

# SELF-ASSESSMENT POLICY

<b>Section</b>	Quality		
<b>Approval Date</b>	12.01.2012	<b>Approved by</b>	Chief Executive
<b>Next Review</b>	Nov 2012	<b>Responsibility</b>	Curriculum and Quality Manager

## PURPOSE

This document details how NMIT implements a robust model of institutional self-assessment, which meets the requirements for an evaluative quality assurance system. Strengths and weaknesses are identified which results in actual, worthwhile improvements being made.

## SCOPE

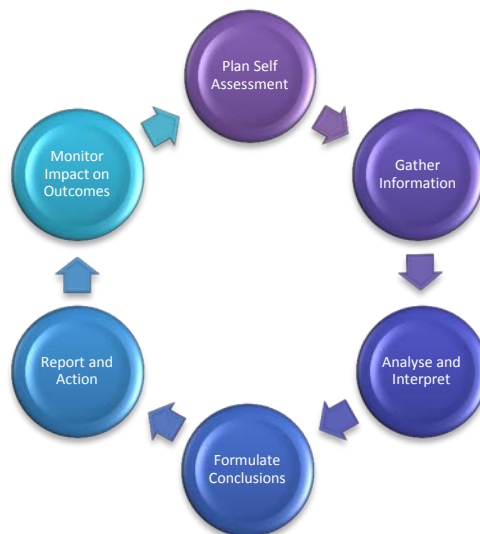
CONTINUOUS QUALITY IMPROVEMENT SELF-ASSESSMENT ACTIVITIES INCLUDE:

- Ongoing self assessment at curriculum area level
- Ongoing self assessment at business support area level
- Institutional process improvement reviews (i.e enrolment process, certification rules / process)

ABOVE ACTIVITIES SHOULD:

- Focus on outcomes (what is being achieved for learners and other stakeholders?)
- Result in evidence-based judgments (evidence should be valid and reliable)
- Be authentic, real and transparent (should reflect the perspectives of all stakeholders)
- Lead to improved outcomes (for learners and other stakeholders)

## SELF-ASSESSMENT PROCESS CYCLE



The expected outcomes of ongoing self assessment will be identified in annual business planning for each curriculum area and business support area.

These expected outcomes will be informed by the institutions’ strategy and investment plan as well as actions for improvement required from the previous annual self assessment activities.

## DEFINITIONS

<b>TALO</b>	<ul style="list-style-type: none"> <li>The Teaching and Learning Observation (TALO) Programme, designed to ensure maximum effectiveness of curriculum delivery by encouraging the sharing of good practice within NMIT.</li> </ul>
<b>SAR</b>	<ul style="list-style-type: none"> <li>Self-Assessment Report</li> </ul>

## RESPONSIBILITY

<b>Academic Board</b>	<ul style="list-style-type: none"> <li>Receives summary feedback on Curriculum Area and Business Support Area SARs</li> <li>Sets any requirements to be met.</li> </ul>
<b>Business Support Team Leader</b>	<ul style="list-style-type: none"> <li>Ensures business support areas are reviewed and SARs are completed in accordance with Self-Assessment Schedule.</li> <li>Liaises with the Director of Planning, Quality and Learner Services to review SARs and confirm Action Plans.</li> <li>Ensures that Action Plans are implemented within the timeframes specified.</li> </ul>
<b>Curriculum and Quality Manager</b>	<ul style="list-style-type: none"> <li>Collates TALO results and prepares a statistical report for the Director of Planning, Quality and Learner Services</li> </ul>
<b>Director of Planning, Quality and Learner Services</b>	<ul style="list-style-type: none"> <li>Oversees review and completion of all SAR's in accordance with the Self-Assessment Schedule.</li> <li>Summarises SARs, and reports to Quality Committee, Senior Management Team and Academic Board.</li> <li>Monitors implementation of Action Plans and reports on these to Quality Committee, Senior Management Team and Academic Board as required.</li> <li>Draws up a TALO schedule (with Programme Area Leaders), giving a balance that represents the teaching profile of the Programme Area in terms of subject areas, qualifications and level of work.</li> </ul>
<b>Directors</b>	<ul style="list-style-type: none"> <li>Ensures business support areas are reviewed and SARs are completed in accordance with the Self-Assessment Schedule.</li> <li>Liaises with the Director of Planning, Quality and Learner Services to review SARs and confirm Action Plans</li> </ul>
<b>Group Manager</b>	<ul style="list-style-type: none"> <li>Ensures curriculum areas are reviewed and SARS are completed in accordance with the Self-Assessment Schedule.</li> <li>Liaises with Director of Planning, Quality and Learner Services to review SARs and confirm Action Plans.</li> </ul>

<b>Programme Area Leader</b>	<ul style="list-style-type: none"> <li>• Works as directed by their Group Manager to complete their Curriculum Area SAR.</li> <li>• Liaises with the Group Manager to review SARs and confirm Action Plans.</li> <li>• Ensures that Action Plans are implemented within the timeframes specified.</li> <li>• Liaises with Group Manager to review SARs and confirm Action Plans</li> </ul>
<b>Quality Committee</b>	<ul style="list-style-type: none"> <li>• Reviews Curriculum Area and Business Support Area Self-Assessment Reports (SARs)</li> <li>• Monitors and reviews the effectiveness of these SARs as part of NMIT's Self-Assessment regime.</li> </ul>

## POLICY

### CURRICULUM AREA AND BUSINESS SUPPORT AREA SELF-ASSESSMENT

Curriculum Area and Business Support Area Self-Assessment is a major component of NMIT's self assessment regime. It provides the basis for quality assurance and continuous improvement for programmes, and other activities within NMIT.

