

# Cylchlythyr

# Circular

## Key Information Sets: Outcomes of consultation and next steps

**Date:** 28 June 2011  
**Reference:** W11/27HE  
**To:** Heads of higher education institutions in Wales  
Principals of education colleges in Wales  
**Response by:** 22 July 2011; a timetable for action is also provided.  
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This circular provides the outcomes of the consultation in Circular W11/15HE: *Key Information Sets*, together with information on next steps for institutions. It will be of interest to HEIs and FE colleges offering directly funded HE and/or franchise HE provision. Any responses on equality and diversity should be submitted by 22 July 2011, and institutions will need to take steps to ensure that they can provide a Key Information Set (KIS) for each HE programme on their websites by September 2012.

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## Introduction

1. This circular provides the outcomes of the consultation in Circular W11/15HE: *Key Information Sets* (KIS), together with information on next steps for institutions. It also asks for views on the equality and diversity implications of this circular to inform the ongoing development of the KIS, technical guidance and user guidance.
2. This Circular will be of interest to staff who have responsibility for information which will be included in the KIS in higher education institutions (HEIs), further education (FE) institutions offering directly funded higher education (HE) provision, and FE colleges offering franchise HE provision.
3. The aim of the KIS is to make a standardised, and therefore easily comparable, set of information readily available for each course or programme,<sup>1,2</sup> in places where prospective students search for such information. This includes information on study, student satisfaction, costs and employability.
4. We considered the responses to the consultation in Circular W11/15HE with our Student Experience, Teaching and Quality Committee (SETQC), and came to the following conclusions:
  - Wales should participate in the KIS;
  - Student unions in Wales should be able to select an optional question bank for their institution within the National Student Survey (NSS);
  - There should be an additional question in the NSS to capture satisfaction of students with their student union;
  - The employability statements for Wales should be maintained on the Unistats website.
5. We will publish thorough technical guidance by the end of September 2011, advising institutions what is required in order to publish the KIS by September 2012.
6. Feedback on equality and diversity issues to inform the technical guidance should be provided by **22 July 2011**. Institutions will need to take steps to ensure that they can provide a KIS on their website by **30 September 2012** for each HE programme they will offer in 2013/14.

## The Welsh context

7. In Wales there is a keen Welsh Government interest in strengthening the student voice. This is seen in HEFCW's remit letter for 2011-12<sup>3</sup>, which notes that 'Student voice will become more, not less, important.' The remit letter also

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<sup>1</sup> in a modular credit based system we recognise that many institutions will be using terminology such as 'programme' rather than course to describe their offer to students. We use the term 'course' in this circular to align with terminology used in other countries of the UK participating in the KIS.

<sup>2</sup> Regardless of size of student cohort

<sup>3</sup> [www.hefcw.ac.uk/documents/about\\_he\\_in\\_wales/wag\\_priorities\\_and\\_policies/2011-12%20Remit%20Letter.pdf](http://www.hefcw.ac.uk/documents/about_he_in_wales/wag_priorities_and_policies/2011-12%20Remit%20Letter.pdf)

expects HEFCW to 'ensure that HE institutions and their student unions jointly agree a student charter which clearly lays out the mutual roles and responsibilities of institutions and of their students.' Responsibilities of institutions include the provision of information for prospective and current students.

8. HEFCW Circular W10/07HE, *Provision of information for students on cost of study*<sup>4</sup>, contained guidelines on good practice in providing timely transparent information on the cost of study to students and prospective students of higher education. These guidelines were an outcome of advice we provided to the Welsh Government in response to a remit letter request on 'steps to address the issue of hidden costs of study and to ensure that all such costs are clearly communicated to prospective students in order that they can make comparisons between courses'<sup>5</sup>. The guidelines were intended to encompass the costs of study experienced by the diverse student body, including part-time and full-time students, mature and non-traditional students, and those studying HE in FE colleges.
9. Circular W11/14HE, *Fee Plan Guidance 2012/13*<sup>6</sup>, required all institutions to submit one year fee plans in order to charge UK and EU full time students above the basic fee rate of £4,000 for undergraduate courses from 2012/13<sup>7</sup>. The fee plan proforma included a requirement that institutions identify the measures they would take to communicate clearly their proposed new fee levels to students. Institutions were also asked to refer to the Welsh Government's guidance to HEFCW in developing their fee plans<sup>8</sup>. This stated that HEFCW should:
  - Issue guidance to HE institutions on the information that they should provide to prospective students, including up-to-date information on graduate earnings;
  - Ensure that HE institutions provide effective induction for students, including the provision of key information, such as full details of courses, initial programmes and timetables;
  - Be satisfied that institutions are effective in providing information to prospective students about the costs they are likely to incur over the period of their course, precisely what is covered in the fees charged and the financial support available.
10. Opportunities to study through the Welsh language are a distinctive and important part of HE in Wales. HEFCW supports the development of Welsh medium HE and works with the sector to increase enrolments on Welsh medium courses. The Coleg Cymraeg Cenedlaethol<sup>9</sup> has been established to increase, develop and broaden the range of Welsh medium study opportunities at universities in Wales.

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<sup>4</sup> [www.hefcw.ac.uk/documents/publications/circulars/circulars\\_2010/W10%2007HE%20Provision%20of%20information%20for%20students%20on%20costs%20of%20study.pdf](http://www.hefcw.ac.uk/documents/publications/circulars/circulars_2010/W10%2007HE%20Provision%20of%20information%20for%20students%20on%20costs%20of%20study.pdf)

<sup>5</sup> [www.hefcw.ac.uk/documents/about\\_he\\_in\\_wales/wag\\_priorities\\_and\\_policies/2010-11%20remit%20letter.pdf](http://www.hefcw.ac.uk/documents/about_he_in_wales/wag_priorities_and_policies/2010-11%20remit%20letter.pdf)

<sup>6</sup> [www.hefcw.ac.uk/documents/publications/circulars/circulars\\_2011/W11%2014HE%20Fee%20Plan%20Guidance%202012\\_13.pdf](http://www.hefcw.ac.uk/documents/publications/circulars/circulars_2011/W11%2014HE%20Fee%20Plan%20Guidance%202012_13.pdf)

<sup>7</sup> The fee plans also covered those postgraduate courses that were subject to regulated undergraduate fees, eg post-graduate certificate in education, which are not included in the KIS

<sup>8</sup> [www.hefcw.ac.uk/documents/publications/circulars/circulars\\_2011/W11%2014HE%20WAG%20Guidance%202012-13%20Appendix%20A.pdf](http://www.hefcw.ac.uk/documents/publications/circulars/circulars_2011/W11%2014HE%20WAG%20Guidance%202012-13%20Appendix%20A.pdf)

<sup>9</sup> [www.colegcymraeg.ac.uk/en/](http://www.colegcymraeg.ac.uk/en/)

It builds on the work accomplished previously by the Centre for Welsh Medium Higher Education.

11. The Welsh KIS will provide a clear means of making a wide range of information available to prospective students, including information on graduate earnings, learning and assessment information, the cost of study, and proportions of scheduled learning and teaching activities which may be undertaken through the medium of Welsh. It therefore addresses a range of Welsh priorities.
12. We are working closely with the Higher Education Funding Council for England (HEFCE) in the development of the KIS to ensure that it continues to address Welsh priorities. References in this document to action we/HEFCE will take and information we/HEFCE will provide therefore include our collaboration with HEFCE where appropriate.

