

June 2011/18

Policy development

Statement of policy

No immediate action is required

This is a joint report from HEFCE, Universities UK and GuildHE, setting out how we intend to improve the accessibility and usefulness of information about higher education courses, from September 2012. It also sets out how the National Student Survey will be developed, and what wider information should be made available by universities and colleges.

Provision of information about higher education

Outcomes of consultation and next steps

Distinction and Diversity
in Higher Education



Universities UK

HIGHER EDUCATION
FUNDING COUNCIL *hefce* FOR ENGLAND

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Provision of information about higher education: outcomes of consultation and next steps

To	Heads of HEFCE-funded higher education institutions Heads of HEFCE-funded further education colleges Heads of SFA-funded further education colleges Heads of non-publicly funded institutions in England teaching higher education who subscribe to QAA
Of interest to	Student union officers and student representatives Staff responsible for quality assurance Staff responsible for admissions, liaison with schools and colleges, widening participation and marketing Funding councils and institutional representative bodies in Scotland, Wales and Northern Ireland Other bodies with an interest in quality assurance of higher education, including employer bodies and professional, statutory and regulatory bodies Other bodies and individuals with an interest in providing information, advice and guidance to prospective higher education students, including careers advisers, schools, sixth form colleges and their representative bodies
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Foreword

Those of us who are privileged to work in higher education, in all its rich diversity, have an obligation to support prospective students in making the best decisions for them – we all want students to fulfil their potential and become well-rounded graduates who will make a strong contribution to our society and economy. Decisions about what and where to study have the potential to be life changing, so accurate, relevant and accessible information is key, even more so now that decisions will have a greater financial impact on individuals and families than ever before.

The wide engagement in the consultation on public information about higher education highlights the importance of providing straightforward access to good, relevant information in places that prospective students look for it. This agenda is only going to grow in importance and I am committed to working with the sector, with government and with student representatives to ensure that our future students have what they need to make the right decisions for them. The establishment of Key Information Sets (KISs) is an important step and part of our vital commitment in this area.

While I acknowledge that this initiative will require commitment from institutions, the outcome will be a positive step for both the sector and for prospective students and their advisers. We now need to turn our attention to the smooth implementation of the KIS for September 2012 and I urge the sector, therefore, to receive this 'next steps' publication and await the technical guidance due in September 2011.

I am also pleased that consultation respondents engaged so positively with the information institutions will be making available for quality assurance purposes, as well as with the enhancements to the National Student Survey. These are important areas of work and I look forward to future developments.

As Chair of the Higher Education Public Information Steering Group I am committed to enhancing the provision of information about higher education for prospective students and other users. I look forward to continuing our constructive dialogue on these important issues in the future.

Janet Beer

Chair, Higher Education Public Information Steering Group

Vice-Chancellor, Oxford Brookes University

Executive summary

Purpose

1. This is a joint publication by HEFCE¹, Universities UK (UUK) and GuildHE², setting out how it is intended to improve the accessibility and usefulness of information about higher education (HE). It includes requirements for the information that universities and colleges should publish about their HE courses. These requirements are based on extensive consultation and research with prospective students, current students, universities, colleges and other interested parties.

Key points

2. In November 2010, we published 'Public information about higher education: Consultation on changes to information published by institutions' (HEFCE 2010/31), setting out proposals to improve the information published by all higher and further education institutions in England that are subject to review by the Quality Assurance Agency for Higher Education (QAA)³. The consultation was developed by HEFCE, UUK and GuildHE with oversight from the Higher Education Public Information Steering Group (HEPISG)⁴, and input from the Quality in Higher Education Group⁵. The National Union of Students, Association of Colleges, the QAA and representatives of employer-related organisations such as the Confederation of British Industry and the UK Commission for Employment and Skills all contributed to discussions.

3. In parallel to the consultation, HEFCE, UUK and GuildHE ran further user research, consulted expert groups and undertook pilots. We are very grateful to all who have helped us with this work.

4. The consultation proposals were generally well received and, following consideration of the outcomes and next steps by HEPISG, the Boards of HEFCE and UUK, and the GuildHE

¹ HEFCE distributes public money for higher education in England and has statutory responsibility for quality assessment. For more information see www.hefce.ac.uk.

² UUK and GuildHE are representative bodies for higher education institutions in the UK. For more information see www.universitiesuk.ac.uk and www.guildhe.ac.uk.

³ HEFCE operates its statutory responsibilities for quality assessment through contracting with the QAA. The QAA is responsible for safeguarding quality and standards in UK higher education, checking how well universities and colleges meet their responsibilities and suggesting ways they could improve. Institutions pay a subscription to QAA to help fund its work. For more information see www.qaa.ac.uk.

⁴ HEPISG advises the UK funding bodies, and other relevant bodies sponsoring and implementing cross-sector projects on the provision of information about higher education, on the management and ongoing development of this activity. HEPISG's membership and terms of reference can be seen at www.hefce.ac.uk/learning/qual/public/.

⁵ The Quality in Higher Education Group includes students, and representatives from higher education institutions, a further education college, a secondary school, the Royal Academy of Engineering, QAA and the Higher Education Academy. For more information on the group, its membership and terms of reference, see www.universitiesuk.ac.uk/PolicyAndResearch/PolicyAreas/QualityAssurance/Pages/HigherEducationGroup.aspx.

Executive we now set out in this document what information should be published and where. (The publication also incorporates outcomes from the parallel development work.)

5. At the time of publication, these requirements apply to all publicly funded HEIs, FECs with undergraduate provision, and private providers who subscribe to the QAA.
6. Universities and colleges should publish Key Information Sets (KISs) for undergraduate courses, whether full- or part-time. These KISs will contain information on student satisfaction, graduate outcomes, learning and teaching activities, assessment methods, tuition fees and student finance, accommodation and professional accreditation.
7. HEFCE will collate the KISs in the first year, based on information contained in the National Student Survey (NSS)⁶, the Destinations of Leavers from HE (DLHE) survey⁷, and returns submitted by universities and colleges. Universities and colleges will then publish KISs on their web-sites by the end of September 2012. HEFCE will publish further detailed technical guidance as soon as possible and no later than the end of September 2011. The likelihood is that after September 2012, KIS collation will pass to the Higher Education Statistics Agency.
8. All publicly funded HEIs, further education colleges with undergraduate provision, and private providers who subscribe to the QAA should also publish a wider information set. This document sets out what information should be made available externally and internally as part of that wider information set, whether freely or on demand.
9. From the academic year 2012-13, QAA institutional review teams will form a judgement on the provision of information by universities and colleges in England and Northern Ireland. QAA will provide further details in an updated version of the institutional review handbook, to be published in January 2012. We anticipate that a similar judgement will be included in the revised method for reviewing HE in further education colleges, also from 2012-13.
10. There are further details of the research and development process underpinning this document in Annex A. Annex B contains a summary of the consultation responses. Full reports of both the research and the consultation responses are published at www.hefce.ac.uk/learning/infohe/kisrd.htm.
11. The next steps in this document relate only to higher education in England. Institutions in Northern Ireland took part in the consultation, and the Department for Employment and Learning (in Northern Ireland) expects to issue its own 'next steps' information in summer 2011. Institutions in Wales were consulted by the Higher Education Funding Council for Wales (HEFCW) in 'Key Information Sets' (Circular W11/15HE), and HEFCW will also issue its own 'next steps' information imminently. The Scottish Funding Council is currently considering these issues in the context of updating its quality arrangements, including public information.

⁶ The National Student Survey asks final-year students about their course and the institution at which they studied. The survey results are published each year at www.unistats.com.

⁷ For more information on the Destinations of Leavers from HE survey see www.hesa.ac.uk/index.php/content/view/98/137/.

Action required

12. No immediate action is required but institutions will need to take steps to ensure they comply with these outcomes.

13. Institutions will be required to submit data to HEFCE for inclusion in the KIS. Institutions who subscribe to the QAA but who do not currently take part in the NSS and DLHE should take steps to do so.

14. All KISs should be made available via institutional web-sites by the end of September 2012.

15. In addition, the wider information set should be in place by September 2012.

Section 1: Context

Background

16. In November 2010, HEFCE, Universities UK (UUK) and GuildHE published 'Public information about higher education: Consultation on changes to information published by institutions' (HEFCE 2010/31)⁸. The aim of the consultation was to enhance the information that is available about higher education (HE) at universities and colleges. The proposals also form part of joint work by HEFCE, UUK and GuildHE to review and improve the quality assurance system for higher education. The National Union of Students, the Quality Assurance Agency for Higher Education (QAA) and the Association of Colleges were also closely involved in the development of the proposals.

17. Information that the HE sector provides for the public⁹ is increasingly significant and is a key concern for the current Government, which has asked us to work on this as a priority. Public information should be robust, easy to find and easy to compare between higher education institutions (HEIs), wherever in the country they are.

18. Access to robust, reliable information is particularly important for prospective students, who are making decisions about where to apply amid greater demand for places and the expectation that they will pay more for their education. The sector has acknowledged this and has responded to the growing need for clearer, more accessible information for prospective students by getting involved in the National Student Survey (NSS) and adding employability statements¹⁰ to all HEI web-sites in August 2010.

19. The Higher Education Public Information Steering Group (HEPISG), chaired by Professor Janet Beer, Vice-Chancellor of Oxford Brookes University, leads work on information about higher education. HEPISG's recommendations have been accepted by the Boards of HEFCE and UUK, and the GuildHE Executive, so this is a joint HEFCE, UUK and GuildHE document. The Quality in Higher Education Group (QHEG)¹¹ has also had an opportunity to comment.

