



ADPU/Registry Services
Briefing Note:
RS/09/04

Any enquires should be directed to:
Kevin Pickess or Sally Dobbins
Registry Services

Higher Education Achievement Report (HEAR)

Briefing paper on the Higher Education Achievement Report

The Burgess Group was established to investigate the degree classification system, one of the recommendation of the groups final report (Burgess Group 2007) was the introduction of the Higher Education Achievement Report (HEAR). The HEAR is intended to be a comprehensive record of learners' educational achievements. It is intended to give those interested in the student's abilities more detailed information on the skills, progress and attainment and will provide the opportunity to capture and record extra curricula developmental activities such as workplace learning, volunteering and committee work.

The HEAR will contain a wider range of information will supersede the existing transcript (see attached), and incorporate the Diploma Supplement. The Diploma Supplement evolved as part of the Bologna process and as a means to help graduates use their qualifications across European national boundaries.

An implication of the HEAR is that the University will be required to produce with the transcript more detail information about the modules studies by the student and information about extra curricula developmental activities that a student has undertaken. A particular challenge is that any extra curricula activities recorded must be evidenced such that the University is confident to validate that they have occurred.

Currently the HEAR is being piloted in 18 Universities From informal reports of these pilots it is apparent that some of the Universities are competing on the basis of the amount of extra-curricula activities included with the HEAR and perceive that those students with more recorded extra-curricula activities will be at a competitive advantage in future employment markets.

Following a review of the pilots and further discussion with the sector It is expected that from academic year 2010/11 it the HEAR will be widely adopted by the HE community. The exact nature of the HEAR for Worcester has not yet been determined and we are awaiting the outcomes of the pilot studies. It is important

however that institutes start to consider the types of extra-curricula activity that they wish to see included and how these can be both validated and recorded.

One of the expectations of the Burgess Group is that as a result of better information being contained in the HEAR, the honours degree classification will become obsolete over time though they are unsure how this might take place in practice.

More Information

Burgess report

Burgess Group (2007) Beyond the honours degree classification

http://www.universitiesuk.ac.uk/Publications/Documents/Burgess_final.pdf

<http://www.timeshighereducation.co.uk/story.asp?storycode=405914>

Centre for Recording Achievement (CRA)

<http://www.recordingachievement.org/>

e-portfolios - Achievement & Attainment

<http://www.jiscinfonet.ac.uk/infokits/e-portfolios/attainment>

Diploma Supplement

http://ec.europa.eu/education/policies/rec_qual/recognition/diploma_en.html

Example of how the HEAR might look:

The University of Easthampton

Higher Education Achievement Report

This Higher Education Achievement Report is printed in black ink on paper watermarked with the crest of the University and carries the official University stamp. It is not valid unless in this format.

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient recognition of qualifications (diplomas, degrees, certificates etc). It is designed to provide a description of the nature, level, context and status of the studies that were pursued and successfully completed by the individual named on the original qualifications to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition.

1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

- | | |
|---|------------------------------|
| 1.1 Family name(s): | Other |
| 1.2 Given name(s): | Ann Norma |
| 1.3 Date of birth (day/month/year): | 21-Aug-1981 |
| 1.4 Student identification number or code (if available): | 900900900/HESA Number 000000 |

HESA, the Higher Education Statistics Agency, UK, the unique national identifying number for students registered at a state university.

2 INFORMATION IDENTIFYING THE QUALIFICATION

- 2.1 Name of qualification and (if applicable) title conferred (in original language): Degree of Bachelor of Arts with Honours
- 2.2 Main field(s) of study for the qualification: French and Management Studies
- 2.3 Name and status of awarding institution (in original language): University of Easthampton- a chartered institution with taught and research degree awarding powers
- 2.4 Name and status of institution (if different from 2.3) administering studies (in original language):
- 2.5 Language(s) of instruction/examination: English and French

3 INFORMATION ON THE LEVEL OF THE QUALIFICATION

- 3.1 Level of qualification: UK Bachelors' Degree: level H3
- 3.2 Official length of programme: 4 years Full-Time Exempted from Programme Year 1
- 3.3 Access requirements(s) Detailed information regarding admission to the programme is available in the Universities on-line Prospectus at www.eastham.ac.uk/prospectus03/html

4 INFORMATION ON THE CONTENTS AND RESULTS GAINED

- 4.1 Mode of study: Full-time
- 4.2 Programme requirements: The Bachelor degree is obtained after 3 years of study (180 ECTS) with at least 120 at Level I and 100 at Level H. The learner must satisfy the programme requirements as prescribed in the Programme Specification and the Principles and Regulations of the Institution.
Please see www.eastham.ac.uk¹ for additional detail.
- 4.3 Programme details: (eg modules or units studied), and the individual grades/marks/credits obtained:

¹ access to fuller information for example in relation to the programme specification. An alternative approach, to add a further abstract or summary of such information would create additional work to no clear benefit. Such links are of course time-limited. Courses/qualifications/regulations change over time and the responsibility of the institution to archive and link to the relevant - rather than current - data will be a continuing one.

