# **Self-Assessment Report**

#

# **Guidelines for Administration and Support Service Units**

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# Purpose of Reviews

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# **1. Purpose of reviews**

A periodic external review of support services and administration units is a systematic evaluation of a central unit within the University, usually at unit level. It involves a self-critical evaluation of the performance by the unit concerned followed by a review by a panel comprising members drawn from the University and external specialists from other higher education institutions and from business and/or the professions. The policy adopted by UCC calls for the review of all activities related to the education of students and the quality of the student experience while at UCC at least once every five years. The outcome of the review process is a report that will highlight areas of good practice and make recommendations for change and improvement. The Quality Promotion Committee of the Governing Body will consider the report. The reviews will provide information that can be used by the University to

* enable units to identify future directions, needs and practices;
* assist in the dissemination of good practice;
* help units to recognise and respond to strengths and weaknesses;
* assist units in assessing their relationships with, and contributions to, other areas within the University, both academic and administration/support;
* provide a common framework for discussion with University administration;
* help inform the strategic plans of units and academic units, Faculties, Colleges and the University.

In line with the primary objective of quality improvement, the process shall be open and supportive rather than judgmental and unduly negative.

###### **Self-Assessment Report**

###### Self-assessment is the first crucial step that a unit takes in answering the four basic questions, namely:

* What are you trying to do?
* How are you trying to do it?
* How do you know it works?
* How do you change in order to improve?

Self-assessment is a process by which a unit reflects on its objectives and critically analyses the activities it engages in to achieve these objectives. It provides an evaluation of the unit’s performance of its functions, its services and its administration. Using the published guidelines and criteria the unit records the evaluation in a Self-Assessment Report. UCC, in common with the other Irish Universities, has developed detailed instruments to guide the preparation and outline the content of Self-Assessment Reports for all units (available on the Quality Promotion Unit website, www.ucc.ie/quality). At the end of this stage of the process the unit has an agreed statement of its purposes, a description and assessment of its work and a map for its future development. The report

* presents detailed information about the unit, and the collective perception of staff and students of their role not only in the university but, where appropriate, in the international community and in the social, cultural and economic development of Ireland
* presents a succinct but comprehensive statement of the unit's strategic objectives
* shows the quality systems and processes which are already in place and permits an assessment of their effectiveness
* provides a comprehensive self-critical analysis of the activities of the unit, which may include international benchmarking
* helps the unit to identify and analyse its strengths, weaknesses, opportunities and threats, and allows it to suggest appropriate remedies where necessary
* identifies those weaknesses, if any, in procedural, organisational and other matters, which are under the control of the unit and which can be remedied by action
* identifies shortfalls in resources and provides an externally validated case for increased resource allocation
* provides a framework within which the unit can continue to work in the future towards quality improvement

Self-assessment is considered to be the core component of the Irish universities’ quality framework, with emphasis placed on the value to the unit of this analytical and self-critical process. The preparation of the Self-Assessment Report acts as a stimulus and provides opportunities for reflection and consultation, enabling units to plan and manage strategically, and to align their development plans with those of the whole university. The main emphasis in all of the self-assessment processes is on qualitative analysis. Quantitative data are also provided to support the evaluation, providing a statistical overview of the size and level of activities of the unit under review.

The Self-Assessment Report provides the Peer Review Group with essential information to prepare both the review visit and the final review report. The preparation of Self-Assessment Reports follows essentially the same process for all units within UCC. However, the content of reports will vary with the nature of the unit.

###### **2. Procedures**

Wherever possible, review of administration and support service units shall incorporate all activities within a unit. The outcome of the self-assessment review for a unit is a Self-Assessment Report that must be drawn up by the unit. All members of staff in the unit involved in the work of the unit must participate in the review process. Students also have a role to play in the process and must be given an opportunity to have their views heard openly in all relevant situations. The report must reflect the views obtained from all interested sectors including those outside the university such as employers, past graduates, authorities and businesses, where and as appropriate. The report should include a section on how the review process was conducted and what steps were taken to ensure the views of all staff of the unit were considered. The use of questionnaires designed to help in the gathering of views of interested parties, including staff, are all recommended. Standard questionnaires are available on the Quality Promotion Unit website, [www.ucc.ie/quality](http://www.ucc.ie/quality).

