



Macao Polytechnic Institute Student Performance Analysis 2015



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Executive Summary

By providing the opportunity and support, students can overcome their obstacles and rise to meet the high academic and behaviour expectations set for them from the learning organization. The Macao Polytechnic Institute (MPI) strives to raise individual student achievement and closing achievement gaps. In May / June 2015, MPI conducted various data retrieval and analysis on student performance relating to the following areas: student failure (before and after attending re-sit exams) and dropout rates, information on passing exams on first attempt, and cumulative grade point average (CGPA). The purpose of the study is to report detailed information of student performance in this Institute.

The student performance data was collected for three academic years (two prior years 2012-13 and 2013-14, and current academic year 2014-15) and following is a summary of the findings: For the current student cohort (2014-15), the failure rate of the first-year students ranged from 0.00% to 24.25% (before the re-sits) and from 0.00% to 21.26% (after the re-sits); the dropout rate was in the range of 0.00-11.54%; ranging from 24.24% to 95.65% of first-year students could pass their exams on first attempt; the mean CGPA among schools for the first-year students was in a range of 1.86 to 2.92; and the mean CGPA for the students graduating in Summer 2015 was 2.64.

Ultimately, our goal is to ensure the academic growth and achievement of our students, and the performance data can be used to monitor student performance over time.

報告摘要

透過提供機遇及支援，學生們能克服其困難並提升自身的能力，以符合學習機構對他們設定的高課業及行為期望。澳門理工學院致力提升每個學生的成就，以及收窄各人的差距。在 2015 年 5 月及 6 月，澳門理工學院在有關學生表現方面進行了不同的資料搜集及分析，其中包括以下範疇：學生不及格率及退學率，有關第一次通過考試的成功率，以及累計學業成績平均數（CGPA）。這個研究的目的是要對本學院學生表現進行研究及報告。

在本研究中，搜集到共三學年學生表現的資料（包括前兩學年，即 2012-13 及 2013-14，以及本學年，即 2014-15），其中的發現摘要如下：對於本學年，大一學生的不及格率是由 0.00% 至 24.25% 不等（在補考前）及由 0.00% 至 21.26% 不等（在補考後）；退學率由 0.00% 至 11.54% 不等；24.24% 至 95.65% 的大一學生在第一次就能通過考試；不同學校的大一學生的 CGPA 平均值由 1.86 至 2.92 不等；而 2015 年畢業生的 CGPA 平均值為 2.64。

最後，我們的目的是要確保我們學生在課業上成長及得到成就，以及應用此類資訊用以作為監測他們的持續表現。

The Importance of High Academic Performance of First-Year Students in College

The academic performance of first-year students in college is very important as it forms the foundation of future education. Performing well in early days and developing a standard for students themselves is important. Getting the right education from the right place is very crucial for the success of any student.

Table 1: Failure Rate (Before Re-sit Examination) of First-Year Students by Programme by School

School	Programme	2012-2013			2013-2014			2014-2015		
		1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall
ESA	Design	3.97%	1.65%	2.86%	4.03%	1.14%	2.53%	1.10%	0.70%	0.91%
	Music	3.70%	2.25%	3.00%	5.34%	5.29%	5.32%	0.93%	0.00%	0.47%
	Visual Art	0.94%	0.00%	0.48%	0.89%	0.00%	0.45%	0.00%	0.56%	0.28%
ESAP	Computing	9.71%	13.45%	11.52%	7.64%	8.59%	8.09%	13.68%	9.90%	11.90%
	Public Administration	4.01%	5.54%	4.77%	5.88%	5.69%	5.79%	3.21%	3.42%	3.32%
	Social Work	7.79%	2.01%	4.72%	7.02%	3.50%	5.14%	0.37%	0.33%	0.35%
ESCE	Accounting	2.53%	2.15%	2.34%	6.15%	10.47%	8.26%	9.49%	5.37%	7.49%
	Public Relations	10.98%	22.50%	16.52%	10.56%	15.38%	12.83%	18.78%	9.09%	14.16%
	Marketing	8.97%	6.11%	7.61%	10.27%	13.79%	12.03%	4.52%	6.36%	5.43%
	E-Commerce	14.84%	21.56%	18.05%	29.17%	30.00%	29.56%	22.78%	25.87%	24.25%
	Management	14.94%	18.03%	16.40%	7.01%	10.96%	8.94%	19.39%	17.79%	18.66%
	Gaming and Recreation Management	5.28%	4.62%	4.96%	5.61%	3.30%	4.49%	7.76%	8.31%	8.02%
ESEFD	Physical Education	5.59%	12.50%	7.67%	8.01%	9.90%	8.59%	11.06%	11.60%	11.22%
ESLT	Chinese-English Translation and Interpretation	1.00%	2.27%	1.67%	2.97%	1.76%	2.34%	1.10%	0.94%	1.01%
	Chinese-Portuguese Translation and Interpretation	0.00%	0.00%	0.00%	--	--	--	0.00%	0.00%	0.00%
	Portuguese-Chinese Translation and Interpretation	7.32%	4.55%	6.35%	1.26%	0.67%	0.98%	0.34%	0.34%	0.34%
ESS	Medical Laboratory Technology	8.50%	6.58%	7.54%	2.35%	0.58%	1.47%	5.09%	2.82%	3.96%
	Pharmacy Technology	7.19%	5.56%	6.38%	13.23%	10.58%	11.90%	4.64%	3.29%	3.96%
	Nursing	7.13%	3.79%	5.46%	6.03%	6.21%	6.11%	5.18%	4.51%	4.87%

