



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

19<sup>th</sup> December 2-4pm

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

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14.00- 14.10	Online welcome
14.10- 14.20	<b>Overview of Key Information Set requirements associated with Learning, Teaching and Assessment</b>
14.20- 14.30	<b>Identification of Challenges – case study University of Bedfordshire</b>
14.30- 14.40	<b>Identification of Challenges – case study University of Hertfordshire</b>
14.40- 15.30	<b>Online discussion</b> Trigger questions: <ul style="list-style-type: none"><li>• Are there conflicts between the KIS requirements and the ambitions of Institutions developing flexible learning to enhance student study choices?</li><li>• What type of technology enhanced (TEL) learning activities count as scheduled L&amp;T activity and which will be classified as guided independent study?</li><li>• 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&amp;T activity?</li><li>• Will the KIS requirements ultimately influence curriculum design?</li><li>• Is there potential for interpretation of the KIS guidance?</li></ul> <b>Sharing of solutions</b> <ul style="list-style-type: none"><li>• How Institutions are preparing for the KIS in relation to categorising teaching activities</li><li>• How Institutions are planning to manage the KIS requirements yet still enable innovative flexible learning through TEL</li><li>• How Institutions will manage student expectations?</li></ul>
15.30 - 15.50	<b>Summing up of discussion - identification of points of concern</b>
15.50	<b>Thanks and Close</b>

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