

Hibernia College Quality Framework

Guideline for Self-Evaluation



HIBERNIA
COLLEGE

1 Introduction

1.1 Purpose

This document sets out an approach to conducting institutional self-evaluation.

1.2 Scope

The document is relevant to all staff and students.

1.3 Definitions – Self Evaluation

In higher education quality management, a self-evaluation is process of systematic and critical self-analysis leading to judgments and/or recommendations regarding the quality of either an institution or a programme. Self-evaluation is basically a collective reflection providing an opportunity for quality enhancement.

2 Some key features

Self-evaluation within an institution is typically led by the Director of Quality, the Registrar in Hibernia College, and involves the whole community in a planned process of reflection, for the purpose of self-improvement.

2.1 Criteria and Purpose

In order to self-reflect, one must use an evidence base and an evidence source. But prior to that **criteria need to be established**, i.e. What are the purposes of the evaluation – what key questions is the evaluation seeking to answer? These can be adapted into criteria for the evaluation.

2.2 Stakeholders

Based on the purposes, identify **the relevant stakeholders** and how they should be consulted and their feedback incorporated into effectively responding to the criteria.

2.3 Standards and Benchmarks

It is important too to establish standards by which it can be demonstrated that the purposes are achieved.

2.4 Gathering Information

A key step in self-evaluation involves the systematic collection of administrative data, and seeking feedback from students, graduates, employers, professional bodies and other stakeholders.

Data would typically include:

- i. Student numbers, progression, persistence
- ii. Applicant numbers and conversion rates
- iii. Entry standards and exit standards
- iv. Numbers and themes of appeals, complaints, discipline hearings
- v. Staff qualifications
- vi. Research contributions
- vii. Staff publications
- viii. Student publications
- ix. Social impact measures
- x. Numbers of new programmes
- xi. Staff retention
- xii. Financial overviews
- xiii. Stakeholder feedback
 - Students
 - Graduates
 - Employers
 - Professional bodies
 - Social partners
- xiv. Academic Reports
 - External Examiners
 - Programme Boards
 - Annual Academic Board
 - Reports of Chairs of Appeals Committees
 - Reports of Sub-Committees of Academic Board

2.5 Self-Reflection and SWOT

Self-evaluation processes typically involve the conduct of a SWOT analysis, and would take place after the collection of the information and feedback identified.

2.6 Analysis and Report Writing

The constructive analysis (not description or restatement) of the information collated in *light of specific set criteria for the approval* resulting in a written report encapsulating the findings and self-improvement recommendations.

3 External review

The resulting report serves as a provider of information for a review team, an external peer-review panel appointed to conduct an independent, external evaluation.

4 Document Control

Document Title	Guideline for Self-Evaluation		
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Related Policies	Policy for the Cyclical Review of Hibernia College: An Institutional Review		
Related Guidelines			
Related Procedures			
Other related documents			