Each curriculum area and business support area evaluates itself against the following NZQA Key Evaluation Questions:

1. How well do learners achieve?
2. What is the value of the outcomes for key stakeholders, including learners?
3. How well do programmes and activities match the needs of learners and other stakeholders?
4. How effective is the teaching?
5. How well are learners guided and supported?
6. How effective are governance and management in supporting educational achievement?

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

### INSTITUTIONAL PROCESS IMPROVEMENT

NMIT's policies are reviewed on a regular basis according to [DEVELOPMENT, REVIEW AND ISSUE OF POLICIES AND PROCEDURES](#). A selection of NMIT policies and procedures from the Quality Management System will be selected each year for [INTERNAL REVIEW](#).

## SOURCES OF EVIDENCE

### STUDENT FEEDBACK

To find out students' opinions throughout their learning journey with NMIT, not just for specific programmes but also for business support areas, student feedback is a vital tool for conducting systematic, evidence based inquiries.

It also provides evidence that improvements are actually occurring.

Refer to: [STUDENT SURVEYS](#).

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## 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. The four indicators are as follows:

- Successful course completion is measured by the *EFTS-weighted successful course completion rate* (where EFTS means 'equivalent full-time student's). This is the successfully completed enrolments in courses at a TEO each year, as a proportion of the total enrolments in courses, weighted by the EFTS value of the enrolments.
- Student retention is measured by the *student completion (or continuation) rate*. This is the number of re-enrolments or qualification completions at a TEO each year compared with the number of students present at the TEO in the previous year.
- Qualification completion is measured by the *EFTS-weighted qualification completion rate*. This is the number of qualifications completed at a TEO each year (weighted by the EFTS value of each qualification), as a proportion of the total enrolments in qualifications (weighted by the EFTS value of the enrolments).
- Student progression is measured by the *completion progression rate*. This is a rate of re-enrolment in a higher-level qualification in the following year for students who have completed a qualification.

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## TALO

The Teaching and Learning Observation (TALO) Programme is designed to ensure maximum effectiveness of curriculum delivery by encouraging the sharing of good practice within NMIT. The TALO Programme should encourage discussion within programme teams and across NMIT on improving teaching and learning.

TALO reports will, therefore, form a standard agenda item for Programme Team meetings along with the sharing and dissemination of good practice across the Institute.

The continuous professional development of tutors to improve the quality and effectiveness of teaching and learning is the highest priority for NMIT and is identified in the Staff Development Plan. The TALO Programme is an important and integral part of NMIT's Quality Assurance System.

Refer to [TALO - A GUIDE FOR TEACHING STAFF AND LESSON OBSERVERS](#).

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## OTHER EVIDENCE

May include the following:

- Internal and External Review Reports
- Internal and External audit reports
- Documented requirements from NMIT Senior Management Team and the Academic Board
- Moderation Reports (external and internal)
- Stakeholder correspondence
- Minutes from Advisory Committees
- Student Demographic data
- Research outputs
- Degree Monitors' reports
- Recommendations from professional associations, advisory committees and standing committees of the Academic Board.

## INTERNAL REVIEW

Internal Review at NMIT is an on-going process, embedded in its quality assurance and annual planning activities that maintains and strengthens its self assessment and educational design, delivery, assessment and evaluation processes.

Internal Review aims :

- To identify improvements to programmes and services at NMIT, through an evaluative and outcomes-focused approach to quality
- To determine the effectiveness of curriculum and business support area self-assessment processes and establish the validity of the self-assessment results.
- To identify strengths and weaknesses against the six key evaluation questions. (KEQs)
- To determine the effectiveness in meeting the requirements of the NMIT Quality Management System and specific policies, procedures, standards, contracts and legal requirements relevant to academic quality.
- To determine the effectiveness in meeting the requirements of NZQA's External Evaluation and Review.
- To make internal review instrumental to NMIT's regular review processes.
- To determine the effectiveness of quality assurance processes, e.g. programme approval, moderation of assessments, student surveys.
- To encourage the adoption and transfer of good practice.
- To give confidence to Council, management, the community and external agencies that NMIT programmes and services meet agreed quality standards.
- To confirm that corrective actions identified from self-assessments and review processes are effective.
- To identify risk and recommend preventive action.

Refer to: [INTERNAL REVIEW](#).

## REFERENCES

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### INTERNAL

Self-Assessment Procedure  
NMIT Academic Statute  
Student Surveys  
Internal Review  
Teaching and Learning at NMIT  
TALO Tutor Guide

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### EXTERNAL

NZQA Using Evaluation to Strengthen Organisational Self-Assessment  
NZQA Key Evaluation Questions  
[NZQA Quality Assurance for ITPs](#)  
Code of Practice for the Pastoral Care of International Students (www.minedu.govt.nz)  
ITPNZ Academic Quality Standards, 2006 revision  
Monitoring of NZQA/ITPQ Approved Degrees & Related Qualifications – April 2004