



The
University
Of
Sheffield.

KIS DATA IN QUALITY MANAGEMENT



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SROC- 16 April 2013

Overview

- Collating Data for the Key Information Set
 - Case Study
 - Sharing Experiences
- Visitors to the Unistats Site
- University Use of the Data
 - Case Study
 - Sharing Experiences

Session Objective

- To explore the costs and benefits to institutions of the Key Information Set
 - What was involved in collecting the data?
 - Does the information meet the needs of prospective students?
 - Are there any alternative uses of the data for HEIs?

Collecting the Data

A Case Study: The University of Sheffield

- What data did we need to collect?
 - Accreditation data
 - LTAMs
 - Fees, Financial Support & Accommodation Costs
- What other data is published?
 - NSS
 - DLHE

Information about Accreditation

- Access database updated manually by correspondence with departments
- Accredited/ Recognised – confusion with terminology
- Statements about accreditation had to be collected
- Late requests from PSRBs

Fees, Financial Support & Accommodation Costs

- Relatively straight forward as single figures for the whole institution
- Comparison of accommodation costs with local competitors
- Average fee figure where year abroad/ in industry

Learning, Teaching & Assessment Methods (LTAMs)

“Contact” hours



% Lectures/ Seminars/ etc.
% Independent Study
% Placement

Assessment Type



% Coursework
% Exam
% Practical Exam

Unit Management System

- Nominal 200 study hours per 20 credits
- Lectures, Seminars, Clinical, Other not 1:1
- Exams and coursework not 1:1
- Data had only been used for module approval previously – therefore not all up-to-date

Updating the Information

- System updated to show LTAMs on same screen as University information
- Defaults set up
- Departments had to check and update
- Learning & Teaching Services liaised with Head of Departments to sign off data

All Modules or Only those in KIS?

External Factors

- Uncertainty about comparison with other institutions
- Concern about use of contact hours as a measure
- QAA Institutional Review in December 2013 – Public Information

Group Work

- What additional information did you have to collect to provide KIS accreditation and LTAMs data?
- Have you incorporated these changes into your Quality Management Processes?
- What issues have you addressed/ still have to address?

Who Uses KIS data?

- Prospective students
- QAA Institutional Reviewers
- Universities
- Others

Prospective Students

- Department Open Days – Student Ambassadors asked what data sources applicants have used - Poor response rate – so far 1 out of 25 respondents has mentioned KIS
- In next month carry out Decliners Survey – one question will be what data sources have you used?

QAA Institutional Review

- Provided reports from our project group and internal auditors
- No questions from the panel about this

Unistats

- Launched on the 27 September 2012
- **3,315,620** page views (to 20 March 2013)
- **171,186** unique visitors – an average of 984 new visitors per day

