**Quality Assurance Committee**
**Report of its Workings: August 2021 – July 2022**

The Quality Assurance Committee (QAC) is a committee set up by Senate at its meeting of 11th May 2017. During the period under review, it was composed of the following members:

Professor Frank Bezzina, in the Chair
Professor Ing. Maurice Apap
Ms Jo-Anne Attard
Professor Carmel Borg
Dr Colin Borg
Professor Victor Buttigieg
Professor Isabel Stabile
Ms Deborah Duca
Dr Peter Xuereb
Dr Jacqueline Vanhear
Ms Emma De Gabriele (Senate Student Representative)
Mr Thomas Galea (Senate Student Representative)

In attendance: Dr Jonathan Xuereb

The QAC met seven times in the period under review.

This document is an overview of the work undertaken by, and under the auspices of, the QAC during this fifth year of its operations.

## CONTENTS

## 1. QAC POLICY WORKING GROUPS

In an effort to further instill a culture of quality and continually address the recommendations of the MFHEA's (ex-NCFHE) 2015 EQA audit, the QAC set up three working groups tasked to develop and propose three UM-wide policies, namely:

1. Learning, Teaching & Assessment Policy Framework
2. Student Feedback Policy
3. Policy for the Consistent Use of Turnitin

It is envisaged that all three policies will be presented to the QAC in September 2022, following which they will go for UM-wide consultation prior to being finalised and presented to the Senate. The composition of the working groups and a schedule of their meetings is available below.

### *Learning, Teaching & Assessment Policy Framework*

| Working Group Composition | | |
|---|---|---|
| **Chairperson** | Prof. Carmel Borg | QAC; Faculty of Education |
| **Academic** | Dr Michael Buhagiar | Faculty of Education |
| **Academic** | Prof. Sandro Lanfranco | Faculty of Science |
| **Academic** | Prof. Doreen Spiteri | Faculty of Education |
| **Academic** | Prof. Ing. Victor Buttigieg | QAC; DEC; Faculty of ICT |
| **Academic** | Dr Claude Bajada | DEC; Faculty of Medicine & Surgery |
| **Academic** | Prof. Marilyn Clark | PVC; Faculty for Social Wellbeing |
| **Academic** | Prof. Isabel Stabile | QAC; UMASA; Faculty of Dental Surgery |
| **Admin** | Ms Jo-Anne Attard | APQRU |
| **Admin** | Dr Jacqueline Vanhear | QSU |
| **Admin** | Dr Jonathan Xuereb | QSU |
| **Student** | Mr Thomas Galea | / |
| **Student** | Ms Elisa Micallef Peplow | / |

| Meetings | |
|---|---|
| **Meeting 1** | 04-04-22 |
| **Meeting 2** | 29-04-22 |

*Student Feedback Policy*

| Working Group Composition | | |
|---|---|---|
| **Chairperson** | Prof. Ing. Maurice Apap | QAC; Faculty of Engineering |
| **Academic** | Prof. Sandro Caruana | Faculty of Education |
| **Academic** | Dr Lourdes Farrugia | Faculty of Science |
| **Academic** | Rev. Prof. Mark Sultana | Faculty of Arts |
| **Admin** | Mr Lionel Attard | APQRU |
| **Admin** | Dr Jacqueline Vanhear | QSU |
| **Admin** | Dr Jonathan Xuereb | QSU |
| **Student** | Ms Elisa Micallef Peplow | / |
| **Student** | Ms Julia De Bono | / |

| Meetings | |
|---|---|
| **Meeting 1** | 23-03-22 |
| **Meeting 2** | 30-03-22 |
| **Meeting 3** | 26-04-22 |
| **Meeting 4** | 24-06-22 |

*Policy for the Consistent Use of Turnitin*

| Working Group Composition | | |
|---|---|---|
| **Chairperson** | Dr Peter Xuereb | QAC; Faculty of ICT |
| **Academic** | Prof. Ing. Victor Buttigieg | QAC; DEC; Faculty of ICT |
| **Academic** | Dr Claude Bajada | DEC; Faculty of Medicine & Surgery |
| **Registrar's Office** | Ms Carmen Mangion | Registrar's Office |
| **Admin** | Dr Jacqueline Vanhear | QSU |
| **Admin** | Dr Jonathan Xuereb | QSU |
| **Student** | Mr Thomas Galea | / |
| **Student** | Ms Emma De Gabriele | / |

| Meetings | |
|---|---|
| **Meeting 1** | 24-05-22 |
| **Meeting 2** | 03-06-22 |
| **Meeting 3** | 28-07-22 |

## 2. COMPREHENSIVE QUALITY MANAGEMENT SYSTEM

The QAC discussed the role and function of the Internal Audit Function (IAF). Considering that the National Quality Assurance Framework Standards refer to quality assurance processes that go beyond academic aspects and extend to different other areas of campus operation, and following on the EQA Audit Report's (2015) recommendation that "*UoM needs to develop a holistic quality assurance system which is owned and understood*", the QAC liaised with IAF through QSU and agreed to collaborate more closely and to establish a comprehensive quality management system as exhibited below.

