

Session 1

Peter Chubb Career Development Awards

DOING IT OURSELVES

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CPIT has been involved in the implementation of Self Assessment and External Evaluation and Review since we took part in a New Zealand Qualifications Authority (NZQA) pilot in 2008. Since then we have begun the metamorphosis into having a more self- evaluative quality assurance framework.

Self-assessment, for a tertiary education organisation, is about evaluating how well the organisation is doing in terms of the core business of teaching and learning. It is the process used to establish evidence of its own effectiveness. These results are used to inform the organisation's future planning and their actions to bring about improvement in the outcomes. Whilst this model focuses on outcomes, in particular it focuses on, student learning and aspects that contribute to learning such as quality of teaching.

In 2009 considerable work was completed in the implementation phase. An Annual Programme Evaluation and Review (APER) process was trialed with a cross section of programmes. In 2010 the APER process was introduced across the whole institution as the main self-assessment tool. Programmes were clustered within schools, facilitators selected and trained, evaluative conversations taken place and reports furnished that focus on self assessment in that area. We have now trialed a Support Services Evaluation and Review (SSER) process within our support areas with the intention of implementing this similar process to all support areas this year.

This paper will focus on the continued implementation of Self Assessment at CPIT, concentrating on the APER process in 2010/11 and the way forward