APPENDIX D

ENGINEERING ACCREDITATION COUNCIL

Evaluation Panel Report

Name of IHL:

Programme for Accreditation:

General Remarks

IHL established
Faculty established and number of programmes offered
Department established and number of programmes offered (Dip, Degree, MSc, PhD)
Accreditation history (state new programme accreditation visit/sequence of the new cycle) and previous concerns/weaknesses raised and actions
Current visit date, state graduating cohorts

Example of standard sentences under comments/remarks section:
Discussions between Evaluation Panel members through emails and phone calls, WhatsApp group were held and Request for Information (RFI)/Request for Clarifications (RFC) was also communicated to IHL to obtain further information prior to the actual accreditation visit. A pre-visit, Day-1 meeting was held on the night of (date) to go through panel findings based on the Self-Assessment Report (SAR) submitted by the IHL, to identify areas that needed further triangulation and evidences, as well as to review the accreditation criteria as stipulated in the EAC Standard 2020.
The programme has satisfied all the qualifying requirements as required by EAC Standard 2020.
The top management commitment is well reflected in terms of the financial resources that have been allocated to run this programme. Commitment by the top management was indicated by the presence of the university's top management (DVC), Campus Director, Dean and Head of Program during opening and closing meetings.

Check current programme name printed on the scroll
Current Registration discipline with BEM

A QUALIFYING REQUIREMENTS

1	Outcome-based Education (OBE) implementation	YES/NO
2	Minimum 135 SLT credits of which 90 credits must be engineering subjects (based on SLT)	YES/NO
3	Integrated Design Project	YES/NO
4	Final year project (minimum six (6) credits)	YES/NO
5	Industrial training (minimum of eight (8) weeks)	YES/NO
6	Full-time academic staff (minimum of eight (8)) with at least three (3) Professional Engineers registered with the BEM or equivalent.	YES/NO
7	Teaching Staff: student ratio of 1: 20 or better	YES/NO
8	External examiner/advisor report. (One in every two academic years.)	YES/NO

B ASSESSMENT

* Delete where applicable

ASSESSMENT CRITERIA

1 CRITERION 1: PROGRAMME EDUCATIONAL OBJECTIVES

1.1 General Observations:

The programme PEOs linked to the Mission and Vision of the IHL. There are 3 PEO statements :
PEO1 :
PEO2 :
PEO3 :
Proposed assessment instrument

Discuss CQI at PEO level.

Example of standard sentences under comments/remarks section:
The PEO statements have been extensively published in the web site, in the undergraduate student handbook, and found hung as posters in the classrooms, laboratories and student lounges.

2 CRITERION 2: PROGRAMME OUTCOMES

2.1 Observation on Programme Outcomes:

The programme POs adopted the EAC Standard 2020 graduate attributes explicitly. PO1-PO7 address *complex engineering problems* and PO10 address *complex engineering activities*. The *Knowledge Profile* is linked and evident in the PO statements. State if PO trays/boxes are visible.

Proposed assessment strategies - what are the proposed assessment strategies, i.e., plan to develop the 12 outcomes among the students.

Example of standard sentences under comments/remarks section:
The PO statements have been extensively published in the web site, in the undergraduate student handbook, and found hung as posters in the classrooms, laboratories and student lounges.

2.2 Observation on Processes and Attainment:

Explain: a. Where is each PO assessed? b. How is each PO assessed? c. What is the level of attainment of each PO?

PO1 - Engineering Knowledge
WP characteristics are evident in ……. (name the assessment & course code)
PO2 - Problem Analysis
WP characteristics are evident in ……. (name the assessment & course code)
PO3 - Design/Development of Solutions
WP characteristics are evident in ……. (name the assessment & course code)
PO4 - Investigation
WP characteristics are evident in ……. (name the assessment & course code)
PO5 - Modern Tool Usage
WP characteristics are evident in ……. (name the assessment & course code)
PO6 - The Engineer and Society
WP characteristics are evident in ……. (name the assessment & course code)
PO7 - Environment and Sustainability
WP characteristics are evident in ……. (name the assessment & course code)
PO8 - Ethics
PO9 - Individual and Team work

PO10 - Communication
EA characteristics are evident in ……. (name the assessment & course code)
PO11 - Project Management and Finance
PO12 - Life Long Learning

Discuss CQI of PO attainment at programme level. The PO attainment analysis should be evaluated to identify the areas of improvement for the programme and should close.