Scope

20. This report relates only to institutions providing higher education in England. The Department for Employment and Learning (in Northern Ireland) expects to issue its own 'next steps' information in summer 2011. Institutions in Wales were consulted by the Higher Education Funding Council for Wales (HEFCW) in 'Key Information Sets' (Circular W11/15HE), and

⁸ All HEFCE publications are available in full at www.hefce.ac.uk/pubs.

⁹ By 'public', we mean people who are not employed in HE or professionally associated with it, but have a strong interest in it, notably current and prospective students, their parents and advisers, schools, colleges, employers and the media.

¹⁰ See paragraphs 134-137 for more information on employability statements.

¹¹ QHEG includes students, and representatives from HEIs, a further education college, a secondary school, the Royal Academy of Engineering, QAA and the Higher Education Academy. For more information on the group, its membership and terms of reference, see www.universitiesuk.ac.uk/PolicyAndResearch/PolicyAreas/QualityAssurance/Pages/HigherEducationGroup.aspx.

HEFCW will also issue its own 'next steps' information imminently. The Scottish Funding Council is currently considering these issues in the context of updating its quality arrangements, including public information.

21. This report outlines plans in relation to developments in the provision of information about HE, including:

- the introduction of Key Information Sets (KISs), at course level, aimed at prospective students
- a wider information set, parts of which are aimed at different audiences
- enhancements to the National Student Survey.

22. The plans are based on extensive research, consultation and pilot processes. We are very grateful to all who have given their time and views so generously. There were 215 responses to HEFCE 2010/31, all of which have been carefully considered. We have also taken into account: the views of 2,000 prospective and current students on useful information; several expert working groups considering specific parts of the KIS; a pilot with eight institutions; and user testing with more than 200 prospective HE students. We are particularly pleased to have engaged closely with the National Union of Students in this project, and to have received consultation responses from 30 student unions. We have also liaised with the Academic Registrars' Council, in an attempt to ensure that the next steps are both feasible and proportionate to implement.

23. Annexes A and B summarise the consultation, research and development. There is more information, including very detailed consultation analysis, at www.hefce.ac.uk/learning/infohe/kisrd.htm.

Provision of information: wider context

24. UUK, GuildHE and HEFCE are committed to a quality assurance system that is accountable, rigorous, transparent, flexible, responsive and public-facing. This needs to be underpinned by public information that is robust, easy to find and easy to compare between institutions.

25. The consultation has been part of an extensive programme of work to develop the quality assurance system, including work taken forward by QAA. This included the development of a new method of institutional review for HEIs in England and Northern Ireland, to apply from 2011-12, and a review of the Academic Infrastructure, including a suggestion that a section on published information should be added to the Code of Practice in future¹². The Student Charter Group¹³ has also recommended the roll-out of Student Charters across the English sector¹⁴. Like

¹² QAA Consultation on the Academic Infrastructure, March 2011 can be found at www.qaa.ac.uk/news/consultation/AI/

¹³ The Student Charter Group was established as a small 'task and finish' working group, bringing together HEI representatives and student representatives to explore current best practice in the use of Student Charters and other student agreements. The final report can be found at www.bis.gov.uk/assets/biscore/higher-education/docs/s/11-736-student-charter-group.pdf

the KIS, Student Charters are part of the broader provision of information, but they are aimed at current students so have a different core audience to the KIS.

Section 2: Proposals

26. QHEG has reviewed the outcomes of the consultations on the institutional review method and the Academic Infrastructure, together with the consultation on changes to information published by institutions. Following recommendations from QAA it has endorsed a judgement to be based on a set of information reference points to be included in the revised UK Quality Code for higher education. Review teams will consider the completeness, currency, reliability, accessibility and usefulness of published information. Further information is provided in paragraphs 132-133.

27. The consultation made three primary proposals which are summarised in this section. The first question focused on the purposes of providing information about HE. Responses broadly agreed that information about HE has three purposes:

- to inform people about the quality of higher education and, in particular, to give prospective students information that will help them choose what and where to study
- as evidence for quality assurance processes in institutions
- as information that institutions can use to enhance the quality of their HE provision.

28. The next steps contained in this document are intended to contribute to all these aims and therefore improve the provision, use and impact of public information about HE.

The Key Information Set

29. The consultation proposed that universities' and colleges' web-sites should use a standardised way of publishing key pieces of information about each undergraduate course they offer, by using KISs.

30. KISs would make it easier to find information that prospective students have identified as important to their decisions, and which is mostly already available. The categories of information were identified during research undertaken with 2,000 prospective students, current students and careers advisers by Oakleigh Consulting and Staffordshire University¹⁵.

31. In parallel to the consultation, a programme of KIS development work was undertaken. This looked specifically at the information items that do not currently exist in a national comparable format (about learning and teaching, assessment, professional accreditation and accommodation costs) and piloting the processes institutions need to undertake to provide these data. There were also user tests with prospective students. For further details see Annex A.

¹⁴ Final report of the Student Charter Group, January 2011, available at www.bis.gov.uk/assets/biscore/higher-education/docs/s/11-736-student-charter-group.pdf

¹⁵ 'Understanding the information needs of users of public information about higher education: Report to HEFCE by Oakleigh Consulting and Staffordshire University', August 2010, available at www.hefce.ac.uk/pubs/rereports/

The wider information set

32. Higher education providers already publish a wide range of information about their institution and the courses they deliver. The information published has been considered by QAA in the context of institutional audit (for publicly funded higher education institutions and those privately funded providers that subscribe to QAA) or of Integrated Quality and Enhancement Review (for further education colleges (FECs) offering HE courses) and is subject to a 'comment' in that context. The consultation proposed that institutions should make this information more public-facing, noting that published information would, in due course, be subject to a judgement in QAA review processes.

33. It was proposed that this wider information set has two purposes:

- to provide information about higher education to a wide variety of audiences including: prospective and current students; students' parents and advisers; employers; the media; and the institution itself
- to form part of the evidence used in QAA audit and review.

34. The required information set was presented in the consultation document as a minimum requirement, with institutions continuing to publish as much other information as they wished. Institutions were asked to consider whether any of the information could be presented in more accessible ways.

Developing the National Student Survey

35. Taking forward the recommendations from recent research by the Institute of Education¹⁶, the consultation included a proposal to allow student unions to nominate the inclusion of a particular scale of questions from the optional bank.

Section 3: Next steps

The Key Information Set

36. The principle of the KIS is that it presents information we have identified that prospective students find useful, in a place we know they already look for such information. In summary, this is information on study, satisfaction, costs and employability, presented on the course information sections of institution's own web-sites.

37. A KIS should be produced for all undergraduate courses planned for 2013-14 for which students will be registered at HEIs or private providers who subscribe to the QAA. FECs with undergraduate provision should also produce KISs. There are certain exceptions. Short courses (one year full-time equivalent or less), postgraduate courses, those delivered wholly overseas and closed courses were not included in our proposals. 'Closed' courses are defined as those

¹⁶ 'Enhancing and developing the National Student Survey: Report to HEFCE by the Centre of Higher Education Studies at the Institute of Education', August 2010, available at www.hefce.ac.uk/pubs/rdreports/

which are not open to all suitably qualified applicants, for example courses provided solely for the employees of particular companies.

38. We will also consider the position of private providers who do not subscribe to QAA but whose students access the Student Finance Plan; we will do this after the White Paper is published and the ramifications have been worked through.

39. KISs should be produced for full- and part-time courses at undergraduate level, including foundation degrees. Where a course is available both full- and part-time, one KIS should be provided, covering both. Where courses are available on a part-time basis only or where separate programmes of study are offered for part-time cohorts, we would expect a KIS to be provided that includes part-time data only. We anticipate that, for English HEIs, this will create around 24,000 KISs, of which 21,000 will be for full-time courses.

40. Thorough technical guidance advising institutions as to what is required in order to publish KISs by September 2012 will be published as soon as possible and no later than the end of September 2011.

41. We do not expect the KIS to replace other information sources, or to be presented in isolation. The KIS is not intended to be a contractual document, but rather indicative, with data sometimes drawn from different years and often linking to more detailed information on an institution's web-site. The KIS will be developed with a set of guidelines for users, explaining sources of information, appropriate interpretations and disclaimers, and any other relevant information. These guidelines will be subject to the same user testing as the KIS itself, agreed with UUK and GuildHE, fully discussed with the NUS and then published by HEFCE.

What information will be included?

42. Table 1 shows the information items that will be contained in the KISs to be published in September 2012. In the consultation we noted that in some instances it would be inappropriate or impossible to provide the exact information identified as useful by the research, and where possible we have identified alternatives. Respondents also suggested a number of other information items that they wished to see included in future iterations of the KIS. However, at this point in time we are committed to providing only the information that was identified as useful by the Oakleigh Consulting and Staffordshire University research, with the addition of information about fees.

43. We recognise also that the data in the KIS will, inevitably, relate to different student years of entry. Explanations will be provided as necessary, in the interests of transparency.

