



Will the Key Information Set (KIS) requirements hinder innovation in technology enhanced learning?

19th December 2-4pm

Online Discussion – Facilitated by Helen Barefoot and Mark Gamble
(QAQESIG Steering Group)

14.00- 14.10	Online welcome
14.10- 14.20	Overview of Key Information Set requirements associated with Learning, Teaching and Assessment
14.20- 14.30	Identification of Challenges – case study University of Bedfordshire
14.30- 14.40	Identification of Challenges – case study University of Hertfordshire
14.40- 15.30	Online discussion Trigger questions: <ul style="list-style-type: none">• Are there conflicts between the KIS requirements and the ambitions of Institutions developing flexible learning to enhance student study choices?• What type of technology enhanced (TEL) learning activities count as scheduled L&T activity and which will be classified as guided independent study?• Will courses limit the use of asynchronous learning activities such as narrated presentations, formative quizzes and videocasts as they will be classed as guided independent study and not scheduled L&T activity?• Will the KIS requirements ultimately influence curriculum design?• Is there potential for interpretation of the KIS guidance? Sharing of solutions <ul style="list-style-type: none">• How Institutions are preparing for the KIS in relation to categorising teaching activities• How Institutions are planning to manage the KIS requirements yet still enable innovative flexible learning through TEL• How Institutions will manage student expectations?
15.30 - 15.50	Summing up of discussion - identification of points of concern
15.50	Thanks and Close
