on Accreditation:

At the end of its report the Panel is asked to make recommendations to the NCAAA on whether the program or programs it has reviewed should be accredited. These recommendations will be reviewed by an advisory committee within the Kingdom which may add comments, particularly relating to comparative standards in relation to other reviews and then considered by the Board of the NCAAA.

The recommendations may vary slightly according to whether the program is a new one that has been given provisional accreditation on the basis of its plans for development and is being considered for full accreditation for the first time, or whether it is an established program that has been in existence for a number of years.

For a program that has provisional accreditation the Panel may recommend:

- That the program be fully accredited;
- That the provisional accreditation be extended for up to one year to remedy specific problems that have been identified;
- That provisional accreditation be withdrawn.

For an established program the Panel may recommend:

- That the program be fully accredited;
- That the program receive provisional accreditation with specified matters to be attended to; (This option should be used where the institution has plans for improvement but time is required for them to be implemented)
- That the program be re-submitted for accreditation after problems identified by the panel had been overcome;
- That the program not be accredited.

Names of Personnel: The Panel is asked not write the names of personnel, except to acknowledge the assistance, support, or cooperation of a Rector or Dean, Academic Vice Rector or equivalent, quality assurance officer, or others who have been the major contact

persons at the institution. The Panel should not attribute information obtained to specific members of the faculty or staff of the institution.

Attribution to Panel Members: The Panel should be in accord on its observations, recommendations, and suggestions. The report, therefore, should identify observations on behalf of the Panel only, and should not attribute to individual members of the Panel any particular observations, recommendations, or suggestions.

Numbering of Sections, Recommendations, and Suggestions: The numbers given to section and subsection headings in this template reflect the standards of good practice in *Quality Standards for Post Secondary Institutions* of the National Commission for Academic Accreditation and Assessment. In the report, the recommendations should be labeled as such and numbered sequentially throughout the report. Suggestions should also be labeled as such and should be numbered sequentially throughout the report. Thus there may be a “Recommendation 2” and a “Suggestion 2.”

The Template that Follows: The template is in the format of the Review Panel’s report. The Panel members can enter the text of their report directly on this template, building the report from it, filling in the needed information, observations, recommendations, and suggestions, and deleting any extraneous sections and the instructions and information in red. In the report, the sections in red in the template will be deleted, replaced by the report itself.

The Report and Signatures: The report should be completed while the Panel is in session and prior to the exit interview. It should include a brief conclusion and a summary of recommendations and suggestions, and it should be saved in soft copy and printed out prior to the Panel’s departure from the visit. The Panel chair should sign and date the signature page at the end of the report. Both soft and hard copies should be presented to the National Commission for Academic Accreditation at the conclusion of the visit. A representative of the National Commission will sign and date the report to acknowledge receiving it on behalf of the NCAAA. The National Commission may subsequently make editorial changes and corrections as needed and will forward the report to institution for corrections of errors of fact and for response.

Further Information: For further information about the system for accreditation and quality assurance in the Kingdom of Saudi Arabia and the processes followed by institutions and recommended for review panels, panel members are referred to key documents on the website of the NCAAA, www.ncaaa.org.sa.

- Handbook 1. Standards and Processes for Accreditation and Quality Assurance
- Handbook 2 Internal Quality Assurance Processes
- Handbook 3 External Reviews for Accreditation and Quality Assurance
- National Qualifications Framework
- Quality Standards for Postsecondary Institutions

Introduction

The Review Panel visited the (name of institution), hereafter referred to as (insert abbreviated name), from (date of arrival) through (date of departure) to assess to assess the following academic programs offered by the institution: (list the programs under review). The Panel was charged with making observations, 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 Commission for Academic Accreditation and Assessment 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 were: (List here the member beginning with the chairman, repeating the information from the title page of the report.)

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 (name of institution) and on the Panel's observations during the visit. It was guided by the *Quality Benchmarks for Post-Secondary Institutions* the *National Qualifications Framework for the Kingdom of Saudi Arabia* and *Handbooks 1,2 and 3 for Quality Assurance and Accreditation* of the National Commission for Academic Accreditation and Assessment.