Table 1: Failure Rate (Before Re-sit Exam) of First-Year Students by Programme by School

When a student fails a certain course, he / she can apply for the re-sit examination. Table 1 details the failure rates, before taking the re-sit examination, of first-year students for academic years 2012/13 through 2014/15. Most programmes have no or low failure rates, except the E-Commerce programme of ESCE exhibits quite consistent high failure rates.

Table 2: Failure Rate (After Re-sit Examination) of First-Year Students by Programme by School

School	Programme	2012-2013			2013-2014			2014-2015		
		1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall
ESA	Design	3.31%	1.46%	2.43%	3.88%	1.14%	2.45%	0.78%	0.70%	0.74%
	Music	2.12%	0.56%	1.36%	2.43%	4.23%	3.29%	0.47%	0.00%	0.24%
	Visual Art	0.00%	0.00%	0.00%	0.89%	0.00%	0.45%	0.00%	0.56%	0.28%
ESAP	Computing	7.77%	12.41%	10.02%	6.60%	7.03%	6.80%	7.12%	9.90%	8.71%
	Public Administration	4.01%	3.69%	3.85%	4.31%	3.25%	3.79%	2.41%	2.63%	2.52%
	Social Work	0.97%	0.00%	0.46%	3.01%	1.17%	2.02%	0.37%	0.00%	0.18%
ESCE	Accounting	2.02%	2.15%	2.08%	5.03%	5.81%	5.41%	6.96%	3.36%	5.21%
	Public Relations	6.36%	13.13%	9.61%	10.56%	14.69%	12.50%	17.68%	7.27%	12.72%
	Marketing	6.21%	3.82%	5.07%	6.85%	11.03%	8.93%	2.26%	4.60%	3.42%
	E-Commerce	13.19%	19.16%	16.05%	22.92%	26.15%	24.45%	20.25%	22.38%	21.26%
	Management	11.59%	14.63%	13.02%	5.41%	7.97%	6.67%	18.28%	14.72%	16.67%
	Gaming and Recreation Management	3.11%	1.98%	2.56%	4.98%	2.31%	3.69%	5.75%	7.06%	6.38%
ESEFD	Physical Education	3.36%	9.38%	5.16%	4.81%	4.17%	4.61%	5.75%	9.78%	6.95%
ESLT	Chinese-English Translation and Interpretation	0.25%	0.91%	0.60%	1.35%	0.76%	1.04%	0.55%	0.47%	0.51%
	Chinese-Portuguese Translation and Interpretation	0.00%	0.00%	0.00%	--	--	--	0.00%	0.00%	0.00%
	Portuguese-Chinese Translation and Interpretation	4.88%	4.55%	4.76%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
ESS	Medical Laboratory Technology	4.58%	0.00%	2.30%	0.00%	0.00%	0.00%	2.78%	0.93%	1.86%
	Pharmacy Technology	4.19%	1.85%	3.04%	6.88%	6.35%	6.61%	0.00%	0.65%	0.33%
	Nursing	3.34%	2.90%	3.12%	3.77%	2.17%	3.06%	2.12%	3.36%	2.69%

Table 2: Failure Rate (After Re-sit Exam) of First-Year Students by Programme by School

By attending the re-sit examination, some students might pass a failed course, some might not. Table 2 details the failure rates, after taking the re-sit examination, of first-year students for academic years 2012/13 through 2014/15. Most programmes have no or low failure rates, except the Public Relations, the E-Commerce and the Management programmes of ESCE in the current 2014/15 cohort still exhibit double-digit failure rates after the re-sits.