This system aims for a quality improvement process which will integrate seamlessly into the total institutional operation at 360˚ and includes academic quality improvement as well as other equally important operational (non-academic) quality improvement.
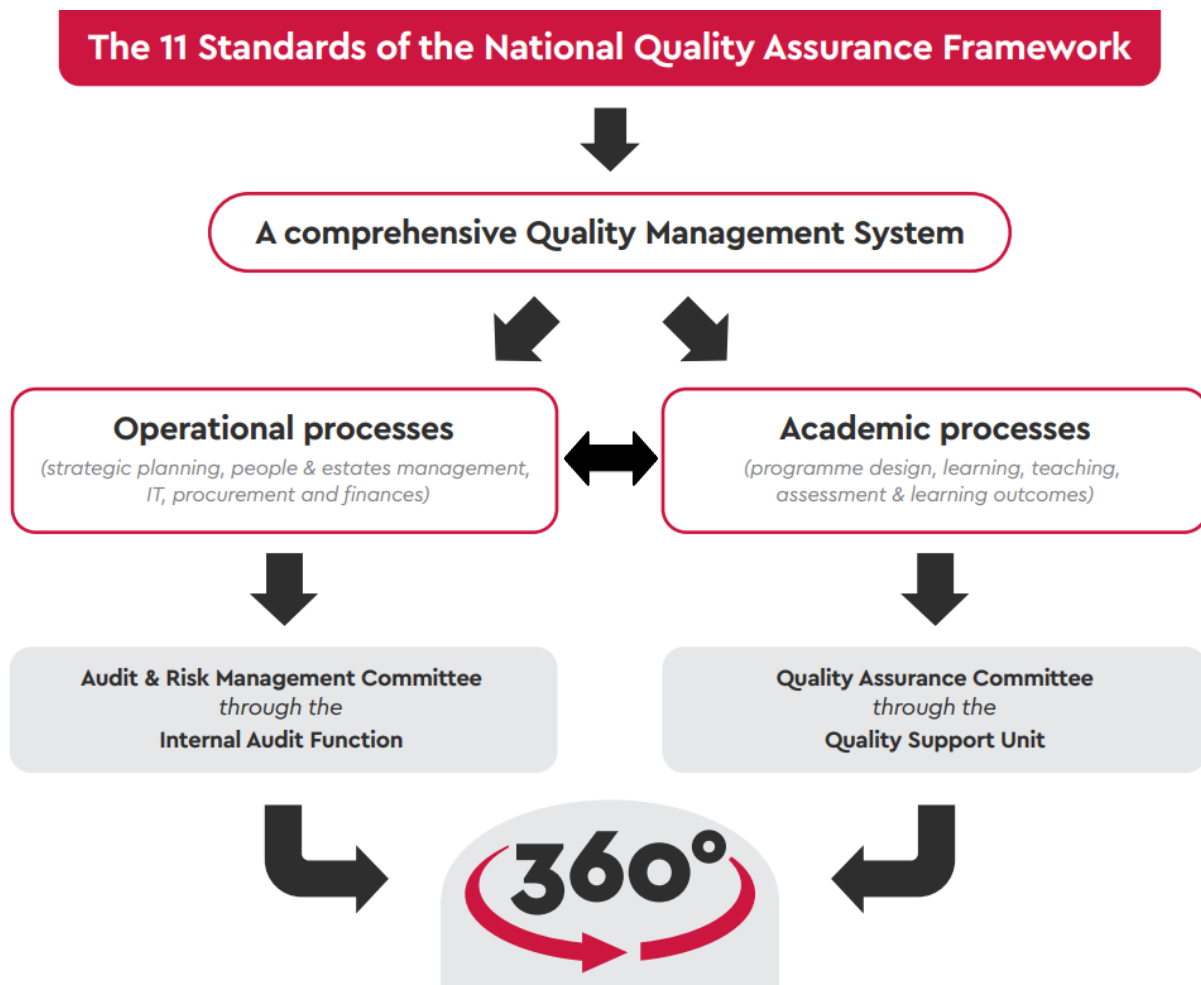
## 3. INTERNAL QUALITY ASSURANCE FRAMEWORK

The QAC has established a comprehensive internal quality assurance framework which guides and promotes the continuous enhancement of quality and standards in all academic programmes. This framework was presented to and approved by Senate on 10th March 2022.