- (if this information is available on an official transcript this should be used here) See below
- 4.4 Grading scheme and, if available, grade distribution guidance: Institutions to include information here as to how the degree classification was arrived at.
- 4.5 Overall classification of the qualification (in original language): First.
Awarded with 'Distinction in Spoken French'

5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

- 5.1 Access to further study: Access to postgraduate study: 2nd cycle degree or diploma.
- 5.2 Professional status (if applicable):

6 ADDITIONAL INFORMATION

- 6.1 Additional information: Programme includes study or work experience outside the university (Year 3, Compulsory year abroad, including study and work placement in a second language). The student has successfully completed the British Council Year Abroad Personal Development Portfolio. This comprises
- a pre-departure check-list and skills audit;
 - a personal development plan;
 - a log-book/diary;
 - a series of structured questionnaires for use at intervals throughout the year;
 - an end-of-year summary report and review.
- Assessed by the university, it is a requirement for certification that the University confirms to the British Council that scheme requirements have been met.
- 6.2 Further information sources: www.eastham.ac.uk/students

7 CERTIFICATION OF THE SUPPLEMENT

- 7.1 Date: 1st July 2006
- 7.2 Signature:
- 7.3 Capacity:
- 7.4 Official stamp or seal:

8 INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

4.3 Programme details: (e.g. modules or units studied), and the individual grades/marks/credits obtained:

		Results Level ²	Credits	ECTS
Programme Yr 1 BA French and Management Studies				
Admitted with Advanced Standing From:				
University of EFG (see its transcript for further information)				
		C	(120)	(60)
Programme Year 2 BA French and Management Session 2003/04(Full time study)				
BUEC 2195 Intro. Mathematics for Management Studies (II)	85	I	10	5
BUEC 2230 Introduction to Accounting and Finance	83	I	20	10
BUEC 2675 Introductory Statistics for Management Studies (II)	85	I	10	5
FREN 2011 Language in Contexts I	72	I	10	5
FREN 2012 Language in Contexts II	72	I	10	5
FREN 2181 French Drama from the 17th to the 19th Century I	67	I	10	5
FREN 2182 French Drama from the 17th to the 19th Century II	67	I	10	5
FREN 2201 The Seventh Art - Cinema in France I	69	I	10	5
FREN 2202 The Seventh Art - Cinema in France II	69	I	10	5
BUEC 1820 Information Technology	40	C	5	2.5
Programme Yr 3 BA French and Management Studies Session 2004/05(Full time study)				
At the University of HIJK (see its transcript for further information)				
FREN 9001 Year Abroad (A)	P	n/a	60	30
FREN 9004 Year Abroad (B)	P	n/a	60	30
BUEC 2850 Marketing	40	I	20	10
Programme Yr 4 BA French and Management Studies Session 2005/06(Full time study)				
BUEC 2200 Business Finance 2	82	I	20	10
BUEC 3070 Strategic Management	66	H	20	10
BUEC 3885 Mgt Decision Making and Information Systems	70	H	20	10
FREN 3010 Advanced Language Skills	67	H	20	10
FREN 3070 Bilingual Liaison Interpreting	76	H	20	10
FREN 3162 French as a Professional Language	76	H	10	5
FREN 3431 Written Varieties of French	76	H	10	5

Printed signature

Academic Registrar

² Here we use the Framework for HE Qualifications in England & Wales (Certificate, Intermediate and Honours, or C, I, H). In doing so we note that the systems for both Scotland and mainland Europe are different.

Description of Higher Education in England, Wales and Northern Ireland

In England, Wales and Northern Ireland³, Higher Education institutions are independent, self-governing bodies active in teaching, research and scholarship and established by Royal Charter or legislation. Most are part-funded by government.

Higher Education (HE) is provided by many different types of institution. In addition to universities and university colleges, whose Charters and statutes are made through the Privy Council which advises the Queen on the granting of Royal Charters and incorporation of universities, there are a number of publicly-designated and autonomous institutions within the higher education sector. About ten per cent of higher education provision is available in colleges of further education by the authority of another duly empowered institution. Teaching to prepare students for the award of higher education qualifications can be conducted in any higher education institution or further education college.

