

Guidance FG(i)

Performance Indicators for Annual Review and Development

Introduction

- 1 The performance indicators for annual review and development are for guidance. It is recognised that different subjects will have different expectations of performance measures. It is recognised that there can be good reasons for an indicator falling outside the ranges identified, not least because of small sample sizes in some instances. However, module teams, Heads of School and faculties should consider whether the reasons are justified. In summary, PIs provide one part of the management information that informs action planning.

Faculty Quality Assurance Audit of Annual Review and Development

- 2 Faculties are required to use the University's data warehousing system to identify where quality and standards are at risk in modules and fields/courses (see section F, paragraph 38). This is a quality assurance procedure used to check that where quality or standards might be at risk module teams/schools have in place appropriate action plans to address the possible risk. It must be emphasised that this is an exceptional audit process based on any available information.

PIs for quality assurance of modules

- 3 A comment and appropriate action should be included in MRDPs if:

Performance Indicator
More than 20% of students fail the module
The mean mark for the module is below 40% or above 70%
There is a difference between the mean average of major categories of assessment of more than 15%
Significant difference in the performance of cohorts or sites of delivery
The % of non completions (F0, N0, Q0, R0, X0) at the first presentation is greater than 10% for level 4 and 5 or 5% for level 6

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PIs for quality assurance of fields/courses

- 4 A comment and appropriate action should be discussed and reported to BoS if:

Performance Indicator
More than 10% of students withdraw during the first year of (any) course.
More than 20% of students who have joined a postgraduate course fail to gain an award.
More than 20% of level 3 or 4 undergraduate students do not progress directly to the next level.
More than 10% of level 5 undergraduate students do not progress (or gain the intended award in the case of HNDs/FDs).
More than 5% of level 6 undergraduate students fail to gain the intended award (or progress if a four “year” programme is involved).
More than 5% of students following a four “year” or longer undergraduate award fail to gain the intended award.
The % of 1st class and 2.1 awards combined in honours degrees indicates a continuing upwards or downwards trend or a sudden shift