Self-Assessment

First Produced:	8/87	Authorisation:	Ara Academic Committee
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Review Cycle:	5 years		
Applies From:	Immediately		

Major changes/additions since the last version was approved are indicated by a vertical line in the left-hand margin.

1   Introduction

1.1   Purpose

To provide a framework for self-assessment as a basis for reflective practice integral to an evaluative quality assurance system.

1.2   Scope and Application

This policy applies to all self-assessment processes conducted at or by Ara Institute of Canterbury Ltd[1], except formal reviews carried out by the People and Culture Division (refer HR policies).

1.3   Formal Delegations

There are no formal delegations associated with this policy.

1.4   Definitions

a   **Evaluative quality assurance**: a process for assuring quality via evaluation of the outcomes of learning and teaching, and the processes contributing to these outcomes.

b   **Self-assessment** is a systematic process of data-driven self-reflection. Self-assessment is a compliance requirement of NZQA's Programme Approval and Accreditation.

c   **External Evaluation and Review (EER)**: A periodic evaluation by NZQA to provide a statement of confidence (judgement) about an organisation's educational performance and capability in self-assessment.

d   **Key Evaluative Questions (KEQs):** Evaluative questions developed to act as a common framework for exploring the quality, and value of educational performance and capability in self-assessment

e   **Internal Evaluation:** an ongoing process, embedded in the quality assurance and annual planning activities of Ara to maintain and strengthen self-assessment.

f   **Quality Select Committee:** To support evaluative self–assessment performance across Ara.

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[1] From herein referred to as Ara

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Related Ara Procedures and Forms	Related Ara Policies
APP704a Academic Quality Process APP704b Programme Evaluation Guidelines APP704c Quality Select Committee Guidelines	● APP301 Learner Responsibilities and Rights ● APP505 Assessment ● APP508 Moderation ● APP603 Programme and Product Development and Approval ● APP701 Evaluation and Review Committee Terms of Reference ● APP705 Formal Academic Surveys at Ara ● CPP208 Resolving Staff Performance or Conduct Issues
Related Legislation or Other Documentation *http://www.nzqa.govt.nz/providers-partners/self-assessment/* *http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/*	**Good Practice Guidelines**

References

Notes

The Evaluation and Review Committee of the Academic Board, in consultation with the ASTE Union, developed the first version of this policy in 1991. It was revised extensively in 1994, with the assistance of Christchurch Polytechnic Students Association (CPSA). Further consultation with faculties, divisions and CPSA was carried out for the 1998 revision, with subsequent versions following the standard policy review process.

2008: minor edits made to incorporate self-assessment processes to align with NZQA's Evaluative Quality Assurance system including External Evaluation and Review.

2016: This version updates the policy to align internal practices and to be consistent with newly developed practice. It includes the revised NZQA Key Evaluation Questions. It has been renamed to Self-Assessment to better reflect the procedures. Another policy has been developed relating to student feedback.

2018: Restructure of Te Kāhui Manukura.

2020: Minor edits of the Programme Evaluation section. Addition of the Graduate Alumni Survey in feedback evidence.
2020: NZIST changes – Academic Board becomes Ara Academic Committee; Ara Council becomes Ara Board. Added 'Ltd' to full Ara name. Corrected names of APP301 and APP603.

2   Principles

2.1   Ara is committed to continuous improvement of the quality of its education provision and services through ongoing evidence based self-assessment.

2.2   Self-assessment is an integral component of evaluative quality assurance and practices. All staff are responsible for self-assessment processes in their area. Each academic department and service area will be involved in self-assessment resulting in continuous quality improvement outcomes.

2.3   Formal self-assessment processes are conducted on a prescribed basis, according to procedures set by the Ara Academic Committee and/or Te Kāhui Manukura.

2.4   Self-assessment processes will be based on the KEQs to align internal processes with NZQA's External Evaluation and Review processes.

- How well do students achieve?
- What is the value of the outcomes for key stakeholders, including students?
- How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

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- How effectively are students supported and involved in their learning?
- How effective are governance and management in supporting educational achievement?
- How effectively are important compliance accountabilities managed?

2.5   Internal Evaluation and Review will take place annually to obtain information about the effectiveness of identified programmes, support services or processes, through an evaluative and outcomes-focused approach to quality.