The aim is to streamline and bring together processes which are already in place and being implemented into one established and agreed upon framework, and which will further strengthen the current QA mechanisms within UM.
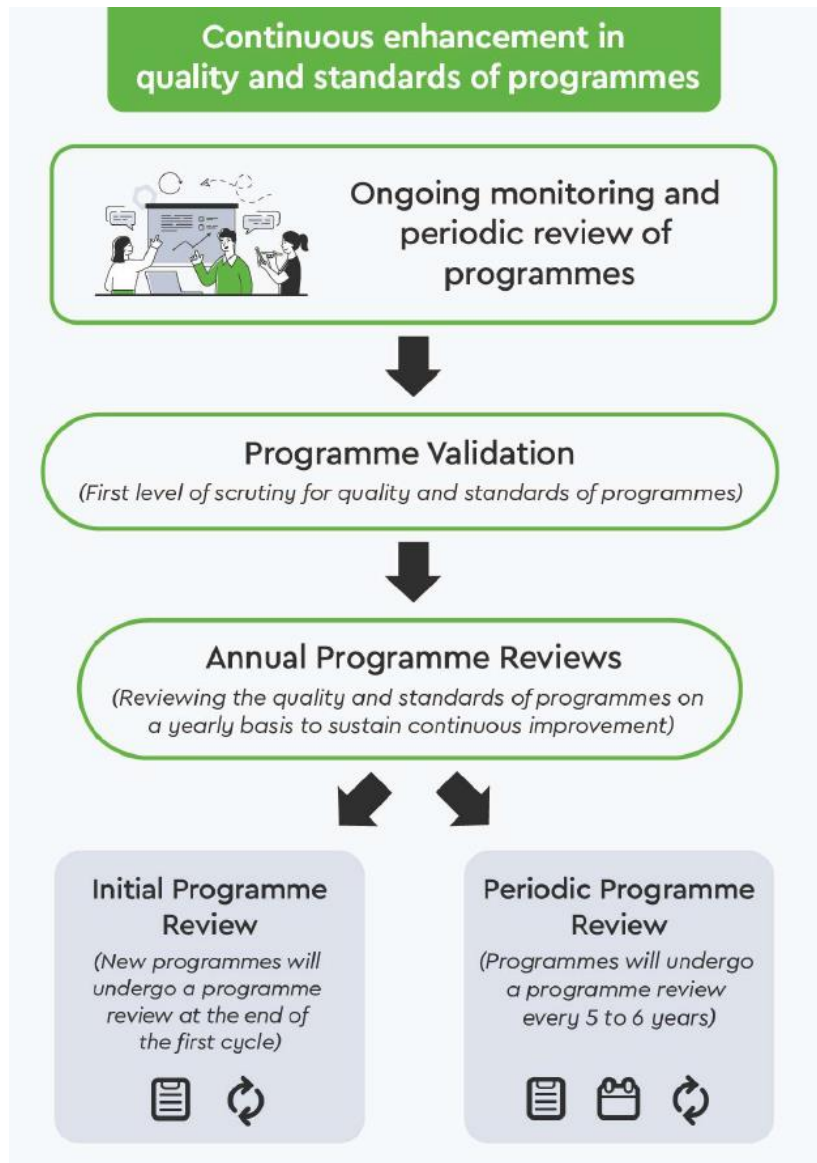
## 4. PERIODIC PROGRAMME REVIEWS (PPR) CYCLE

The QSU was tasked with **closing the first PPR cycle by the end of July 2022**, so that all taught programmes within FICS would have undergone at least one PPR. A total of **33 programmes** have been reviewed during academic year 2021/2022. The final PPR reports for the Faculty of Arts and the Faculty of Science were presented and approved by the Senate in May 2022. The Institutes' and Centres' reports will be presented to the Senate in September 2022. Below is a summary of the PPRs finalised in this period.

| Faculties, Institutes & Centres | Number of Programmes Reviewed | Date of Stakeholders' Meeting/s |
|---|---|---|
| **Faculty of Arts** | 17 | 02-03-22 (Language Programmes) 09-03-22 (Non-Language Programmes) |
| **Faculty of Science** | 5 | 03-03-22 (Biology / Chemistry) 04-03-22 (Mathematics / Physics / Statistics & Operations Research) |
| **Institute for European Studies** | 2 | 27-05-22 |
| **Institute of Aerospace Technologies** | 1 | 08-07-22 |
| **Institute of Maltese Studies** | 1 | 14-06-22 |
| **Euro-Mediterranean Centre for Educational Research** | 1 | 14-06-22 |
| **Centre for Distributed Ledger Technologies** | 1 | 27-06-22 |
| **Centre for Labour Studies** | 4 | 23-06-22 |
| **Centre for the Study & Practice of Conflict Resolution** | 1 | 23-05-22 |

Unfortunately, the Faculty for the Built Environment and the Centre for Molecular Medicine & Biobanking did not submit their Self-Evaluation Document (SED) notwithstanding various e-mail notifications and reminders. Both the Dean and the Director stated that they were too busy and did not find the time. The Faculty for the Built Environment and the Centre for Molecular Medicine & Biobanking have been included for PPR during academic year 2022/2023.