Table 1: Information items, level of presentation, source and timescale of contents of the KIS

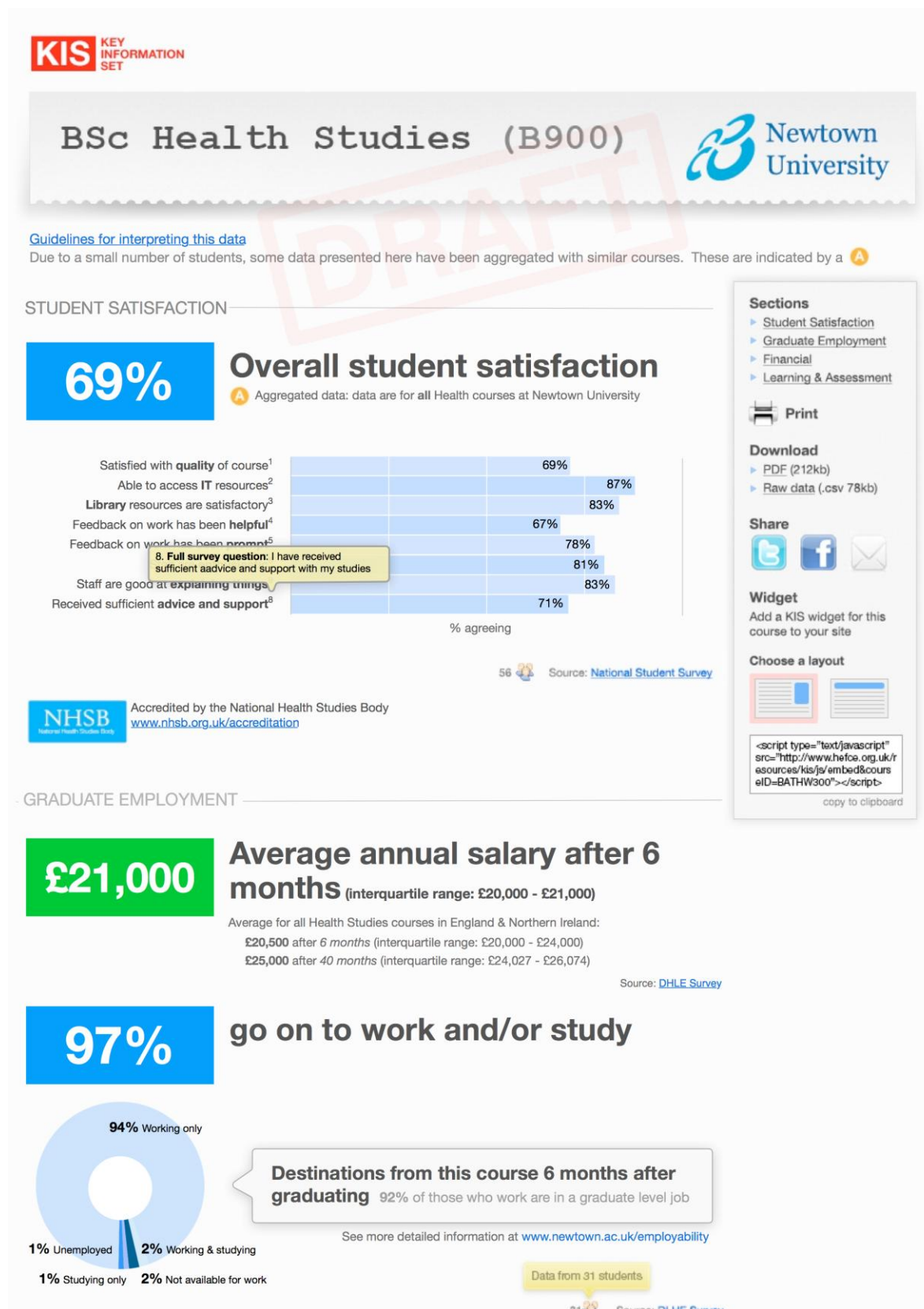
Information items for publication in the KIS	Source of this information	Level of this information	For the September 2012 KIS, information will relate to:
Study			
<p>Results from the following NSS questions:</p> <ul style="list-style-type: none"> • Staff are good at explaining things • Staff have made the subject interesting • Overall, I am satisfied with the quality of my course • I have received sufficient advice and support with my studies • Feedback on my work has been prompt • Feedback on my work has helped me clarify things I did not understand • The library resources are good enough for my needs • I have been able to access general IT resources when I needed to 	HEFCE to draw from the NSS	Course level or aggregated	2012 NSS results

Information items for publication in the KIS	Source of this information	Level of this information	For the September 2012 KIS, information will relate to:
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
Mix of summative assessment methods – by year/stage of study			
Professional bodies that recognise this course, with a link to further detail			Planned for academic year 2013-14
Costs and financial support			
Institution owned/sponsored accommodation: average annual costs – upper and lower quartiles, and number of units (to which students can reasonably expect to have access) Private rental accommodation: average annual costs – upper and lower quartiles	Institution to provide to HEFCE	Institutional level	Academic year 2012-13
Financial support available from the institution: whether it offers a fee waiver; means-tested support; non means-tested support; National Scholarship Programme; and a link to more detailed information	Institution to provide to HEFCE (to be confirmed)	Course level	Planned for academic year 2013-14

Information items for publication in the KIS	Source of this information	Level of this information	For the September 2012 KIS, information will relate to:
Fees per year for England domiciled applicants	Institution to provide to HEFCE (to be confirmed)	Course level	Planned for academic year 2013-14
Employment and salary information			
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"> • upper quartile, median and lower quartile six months after graduation from the course at the institution displaying the KIS • upper quartile, median and lower quartile for the subject across all institutions six months after graduation • upper quartile, median and lower quartile for the subject across all institutions at 40 months after graduation 			
Students' union			
Additional question to be added to the NSS regarding satisfaction with the SU	HEFCE to draw from the NSS	Institutional level	2012 NSS results

Figure 1 Mock KIS: how the KIS might be presented



FINANCIAL

£8,500

Tuition fees, per year (for England domiciled students)

Financial support available:

- Fee waiver ✓
- Means tested support ✓
- Non-means tested support ✓
- National Scholarship Programme ✓

For more information about what financial support you could claim visit 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

Source: [Newtown University](#)

£6,000-£8,500

Private rental market

www.newtown.ac.uk/accomm

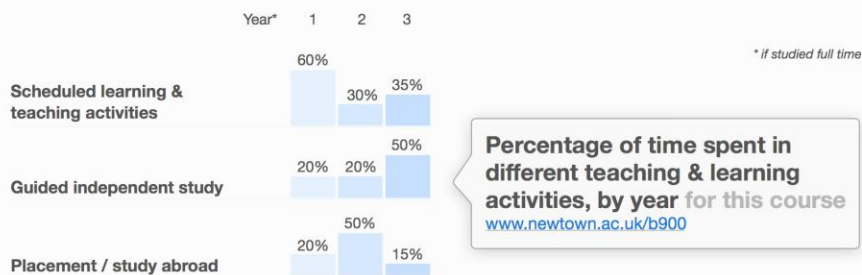
Source: [Newtown University](#)

LEARNING & ASSESSMENT

38%

of course spent in scheduled learning & teaching

See more detailed information at www.newtown.ac.uk/B900/detail

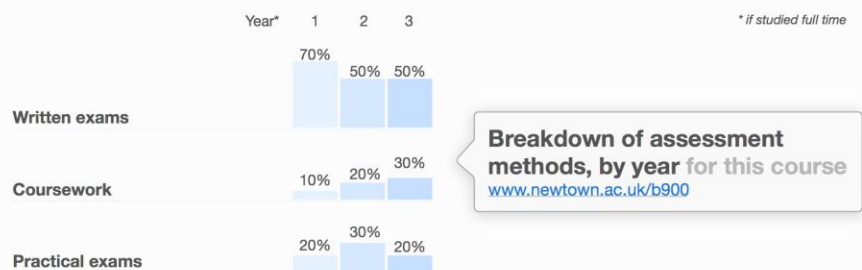


Source: [Newtown University](#)

57%

of assessments are written exams

See more detailed information at www.newtown.ac.uk/B900/detail



Source: [Newtown University](#)

STUDENTS' UNION

81%

view the Students' Union positively

Source: [National Student Survey](#)

Student satisfaction

44. Prospective students identified satisfaction with their course, standard of teaching, support and guidance, feedback on assessment, library facilities and IT facilities as useful items of information. We propose to provide this information using NSS results, which are already published on the Unistats web-site; see Table 1 for the exact NSS questions we propose to include. Due to space constraints, the KIS will have a summary of the question, but guidance will be clear about the exact question wording.

45. In addition, prospective students also identified students' satisfaction with the institution's student union as an issue of interest. No appropriate 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?'. We propose to add this as Question 23, after the 'Overall Satisfaction' question.

Study

Learning and teaching activities

46. There will be three categories of learning and teaching activities:

- scheduled learning and teaching activities
- guided independent study
- placement/study abroad.

47. Information on these will be presented in a bar chart, as a proportion of hours, on a year-by-year basis, showing each year/stage of study, rather than aggregated for the course as a whole. For KISs relating 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.

48. In the interest of providing as much relevant information to the user as possible, a web-link would follow that would lead users to more detailed information. This might be the programme specification or other document, but we would expect this would present more detailed information about learning and teaching, for instance possibly module-level contact hours. This would provide useful contextualised data – something that was a strong theme emerging from consultation responses.

49. We are very aware of the importance of ensuring that the categories are defined as clearly as possible, so that data are comparable across institutions. We also need to ensure that we 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). This guidance document is intended to

support institutions in providing clear explanations of the range and different types of teaching, learning and assessment activity in HE.

50. Building on the guidance provided in 'Explaining Contact Hours - Guidance for institutions providing public/student information about higher education in the UK', we anticipate 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 would 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. We will be developing these definitions over the summer for inclusion in the technical guidance. We also intend to 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
- 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. As with learning and teaching information, for KISs relating 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. We considered carefully whether to include formative assessment, but ruled this out for the purpose of simplicity.

