

Self-Evaluation and PI Analysis Guidelines

The revised proforma for November Self-Evaluation is now available on the staff intranet.

The first section is a review of progress on actions from previous reports. The remainder of the report consists of simple sections as follows:

Performance Indicators 2015-16

Analyse and reflect upon retention and attainment for 2015-16. The following link will provide you with data for your programmes:

[Performance Indicators 2015-16](#)

- **Poor PIs** - please ensure that reflection and comment is provided for low retention and attainment – and what improvement actions are being implemented
- **Strong PIs** - reflect on whether practice can be shared or used with lower performing programmes.

Recruitment 2016-17

Indicate what your recruitment targets were and whether or not these were met, if not, provide explanations and identify appropriate actions. If targets were met, can lessons be learned and applied to programmes with recruitment issues.

Recruitment targets/totals can be viewed in Columbus under the “Enrolment” tab.

Early Withdrawal 2016-17

Indicate what your early withdrawal figures are and whether these are in line with target / better or worse than 2015-16 figures. If early withdrawal is high you must provide explanations and conversely where there is little or no early withdrawal, can lessons be learned.

Early withdrawal figures can be viewed in Columbus under “Standard Reports” using the Reason for Withdrawal or Withdrawals List tab and entering a class code.

Early Satisfaction 2016-17

Reflect on any available feedback from students such as Early Impressions Survey, Class Reps, guidance interviews, complaints, etc. Identify where satisfaction is high and detail why you think this is the case, and where satisfaction is low provide details of measures being put in place to address issues.

Any Other Items

You may use this section for any evaluation not related to the above categories. **Any comment on Learning and Teaching practice is welcome.**

Please ensure that where issues are identified there is a corresponding SMART action detailed within the table at the end of the report.

Reports must be submitted to your Head of Curriculum for review / agreement and forwarding to Quality. Reports will not be accepted by Quality direct from SLs.