## Background

13. In September 2010 HEFCW asked all HE institutions, and FE institutions with 6000 or more HE credits<sup>10</sup>, to publish an employability statement on the commentary section of the Unistats website and to disseminate it through their own communication channels by the end of 2010 if possible.
14. In April 2011 we consulted on the introduction of a KIS in Wales by September 2012<sup>11</sup>. The consultation also proposed the inclusion of an additional question to capture student satisfaction with their student union in the National Student Survey (NSS), that student unions be able to select an optional question bank for their institution within the NSS, and that employability statements be maintained on Unistats.
15. Our consultation followed the publication of a joint consultation by HEFCE, Universities UK (UUK) and GuildHE on the provision of information about HE<sup>12</sup>. This proposed providing prospective students with information considered to be 'very useful' in a study carried out by Oakleigh Consulting/ Staffordshire University<sup>13</sup> via a KIS for each course from 2012/13.
16. While the consultation was ongoing, HEFCE, UUK and Guild HE established expert working groups to look at the items of information that did not already exist in a nationally comparable format. Development of the KIS has also been informed by user testing.
17. The Higher Education Public Information Steering Group (HEPISG) is UK-wide and advises on issues relating to teaching quality information and public

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<sup>10</sup> Franchise, directly funded, or a combination of both

<sup>11</sup> Circular W11/15HE, Key Information Sets [www.hefcw.ac.uk/documents/publications/circulars/circulars\\_2011/W11%2015HE%20Key%20Information%20Sets.pdf](http://www.hefcw.ac.uk/documents/publications/circulars/circulars_2011/W11%2015HE%20Key%20Information%20Sets.pdf)

<sup>12</sup> [www.hefce.ac.uk/pubs/hefce/2010/10\\_31/](http://www.hefce.ac.uk/pubs/hefce/2010/10_31/)

<sup>13</sup> [www.hefce.ac.uk/pubs/rdreports/2010/rd12\\_10/](http://www.hefce.ac.uk/pubs/rdreports/2010/rd12_10/)

information. It includes Welsh representation and HEFCW, together with the other funders, UUK and GuildHE, is an observer to this group.

### **Outcomes of the HEFCW consultation**

18. We received 15 responses to the consultation in Circular W11/15HE. This included two responses from student unions, four responses which noted they were provided in consultation with the institution's student union, and a response from NUS Wales. Respondents are listed at **Annex A**. A detailed summary of responses to the consultation is available at **Annex B**.

#### Q1 Do you agree that Wales should participate in the production of the KIS?

19. The consensus was that Wales should participate in the production of the KIS. We noted that we would also look to include information on the proportion of the course that can be undertaken through the medium of Welsh, and would ask to include a statement that fuller information on the costs of study is available on the institution's website.

#### Q2 Do you agree that student unions in Wales should be able to select an optional question bank for their institution within the NSS?

20. The consensus was that student unions in Wales should be able to select an optional question bank for their institution.

#### Q3 Do you agree that there should be an additional question to capture student satisfaction with their student union in the national student survey from 2012?

21. The consensus was that Wales should follow outcome agreed for England, where there was some debate over whether there should be an additional question/bank of questions. It has since been agreed that there will be a single question on this.

#### Q4 Do you agree that the employability statements for Wales should be maintained on Unistats?

22. The consensus was that the employability statements for Wales should be maintained on Unistats.

### **Producing the KIS**

23. Wales will align with the timetable already established in England for publishing the KIS. This means that in Wales a KIS should be produced by 30 September 2012 for each undergraduate course planned for 2013/14 for which students will be registered at HEIs or private providers<sup>14</sup> who subscribe to the Quality

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<sup>14</sup> Private providers will need to participate in the NSS and Destinations of Leavers from Higher Education (DLHE) survey and provide student data to the HE Statistics Agency (HESA) in order to provide a KIS for potential students.

Assurance Agency for Higher Education (QAA). FE colleges with directly funded undergraduate HE provision should also produce a KIS for these courses.<sup>15</sup>

24. There are some exceptions: Short courses (less than one year full-time equivalent), postgraduate courses, those delivered wholly overseas, and closed courses<sup>16</sup> are not currently included. HEPISG will keep under review the feasibility of including postgraduate students and those on one-year courses in the NSS, and providing a KIS for these courses.
25. Students of directly funded HE in FE provision will participate in the NSS from 2012, and we are planning to develop arrangements to survey them on their destinations after leaving.
26. A KIS should be produced for both full- and part-time courses. Where a course is available both full- and part-time, one KIS should be provided, covering both. In practice, this KIS will then include information relating to merged full- and part-time NSS scores, and full-time DLHE scores<sup>17</sup>. Where courses are available on a part-time basis only, or where separate programmes of study are offered for part-time cohorts, a KIS should be provided that includes part-time data only. HEFCE will provide standard text for the KIS that clearly informs the user of the mode of study to which that particular KIS applies.
27. The technical guidance will include detailed information on how data should be collated for the KIS, and text that may be used to explain why it is not possible to provide data in some cases.
28. The KIS is not expected to replace other information sources, or to be presented in isolation. It is intended to be an indicative document, rather than contractual, with data sometimes drawn from different years and often linking to more detailed information on an institution's web-site. Explanations will be provided as necessary, in the interests of transparency.

### Creating the KIS

29. Requiring individual institutions to create their own KIS would place a significant burden on individual institutions and would pose a challenge to the creation of a single, uniform and credible information source. This task therefore will be undertaken by a single body. HEFCE will centrally create all the KIS to be published in September 2012, including the KIS for Welsh institutions; in subsequent years, it is likely that the function will pass to HESA.
30. In the first year, HEFCE will draw data from the NSS and DLHE, and institutions will provide additional data. Once this has been collated, HEFCE will provide institutions with web code to be inserted appropriately on their own web-sites.

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<sup>15</sup> Franchise HE in FE provision is also included, as these students are registered at the validating HEI

<sup>16</sup> 'Closed' courses are defined as those which are not open to all suitably qualified applicants, for example courses provided solely for the employees of particular companies.

<sup>17</sup> Merging full-time and part-time DLHE data is not a viable option

31. HEFCE is discussing with HESA how the transfer of responsibility for producing the KIS will be managed in order to minimise any disruption to institutions. Arrangements are under consideration for how this will apply to FE colleges that do not currently submit data to HESA.
32. In order for the KIS to be published during or before September 2012, institutions must submit their data returns to HEFCE in January-March 2012. A process will be established to enable information to be updated, to ensure the KIS continues to provide access to current information. Further information on this will be provided in the technical guidance.
33. HEFCE is in discussion with the primary providers of institutional data management software to ensure that the new data requirements for the KIS can be incorporated into existing applications as soon as possible.

### Branding

34. The KIS will have a strong brand, including a unique logo to ensure that the KIS is as engaging to users as possible, as well as distinguishing it from any other information sources available.
35. A core feature of the KIS is that it is standardised and comparable across HEIs, with consistent branding and presentation. Therefore, in order to avoid confusion, institutions should not publish a document called the KIS, or with the KIS logo, for any courses where not required<sup>18</sup>. This is very important in order to establish the KIS as a trusted, recognised and comparable brand.
36. Under the same principle, institutions will not be able to add extra fields to the KIS.