During 2020/2021 the QAC identified the Centre for the Liberal Arts & Sciences to undergo a PPR. However, the Director informed the QAC that due to the number of isolated modules, the PPR and SED template did not address what the Centre is providing. A proposal to address this issue will be raised in the next QAC meeting.

All the other pending Faculties, Institutes and Centres successfully submitted an SED for each programme under review, organised and hosted Stakeholders' Meeting/s to receive relevant

external feedback, and provided their final reactions to the main commendations and recommendations listed in the final PPR reports drafted by the QSU.

For the first time in the PPR process, the Faculties, Institutes and Centres were provided with an SED template to assist them in their self-reflection as well as to standardise the SED format across all FICS. Moreover, the Faculties, Institutes and Centres were asked to subscribe to an action plan based on the stakeholders' recommendations, by committing to undertake action by a specified timeframe. Progress vis-à-vis these action plans will be considered in the next review cycle and reviewed through APR. The template helped FICS to focus their reviews, and analyse feedback from external stakeholders in relation to learning, teaching, assessment, design, content and learning outcomes.

The Deans/Directors of the Faculties, Institutes and Centres involved in this PPR cycle expressed their satisfaction at the fruitful outcomes of their PPR exercise, which is often an eye-opener and catalyst for further enhancement of the programmes, for the ultimate benefit of the students.

The QAC has also proposed a 5-6-year **PPR schedule**, covering academic years from 2022-2023 to 2027-2028. FICS will be accordingly notified in advance of their upcoming PPR cycles, as the schedule will be published online.

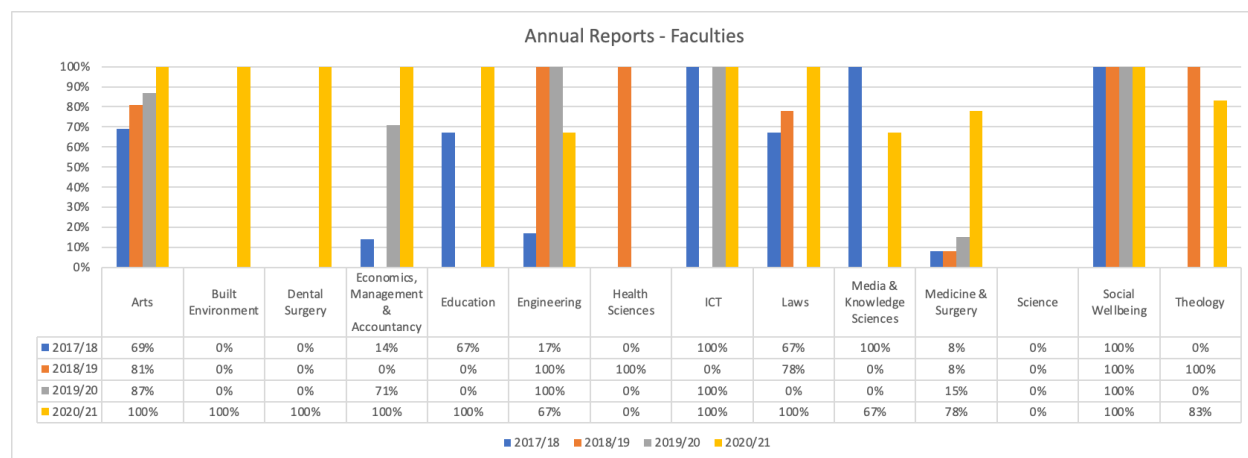| Proposed 5-6 Year PPR Schedule | | | | | |
|---|---|---|---|---|---|
| *2022-2023* | *2023-2024* | *2024-2025* | *2025-2026* | *2026-2027* | *2027-2028* |
| **Faculty of Dental Surgery** (2016) [3] | **Faculty of Engineering** (2017) [3] | **Faculty of Education** (2019) [5] | **The Edward de Bono Institute for Creative Thinking & Innovation** (2021) [1] | **Faculty of Arts** (2022) [17] | **Faculty of Dental Surgery** (2023) [3] |
| **Faculty of Economics, Management & Accountancy** (2016) [10] | **Faculty of Laws** (2017) [3] | **Faculty of ICT** (2019) [7] | **Institute of Digital Games** (2021) [1] | **Faculty of Science** (2022) [5] | **Faculty of Economics, Management & Accountancy** (2023) [10] |
| **Faculty of Health Sciences** (2016) [20] | **Faculty of Medicine & Surgery** (2017) [9] | **Faculty for Social Wellbeing** (2019) [9] | **International Institute for Baroque Studies** (2021) [1] | **Institute of Aerospace Technologies** (2022) [1] | **Faculty of Health Sciences** (2023) [20] |
| **Faculty for the Built Environment** (N/A) [TBD] | **Faculty of Theology** (2019) [13] | **Faculty of Media & Knowledge Sciences** (2020) [5] | **Institute of Physical Education & Sport** (2021) [2] | **Centre for Distributed Ledger Technologies** (2022) [1] | **Faculty for the Built Environment** (2023) [TBD] |
| **Centre for Molecular Medicine & Biobanking** (N/A) [1] | **Institute for Tourism, Travel & Culture** (2019) [1] | **Institute of Earth Systems** (2019) [1] | **Institute for Sustainable Energy** (2021) [1] | **Centre for Labour Studies** (2022) [4] | **Centre for Molecular Medicine & Biobanking** (2023) [1] |
| **Centre for Resilience & Socio-Emotional Health** (N/A) [1] | **Centre for Liberal Arts & Sciences** (N/A) [TBD] | | **Institute of Linguistics & Language Technology** (2021) [1] | **Centre for the Study & Practice of Conflict Resolution** (2022) [1] | **Centre for Resilience & Socio-Emotional Health** (2023) [1] |
| | | | **Mediterranean Academy of Diplomatic Studies** (2021) [2] | **Centre for Entrepreneurship & Business Incubation** (2021) [1] | **Institute for European Studies** (2022) [2] |
| | | | **International School for Foundation Studies** (2021) [1] | **Centre for Environmental Education & Research** (2021) [1] | **Institute of Maltese Studies** (2022) [1] |
| (Year of last PPR) [Number of programmes last reviewed] | | | **School of Performing Arts** (2021) [4] | **Centre for English Language Proficiency** (2021) [1] | **Euro-Mediterranean Centre for Educational Research** (2022) [1] |
| N.B. Number of programmes is approximate, based on previous PPR. Programmes may have increased or decreased since then. | | | | **Centre for Traditional Chinese Medicine** (2021) [1] | |
| *6 FICS* | *6 FICS* | *5 FICS* | *9 FICS* | *10 FICS* | *9 FICS* |
| *35+ Programmes* | *29+ Programmes* | *27 Programmes* | *14 Programmes* | *33 Programmes* | *38+ Programmes* |