An important aspect of the review procedures is the follow-up subsequent to the review. During the course of the review the views and opinions of many individuals, including staff, students, and those interacting with the unit from outside the university, will be gathered. This information should be of benefit to the unit in assisting the formulation of a way forward for the unit and it is essential that mechanisms be put in place to ensure that this happen. In addition, a mechanism for feedback to those who contributed to the review process is desirable.

**3. Format of the Self-Assessment Report**

The University does not aim to establish league tables or ranking orders of units reviewed, either within or without the University, at national and/or international levels. However the Quality Promotion Committee has approved a format for the Self-Assessment Report in order to assist units in the conduct of the review and in the preparation of the final report. Use of the guidelines should result in a consistent format allowing for ease of analysis.

The Self-Assessment Report should be no longer than **thirty pages** in length, excluding appendices, and may be accompanied by additional documentation as deemed necessary to give the reviewers a complete picture of the department and its activities. Items in the Self-Assessment Report, both in the main text of the document and in the appendices, should consist of both a brief description and an analysis and should include comments and suggestions for improvement and recommendations on how the unit hopes to remedy difficulties identified. The emphasis in both the guidelines for preparation of the Self-Assessment Report and the accompanying questionnaires is on suggestions and proposals for improvement of the existing situation in all aspects of a unit’s activities.

Hard copy: Please ensure that **one copy for each reviewer plus two additional copies** (this usually equates to 7 copies) of the Self-Assessment Report are delivered to the QPU six weeks before the review commences. These copies should all be **bound, paginated** and **printed double-sided**.

Electronic copy: Please also email all documentation (SAR plus all appendices) to the QPU (deirdre.obrien@ucc.ie) in word format.

# **Template for the Self-Assessment Report**

The following are guidelines for the preparation of the Self-Assessment Report, including a template for the Self-Assessment Report. Units are recommended to use this template but should add any additional information/material deemed relevant and appropriate to ensure that the reviewers have a good understanding of all the activities of the unit.

# **Unit Co-ordinating Committee**

In preparing for a Quality Review most units will feel it necessary and of assistance to appoint a co-ordinating committee responsible for preparing the Self-Assessment Report. The committee is representative of all staff in the unit and may also include a user representative. Normally the membership of the committee should not exceed a total of six, although in some cases it may be necessary to have a larger number.

The committee is an operational one and meets frequently, usually every month at the start of the process, but often on a weekly basis when the report is being finalised. All staff members should be kept fully informed about the self-assessment process and encouraged to contribute their views.

The Chair of the committee is appointed by the Head of the Unit.

Example of membership of administrative/support service unit co-ordinating committee:

* Chair – normally a senior member of staff
* Head of unit
* Representatives of grades of staff at all levels (2-3)
* Representative of users – optional

The above is offered as a guideline only and should be adapted to suit a particular unit’s needs.

# **University College Cork**

**National University of Ireland, Cork**

**Quality Improvement/Quality Assurance**

**Academic Year XXXX**

**Self-Assessment Report**

## Unit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date:**

**Confidential**

**Self-Assessment Report - Format**

1. **Contents**
2. Overall Analysis and Recommendations

##### Appendices

**1. Contents**

An index table should be inserted at the start of the Self-Assessment Report and the pages numbered.

2. Overall Analysis and Recommendations

Since the primary goal of the Quality Improvement/Quality Assurance process is quality improvement, the formulation of strategies and the recommendations for improving the work of the unit should be highlighted in the document.

The text of the document should contain:

* a general brief introduction to the unit;
* a statement of the unit’s functions and activities;
* a brief history of the unit;
* an overall analysis of the unit’s functions and activities.

Much of the factual detail should be supplied as appendices to the document. If appropriate, describe how the unit has grown and developed in recent years (the description should set the scene for the Peer Review Group). Strengths should be emphasised, effective unit responses to concerns and opportunities considered, and weaknesses discussed.

Information on the conduct of a SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis is available on the Quality Promotion Unit web site, [www.ucc.ie/quality](http://www.ucc.ie/quality). Practical assistance in carrying out a SWOT analysis may also be obtained by contacting the Quality Promotion Unit.

*(Note: The questions outlined throughout the rest of the document are designed to help in the completion of these sections. They are intended as a guide only and there may well be additional comments the department may wish to make)*

**Mission Statement**

State the Mission Statement of the unit.