54. We are also working closely to ensure that the 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 professional, statutory and regulatory bodies (PSRBs) included in the KIS:

- a. If a course is accredited, there should be:
 - i. a statement on which body or bodies accredit the course – the phrasing for this would 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, and it will be the institution's responsibility to ensure the correct phrasing is used

ii. a link to a definition of what this means for the student/graduate on the body's web-site.

b. If this accreditation is dependent on specific module choices, a short statement will be shown stating this fact. HEFCE will supply the wording. There is no need to include in the KIS an explanation of what these specific module choices are because we would expect this to already be available to the user on the institution's own web-site.

c. If a course is not accredited by a PSRB, a statement indicating this fact should be published. HEFCE will also supply this statement.

56. To finalise the PSRB definitions, we intend to work with QAA and the secretariat of the HE Better Regulation Group to ensure uniformity of approach. For September 2012, we do not intend to broaden our definition of 'professional accreditation' to recognition by Sector Skills Councils or other government agencies, although we will keep this area under review for possible future development of the KIS. Full definitions will be provided in the technical guidance.

Costs and financial support

Residential costs

57. The residential costs we will include are:

a. Institutionally owned/sponsored accommodation	Number of units available (to which students can reasonably expect to have access)	Average annual costs presented in: <ul style="list-style-type: none">• the lower quartile
b. Private rental accommodation		<ul style="list-style-type: none">• the upper quartile

58. These costs should be the annualised sum payable based on all expected costs (for example, all compulsory utility bills) from the most recent year available. From the user's perspective, it is likely to be the previous year (if they are going through the standard UCAS application process).

59. Institutions can then provide a link to their web-pages which could provide further information about accommodation.

60. A footnote would be included on the KIS guidelines which would 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, such as en-suite facilities and whether catered. Please see the institution web-pages for more information.' These guidelines will be subject to the same user testing as the KIS itself, agreed with UUK and GuildHE, fully discussed with the NUS and then published by HEFCE.

Student fees

61. 'Fees per year' for England domiciled students is the one information item that has been added to the KIS that was not identified in the research. We consider it an appropriate and timely addition due to the increase in fees from the academic year 2012-13.

62. We would expect the KIS to show the single figure that institutions are planning to charge for that individual course for the academic year to which the KIS applies (for instance KISs published in September 2012 will focus on entry in 2013-14). There would be opportunities to update this figure should fee levels for that course change. We will liaise with our counterparts in Scotland, Wales and Northern Ireland as to whether it is appropriate to include fees applicable to their domiciled students and if so how best to present the information.

Financial support

63. We have worked closely with the Office for Fair Access on this issue and propose the KIS indicates with a simple 'yes' or 'no' whether there is potential access to:

- a fee waiver
- means-tested support
- non-means-tested support
- National Scholarship Programme.

64. This approach has been taken because it is difficult to show the complexities of the support packages in a succinct, comparable and meaningful way. As financial packages vary significantly by institution (including by eligibility criteria and amounts and across years of study) a simple point of comparison would provide misrepresentative data that could be unhelpful and misleading. We hope this approach will flag to users that these are issues that they should explore further. This should be followed by a link to the institution's financial support web-page which would show the detail and eligibility criteria, where applicable.

Employment and salary information

Employment data

65. We will include the data that is published on Unistats currently (and derived from the DLHE). 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 graduation¹⁷

¹⁷ The precise list of occupations will be determined following further consultation with experts and may include other occupations that require graduate-level skills.

Salary data

66. We will include the same salary data, derived from the DLHE and Longitudinal DLHE, as will be included in Unistats from August 2011. In summary this 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.

67. 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. A link from the KIS to institutional web-sites will enable institutions to provide additional contextual information with particular reference to the different circumstances of different employment sectors (for example the creative industries.)

68. We acknowledge that strong concerns were raised in the consultation responses about the coverage and applicability of the DLHE survey. The DLHE has recently been reviewed and this process was overseen by a review group including representatives of the Higher Education Statistics Agency's (HESA's) statutory customers (HE funding bodies and government departments) and sector representatives. As a result of this work, HESA is planning to enhance the DLHE by asking **all** leavers in employment about salary, so that more detailed data can be published. This will have the benefit of increasing both the data and their reliability for students on a subject of great importance to them. This will be implemented for the 2012 DLHE survey, in time to inform the first tranche of KISs (that is, those to be published in September 2012).

69. In the longer term, HEFCE is also in discussions with other government bodies about access to graduate earnings data. Use of these data would allow earnings to be reported much later after graduation than the six months used for DLHE. However, these data have their own limitations, and will not be available for the first tranche of KISs to be published in September 2012. We will continue to review this area of data closely.

Information sources

70. Table 1 highlights the information sources from which the KIS data will be derived. In summary, this will be:

- HEFCE: course satisfaction from the NSS results (including the addition of a question on the student union)
- HESA: graduate outcomes and salary from the DLHE results

- individual institutions: learning and teaching activities, assessment methods, professional accreditation and residential costs
- to be confirmed in technical guidance: fees and financial support.

Courses to be included

71. We have discussed with our stakeholders the proposed coverage of the KISs, and analysis of the consultation responses and pilot phase has shown that there is particular concern about joint honours, part-time and collaborative provision. These are difficult areas, and at this stage we can confirm the following:

Joint honours

72. In many institutions, there is scope to undertake a wide range of programmes on a joint honours basis. We expect that KISs 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 to follow.

Courses that contain module choices

73. We are aware that many courses that the KIS applies to contain module choices and this will affect how information – particularly on learning, teaching and assessment methods – is presented. As such it was a key focus of the pilot phase.

74. After discussions with the expert working group, we are proposing that the ‘typical path’ of a student be shown. We considered showing additional information, such as the range of options available to students, 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. 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 to follow.

Part-time

76. The consultation responses showed that there was concern that part-time courses should be treated equitably, and that the KIS should not default to a full-time model. Therefore we have agreed that the KIS should be produced for applicants for both full and part-time courses, where those part-time courses are more than one year FTE.

77. Many institutions provide the option of accessing full-time programmes on a part-time basis, often with a degree of flexibility about what proportion of the programme is covered in any one year or how study on the programme is covered over the year. In these cases, we propose that there should be no need to produce a separate KIS to reflect the different modes of study on the course – one KIS should be produced for use by prospective students regardless of their proposed mode of study. In practice, this KIS would then include information relating to:

- full- and part-time NSS scores merged
- full-time DLHE scores only (merging full-time and part-time DLHE data is not a viable option).

78. Given that the aim of the KIS is to assist prospective students, it will be important to ensure that students looking to access the course on a part-time basis are encouraged to discuss with the institution what might be most appropriate to suit their needs and interests.

79. Where courses are available on a part-time basis only, or where separate programmes of study are offered for part-time cohorts, we would expect a KIS to be provided that included part-time data only.

80. We will provide a standard text on the KIS that clearly informs the user which mode of study that particular KIS applies to.

Collaborative provision

81. A KIS should be produced for all undergraduate courses planned for 2013-14 for which students will be registered at HEIs or private providers who subscribe to the QAA. FECs with undergraduate provision should also produce KISs. There are certain exceptions – please see paragraph 37.

82. We expect KISs to be published according to where a course is delivered, regardless of funding arrangements. The principle follows that each student is recorded, for the purposes of Unistats, against the institution in which 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; we see this as a decision for the institutions involved.

83. In the case of provision funded indirectly in FECs, partners should discuss the information together; in general we would expect the KIS to be published at the point of delivery, but recognise that the franchiser will be responsible for it. Institutions delivering programmes 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 provision¹⁸.

Integrated masters

84. Where related programmes are offered as either a bachelors or an integrated masters, a separate KIS will be needed for each programme (in other words, one per UCAS code). However, where students are normally recruited to the integrated masters programme but with

¹⁸ QAA Code of Practice for the assurance of academic quality and standards in higher education regarding collaborative provision can be found at:

www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section2/collab2010.pdf

an option to switch at a later stage to a bachelors programme, we expect that a KIS be produced for the integrated programme only.

Institutions that are not HEFCE-funded

85. Two private providers responded to the consultation. The consultation was also sent to three other private providers who subscribe to QAA but we do not have a record of any response.

86. Overall, the consultation responses took the view that there should be, so far as possible, a level playing field for the provision of information on higher education.

87. Therefore, publicly funded HEIs and FECs, and private providers who subscribe to QAA, should make available the wider information set (as specified in Table 2). They should make KISs available via their web-site, unless their provision is wholly postgraduate. QAA will confirm this in the updated version of the QAA handbook for institutional review, which will be published in January 2012 and come into force from the academic year 2012-13.

88. We recognise that not all private providers of HE that subscribe to QAA currently subscribe to HESA or participate in the NSS or the DLHE survey. However, this should not be an obstacle to the production of a partial KIS for September 2012, containing data on: learning, teaching and assessment; professional body accreditation; fees and financial support; and accommodation. HEFCE will work with private providers on this, to ensure KISs are in a standardised format, and held centrally as well as linked to private providers' web-sites.

89. To avoid confusion, private providers should not complete the September 2012 KIS with their own satisfaction or employment data if NSS or DHLE data are not available, but leave these sections blank.

90. Private providers that subscribe to QAA should then move as quickly as possible towards taking part in the NSS and DHLE, which will involve subscription to HESA. QAA will confirm that these private providers should be able to demonstrate this movement in 2012-13, with a view to publishing full KISs that are comparable with those of other providers, from September 2013.

91. HEFCE will confirm how much these private providers will be charged to take part in the NSS later in the summer; this will be based on a cost-recovery basis, as for those who voluntarily take part in the NSS at the moment. This will also ensure that private providers that subscribe to QAA are reflected fully in Unistats and any other comparison web-sites developed as a result of this initiative.

Level of detail and coverage

92. 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 level possible of the Joint Academic Coding System (JACS), subject to the surveys' response rates and threshold requirements. This information is held by HEFCE and HESA for publicly funded institutions and others that subscribe to HESA. Data will be aggregated over two years, if necessary, in order to improve coverage.