Table 3: Number of First-Year Students Getting Straight Passes

School	Programme	2012-2013				2013-2014				2014-2015			
		N	1 st Sem	2 nd Sem	Overall	N	1 st Sem	2 nd Sem	Overall	N	1 st Sem	2 nd Sem	Overall
ESA	Design	65	33 (50.77%)	46 (70.77%)	28 (43.08%)	67	43 (64.18%)	53 (79.10%)	39 (58.21%)	66	54 (81.82%)	59 (89.39%)	52 (78.79%)
	Music	20	12 (60.00%)	14 (70.00%)	11 (55.00%)	22	13 (59.09%)	13 (59.09%)	12 (54.55%)	22	20 (90.91%)	21 (95.45%)	19 (86.36%)
	Visual Art	26	20 (76.92%)	21 (80.77%)	19 (73.08%)	25	22 (88.00%)	25 (100.00%)	22 (88.00%)	21	21 (100.00%)	19 (90.48%)	19 (90.48%)
ESAP	Computing	59	36 (61.02%)	31 (52.54%)	28 (47.46%)	53	35 (66.04%)	31 (58.49%)	28 (52.83%)	62	29 (46.77%)	39 (62.90%)	28 (45.16%)
	Public Administration	43	32 (74.42%)	25 (58.14%)	25 (58.14%)	38	30 (78.95%)	25 (65.79%)	25 (65.79%)	37	33 (89.19%)	28 (75.68%)	28 (75.68%)
	Social Work	53	33 (62.26%)	43 (81.13%)	30 (56.60%)	50	34 (68.00%)	41 (82.00%)	31 (62.00%)	46	45 (97.83%)	44 (95.65%)	44 (95.65%)
ESCE	Accounting	34	30 (88.24%)	27 (79.41%)	26 (76.47%)	29	23 (79.31%)	16 (55.17%)	15 (51.72%)	29	19 (65.52%)	19 (65.52%)	17 (58.62%)
	Public Relations	33	18 (54.55%)	3 (9.09%)	3 (9.09%)	30	19 (63.33%)	16 (53.33%)	15 (50.00%)	33	9 (27.27%)	15 (45.45%)	8 (24.24%)
	Marketing	26	14 (53.85%)	17 (65.38%)	12 (46.15%)	27	15 (55.56%)	16 (59.26%)	14 (51.85%)	31	24 (77.42%)	19 (61.29%)	18 (58.06%)
	E-Commerce	33	19 (57.58%)	12 (36.36%)	12 (36.36%)	25	7 (28.00%)	8 (32.00%)	4 (16.00%)	28	13 (46.43%)	8 (28.57%)	8 (28.57%)
	Management	58	29 (50.00%)	22 (37.93%)	18 (31.03%)	58	38 (65.52%)	30 (51.72%)	27 (46.55%)	66	24 (36.36%)	24 (36.36%)	16 (24.24%)
	Gaming and Recreation Management	60	41 (68.33%)	42 (70.00%)	36 (60.00%)	63	36 (57.14%)	41 (65.08%)	33 (52.38%)	64	44 (68.75%)	39 (60.94%)	38 (59.38%)
ESEFD	Physical Education	64	37 (57.81%)	40 (62.50%)	29 (45.31%)	64	28 (43.75%)	41 (64.06%)	24 (37.50%)	63	29 (46.03%)	39 (61.90%)	25 (39.68%)
ESLT	Chinese-English Translation and Interpretation	69	61 (88.41%)	54 (78.26%)	54 (78.26%)	66	55 (83.33%)	52 (78.79%)	50 (75.76%)	62	58 (93.55%)	55 (88.71%)	53 (85.48%)
	Chinese-Portuguese Translation and Interpretation	8	5 (62.50%)	3 (37.50%)	3 (37.50%)	--	--	--	--	5	4 (80.00%)	4 (80.00%)	4 (80.00%)
	Portuguese-Chinese Translation and Interpretation	54	50 (92.59%)	49 (90.74%)	49 (90.74%)	57	50 (87.72%)	49 (85.96%)	47 (82.46%)	51	49 (96.08%)	47 (92.16%)	47 (92.16%)
ESS	Medical Laboratory Technology	17	12 (70.59%)	9 (52.94%)	8 (47.06%)	19	14 (73.68%)	18 (94.74%)	13 (68.42%)	24	17 (70.83%)	20 (83.33%)	16 (66.67%)
	Pharmacy Technology	19	11 (57.89%)	13 (68.42%)	9 (47.37%)	21	8 (38.10%)	15 (71.43%)	8 (38.10%)	18	11 (61.11%)	13 (72.22%)	11 (61.11%)
	Nursing	58	34 (58.62%)	42 (72.41%)	29 (50.00%)	59	40 (67.80%)	42 (71.19%)	37 (62.71%)	61	44 (72.13%)	50 (81.97%)	41 (67.21%)

