

# NOTES ON USE OF STATISTICAL DATA IN REVIEW AND ENHANCEMENT PROCESS REPORTS

## INTRODUCTION

This guide explains the statistical data available in the REP book and suggests some analysis that you can carry out in your programme or field report. REP data is available in Jasper reports – a separate guide is available for using Jasper REP reporting.

The data shown is that which has been entered in Delta. Thus, if you feel that the data are not a true reflection of the position as you understand it, you might investigate why the data are apparently at variance, via your School.

## PROGRAMME REP REPORTS

### STUDENT PROFILE

Five elements of data are available:

1. Enrolment numbers by academic year for last 4 years
2. Gender analysis by academic year for the last 4 years (for first year students only)
3. Ethnicity analysis by academic year for the last 4 years (for first year students only)
4. Entry qualification analysis by academic year for the last 4 years (for first year students only) *Note: from 2010/11 displayed by qualification group*
5. Age on entry analysis by academic year for the last 4 years (for first year students only)

### Enrolment numbers

REP Analysis:

- *Trends in recruitment numbers, separated as full –time/part-time and home/overseas as appropriate*
- *Do increases demonstrate any impact of recruitment strategies?*
- *Potential reasons for decreasing numbers*
- *Recruitment against target*

Action Plan

- *Planned strategies to address failure to meet recruitment targets, or need to expand numbers*

## **Gender**

REP Analysis:

- *Is the gender balance of concern?*
- *Is it representative of the sector?*
- *Is there a consistent pattern or can you demonstrate that strategies to redress imbalances have had some impact?*

Action Plan:

- *Strategies to redress any imbalance if this is of concern.*

## **Ethnicity**

REP Analysis:

- *Does it demonstrate engagement with the UEL widening participation agenda?*
- *Comparison with national profiles*
- *Are there wider issues to be considered - for example in the case of postgraduate programmes, are constraints imposed by the profile of entrants?*
- *Impact of planned strategies?*

Action Plan:

- *Planned strategies to address matters of concern*

## **Entry qualifications**

REP Analysis:

- *Major changes in entry qualifications offered*
- *Do changes in the types of qualification accepted highlight any changes in retention rates?*

Action Plan:

- *Any actions indicated by the above analysis*

## Age on entry

Use of this indicator is optional

REP Analysis:

- *Does it demonstrate engagement with the UEL widening participation agenda?*
- *Are there wider issues to be considered – eg in the case of postgraduate programmes?*

Action Plan:

- *Planned strategies to address matters of concern*

## **RETENTION**

*Retention data is new from 2011. This is in response to a recommendation from QAA Institutional Audit*

**Retention reports track the progress of a cohort from the year of commencement.** All new entrants in that year are shown, irrespective of study year of entry. This is because the reporting picks up all students who entered the university in that year.

Thus, for a cohort commencing in 2007/8, the number of students who commenced each study year in 2007/8 is shown. The report then shows the number of students who were still at UEL at the end of that year – continuing, awarded, withdrawn, transferred out, on a break, excluded etc. Where students received an award, the nature of the awards is shown.

The progress of this cohort continues in 2008/9. Thus, the number in the cohort is the number continuing from 2007/8 minus those who have withdrawn or been awarded a qualification. To this number, any transfers in to the cohort are included. Progress of this cohort continues to be reported, with students who receive awards or withdraw removed from the count in succeeding years.

Whilst it is accepted that there are flaws with this approach, it is a compromise between providing a level of retention data for the programme, and not making the data even more complicated.

Further support on interpretation is provided in the Jasper REP Manual.

REP Analysis:

- *Demonstrate that you have engaged with the data and identify any concerns or anomalies that strike you. Relate the data to your knowledge about the programme; your knowledge will help explain the data*
- *For first year students in the latest cohort, review programme retention against UEL benchmark at the end of the first year of study – UEL current benchmark 89.8% - this includes all students still at UEL at the end of the first year of entry, so only students who have withdrawn from UEL or been excluded count against the figure (ie you can include students who have transferred out of your programme, on a break etc, since they are still retained at UEL)*
- *Compare withdrawal rates across the cohorts – eg Y1 in 2007/8 compared against Y1 in 2008/9 and 2009/10 – to identify whether there is a pattern and whether this is an acceptable pattern*
- *Number of students achieving the intended award within 3 years and 4 years of commencement on the programme*

Action Plan:

- *Any strategies indicated by the above analysis?*
- *Planned changes in programme structures to support future retention as indicated by the above analysis?*

## AWARDS

There are three sets of data for each School:

1. First degree classifications in School
2. Postgraduate awards in School
3. Other undergraduate awards in School

REP Analysis:

- *Proportion of students in each classification – has this changed?*
- *Can you determine any trends?*
- *Can you identify any reasons for the changes?*

Action Plan:

- *Planned strategies indicated by the above analysis (may be at module level in which case the relevant field REP may be referenced)*
- *Planned changes in programme structures?*

Updated 2011

## FIELD REP REPORTS

### MODULE PERFORMANCE

Results are provided for all opportunities; it is not expected that you will make comparisons between numbers of students who passed at first attempt or at resits. The data is the same as that used for Field Boards, remembering that Field Board data is a snapshot, and REP data represents a more up to date position.

### REP MODULE DATA

The data provided for each year is:

- Total number of module registrations
- Pass/not pass rates (percentage)
- Average module marks and standard deviation

#### REP Analysis:

- *Overall analysis of field performance*
- *Module pass rates/average marks/standard deviation – do they indicate a problem in:*
  - *particular modules*
  - *a level*
- *Can you identify the reasons for the poor performance in these modules*
- *What strategies have you adopted to address this?*
- *Have you adopted strategies that have/have not worked?*
- *How do you monitor the impact of your strategies?*
- *Can you identify performance issues relating to specific groups of students – eg by attendance mode, by programme*
- *Impact of assessment strategies? Do these need reviewing?*
- *Comment on modules for which a module improvement plan is required (UEL only)*
- *Where modules are taught on campus and elsewhere (eg at a collaborative partner) comparative analysis of performance must be undertaken and cover all occurrences of the module. (UEL only)*

#### Action Plan

- *What strategies will you adopt to address issues identified by the above analysis?*