2.3 Observation on Stakeholder Involvement:

Example of standard sentences under comments/remarks section:
Stakeholder involvement in defining PO statements, evaluating PO attainment and the CQI cycles is high through meetings (dates for current and last year). The strategic partnership between Stakeholder and the programme is satisfactory.

Overall Comments/Remarks: *Satisfactory/Unsatisfactory

Strength	
Weakness	
Concern	
Opportunity for Improvement	

3 CRITERION 3: ACADEMIC CURRICULUM

3.1 Credits

(a) Total number of credit hours

(b) Number of credit hours for engineering subjects

(c) Number of credit hours for related non-engineering subjects

3.2 The Curriculum

(a) Programme Structure, Course Contents, and Balanced Curriculum

Programme has the breadth and depth of an engineering education programme, adequate and relevant to the POs.
Programme's curriculum has fully embraced and adopted the OBE approach.
The curriculum covers the Knowledge Profile, address complex problem solving (WP) and complex engineering activities (EA) as required by the EAC Standard 2020.
The programme structure is appropriate to, consistent with, and shall support the attainment or achievement of the POs.
The curriculum is balanced and includes all technical and non-technical attributes listed in the POs.
The curriculum provides students with ample opportunities for analytical, critical, constructive, and creative thinking, and evidence-based decision making
Adequate time is allocated for each component of the content/course, including the elective courses.
The sequence of contents is appropriate and updated to keep up with the scientific, technological and knowledge development in the field, and to meet the needs of society.
There are mechanisms for regularly identifying topics of contemporary importance at local, national and global levels and topics that may not be adequately addressed in the curriculum.
The curriculum includes sufficient elements for training students in rational thinking and research methods and other POs listed by the programme.
Co-curriculum activities are designed to enrich student experiences, foster personal development and prepare them for responsible leadership.

For each course, the title is suitable and the pre-requisites are mentioned, and appropriate in terms of content.
Electives are strongly encouraged, monitored, and appraised.
The proportion of electives does not exceed the core subjects and shall preferably offer wide options.
The curriculum integrates theory with practice through adequate exposure to laboratory work and professional engineering practice.
Programme has been benchmarked against other similar programme/s.
External examiners' comments have been considered in improving programme structure, course content and curriculum.
Report should conclude panel's opinion on the compliance of the programme to the above requirements.

(b) Programme Delivery and Assessment Methods

DELIVERY ASSESSMENT

DELIVERY
Delivery methods include conventional teaching approaches (lectures, labs, site visits, industrial talks, prescriptive labs, etc.), and active/student-centred/interactive/ cooperative/project-based learning/problem-based learning/project-oriented problem-based learning /flipped classroom/learning/experiential learning/open-ended labs/learning videos, etc.
Delivery methods include innovative (non-conventional) tools such as virtual media and internet such as on-line e-learning packages, web-based learning, mobile learning etc.
Delivery methods enable students to take full responsibility for their own learning and prepare them for life-long learning.

ASSESSMENT
Programme complies with 'Condition for Passing Courses' stipulated in the EAC Standard 2020.
Assessment methods lead towards evaluation of achievement of Programme Outcomes.
Assessment methods include multiple assessments techniques; direct and indirect assessments; formative and summative assessments.
Assessment methods include examinations, lab reports, quizzes, tests, project reports, presentation skills, teamwork and leadership skill, etc. (covering all three domains: cognitive, affective and psychomotor).
Assessment rubrics for project reports, presentation sessions, teamwork and leadership activities, etc. have been well developed.

COMPLEX PROBLEM SOLVING
PO1-PO7 address *complex engineering problems* and PO10 address *complex engineering activities*. How these are addressed in programme delivery and assessment?

Curriculum address complex problem solving (WP) and complex engineering activities (EA)
Assessments involved complex problems solving of high cognitive taxonomies (up to evaluation and synthesis/creation), however not necessarily for all assessments.

(c) Laboratory

WP and/or EA evident and well documented?

Adequate provision for investigative work to develop the confidence to deal with new and unusual engineering problems.
Adequate open-ended or problem-based and less prescriptive types of laboratory exercises.
Proper laboratory supervision by academic staff members or qualified Engineers from the industry.
Students work in groups, preferably not more than five in a group.
Safety culture is evident.

