SELF-ASSESSMENT PROCEDURE

Section	Quality		
Approval Date	12.01.2012	**Approved by**	Chief Executive
Next Review	06.10.2018	**Responsibility**	Head of Academic and Quality
Last Reviewed	06.10.2017	**Key Evaluation Question**	1-6 inclusive

INTRODUCTION

Self-assessment is a major component of NMIT's evaluative quality assurance process, to which every team member of NMIT contributes.

Self-assessment is continuous, culminating in a formal annual review and report (SAR) reflecting on the previous year and identifying Goals and Actions for the year ahead. This review should consider all quality monitoring reports, evidence, other input and feedback relevant to the Programme Area, Business Support Area, Directorate and Institute for the review period.

PURPOSE

To review and report on impacts relating to continuous quality improvement activities across NMIT.

To outline expectations and timelines of NMIT's Self-Assessment processes.

SCOPE

Continuous Quality Improvement Self-Assessment activities include:

- Ongoing self-assessment at programme area level
- Ongoing self-assessment at business support area level
- Ongoing self-assessment at the Directorate and Council level
- Institutional process improvement reviews (i.e. enrolment process, recognition of academic credit process, etc.)

These Activities will:

- Focus on outcomes (what is being achieved and the value for learners, employers, and the wider community)
- Result in evidence-based judgements (evidence is valid and reliable)
- Be authentic, real and transparent (reflecting the perspectives of all stakeholders)
- Lead to improved outcomes (for learners and other stakeholders)

Self-assessment activity is recorded within ActionPlan$^+$ on a regular, ongoing basis. This activity occurs mainly at team meetings where team members discuss and reflect on evidence and other inputs. Progress of actions against the team's identified goals are also updated throughout the academic year. The diagram on p.6 provides a visual representation of this process.

At the end of the academic year, an annual Self-Assessment Report (SAR) is completed, drawing together all the self-assessment discussions and activity throughout the year. A 'big picture' / annual reflection and planning meeting informs the SAR. The purpose of the meeting is to consider how well the teams' activities meet their (and NMIT's) strategic goals and objectives. Teams will discuss and reflect on strengths and areas which need improving, which are then recorded in terms of responses to NZQA's six Key Evaluative Questions. A Quality Improvement Plan (incorporating Goals and Actions to address areas for improvements) is identified focusing on the year ahead. Based on this collective discussion and reviewing the evidence available for the area, the SAR may be produced.

The SAR will include:

a) Evidence which is used to form judgements regarding performance. Evidence needs to be collated, organised efficiently and referenced throughout the content of the Report.

b) Commentary with specific strengths and areas for improvement highlighted against each of the following Key Evaluation Questions:

KEQ 1. How well do learners achieve?

KEQ 2. What is the value of the outcomes for key stakeholders, including learners?

KEQ 3. How well do programme design, delivery, learning and assessment activities match the needs of learners and other relevant stakeholders?

KEQ 4. How effectively are learners supported and involved in their own learning?

KEQ 5. How effective are governance and management in supporting educational achievement?

KEQ 6. How effectively are important compliance accountabilities managed?

Along with the KEQs, NZQA has developed Tertiary Evaluation Indicators (TEIs) which help to inform the answers to the key evaluative questions. TEIs provide tertiary education organisations with common points of reference for what "good" can look like in education. Tertiary Evaluation Indicators serve as a useful tool for evaluating ongoing self-assessment and are available within the Guidelines section of ActionPlan+.

c) A one-word judgement from the rubric supplied for each KEQ (refer to "Rating Descriptions" within ActionPlan+ describing the criteria for a judgement of "Excellent", "Good", "Adequate", "Poor", and "Insufficient Evidence".

d) Goals and related Actions are developed for the following year (a.k.a. the **Quality Improvement Plan**) to address the identified areas for improvement and other quality initiatives. The implementation of the Quality Improvement Plan is monitored at team and other relevant meetings as well as at monthly Performance Panels for programme areas.

The process is repeated every year during the full review.