Table 3: Number of First-Year Students Getting Straight Passes

Table 3 indicates the number of first-year students who have achieved straight passes. A large proportion of first-year students from ESA (the Visual Art programme) and ESLT (the Chinese-English Translation and Interpretation, and the Portuguese-Chinese Translation and Interpretation programmes) are consecutively getting straight passes. On the contrary, only a very / relatively small proportion of first-year students from the Public Relations programme of ESCE in the 2012/13 cohort, and also those from the E-Commerce programme of ESCE in the 2013/14 cohort can get straight passes. It is worth noting that the first-year students from the Social Work programme of ESAP in the current 2014/15 cohort have achieved a much higher percentage in getting straight passes than previous two years.

Table 4: Dropout Rate of First-Year Students by Programme by School

School	Programme (D: day programme ; E: evening programme)	2012-2013			2013-2014			2014-2015		
		1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall
ESA	Design (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	3.03%	1.56%	4.55%
	Design (E)	--	--	--	--	--	--	--	--	--
	Music (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Visual Art (D)	0.00%	7.69%	7.69%	0.00%	0.00%	0.00%	4.55%	0.00%	4.55%
ESAP	Computing (D)	1.64%	5.00%	6.56%	1.89%	1.92%	3.77%	3.08%	1.59%	4.62%
	Public Administration (D)	0.00%	6.06%	6.06%	6.67%	0.00%	6.67%	6.90%	0.00%	6.90%
	Public Administration (E)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Social Work (D)	0.00%	3.57%	3.57%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Social Work (E)	0.00%	0.00%	0.00%	0.00%	4.35%	4.35%	4.17%	0.00%	4.17%
ESCE	Accounting (D)	0.00%	2.94%	2.94%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Public Relations (E)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Marketing (D)	3.70%	7.69%	11.11%	0.00%	0.00%	0.00%	3.23%	0.00%	3.23%
	E-Commerce (D)	0.00%	3.03%	3.03%	0.00%	4.00%	4.00%	0.00%	0.00%	0.00%
	Management (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Management (E)	0.00%	0.00%	0.00%	0.00%	3.03%	3.03%	3.85%	8.00%	11.54%
	Gaming and Recreation Management (D)	0.00%	3.45%	3.45%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Gaming and Recreation Management (E)	0.00%	0.00%	0.00%	3.45%	0.00%	3.45%	2.94%	3.03%	5.88%	

Table 4: Dropout Rate of First-Year Students by Programme by School [continued]

School	Programme (D: day programme ; E: evening programme)	2012-2013			2013-2014			2014-2015		
		1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall
ESEFD	Physical Education (D)	0.00%	2.86%	2.86%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Physical Education (E)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
ESLT	Chinese-English Translation and Interpretation (D)	2.08%	0.00%	2.08%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Chinese-English Translation and Interpretation (E)	0.00%	0.00%	0.00%	0.00%	4.17%	4.17%	4.17%	0.00%	4.17%
	Chinese-Portuguese Translation and Interpretation (E)	9.09%	0.00%	9.09%	--	--	--	0.00%	0.00%	0.00%
	Portuguese-Chinese Translation and Interpretation (D)	2.78%	2.86%	5.56%	2.94%	0.00%	2.94%	0.00%	0.00%	0.00%
	Portuguese-Chinese Translation and Interpretation (E)	0.00%	5.26%	5.26%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
ESS	Medical Laboratory Technology (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Pharmacy Technology (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Nursing (D)	0.00%	8.33%	8.33%	0.00%	0.00%	0.00%	0.00%	1.64%	1.64%