93. Annex C provides a detailed breakdown of the expected coverage of the KIS for HEIs, but in summary:

a. The data thresholds we intend to apply to the NSS and DLHE data (which mirror the thresholds we apply on Unistats) mean that roughly one in seven single subject, full-time, first degree KISs will have both DLHE and NSS data available at course level, although in some cases the data presented may need to be aggregated across two years. However, over 95 per cent of KISs will be able to present DLHE or NSS data, or both, when data are included that is aggregated to JACS level 1 and across two years.

b. We expect that about 2 per cent of single subject, part-time, first degree KISs will have full data available; this rises to about 35 per cent when data are included which are aggregated to JACS level 1 and across two years.

c. We expect the KISs where full data are available to cover about 40 per cent of the student body; after allowing for aggregation, the proportion where some data are available is likely to cover over 90 per cent of the student body.

94. These figures do not include coverage of the salary elements that will be taken from the Longitudinal DLHE; such data are at sector level and initial analysis indicates that these will normally be available wherever course level data are also available.

95. We recognise that, 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. The thresholds for publication reflect both the need to ensure the statistical validity of the information and the need to meet data protection requirements. There will still be elements of the KIS that will be useful to prospective students, but we recognise the need to ensure prospective students do not negatively interpret the absence of data. We will undertake further user testing over the next few months to finalise appropriate explanatory text.

96. We also noted in the consultation that in some cases there will be nothing to compare a course to. For example, when provision is new there will be no previous data for those information areas that use the NSS and DLHE. In these cases, institutions should be able to provide some information, for example learning, teaching and assessment methods and accommodation costs. HEFCE will provide detailed guidance 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.

97. The sponsoring bodies will provide a national guidance document 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, intended to aid choice. These guidelines will be subject to the same user testing as the KIS itself, agreed with UUK and GuildHE, fully discussed with the NUS and then published by HEFCE.

Creation of KISs

98. Consideration has been given to who should undertake the production of the KISs, and how. Requiring individual institutions to create their own KISs was considered, but it was felt to be problematic because it would place a significant burden on individual institutions and would pose a challenge in controlling the quality of – potentially – several hundred different production processes, hindering the creation of a single, uniform and credible information source. This task therefore needs to be undertaken by a single body.

99. The first year of KISs (those to be published in September 2012) will be centrally created by HEFCE in partnership with HESA. From year two onwards it is intended that central creation will pass to HESA.

100. In the first year, HEFCE will draw data from the NSS and DLHE and institutions will provide additional data (as set out in Table 1). Once this has been collated, HEFCE will provide institutions with web code to be inserted appropriately on their own web-sites.

101. From the second year onwards, it is intended that HESA will do this work and HEFCE is discussing with the Agency how this will be managed so as to minimise any disruption to institutions. We will also consider how this will work for FECs and private providers that do not currently submit data to HESA and for whom HESA does not hold NSS or DLHE data. Details on this will follow in the September 2011 technical guidance.

102. Some pilot institutions indicated that it took around three to four hours per KIS to collate the necessary information fields. The pilot institutions anticipated that, in future, the administration costs would fall significantly when automated data collection systems are developed and refined.

103. In order for KISs to be published during September 2012, for use by applicants for entry in academic year 2013-14, institutions must submit their data returns to HEFCE by summer 2012. Table 4 shows the dates at which the data might be expected to become available and the implication for production of the September 2012 KIS.

104. As mentioned previously, thorough technical guidance advising institutions on what is required in order to make KISs available via their web-sites by the end of September 2012 will be published as soon as possible and no later than the end of September 2011.

105. In the main, we would expect the KIS to be revised at most annually; however, a system will be set up to enable exceptions to be processed, for example, corrections to be made or financial information updated. More detail will follow in the technical guidance.

106. 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

107. The KIS will have a strong brand, including a unique logo. This is to ensure that the KIS is as engaging to users as possible, as well as distinguishing it from any other information sources available.

108. 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. This includes postgraduate, short or closed courses. This is very important in order to establish the KIS as a trusted, recognised and comparable brand.

109. Under the same principle, institutions will not be able to add extra fields to the KIS.

How the information will be accessed

110. It is likely the KIS for each course will be available through an embedded 'widget' on the institution's web-site. We do not intend to be prescriptive about where on the web-site this should appear, other than that it should be found near other course information. The widget would contain three items of top-line information, and the option to click through for the full KIS.

111. For example the three items of top-line information could be:

- overall satisfaction (taken from Question 22 of the NSS and therefore not including satisfaction with the student union)
- graduate employment outcomes
- tuition fees.

Where these data are not available, the widget would be populated with other data from the KIS; the order for doing this will be published in the technical guidance.

112. The KIS presents comparable, standardised data, but it does not purport to contain all the information a prospective student would want in order to make a decision about applying to an institution. We expect that institutions will want to set the data in context, but we do not intend to be prescriptive. Therefore, institutions should not feel constrained when considering what information might sit alongside the widget on institutional web-sites.

113. In HEFCE 2010/31 we suggested that the KIS should be accessible from the UCAS web-site. Although it was pointed out that not all applications go through UCAS, there was broad support for this approach in the consultation and discussions with UCAS are continuing. 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 there are KISs for (including part-time courses), not just those they process applications for. More information will be published on the HEFCE web-site in due course on www.hefce.ac.uk/learning/infohe.htm.

114. We would also like to work with other organisations that provide student information on HE and other related careers guidance. We are keen to promote and publicise the KIS through the various student web-sites and social media outlets that exist.

115. We will work 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. HEPISG will draw up a communications and dissemination strategy, which will take account of suggestions made through the consultation process. More information will be published on the HEFCE web-site in due course.

116. Because KISs will be created centrally, a central database of KISs will be available. HEPISG needs to consider how to use this information, recognising the Government's intention that data on publicly funded provision should be available for general use. More information will be published on the HEFCE web-site in due course.

The role of Unistats

117. Unistats (www.unistats.com) is a government-sponsored web-site aimed at prospective students and their advisers. It houses a wide array of information on providers of HE, including NSS results, entry qualifications, employability statements and destinations of graduates.

118. A number of queries were raised in the consultation responses about the future of Unistats once the KIS is in operation.

119. Currently, there is information available via Unistats that will not be available through the KIS. We do not envisage, therefore, that any changes will be made to the Unistats web-site in the KIS' first year of operation. The focus will be on ensuring that the KIS is available on institutional web-sites as advised in the Oakleigh Consulting and Staffordshire University research, with links to, and from, the UCAS web-site.

120. However, we recognise that, 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. As we move to more established arrangements for the creation and maintenance of the KIS, and look at the use of potential sites for comparing information, we will consider the future of Unistats in the light of the wider policy environment for higher education.

121. Some minor changes will be made to Unistats for 2011, in response to the Oakleigh Consulting/Staffordshire University report recommendations:

- the inclusion of salary information
- improvements to the employability statements
- the revision of Unistats 'overview' data to align with the 16 pieces of information identified by Oakleigh research.

122. We will also ask HEPISG to take into account any developments that may arise from the HE White Paper.

The wider information set

123. As well as the KIS and Unistats data, a wider set of information is to be made available by all publicly funded HEIs, FECs with undergraduate provision, and private providers who subscribe to the QAA.

124. Respondents to the consultation felt that the audience for the wider information set needs to be clarified. The value of the wider information items for QAA review, and for institutional quality assurance and enhancement processes, was not contested but respondents considered that making all of the items publicly available was not always appropriate, either because a public audience (in particular, applicants) would not find it useful, or because certain items of information were considered sensitive.

125. In response, the sponsoring bodies have agreed that the wider information set should be made available under three categories:

- a. Publicly available information published on the institution's own web-site. Not all of this information is necessarily produced for prospective students but is important both for quality assurance and for institutions' 'public face', indicating appropriate and responsible use of public money.
- b. Information available internally only, for students and staff.
- c. Information available on request.

126. We agree that certain elements of the wider information set are unlikely to be of interest to applicants or the wider public. However, they are of value to the institution in maintaining quality, and therefore in QAA reviews.

127. In referring to 'publishing' the data, we mean making it available in whatever form is most appropriate, although we expect that much of it will be available online. Information that is publicly available, or available within the institution, should be easy for the relevant audience to find and access. Where information can be provided 'on request', this should occur within a relatively short timescale. (If the information is made available in response to a request under the Freedom of Information Act 2000, there will be legal requirements as to the time for responding.)

128. There is no intention that existing information should be rewritten or reformatted. However, it is expected that all information will be made available to QAA reviewers online, whether it is normally stored online for other purposes or not.

129. Information to be made available publicly or internally should be in place by the beginning of the 2012-13 academic year, if it is not already available. (Much of the information is already required and subject to a QAA comment (see Annex F of 'Review of the Quality Assurance Framework: phase two outcomes', HEFCE 2006/45), while some is new.)

130. Table 2 describes the wider information set and indicates into which of the three categories each information item falls. Where the consultation revealed that more clarification was needed over what was required, there is further explanation within the table.