## 5. REVISION OF THE PPR POLICY & PROCEDURES

The QAC also reviewed and revamped the **PPR Policy & Procedures** document, as per the recommendation in the 2015 audit report, taking into account feedback received by Deans during Senate and other focused meetings. The document will shortly be published online and will serve as a one-stop-shop guide to all FICS undergoing PPRs.

## 6. ANNUAL REPORTS

The QAC and QSU sought to make all FICS aware of their obligation to submit an annual report to the Office of the Secretary by the established deadline. This importance is now also being stressed during PPRs as well as by the Internal Audit Function during internal audits of FICS.

As at August 2022, **8 of 14** Faculties have submitted all their departmental annual reports. Four other Faculties have submitted their annual reports, albeit not for all their departments. The two other Faculties (Health Sciences and Science) have still not submitted their reports.

**Annual Reports - Faculties**

| | Arts | Built Environment | Dental Surgery | Economics, Management & Accountancy | Education | Engineering | Health Sciences | ICT | Laws | Media & Knowledge Sciences | Medicine & Surgery | Science | Social Wellbeing | Theology |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2017/18 | 69% | 0% | 0% | 14% | 67% | 17% | 0% | 100% | 67% | 100% | 8% | 0% | 100% | 0% |
| 2018/19 | 81% | 0% | 0% | 0% | 0% | 100% | 100% | 0% | 78% | 0% | 8% | 0% | 100% | 100% |
| 2019/20 | 87% | 0% | 0% | 71% | 0% | 100% | 0% | 100% | 0% | 0% | 15% | 0% | 100% | 0% |
| 2020/21 | 100% | 100% | 100% | 100% | 100% | 67% | 0% | 100% | 100% | 67% | 78% | 0% | 100% | 83% |

**16 of 18** Institutes, **12 of 13** Centres and **all 3** Schools have also submitted their annual reports. Reports from the Institute of Earth Systems, the Confucius Institute and the Centre for the Liberal Arts & Sciences are currently still pending. The University's annual report has also been finalised and is currently being reviewed by the Rector.

## 7. STANDARD OPERATING PROCEDURE FOR WRITING STUDENT HANDBOOKS

The QSU developed a University-wide academic Standard Operating Procedure (SOP) with the aim of providing a general template for FICS when developing a student handbook, by recommending a number of sections that would be worth including for the benefit of students.

This SOP has been shared with Faculty Managers through a presentation which also included information about UM's QA mechanism and quality culture. The SOP is available online on the SOP portal (**UNI-005-01: Procedure for Writing Student Handbooks**).[1]

## 8. <u>UNIVERSITY RANKING EXERCISES</u> *(as at July 2022)*

### *Webometrics*

The University monitors its performance in terms of its online presence through the independent ranking system **Webometrics Ranking of World Universities**[2] – a ranking system based in Madrid, Spain.