* Is the approach of the unit to quality reflected in the Mission Statement?
* Does the Mission Statement reflect that of the University?

**Functions of the Unit**

List the functions of the unit.

**Aims & Objectives**

Describe the aims and objectives of the unit, using the following questions as prompts/aides:

* What are the unit’s aims and objectives?
* How are the aims and objectives determined?
* How do the aims and objectives of the unit relate to the published Mission Statement and Vision of the University?
* Are the aims and objectives geared towards improving the quality of all activities of the unit?
* Are there specific objectives geared towards quality assurance and quality improvement? If so, what are they?
* What provisions exist for the long-range planning and development of the unit?

**Analysis and Benchmarking**

Provide an analysis of the unit’s aims, including references to the SWOT Analysis and Benchmarking exercise carried out by the unit. The Quality Promotion Committee requires every unit undergoing review to carry out an analysis of their strengths, weaknesses, opportunities and threats. All members of the unit should engage in the preparation of this analysis. The Quality Promotion Unit provides guidelines and assistance in carrying out this analysis for units who wish to avail of them.

For the guiding questions given below be specific in detailing the means of measuring of entities such as achievements and assurance of quality, etc.

* Is the approach of the unit to quality reflected in the Aims and Objectives?
* Are the unit’s objectives stated in a clear, hierarchical order and in a form that permits planning and measurement of achievement?
* How well have the unit’s objectives been implemented within the past three years?
* How has the success of the unit in the implementation of the objectives been measured?
* What means is the unit using to measure the quality of its activities?
* How does the unit ensure enhancement of quality?
* Is there an appropriate staff development programme in place?
* Are the accommodation, financial resources and equipment at a reasonable level to meet the expectation of service users and being used effectively to meet their needs?
* Does the unit have in place appropriate written procedures to ensure staff know what is expected of them?
* Does the unit have in place appropriate procedures to ensure that user groups understand the service they can expect to receive?
* To what extent does the unit benchmark its practice against standards in other institutions?
* How frequently has the unit evaluated itself against a comparable or similar unit in another institution in Ireland? Abroad?
* In what university is there a unit that could be considered as a role model for the unit? Is there a unit in another institution, at national/international level, that the unit aspires to emulate? Please be specific about the reasons for the choice of unit, i.e. what is it about the unit that it is desirable to emulate?
* How does the unit plan to set about working to achieve these aims?
* How does the unit propose to measure its success in achieving its aims?

**Recommendations for Improvement**

Detail the recommendations for improvement of the quality of services offered by the unit, indicating clearly how the unit would anticipate working to achieve these aims.

**3. Appendices**

##### Appendix A Unit Details

### Appendix B Individual Staff Profiles of all staff

##### Appendix C Unit Planning and Organisation

##### Appendix D List of User Groups & Services provided

##### Appendix E Service Standards

##### Appendix F Staff Development Objectives

##### Appendix G Support Services

##### Appendix H SWOT Analysis

##### Appendix I Benchmarking Exercise

##### Appendix J Strategic Plan and Operational Plan

##### Appendix K Peer Review Group Report (from previous Quality Review)

##### Appendix L QIP and Follow-up Report (from previous Quality Review)

Appendix M Unit Co-ordinating Committee

Appendix N Completed Staff Questionnaires

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##### Other documents

##### Other documents considered relevant by the unit to support statements/recommendations in the chapter on Overall Analysis and Recommendations may be included.

Examples of other documents

* Policy documents produced by the unit
* Procedural manuals, designed to aid members of the unit to fulfil their responsibilities effectively
* Guidelines/manual/handbooks designed by the unit to help its users
* Evaluation reports of the service produced by others e.g. audit reports produced by external bodies
* Examples of work undertaken by members of the unit
* Examples of methods used to consult user groups

**Appendix A**

**Unit Details**

This appendix should provide details of staff composition and status, which have been summarised in the Self-Assessment Report. Brief Individual Profiles of all staff should be appended as Appendix B (see below for format of the Profiles) to the document. The following information should be included in this section:

1. Staff Profile

2. Gender Balance

3. Age Profile

4. Physical Facilities

**1. Staff Profile**

*Description*

List the number of staff in each grade, indicating

* whether the staff member is permanent or temporary
* whether the staff member is full-time or part-time
* the number of years the staff member has been a member of the unit and/or of UCC
* contract length (for staff members with temporary contracts)

*Analysis*

Provide an analysis of the staff profile and consider whether it is the best and most appropriate for the unit.