### **The structure of the KIS**

37. The Welsh KIS will be similar to that in other countries of the UK. It will also include information on the proportion of the course which can be undertaken through the medium of Welsh. HEFCW expects the Welsh KIS to link to further information on the cost of study<sup>19</sup>.
38. **Annex C** highlights the items to be included in the KIS and the information sources from which the KIS data will be derived. A sample KIS is available at **Annex D**.
39. In summary, the information sources will be:
  - NSS: HEFCE will extract course satisfaction (including the addition of a question on the student union);
  - DLHE: HEFCE will extract graduate outcomes and salary;

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<sup>18</sup> This includes postgraduate, short or closed courses

<sup>19</sup> as detailed in Circular W10/07HE, Provision of information for students on cost of study

- Individual institutions: to provide information to HEFCE on fees, financial support, learning and teaching activities, proportion of scheduled learning and teaching activities available through the medium of Welsh, assessment methods, professional accreditation and residential costs.

40. The areas covered by the KIS are described in more detail below.

#### Student satisfaction

41. HEFCE will extract this information from the NSS.
42. Prospective students identified students' satisfaction with their course, standard of teaching, support and guidance, feedback on assessment, library facilities and IT facilities as useful items of information. This information will be extracted from NSS results, which are already published on the Unistats website<sup>20</sup>. **Annex D** provides the NSS questions proposed for inclusion in the KIS. Due to space constraints, the KIS will have a summary of the questions, but guidance will be clear about the exact question wording.
43. In addition, prospective students also considered students' satisfaction with the institution's student union to be an issue of interest. No appropriate existing data could be identified to fulfil this need. Therefore HEPISG has agreed that from 2012 an additional question will be added to the 22 core questions in the NSS to address this issue. Subject to user testing, it is proposed that this question will be: 'To what extent do you agree the student union has had a positive impact on your time as a student?' This will be added as Question 23, after the 'Overall Satisfaction' question.

#### Study

44. Institutions will need to provide HEFCE with information on learning and teaching activities, assessment methods, and professional, statutory and regulatory body (PSRB) accreditation.

#### *Learning and teaching activities*

45. The KIS will include three categories of learning and teaching activities:
- scheduled learning and teaching activities
  - guided independent study
  - placement/study abroad<sup>21</sup>.
46. Information on these will be presented in a bar chart, as a proportion of hours, on a year-by-year basis, showing each year of study. Where the KIS relates to part-time study, three bars should also be provided for a standard undergraduate course, each referring to the time equivalent to one year of study if studied full-time.

<sup>20</sup> [www.unistats.direct.gov.uk](http://www.unistats.direct.gov.uk)

<sup>21</sup> Where, for example, there is no placement/study abroad, this will be recorded as 0%, to facilitate ready comparison with courses that contain this element.

47. The proportion of scheduled learning and teaching activities available through the medium of Welsh will also be presented, together with a link to the Mantais website<sup>22</sup>, which will be updated from 2012/13 to reflect the information available in the KIS. The proportion of scheduled activity available through the medium of Welsh over the three years will also be displayed prominently. Institutions will need to involve their branch of the Coleg Cymraeg Cenedlaethol in the collection of data to ensure that identical information on the proportion of scheduled learning and teaching activity available through the medium of Welsh is provided to prospective students through both the KIS and the Mantais website. Institutions should also ensure all learning and teaching activities delivered through the medium of Welsh are returned on the HESA student record, as these data will be used in the calculation of funding for, and monitoring of, Welsh medium provision.
48. In the interest of providing as much relevant information to the user as possible, a web-link will follow that will lead users to more detailed information, such as the programme specification. This will present more detailed information about learning and teaching, for example, module-level contact hours.
49. HEFCE, UUK and GuildHE will agree definitions for each category as clearly as possible, so that data are comparable across institutions. The categories will also take account of the full range of learning and teaching activities associated with a wide range of subjects, including practice-based work. During summer 2011 QAA will publish 'Explaining Contact Hours - Guidance for institutions providing public/student information about higher education in the UK' (draft title at time of publication), which is intended to support institutions in providing clear explanations of the range and different types of teaching, learning and assessment activity in HE. In addition, the QAA intends to provide a section on public information within the revised academic infrastructure.
50. Building on the QAA guidance on explaining contact hours, it is likely that the definition of 'scheduled learning and teaching activities' will be any activity that a student has to attend or undertake at a fixed point and that has no flexibility for when it is undertaken, and where the student also has access to an available staff member. This will include lectures, tutorials, seminars and online discussions that take place at a specified time. If there is any time flexibility the activity falls into the 'guided independent study' definition, for example online or group work that may be undertaken at a time of the students' choice.
51. HEFCE, UUK and GuildHE will develop these definitions over the summer for inclusion in the technical guidance. They will also consider any overlaps with the Higher Education Achievement Report (HEAR). Comprehensive descriptions and definitions will be included in the technical guidance.

#### *Assessment methods*

52. There will be three categories of assessment methods:
  - written exams;

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<sup>22</sup> [www.mantais.ac.uk/](http://www.mantais.ac.uk/)

- practical exams;
- course work.

53. This information will be presented on summative assessment only, in a bar chart on a year-by-year basis, rather than for the course as a whole, and it will be weighted according to the notional credit value of the assessment. Where the KIS relates to part-time study, three bars should also be provided for a standard undergraduate course, each referring to the time equivalent to one year of study if undertaken full-time<sup>23</sup>. The inclusion of information on formative assessment has been ruled out for the purpose of simplicity.
54. HEFCE, UUK and GuildHE will ensure that the assessment categories are consistent with the HEAR, and clear definitions will be included in the technical guidance.

#### *Professional accreditation*

55. There will be up to three pieces of information relating to accreditation by PSRBs included in the KIS:
- If a course is accredited, there should be:
    - a statement on which body or bodies accredit the course – the phrasing for this will be agreed between the PSRB and the institution, normally within the accreditation paperwork provided to the institution by the PSRB on award of accreditation status. It will be the institution's responsibility to ensure the correct phrasing is used;
    - a link to a definition of what this means for the student/graduate on the PSRB's web-site.
  - If this accreditation is dependent on specific module choices, a short statement will be shown stating this fact, for which HEFCE will supply the wording. The KIS will not include an explanation of what these specific module choices are, because this should already be available to the user on the institution's web-site.
  - If a course is not accredited by a PSRB, a statement indicating this fact should be published. HEFCE will also supply the wording for this statement.
56. HEFCE, UUK and GuildHE will work with QAA and the secretariat of the HE Better Regulation Group to ensure uniformity of approach in finalising the PSRB definitions. For September 2012, the definition of 'professional accreditation' will not include recognition by Sector Skills Councils or other government agencies, although this area will be kept under review for possible future development of the KIS. The definition will be provided in the technical guidance.

#### Costs and financial support

57. Institutions will need to provide information on costs and financial support to HEFCE. This includes residential costs and student fees.

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<sup>23</sup> As with learning and teaching information

### *Residential costs*

58. The residential costs are:

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| a. Institutionally owned/sponsored accommodation | Number of units available (to which students can reasonably expect to have access) | Average annual costs presented as the interquartile <sup>24</sup> range |
| b. Private rental accommodation                  | (Number of units not provided)   |   |

59. These costs should be the annualised sum payable based on all expected costs (eg including all compulsory utility bills) from the most recent year available. From the user's perspective, this is likely to be the year prior to their entry. Institutions can provide further information about accommodation via a link to their web-pages.
60. KIS guidelines for users will include a statement along the following lines: 'Accommodation costs presented are based on varying contract lengths, such as 32 weeks and 42 weeks, as well as differing service and facility provision, eg en-suite facilities, catering. Please see the institution's web-pages for more information.'