650,000+ applicants to UCAS per year

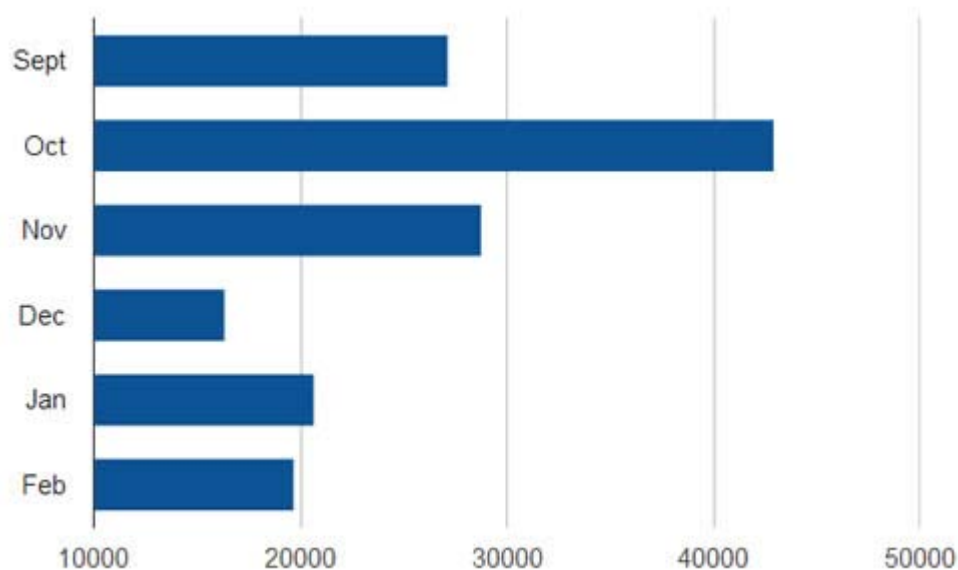
Traffic sources

| Source/medium | Visits | Pages / visit | Avg. visit duration | % New Visits | Bounce Rate |
|-------------------------------------|---------|------------------|------------------------|-----------------|----------------|
| (direct) / (none) | 212,897 | 11.28 | 00:07:58 | 69.89% | 22.19% |
| google / organic | 45,374 | 13.21 | 00:09:00 | 0.92% | 23.07% |
| widget.unistats.ac.uk / referral | 20,271 | 8.5 | 00:07:25 | 1.03% | 29.54% |
| bing / organic | 2,367 | 15.83 | 00:10:21 | 0.34% | 15.29% |
| thestudentsurvey.com / referral | 1,019 | 9.3 | 00:05:16 | 2.06% | 32.19% |
| hefce.ac.uk / referral | 770 | 11.36 | 00:06:58 | 0.52% | 17.01% |
| ucas.ac.uk / referral | 702 | 12.83 | 00:10:18 | 4.13% | 24.07% |
| ucas.com / referral | 678 | 14.07 | 00:10:54 | 5.60% | 14.60% |
| yahoo / organic | 584 | 15.95 | 00:10:44 | 0.86% | 32.36% |
| search.ucas.com / referral | 331 | 9 | 00:05:46 | 0.91% | 43.81% |
| | 290,176 | 11.43 | 00:08:07 | 51.59% | 22.97% |

Screen shot from Unistats web-site



When were the pages visited?



Unique visitors to Unistats web pages

Using the Data

A Case Study: The University of Sheffield

Annual Reflection Reports

The Annual Reflection reports are currently being prepared with 2011/12 course progression information.

Release dates are:-

First degree on 5th November

Postgraduate Taught on 5th December

Sector comparisons - Unistats

A new report has been created using 'Key Information Set' data used on the Unistats site. This allows comparisons between a selected UG Sheffield degree and comparable degree's from other institutions. This includes profiles of student satisfaction, employment and accreditation, study information and entry profiling; all at individual course level. The report will supply tabular data and where appropriate, charts and dashboards. This will be published on Monday 29th October.

Course Headlines

Select alternative reports here

Civil and Structural Engineering
(MENG)