**2. Gender Balance**

*Description & Analysis*

Indicate the gender balance across all grades of staff.

**3. Age Profile**

*Description*

Indicate the age profile across the different grades of staff. Make any comment deemed appropriate on the views of the unit on the age profile.

**4. Physical Facilities**

*Description*

The description should include a list of offices, store rooms, meeting rooms, etc.

*Analysis*

Include any analysis deemed appropriate.

**Appendix B**

**Individual Staff Profiles**

This form should be filled out by all full-time, part-time and contract members of staff.

1. **Surname**
2. **Forenames**
3. **Title**
4. **Nationality**
5. **Third Level Education**

 University/Third Level College attended, degrees, diplomas obtained, etc.

1. **Current Post**
	* Title
	* Date of appointment
2. **Last three posts held with dates**
3. **Honours/achievements**
4. **Any other information relevant to the post held**

**Appendix C**

**Unit Organisation and Planning**

This appendix should provide all details about the organisation of the unit, management and committee structures and how the unit conducts its planning processes.

Units should include

* a list of all committees of the unit
* the structure of the committees
* details of how staff are appointed/elected to these committees
* what level of authority the committees have
* an organisational chart for the unit

Information is requested under the following headings:

1. Management Structures/Committee Structures
2. Budgeting
3. Staff Communication within the Unit
4. Communication with other units within UCC
5. Student/User Communication with the Unit

**1. Management Structures/Committee Structures**

Describe the management structure within the unit, including consideration of the following questions:

* What is the management structure in the unit?
* What is the committee structure in the unit, if any?
* Include in the description of any unit committees, the responsibilities of the committees, their composition, frequency of meetings and reporting structures
* Include references to issues such as the management of safety in the unit*.*

Include consideration of any changes that might be made in the Self-Assessment Report.

**2. Budgeting**

*Description*

Describe the budgetary situation for the unit, providing details as appropriate, including consideration of the following questions:

* What are the budgeting arrangements in the unit?
* Are the staff consulted on budgetary issues?
* Is information from administration timely and accurate?

*Analysis*

Provide an analysis of the budgeting arrangements for the unit and include consideration of any changes that might be made.

**3. Staff Communication within the Unit**

*Description*

Describe the mechanisms by which staff are kept informed of relevant issues, including consideration of the following questions:

* How are staff made aware of the unit’s functions, objectives and procedures?
* Is there effective communication among staff?
* How are staff kept informed of decisions that affect the work of the unit?
* Does the unit have staff meetings?
	+ If so, how often are they held?
	+ Who attends?
	+ Who prepares and sets the agenda for staff meetings?
	+ Are decisions reached by vote/consensus in the unit?
	+ Are formal minutes taken? If so, by whom?
* Are staff consulted on upcoming appointments? If so, which staff are consulted?

*Analysis*

Provide an analysis of the communication mechanisms between staff of the unit.

**4. Communication with other units within UCC**

*Description*

Describe the mechanisms in place, if any, for communication with other units within UCC.

*Analysis*

Provide an analysis of the communication mechanisms between students and the unit, if appropriate.

**5. Student/User Communication with the Unit**

*Description*

Describe the mechanisms for communication with users/clients of the services of the unit, including consideration of the following questions:

* If the unit is one that has interaction with students/other groups of users on a very regular basis what mechanisms are in place for ensuring that the communication with students/other users is adequate and effective?
* Is there a unit staff/student/other user committee? If so, how often does it meet?
* Are there other arrangements for consultation with students/other users?
* How are students/other users kept informed of relevant decisions in the unit?

*Analysis*

Provide an analysis of the communication mechanisms between users/clients and the unit.

**Appendix D**

**User Groups & Services Provided**

**Description**

* List all user groups for the unit, both internal and external to UCC. Individuals need not be named.
* List the functions of the unit, including all services provided to both internal and external user groups.

**Appendix E**

**Service Standards**

**Description**

* Describe the service standards for the unit and any standard operating procedures, including consideration of the following questions:
	+ - Is there a Users’ Guide or Guide to the Unit’s Services?
		- Has the Unit any explicit service standards that are publicised?
		- Where are the service standards detailed?
		- Has the unit any agreement with one or more user groups as to the level of service to be supplied?
* Attach copies of any service standards.
* Attach copies of any Service Level Agreements the unit has with any user or group of users.

