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Public information as a driver to inform student choice

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HE White Paper 2011

Improve and expand "*the information available to prospective students, making available much more information about individual courses at individual institutions and graduate employment prospects*"

Where do students* get their information from?

- University websites / printed material
- League tables
- Word of mouth / recommendation
- UCAS
- Unistats (KIS)
- League tables
- Student focussed websites

* and their advisors

Information

vs

Promotional Activity?

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QAA Quality Code, Part C

Principle 1	Information that higher education providers produce about themselves and the learning opportunities they offer should be clear, timely, current, transparent, and focused on the needs of the intended audiences.
Principle 2	Higher education providers are responsible and accountable for the information they produce about the higher education learning opportunities they offer. At the same time, providers have autonomy regarding the mechanisms and media they choose to communicate this information.
Principle 3	Information should be available and retrievable where intended audiences and information users can reasonably expect to find it. The format and delivery of information should take account of the access requirements of a diverse audience.
Principle 4	Information produced by higher education providers should offer a fair and accurate reflection of the higher education learning opportunities they offer.

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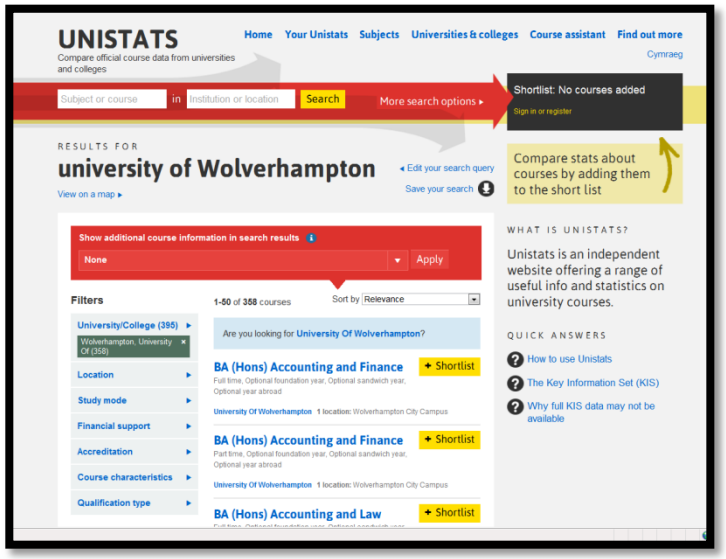
Key Information Sets

- Accurate consistent information in one place
- Comprehensive
- Impartial
- Complete
- Comparator data



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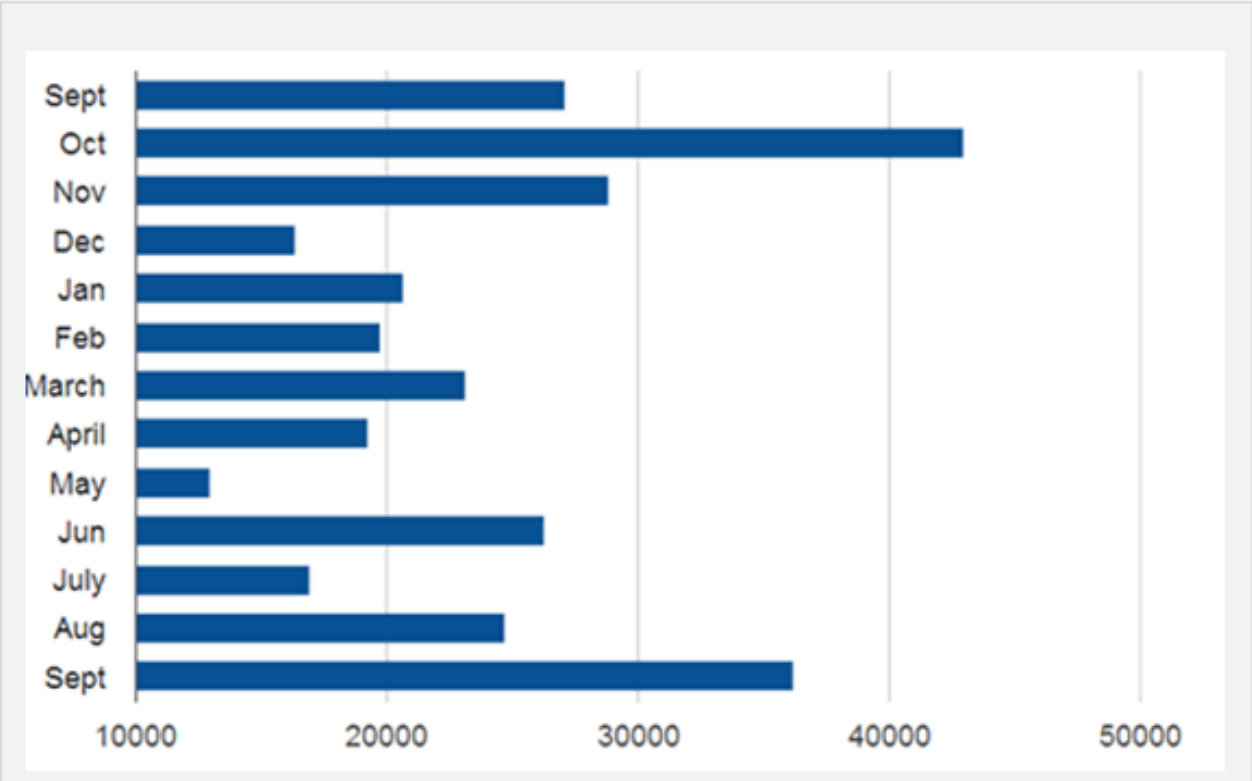
Not used by all…

Unique visitors*



Total unique visitors = 315,000
Total number of applications through UCAS = 560,000

* HEFCE reported usage of Unistats, September 2013

Students less likely to use it

- Lower socio-economic backgrounds
- Low participation areas
- Lower achieving schools
- Geographical restrictions

What about PG (and Part-time)?

- No public information set specifically for PG
- Often threshold required to publish data not attainable at PG level (small cohorts)
- What information do PG students actually want?

PG / PT learners

Postgraduate	Part-time*
Career Development (e.g. nursing PG study)	Career Enhancers
Career Entry (e.g. Psychology, Law)	Career Entrants
Career Breadth (e.g. MBA)	Career Changers
Career Depth (MA in a subject)	Non-career Learners

* UUK, *The power of part-time: Review of part-time and mature higher education*

Information has to be right for the audience…

Information is only part of the picture

Seven activities involved in educational guidance*:

1. Informing
2. Advising
3. Counselling
4. Assessing
5. Enabling
6. Advocating
7. Feeding back

Opportunity comes from access to all of these activities

* UDACE, 1986

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Thank you