

# **KIS update**

Final technical guidance:

The 29 March comes early

SROC, 27 March 2012

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# Coverage

# Optional components

- Optional components might be related to sandwich or foundations years, accelerated programmes
- Whether such components should be included for a KIS course will depend on how the course is advertised and hence the expectations for the student
- Typically one advertised course will result in one KIS course being produced

# Optional component guidance

- For courses which are advertised as having significant optional components, such as sandwich placements and years abroad, the KIS should not include these elements. Therefore the learning and teaching methods, assessment methods and fees should reflect the course excluding the component. Conversely, where the course is advertised assuming students will undertake the component then it should be included. For example, A Physics BSc is advertised as having an optional sandwich year the sandwich year should not be included if however the course is advertised as a 4 year programme including a year in industry which students may opt not to take then the KIS should reflect the sandwich year. The proportion of students taking up the option is not a factor in whether the component should be included.

# One year courses > 120 credits

- Where a course lasts one year in length however has a total credit value greater than 120 credits (e.g. 140 credit single year course) then it should be excluded
- Such courses are excluded as the 1 year course length (as defined by Instance.SPLENGTH) would exclude all students out of NSS

# Courses being advertised early

- Where an institution decides to begin advertising 2014/15 courses prior to the new KIS being available, the 2013 KIS' should be added to the 2014 pages
- For example, Poppleton University begin advertising a course in August 2012 that they will not recruit to until 2014/15

# Linking KIS types

- When linking a type 2 KIS to a type 1 KIS, the type 1 must be a single subject KIS, this means that each HESA course linked to must have just one JACS principal subject and if multiple HESA courses are linked to the type 1 KIS they must all have the same subject
- Exception rule added:
  - For each KISTYPE=1 record linked to a KISTYPE=2 all linked HESA courses must have only one JACS principal subject and all of these principal subjects must be the same

# Accreditation



# ACCTYPE

- The ACCTYPE field will be increased in length from 30 characters to 80
- Additional accrediting bodies that are not listed should be sent to Institutional Liaison who will compile them and ensure they're considered for 2013/14 KIS

# Accreditation sentences

- “This course is recognised by XXXX for the purposes of YYYY”
- “This course is accredited by XXXX”
- The first is used where both ACCTYPE and ACCBODY are returned and the second when only ACCBODY is returned

# Fee information

# Fees

- For courses where students do not pay fees themselves (e.g. SHA/DH funded) but the course is open to applications from anyone (who may pay fees), fee information should still be returned
- This is to provide information for those students who do not qualify to have their fees paid
- Institutions are not necessarily able to override fee information supplied by UCAS

# Linking to UCAS

- The UCASPROGID field will no longer be used to pull in fee information into the KIS...
- ...and will therefore be made optional in schema and will be ignored if returned
- Instead the UCASCOURSEID field will be used and will have a '1-1 relationship' with a KIS course

# **Employability & student satisfaction**

# Linking to HESA courses

- Exception rule:
  - Where a single KIS course is linked to multiple HESA courses then, when mapped to JACS level 3, the set of JACS codes for each HESA course must be the same...
  - ...this is to avoid cases where a KIS course is linked to multiple **different** HESA courses

# HESACOURSEID

- HESACOURSEID should only be used to link to courses that are the embodiment on the HESA/ILR records of the course for which a KIS is being produced. It would be misleading to applicants if other courses were included as they would believe they were looking at course level data when in fact they are looking at data relating to a group of courses



# Course stage

# Selecting modules

- When undertaking the typical student calculation to determine course stage information, only students on the course (for which a KIS is being produced) should be included when considering the number of students on a module

# 120 credit year benchmark

- Some students, especially medical students, take more than 120 credits per year
- Calculations should therefore be based on whatever is the standard FT requirement for the course
- For example if medical students are expected to take 140 credits in the year the calculations should be based on 140 rather than 120 credits
- Institutions should make this clear on their own web-pages

# Part-time courses

- In some cases simply using the numbers of students taking each module might lead to misleading results
- In this case the proportion of students taking the module would need to be used instead
- For example, a course with 15 credit modules where students typically study at half an FTE and there are 80 students in the first year but only 25 in the second with 2 compulsory modules in each year, that is the first stage has 4 compulsory modules...