Degree awarding powers and the title 'university':

All the universities and many of the higher education colleges have legal power to develop their own courses and award their own degrees, and determine the conditions on which they are awarded: some HE colleges and specialist institutions without these powers offer programmes, with varying extents of devolved authority, leading to the degrees of an institution which does have them. All universities in existence before 2005 have the power to award degrees on the basis of completion of taught courses and the power to award research degrees. From 2005, institutions in England and Wales that award only taught degrees ('first' and 'second cycle') and which meet certain numerical criteria, may also be permitted to use the title 'university'. Higher education institutions that award only taught degrees but which do not meet the numerical criteria may apply to use the title 'university college', although not all choose to do so.

All of these institutions are subject to the same regulatory quality assurance and funding requirements as universities; and all institutions decide for themselves which students to admit and which staff to appoint.

Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state.

The names of institutions with their own degree awarding powers ("Recognised Bodies") are set out at:

<http://www.dfes.gov.uk/recognisedukdegrees/index.cfm>

Institutions able to offer courses leading to a degree of a recognised body ("Listed Bodies") are listed by the English, Welsh and Northern Irish authorities. The list may be found at:

<http://www.dfes.gov.uk/recognisedukdegrees/index.cfm>

Qualifications

The types of qualifications awarded by higher education institutions at sub-degree and undergraduate (first cycle) and postgraduate level (second and third cycles) are described in the Framework for Higher Education Qualifications for England, Wales and Northern Ireland (FHEQ), including qualifications descriptors, developed with the sector by the Quality Assurance Agency (QAA - established in 1997 as an independent UK-wide body to monitor the standard of higher education provision - www.qaa.ac.uk). The Qualifications and Curriculum Authority (QCA), the Qualifications Curriculum and Assessment Authority for Wales (ACCAC) and the Council for Curriculum Examination and Assessment, (Northern Ireland) (CCEA) have established the National

³ The UK has a system of devolved government, including for higher education, to Scotland, to Wales and to Northern Ireland. This description is approved by the High Level Policy Forum which includes representatives of the then Department for Education and Skills (DfES) now the Department for Innovation, Universities and Skills. (DIUS), Scottish Executive, the Welsh Assembly Government, the Higher Education Funding Councils for England and Wales and the Scottish Funding Council, the Quality Assurance Agency (QAA), Universities UK (UUK), the Standing Conference of Principals (now GuildHE) and the National Recognition Information Centre for the UK (UK NARIC).

Qualifications Framework, which is aligned with the FHEQ with typical credit values. These authorities regulate a number of professional, statutory and other awarding bodies which control qualifications at HE and other levels.

Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001 and are available in England, Wales and Northern Ireland. In terms of the European HE Area they are “short cycle” qualifications within the first cycle.

Quality assurance

Academic standards are established and maintained by higher education institutions themselves using an extensive and sophisticated range of shared quality assurance approaches and structures. Standards and quality in institutions are underpinned by universal use of external examiners, a standard set of indicators and other reports and by the activities of the QAA and in professional areas by relevant Professional and Statutory Bodies. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark (character) statements, the Code of Practice and a system of programme specifications. QAA conducts peer-review based audits and reviews of higher education institutions with the opportunity for subject-based review as the need arises. Accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA reviews also cover higher education programmes taught in further education institutions.

Credit systems

There is a national credit system in place in Wales which embraces all post-16 education. Around 75% of institutions in England and Northern Ireland (around 85% of students) belong to credit systems consortia. There are local credit systems in some other institutions. QCA is developing a system intended for further education in England, the Framework for Achievement, designed to articulate with higher education. Many institutions use credit points for students transferring between programmes or institutions, and use ECTS for transfers within the European area and to recognise learning gained by students on exchange visits with institutions elsewhere in Europe.

Admission

The most common qualification for entry to higher education is the General Certificate of Education at ‘Advanced’ (A)-level (including the “advanced supplementary”). Other qualifications for entry are the Advanced Vocational Certificate of Education, the kite-marked Access Certificate or other qualifications located in the National Qualification Framework (NQF) level 3 Advanced, or the equivalent according to the Credit and Qualifications Framework in Wales, including the Welsh Baccalaureate and qualifications in the Scottish Credit and Qualifications Framework. A-levels are normally taken by students in their 13th year of school or at a college of further education and comprise up to three or four specialist subjects studied in considerable depth, involving coursework and final examinations. Part-time and mature students may enter with these qualifications or alternatives with evidenced equivalent prior learning and experience. Institutions will admit students whom they believe to have the potential to complete their programmes successfully, and set their requirements