

## SELF-ASSESSMENT POLICY

<b>Section</b>	Quality		
<b>Approval Date</b>	12.01.2012	<b>Approved by</b>	Chief Executive
<b>Next Review</b>	10.11.2018	<b>Responsibility</b>	Head of Academic and Quality
<b>Last Reviewed</b>	10.11.2017	<b>Key Evaluation Question</b>	1-6 inclusive

### PURPOSE

To provide a framework for the self-assessment activities and ideology practised by NMIT. Self-assessment is fundamental to NMIT's regular review processes, and is an integral part of evaluative quality assurance.

This document details how NMIT implements a robust model of institutional self-assessment, in order to attain evidence of its own effectiveness and to improve quality education. Strengths and areas for improvement are identified and used to shape corresponding goals and actions to bring about worthwhile improvements for learners and other key stakeholders.

### 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 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)

### DEFINITIONS

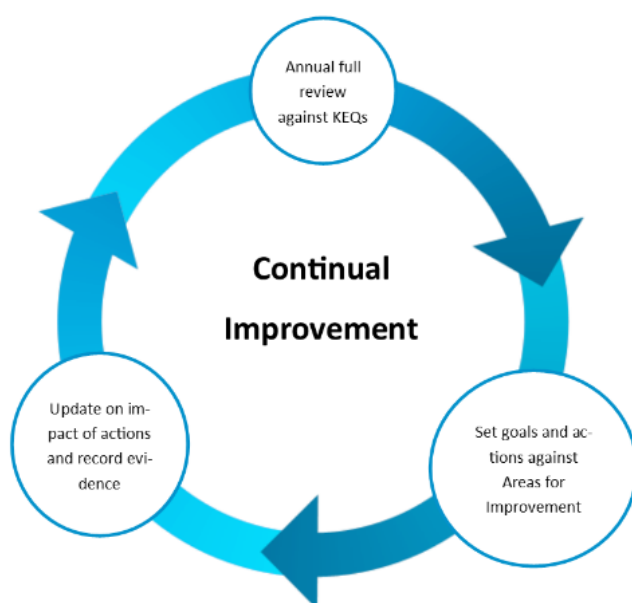
<b>ActionPlan<sup>+</sup></b>	<ul style="list-style-type: none"> <li>• NMIT's online software system which supports the recording, managing and monitoring of Programme/Business Support Area self-assessment activity. The framework of ActionPlan<sup>+</sup> is based on the Key Evaluative Questions.</li> </ul>
<b>Self-assessment</b>	<ul style="list-style-type: none"> <li>• The evaluative processes used by NMIT to determine evidence of its own effectiveness. It is a cyclic, data-driven process of regularly reviewing and reflecting on activities, evidence and outcomes to inform decision-making and action planning for improvement.</li> </ul>
<b>Self-Assessment Report (SAR)</b>	<ul style="list-style-type: none"> <li>• An annual report facilitated by ActionPlan<sup>+</sup>, based on discussion and reflection within a team, describing: Strengths and Areas for Improvement</li> </ul>

	(underpinned by evidence), Goals and Actions (Quality Improvement Plan). A rating is assigned for each Key Evaluative Question and these ratings are then averaged to provide an Overall rating for the Programme Area.
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## POLICY

### PROGRAMME AND BUSINESS SUPPORT AREAS

Each Programme Area and Business Support Area will engage in ongoing self-assessment activities culminating in continuous quality improvement. Self-assessment activity is recorded within ActionPlan+ on a regular basis, mainly at team meetings where team members discuss and reflect on evidence and other inputs. Progress of the team's Quality Improvement Plan is updated throughout the academic year.



*The continuous cycle of self-assessment*

Annually, after collective reflection within teams, Self-Assessment Reports will be created which include Strengths, Areas for Improvement, Goals and Actions (Quality Improvement Plan) for the year ahead.

The framework used to evaluate performance is provided by the following Key Evaluation Questions (KEQs):

1. How well do learners achieve?
2. What is the value of the outcomes for key stakeholders, including learners?
3. How well do programme design and delivery, including learning and assessment activities, match the needs of learners and other relevant stakeholders?
4. How effectively are learners supported and involved in their own learning?
5. How effective are governance and management in supporting educational achievement?
6. How effectively are important compliance accountabilities managed?

Refer to: [SELF-ASSESSMENT PROCEDURE](#)

## SOURCES OF EVIDENCE

Self-Assessment is informed by a multitude of sources, including but not limited to, the following:

- Student Feedback
- Educational Performance Indicators (EPIs)
- PLATO
- Internal and External Review reports
- Documented requirements from NMIT Directorate and Academic Board
- Moderation Reports (external and internal)
- Literacy and numeracy performance
- Benchmarking against a similar programme or support area at other ITPs and internationally
- Employment data
- Graduate Destination Surveys
- Feedback from iwi/Māori
- Feedback from employers or workplace training
- Course/programme entry requirements
- Staff Performance Appraisals
- Professional development
- Individual Learning Plans/Learning Conversations
- Learner Support Statistics
- Use of Visual Management Boards
- Contracts
- Health and Safety Compliance Reports
- Withdrawal statistics (including reasons)
- Evaluation of the use of Moodle, Smartboards and other classroom technology
- Correspondence from stakeholders (internal and external)
- Minutes from Industry Advisory Committees showing feedback about programmes
- Identified areas at risk (e.g. human resources; flawed brand and reputational; compliance and data security; physical resource; academic and quality)
- Student Demographic data
- Research outputs
- Degree Monitors' reports
- Recommendations from professional associations, advisory committees and standing committees of the Academic Board.

## REFERENCES

### INTERNAL

[Self-Assessment Procedure](#)

[NMIT Academic Statute](#)

The Learner Voice

[Student Surveys procedure](#)

[Internal Review](#)

[Learning and Teaching at NMIT](#)

PLATO (folder on Intranet)

[Degree Monitoring](#)

### EXTERNAL

[Self-Assessment \(NZQA\)](#)

[Key Evaluation Questions](#) (NZQA)