**Analysis**

Provide an analysis of the standards of service offered by the unit, using the following questions as prompts:

* How are users asked to appraise the effectiveness of the unit’s operations and services?
* What changes and improvements have been suggested by users?
* Which of these has been implemented?
* Have users been asked to evaluate the usefulness of any Guides to the Unit’s Services?

**Appendix F**

**Staff Development Objectives**

Describe the development objectives for staff of the unit. Include in the description consideration of answers to the following questions:

* Do staff avail of the Training & Development programme provided by the Department of Human Resources?
* Are there any suggestions the unit would like to make about staff development activities in UCC?
* Are staff development needs systematically identified and supported?
* Do all staff regularly undertake appropriate staff development training related to identified needs?
* Does the unit have a policy, which encourages staff to gain further qualifications?
* How are staff training needs identified?
* What training programmes are available?
* What is the level of staff participation in training programmes?
* How do staff keep up to date as regards the advent of new legislation?
* How do staff ensure that the implications of new legislation are translated into the operating environment?
* How do staff maintain an adequate level of professional competence?
* What improvements would the staff of the unit like to see in staff related matters?

Include any suggestions for improvement in the Self-Assessment Report.

**Appendix G**

# **Support Services**

This section relates to the views of staff of the unit on the administrative and support services offered by UCC. Support services play an important part in ensuring and enhancing the quality of the activities of the unit and are not always under the control of the unit itself. Thus it is important that the views of the unit are ascertained. All such views will be relayed to the individual support services in such a way as not to identify the unit that has expressed the views. In the table below please indicate the percentage of the staff who rated the following support services in UCC in each category.

This is not an exhaustive listing. If there is any **service omitted please** include it. If **an area’s title has changed** or no longer exists, we would appreciate it if you would draw our attention to this. Thank you.

| **Facility** | **Not Applicable** | **Poor** | **Fair** | **Good** | **Very Good** | **Excellent** |
| --- | --- | --- | --- | --- | --- | --- |
| Office of Head of College of Arts, Celtic Studies & Social Sciences |  |  |  |  |  |  |
| Office of Head of College of Business & Law  |  |  |  |  |  |  |
| Office of Head of College of Medicine & Health |  |  |  |  |  |  |
| Office of Head of College of Science, Engineering & Food Science |  |  |  |  |  |  |
| Office of the Registrar and Senior Vice-President (Academic) |  |  |  |  |  |  |
| Academic Secretariat |  |  |  |  |  |  |
| Admissions Office |  |  |  |  |  |  |
| Academic Programmes & Regulations |  |  |  |  |  |  |
| Academic Systems Administration |  |  |  |  |  |  |
| Disability Support Service |  |  |  |  |  |  |
| Examinations & Records Office |  |  |  |  |  |  |
| International Education Office (Operations) |  |  |  |  |  |  |
| Audio Visual Services  |  |  |  |  |  |  |
| Audio Visual Equipment |  |  |  |  |  |  |
| Student Careers Service |  |  |  |  |  |  |
| Office of Vice-President for Research & Innovation |  |  |  |  |  |  |
| Technology Transfer Office |  |  |  |  |  |  |
| Computer Centre – General |  |  |  |  |  |  |
| Computer Centre – Research |  |  |  |  |  |  |
| Computer Centre – Teaching |  |  |  |  |  |  |
| Library – Physical Environment |  |  |  |  |  |  |
| Library – Resources (print, electronic, etc) |  |  |  |  |  |  |
| Library – Physical Environment |  |  |  |  |  |  |
| Library Services – Resources (print, electronic, etc) |  |  |  |  |  |  |
| Ionad Bairre (The Teaching & Learning Centre) |  |  |  |  |  |  |
| Mature Student Office |  |  |  |  |  |  |
| Quality Promotion Unit |  |  |  |  |  |  |
| Office of the President |  |  |  |  |  |  |
| Office of VP for External Relations |  |  |  |  |  |  |
| Development & Alumni Office |  |  |  |  |  |  |
| Office of Buildings & Estates |  |  |  |  |  |  |
| Office of Media & Communications |  |  |  |  |  |  |
| Finance Office – Accounts Section |  |  |  |  |  |  |
| Finance Office – Fees Section |  |  |  |  |  |  |
| Finance Office – Finance Section |  |  |  |  |  |  |
| Finance Office – Payroll Section |  |  |  |  |  |  |
| Procurement Office |  |  |  |  |  |  |
| Department of Human Resources  |  |  |  |  |  |  |
| Catering |  |  |  |  |  |  |
| Chaplaincy |  |  |  |  |  |  |
| Cleaning |  |  |  |  |  |  |
| Maintenance |  |  |  |  |  |  |
| Parking Arrangements |  |  |  |  |  |  |
| Sports Centre/Mardyke Arena |  |  |  |  |  |  |
| Student Accommodation Office |  |  |  |  |  |  |
| Student Health Centre |  |  |  |  |  |  |
| Student Counselling & Development |  |  |  |  |  |  |
| Students Union |  |  |  |  |  |  |
| UCC+ |  |  |  |  |  |  |

