REVIEW OF THE ACCREDITATION PRACTICES AT THE UNIVERSITY OF MALTA WITH FOCUS ON THE INSTITUTE OF AGRICULTURE

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Abstract
This paper gives a detailed review of the internal academic audit of the existing courses offer by the Institute of Agriculture of the University of Malta. A description of a new joint degree between the universities of Malta and Perugia in Mediterranean Agro-ecosystems Management is also included. Under the Maltese context, a single accreditation authority is not considered advisable.

1. Introduction

The University of Malta (UoM) is the only university serving the whole of the Maltese territory. It traces its origins to 1592 with the founding of the Collegium Melitense by the Jesuits to cater for non-Jesuit students. The Jesuits were empowered by Pope Gregory XIII in 1578 to confer the degrees of Magister Philosphiae and Doctor Divinitas. However, other subjects such as Grammar and the Humanities were also taught. Although part of university, the Institute of Agriculture is relatively young. It was founded in response to recommendations by Dr Alessandro Bozzini of the Food and Agriculture Organization (FAO) in 1988 while on mission to Malta to review the state of Maltese Agriculture and Fisheries. The Institute of Agriculture was established within the University of Malta in February 1993 by Legal Notice 20 of 1993. As an entity within university, the Institute adheres to all guidelines issued by the University of Malta. The Institute of Agriculture is the only centre that offers Agricultural research, training and education at territory level.

The fast pace and extent of change in higher education have created a scenario of continuous challenges to which the University of Malta had to respond in a determined manner. In its mission statement for 1999-2001 the University acknowledges the reality of these challenges and pledged to increase student numbers and enhance the variety of courses offered by placing emphasis on the harmonisation of courses, quality education, and on excellence in research. To succeed in its mission for quality education, the university opted to adopt an approach characterised by a self-critical attitude towards its procedures. These internal procedures are complemented by external evaluation.

Statute 11 empowers university to establish and regularly review policies on academic standards. It also provides for the setting up of a Quality Assurance Committee (QAC) and an Academic Audit Unit (AAU) to guarantee that policies are put in force and to meet the desired quality standard. The QAC, and the AAU were set up and are directly responsible to the Rector and the Council of the University. The objective of this paper is to give a general overview of the academic quality assurance evaluation processes in place at the University of Malta to and to make reference to the Institute of Agriculture.

Footnotes
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2. Quality Assurance Committee

The QAC assumes the responsibility for the assessment and facilitation of quality teaching, research and administrative activities. It aspires to established new procedures that will eventually become the framework for quality assurance measures. The committee seeks to reinforce quality where it already exist, help with remedial action where quality is lacking, and demonstrate that measures are being taken to ensure that quality throughout the university is maintained. Moreover, the process of internationalisation and the increase in student's mobility renders it increasingly important to ensure quality since recognition of UoM qualifications will ultimately depend on the quality of education offered.

The review of academic programmes forms a central aspect of quality assurance to ascertain that expectations are being met and standards are being reached. For this purpose, the University relies on feedback from External Examiners and from students' study-unit feedback forms.

2.1 Academic Audit review

The QAC carries out a regular academic audit review which is mandatory for each Faculties, Institutes and Centres (F/I/C) through the academic audit teams. These teams are composed of, the Dean's or Director's delegate, a member of the QAC and an 'external' auditor to look at the quality of teaching and research out-put, as well as the administrative and support efficiency of the F/I/C they visit. They are aware of the limitations, under which F/I/C have to operate, and it is for this reason that two out of the three members of each team are University of Malta staff. The objectives of this team are to provide F/I/C, and the University as a whole, with an opportunity to evaluate their quality of service. Academic and support staff together with students have an excellent occasion to evaluate the extent that F/I/Cs contribute to the academic, professional and social aspirations of their members

2.2 Team members

The External Auditors, who are nominated by F/I/C, are academics from other Universities who are authorities in one or more of the subjects taught in the F/I/C they visit. It is expected that while External Auditors will look at and evaluate the F/I/C's work from a critical international perspective, they will do so with an understanding of the Maltese context.

The role of the Dean's/Director's delegates is to facilitate the process and ensure the successful conclusion of the Academic Audit exercise in their respective F/I/C. In consultation with their Dean or Director, and with the support of the senior administrative officer in the F/I/C, they are responsible for collecting the required documents, data and materials. They are also responsible for setting up meetings with staff, students and others the AAT may wish to meet. They are the link between the F/I/C and the Academic Audit Team.

