



KIS/Unistats – the institutions' perspective

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So... after two years how is it?

Straightforward

Too hard

Painful

Frustrating

Fun!

Time-consuming

Who took the lead? How are you organising?

Quality

Planning

MIS

Registry

HE
manager

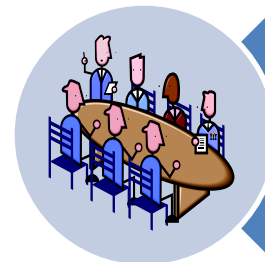
Marketing



One man
band



Project
team



Committee

So what has been HESA's role?

- Early development and production of the documentation for year 1
- Early Evaluation of KIS following year 1
 - Survey
 - Focus groups
 - Proposals
- Implementation for year 2
 - Documentation
 - Aardvark system and validation kit
 - Compilation of the dataset
- Hosting the dataset

Early evaluation survey responses - 130

Which concepts in the KIS were easy to understand? And which were more difficult?

Easy

- Accommodation
- Course stage
- KIS type 1
- URL links

Difficult

- Assessment
- Learning and teaching methods
- KISTYPE 2 & 3
- RELATEDKIS (validation rules on JACS subject codes)
- Course validation with UCAS
- Generally unclear for FE
- Deciphering fields
- Concepts can be challenging for those less technical

How well do the KISTYPE definitions and rules work for your HEI?

- Many believed them to be ok. Other responses included;
- Definitions targeted towards universities and not useful for FE in HE/difficult to work out what was relevant to FE and what wasn't
- Confusion around KISTYPE 2 and 3
 - What to do if KISTYPE 2 doesn't have an equal subject split
 - Subject level for KISTYPE 3 too broad – had up to 5 individual combined honours subjects being represented by a KISTYPE 3 subject
 - Most just used KISTYPE 1
 - Cannot see the benefit of KISTYPES 2 & 3
- Concept of what was required complicated – time-consuming
- Guidance too technical/confusing

Focus groups

- Recording a location for each course
- Accommodation
- HE/FE – currently one classroom two KIS, courses that move indirectly to directly funded (students registered at one institution who need to be reported at another)
- FT/PT – should there be two KIS?
- Type 2 KIS – data items and display issues
- Creating KIS for courses you can apply to which aren't really courses e.g. Modern Languages, Science where you apply to a broad programme and then specialise, or for courses which have a common foundation year integrated into many programmes
- Accreditation
- NUS question – display as institution or course level?
- NONCREDITASS – should this be at stage level?
- Course titles – guidance
- Need to capture three years of HESA course IDs

Outcomes – what changed for year 2

- Location
 - Each course to be assigned a location
 - Accommodation data to be provided for each location, along with geographic data (coordinates) and a location name
 - Thinking not finalised on distance learning
- Part-time courses
 - Full-time and Part-time courses to have separate KIS if the institution advertises both

- Accreditation
 - This data will be added to KISTYPE2
 - Extensive updates to the list of accrediting bodies
 - More structure for recoding of accreditation with central maintenance of accreditation statements and URLs

- Attribution of students to their teaching institution where this is different to the reporting institution
 - Need to ensure the correct allocation of students to institutions for the purposes of reporting NSS and DLHE results. This is complicated by:
 - the reporting arrangements for franchised and other collaborative provision
 - the fact that collaborative arrangements may change over time meaning that different cohorts on the same course are registered and reported by different institutions.
 - A methodology has been developed to allow students to be reallocated from the registering institution to the teaching institution and hence KIS prepared and reported for the teaching institution that include data for all of the students they teach.
 - This has required those in collaborative partnerships to work closely together, sharing course information and identifiers.

Assessment methods and teaching and learning

- Change to guidance to allow the inclusion of sketchbooks, large scale design work, exhibitions or portfolios as coursework and not examinations.
- Change to guidance to allow performances to be classed as practical skills assessment
- Guidance changed about calculation of scheduled activity time and time allocated for travel between buildings.
- Further guidance on courses that dictate students should spend significantly more than 10 hours per credit on placement, and further guidance on reporting clinical placement that takes up a significant proportion of scheduled activity has been added to the placement section.
- The following sections also had updates made:
 - Tutorial – to include feedback sessions where scheduled
 - Guided independent study – to be clear on inclusion of webinars
 - Written exam – to exclude ‘take-home’ exams

Searching and filtering

- The site currently returns very long lists of search results with limited options for filtering
- A number of changes to the data will assist
 - Flags for optional years (sandwich, foundation.....)
 - More structure to course titles allowing searching for specific qualifications
 - Location details will allow geographic and distance based searching

Timetable for this year

- Validation kit – issued in March
- Final list of accrediting bodies – issued in March
- Data collection system – opened in May
- (HEFCE submission system opened – May)
- Sign off – August
- Unistats website will switch to new data and new features – 19 September
- Data collection systems reopen for updates – 20 September

Hosting of the dataset

- HESA is hosting the Unistats dataset for download by anyone who wants it
- This will be updated possibly as often as weekly if institutions have made updates to their KIS file
- Currently available as an XML file and CSV files

Future developments

- No review ahead of next year to only minor changes are likely
- Some possible practical updates to the systems
- However.....

The UK-wide Review of the Provision of Information about HE

This will be reviewed in six interdependent, but distinctive strands:

1. **Advisory Study** – to provide an evidence-based understanding of how, in particular, prospective students use information to make decisions about studying. This will make recommendations for the rest of the strands.
2. **National Student Survey (NSS) - a review of its purpose, suitability, functions, specifications and processes.**
3. **NSS - detailed analysis of results and trends** since 2005
4. **Full review of the Unistats website** including the KIS
5. Consideration of how to continue to improve information about **salaries and employment outcomes**
6. **Strategy/Overview** - the overall provision of information strategy which will draw together the findings and recommendations from the five strands above, including elements not subject to separate reviews, to provide a framework for the future.

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The National Student Survey



This will be reviewed in two strands:

1. The trends and analysis of the past ten years of data from the current survey (carried out in-house, HEFCE)
2. The purpose and suitability of having a National Student Survey, with recommendations for the future (carried out by NatCen & Institute of Education & Institute for Employment Studies)

Timing:

Research and consultation
Report

September 2013 - March 2014
April 2014

Review of Unistats

Compare this course with other courses at

UNISTATS

BA (Hons) Accounting and Finance
University Of The West Of England, Bristol

88%
Students in work / study six months after finishing

Additional accreditation
Yes

76%
Students agreed they got sufficient advice and support

KIS KEY INFORMATION SET
Official data collected by [HEFCE](#)

The screenshot shows the Unistats website interface. At the top, there are navigation links: "Subjects", "Universities & colleges", "Course assistant", and "Find out more". Below this is a search bar with a "Shortlist: 5" dropdown menu. A red arrow points to the search bar, and a yellow arrow points to the "Shortlist" button. The main content area includes a "Compare Courses" button and a "Save" button. Below this, there is a section for "View similar courses at other universities or colleges" and a "Find similar courses at University Of The West Of England, Bristol" link. The page also features a "KIS KEY INFORMATION SET" logo and a "UCAS code: N420" field. A "QUICK ANSWERS" section is visible at the bottom, listing questions like "How to use Unistats" and "The Key Information Set (KIS)".



The Review of the Unistats website (including the KIS) will consider its purpose, suitability, functions, specifications and processes.

Timing:

- commence early 2014
- report Autumn 2014

To know how to input or get involved in any aspect of the wider Review please contact Charlie Leyland – C.Leyland@hefce.ac.uk



Any questions?

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