Table 4: Dropout Rate of First-Year Students by Programme by School

Table 4 provides a wealth of information about dropout rates of first-year students from 2012/13 to 2014/15. Most programmes have no or very low single-digit dropout rates, except the Marketing day programme and the Management evening programme of ESCE display a double-digit dropout rate (11.11% in 2012/13 and 11.54% in 2014/15, respectively), this high dropping out may be caused by weak student engagement, low test scores, high course failures, high absenteeism, family problems, and some other unknown factors.

Table 5: Average Cumulative GPA of First-Year Students

School	Programme	2012-2013			2013-2014			2014-2015		
		N	CGPA	Overall	N	CGPA	Overall	N	CGPA	Overall
ESA	Design	65	2.36	2.52	67	2.59	2.71	66	2.80	2.92
	Music	20	2.74		22	2.61		22	3.07	
	Visual Art	26	2.74		25	3.12		21	3.15	
ESAP	Computing	59	1.91	2.17	53	2.17	2.32	62	1.98	2.34
	Public Administration	43	2.26		38	2.47		37	2.58	
	Social Work	53	2.40		50	2.36		46	2.63	
ESCE	Accounting	34	2.53	1.90	29	2.17	1.97	29	2.03	1.89
	Public Relations	33	1.58		30	1.76		33	1.85	
	Marketing	26	2.06		27	2.10		31	2.29	
	E-Commerce	33	1.62		25	1.35		28	1.63	
	Management	58	1.60		58	2.02		66	1.52	
	Gaming and Recreation Management	60	2.09	63	2.12	64	2.13			
ESEFD	Physical Education	64	1.97	1.97	64	1.90	1.90	63	1.86	1.86
ESLT	Chinese-English Translation and Interpretation	69	2.60	2.75	66	2.56	2.67	62	2.72	2.86
	Chinese-Portuguese Translation and Interpretation	8	2.03		--	--		5	2.67	
	Portuguese-Chinese Translation and Interpretation	54	3.05		57	2.81		51	3.04	
ESS	Medical Laboratory Technology	17	2.05	2.15	19	2.51	2.28	24	2.27	2.29
	Pharmacy Technology	19	2.13		21	2.15		18	2.35	
	Nursing	58	2.20		59	2.25		61	2.28	

Table 5: Average Cumulative GPA of First-Year Students

Table 5 displays cumulative GPA information of first-year students for academic years 2012/13 through 2014/15. The first-year students from the three programmes (Design, Music, and Visual Art) of ESA, and also the three translation programmes (Chinese-English, Chinese-Portuguese, and Portuguese-Chinese) of ESLT maintain a 2.5 or better CGPA; while the first-year students from ESCE and ESEFD can only achieve CGPA below the 2.0 mark.

Table 6: Average Graduating Cumulative GPA

School	Programme (B: new Bachelor programme ; 3+1: old Bachelor programme)	2012-2013			2013-2014			2014-2015			
		N	CGPA	Overall	N	CGPA	Overall	N	CGPA	Overall	
ESA	Design (3+1)	44	2.88	2.97	2	2.59	3.02	22	2.71	2.90	
	Design (B)	--	--		38	2.95		50	2.84		
	Music Education (3+1)	--	--		--	--		--	--		--
	Music (B)	16	3.04		20	2.98		14	3.00		
	Visual Art (3+1)	22	3.09		--	--		--	--		
	Visual Art (B)	--	--		22	3.20		26	3.12		
ESAP	Computer Studies (3+1)	12	2.26	2.47	2	2.58	2.41	2	2.02	2.50	
	Computing (B)	27	2.50		30	2.46		30	2.62		
	Public Administration (3+1)	33	2.64		1	1.69		6	2.03		
	Public Administration (B)	--	--		21	2.71		26	2.78		
	Social Work (3+1)	64	2.40		38	2.26		14	2.24		
	Social Work (B)	--	--		36	2.37		43	2.41		
ESCE	Accounting and Finance (3+1)	39	2.49	2.43	4	2.26	2.46	1	1.94	2.43	
	Accounting (B)	--	--		18	2.70		25	2.58		
	Management (3+1)	46	2.44		11	2.30		--	--		
	Management (B)	--	--		15	2.60		45	2.24		
	E-Commerce (3+1)	18	2.26		2	1.77		--	--		
	E-Commerce (B)	--	--		17	2.43		21	2.19		
	Public Relations (B)	--	--		23	2.24		21	2.17		
	Marketing (B)	--	--		11	2.37		22	2.76		
	Gaming and Recreation Management (B)	--	--		40	2.58		41	2.63		