The function of the QAC Representatives is to ensure that the aims of the Academic Audit are achieved through a smooth, complete and transparent process. They can answer questions and clarify issues that may arise prior, during and following the proceedings. The QAC Representatives are not expected to have expert knowledge about areas taught or researched in the F/I/C they visit.

2.3 Proceedings

Using an Academic Audit document (appendix 1) as a guide and the documents provided by the F/I/Cs as valuable data, the AAT holds meetings with the Dean or Director, with Heads of Departments or Divisions, with the Faculty/Institute/ Centre Board, with students and with support staff. Where appropriate the AATs meets also past students as well as present or prospective employers of the F/I/C's graduates.

In January 1997, QAC introduced a standardised study-unit evaluation form to be used by all academic staff. The form allows for the inclusion of a few questions at the discretion of the lecturer, to obtain feedback on specific study-unit. These Forms provides students with an opportunity to participate directly in the institution's inter-communication process and act as a channel to include students' reactions

in the evaluation of teaching effectiveness, and serve as a base line for lecturers to take appropriate action to adjust their teaching.

Faculty Officers provide lecturers with the necessary number of feedback forms for distribution during the last lecture of the semester, allowing 15 minutes for completion. Each lecture is responsible for distributing and obtaining feedback from students on every study-unit taught. Once results of the specific study-units are published, the forms together with a copy of the synthesis are forwarded to the lecturer concerned. Copies of the synthesis are also forwarded to the Dean of the Faculty and to the Rector. The QAC encourages lecturers to have direct discussions with students on their reactions.

The response-rate to the study-unit evaluation forms has generally been below expectations. The QAC commissioned a research-study and established that the causes as being the following:

a.   Students feel that the suggestions they make are not heeded.

b.   Fear of being discriminated against if they make negative comments.

c.   Some students suspect that lecturers have a low esteem for the whole exercise.

d.   The majority would feel better if forms were not distributed by the lecturer.

e.   Some lecturers fail to distribute the feedback forms

The QAC believes that if used well, the feedback forms contribute to the overall quality of academic services.

At the end of the audit, the team draws up its report, which is presented to the respective F/I/C Board, their staff and Senate. The overall aim of this exercise is to identify the strengths and weaknesses of the Institute in order to suggest ways and means of enhancing the first and remedying the second. This serves us to gauge our services with those of other European institutions.

2.4 Consequences of the review

On completion of the process the AAT submits the report together with all the relevant data to the QAC. The Committee retains all material under confidential cover to serve as background information.

3. Approval of new study courses

The responsibility for course validation resides in individual Departments and the respective Faculty/Institute Board, with the eventual acceptance by Senate. The QAC has initiated the process of a standardised, University-wide validation procedure, and University Senate now requires the following information before the approving new courses or amendments to existing ones:

1.   Faculty or Institute in which the course is to be offered
2.   Department, Division or Programme responsible for the course
3.   Title of course as it will appear on the award certificate
4.   Course duration and commencement date
5.   Specific student group/s for whom it is targeted
6.   Number of students expected to enrol
7.   Members of the Board of Studies
8.   Course aims and objectives
9.   Outline of course structure and content
10.   Full course regulations
11.   Course student's handbook
12.   Resources required, including venue and special facilities
13.   Estimated costs detailing both revenue and expenditure
14.   Statement from Dean/Director that the course has been approved by the Faculty/Institute Board
15.   Statement including the Registrar's remarks
16.   Statement including remarks by the Director of Finance

The Senate has set up a sub-committee to vet this data before it will consider regulations for new courses. QAC regards this requirement, which came into force in 2000, as the first step in the development of more rigorous course validation procedures throughout the University.

4. Agricultural profession in Malta

Since 1993, the Institute of Agriculture has followed a carefully developed Plan of Action aimed at providing quality training to create expertise in various fields and to furnish the lack of available expertise within the governmental services. All graduates have secured career. While the largest employer is with central agencies, private sector and entrepreneurship absorbed a fair amount. The need for tertiary education in Agriculture is supported by the fact that whiles both government and industry are constantly seeking to employ more graduates at managerial levels, the rural community is also in desperate need of expertise at farm level. The educational background of the majority of farmers (78.9%) stands at being only practical experience gathered in the field during their work. Only 3.8% of the total workforce declared to have undergone 'basic' training or 'full agricultural' training.