From being ranked 1,324th in its first appearance in 2015, the University of Malta is now ranked **888th** in the world, placing it in the **top 2.85%** of 31,097 higher education institutions worldwide.

UM is also ranked in **361st** place (out of 6,017 institutions, i.e. **top 6%**) in the continental European ranking, and in **249th** place (out of 3,411 institutions, i.e. **top 7.3%**) in the European Union ranking, according to the same ranking agency.

The Webometrics exercise also ranks six other institutions based in Malta, including MCAST and the ITS. Information on the ranking of all Maltese institutions is available **here**.[3]

### *THE World University Rankings*

The University of Malta has retained its position in the **Times Higher Education's World University Rankings**[4] for 2022, placing in the 801-1000 band, while the number of universities covered by the exercise continues to grow.

THE also undertakes rankings by subject. Here are UM's latest score bands:

| Education | 301-400 |
|---|---|
| **Arts & Humanities** | 401-500 |
| **Clinical & Health** | 501-600 |
| **Computer Science** | 501-600 |
| **Physical Sciences** | 601-800 |
| **Engineering** | 601-800 |
| **Social Sciences** | 601+ |

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[1] https://www.um.edu.mt/operatingprocedures/doc/UNI-005-01
[2] https://www.webometrics.info/en
[3] https://www.webometrics.info/en/europe_es/malta
[4] https://www.timeshighereducation.com/w%C3%B2rld-university-rankings/2022

*Centre for World University Rankings*

Starting from 2019, UM is also being ranked by the **Centre for World University Rankings (CWUR)**,[5] headquartered in the United Arab Emirates. As for Webometrics, in this case UM does not proactively submit data to the ranker. This ranking considers around 20,000 institutions from around the world, with the best 2,000 featuring in the CWUR's **Global 2000**[6] list. In the latest 2022-2023 edition, UM ranked in **1,702nd** place, with an overall score of 66.8.

*U-Multirank*

The University of Malta's performance on **U-Multirank**[7] – an initiative of the European Commission – is measured by means of a 'sunburst' graphic, organised in terms of five dimensions. UM consistently scores very highly on the international dimension (orange); highly on teaching and learning (green); and below average in terms of regional engagement (purple), research (red) and knowledge transfer (blue).
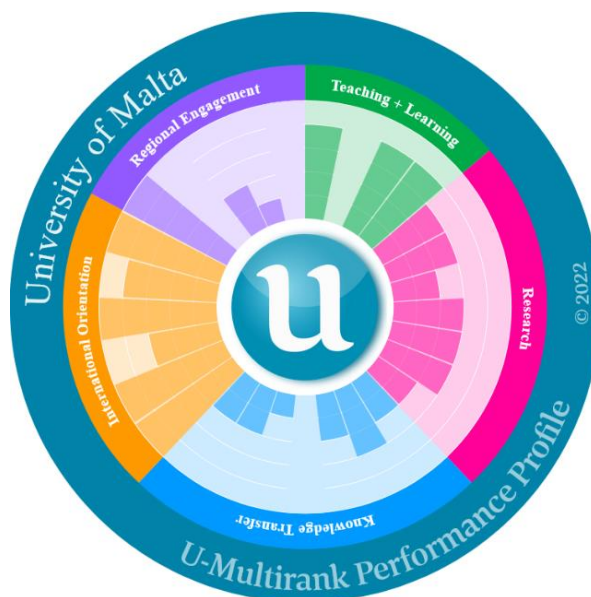


## 9. SHARING AND CELEBRATING GOOD PRACTICE

For the third year running, the QAC and QSU have been identifying good practices at FICS level, to be shared through the **Quality Mailshot Initiative** – a series of mailshots disseminated across the UM community roughly every fortnight during the 2021/2022 academic year. A total of 12 mailshots were sent, garnering 27 responses.

The fourth series of mailshots will run during academic year 2022/2023, with a number of good practices already identified for sharing. A report on the Quality Mailshot Initiative for 2021/2022 is available **here**.[8] An online repository of all mailshots sent to date is available **here**,[9] on the Quality Assurance website.

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[5] https://cwur.org/
[6] https://cwur.org/2022-23.php
[7] https://www.umultirank.org/
[8] https://www.um.edu.mt/media/um/docs/about/qualityassurance/ReportontheQualityMailshotInitiative(2021-2022).pdf
[9] https://www.um.edu.mt/about/qualityassurance/qualitymailshots/

The current schedule for academic year 2022/2023 is available below.