### *Student fees*

61. 'Fees per year' has been added to the KIS due to the changes in HE funding to be implemented from 2012/13. This should provide the figure that institutions are planning to charge for that individual course for the academic year to which the KIS applies (eg the KIS published in September 2012 will focus on entry in 2013/14). There will be opportunities to update this figure should fee levels for that course change. Welsh and EU students will have their fees subsidised by the Welsh Government. However, the fee provided in the KIS will be that which is charged to all UK and EU students.

### *Financial support*

62. The KIS will indicate with a simple 'yes' or 'no' whether there is potential access to:
- a fee waiver;
  - means-tested support;
  - non-means-tested support;
  - Assembly Learning Grant.
63. This approach has been taken because it is difficult to show the complexities of the support packages in a succinct yet meaningful way. This approach should flag to users that these are issues that they should explore further.

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<sup>24</sup> ie the difference between the first quartile (25th percentile) and the third quartile (75th percentile) of an ordered range of data. As it contains the middle 50 percent of the distribution, it is therefore unaffected by extreme values.

### *Cost of study*

64. There will be a link to the institution's information on financial support and costs of study. This should provide further detail of financial support available, and eligibility, and information on mandatory, necessarily incurred, and optional costs.

### Employment and salary information

65. HEFCE will extract this information from the DLHE survey.

### *Employment data*

66. The KIS will include data that is published on Unistats currently<sup>25</sup>. This shows:
- The destinations of graduates six months after completing their course, comprising working, studying, working and studying, unemployed, and not available for work;
  - of those in employment, the proportion in managerial/professional jobs six months after graduation.<sup>26</sup>

### *Salary data*

67. Salary data will be derived from the DLHE<sup>27</sup> and Longitudinal DLHE<sup>28</sup> and comprises:
- the upper quartile, median and lower quartile six months after graduation from the course at the institution displaying the KIS;
  - the upper quartile, median and lower quartile for the subject across all institutions six months after graduation;
  - the upper quartile, median and lower quartile for the subject across all institutions at 40 months after graduation.
68. The salaries for all institutions' data will be adjusted to account for regional variations in the salaries earned by graduates in different parts of the country.
69. HESA is enhancing the DLHE by asking all leavers in employment about their salary<sup>29</sup>. This includes collecting salary information through three questions instead of a single question<sup>30</sup>, and removing the 'I do not wish to give this information' box. This will have the benefit of increasing both the data and its reliability for students on a subject of great importance to them. This will be

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<sup>25</sup> derived from the DLHE

<sup>26</sup> The precise list of occupations will be determined following further consultation with experts and may include other occupations that require graduate level skills

<sup>27</sup> Carried out six months after graduation (or longer period for a minority of eligible leavers)

<sup>28</sup> Carried out three-and-a-half years after graduation

<sup>29</sup> Analysis of the DLHE consultation responses and use of pay periods in the Longitudinal DLHE Survey concluded that it is not necessary to make changes to the way in which salary information is collected in the Longitudinal DLHE.

<sup>30</sup> The first question is similar to the current salary question, but will now include a tick box to indicate that the work is unpaid. The second question will capture information about the number of hours worked per week if the leaver is employed part-time in their main job. The third question will ask for total annual earnings if the leaver is undertaking more than one job.

implemented for the 2012 DLHE survey, in time to inform the KIS to be published in September 2012. HEPISG will keep the method for collecting salary information under review.

### **Courses to be included**

70. There are particular concerns about joint honours, courses containing modules choices, collaborative provision and integrated masters. These are difficult areas, and at this stage the position is as detailed below.

#### Joint honours

71. In many institutions, there is scope to undertake a wide range of programmes on a joint honours basis. A KIS should be prepared for the most common subject combinations in joint honours programmes. Further guidance relating to joint honours provision will be provided in the technical guidance, and Welsh institutions will have the opportunity to advise whether there are any additional issues specific to Wales to inform that guidance.

#### Courses that contain module choices

72. Many courses to which the KIS applies contain module choices and this will affect how information – particularly on learning, teaching and assessment methods – is presented.
73. The expert working group concluded that the ‘typical path’ of a student should be shown. The inclusion of additional information, such as the range of options available to students, was considered but there were strong concerns that this would be onerous for institutions to produce, as well as being difficult for users to understand in graphical form.
74. The range of options can be set out in the programme specification (or other information), to which the KIS can link, and further information can also be given in other parts of the prospectus. This approach provides a balance of useful information for users and is proportionate in terms of burden.
75. Further guidance on the definition of a ‘typical path’ will be provided in the technical guidance.

#### Collaborative provision

76. In general, since the KIS is aimed at prospective students, it should be published at the point at which they look for information: this will probably be the delivering institution’s web-site. The principle followed is that students are recorded, for the purposes of Unistats, against the institution where they studied in their first year. If a student is taught at more than one institution in their first year, they are recorded against where they spent the majority of their study. If the student is taught equally at two institutions, they are recorded against the registering institution. In some cases, it may be appropriate for the

KIS to be displayed on both institutions' web-sites; this is a decision for the institutions involved.

77. In the case of franchise HE in FE provision<sup>31</sup>, partners should discuss the information together; in general the KIS should be published at the point of delivery, but the franchiser will be responsible for it. Institutions delivering courses in partnership may wish to consider including the responsibility for providing public information in their partnership agreements, as recommended in section 2 of the QAA Code of Practice for the assurance of academic quality and standards in higher education regarding collaborative provision<sup>32</sup>.
78. In the case of directly funded HE in FE provision, the FE College will be responsible for the KIS and will therefore need to provide data as indicated in this circular for all cohorts.

#### Integrated masters

79. Where related courses are offered as either a bachelors or an integrated masters, a separate KIS will be needed for each course (in other words, one per UCAS code). However, where students are normally recruited to the integrated masters programme but with an option to switch at a later stage to a bachelors programme, a KIS should be produced for the integrated programme only.

#### **Level of detail and coverage**

80. Information derived from the NSS and DLHE survey will be presented at course level if sufficient data are available; otherwise NSS and DLHE data will be presented at the most detailed JACS level possible, subject to the surveys' response rates and threshold requirements. The thresholds for publication reflect both the need to ensure the statistical validity of the information and the need to meet data protection requirements. Data will be aggregated over two years, if necessary, in order to improve coverage. **Annex E** provides a detailed breakdown of the expected coverage of the KIS in Welsh HEIs.
81. Even aggregating data over years or over JACS levels, there will be, as on Unistats at present, a number of courses for which it will not be possible to provide data derived from the NSS or DLHE due to the small size of the student cohorts concerned. There will still be elements of the KIS that will be useful to prospective students, and further user testing will be undertaken over the next few months to finalise appropriate explanatory text to ensure prospective students do not interpret the absence of data negatively.