Agronomy is a relatively new occupation to be considered as a profession. Employment with government in the scientific stream now calls for the candidate to be in possession of at least a diploma from the institute of agriculture. With nearly 200 graduates, the institute is encouraging the creation of an alumni associate to act as a body that represents the interest of this profession.

5. Accreditation via external examiners

Chairmen of Boards of Examiners, approach foreign academics holding professorship and seek their consent for nomination as external examiners. The proposed external examiner's curriculum vitae is presented for consideration to the Board of the Faculty/Institute before making a recommendation to Senate and Council. Senate sub-Committee evaluates the proposed external examiners and makes recommendations to both Boards. Upon approval, the Registrar issues a formal notification of appointment and an invitation to visit University. The appointment normally lasts three years. Visiting external examiners are usually required to be present during the final week of correction of papers, where they are invited to participate fully in any oral examinations, see scripts, dissertations or projects, and in the final degree classification meeting. In the case of non-visiting examiners, a sample of the scripts is sent to them by courier mail. They submit their comments to the Chairmen of the Board of Examiners.

At the end of this exercise, external examiners submit formal, confidential reports to the Rector, providing feedback on examinations and are also expected to add comments and observations on any issues related to the course of studies leading to the examination. These reports are considered by the Rector and are normally passed on to the Dean/Director, who brings them up for discussion at a Faculty/Institute Board meeting. The role of external examiners is of utmost importance in that they have the delicate task of providing feedback on the standards prevailing at the University and on whether the degrees and other awards granted are comparable in standard to those of reputable Universities in other countries.

The underlying principle in inviting the participation of external examiners in the final year of degree courses is to enhance quality of examination procedures through:

a)   independent assessment of the knowledge acquired by students during the course of their studies;

b)   the setting of questions in the paper/s of the written examination by a member of the Board of Examiners who does not participate in the teaching of the course;

c)   the views expressed and the advice obtained on the general conduct of the examination and the course in general;

d)   the presence of an examiner not in the employment of the University, during the viva voce and practical sessions of the examination.

Visiting external examiners are also appointed on Boards of Examiners for Ph.D. degrees and non-visiting external examiners for M.Phil. degrees. In both cases, the external examiners evaluate the thesis submitted and submit a report to the Chairmen of the Board of Examiners. External examiners participate in the viva voce examination of Ph.D. students held at the University.

6 Recognition process

In May 2004 Malta became a full member state of the European Union. On the morrow of such a historical event, Malta's agricultural sector had to find compliance within a new complex of rules and regulations. With membership changes in Malta's agriculture, agribusiness, natural resources and human resources are occurring at a pace that would have been considered unbelievable only a few years ago. The Institute currently runs a number of courses:

1.   Diploma in Agriculture
2.   Diploma in Water Operations Management
3.   M.Sc. in Agricultural Sciences
4.   M.Sc. in Agricultural and Veterinary Pharmacy
5.   M.Phil and Ph.D. in Agriculture.

On assessing program priorities for the near future, the Institute is aware that some of the emerging priorities will require change in program emphasis, operating structure or procedures required to address them. Pressure is mounting, especially from the Ministry of Rural Development and the Environment (formerly the Ministry of Agriculture and Fisheries) to start a full-fledged B.Sc. course in agriculture. The Institute is keen to respond in offering a B.Sc. course to counteract to the Island's immediate needs. Countries wet by the Mediterranean sea face similar challenges with their agricultural sectors. A B.Sc. in Mediterranean Agroecosystems Management could eventually develop into a Centre for Mediterranean Agriculture with the participation and contribution of North Africa, Near East and Southern Europe.

In offering this program, the Institute recognizes that a spectrum of disciplines, from the most fundamental to the most applied, is needed to address the issues. Because of the complex nature of issues facing Mediterranean agriculture, a multidisciplinary approach is an important part of the portfolio. In offering this program, the Institute will collaborate with bodies from within the University of Malta, other European Universities and from other acknowledged institutions

The University of Malta through its European Unit has been the link in establishing contacts between the Maltese government and the Regione Umbria in Italy, through Sviluppumbria. An agreement was reached to support discussions on the curriculum development of a joint degree by University of Malta and the University of Perugia in Mediterranean Agroecosystems Management. This cooperation between the two universities is a continued development of academic links that exist between the University of Malta and the University of Perugia in European Programmes and through the Compostela group of Universities.

