Guidance DG (i)

Key Performance Indicators (KPIs) and Key Monitoring Information (KMI) for the Kingston Continuous Enhancement Process

Introduction

Key Monitoring Information (KMI) is a suite of qualitative and quantitative information that is available to module and course teams and is designed to assist in the on-going monitoring of quality and standards. KMI includes, but is not limited to:

- External examiner reports and responses

- Reports from PSRBs

- Outcomes of Substantive Reviews and subsequent action plans

- Student feedback

  - National Student Survey results

  - Feedback from course and senior course representatives via Student Voice Committees (SVCs)

  - Feedback from early module review

- Results from the Employability data/Graduate Outcomes

- Contract monitoring (where applicable)

- Course and module data (see below)

Key Performance Indicators (KPIs) are used to check that, where quality or standards might be at risk, module teams, course teams and schools have in place appropriate action plans to address the possible risk. All modules and courses are benchmarked against the core set of KPIs (see below). It must be emphasised that this is an exceptional audit process based on available information. KPIs provide one part of the Key Monitoring Information (KMIs) that informs action planning.

It is recognised that when using the performance indicators listed below, different subjects will have different expectations of performance measures and that there can be good reasons for an indicator falling outside the ranges identified, for example small sample sizes. However, module teams, course teams, Heads of School and faculties should consider whether the reasons are justified.

Module level Key Performance Indicators (KPIs)

More than 20% of level 3 or level 4 students fail the module at the first attempt
More than 15% of level 5 students fail the module at the first attempt
More than 10% of level 6 students fail the module at first attempt
More than 5% of level 7 (UG awards) fail the module at the first attempt
More than 5% of level 7 (PG awards) fail the module at the first attempt

In addition, the MEP will provide the following:

- Module pass rate at first attempt
- Total number of students
- Total Pass following reassessment

- Total with mitigating circumstances

- Total Fail (excluding F0(0))

- Total F0(0)

- Total withdrawn

- Minimum mark (excluding F0(0))

- Maximum mark

- Average module mark (excluding F0(0), Mitigating Circumstances and Withdrawn)

- Standard deviation for the module (excluding F0(0), Mitigating Circumstances and Withdrawn)

- The average mark for each element and the average mark for each element minus F0(0), Mitigating Circumstances and Withdrawn

- Results from the Module Evaluation Questionnaire (MEQ), where threshold levels have been achieved for publication.

In all instances the following definitions apply:

Total Pass	Number of students with a module result of P (pass)
Total Mitigating circumstances	Number of students with an actual module grade of S (mitigating circumstances)
Total fail (excluding F0 (0))	Number of students with an actual module grade of F0, F1, F2, F3, F4, F5, QF, FF, MF, FS, FZ, LF, Q0, QM, X0, XM, X1, X2, X3, X4, X5, XF, XL, ZQ, Z). Actual number of students with an actual module grade of F0 and actual module mark of >1.
Total F0	Number of students with an actual module grade of F0

Total W	Number of students with an actual module grade of W

Course-level Key Performance Indicators (KPIs)

The KPI has not been met if the answer is "yes" to any of the statements in the first row of the table below:

Level 3	Level 4	Level 5	Level 6 (Integrated masters only)
More than 20% of students at level 3 are ineligible to progress after the 1st attempt	More than 15% of students at level 4 are ineligible to progress after the 1st attempt	More than 10% of students at level 5 are ineligible to progress after the 1st attempt	More than 5% of students at level 6 are ineligible to progress after the 1st attempt
Total % of students at level 3 who progress following reassessment	Total % of students at level 4 who progress following reassessment	Total % of students at level 5 who progress following reassessment	Total % of students at level 6 who progress following reassessment
Total % of students at level 3 who withdraw or transfer out	Total % of students at level 4 who withdraw or transfer out	Total % of students at level 5 who withdraw or transfer out	Total % of students at level 6 who withdraw or transfer out

Value added against a target of 1

Course information

The following table indicates the level at which course related information applies

Qualification of entry	UG
Retention of entrants	UG
Awards	UG/PG
Graduate outcomes	UG/PG
• Employed or further study	
• Highly skilled employment	
National Student Survey	UG
• Teaching on my course	
• Learning Opportunities	
• Assessment and Feedback	
• Academic Support	
• Organisation and Management	
• Learning Resources	

• Learning Community	
• Student Voice	
• Overall satisfaction	