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<sup>31</sup> Eg franchise provision

<sup>32</sup> [www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section2/collab2010.pdf](http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section2/collab2010.pdf)

## **How the information will be accessed**

82. It is likely the KIS for each course will be available through an embedded 'widget' on the institution's web-site. Institutions will decide where on the web-site this should appear, but it should be near other course information. The widget will contain three items of top-line information, and the option to click through for the full KIS.
83. The three items of top-line information will be:
  - overall satisfaction (taken from Question 22 of the NSS and therefore not including satisfaction with the student union);
  - graduate employment outcomes;
  - graduate salary.
84. Where these data are not available, the widget will be populated with other data from the KIS; the order for doing this will be published in the technical guidance.
85. The KIS presents comparable, standardised data, but it does not purport to contain all the information a prospective student will want in order to make a decision about applying to an institution. Institutions will want to set the data in context, and therefore should not feel constrained when considering what information might sit alongside the widget on institutional web-sites.
86. UCAS is keen to link the KIS to its site and to explore the possibility of incorporating a comparison function into its planned 'course finder' facility for all courses for which a KIS is available, including part-time courses, not just those for which they process applications. We will provide an update on this in due course.
87. HEPISG will work with other organisations that provide student information on HE and other related careers guidance, and will advise how the KIS can be promoted and publicised through the various student web-sites and social media outlets that exist.
88. HEPISG will draw up a communications and dissemination strategy, which will incorporate activities within Wales<sup>33</sup>. This will aim to ensure that the KIS developments are communicated to - and understood by - a wide audience, including school and careers staff, prospective students (including non-traditional and mature applicants) and their advisers.
89. Because the KIS will be created centrally, a central database will be available. HEPISG will consider how to use this information, recognising the intention that data on publicly funded provision should be available for general use.

## **The role of Unistats**

90. Unistats is a government-sponsored web-site aimed at prospective students and their advisers. It houses a wide range of information on providers of HE, including

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<sup>33</sup> Which will include the availability of the KIS in both English and Welsh

NSS results, entry qualifications, employability statements and destinations of graduates.

91. Currently, there is information available via Unistats that will not be available through the KIS. There are currently no plans to make any changes to the Unistats web-site in the KIS' first year of operation. However, in the longer term, there will be a need to revisit the arrangements to ensure we meet the needs of students for good access to information and that we secure the best use of public money and institutional time.
92. As the arrangements for the creation and maintenance of the KIS become more established, and it is confirmed how potential students may be able to compare the KIS for different programmes, we will consider the future of Unistats together with the other funding bodies, in the light of the wider policy environment for HE.
93. Some minor changes will be made to Unistats for 2011 in response to the Oakleigh Consulting/Staffordshire University report recommendations. For Wales<sup>34</sup> these will be:
  - improvements to the employability statements;
  - the revision of Unistats 'overview' data to align with the 16 pieces of information identified in the Oakleigh Consulting/Staffordshire University research.

### **Student unions choosing an optional question bank for the NSS**

94. Circular W11/15HE proposed that student unions should be able to nominate a bank of optional questions for inclusion in the National Student Survey, if they wish.
95. Responses to the consultation were broadly favourable, although concerns were raised regarding the potential length and complexity of the survey should all the additional question banks be selected.
96. We therefore confirm that from 2012 student unions in Wales should be allowed to choose an optional question bank for the NSS, if they wish. This will be in place of one of the six optional banks that may be selected by institutions, and recognises the important role that student unions play in engaging with the survey to improve the experiences of students at their institutions.

### **The satisfaction of students with their student union**

97. Circular W11/15HE asked whether there should be an additional question on the satisfaction of students with their student union. Responses raised some concerns regarding whether a single question would provide meaningful data, but agreed it would be desirable for prospective students to have access to comparable NSS outcomes for Welsh and English institutions.

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<sup>34</sup> In England information on salaries will be also provided on Unistats in 2011

98. We therefore confirm that students in Wales completing the NSS from 2012 will be asked to respond to a new question 23 on their satisfaction with their student union, as advised by HEPISG<sup>35</sup>.

### **Employability statements**

99. Circular W11/15HE asked whether the statements on the support provided at institutional level to enhance students' employability should continue to be provided on Unistats. We confirm that they should be.
100. Currently there is limited information on Unistats for provision delivered at FE colleges in Wales: of the 15 colleges with over 6000 credits for HE in FE provision<sup>36</sup>, only two have done so. HE institutions with franchise provision in FE will need to work with these colleges to ensure that the partners provide employability statements on Unistats, which reflect the support offered by the HE partners as appropriate<sup>37</sup>.
101. The Wales Employment and Skills Board (WESB) has reviewed the statements for Wales. It concluded that the statements were a welcome addition, although they were not easy to find on the Unistats website. It reported that statements could be improved through more focused skills and employability content rather than offering general marketing commentary, and that more information about specific local, regional, national and international employer contacts would be useful. SETQC advised that there was a balance to be achieved between institutional level information on employability and course level information. We encourage institutions<sup>38</sup> to utilise and provide information about employability at programme and/or institution level on their web-sites or in other material.
102. The HE Academy has carried out a scoping study of statements in England. This concluded that the statements offered a very limited set of information and highlighted areas where the statements could be strengthened. The Academy has offered to support Welsh institutions in enhancing their employability statements, including through its continued support for employability more generally.

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<sup>35</sup> 'To what extent do you agree the student union has had a positive impact on your time as a student?', subject to user testing

<sup>36</sup> Either directly funded, franchise, or a combination of both

<sup>37</sup> Recognising that some colleges may have more than one partner HEI

<sup>38</sup> HE institutions and FE colleges

## Other developments of the NSS

### Using NSS data to make comparisons

103. We have confirmed to institutions that, to avoid encouraging the use of misleading or inappropriate comparisons, 2010 was the last year that the results of overall satisfaction would be provided in the current format. Benchmarks have been developed that take into account student characteristics and subject mix at institutions, to make these results more meaningful for the sector. In May 2011 we wrote to heads of institutions participating in the NSS to inform them of the new arrangements, and providing them with their 2010 benchmarked results. Both the 2011 and 2010 benchmarked results will be made public in August 2011, when the outcomes of the 2011 survey are published.

### Better use of NSS responses to improve quality

104. The HE Academy is disseminating widely examples it has compiled of how NSS results have been used to improve the student experience, in order to develop good practice across the sector. As well as a wide range of discipline-specific work to address issues that arise from the survey, the Academy also co-ordinates an NSS Institutional Working Group to share practice/models for using NSS data for quality enhancement purposes. Members of the group receive constructive input to inform further development of their work in this field and the work of the group increases the Academy's depth of knowledge and understanding of institutional practice around the NSS.

## Evaluation and review

105. Research carried out by the Institute of Education on enhancing and developing the NSS<sup>39</sup> recommended that the NSS should undergo a 10-year review during 2015. In addition, the Oakleigh Consulting and Staffordshire University research recommended that the role of Unistats be reviewed two years after the KIS is implemented (ie 2014/15). HEPIISG will therefore review the NSS and Unistats, and evaluate the KIS, in 2014/15.
106. HEPIISG will also review the KIS regularly to ensure that it continues to fulfil users' needs in terms of content and delivery, commissioning research with users as necessary. We will ensure that this includes meeting the needs of users in Wales. Any substantive changes will be subject to consultation.

## Next steps

107. A guidance document will be provided aimed at prospective students and other users of the KIS, clearly explaining sources of information, appropriate interpretations and disclaimers, and any other relevant information. This will emphasise that the KIS is not a contractual document but an indicative one,

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<sup>39</sup> [www.hefce.ac.uk/pubs/rdreports/2010/rd12\\_10/](http://www.hefce.ac.uk/pubs/rdreports/2010/rd12_10/)

intended to aid choice. This guidance will be subject to the same user testing as the KIS itself.