The Panel's observations, 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 accepted standards and consistent with the institution's aspirations as expressed in its mission, goals, and objectives.

Standard 1: Mission and Objectives

The mission of the institution clearly and appropriately defines its principal purposes and priorities, and is influential in guiding planning and action within the institution.

Particular focus of evaluation

Alignment between the Institution's Mission, Goals and Objectives and the Program's Goals and Objectives

Insert observations, recommendations, and suggestions related to the program or programs under review, referring to the *Quality Standards for Post-Secondary Institutions* and the documentation provided by the institution. In the case of more than one program, provide a heading for each program, followed by the Panel's comments and assessments on that program.

Standard 2: Governance and Administration

The governing body provides effective leadership in the interests of the institution as a whole and its clients through policy development and processes for accountability. Senior administrators lead the activities of the institution effectively within a clearly defined governance structure. Their activities occur within a framework of sound policies and regulations that provide an appropriate balance between coordinated planning and local initiative.

Particular focus of evaluation

Effectiveness of program planning and administration. If significant for its quality comments might also be made on other aspects of this standard as they affect the program.

Insert observations, recommendations, and suggestions related to the program or programs under review, referring to the *Quality Standards for Post-Secondary Institutions* and the documentation provided by the institution. In the case of more than one program, provide a heading for each program, followed by the Panel's comments and assessments on that program.

Standard 3: Management of Quality Assurance and Improvement

Quality assurance processes involve all sections of the institution and are effectively integrated into normal planning and administrative processes. Criteria have a particular focus on outcomes. Faculty, staff and students are committed to improvement and regularly evaluate their own performance. Quality is assessed by reference to evidence based on indicators of performance and challenging external standards.

Particular focus of evaluation

Appropriateness and effectiveness of quality assurance processes affecting the program and the use of relevant indicators and benchmarks.

Insert observations, recommendations, and suggestions related to the program or programs under review, referring to the *Quality Standards for Post-Secondary Institutions* and the documentation provided by the institution. In the case of more than one program, provide a heading for each program, followed by the Panel's comments and assessments on that program.

Standard 4: Learning and Teaching

Student learning outcomes are clearly specified, consistent with the National Qualifications Framework and requirements for employment or professional practice. Standards of learning are assessed through appropriate processes and benchmarked against demanding and relevant external reference points. Faculty are appropriately qualified and experienced for their particular teaching responsibilities, use teaching strategies suitable for different kinds of learning outcomes, and participate in activities to improve their teaching effectiveness. Teaching quality and the effectiveness of programs are evaluated through student assessments and graduate and employer surveys with feedback used as a basis for plans for improvement.

Since the standard on learning and teaching is directly focused on educational programs, the Panel should respond to each sub-section below in relation to the program or programs under review. Insert observations, recommendations, and suggestions related to the program or programs, referring to the *Quality Standards for Post-Secondary Institutions* and the documentation provided by the institution. Student learning outcomes should be consistent with the National Qualifications Framework, with teaching and assessment processes dealing with the expected range of domains of learning outcomes.

In the case of more than one program, provide a heading for each program, followed by the Panel's comments and assessments on that program.

4.1 Student Learning Outcomes

4.2 Educational Assistance for Students

4.3 Quality of Teaching

4.4 Support for Improvements in Quality of Teaching

4.5 Qualifications and Experience of Faculty

4.6 Program Development and Review Processes

4.7 Field Experience Activities

(Respond if applicable to the program.)

4.8 Partnership Arrangements with Other Institutions

(Respond if applicable to the program.)

Standard 5: Student Administration and Support Services

Administration of admission and student record systems is reliable and responsive with confidentiality of records maintained in keeping with stated policies. Student rights and responsibilities are clearly defined and understood with transparent and fair procedures for discipline and appeals. Mechanisms for academic advice, counseling and support services are accessible and responsive to student needs. Support services for students go beyond formal academic requirements and include extra curricular provisions for religious, cultural, sporting and other activities relevant to the needs of the student body.