Table 6: Average Graduating Cumulative GPA [continued]

School	Programme (B: new Bachelor programme ; 3+1: old Bachelor programme)	2012-2013			2013-2014			2014-2015		
		<i>N</i>	CGPA	Overall	<i>N</i>	CGPA	Overall	<i>N</i>	CGPA	Overall
ESEFD	Physical Education and Sports (3+1)	16	2.64	2.49	3	2.62	2.41	--	--	2.32
	Physical Education (B)	39	2.44		32	2.39		53	2.32	
ESLT	Chinese-English Translation and Interpretation (3+1)	77	3.08	3.02	1	2.88	2.94	3	2.26	3.07
	Chinese-English Translation and Interpretation (B)	--	--		65	3.02		72	3.12	
	Chinese-Portuguese Translation and Interpretation (3+1)	32	2.88		5	2.60		--	--	
	Chinese-Portuguese Translation and Interpretation (B)	--	--		5	2.72		2	3.30	
	Portuguese-Chinese Translation and Interpretation (B)	--	--		21	2.85		25	3.00	
ESS	Biomedical Studies (3+1)	27	2.73	2.68	1	2.03	2.76	--	--	2.62
	Medical Laboratory Technology (B)	--	--		14	2.70		14	2.55	
	Pharmacy Technology (B)	--	--		13	2.67		11	2.73	
	Nursing (B)	63	2.65		56	2.81		40	2.62	
	ALL	575	2.67		567	2.66		629	2.64	

Table 6: Average Graduating Cumulative GPA

Table 6 displays cumulative GPA information of graduate students for academic years 2012/13 through 2014/15. In academic year 2012/13, the average graduating CGPA went from 2.43 to 3.02; in 2013/14, 2.41 to 3.02; and in 2014/15, 2.32 to 3.07. The average CGPA scores maintain a tight range over time. From 2012/13 to 2014/15, half or over-half of the programmes listed achieve CGPA at or above the 2.5 mark. It is worth noting, however, that the graduating CGPA at MPI has been markedly lower (GPA deflation) than at peer UK universities. This is because MPI makes use of the GPAs of all the subjects taken during the academic years to arrive at the graduating CGPA; while some UK universities only use the final two years' GPA to evaluate the graduating CGPA. This indicates that our graduates are actually performing better than what their graduating CGPA reflected.

Concluding Remarks

In conclusion, when students take examination, some will fail and they are then allowed to re-sit the examination at a later date. Some of these students will pass at the re-sit because they have got better, have acquired more knowledge or skills. During the academic year, some dropouts are to be expected. However, dropping out may actually ensure that students in the upper grades of these programmes are fewer and more elite. The mean overall CGPA at programme completion for academic year 2012/13 was 2.67, with a total of 575 students graduating in Summer 2013. In academic year 2013/14, the mean CGPA was 2.66 for 567 graduates. In academic year 2014/15, the mean CGPA was 2.64 for 629 graduates.

MPI maintains a roughly 10:1 student-to-teacher ratio, and its small classes is so vital for student achievement and success. Through quality teaching staff, rigorous academic programmes, challenging curriculum, policy consistency, coupled with the overwhelming amount of support provided to students, MPI will strive to prepare its students to excel in higher education.

In addition, to affirm the undergraduate programme quality, MPI was successfully accredited by QAA for better preparing its students to succeed both academically and socially, and the post-graduate opportunity of their choice.