108. We are consulting on the introduction of a judgement on public information into the Institutional Review: Wales (IRW) process. If this is agreed, the KIS will be part of the information informing that judgement.
109. Institutions will be required to submit data for inclusion in the KIS to HEFCE in January-March 2012.
110. We will publish thorough technical guidance advising institutions what is required in order to publish the KIS by September 2012 as soon as possible, and no later than the end of September 2011.
111. We will liaise with HEFCE to arrange translation of the KIS into Welsh.
112. The following table presents the timeline of action required for the creation of the KIS by 30 September 2012 for programmes running in 2013/14.

| <b>Date</b>  | <b>Action</b>   |
|--|---|
| June 2011  | Outcomes circular published by HEFCW  |
| As soon as possible and not later than the end of September 2011 | Technical guidance published by HEFCW   |
| January-March, 2012  | Submission system open for the KIS to be published in September 2012: Institutions submit their data to HEFCE |
| June-early July 2012   | 2012 NSS and DLHE data available to HEFCE   |
| July 2012  | HEFCE merges data submitted by institutions with 2012 NSS and DLHE data.                                      |
| Early July-August 2012   | Institutions quality check and sign off each KIS.   |
| September 2012   | KIS available for institutions to upload  |
| 30 September 2012  | KIS to be accessible via institutional websites   |

## **Actions**

113. Institutions will need to undertake the following actions
  - Take steps to enable them to provide the following information to HEFCE in January-March 2012:
    - Proportion of time spent in various learning and teaching activities – by year/stage of study, with a link to further detail;
    - Proportion of scheduled learning and teaching activity available through the medium of Welsh;
    - Mix of summative assessment methods – by year/stage of study;
    - Professional bodies that recognise this course, with a link to further detail

- Institution owned/sponsored accommodation: average annual costs - upper and lower quartiles, and number of beds (to which students can reasonably expect to have access);
- Private rental accommodation: average annual costs - upper and lower quartiles;
- Financial support available from the institution: whether it offers a fee waiver; means-tested support; non means-tested support; Assembly Learning Grants;
- a link to more detailed information on cost of study and financial support available;
- Fees per year for each course.
- Ensure that information on the mandatory, necessarily incurred and optional cost of study is available;
- Work with partner colleges to whom they franchise provision to ensure that the colleges provide employability statements on Unistats, which reflect the support offered by their HE partners if appropriate;
- Update the employability statements to take account of the feedback from WESB.

## **Equality and Diversity**

114. We are committed to contributing to advancing equality and diversity agendas. In addition to meeting our statutory responsibilities, our intention is to drive cultural change and proactive approaches to ensure that equity and diversity issues are fully integrated into our own and the sector's policies and practices and meet Welsh Government priorities.
115. Our Equality Scheme confirms our commitment and statutory responsibilities regarding the 2010 Equality Act. In addition, as part of our policy development process, we have undertaken an internal equality impact assessment screening to consider the impact of this document on learners with protected characteristics and groups underrepresented in higher education. The outcomes of this screening are available upon request.
116. Through this circular we invite views on the equality and diversity implications of this circular to inform the ongoing development of the KIS, technical guidance and user guidance. Responses are requested by **22 July 2011**.

## **Further information / responses to**

117. For further information, contact Dr Cliona O'Neill (tel 029 2068 2283; email [cliona.oneill@hefcw.ac.uk](mailto:cliona.oneill@hefcw.ac.uk)).

## **Annex A. Respondents to Circular W11/15 HE, *Key Information Sets*.**

Aberystwyth University  
Bangor Student Union  
Bangor University  
Cardiff University  
Cardiff University Student Union  
Coleg Llandrillo  
Higher Education Academy  
NUS Wales  
Open University in Wales  
Swansea Metropolitan University  
Swansea University  
University of Glamorgan  
University of Wales  
University of Wales Institute, Cardiff  
University of Wales, Newport

## **Annex B. Outcomes to Circular W11/15HE, Key Information Sets.**

### **Q1 Do you agree that Wales should participate in the production of the KIS?**

**In favour – 14**

#### **Comments**

The majority of responses supported Welsh participation in the KIS. Nine responses noted the importance of potential students having access to a standard set of transparent information to assist in their decision-making, and noted a risk should Wales not participate, with eight citing the importance of comparable UK data. One response recognised the usefulness of the information for careers advisors and another stated that increased transparency would benefit widening participation work. One response noted that the KIS did not reflect the diversity of the sector, and as presented did not reflect the needs of flexible or part-time learners.

Concerns raised included the following:

- Diversity
  - the KIS did not reflect the existing and increasing diversity in the sector including flexible, modular, part-time, distance and small and specialist provision
  - the difficulty in specifying a KIS for flexible courses where students are able to progress towards an award via multiple pathways which are not defined at the outset
- Resources
  - the time required to collate the KIS for each course, including concerns that the estimate of 3-4 hours was an underestimate
  - the workload associated with the production of a KIS at course level, particularly for Joint Honours and Major-Minor schemes
  - Concerns that, due to enhancement of provision, aspects of the KIS such as assessment methods would change from year to year, resulting in KIS maintenance being a major task
  - The necessity, and resource required, to ensure that the KIS is accurate before publication, monitored and verifiable, in order to avoid risks regarding breach of contract
- Clarity, including:
  - the lack of clear definition of 'course'
  - The need for clear definitions, eg for placements and practicals
  - In the case of franchise provision, the need for clarity between the roles of the awarding institution, which is identified on the UCAS website, and where the course is delivered
  - Whether externally validated courses would be considered as collaborative provision for the production of the KIS
  - how information about 'average' data for learning and teaching and assessment methods should be determined in courses with a broad range of module options, and the risk of this being estimated in different ways, resulting in a lack of comparability of KIS.
- Provision of information
  - Information on contact hours, providing an incentive for traditional teaching and a disincentive to using more innovative and personalised approaches

- an assessment strategy for every course would be informative than simply presenting the proportions of the assessment methods employed
- The need for all institutions delivering HE to provide information for the KIS
- Data collection and reliability for schemes, or combinations of schemes, with very small student numbers, and whether information would be more meaningful if aggregated at higher levels
- The length of the academic year on which each KIS is based may vary, resulting in reduced comparability
- Salary information
  - The confidence that could be placed on information on earnings
  - the potential for miscalculation where people are in hourly or part-time work
  - meaningfulness of graduate earnings 6 months after completion
  - the inability of the DLHE survey to yield information about the value added by the studies to the income and employment prospects of part-time students
  - Consideration should be given to the development of a mode blind sector wide measure of economic value added

Three responses noted that the section on costs should include more information on costs of study. One response suggested that Welsh institutions should provide additional information on Welsh medium programmes and support.

## **Q2 Do you agree that student unions in Wales should be able to select an optional question bank for their institution within the NSS?**

**In favour – 12**

### **Comments**

The results were largely in favour of this proposal. A further two respondents reported that they had no objection in principle. One respondent had consulted its student union and did not support this as it would increase the length and complexity of the survey, which might deter students from completing it. Other respondents also noted this risk. One respondent would prefer the choice of optional question bank to be included within the six currently available, rather than in addition to these. Some institutions chose the optional question banks in partnership with the student union, and three suggested that this approach could be implemented more widely, to show that there has been a consensus between the student union and the institution on any optional questions being chosen. One response noted the benefits of including an additional question bank in contributing to the focus of annual statements, as referenced in the QAA *Handbook for Institutional Review (IRW)*, or providing data to inform enhancement of student unions and evidence-based campaigns. One response stated that it would be helpful to provide guidance on how the questions should feed into the quality assurance and effectiveness procedures of the institution, and that the data should be made available as part of the documentation for IRW. One respondent thought there should be dialogue between the student union and the institution, and that it would be undesirable for the student union to select different banks each year, as the outcomes would not then be tested further in

future years. It was noted that the ability to choose a question bank was valuable for smaller student unions that do not have the capacity to carry out such a large survey alone.