Particular focus of evaluation

Adequacy of student academic support services for students in the program

The comments of the panel should focus on those elements of this standard that directly impact on the quality of the program including such things as mechanisms for academic advice but also consider other general matters such as admission arrangements if they affect the quality of delivery of the program.

Insert observations, recommendations, and suggestions related to the program or programs under review, referring to the *Quality Standards for Post-Secondary Institutions* and the documentation provided by the institution. In the case of more than one program, provide a heading for each program, followed by the Panel's comments and assessments on that program.

Standard 6: Learning Resources

Learning resources including libraries and provisions for access to electronic and other reference material are planned to meet the particular requirements of the institution's programs and provided at an adequate level. Library and associated IT facilities are accessible at times to support independent learning, with assistance provided in finding material required. Facilities are provided for individual and group study in an environment conducive to effective investigations and research. The services are evaluated and improved in response to systematic feedback from faculty and students.

Particular focus of evaluation

Appropriateness and adequacy of the learning resources in supporting the program, and responsiveness to its requirements.

Insert observations, recommendations, and suggestions related to the program or programs under review, referring to the *Quality Standards for Post-Secondary Institutions* and the documentation provided by the institution. In the case of more than one program, provide a heading for each program, followed by the Panel's comments and assessments on that program.

Standard 7: Facilities and Equipment

Facilities are designed or adapted to meet the particular requirements for teaching and learning in the programs offered by the institution, and offer a safe and healthy environment for high quality education. Use of facilities is monitored and user surveys used to assist in planning for improvement. Adequate provision is made for classrooms and laboratories, use of computer technology and research equipment by faculty and students. Appropriate provision is made for associated services such as food services, extra curricular activities and where relevant, student accommodation.

Particular focus of evaluation

Quality, appropriateness and availability of the facilities, equipment, and information technology needed for the support of the program

Insert observations, recommendations, and suggestions related to the program or programs under review, referring to the *Quality Standards for Post-Secondary Institutions* and the documentation provided by the institution. In the case of more than one program, provide a heading for each program, followed by the Panel's comments and assessments on that program.

Standard 8: Financial Planning and Management

Financial resources are adequate for the programs and services offered and efficiently managed in keeping with program requirements and institutional priorities. Effective systems are used for budgeting and for financial delegations and accountability providing local flexibility, institutional oversight and effective risk management.

Particular focus of evaluation

Whether resources are adequate and there is sufficient local flexibility and accountability for the effective management of the program.

The Panel should comment on the program or programs in relation to this standard to the extent that financial arrangements significantly impact on the program. If substantial financial management responsibilities are carried out by those responsible for the administration of the program additional comment may be provided.

Insert observations, recommendations, and suggestions related to the program or programs under review, referring to the *Quality Standards for Post-Secondary Institutions* and the documentation provided by the institution. In the case of more than one program, provide a heading for each program, followed by the Panel's comments and assessments on that program.

Standard 9: Faculty and Staff Employment Processes

Faculty and staff have the qualifications and experience for effective exercise of their responsibilities and professional development strategies are designed to ensure continuing improvement in their expertise. Performance of all faculty and staff is evaluated, with outstanding performance recognized and support provided for improvement where required. Effective, fair, and transparent processes are available for the resolution of conflicts and disputes involving faculty and/or staff.

Particular focus of evaluation

Appropriateness and effectiveness of faculty recruitment and professional development to support the program.

The Panel should comment on the program or programs in relation to this standard to the extent that the processes significantly impact on the quality of the program including, for example, mechanisms to ensure that faculty are appropriately qualified and experienced for the courses they teach, and their orientation to the particular requirements of the program and the contributions their courses are expected to make to it.

Insert observations, recommendations, and suggestions related to the program or programs under review, referring to the *Quality Standards for Post-Secondary Institutions* and the documentation provided by the institution. In the case of more than one program, provide a heading for each program, followed by the Panel's comments and assessments on that program.

