NMIT SELF-ASSESSMENT PROCEDURE

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

INTRODUCTION

Self-assessment is a major component of Te Pūkenga trading as Nelson Marlborough Institute of Technology (NMIT)'s evaluative quality assurance process, to which every team member of NMIT contributes.

Self-assessment is continuous, culminating in a formal annual self-assessment report (SAR) reflecting on the previous year's performance 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, and Institute for the review period.

As part of NMIT's approval and accreditation requirement to NZQA, all level 7 and above will submit a SAR to NZQA annually. *See* Degree Monitoring Policy and Procedure

PURPOSE

To review and report on impacts relating to continuous quality improvement activities across NMIT, and to identify goals for the year ahead.

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, 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)

ANNUAL SELF-ASSESSMENT REPORTS

Self-assessment activity is discussed on a regular, ongoing basis. This activity occurs mainly at team meetings and other convened 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.

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 / Te Pūkenga'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 for the year ahead is drawn up. Based on this collective discussion and reviewing the evidence available for the area, the SAR may be produced.

The SAR will include:

a) Link to the supporting evidence which is used to form judgements regarding performance.

b) Evaluative insights commenting on each of the following Key Evaluation Questions:

KEQ 1. How well do students achieve?

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

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

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

KEQ 5. How effective are governance and management at 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.

c) A one-word judgement using the NZQA rubric supplied for each KEQ of "Excellent", "Good", "Marginal", or "Poor". (The aggregate of the six KEQ judgements is automatically calculated by an algorithm to provide an educational performance rating.)

d) A one-word judgement provided by the teams expressing their overall capability in self-assessment.

d) Progress on the goals and related actions identified in the Quality Improvement Plan is monitored at team meetings, and other relevant meetings.

For Curriculum Area teams, 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/Results from Consistency Reviews;
- Ākonga 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; advisory groups

- 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 kaimahi since last report;
- Resources available to maintain delivery;
- Kaimahi professional development activities;
- Research activities of kaimahi (for degree programmes);
- 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 Curriculum Areas and other business support areas to achieve quality educational performance for NMIT ākonga.

CONFIDENTIALITY

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

MILESTONES

The cycle of Self-Assessment aligns with the Academic Year. Deadlines include mid-December for the draft SAR to be submitted, and mid-February for the Final report to be submitted.

DEFINITIONS

Ākonga	Learner
Educational Performance Indicators	The standard internationally recognised measures of ākonga achievement as relating to ākonga retention, progression, and successful completion of courses and qualifications.
Kaimahi	Staff member, includes kaiako, learning advisor (WBL), ākonga support, and allied services
Power BI	A Microsoft suite of business analytics tools to analyse and share key NMIT KPIs via live dashboard reporting.
Quality Improvement Plan	A summary of which Goals and Actions the team identifies as those to focus on in the year ahead.
Self-Assessment Report (SAR)	An annual report written by the Programme area or Business Support team based on discussion and reflection within that team, describing: the area's Strengths; Areas for Improvement (both underpinned by evidence); Evaluative Insights; Goals and Actions. 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.

	Teams choose a rating for their capability in self-assessment.
Tertiary Evaluation Indicators (TEIs)	Indicators which provide common points of reference for what "good" can look like in education. TEIs help to answer the Key Evaluation Questions and are a useful tool in self-assessment and evaluation of performance.