### **Q3 Do you agree that there should be an additional question to capture student satisfaction with their student union in the national student survey from 2012?**

**In favour – 10**

**Against – 2**

There was a mixed response to this question, although a majority were in favour of including an additional question. One respondent supported the additional question with some reservations and another was not against it in principle. One respondent was against the inclusion of an additional question, one did not have an opinion, and the final respondent outlined positive and negative points relating to this question. Three respondents expressed concerns about the utility of a single question on satisfaction. Two respondents noted that a detailed question set or optional bank would provide rich data on Unions' strengths and areas for improvement. Disadvantages reported by respondents included:

- Inclusion of an additional question was against the advice of the Institute of Education's research;
- Feedback on student unions is captured in a variety of other ways;
- A single question would not accurately reflect the efficacy and impact of student unions, which provide a wide range of services and serve a range of functions. In addition, a single question would not provide data sufficiently rich to identify strengths and areas for improvement;
- The question would be asked of all institutions, including those without student unions (eg most FE colleges with HE programmes), and with different student profiles (eg numbers of part-time students), resulting in unreliable comparisons;
- Data from this question would be used in university league tables, despite the limitations in scope of the question, variation in services provided by student unions, and lack of comparability between institutions; in addition, universities could use the results to justify cutting SU funding or service provision;
- Outcomes from this question would need to be provided in a manner that clarified the relationship between the University and would not enable enhancement of learning and teaching;
- Institutions with large numbers of non-campus based students and/or non-traditional students could receive lower satisfaction ratings because they are less likely to engage with the union's more visible activities. In addition, the needs of non-traditional students differ from those of traditional students, and a single question is unlikely to provide the richness of information to distinguish between these groups;
- the wording of the question would need to clarify whether respondents are to comment on their own personal experience or their view of the student union's effectiveness generally, and whether this relates to the representation role or the wider range of services offered

Advantages of inclusion of the question included the potential of results to:

- inform enhancement to the student union and its services
- result in increased support from universities to student unions
- evidence the importance of student academic representation and non-academic activities as part of the overall student experience
- provide useful data about all students, allowing unions to identify the needs of specific groups of students, and to ensure greater effectiveness for all their membership.

#### **Q4 Do you agree that the employability statements for Wales should be maintained on Unistats?**

**In favour – 14**

#### **Comments**

Five respondents noted the desirability of prospective students having access to the employability statements for Welsh institutions, with four of these citing the importance of comparability with other regions(5). Three respondents stated that the visibility of statements on this site could be improved (3). It was noted that the statements should be reviewed regularly to ensure that they remained useful. The HE Academy's scoping study of statements in England concluded that they offered a limited set of information, and highlighted areas where further work to strengthen the statements could be undertaken. One respondent thought that there appeared to be an assumption that students were not in long-term employment during their studies, and effectively began their salaried career after graduation, which was not the case for the majority of part-time students. There were mixed responses about the use of DLHE, with one respondent saying the longitudinal DLHE would be more valuable, and another saying that, given the limited usefulness of employability statements for students already in employment, a more suitable measure of value-added of a degree would be more useful. Conversely, one respondent raised concerns about the use of the longitudinal DLHE as its data was significantly reduced.

### Annex C: Information items, level of presentation, source and timescale of contents of the KIS

| Information items for publication in the KIS   | Source of this information      | Level of this information  | For the September 2012 KIS, information will relate to: |
|--|---------------------------------|----------------------------|---|
| <b>Study</b>   |                                 |                            |   |
| <p>Results from the following NSS questions:</p> <ul style="list-style-type: none"> <li>• Staff are good at explaining things (question 1)</li> <li>• Staff have made the subject interesting (question 2)</li> <li>• Overall, I am satisfied with the quality of my course (question 22)</li> <li>• I have received sufficient advice and support with my studies (question 10)</li> <li>• Feedback on my work has been prompt (question 7)</li> <li>• Feedback on my work has helped me clarify things I did not understand (question 9)</li> <li>• The library resources and services are good enough for my needs (question 16)</li> <li>• I have been able to access general IT resources when I needed to (question 17)</li> </ul> | HEFCE to draw from the NSS      | Course level or aggregated | 2012 NSS results  |
| Proportion of time spent in various learning and teaching activities – by year/stage of study, with a link to further detail   | Institution to provide to HEFCE | Course level               | Typical student path from previous academic year        |

| <b>Information items for publication in the KIS</b>  | <b>Source of this information</b>   | <b>Level of this information</b> | <b>For the September 2012 KIS, information will relate to:</b> |
|--|---|----------------------------------|--|
| Proportion of scheduled learning and teaching activity available through the medium of Welsh   |   |                                  |  |
| Mix of summative assessment methods – by year/stage of study   |   |                                  |  |
| Professional bodies that recognise this course, with a link to further detail  |   |                                  | Planned for 2013/14  |
| <b>Costs and financial support</b>   |   |                                  |  |
| Institution owned/sponsored accommodation: average annual costs - upper and lower quartiles, and number of beds (to which students can reasonably expect to have access)<br>Private rental accommodation: average annual costs - upper and lower quartiles | Institution to provide to HEFCE   | Institutional level              | 2012/13  |
| Financial support available from the institution: whether it offers a fee waiver; means-tested support; non means-tested support; Assembly Learning Grant; and a link to more detailed information   |   | Course level                     | Planned for 2013/14  |
| Fees per year  | Institution to provide to HEFCE   | Course level                     | Planned for 2013/14  |
| <b>Employment and salary information</b>   |   |                                  |  |
| The destinations of graduates six months after completing their course – comprising working, studying, working and studying, unemployed, and not available for work  | HEFCE to draw six-month figures from the Destinations of Leavers from HE (DLHE) survey and 40-month figures from the Longitudinal DLHE survey | Course level or aggregated       | 2010/11 DLHE and Longitudinal DLHE results                     |
| Of those in employment, the proportion in managerial/professional jobs six months after graduation.  |   |                                  |  |

| Information items for publication in the KIS   | Source of this information | Level of this information | For the September 2012 KIS, information will relate to: |
|--|----------------------------|---------------------------|---|
| Salary data: <ul style="list-style-type: none"> <li>• upper quartile, median and lower quartile six months after graduation from the course at the institution displaying the KIS</li> <li>• upper quartile, median and lower quartile for the subject across all institutions six months after graduation</li> <li>• upper quartile, median and lower quartile for the subject across all institutions at 40 months after graduation</li> </ul> |                            |                           |   |
| <b>Student union</b>   |                            |                           |   |
| Additional question to be added to the NSS regarding satisfaction with the SU  | HEFCE to draw from the NSS | Institutional level       | 2012 NSS results  |

## Annex D: An indication of how the Welsh KIS data might be presented



# BSc Health Studies (B900)



[Guidelines for interpreting this data](#)

Due to a small number of students, some data presented here have been aggregated with similar courses. These are indicated by a A