The Faculty of Agriculture of the University of Perugia has an on going Memorandum of Cooperation with Food and Agricultural Organisation of the United Nations. The areas of cooperation under the memorandum include:

1.   Research: technical assistance and information activities aimed at supporting the effective management of the Agricultural Knowledge and Information Systems for Rural Development (AKIS/RD);
2.   Capacity building in the field of AKIS/RD and communication for development through curricula development and training activities.
3.   Partnership arrangements for visiting scientists and students at graduate, masters or doctoral levels from the University and partner institutions / organizations.
4.   Cooperation in the field of AKIS/RD between universities, research centres, institutions, development agencies, NGOs and farmers' associations.

Both Universities feel that the proposed curriculum will offer a balanced program in response to meeting the changes in the Mediterranean in areas of food, agriculture, agribusiness, natural resources, environment, individuals, families and communities. This curriculum would enable future graduates to address the challenges and take advantage of opportunities for Sustainable Agriculture in the Mediterranean region. It is expected that FAO and CIHEAM will participate in this venture.

The Institute of Agriculture of the University of Malta has also identified the Ministry of Rural Affairs and the Environment as a strategic partner. A Memorandum of Understanding signed earlier this year between the two, consolidates the intent of collaboration together and with others in order to promote the agricultural sector for the benefit of the rural community and consumers. Through this understanding, the Institute has gained access too resources that would have other wise been unavailable. These include infrastructure, laboratories, research farm and human resources. Thus the critical mass of the institute grew to a level that we can now contribute within national and international projects.

7. Applicability of single recognition process
The University of Malta is a signatory to the Bologna declarations, and thus has to abide with the aims of creating an overall convergence of higher education systems at a European level. As a first step towards this, the university underwent an exercise of harmonisation of courses and the introduction of the European Credit Transfer System (ECTS). While the Institute is in favour of harmonisation, it does not agree with having one single authority to confer accreditation. The Bologna declaration, does not seek standardisation or 'uniformisation' of European higher education because the principles of autonomy and diversity are highly respected. However it encourages a concerted approach to the common challenges facing European higher education systems

APPENDIX 1
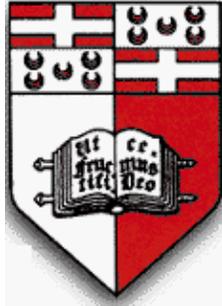
UNIVERSITY OF MALTA

INTERNAL ACADEMIC AUDIT
2004

At the Senate meeting of 3rd November 2003, the Rector announced that a University-wide internal academic audit will be carried out in 2004. The first stage of the audit will concentrate on the services offered by Faculties, Institutes and Centres (henceforth F/I/C) as a whole. Follow-up audits will be course specific. Eventually, external academic visitations and audits will become a regular feature of the University's calendar.

This document is meant for use by the auditors as an interviewing instrument to elicit data primarily from F/I/C personnel and students. It also helps the auditors to form an opinion on the various features being evaluated. Its structured format of multiple-choice and open-ended comments should provide a solid basis for the auditors' final report. Although this document is not intended to be a self-administered questionnaire, F/I/C officials can use it as a guide in their preparations for the academic auditors' visitation.

The document is divided into eight sections. The first three deal with the legislative and academic documents related to the courses offered by the F/I/C. The remaining five sections aim to steer the auditors' evaluation on the academic and administrative services offered by the F/I/C as a whole. The auditors will be gathering information related to Sections 4 to 8 from external examiners' reports, from interviews with officials, with academic and support staff, as well as with present and past students. Where appropriate the auditors will be interviewing the employers of the entity's graduates.

You will appreciate that this is a very important undertaking for the University in order to ensure that its services are of the highest quality and comparable to its counterparts in Europe. Consequently, the co-operation of all concerned will be greatly appreciated.

If you have any queries, or need for clarification on this document, do not hesitate to get in touch with:

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Pro-Rector

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1.0   ADMINISTRATIVE DATA

1.1   F/I/C: _____

1.2   Dean/Director: _____

1.3   Heads of Departments/Divisions:

    1.3.1   _____

    1.3.2   _____

    1.3.3   _____

    1.3.4   _____

    1.3.5   _____

    1.3.6   _____

1.4   Number of students in *full-time equivalent* in the F/I/C: _____

1.5   Number of academic staff in *full-time equivalent* in the F/I/C: _____

1.6   Number of support staff in *full-time equivalent* in the F/I/C: _____

		attached	*not available*	*incomplete*
1.7	List of courses offered by the F/I/C	✓	✗	✶
1.8	List of students registered in the various courses	✓	✗	✶
1.9	List of full-time and part-time academic staff	✓	✗	✶
1.10	List of support staff	✓	✗	✶
1.11	Updated CVs	✓	✗	✶