# Example

Student year	Module	Students	Proportion of cohort
1	M1	80	100
1	M2	80	100
1	O1	48	60
1	O2	40	50
1	O3	40	50
1	O4	32	40

Student year	Module	Students	Proportion of cohort
2	M3	25	100
2	M4	25	100
2	O5	20	80
2	O6	15	60
2	O7	10	40
2	O8	5	20

- Using student numbers alone would lead to the inclusion of modules M1, M2, O1, O2, O3, O4, M3 and M4. However, module O5 is actually taken by 80% of the students eligible to take it, using percentages the modules would be M1, M2, M3, M4, O5, O1, O6, and O2

# Modules spanning stages

- Institutions should determine what proportion of the module falls into each stage and then treat as a separate module in each year with the appropriate credit value
- For example, a 30 credit module spans stages with  $\frac{2}{3}$  of the module falling in the first stage should be treated as a 20 credit module in stage 1 and a 10 credit module in stage 2. No attempt needs to be made to determine the actual learning and teaching methods or assessment methods used in each stage.

# What is 'contact time'?

- 'Office hours' when staff are available to students – is this eligible?
- Any 'office hours' where staff are available to students but where this time is not individually scheduled cannot be included in scheduled contact hours

# The widget



# Rolling items in widget

- Staff are good at explaining things
- Staff have made the subject more interesting
- Overall satisfaction
- Percentage of students in work or study after 6 months
- Boolean on professional accreditation
- Satisfaction with the support and guidance
- Percentage in professional and managerial roles after 6 months
- Accommodation costs (strictly 2 items upper and lower quartile but shown as one)
- Percentage of time over all stages in scheduled Learning and Teaching activities
- Percentage of assessment over all stages that is through coursework

# Embedding the widget

- The widget can be added to a web page by including a small HTML snippet

```
<script>
  (function (d) {
    var widgetScript = d.createElement('script');
    widgetScript.id = 'unistats-widget-script';
    widgetScript.src = '//stg.unistats.eduserv.org.uk/js/unistats.widget.js';
    var scriptTags = d.getElementsByTagName('script')[0];

    if (d.getElementById('unistats-widget-script')) return;

    scriptTags.parentNode.insertBefore(widgetScript, scriptTags);
  })(document);
</script>
```

- This JavaScript snippet should be placed in the 'head' tag of the hosting page

# Embedding the widget 2

- The widget itself can then be embedded in the web page with the following snippet:

```
<div class="kis-widget" data-institution="<UKPRN>" data-course="<KISCOURSEID>" data-orientation="<ORIENTATION>"></div>
```

- The parameters of the widget should then be adjusted i.e. UKPRN and KISCOURSEID
- The orientation of the widget can then be changed to fit the webpage