3   Associated procedures for Ara Academic Policy on: Self-Assessment

Contents:
3.1   Self-Assessment
3.2   Programme Evaluations
3.3   Support Services Evaluations
3.4   Quality Select Committee
3.5   Feedback Evidence
3.6   Internal Evaluation

3.1   Self-Assessment

a   Self-Assessment is a major component of the evaluative quality assurance processes at Ara. Self-assessment should be continuous, culminating in a formal evaluation process each year. This evaluation should consider all quality monitoring reports and other input relevant to the programme or support services area.

b   The evaluation process is intended to:

- Be authentic and transparent, reflecting perspectives of all stakeholders
- Result in evidence-based judgements
- Meet internal and external quality assurance requirements and
- Lead to improved outcomes for students and other stakeholders

c   The information gathered from evaluations is made available as evidence for Programme Evaluations, and may also be reported to Ara Academic Committee, Te Kāhui Manukura (TKM), Ara Board, and/or Student Council as appropriate, as well as via the Ara Annual Report, Tertiary Education Commission, accreditation panels, and audit teams. See *APP704a Academic Quality Process.*

3.2   Programme Evaluations

a   The Programme Evaluation process is determined by Ara Academic Committee. The AIR Division implements the process. See *APP704b Programme Evaluation Guidelines.*

b   All programmes are evaluated annually. Staff are required to engage in the Programme Evaluation process actively looking for improvement opportunities.

c   Programme Evaluations incorporate and include evidence-based conversations. Performance data and other evidence collation are the responsibility of the AIR Division. Educational Performance Indicators relevant to the programme as reported to the Tertiary Education Commission, are included together with other quantitative data. Evidence will include formal and informal feedback from students including Student Council or Student Voice, support services, stakeholders, moderation results, degree monitor's report, regulatory bodies, and internal self-assessment reports.

d   Programme teams are involved in self-assessment including interpretation, analysis, and critical evaluation of the evidence gathered. The evaluative conversation involves participants including teaching teams, management, non-teaching staff, and other internal stakeholders as appropriate. A programme Self-Assessment report is subsequently produced which includes an improvement plan.

e   Heads of Department and their Senior Managers present a Department Self-Assessment report to the Quality Select Committee. The NZQA rubrics defining the key evaluation indicators are the basis of the Quality Select Committee's feedback to the department. These reports are tabled at the Evaluation and Review Committee with themes identified and reported annually to Ara Academic Committee.

3.3 Support Services Evaluations

a   All support service areas are required to take part in ongoing self-assessment. The main purpose is to obtain information about how well services meet the needs of students, staff and other stakeholders to support academic achievement and to identify areas for improvement.

b   The Support Service Evaluation process is determined by Te Kāhui Manukura in collaboration with Academic Quality.

3.4 Quality Select Committee

a   The purpose of the Quality Select Committee (QSC) process is to support the next stage of performance in evaluative self-assessment across the organisation. The Committee consists of the Chief Executive; DCE – AIR; DCE – Customer Experience and Engagement; DCE – People and Culture; Manager, Academic Quality; and Manager, Portfolio and Assurance

b   Teams will be invited to present evaluative reports to QSC and receive verbal feedback. See *APP704c Quality Select Committee Guidelines* for further information.

3.5 Feedback Evidence

Feedback evidence is a vital component of self-assessment. Feedback can be obtained from a variety of sources including employers, industry, students, graduates, etc.

a   **Student Feedback**

A broad range of opportunities for student feedback are in place including, student representatives at class and department level, focus groups, social media fora etc. In addition, systems and processes have been established with Departments to ensure an effective student voice is heard and acted on. Due to the large student body, consultation is achieved via Student Council and their representatives, and on bodies such as Ara Academic Committee, and Programme Advisory Committees.

Formal student feedback is gained through student surveys administered centrally through Academic Quality. Course Evaluations and a Student Experience Survey are conducted annually, with results analysed and reported back to staff and students.

b   **Graduate Feedback**

Graduates are invited to provide feedback after they have left Ara by completing A complete the Graduate Outcome Survey approximately 4-6 months after completion.

The Graduate Alumni survey is sent to graduates two years after completion.

Employers of Ara graduates are invited to provide feedback through the Graduate Employers Survey which is conducted every second year.

Results of all formal surveys are initially reported at Ara Academic Committee and then available to all staff and students. For further information, see *APP705 Formal Academic Surveys at Ara.*

3.6 Internal Evaluation

a   Internal Evaluations will take place each year to determine the effectiveness of quality assurance processes and assure Ara Academic Committee that Ara programmes and services meet agreed quality standards.

b   Programmes and services will be selected on a cyclic basis, or in response to a specific theme.

c   Academic Quality will be responsible for initiating the Internal Evaluation process including identifying those responsible for carrying out the evaluations. The programme areas included will be decided in collaboration with the AIR Division.

d   The Evaluation and Review Committee and Academic Quality will develop an annual Internal Evaluation plan and advise the focus areas. Academic Quality will prepare the scope for each evaluation outlining evidence the evaluation team need to sight before or during the internal evaluation process.

e   The Internal Evaluation team will carry out the evaluations, compile and distribute a draft report to the department to comment on for factual accuracy. A copy of the final report will be tabled at the Evaluation and Review Committee.

f   Evaluation and Review Committee will consider the conclusions and approve the reports for submitting to Ara Academic Committee.

g   Once received by Ara Academic Committee all reports will be made available through the Infoweb Quality Management System (QMS).

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