HEAR: The Higher Education Achievement Report

1. The Higher Education Achievement Report (HEAR\(^1\)) was a proposal which came out of the Burgess review of the Honours degree classification system\(^2\) commissioned for Universities UK.

2. HEAR aims to provide a greater degree of detail about a graduate’s achievements, both academic and co-curricular, is targeted at employers, helping them discriminate more finely than is currently possible.

3. HEAR should also incorporate the European Diploma Supplement (EDS), a current requirement for graduates in the European Higher Education Area (EHEA).

4. A range of Universities across the UK have been testing and trialling approaches to a common format for the HEAR. Their experience suggests that
   a. The HEAR will become a common and widespread standard, assuming issues with the EDS can be resolved
   b. The HEAR acts as a very useful focus for reviewing and implementing efficient and effective management of student data
   c. Students who use the HEAR find it a useful and constructive approach to making job applications and approaching potential employers. The common system mean that employers have only a short learning curve.

5. We certainly have a need to review our data management systems for student information, and it would be desirable to carry out that review and possible reconfiguration with a clear stated aim: the HEAR could be that focus.

6. Given pressures of workloads and a genuine commitment to reduce duplication the ideal model would be institutionally to move to a single data collection point and allow this information to be utilised fully across our activity. This activity would include but not be limited to:
   a. KIS
   b. EDS - European Diploma Supplement - population levels still only at 50%
   c. DHLE - Destinations of leavers of HE
   d. HESA - annual returns
   e. UCAS/UKPASS (PG/PGT admissions portal) /Graduate Prospects/course information websites
   f. Prospectus/web page information
   g. initial UNISTATS scoping
   h. Programme approval process
   i. Timetable
   j. Module clean up - capturing info from the Schools on retired/new/suspended modules

\(^1\) [http://www.jisc.ac.uk/whatwedo/programmes/elearning/eadministration/hear.aspx](http://www.jisc.ac.uk/whatwedo/programmes/elearning/eadministration/hear.aspx);
\(^2\) [http://www.hefce.ac.uk/whatwedo/lt/enh/highereducationachievementreport/](http://www.hefce.ac.uk/whatwedo/lt/enh/highereducationachievementreport/)

[http://www.universitiesuk.ac.uk/Publications/Documents/Burgess_final.pdf](http://www.universitiesuk.ac.uk/Publications/Documents/Burgess_final.pdf)
All are linked and invariably we never have a robust data set for any without considerable chasing.

7. The L&T strategy, and wider conversations, talk about a more holistic student experience, including international experience, enterprise and entrepreneurship, and other achievements, including community contributions, in addition to the academic achievement: HEAR provides a process which could record that to our students' benefit.

8. Learning and Teaching Committee is asked for its views. If deemed desirable, we should set up a small project group to investigate the desirables and consequences more fully, to report back to Learning and Teaching Committee in time for operational planning and budget setting for the next financial year.

David Coates, Deputy Principal (Learning and Teaching), Wednesday, 19 September 2012

c. Information Management Committee