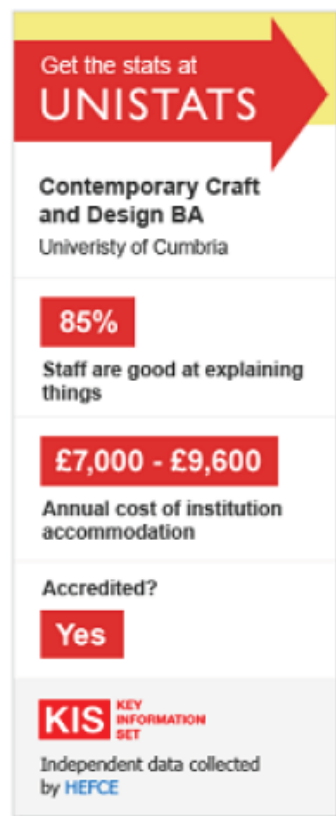
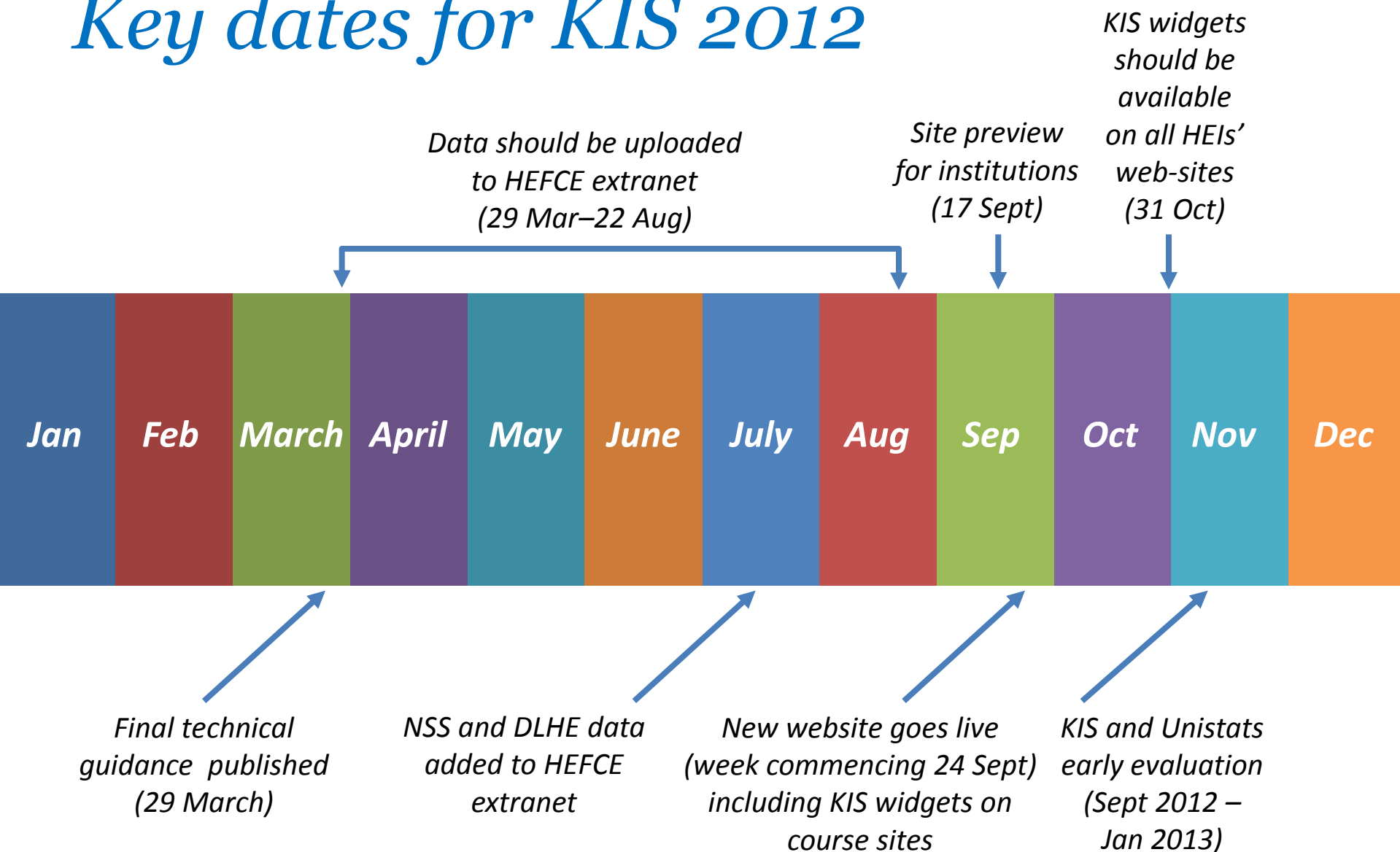


Fig 1. Vertical widget



Fig 2. Horizontal widget

# *Key dates for KIS 2012*



# *Evaluating Unistats & the KIS*

## ***Early evaluation (2012-13)***

- *Light touch review – is it working?*
  - i. User experiences of the website and widget*
  - ii. HE providers' experience of the website and widget*
  - iii. Data audit*

## ***Full evaluation (2013-14)***

- *As part of a wider evaluation of the provision of information landscape*
- *Looking in depth at purpose, usage, effects, outcomes, costs*