| Quality Mailshot Schedule – Academic Year 2022-2023 |
|---|
| Mailshot 1: Wednesday, 5th October 2022 |
| Mailshot 2: Wednesday, 19th October 2022 |
| Mailshot 3: Wednesday, 2nd November 2022 |
| Mailshot 4: Wednesday, 16th November 2022 |
| Mailshot 5: Wednesday, 30th November 2022 |
| Mailshot 6: Wednesday, 14th December 2022 |
| *Christmas Recess (21st December – 4th January)* |
| Mailshot 7: Wednesday, 11th January 2023 |
| *Examination Session (23rd January – 11th February)* |
| Mailshot 8: Wednesday, 15th February 2023 |
| Mailshot 9: Wednesday, 1st March 2023 |
| Mailshot 10: Wednesday, 15th March 2023 |
| Mailshot 11: Wednesday, 29th March 2023 |
| *Easter Recess (3rd– 16th April)* |
| Mailshot 12: Wednesday, 19th April 2023 |
| Mailshot 13: Wednesday, 3rd May 2023 |
| Mailshot 14: Wednesday, 17th May 2023 |
| Mailshot 15: Wednesday, 31st May 2023 |
| *Examination Session (1st June – 30th June)* |

## 10. QA DISSEMINATION STRATEGY



The QAC has discussed about the importance of disseminating information about UM's quality assurance mechanisms.

In this regard, the Quality Assurance website will be revamped so that each of the QA Standards will be explained and possibly shared through short videos.

## 11. INFORMATION MANAGEMENT & KPIs

With an upcoming EQA the University needs to give evidence of its progress in implementing the recommendations set out in the first EQA in 2015. In order to do this, the University needs to demonstrate its goals, how it aims to achieve them through the strategic planning and how it aims to successfully track progress towards the set goals. This will translate itself into the need of metrics or tools that are able to measure the organisational performance at the University and this is where KPIs might be the most suitable approach to track university progress towards its long-term goals. Consequently, the QAC established a set of basic KPIs (Annex 1) as a starting point and which will need to extend depending on UM's and FICS needs.
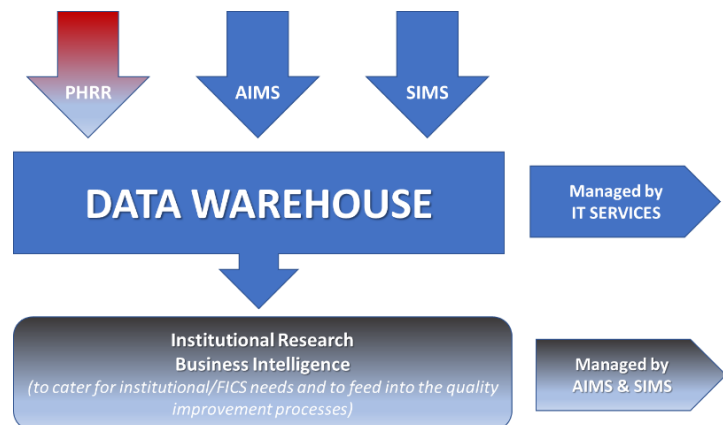
These KPIs will be a stepping stone to further expand upon the work already developed by AIMS to extend into a centralised BI system for institutional research purposes. The proposed implementation plan is that there will be people from AIMS collaborating with people from SIMS, sharing and learning while developing dashboards for the needs of FICS. This implementation plan will be driven by QAC through the QSU who will oversee the gathering of information that will feed into the quality improvement processes.

## 12. PROFESSIONAL DEVELOPMENT

### (a) Award in Implementing Quality Management

Dr Jacqueline Vanhear and Dr Jonathan Xuereb from the QSU participated and successfully completed 100 hours of training in January for the Award in Implementing Quality Management which was awarded by the Malta Institute of Management.

### (b) Visit to University of St Andrews

On 21-22 February 2022, UM representatives (Prof. Isabel Stabile, Dr Jacqueline Vanhear and Mr Clayton Cassar) visited the University of St Andrews (USTA) on exploration and professional development in relation to how USTA go about Quality Assurance, Business Intelligence (BI) and Student well-being, support and experience.

This proved to be a worthwhile, meaningful learning experience and information about quality practices at USTA were shared with QAC members through a presentation and follow-up discussion on 7th March 2022.

## 13. EXTERNAL REVIEW IN IQA

To fulfil its obligations in addressing the **National Quality Assurance Framework for Further and Higher Education,**[10] the QAC, through QSU, sought a proposal from the Quality Assurance Agency (QAA) to conduct an institutional gap analysis of the University of Malta against the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the National Internal Quality Assurance Standards established by the MFHEA.

The proposal was discussed with and endorsed by the Rector, Prof. Alfred J. Vella. QAA will conduct a gap analysis which offers the opportunity to analyse internal quality assurance systems and identify where further development and capacity building might be needed. The gap analysis is an opportunity for UM to critically evaluate the degree to which it is likely to meet the ten (*Part*

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[10] https://mfhea.mt/wp-content/uploads/2021/03/The-National-Quality-Assurance-Framework-for-Further-and-Higher-Education-A5-Brochure-1.pdf

*1*) European standards and guidelines and The National Quality Assurance Framework for Further and Higher Education. QAA will review the UM through:

- A desk-based analysis of the self-assessment document submitted by UM;
- A review visit (end of October 2022); and
- Producing a report on its findings (beginning of December 2022).