1.12   Other comments   _____

_____

_____

2.0   LEGAL DOCUMENTATION

		attached	*not available*	*incomplete*
2.1	**Statute** establishing the F/I/C	✔	✗	✱
2.2	**Promulgated statutes/regulations and bye-laws** for the F/I/C courses	✔	✗	✱
2.3	**Law/s** related to those courses required to practice a specific profession (where applicable)	✔	✗	✱

2.4   Other comments   _____

_____

_____

3.0   ACADEMIC DOCUMENTATION

		attached	*not available*	*incomplete*
3.1	The **Strategic Development Plan** of the F/I/C	✔	✗	✱
3.2	List of **study-units and ECTS** credits for the courses offered by the F/I/C	✔	✗	✱
3.3	**Courses handbook** (which may contain 3.1 &3.2 above) describing the study-units and ECTS credits in the F/I/C (i.e. curriculum)	✔	✗	✱
3.4	**Study-Units Result Sheets** (sample copies)	✔	✗	✱
3.5	**External Examiners reports** relevant areas of study for the last **three** years	✔	✗	✱
3.6	**Attendance records** (sample, if kept)	✔	✗	✱
3.7	**Students' feedback sheets** on taught study units (if used)	✔	✗	✱
3.8	Staff research publications	✔	✗	✱

3.9 Are the degree/diploma/certificate courses **in conformity** with the Bologna Agreement and the University's Harmonisation process

a. no
b. partly
c. fully

3.9 Other comments: _____

_____

_____

4.0 AIMS, OBJECTIVES and CURRICULA

Circle a, b, c, d and/or write comment as appropriate

4.1 In the case of professional courses, do the **aims and objectives** of the courses reflect and correspond to the related professional legislation?

C/R _____

_____

a = partially
b = extensively
c = almost fully
d = completely

4.2 In the case of professional courses, do the **course or study-unit descriptions and course content reflect** the needs of the related professional legislation?

C/R _____

_____

a = partially
b = extensively
c = almost fully
d = completely

4.3 Are **the students well informed** about the knowledge, skills and values that they are expected to acquire at the end of the course?

C/R _____

_____

a = partially
b = extensively
c = almost fully
d = completely

4.4 Are the **staff satisfied** with the students' overall achievements at the end of their courses?

C/R _____

_____

a = not much
b = so & so
c = satisfied

4.5 Are the **external examiners satisfied** with the students' learning outcomes?

      a = not much

C/R   _____   b = so & so

      c = satisfied

   _____

4.6 Are the related **employers** and **professional bodies** (where this applies) satisfied with the students performance on the job?

      a = not much

C/R   _____   b = so & so

      c = satisfied

   _____

4.7 On the whole, is the **staff satisfied** with the current curricula in the following areas?

		not much	so & so	satisfied	very satisfied
i.	subject knowledge	a	b	c	d
ii.	subject specific skills	a	b	c	d
iii.	human relations skills	a	b	c	d
iv.	progression to employment	a	b	c	d
v.	students personal development	a	b	c	d
vi.	preparation for further study	a	b	c	d

C/R   _____

   _____

4.8 Are past students satisfied with:

	not much	so & so	satisfied	very satisfied
	a	b	c	d
	a	b	c	d
	a	b	c	d
	a	b	c	d

i.   subject knowledge

ii.   subject specific skills

iii.   human relations skills

iv.   progression to employment

v.   students personal development

vi.   preparation for further study

C/R   _____

_____

4.9   Are **external examiners satisfied** with:

		not much	so & so	satisfied	very satisfied
i.	subject knowledge	a	b	c	d
ii.	subject specific skills	a	b	c	d
iii.	human relations skills	a	b	c	d
iv.	progression to employment	a	b	c	d
v.	students personal development	a	b	c	d
vi	preparation for further study	a	b	c	d