Table 2: the wider information set

Information to be provided	Level of information	Availability
<p>Information on institutional context:</p> <ul style="list-style-type: none"> • mission statement • corporate plan or equivalent strategic statement on HE provision; where HE is publicly funded, through grants or student support, we would expect a high-level strategic document relating to the institution’s approach to providing HE to be freely available • statement of quality assurance policies and processes • learning and teaching strategy • higher education strategy (for FECs) • information on partnerships (this refers specifically to agreements between partners delivering HE provision collaboratively; although the full partnership agreement may be commercially confidential, we would expect that an institution engaged in collaborative provision would make clear the nature of its partnerships and, in particular, the responsibilities of each partner with respect to the maintenance of quality and standards) • employability statements. 	<p>Institutional level, latest version</p>	<p>We would expect all these items to be publicly available</p>

Information to be provided	Level of information	Availability
<p>Information about aspects of course/awards (not available in the KIS):</p> <ul style="list-style-type: none"> • prospectuses, programme guides, module descriptors or similar • programme specifications • results of internal student surveys • links with employers – where employers have input into a course or programme (this could be quite a high-level statement) • partnership agreements, links with awarding bodies/delivery partners. 	<p>Course/programme level</p>	<p>All apart from results of internal surveys to be publicly available</p> <p>Results of internal surveys should be available internally</p>

Information to be provided	Level of information	Availability
<p>Information on the quality and standards of programmes, including:</p> <ul style="list-style-type: none"> procedures and outcomes for programme approval, monitoring and review (Precept 4 of Section 7 of QAA's code of practice, covering programme design, approval, monitoring and review, states: 'Approval, monitoring and review processes are clearly described and communicated to those who are involved with them') external examination procedures (Relevant principles/recommendations from the recent UUK/ GuildHE review of external examining¹⁹ 'the role of the external examiner should be comprehensible to students, the media and the general public. Explanations of it should be articulated clearly and simply at all times. More nationally consistent, developed and supported external examining expectations would improve the effectiveness, transparency and credibility of the system, especially with external audiences') policies for student complaints, appeals and representations. 	<p>May be at subject, department/ faculty or institution level depending on particular institution's arrangements</p>	<p>Available internally (although a brief public explanation of external examining procedures could be considered, following the review recommendations)</p> <p>May be made available externally on request</p>

¹⁹ The UUK/GuildHE review of external examining arrangements in universities and colleges in the UK, Final report and recommendations can be found at www.universitiesuk.ac.uk/Publications/Documents/ReviewOfExternalExaminingArrangements.pdf

131. HEFCE 2010/31 proposed that we would keep the information set under review, and take advice from HEPISG and QHEG if we considered that it needed to be amended at any point. Following analysis of the consultation responses, it remains our intention to do this, and maintain a definitive description of the wider information set on the HEFCE web-site. This description would be updated as necessary on advice from HEPISG, QHEG and the QAA. Any substantive changes to the wider information set will be subject to sector consultation. The QAA will refer to this list in the UK Quality Code, which is being developed in the light of the review of the Academic Infrastructure.

132. QHEG has reviewed the outcomes of the QAA consultations on the institutional review method and the Academic Infrastructure, together with the consultation on changes to information published by institutions. Following recommendations from the QAA, it has agreed that, from 2012-13, the following judgement should be added to Institutional Review:

'The public information provided by the institution is commended/meets national expectations/requires improvement to meet national expectations/does not meet national expectations.'

133. The focus of the judgement will be on the completeness, currency, reliability and accessibility of the information provided by institutions and on the usefulness of the information to potential students, employers and the wider public. Reviewers will not be expected to make a judgement on the accuracy of the detailed information in the KIS. The revised Institutional Review handbook will clarify how each of the grades will be determined. QHEG will consider a draft of the relevant sections of the handbook in December 2011, before its publication by QAA in January 2012. Expectations will be defined in a new section of the UK Quality Code for higher education relating to public information (Part C). The Code will also reference specific national requirements, for example, the Key Information Set and wider information set described in this circular. However, it will also go beyond these, taking a 'student lifecycle' approach to the provision of information. QAA expects to consult on Part C of the Quality Code in November-December 2011, before publishing it in March 2012.

Information on employability

134. HEFCE 2010/31 suggested that, from 2011, a statement on the support provided at institutional level to enhance students' employability should be included in the information to be published on institutional web-sites. This was outlined in 'Employability statements' (HEFCE Circular letter 12/2010).

135. Seventy per cent of respondents agreed or strongly agreed that employability statements should remain on Unistats and be updated as the institution sees appropriate and necessary. The statements will also be given a more prominent location on Unistats.

136. The Higher Education Academy has reviewed statements from this pilot year. It will continue to offer support for employability generally and the statements in particular.

137. We also encourage institutions to utilise and provide information about employability at programme and/or institution level on their web-sites or in other material.

Developing and enhancing the NSS

138. In HEFCE 2010/31, we proposed that student unions should be able to nominate, if they wish, one scale of questions from the optional bank of questions for inclusion in the National Student Survey.

139. Responses to the consultation broadly agreed that it would be a positive development in the operation of the NSS to allow student unions to work with their institution and nominate the inclusion of one of the optional question scales from the bank of optional question scales available. This step would recognise the important role that student unions play in engaging with the survey to improve the experiences of students at their institutions. As such we recommend that student unions are able to recommend an optional question bank for inclusion in the survey from 2012.

140. In addition, HEPISG will keep under review:

- the feasibility of surveying postgraduate students
- the inclusion in the survey of students on one-year courses.

Using NSS data to make comparisons

141. HEFCE has already confirmed that, to avoid encouraging the use of misleading or inappropriate comparisons, 2010 was the last year that it would present the results of overall satisfaction 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. Heads of institutions participating in the NSS were informed of these new arrangements in May 2011, and were provided with their 2010 benchmarked results. Both the 2011 and 2010 benchmarked results will be made public in August 2011.

Better use of NSS responses to improve quality

142. We discussed in the consultation the possibility of developing an analytical tool to use for thematic analysis of answers to open text questions in the survey. HEFCE is not currently planning to develop such a tool.

143. However, the Higher Education Academy is disseminating widely the examples it has compiled of how results have been used to improve student experience, to help 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 depth of knowledge and understanding the Academy has on institutional practice around the NSS.

Evaluation and review

144. The Institute of Education research recommended that the NSS should have a 10-year review during 2015. The Oakleigh Consulting and Staffordshire University research recommended that the role of Unistats be reviewed two years after the KIS is implemented (that

is, according to our timescale, academic year 2014-15). We intend to review the NSS and Unistats, and evaluate the KIS, during the academic year 2014-15.

145. In addition to this, the KIS will be reviewed regularly to ensure that it continues to fulfil users' needs in terms of content and delivery. HEPISG will do this, commissioning research with users as necessary. QAA reviews will also consider the views of students and staff about the usefulness of the various information sources, and HEPISG will take into account the findings.

146. Any substantive changes will be subject to sector consultation.

Section 4: Deadlines and timescales

147. The following table presents the timeline of action required for the creation of KISs applicable to courses running in the academic year 2012-13. The absolute deadline for these to be published is **September 2012**.

Table 4 Timeline for the creation and publication of KISs

Date	Action
June 2011	Outcomes paper published
As soon as possible and not later than the end of September 2011	Technical guidance published by HEFCE
January to March 2012	Submission system open for KISs to be published in September 2012: Institutions submit their data to HEFCE
June to early July 2012	2012 NSS and DLHE data available to HEFCE
July to August 2012	HEFCE merges data submitted by institutions with 2012 NSS and DLHE data Institutions quality check and sign off their final KISs
September 2012	KISs available for institutions to upload All KISs to be accessible via institutional web-sites by the end of the month

Annex A: Summary of research and development undertaken

1. The consultation and subsequent development work have been informed by a substantial programme of research and evidence-gathering. This annex describes the main mechanisms through which this has been achieved.

‘Understanding the information needs of users of public information about higher education’, Oakleigh Consulting and Staffordshire University, August 2010

2. Approximately 2,000 potential and current higher education students were involved in this work as well as sector stakeholders, HEIs and FECs, employers and representative bodies, and careers advisers. The research considered:

- what information is wanted and needed
- the best modes of delivering that information
- who should provide the information
- how the information would support potential students in making their choice of where to study.

3. The research report is available at www.hefce.ac.uk/pubs/rdreports/.

‘Enhancing and Developing the National Student Survey’, The Institute of Education, August 2010

4. This project was undertaken using a combination of desk research, data collection from stakeholders, the testing of interim conclusions with relevant groups and individuals (including the Teaching, Quality and the Student Experience (TQSE) Statutory Advisory Committee and HEPISG), and liaison with HEFCE officers to establish policy implications.

5. It developed a series of recommendations related to improving the survey instrument, enhancing opportunities for using the results effectively and ensuring the survey’s continued vitality. The research report is available at www.hefce.ac.uk/pubs/rdreports/.

Consultation process

6. HEFCE, Universities UK and GuildHE published a joint consultation on proposals for giving prospective students useful information about higher education courses, developing the National Student Survey, and improving accessibility to the information that higher education institutions publish about their courses and which is used for quality assurance (‘Public information about higher education: Consultation on changes to information published by institutions’, HEFCE 2010/31).

7. A wide variety of respondents made submissions; 215 in total.

8. During the consultation period two consultation events were held, with over 250 delegates attending.

9. There is a summary of the consultation responses in Annex B, and the full analysis can be read at www.hefce.ac.uk/learning/infohe/consult.htm.

Expert working groups

10. Four expert working groups were established to identify suitable proxies for the data items that are not already collated nationally. Each group focused on one of the following information areas: learning and teaching activities and assessment methods; professional accreditation; accommodation costs; and graduate salary outcomes.

11. Information about learning and teaching activities and assessment methods, professional accreditation and accommodation costs will need to be provided by institutions themselves. The focus of the expert working groups was on the identification, collection and presentation of this information in the KIS.

12. The recommendations from these groups can be found at www.hefce.ac.uk/learning/infohe/kisrd.htm.

13. The graduate salary expert working group met to discuss how salary data should be displayed on the Unistats web-site. The group's recommendation was presented to the sector for consultation. Broad support for the proposals was received. A technical specification has now been drawn up which includes a regional factor that emerged from a subsequent consultation.