### STUDENT SATISFACTION

69%

## Overall student satisfaction

A Aggregated data: data are for all Health courses at Newtown University

| Statement  | % agreeing |
|--|------------|
| Satisfied with <b>quality of course</b> <sup>1</sup>       | 69%        |
| Able to access <b>IT resources</b> <sup>2</sup>            | 87%        |
| <b>Library</b> resources are satisfactory <sup>3</sup>     | 83%        |
| Feedback on work has been <b>helpful</b> <sup>4</sup>      | 67%        |
| Feedback on work has been <b>prompt</b> <sup>5</sup>       | 78%        |
| Staff are good at <b>explaining things</b> <sup>6</sup>    | 83%        |
| Received sufficient <b>advice and support</b> <sup>8</sup> | 71%        |

56 Source: [National Student Survey](#)

#### Sections

- [▶ Student Satisfaction](#)
- [▶ Graduate Employment](#)
- [▶ Financial](#)
- [▶ Learning & Assessment](#)

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**Print**

**Download**

- [▶ PDF \(212kb\)](#)
- [▶ Raw data \(.csv 78kb\)](#)

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**Share**

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**Widget**

Add a KIS widget for this course to your site

---

**Choose a layout**

```

<script type="text/javascript"
src="http://www.hefce.org.uk/r
esources/kis/js/embed&course
id=BATHW300"></script>

```

copy to clipboard

£21,000

## Average annual salary after 6 months

(interquartile range: £20,000 - £21,000)

Average for all Health Studies courses in England, Wales & Northern Ireland:

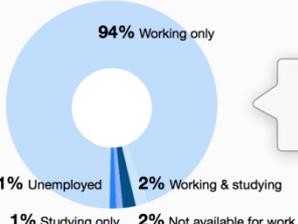
£20,500 after 6 months (interquartile range: £20,000 - £24,000)

£25,000 after 40 months (interquartile range: £24,027 - £26,074)

Source: [DLHE Survey](#)

97%

## go on to work and/or study



Destinations from this course 6 months after graduating

92% of those who work are in a graduate level job

See more detailed information at [www.newtown.ac.uk/employability](http://www.newtown.ac.uk/employability)

Data from 31 students

31 Source: [DLHE Survey](#)

FINANCIAL

**£8,500**

**Tuition fees, per year** (for UK domiciled students)

- Financial support available:
- Fee waiver ✓
  - Means tested support ✓
  - Non-means tested support ✓
  - Welsh Government Learning Grant ✓

More detailed information on what financial support you could claim and the cost of study is available at [www.newtown.ac.uk/finance](http://www.newtown.ac.uk/finance)

**£7,000-£9,600**

**Average annual cost of institution owned/sponsored accommodation**

8500 beds available  
[www.newtown.ac.uk/accomm](http://www.newtown.ac.uk/accomm)

Source: [Newtown University](#)

**£6,000-£8,500**

**Private rental market**

[www.newtown.ac.uk/accomm](http://www.newtown.ac.uk/accomm)

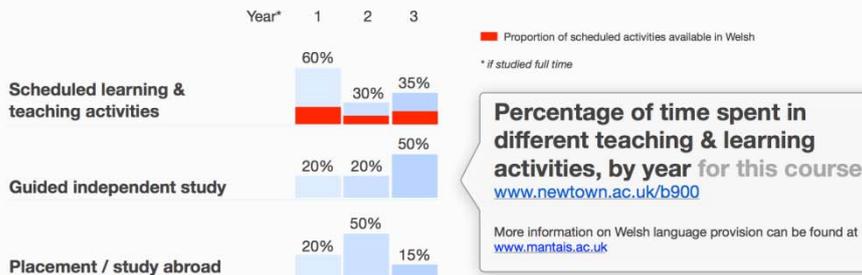
Source: [Newtown University](#)

LEARNING & ASSESSMENT

**38%**

**of course spent in scheduled learning & teaching**

See more detailed information at [www.newtown.ac.uk/B900/detail](http://www.newtown.ac.uk/B900/detail)

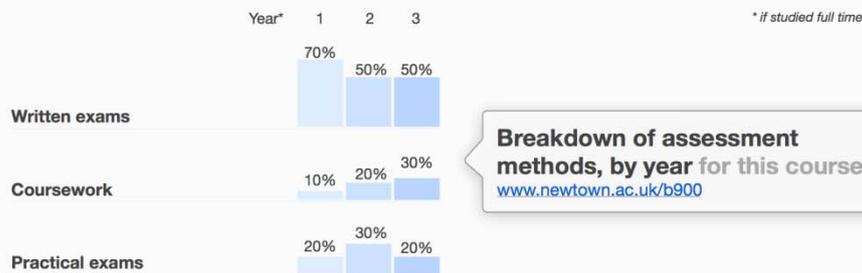


Source: [Newtown University](#)

**57%**

**of assessments are written exams**

See more detailed information at [www.newtown.ac.uk/B900/detail](http://www.newtown.ac.uk/B900/detail)



Source: [Newtown University](#)

STUDENTS' UNION

**81%**

**view the Students' Union positively**

Source: [National Student Survey](#)

## Annex E Provisional coverage of NSS and DLHE data at JACS level 1 with two-year aggregation for Welsh Higher Education Institutions

| Mode of study | Joint honours | Type of qualification | Courses | Students | NSS   | DLHE  | Both  | Either | Percent full |
|---------------|---------------|-----------------------|---------|----------|-------|-------|-------|--------|--------------|
| FTS           | N             | Enhanced first degree | 28      | 2,328    | 17    | 17    | 16    | 18     | 57.1         |
| FTS           | N             | First degree          | 662     | 62,349   | 597   | 497   | 472   | 622    | 71.3         |
| FTS           | N             | Diploma               | 134     | 3,926    | 64    | 14    | 11    | 67     | 8.2          |
| FTS           | N             | Certificate           | 5       | 18       | 0     | 0     | 0     | 0      | 0            |
| FTS           | Y             | Enhanced first degree | 2       | 12       | 1     | 1     | 1     | 1      | 50           |
| FTS           | Y             | First degree          | 860     | 7,789    | 809   | 590   | 588   | 816    | 68.4         |
| FTS           | Y             | Diploma               | 16      | 405      | 8     | 5     | 5     | 8      | 31.3         |
| PT            | N             | First degree          | 91      | 2,828    | 7     | 8     | 0     | 15     | 0            |
| PT            | N             | Diploma               | 49      | 1,244    | 3     | 5     | 2     | 6      | 4.1          |
| PT            | Y             | First degree          | 33      | 49       | 0     | 0     | 0     | 0      | 0            |
| PT            | Y             | Diploma               | 5       | 144      | 0     | 2     | 0     | 2      | 0            |
| All           |               |                       | 1,885   | 81,092   | 1,506 | 1,139 | 1,095 | 1,555  | 58.1         |

### Notes and assumptions

Courses are defined as combinations of institution, subject, mode of study and qualification

PT courses are only included where most FT courses with the same aim are more than a year in length

Data are based on the 2008-09 DLHE and 2010 NSS

It is assumed salary data will be collected for 53% of leavers working FT in the UK

Two year data generated by doubling single year data

Data are based on HEI registered students only

For joint honours students have assumed showing data if all constituent subjects have data

PT courses are only included where most FT courses with the same aim are more than a year in length

Data are based on the 2008-09 DLHE and 2010 NSS

It is assumed salary data will be collected for 53% of leavers working FT in the UK

Two year data generated by doubling single year data

Data are based on HEI registered students only

PT courses are only shown separately where the course aim and subject combination is not offered full-time

For FT courses DLHE responses are only included for students who studied FT