The assessment of laboratory reports shall have been done through a systematic manner, fair and reflect real achievement of the outcomes expected.
Discuss details and breakdowns of assessment tools. Satisfy with the rubric?

(d) Integrated Design Project

WP and/or EA evident and well documented?

IDP shall include WP and design systems, components or processes integrating (culminating) core areas and meeting specified needs with appropriate consideration for public health and safety, cultural, societal, project management, economy, and environmental considerations.
IDPs are multifaceted assignment that serves as a culminating academic and intellectual experience for students, typically towards the end of an academic programme.
The projects must be supported with relevant resources (eg: AutoCAD, design software, simulation software) and facilities.
Students work in groups.
The facilitator/coordinator of the projects must be qualified academic staff with relevant experience.

The assessment of IDP reports shall have been done through a systematic manner, fair and reflect real achievement of the outcomes expected.
Discuss details and breakdowns of assessment tools. Satisfy with the rubric?

(e) Final-Year Project

WP and/or EA evident and well documented?

FYP is investigative research oriented approach to engineering studies, to seek individual analysis and judgement, capable of being assessed independently.
The appropriateness of the project topics in relation to the degree programme is monitored.
FYP helps students to develop techniques in literature review and information processing, as necessary with all research approaches.
FYP provide opportunities to utilise appropriate modern technology in some aspects of the work, emphasising the need for

engineers to make use of computers and multimedia technology in everyday practice.
The supervisors of the Projects are academic staff members or qualified Engineers from the industry.
The places where the projects are conducted have the facilities to support the projects.

The assessment of FYP reports shall have been done through a systematic manner, fair and reflect real achievement of the outcomes expected.
Discuss details and breakdowns of assessment tools. Satisfy with the rubric?

(f) Industrial Training

Minimum period of 8 weeks of continuous industrial training before the final semester.
Companies chosen should be able to expose students and made them familiar with all common engineering processes at a practical level. Placements should be of suitable quality.
The industrial training is adequately structured, professionally supervised and recorded in log books/reports.

The assessment of IT log books/reports shall have been done through a systematic manner, fair and reflect real achievement of the outcomes expected.
Discuss details and breakdowns of assessment tools. Satisfy with the rubric?

(g) Exposure to Professional Engineering Practice

Integrated throughout the curriculum, obtained through a combination of

- Lectures/talks by guest lecturers from industry.
- Academic staff with industrial experience.
- Courses on professional ethics and conduct.
- Industry visits.
- An industry-based final year project.
- Regular use of a logbook in which industrial experiences are recorded.

Overall Comments/Remarks: ***Satisfactory/Unsatisfactory**

Strength	
Weakness	
Concern	
Opportunity for Improvement	

4 CRITERION 4: STUDENT

4.1 Student Admission

(a) Entry requirements (Academic)

Students entering (entry requirements) the programme have GOOD PRINCIPAL PASSES in mathematics and physical sciences or their equivalent.	YES / NO Remarks:
Programme ensured that students, who do not meet the above criteria, undertake suitable remedial programmes in order to attain the equivalent entry qualification.	YES / NO Remarks:

(b) Transfer Policy/Selection Procedures/Appropriateness of arrangements for Exemptions from part of the course

Programme has clear policies on credit transfer/credit exemptions.	YES / NO Remarks:
Programme has put in place the mechanism for credit transfer/credit exemption to allow alternative educational pathways. • A maximum of 30% of the total credit hours is allowed for vertical credit transfer/credit exemption (Diploma to Bachelor Degree). • A maximum of 50% of the total credit hours is allowed for lateral credit transfer/credit exemption (Bachelor to Bachelor Degree)	YES / NO Remarks:

4.2 Student Development

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Number of students interviewed				

(a) Student counselling

The IHL has counselling unit/section /department with qualified counsellor(s).	YES / NO Remarks:
Programme monitors and evaluates student performance, advice and counsel students regarding academic and career matters, as well as provide assistance in handling health, financial, stress, emotional and spiritual problems.	YES / NO Remarks:
Programme has academic mentor-mentee system	YES / NO Remarks:

(b) Workload

Students workload is not burdensome.	YES / NO Remarks:

Triangulation during interview : students are not over-burdened with semester's workload

(c) Enthusiasm and motivation

The teaching-learning environment is conducive.	YES / NO Remarks:
Students have avenues to provide feedback and suggestions about the programme	YES / NO Remarks:

Triangulation during interview : students are always enthusiastic and motivated.

