the performance of higher education institutions? This might include a range of measures from different sources. Please be as specific as possible and provide examples of practice from across different parts of your organisation where possible.

The Russell Group is aware of a wide range of published measures of performance in higher education, drawn from different sources. These relate to teaching and research, the quality of the student experience, the management of institutions (e.g. their financial management and estates management), and measures looking at the diversity of their students and staff.

Question 2. How does your organisation currently use these measures, and the UK Higher Education Performance Indicators specifically?

The current set of UK Higher Education Performance Indicators includes information around:

* Widening participation of under-represented groups
* Non-continuation rates and module completion
* Employment destinations of leavers
* Research outputs.

Again, please be as specific as possible and provide examples of practice from across different parts of your organisation where possible. If your organisation does not currently use performance indicators, please use this box to provide the reasons why.

Alongside other information, we use the PIs to provide us with information about the   ET]r in in nreducation

Question 3. Please list up to three strengths and three weaknesses with the existing UK Higher Education Performance Indicators. Again, please be as specific as possible. If you don't think there are any strengths or weaknesses, please write "none" in the appropriate section of the box below.

The existing PIs provide some useful information which is not available elsewhere about the relative performance of institutions in certain areas.

The benchmarks associated with the **Widening Participation** PIs are fundamentally flawed because they fail to provide a full picture of the student body actually qualified to enter many courses. They take no account of the fact, for example, that someone with four A*s at A-level

not admit students with no mathematics 'A' Level, even though mathematics may be considered by the institution to be a legitimate requirement for entry. We recommend

universities. It is unclear what additional value is added by aiming to normalise data through statistical methods to generate the existing PIs showing outputs per inputs.

The reputation of the UK's