14. The outcomes from this group can be found at www.hefce.ac.uk/learning/infohe/kisrd.htm.

Institutional pilots

15. Institutions have not, before now, had to collate the information recommended by the expert working groups, so a pilot phase was conducted with eight institutions. They each looked at ways to develop a robust template, method and guidance for creating and/or collating the information items that were recommended by the expert working groups.

16. Pilot institutions were asked to:

- focus on the processes needed to establish the creation of these data
- identify and suggest solutions for any problems and challenges in managing the data flows
- consider the practical and technical aspects of sourcing the data
- consider how the data might be passed from the institution to the central body with responsibility for collating the KIS
- ascertain whether there are any challenges for a particular subject or institution type
- consider the costs and time required to achieve this task.

17. The pilot institutions were: Canterbury Christ Church University, Oxford Brookes University, University of Exeter, Harper Adams University College, Sheffield Hallam University, University of Oxford, Loughborough College and University College Birmingham.

18. Detailed analysis of the pilot institutions' findings and recommendations, and their terms of reference, can be found at www.hefce.ac.uk/learning/infohe/kisrd.htm.

User-centred design of the Key Information Set

19. In January 2011, HEFCE commissioned the consultancy Pure Usability to undertake user testing of the KIS. The work considered the ways in which prospective students would like to receive information, for example whether they preferred pie charts, bar graphs or written text.

20. This part of the development work also looked at issues of presentation, including branding, to ensure that the 'end product' is as engaging as possible for users. It aimed to develop a distinctive identity, design and language suited to potential and current HE students. It also aimed to establish a clear solution for the best possible way in which the KIS can be integrated with institutional web-sites.

21. Pure Usability's research raises a number of interesting questions which we will explore further to make sure that the KIS in its final form meets the needs of prospective students. The final report can be found at www.hefce.ac.uk/learning/infohe/kisrd.htm.

Annex B: Public information about higher education: summary analysis of consultation responses

1. This annex sets out the summary analysis only. A full analysis of consultation responses is available at www.hefce.ac.uk/learning/infohe/consult.htm.
2. 'Public information about higher education: Consultation on changes to information published by institutions' (HEFCE 2010/31) was open between November 2010 and March 2011. Two events were held, with approximately 250 delegates attending. The consultation received 215 responses, totalling more than 740 pages. We are very grateful to the wide range of respondents who took part in this consultation.
3. The number of respondents by type is listed in Table 1.

Table 1 Number of respondents to HEFCE 2010/31, by type

Type of respondent	Total
HEFCE- or DEL-funded HEI	114
Privately funded HEI	2
FEC receiving direct or indirect HEFCE funding	14
Current higher education student	1
Student union or student representative	30
Representative body	14
Professional, statutory or regulatory body (PSRB)	6
Employer	1
Individual	11
Other	22
Total number of responses	215

Purposes of public information

4. The first question of the consultation asked whether the three proposed purposes of public information were still appropriate and if not, what additional or alternative purposes public information should seek to address.
5. The three proposed purposes were:
 - to inform people about the quality of higher education and, in particular, to give prospective students information that will help them choose what and where to study

- as evidence for quality assurance processes in institutions
- as information that institutions can use to enhance the quality of their higher education provision.

6. Over 70 per cent of respondents agreed that the three key purposes were still appropriate. The provision of good-quality, reliable and comparable data was deemed to be increasingly important as the cost of provision becomes more student-focused.

7. However respondents made the following caveats:

a. The diversity and distinctiveness of institutions with vastly different missions, purposes and audiences was mentioned by several respondents. It is essential that the information that underpins the three purposes is appropriate, reliable, robust, timely and usable. There was concern that small institutions, or those institutions with unique missions of supporting the learning needs of part-time or mature students, will not be directly comparable to larger HEIs with student bodies mostly made up of young, full-time students.

b. It is essential that the requirements for public information about the student experience place as much emphasis on explaining the context, as on the raw data. As such, the format of the KIS must encourage the user to look beyond the initial body of information in an engaging, interactive way.

c. Many stressed the primacy of the first purpose, or saw the other two purposes as subsidiary to the first or simply not useful.

d. There could be tensions in wanting one set of information (for instance the KIS) to meet two or more very different aims, and that, in order to meet these needs, compromise would need to be made at the expense of purpose a.

e. Most institutions, within their own internal processes, already have procedures in place to determine both quality assurance and quality enhancement. This internal data should drive quality enhancement, rather than publicly produced data.

f. There were reservations as to whether the data in purposes b and c could adequately meet the needs of different audiences, namely students/parents, auditors and other institutions.

g. Much of the wider information to be provided beyond the KIS (such as strategies and policies) is already available to the public through institutions' own web-sites and is useful for the purposes of audit and sector comparisons. However, it is unclear what value this information may have for prospective students given that it is written at a generic, institutional level and would have limited relevance at programme level.

Proposals relating to the KIS

8. An overall majority of respondents (51 per cent) agreed broadly that the KIS fulfils the stated objective. However, a significant minority of respondents (29 per cent) felt that it does not fulfil that objective.

9. There was a positive commitment to the principle of a KIS to inform student choice and that the broad categories of information it covered were appropriate (such as student satisfaction, and teaching, learning and assessment). However there were divergent opinions as to what data should be included within these categories and the level of flexibility afforded in what could be included.

10. Other favourable comments included:

a. Student union and student representative respondents largely supported the KIS as a concept and strongly felt the standardised format was key to its potential success.

b. A number of institutions remarked that they can see the benefit of amalgamating the information relating to learning and teaching methods and assessment methods in an accessible place.

11. A number of concerns were raised by respondents, in particular in relation to the utility of certain categories of data to be included in the KIS. Employment data and contact hours were mentioned with concern in this regard.

12. HEIs also expressed a concern that further contextual information was required to mitigate the risk of misinterpretation of the KIS. For example, several HEIs suggested renaming the KIS as the Wider Information Set or Core Information Set and linking it to other contextual data. Several HEIs mentioned the importance of linking the KIS to contextual data held by the HEI.

13. There was a broad majority (89 per cent) actively in favour of linking to the KIS from the UCAS web-site. Generally it was recognised that the UCAS web-site plays a central role in relation to providing prospective students with information. However a number of caveats were raised by the respondents in relation to the following points:

- students and courses not covered by the UCAS web-site
- the form of the link from the UCAS web-site.

14. The main concern raised by respondents was that UCAS does not represent all courses and all institutions. It was felt that this would need to be considered when thinking how non-UCAS applicants would link to the KIS, beyond through the institution's web-site. This issue was mentioned by 15 per cent of respondents.

15. A major issue, identified by 64 respondents (52 of which were HEIs), was one of burden and the need to minimise it. In particular, institutions were concerned about staff time requirements to collect data not currently held in central university systems (though many hold the information at department level) and the financial cost of updating IT software to manage the data.

16. Thirty-three respondents suggested that detailed guidance was needed, to minimise burden. Items suggested for inclusion in the guidance included: who will provide the data; who will be responsible for populating the web-site of each HEI; how the data will be validated; how joint honours programmes will be represented; at what level the data should be presented; clearer definitions of teaching and learning methods and assessment methods; timing of publication; and how to manage collaborative provision.

17. The second major issue, identified by 34 respondents, was that of timescales for the collation and publication of the data. A range of possibilities for this were raised, including identifying appropriate 'census' points within the year when all data would be collected: this was seen as difficult, but the most efficient. Alternatively, allowing ongoing updates to the KIS was proposed, but this was generally seen as overly burdensome.

Employability statements

18. The majority (70 per cent) of respondents agreed that employability statements should be included with the published information.

19. However, some respondents said that further contextual data would also be useful to support this information.

20. There was a general consensus that the inclusion of employability statements would be beneficial to inform student choice. However there were some diverging views as to how this should be achieved. In particular:

- a. Six respondents suggested that statements should be standardised across the sector to facilitate comparability, while others stated that HEIs should have the freedom to present this information in a format of their choosing.
- b. HEIs supported the proposal for this information to appear on their web-sites rather than the Unistats web-site.
- c. Employability statements were felt to be potentially more useful than employment data such as starting salary information.

21. A minority (11 per cent) of respondents disagreed with the proposal. The main issue raised concerned the applicability of employability statements for informing student choice. For example, it was argued that an emphasis on employability may have a detrimental effect upon courses which do not train students for a specific career. Other points made included:

- a. It would be difficult to ensure the information was accurate and comparable across the sector.
- b. Employability information should only be considered in a subject-specific context, not at institutional level.

Wider information set

22. Very few respondents agreed entirely with the proposed wider information set, and only four respondents considered that it would not present a difficulty. Three HEIs thought it should be

abandoned entirely. The majority of respondents, HEIs in particular, raised queries and concerns about the content, presentation and use of the wider information set.

23. A common theme was the question of the intended audience for the wider information. There was confusion over whether the information was intended for potential or current students, the wider public, QAA or some other audience. Twenty-six per cent of those commenting (32 HEIs, three FECs, three representative bodies, two individuals and five others) commented that the wider information set, in particular programme monitoring arrangements and programme specifications, would not be of interest to potential students or the general public. That information which was relevant should already be available in course handbooks. However, six student union responses specifically supported the provision of programme specifications and two supported information on the outcomes of internal quality processes.

24. HEIs were concerned that they should have the autonomy to decide which elements of their information should be published. There were concerns that potentially sensitive information might be rendered anodyne or less robust if it was required to be published.