For programmes, the content of the SAR will be informed by reflection and analysis of:

- Enrolment and demographic information;
- Educational Performance Indicators, including 3-4 year trend data and benchmarking information wherever possible;
- Graduate destinations;
- Evidence showing how graduate profile outcomes are being met;
- Learner feedback (formal surveys, programme representative meetings, and other methods);
- Internal and external moderation activities;
- Analysis of currency and relevancy of programme design and delivery;
- Consultation with external stakeholders including iwi/community, industry and employers;
- How any requirements and recommendations have been addressed resulting from:
  - the initial Accreditation Panel reports and/or
  - the most recent monitor's visit and/or
  - the most recent internal review and/or
  - other quality assurance activity or monitoring as it relates to the programme.
- Examples of good practice;
- Changes to the programme or staffing since last report;
- Resources available to maintain delivery;
- Staff professional development activities;
- Research activities of staff (where applicable);
- Other significant issues and challenges

For business support areas, the content of the SAR will be informed by reflection and analysis of:
The **processes, tools** and **systems** which **support** the Programme Areas and other business support areas to achieve quality educational performance.

Note
As with all NMIT documents, SARs and supporting information are confidential to NMIT staff for self-assessment purposes, but can be made available to external evaluators and other regulatory stakeholders.

DEFINITIONS

ActionPlan⁺	NMIT's online software system which supports the recording, managing and monitoring of programme area/business support area self-assessment activity. The framework of ActionPlan⁺ is based on the Key Evaluative Questions.
Educational Performance Indicators	The standard internationally recognised measures of student achievement are those relating to student retention, progression, and successful completion of courses and qualifications.
Power BI	A Microsoft suite of business analytics tools to analyse and share key NMIT data via live dashboard reporting.

	Power BI is useful to understand and tell the programme's "data story" for SAR reporting showing EPI Dashboards, Trends, League Tables etc.
Self-Assessment Report (SAR)	An annual report facilitated by ActionPlan[+], based on discussion and reflection within a team, describing the area's Strengths and Areas for Improvement (underpinned by evidence), Goals, and Actions. A rating is assigned for each Key Evaluative Question, which are then averaged to provide an overall self-assessment rating for the area.
Tertiary Evaluation Indicators (TEIs)	Indicators which provide common points of reference for what "good" can look like in education and training. TEIs help to answer the key evaluative questions and are a useful tool in self-assessment and evaluation of performance.

RESPONSIBILITIES

Academic Board	• Monitors self-assessment activity across all programmes of study. • Sets any requirements to be met. • Annually receives degree-level Self-Assessment Reports. • Receives summary feedback on Programme Area and Business Support Area SARs
All Staff members	• Work as directed by their Director/HoD or Manager to participate in ongoing self-assessment activities. • Contribute to their Programme/Business Support Area SAR. • Ensure that assigned Actions are implemented within the timeframes specified.
Business Support Managers/Heads of Department	• Ensures self-assessment activity occurs on a regular basis • Ensures annual SARs are completed in accordance with Self-Assessment Procedure. • Liaises with the Quality Enhancement Manager to review SARs and confirm identified goals and associated planned actions. • Monitors and ensures that Goals and Actions are implemented within the timeframes specified.
Head of Academic and Quality	• Oversees review and completion of all SARs at institute level Monitors implementation of Goals and Actions at institute level and reports on these to Quality Committee, Directorate and Academic Board as required.

Quality Committee	• Ensures appropriate self-assessment processes are implemented • Receive, evaluate and endorse Programme Area degree-level SARs • Monitors and reviews the effectiveness of SARs as part of NMIT's Self-Assessment regime.
Quality Enhancement Manager	• Facilitates, promotes and guides all staff on self-assessment activities throughout the year. • Ensures all Programme Area and Business Support Area team members engage with self-assessment activity throughout the year and complete their SARs annually. • Summarises SARs, and reports to Quality Committee, Directorate and Academic Board. • Liaises with HoDs/Managers to quality assure and review SARs. • Coordinates the review of Degree-level Self-Assessment Reports.

REFERENCES

INTERNAL

Self-Assessment Intranet Page

ActionPlan+ (See Guidelines for Tertiary Evaluation Indicators within each KEQ)

ActionPlan+ User Manual

10 Tips for Writing Self-assessment Reports

Self-Assessment Policy

NMIT Academic Statute

Degree Monitoring

Programme Regulations (includes Course Descriptors) – available on Intranet

Programme Application/Capability Document – available on Intranet

Student Surveys Procedure

Internal Review

Guidelines for Self-Assessment activity, monitoring and reporting are available and facilitated within ActionPlan$^+$. Supplementary resources are available on the Self-Assessment Intranet page.

Of particular note:

Tertiary Evaluation Indicators

Writing an Evaluative Statement

EXTERNAL

NZQA Using Evaluation to Strengthen Organisational Self-Assessment

NZQA Tertiary Evaluation Indicators

NZQA Key Evaluation Questions

NZQA Quality Assurance for ITPs