(d) Co-curricular activities

Programme ACTIVELY encourages student participation in activities that provide experience in management and governance.	YES / NO Remarks:

Programme has engineering student organisation/ IEM student chapter /professional body student chapter
Students involved in engineering competitions/paper presentations

- Students involved in co-curricular activities
- Students involved in CSR activities

Triangulation during interview : students are ACTIVELY involved.

(e) Observed attainment of Programme Outcomes by students

Triangulation during interview : students demonstrated have attained all the 12POs.

Overall Comments/Remarks: *Satisfactory/Unsatisfactory

Strength	
Weakness	
Concern	
Opportunity for Improvement	

5 CRITERION 5: TEACHING AND SUPPORT STAFF

5.1 Teaching Staff

	< 1 YEAR	1-5 YEARS	6-10 YEARS	> 10 YEARS
Number of teaching staff interviewed				

(a) Number and Competency of Teaching staff

Total number of academic staff teaching the programme	YES / NO Remarks:
All eligible staff are registered with BEM	YES / NO Remarks:
Academic staff are sufficient in number and competencies to cover all curricular areas.	YES / NO Remarks:
Academic staff have the education, diversity of background, engineering experience, teaching experience.	YES / NO Remarks:
Academic staff have the ability to communicate, enthusiasm for developing more effective programmes, level of scholarship.	YES / NO Remarks:
Academic staff participate in professional societies and attainment of Professional Engineer status or as Corporate Members of Learned Bodies	YES / NO Remarks:

(b) Qualification, industrial experience & development

Total number of academic staff teaching the programme with P.Eng. qualification.	
Total number of academic staff with PhD qualification.	
Total number of academic staff with Masters qualification.	

(c) Research/publication/consultancy

Academic staff are given opportunities to conduct research and do consultancy.	YES / NO Remarks:

The IHL provide research grants.
Academic staff produce Research Output (recent publication in conferences/refereed journals and patents).
Academic staff involved in research competition.
Academic staff are given opportunities to carry out consultancy.
Academic staff include students in the research and consultancy activities.
Triangulation during interview : academic staff are ACTIVELY involved.

(d) Industrial involvement

Academic staff are given provision to undergo industrial attachment towards attaining P.Eng. qualification.	YES / NO Remarks:
Academic staff are involved in appropriate professional/learned bodies providing services towards the development of the entity.	YES / NO Remarks:

Academic staff conduct site visit towards enhancing student's learning activities.

- Total number of site visits/sem for the current year.
- Total number of site visits/sem last year.

Triangulation during interview : academic staff are ACTIVELY involved.

(e) Teaching load/contact hours

Average teaching hours per week is less than 15	YES / NO Remarks:

Average consultations hours allocated to students per week
Average administrative/committee duty hours per week

(f) Motivation and enthusiasm

Academic staff know that IHL has adequate policies and mechanisms for retaining and rewarding well-qualified staff.	YES / NO Remarks:
Academic staff are satisfied and motivated with their work environment.	YES / NO Remarks:

Triangulation during interview : academic staff are HIGHLY motivated.

(g) Use of lecturers from industry/public bodies

Academic staff organise industry talk towards enhancing students' learning activities.	YES / NO Remarks:

Total number of talks/sem for the current year.
Total number of talks/sem last year.

(h) Implementation of the Outcome-Based approach to education

Academic staff understand and implement OBE in the teaching and learning of the programme	YES / NO Remarks:

Academic staff attend OBE training programmes.
Average number of OBE training attended per year

5.2 Support Staff (Laboratory and Administration)

	< 1 YEAR	1-5 YEARS	6-10 YEARS	> 10 YEARS
Number of support staff interviewed				

(a) Qualification and experience

Laboratory staff are qualified.	YES / NO Remarks:
Total number of laboratory staff.	
Total number of administrative staff.	