25. Twenty-three HEIs (including two private providers) made various suggestions for differentiating information according to the audience, with three broad categories suggested: publicly available; available internally for students/staff; and available on request only (possibly under the Freedom of Information Act).

26. Some respondents recommended that guidance for a public audience on interpreting these documents should be prepared, in accessible language (three HEIs, two student unions, one representative body and two others). Three HEIs (including one private) referred to their Freedom of Information publication schemes which included some of the required items.

27. Two items in the list attracted particular comment:

a. The suggestion that 'partnership agreements' should be published was queried by 18 HEIs and one private HEI which considered that this might include commercially sensitive information.

b. The inclusion of 'results of internal student surveys' was also queried by 14 HEIs and one representative body. Comments suggested that negative results might be stifled if it were known they were intended for publishing, that results needed to be contextualised and explained, and that surveys would not be comparable within or between institutions.

28. The majority of respondents (80 per cent) agreed that the list of items for the information set should be maintained on HEFCE's web-site.

29. There was a broad consensus that it would be important to have a definitive, standardised and easily accessible list of items comprising the public information set.

30. Some respondents made the point that links would need to be established to and from other web-sites such as QAA, UCAS, the Higher Education Statistics Agency (HESA) and NUS to ensure ease of access. For example one respondent made the point that students would be unlikely to go directly to the HEFCE web-site.

31. Respondents also generally agreed that it was important to establish a mechanism for reviewing and amending the list of items and that updates on advice from HEPISG and the Quality in Higher Education Group would be appropriate.
32. Some concerns were also raised about the process for maintaining the set and making amendments:
- a. The most frequently occurring comment was that this should be a fully consultative process involving the sector, rather than leaving it to the advice of two sector bodies to make substantive changes, and that it should be reviewed regularly to reflect the changing higher education landscape.
 - b. There were divergent views as to how frequently review should occur. For example one HEI suggested a review period of three to five years for the purposes of consistency and comparability, while other respondents called for annual review, in order to be responsive to student needs.
 - c. A non-publicly funded HEI expressed concerns about how revisions to the published public information set would be communicated to non-publicly funded institutions.
 - d. One student representative body commented that revisions to this public information set should take into account how students' rights as consumers may be affected.

Enhancements to the NSS

33. A majority of respondents (69 per cent), including all the student unions who participated, agreed broadly with the principle that student unions should be involved in the process for nominating questions in their institution's annual NSS. In particular, over half of respondents stated that the active engagement of student unions in the NSS would be beneficial in engaging student interest, encouraging participation in the survey and producing information relevant to gauging the student experience.
34. However, differing views were offered as to how this should be achieved:
- a. Ten HEIs commented that the student unions or student representatives were already involved in the process for setting their institution's optional questions in the annual NSS.
 - b. A further 27 HEIs added the caveat that although, in principle, they welcomed student union involvement in this process, they believed it should be as a result of a consultative process between the institution and its student union rather than an independent decision from the student union (although the question does use the word 'nominate' rather than imply an independent decision).
35. A small number of respondents also commented that the proposal would enable student unions to place an issue significant to their institution and students on the NSS and aid transparency by focusing on a key and variable item at each institution.

36. The main concern, which was expressed by 35 respondents, was about the applicability and relevance of the results that the student union-nominated question bank would achieve. The key issues highlighted were:

- a. Results would be idiosyncratic to specific institutions and a lack of standardisation would make it hard to benchmark results across the sector or even compare within the institution if the question bank was amended each year.
- b. Concerns were also expressed that the nominated question bank would not be relevant to measuring the student experience.

37. Suggested solutions to this issue included putting in place some kind of standardisation and stabilisation in regard to which optional questions could be added to the NSS.

Other comments

38. One hundred and seventy-two respondents gave some additional views in response to this question. This included 98 HEIs, 20 student unions, 13 representative bodies, 11 PSRBs, nine FECs, six individuals, five PSRBs, three private providers, one employer and 17 others.

39. Due to the wide scope of the question it is of no surprise that the issues raised were extensive and disparate in nature. The majority of comments focused on issues pertaining to the KIS rather than other aspects of the consultation.

Key Information Sets

40. The most significant themes shared among respondents related to:

- a. There was broad support for the principle of the KIS as a means to aid information provision for prospective students. One institution particularly welcomed this initiative, expressing a wish to see the use of open data develop further.
- b. Institutions had particular concerns about burden, particularly in a context of reduced resource and an overall changing environment within the HE sector.
- c. A substantial minority of institutions questioned whether the six-month DLHE survey was the most appropriate way to gather information data on salary. Some made suggestions that the DLHE should be conducted more than six months after graduation; others suggested exploring links with the Student Loans Company.
- d. Some respondents, particularly institutions, questioned what the role of Unistats will be once the KIS is implemented; although it was also suggested by others that one central repository would be required regardless of other information resources.
- e. The need for a strong evaluation of the KIS was another key theme to responses; a subset of this suggested also simultaneously evaluating the role of Unistats.
- f. A small but significant number of institutions raised concerns as to whether the KIS would become a contractual document; all these respondents thought this should not be the case.

- g. Several institutions also had concerns in relation to the presentation of data for small cohorts, joint honours and new courses. The need for clear technical guidance on these issues was clear.
- h. Similarly concerns were raised that the KIS was too focused on young, full-time undergraduates at the expense of mature and part-time students. It was also described as anglocentric whereas many institutions recruit from outside England.
- i. Information provision in relation to postgraduates was also raised, with arguments both in favour of a postgraduate KIS and against.
- j. There were also concerns that the term Key Information Set was misleading because this information was not 'key', but was actually a common set of information across all institutions. Common Information Set was suggested as an alternative name by two respondents.
- k. There were numerous suggestions for additional items on the KIS, including non-completion rates and student/staff ratios, as well as the additional contextual information. However, others commented there was too much information on the KIS already and there was a danger of information overload.
- l. Concerns were raised that institutions could potentially mis-sell their courses in order to appeal to more students and it was suggested by two respondents (one representative body and one from the category other) that a code of practice for data use should be implemented.
- m. A strong theme emerged that institutions thought the data returns from institutions should be made through HESA because these data transfer processes are already established so would therefore reduce burden.

Developments to the National Student Survey

- 41. There was a strong call, from student unions in particular, for a postgraduate-focused NSS. However other comments, particularly from institutions, questioned the need for this considering the existence of other postgraduate-focused surveys.
- 42. With regard to further analysis of the NSS' open comments, there was general support that systematic analysis of themes could be valuable, but there was significantly strong opposition from all types of respondents that this information should be published for public consumption.
- 43. Several FEC respondents referred to the absence of a 'level playing field' with HEIs when looking at data sets and statistics. It was argued that lower numbers of HE students within FECs means that NSS results often do not show enough data, meaning they should not be compared directly to HEIs. One FEC suggested that there should be a specific NSS for HE in FECs.

Annex C Provisional coverage of NSS and DLHE data at JACS level 1 with two-year aggregation for English HEIs

Mode of study	Joint honours	Type of qualification	Courses	Students	NSS	DLHE	Both	Either	% full
FTS	N	Enhanced first degree	435	33,291	323	194	180	337	41.4
FTS	N	First degree	6,277	834,007	5,983	5,549	5,436	6,096	86.6
FTS	N	Diploma	1,575	122,989	841	424	368	897	23.4
FTS	N	Certificate	86	1,686	5	0	0	5	0.0
FTS	Y	Enhanced first degree	290	5,087	212	118	114	217	39.3
FTS	Y	First degree	12,118	197,507	11,571	10,668	10,347	11,901	85.4
FTS	Y	Diploma	183	4,012	58	13	11	60	6.0
FTS	Y	Certificate	14	93	1	0	0	1	0.0
PT	N	Enhanced first degree	13	201	0	0	0	0	0.0
PT	N	First degree	893	175,422	123	317	108	332	12.1
PT	N	Diploma	723	40,060	94	82	33	143	4.6
PT	N	Certificate	220	8,720	49	62	22	89	10.0
PT	Y	Enhanced first degree	3	3	0	0	0	0	0.0

Mode of study	Joint honours	Type of qualification	Courses	Students	NSS	DLHE	Both	Either	% full
PT	Y	First degree	999	20,789	34	63	23	74	2.3
PT	Y	Diploma	65	1,553	8	8	4	12	6.2
PT	Y	Certificate	10	216	3	3	2	4	20.0
All			23,904	1,445,636	19,305	17,501	16,648	20,168	69.6

Notes and assumptions:

PT – part-time; FTS – full-time and sandwich;

Courses are defined as combinations of institution, subject, mode of study and qualification. Part-time courses are only included where most full-time 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 62 per cent of leavers working full-time in the UK.

Two-year data are generated by doubling single-year data. Data are based on HEI-registered students only. For joint honours students have assumed showing data if the constituent subject has data.

These figures do not include coverage of the salary elements that will be taken from the Longitudinal DLHE; these data are at sector level and initial analysis indicates that these will normally be available wherever course-level data are also available.

Annex D List of abbreviations

DLHE	Destinations of Leavers from Higher Education (survey)
FEC	Further education college
HE	Higher education
HEAR	Higher Education Achievement Report
HEFCE	Higher Education Funding Council for England
HEFCW	Higher Education Funding Council for Wales
HEI	Higher education institution
HEPISG	Higher Education Public Information Steering Group
HESA	Higher Education Statistics Agency
JACS	Joint Academic Coding System
KIS	Key Information Set
NSS	National Student Survey
OFFA	Office of Fair Access
PSRB	Professional, statutory and regulatory body
PT	Part-time
QAA	Quality Assurance Agency for Higher Education
QHEG	Quality in Higher Education Group
SFC	Scottish Funding Council
UUK	Universities UK