Overall, I am satisfied with the quality of the course

Average salary six months after the course

Go on to work and/or study

84%

£23,000

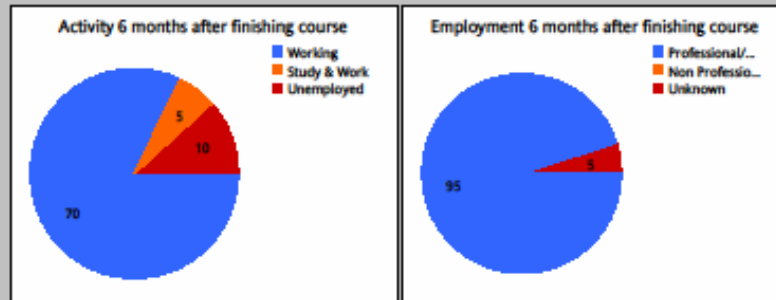
90%

Averages for selected courses from Civic Russell Group institutions

84%

£23,333

82%

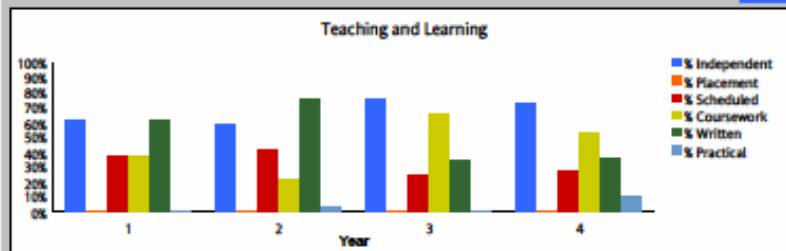


Time in lectures, seminars and similar

Assessment by coursework

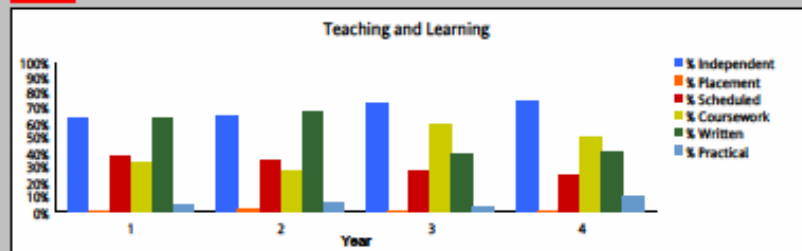
33%

45%



31%

42%



Outliers Report

- identifies courses where their course stage results are considered as 'outliers' compared to similar courses from specific institutional groups (based upon published UCAS Course codes).
- not to suggest that this is good or bad, just that it is different to the comparable sector provision.



Scheduled Learning & Teaching Comparison with Civic Russell Group + York Institutions

Enter a % difference to amend outliers.

| Ucascourseid | Course Title | Stage (Actual/Estimate) | Sheffield Scheduled | Civic Russell Group + York Average | No. of Institutions | Low Value | High Value | Difference | 50% Difference |
|--------------|----------------------------|-------------------------|---------------------|------------------------------------|---------------------|-----------|------------|------------|----------------|
| A100 | Medicine (MB,CHB) | 1 (E) | 60.0 | 41.8 | 8 | 27.0 | 70.0 | 18.2 | 43.7% |
| | | 2 (E) | 89.0 | 36.9 | 8 | 16.0 | 64.0 | 52.1 | 141.4% |
| | | 3 (E) | 25.0 | 17.2 | 8 | 10.0 | 28.0 | 7.8 | 44.9% |
| | | 4 (E) | 12.0 | 18.8 | 8 | 5.0 | 30.0 | -6.8 | -36.0% |
| | | 5 (E) | 15.0 | 6.8 | 8 | 0.0 | 17.0 | 8.2 | 122.2% |
| A200 | Dental Surgery (BDS) | 1 (A) | 66.0 | 28.0 | 3 | 22.0 | 35.0 | 38.0 | 135.7% |
| | | 2 (A) | 50.0 | 44.7 | 3 | 19.0 | 81.0 | 5.3 | 11.9% |
| | | 3 (A) | 32.0 | 38.7 | 3 | 23.0 | 69.0 | -6.7 | -17.2% |
| | | 4 (A) | 19.0 | 35.0 | 3 | 17.0 | 69.0 | -16.0 | -45.7% |
| | | 5 (A) | 3.0 | 21.0 | 3 | 3.0 | 55.0 | -18.0 | -85.7% |
| B620 | Speech Science (BMEDSCI S) | 1 (A) | 28.0 | 25.5 | 2 | 21.0 | 30.0 | 2.5 | 9.8% |
| | | 2 (A) | 25.0 | 21.5 | 2 | 19.0 | 24.0 | 3.5 | 16.3% |
| | | 3 (A) | 22.0 | 18.5 | 2 | 18.0 | 19.0 | 3.5 | 18.9% |
| | | 4 (A) | 9.0 | 21.5 | 2 | 10.0 | 33.0 | -12.5 | -58.1% |
| B900 | Biomedical Science (BSC) | 1 (A) | 26.0 | 24.7 | 3 | 22.0 | 29.0 | 1.3 | 5.4% |
| | | 2 (A) | 20.0 | 24.0 | 3 | 15.0 | 34.0 | -4.0 | -16.7% |
| | | 3 (A) | 16.0 | 30.0 | 3 | 19.0 | 52.0 | -14.0 | -46.7% |
| C100 | Biology (BSC) | 1 (A) | 25.0 | 30.0 | 9 | 26.0 | 41.0 | -5.0 | -16.7% |
| | | 2 (A) | 24.0 | 27.2 | 9 | 21.0 | 33.0 | -3.2 | -11.8% |
| | | 3 (A) | 17.0 | 23.2 | 9 | 9.0 | 37.0 | -6.2 | -26.8% |
| C300 | Zoology (BSC) | 1 (A) | 25.0 | 30.8 | 8 | 24.0 | 41.0 | -5.8 | -18.7% |
| | | 2 (A) | 24.0 | 30.1 | 8 | 21.0 | 35.0 | -6.1 | -20.3% |
| | | 3 (A) | 17.0 | 28.1 | 8 | 14.0 | 40.0 | -11.1 | -39.6% |
| C700 | Biochemistry (BSC) | 1 (A) | 33.0 | 28.2 | 9 | 23.0 | 34.0 | 4.8 | 16.9% |
| | | 2 (A) | 33.0 | 27.2 | 9 | 21.0 | 32.0 | 5.8 | 21.2% |
| | | 3 (A) | 26.0 | 28.4 | 9 | 9.0 | 52.0 | -2.4 | -8.6% |
| C800 | Psychology (BSC) | 1 (A) | 58.0 | 20.6 | 8 | 13.0 | 25.0 | 37.4 | 161.2% |
| | | 2 (A) | 100.0 | 19.9 | 8 | 12.0 | 25.0 | 80.1 | 403.1% |
| | | 3 (A) | 33.0 | 14.5 | 8 | 11.0 | 18.0 | 18.5 | 127.6% |
| F100 | Chemistry (BSC) | 1 (A) | 35.0 | 32.4 | 9 | 27.0 | 42.0 | 2.6 | 7.9% |