(b) Adequacy of support staff

Laboratory staff adequacy is satisfactory (ideally 1 staff to 2 laboratories)	YES / NO Remarks:
Administrative staff adequacy is satisfactory to support programme's operation.	YES / NO Remarks:

5.3 Development of Staff

(a) Staff development

Academic staff development : The IHL has systematically plan and provide appropriate sponsorship for postgraduate studies/ sabbatical leave, professional training towards P.Eng qualification. Academic staff development : The IHL has systematically plan and provide appropriate training and conferences. Academic staff development : The IHL provides appropriate assistance in paying annual professional membership fees.	YES / NO Remarks:
Laboratory/Technical support staff : The programme has provided the opportunities for them to upgrade their competencies through training and practical exposure. Laboratory/Technical support staff : The programme has provided safety training.	YES / NO Remarks:

(b) Staff assessment

Annual assessment of staff performance is well understood. Assessment takes into account participation in professional, academic and other relevant bodies as well as community involvement.	YES / NO Remarks:
The programme established a working system for evaluation/feedback by students on matters relevant to the academic environment.	YES / NO Remarks:

Triangulation during interview : staff are FULLY AWARE of their annual assessment KPIs.

(c) Academic staff: student ratio

Ratio is 1:20 or better for the period of assessment.	YES / NO Remarks:

Overall Comments/Remarks: *Satisfactory/Unsatisfactory

Strength	
Weakness	
Concern	
Opportunity for Improvement	

6 CRITERION 6: FACILITIES

(a) Lecture rooms - quantity provided and quality of A/V

Lecture rooms and theatres provided are in satisfactory condition equipped with learning facilities and equipment.	YES / NO Remarks:
Maintenance of facilities and equipment are in proper order and properly documented.	YES / NO Remarks:
Safety and health of the lecture room is satisfactory.	YES / NO Remarks:

(b) Laboratory/workshop - student laboratory and equipment

Number of laboratories/workshops available.	
Laboratories/Workshops provided are in satisfactory condition equipped with adequate equipment to facilitate learning of modern engineering practice. Equipment and testing bays to accommodate FYP, IDP, mini projects and other activities are adequate and satisfactory.	YES / NO Remarks:
Maintenance of facilities and equipment are in proper order and properly documented. Safety and health practice of the laboratory/ workshop is satisfactory.	YES / NO Remarks:

Please itemise the laboratories and state accessibility hours to the students especially the FYP students.

(c) IT/computer laboratory - adequacy of software and computers

IT/computer laboratories provided are in satisfactory condition equipped with up-to-date computing and software facilities including internet access and online platforms. Engineering original software to accommodate analysis & design, FYP and IDP's activities and simulation are adequate and satisfactory.	YES / NO Remarks:
Maintenance of facilities and equipment are in proper order and properly documented. Safety and health practice of the IT/computer laboratory is satisfactory.	YES / NO Remarks:

(d) Library/resource centre - quality and quantity of books, journals, and multimedia

Number of books and related materials for the programme are satisfactory. Number of electronic/digital books and references for the programme are satisfactory.	YES / NO Remarks:
Learning facilities and spaces are satisfactory. Discussion rooms are available and satisfactory. Opening hours are conducive to students.	YES / NO Remarks:
Maintenance of facilities and equipment are in proper order and properly documented. Safety and health practice of the library is satisfactory.	YES / NO Remarks:

(e) Recreation facilities

The IHL provides a lively and dynamic atmosphere for the students: • The IHL provides student accommodations. • The IHL provides sport and recreational centres. • The IHL provides health centre. • The IHL provides student centre (including surau/masjid). • The IHL provides eateries/cafe.	YES / NO Remarks:
Maintenance of facilities and equipment are in proper order and properly documented. Safety and health practice of the facilities are satisfactory.	YES / NO Remarks:

Overall Comments/Remarks: *Satisfactory/Unsatisfactory

Strength	
Weakness	
Concern	
Opportunity for Improvement	

7 CRITERION 7: QUALITY MANAGEMENT SYSTEMS

7.1 Institutional Support, Operating Environment, and Financial Resources

(a) Sufficient to assure quality and continuity of the programme

The institutional support and financial resources are sufficient to ensure programme quality and continuity. Support from external bodies is observed.	YES / NO Remarks:

The IHL and the faculty must ensure that there exists a quality management system to oversee and monitor the overall achievement of the PEOs and POs. These include the controlling, managing, directing, organising and supervising of the overall management system of the IHL.