C/R   _____

_____

4.10   Are the **external examiners satisfied** that curriculum content and design are informed by the most recent developments in*:*

		not much	so & so	satisfied	very satisfied
i.	research and scholarship	a	b	c	d
ii.	occupational and professional requirements	a	b	c	d
		a	b	c	d

iii.   pedagogical techniques

C/R   _____

_____

4.11   Other comments   _____

_____

_____

5.0   TEACHING and LEARNING

5.1   How **effectively** do staff draw upon their research and professional activities to reflect on their teaching?

	a = scarcely
i. Research	b = not enough
C/R _____	c = sufficiently
	d = fully
_____	

	a = scarcely
ii. Professional Experience	b = not enough
C/R _____	c = sufficiently
	d = fully
_____	

5.2   What are the prevailing modes of teaching?

C/R _____	a. mainly book-bound
	b. mainly practical
_____	c. balanced with a + b

5.3 Do staff **encourage** effective student engagement and participation?

C/R _____

_____

a = rarely
b = sometimes
c = often
d = most of the time

5.4 Is the **students' workload** …

C/R _____

_____

a = too heavy
b = too light
c = variable
d = balanced

5.5 What is the quality of **academic guidance and tutorial support** for students?

C/R _____

_____

a = poor
b = erratic
c = adequate
d = commendable

5.6 What is the student retention rate in the F/I/C?

i.   at the end of the first year of courses   _____ %
ii. at the end of courses   _____ %

5.7 Other comments   _____

_____

_____

6.0   ASSESSMENT

a = hardly
b = partially
c = almost fully
d = fully

6.1   Do the assessment procedures enable students to demonstrate
       the intended outcomes as stated in the aims and objectives of
       the study-units?

       C/R   _____

       _____

6.2   Are there clearly set **criteria and benchmarks** for examiners to
       distinguish between different levels of achievements?

       C/R   _____

       _____

       a = confusing

       b = ambiguous

       c = clear enough

       d = well defined

6.3   To what extent does the assessment policy reflect a **formative
       vs summative** function?

       C/R   _____

       _____

       a = more summative than
           formative

       b = more formative than
           summative

       c = balanced between f
           and s

6.4   What is the degree of **security** of the assessment procedures in the
       F/I/C

       C/R   _____

       _____

       a = low

       b = adequate

       c = high

       d = excellent

6.5   Do all members of staff get to read the **external examiners' reports**?

       C/R   _____

       _____

       a = few

       b = many

       c = most

       d = all

6.6   Other comments   _____

       _____

       _____

7 RESOURCES FOR TEACHING, LEARNING and RESEARCH

7.1   What percentage of the academic staff holds a **Ph.D/a Higher Professional Qualification**?   _____ %

7.2   Is the number of staff …

i.   Academic Staff

C/R   _____

a. inadequate
b. adequate
c. generous

ii.   Support Staff

C/R   _____

a. inadequate
b. adequate
c. generous

7.3   What is the quality level of the following resources?

		poor	adequate	good	excellent
i	Library services	a	b	c	d
ii	IT facilities	a	b	c	d
iii	Technical support	a	b	c	d
iv	Lab facilities	a	b	c	d
v	Office space	a	b	c	d
vi	Audio-visual equipment	a	b	c	d
vii	Teaching areas	a	b	c	d
viii	Administrative support	a	b	c	d
ix	Clinical	a	b	c	d
x	Funding	a	b	c	d

C/R   _____

_____

7.4   What are the **continuous development opportunities** for staff?   a = poor

b = erratic

C/R   _____

c = good

_____ d = excellent

7.5   On the whole, is the academic staff **available** to students for consultations?

C/R   _____ a = rarely

b = readily available

_____

7.6   On the whole, how **client-friendly** are the support services to staff and students?   a = poor

b = erratic

C/R   _____ c = good

d = excellent

_____

7.7   Other comments   _____

_____

_____

GENERAL UNIVERSITY ADMINISTRATION

8.1   Do academic staff feel that the University administration is **supportive** to their work?   a = not supportive

b = barely

C/R   _____ c = supportive

d = very supportive

_____

8.2   Do students feel that the University Administration is **supportive** to their studies?   a = not supportive

b = barely

C/R   _____ c = supportive

d = very supportive

_____

8.3   Do the administrative/technical staff feel that the University Administration is **supportive** to their work?

a = not supportive

b = barely

C/R   _____

c = supportive

d = very supportive

_____

8.4   On the whole, what is the general standing of the courses offered by the F/I/C relation to courses offered by other F/I/C?

a = low

b = comparable

C/R   _____

c = high

d = very high

_____

8.5   Other comments   _____

_____

_____

Additional comments if required

_____   _____   _____

Internal Academic Auditors

_____

Date