RESPONSIBILITIES

Academic Committee	• Monitors self-assessment activity across all programmes of study. • Sets any requirements to be met. • Annually approves degree-level SARs • Receives summary feedback on Programme Area and Business Support Area SARs
Academic Standards and Quality Committee	• Ensures appropriate self-assessment processes are implemented • Receive, evaluate and endorse degree-level SARs • Monitors and reviews the effectiveness of SARs as part of NMIT's Self-Assessment regime.
All Kaimahi	• Work as directed by their Director/ or Manager to participate in ongoing self-assessment activities. • Contribute to their Programme/Business Support Area SAR. • Ensure that assigned Actions are executed within the timeframes specified.
Business Support Managers / Curriculum Area Managers	• Ensure self-assessment activity occurs on a regular basis • Ensure annual SARs are completed in accordance with this Self-Assessment Procedure. • Ensure their team members engage with self-assessment activity throughout the year • Liaise with the Quality Enhancement Manager to review SARs and confirm identified goals and associated planned actions. • Monitor and ensure that Goals and Actions are progressed within the timeframes specified.
Quality Enhancement Manager	• Facilitates, promotes and guides all staff on self-assessment activities throughout the year. • Oversees review and completion of all SARs • Summarises SARs, and reports to Academic Standards and Quality Committee and Academic Committee on review status. • Reviews and provides quality assurance to SARs, in consultation with SAR authors • Coordinates the review and approval process of degree-level Self-Assessment Reports • Summarises KEQ ratings for Degree SARs and provides trend analysis to Academic Committee
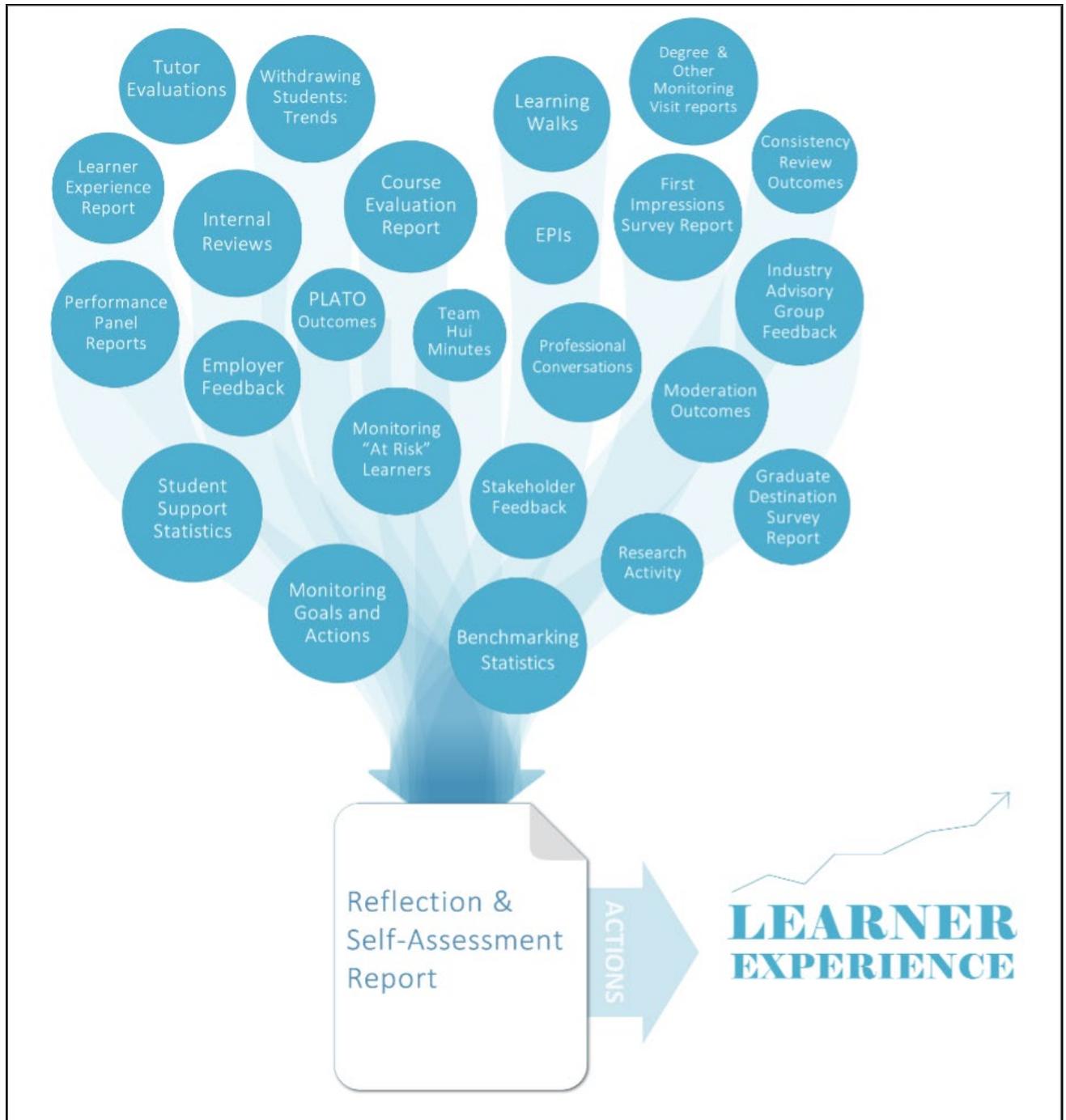
REFERENCES

INTERNAL

Degree Monitoring Policy
Degree Monitoring Procedure
Internal Review Policy
Learner Voice Policy
NMIT Self-Assessment Policy
Programme Regulations (includes Course Descriptors) – available on NMIT Intranet
Programme Application/Capability Document – available on NMIT Intranet
Self-Assessment Knowledge Base (For internal use only)
Student Surveys Procedure
Te Pūkenga Continuous Quality Improvement Policy

EXTERNAL

NZQA Key Evaluation Questions
NZQA's Quality Assurance system for TEOs
NZQA Tertiary Evaluation Indicators
Improving educational performance