This exercise will be beneficial for UM to identify current good practices and areas for further enhancement while discussing with professional experts on possibilities of how these areas may be addressed. Furthermore, this will serve as a meaningful precursor to the upcoming MFHEA EQA audit.

Review by the European Quality Assurance Register for Higher Education

External Quality Assurance (EQA)

External review in IQA

Internal Quality Assurance (IQA)

*Malta's National Quality Culture*

*Quality Assurance plays a vital role in sustaining core values entrenched within the University of Malta. Quality improvement is concerned with an ongoing cyclical process of establishing goals, gathering relevant information, evaluating feedback and ensuring the implementation of change. Driving this process of quality improvement is the responsibility of all staff within the UM and recognising this as a priority expectation.*

*"We must learn to work together, or finally it will not work at all."*

*Inspired by these words of Eisenhower, QAC chairperson Prof. Frank Bezzina would like to express his gratitude to the QAC members, UM staff and students, for their consistent collaborative efforts in debating, discussing and providing meaningful feedback in all of the QAC's endeavours. It was this spirit of collegial and professional discussion that contributed to the achievement of the milestones outlined in this report.*

<u>**Annex 1: KPIs List**</u>

With an upcoming EQA the University needs to give evidence of its progress in implementing the recommendations set out in the first EQA in 2015. In order to do this, the University needs to demonstrate its goals, how it aims to achieve them through the strategic planning and how it aims to successfully track progress towards the set goals. This will translate itself into the need of metrics or tools that are able to measure the organisational performance at the University and this is where KPIs might be the most suitable approach to track university progress towards its long-term goals.

This information will be also relevant and helpful when establishing the BI system.

The following are the indicators selected as a starting point and that were deemed relevant. These indicators are not meant to be comprehensive and will surely develop along with the BI according to institutional needs.

**Academic Perspective**

A1 Objective: **Student Success: recruit, retain and graduate students**

**Student Admission Metrics**

- Pre-application Inquiries

- New Applications (undergraduate/postgraduate)

- Accepted Applications

- Age on entry

- Gender

- Geographical Location

- Secondary education institution attended

- Post-secondary education institution attended

*(Ask registrar whether the Student Admission Metrics are sufficient or whether scores/criteria pertaining to entry requirements are also to be collected)*

**Graduation Metrics**

- Degrees conferred (including Masters and PhD)

- Classifications conferred

- % of Students gaining employment within 6 months

- % of Students employed in areas related to their degree

**Retention Metrics**

- Graduation rate on time (without suspensions, extensions & repeat years)

- % of students requesting suspension

- % of students requesting extension

- % of students repeating a year or more

- Return within seven years of drop out

- Rate of student drop-outs

- Rate of students changing course

- Rate of students withdrawing from course

**Graduate Student Metrics**

- Number of Graduate Students employed as research support officers within F/I/C/S

A2 Objective: **Provide Quality Academic Programmes and Support Services**

- % of Programmes with an enrolment of 5 or less

- Enrolment in each of the programmes

- Passing rates

- Passing rates for licensing exams

- Student participation in Mobility Programmes (such as Erasmus)

- Students benefitting from access arrangements

- Academic staff-to-student ratio

A3 Objective: **Attract and retain outstanding faculty/staff**

- Employee satisfaction

- Number of staff employed at each grade

- Staff participation in CPD and inhouse training

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A. **Research Perspective**

B1 Objective**: Increase Funded Research**

— Contracts and Grants Funded Awarded (internal & external)

— Number of Patents issued

— Proposal Success Rate

B2 Objective**: Increase Faculty Scholarly Activities**

— Number of publications or performances in national and international outlets (including journal publications, conferences and books)

— Number of citations (including but not limited to Open Access Repository)

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**B.  Campus and Community Perspective**

C1 Objective: **Support Integrity**

— Dissemination of a student handbook (student awareness of code of ethics)

— The student handbook refers to the student charter

C2 Objective: **Service to Community**

— Community perception survey score

— Outreach activities by F/I/C/S

C3 Objective: **Support Superior Athletics**

— Graduation rate for undergraduate and post-graduate student athletes

— Support for student athletes

C4 Objective: **Support Structures**

— Financial support to students

— Student well-being support

— Staff well-being support

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    **C.  Sustainability Perspective**

D1 Objective: **Widening participation of under-represented groups**

— Percentage of migrant undergraduate/postgraduate students

— Percentage of undergraduate/post-graduate students admitted through Recognition of Prior Learning (RPL)

— Percentage of undergraduate/post-graduate students with a disability

— Percentage of all undergraduate students who are in receipt of disabled students' allowance provided separately for full-time and part-time undergraduates

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The above indicators were adapted from Higher Education Key Performance Indicators (Kennedy, 2010). And Petrov & Kamenova-Timareva (2014).