(b) Sufficient to attract and retain well-qualified teaching and support staff

The institutional support and financial resources are sufficient for the programme to attract and retain well-qualified academic (take note of employing international academic staff, to comply with BEM regulation to register) and support staff.	YES / NO Remarks:

The IHL must have adequate arrangements for planning, development, delivery and review of engineering programmes together with the academic and professional development to its staff (PEng requirements as per BEM Circular)

(c) Sufficient to acquire, maintain, and operate facilities and equipment

The institutional support and financial resources are sufficient for the programme to acquire, maintain and operate facilities and equipment.	YES / NO Remarks:

7.2 Programme Quality Management and Planning

(a) System for programme planning, curriculum development, and regular review of curriculum and content

There are established systems towards the improvement of overall programme quality. There are proper and sufficient policies/rules/regulations/procedures in the Department/Faculty or IHL and properly implemented including benchmarking and CQI.	YES / NO Remarks:

7.3 External Assessment's Report and Advisory System

(a) External examiners report and how these are being used for quality improvement

EE report 1 in every 2 years.	YES / NO Remarks:

(b) Advisory panel from industries and other relevant stakeholders

Industrial Advisory Panel is available. Minutes of meeting 1 in every year.	YES / NO Remarks:

The IHL shall have an industry advisory panel for participation by members drawn from industry and other relevant stakeholders (such as professional engineers and employers of engineers) for the purpose of planning and continuous improvement of programme quality.

7.4 Quality Assurance

(a) System for student admission and teaching and learning

The programme has established a working system for student admission and teaching and learning to assure the achievement of the programme outcomes.	YES / NO Remarks:

All admission requirements and credit transfers/exemption system are implemented efficiently.
CQI Report.

(b) System of assessment and evaluation of examinations, projects, industrial training, etc. including preparation and moderation of examination papers

The programme has established a working system for examination regulations including preparation, moderation and assessment of examination papers, projects, industrial training and other forms of learning delivery.	YES / NO Remarks:

The scope of assessment is wide enough to cover the achievement of POs and documented. The attainment has been triangulated through interviews.

System is valid leading towards a TRUE ATTAINMENT of the 12POs
CQI Report.

7.5 Safety, Health and Environment

(a) System for managing and implementation of safety, health and environment

There is in place a system for managing and implementation of safety, health and environment.	YES / NO Remarks:

Frequency of OSH training/year.

Overall Comments/Remarks: ***Satisfactory/Unsatisfactory**

Strength	
Weakness	
Concern	
Opportunity for Improvement	

EVALUATION PANEL ASSESSMENT REPORT SUMMARY

Overall Comments/Remarks:

Strength	
Weakness	
Concern	**MAJOR CONCERN** **1. OBE** a. b. **2. ACADEMIC CURRICULUM** a. b. **MINOR CONCERN** **1. FACILITIES** a. b. **2. QMS** a. b.
Opportunity for Improvement	
Other remarks	
Suggested Discipline	

Date of Visit:	
Programme Title:	
Faculty:	

Evaluation Panel's recommendation		**Graduating Years**
√	**Full Accreditation (6 years)**	E.g. 2021, 2022, 2023, 2024, 2025 and 2026.
√	**Accreditation (6 years) with interim report/interim visit within 1/2/3 years**	E.g. 2021, 2022, 2023, 2024, 2025 and 2026.
	Condition(s) to meet/Recommendation for further improvement	
√	**Accreditation (3 years)**	E.g. 2021, 2022 and 2023
	Condition(s) to meet/Recommendation for further improvement To address and close all concerns.	
	Decline/Defer Accreditation	
	Comments	

Prepared and submitted by Evaluation Panel:	Signature
Head :	
Member :	
Member :	
Date :	

ACTION BY ENGINEERING ACCREDITATION COUNCIL (EAC)

Date Received by the EAC:

Comments by the EAC:

(i)

(ii)

(iii)

(iv)

Recommendation by EAC

Concurs with Evaluation Panel * Yes/No

If not agreeable with Evaluation Panel's recommendation, EAC recommendations are:

Please Cross (X)	EAC Recommendations	Graduating Years
	Full Accreditation (6 years)	
	Accreditation (6 years) with interim report/interim visit within 1/2/3 years	
	Condition(s) to meet/Recommendation for further improvement	
	Accreditation (3 years)	
	Condition(s) to meet/Recommendation for further improvement	
	Decline/Defer Accreditation	
	Reasons	
	Condition(s) to meet	

ACTION BY SECRETARIAT	
Date of Transmission of decision to BEM	
Date of Transmission of decision to MQA	
Date of Transmission of decision to JPA	
Date of Issue of Accreditation Certificate	