Comparisons on Unistats Site

- Choose course
- Choose key competitors
- Run report



UNISTATS - Overview (1)

| KIS KEY INFORMATION SET | BSc Chemistry University Of Leeds | Chemistry BSc University Of Birmingham | Chemistry (MSci Hons) University Of Nottingham | Chemistry (BSc) University Of Sheffield |
|---|--|---|---|--|
| Overall, I am satisfied with the quality of the course | 88% | 91% | 95% | 91% |
| I have been able to access general IT resources when I needed to | 96% | 83% | 98% | 89% |
| The library resources and services are good enough for my needs | 96% | 78% | 100% | 94% |
| Feedback on my work has helped me clarify things I did not understand | 84% | 70% | 86% | 71% |
| Feedback on my work has been prompt | 77% | 68% | 68% | 75% |
| Staff have made the subject interesting | 89% | 74% | 90% | 84% |
| Staff are good at explaining things | 95% | 91% | 98% | 94% |
| I have received sufficient advice and support with my studies | 74% | 78% | 80% | 86% |

Screen shot from Unistats web-site

Annual Reflection

- Departments asked to review competitors on Unistats site and internal report, and discuss any outliers from internal report
 - Much of the discussion this year focussed on accuracy of data
 - Some departments considered impact of changing LTAMs

Lessons

- Need to integrate LTAMs and accreditation data collection with our quality management processes (programme and module approval/amendment)
- Need to keep information in context

Group Work

- Discuss your on-going processes for maintaining LTAMs and accreditation data for KIS
 - Can you integrate this with other processes?
 - Are you using the data internally?
 - Are there any changes that would make the data more useful to institutions?

SUMMARY

- Too early to say if useful to prospective students
- KIS needs to be looked at within context of other public information
- Feedback from groups
 - Changes in data?
 - Changes in processes?



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To
Discover
And
Understand.