

NMIT SELF-ASSESSMENT POLICY

Section	Quality		
Approval Date	12.01.2012	Approved by	Business Division Lead
Next Review	21.02.2024	Responsibility	Executive Director: Ōritetanga, Teaching and Learners
Last Reviewed	21.02.2023	Key Evaluation Question	1-6 inclusive

BACKGROUND AND PURPOSE

Self-assessment is arguably the most powerful means for a tertiary education organisation (TEO) to understand and improve its educational performance.

Self-assessment is a systematic process of data-driven self-reflection. It is directed towards coherent and clearly articulated goals to inform decision-making and operational practices.

Self-assessment across Te Pūkenga trading as Nelson Marlborough Institute of Technology (NMIT) has four main components:

- Systematic data gathering
- Robust data analysis that leads to valid conclusions
- Reflective processes that involve all people in the organisation
- Decision-making for ongoing improvement connected to the outcomes of a self-reflective process.

NMIT generates and gathers a large amount of data. Analysing and making sense of this data enables better decision-making. Good self-assessment is only possible when a range of people in the organisation are involved, e.g. Kaiako, business support staff, ākonga and other stakeholders such as employers.

By identifying strengths and weaknesses, NMIT's Curriculum and Business Support Areas can develop and implement an improvement strategy resulting in actual, worthwhile improvements.

SCOPE

Continuous Quality Improvement Self-Assessment activities include:

- Ongoing self-assessment at programme area level, including Programmes of Study, Qualifications (for Consistency Reviews), Micro-credentials, and Training Schemes
- Ongoing self-assessment at business support area level
- Ongoing self-assessment at Academic Committee 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 ākonga, employers, iwi 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 ākonga and other stakeholders)

DEFINITIONS

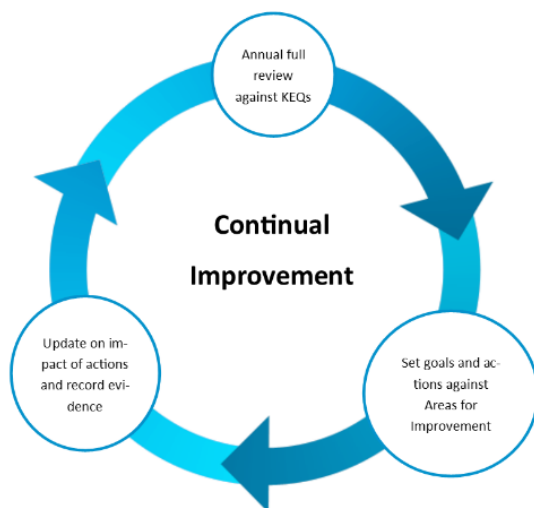
Ākonga	Learner
Kaiako	Tutor / course facilitator
Kaimahi	Staff member, includes kaiako, learning advisor (WBL), ākonga support, and allied services
Quality Improvement Plan	A summary of which Goals and Actions the team identifies as those to focus on in the year ahead.
Self-assessment	The evaluative 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.
Self-Assessment Report (SAR)	<p>An annual report written by the Curriculum Area or Business Support team, based on discussion and reflection within that team, describing the area's: Strengths and Areas for Improvement (both underpinned by evidence); Evaluative Insights; Goals and Actions (Quality Improvement Plan).</p> <p>The team assigns a rating for each of the six Key Evaluative Questions which are then averaged to provide an overall rating for the area's educational performance.</p> <p>Teams choose another rating for their capability in self-assessment.</p>

POLICY

PROGRAMME AND BUSINESS SUPPORT AREAS

ANNUAL SELF-ASSESSMENT REPORTS

Each Programme Area and Business Support Area will engage in ongoing self-assessment activities culminating in continuous quality improvement. Self-assessment activity is discussed and recorded 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 regularly tracked.



The continuous cycle of self-assessment

Annually, after collective reflection within teams, Self-Assessment Reports will be created which include: Evaluative insights; 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 students achieve?
2. What is the value of the outcomes for key stakeholders, including students?
3. How well do programme design and delivery, including learning and assessment activities, match the needs of students and other stakeholders?
4. How effectively are students 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: [NMIT Self-Assessment Procedure](#)

SOURCES OF EVIDENCE

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

- Ākonga Feedback
- Educational Performance Indicators (EPIs)
- PLATO reports
- Internal and External Review reports
- Documented requirements from NMIT Business Division Lead and Academic Committee
- Internal and external stakeholder feedback
- Moderation Reports (external and internal)
- Literacy and numeracy performance (ALNAT)
- Benchmarking against a similar programme or support area at other Te Pūkenga Business Divisions 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 records
- Individual Learning Plans/Learning Conversations records
- Learner Support Statistics
- PowerBI reports
- Contract KPIs
- Health and Safety Compliance Reports
- Withdrawal statistics (including reasons)
- Evaluation of the use of Moodle, Smartboards and other classroom technology
- 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)
- Ākonga Demographic data
- Research outputs
- Degree Monitors' and other monitoring visit reports
- Recommendations from professional associations, advisory committees and standing committees of the Academic Committee.
- Results from Consistency Reviews

REFERENCES

INTERNAL

[Degree Monitoring Policy](#)

[Internal Review](#)

[Learning and Teaching at NMIT](#)

[Learner Voice Policy \(The\)](#)

[NMIT Degree Monitoring Procedure](#)

[NMIT Self-Assessment Procedure](#)

[NMIT Student Surveys procedure](#)

EXTERNAL

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

[Key Evaluation Questions](#) (NZQA)