Comment on the results of the questionnaires on support services from a unit perspective.

Detail any suggestions for improvement of the relationship of the unit with these services, especially if the majority of staff felt the service was in one of the categories ‘poor’ or ‘fair’.

**Appendix H**

**SWOT Analysis**

Every unit preparing for quality review is required to prepare a SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis on all the activities of the unit. This includes an examination of the challenges facing the unit and consideration of ways to address these.

The Quality Promotion Unit has published detailed guidelines to assist units in this exercise on the QPU web site, [www.ucc.ie/quality](http://www.ucc.ie/quality). The SWOT Analysis is used to inform the Self-Assessment Report and one very significant outcome is the drawing up of detailed and specific recommendations for improvement. These should be achievable and realistic and must be included in the Self-Assessment Report.

The full details of the SWOT Analysis should be included in this appendix for the information of the reviewers.

**Appendix I**

**Benchmarking Exercise**

Every unit preparing for a quality review is required to undertake a benchmarking exercise. The Quality Promotion Unit offers assistance and guidance in this process, if requested.

The purpose of this exercise is to assist the unit in looking forward and planning where improvements should be focused. It is about having realistic aspirations and expectations, drawing comparisons with national and international institutions/units with practices and examples that the unit could reasonably aspire to following in UCC.

The unit should detail the activities undertaken to conduct the benchmarking exercise, the institutions benchmarked, and the indicators that were examined in detail.

**Appendix J**

**Strategic Plan and Operational Plan**

Please append the strategic and operational plans for the unit. The reviewers will be sent the Strategic Framework for UCC and any information available on the operational plans for the Colleges/University. The unit plan should be developed in line with the University Strategic Framework and should seek to fulfil the ambitions of the University’s plan and mission.

**Appendix K**

**Peer Review Group Report**

Include a copy of the Peer Review Group Report for the previous quality review of the unit. This will enable reviewers to assess the developments and improvements made since the review.

**Appendix L**

**QIP and Follow-up Report**

Include a copy of the QIP (Quality Improvement Plan) and the report on implementation of actions arising from the recommendations made following the previous quality review (Follow-up Report).

Indications of difficulties encountered in implementation should also be made in addition to a comment as to the reason for lack of implementation.

**Appendix M**

**Unit Co-ordinating Committee**

**Membership**

List the names of each member of the co-ordinating committee, starting with the Chair.

# **Methodology**

Briefly describe the process followed by the unit in implementing the review process.

This should include:

* Number of meetings held by committee
* Number of meetings with other parties
* Allocation of tasks to members of the committee
* Degree of communication with staff not on the co-ordinating committee, if relevant
* Samples of all questionnaires used.

###### **Comments on Methodology & Suggestions for Improvement**

If the unit has any comments to make on the methodology for the Quality Review and/or suggestions for improvement on this guide to completion of a Self-Assessment Report please include them here for the benefit of the Quality Promotion Committee.

**Appendix N**

**Completed Staff Questionnaires**

Attach copies of all completed staff questionnaires.

There is no need to append any of the student or other stakeholder questionnaires completed. Please include samples of the questionnaires used to gain information from students and others from outside the unit as a guide to the Peer Review Group. The completed questionnaires should be available in the unit for the reviewers to consult during the site visit, if required.