Standard 10: Research

In universities and other institutions with research responsibility faculty are encouraged to pursue research interests and to publish the results of that research. This may be done either individually or in cooperation with others at their own or other institutions and in industry. Their contributions are recognized and reflected in faculty evaluation and promotion criteria. The scholarly and research activities of faculty are reflected in their teaching together with other significant research developments in the field concerned. Necessary facilities for conduct of research are available within the limits of available resources. The research output of the institution is monitored and benchmarked again that of similar institutions. Clear and equitable policies are established for ownership and commercialization of intellectual property.

Particular focus of evaluation

The extent to which the scholarly and research activities of faculty are reflected in their teaching, and to which the program ensures familiarity with recent significant developments in the field.

The significance of research will vary according to the nature of the institution and the level at which the program is offered, and comments should recognize what is appropriate for the institution and program concerned. To the extent that they are relevant to the particular program concerned comments should be made on each of the sub-headings below.

Insert observations, recommendations, and suggestions related to the program or programs under review, referring to the *Quality Standards for Post-Secondary Institutions* and the documentation provided by the institution. In the case of more than one program, provide a heading for each program, followed by the Panel's comments and assessments on that program.

10.2 Faculty and Student Involvement

10.4 Facilities and Equipment

Standard 11: Institutional Relationships with the Community

Contributing to the community is recognized as an important institutional responsibility. Facilities and services are made available to assist with community developments, faculty and staff are encouraged to be involved in the community and information about the institution and its activities is made known. Community perceptions of the institution are monitored and appropriate strategies adopted to improve understanding and enhance its reputation.

Particular focus of evaluation

Relationship of the Program and Program Staff to the Community

Insert observations, recommendations, and suggestions related to the program or programs under review, referring to the *Quality Standards for Post-Secondary Institutions* and the documentation provided by the institution. In the case of more than one program, provide a heading for each program, followed by the Panel's comments and assessments on that program.

Recommendation on Accreditation

The panel should provide its recommendation to the NCAAA on whether the program or programs should be accredited. If more than one program is being considered the recommendation for each program should be made separately.

For a new program that has been provisionally accredited on the basis of its plans for development the options are:

- That the program be fully accredited;
- That the provisional accreditation be extended for up to one year to remedy specific problems that have been identified;
- That provisional accreditation be withdrawn.

For an established program the Panel may recommend:

- That the program be fully accredited;
- That the program receive provisional accreditation with specified matters to be attended to; (This option should be used where the institution has plans for improvement but time is required for them to be implemented)
- That the program be re-submitted for accreditation after problems identified by the panel had been overcome;
- That the program not be accredited.

If it recommends that a program be fully accredited the Panel may attach conditions that it believes should be satisfied by the institution before accreditation is granted. These should be a small number firm requirements that go beyond the level of recommendations and suggestions made in the sections above. If it recommends that a program receive provisional accreditation, that provisional accreditation should be extended, or that a program should be re-submitted the Panel should indicate specifically the matters that need to be attended to. If it recommends that the program should not be accredited the Panel should indicate clearly the reasons for its negative recommendation.

It is the recommendation of the Review Panel that (insert name of program) should (include one of the following alternative recommendations)

be fully accredited.

be fully accredited subject to the following requirements (list requirements)

be provisionally accredited and asked to resolve the following problems before full accreditation (list matters to be dealt with)

have its provisional accreditation extended and be asked to resolve the following problems before full accreditation (list matters to be dealt with)

not be accredited but invited to re-submit for accreditation when the following matters have been attended to (list matters to be dealt with)

not be accredited. The reasons for this recommendation are (list reasons)

Conclusion

The Panel should provide a brief conclusion that summarizes the primary impressions from the visit and, as may be warranted, complements the institution and program staff on their preparation for the review, encourages the institution and the program in their efforts, and notes particularly significant challenges or opportunities for improvement. In the case of a review of multiple programs, each program should receive comment. The Panel chair should sign the report for the members of the Panel.

For the Review Panel:

(signature)

(date)

Received by the National Commission for Academic Accreditation and Assessment:

(signature)

(date)

Summary of Recommendations

(The Panel lists the recommendations, pasted in from the main body of the report, in numerical order.)

Summary of Suggestions

(The Panel lists the suggestions, pasted in from the main body of the report, in numerical order.)