

LTC15D015

Title: Rollout of the Higher Education Achievement Report (HEAR)
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Issue

The University is planning to produce a Higher Education Achievement Report (HEAR) for all undergraduate students who started their study after September 2014. This report is an update on the current position and details the planned rollout process.

Recommendation

Recipients are asked to note the contents of this document.

Resource Implications

Development of the HEAR is being undertaken as part of the annual programme of work for the Student Records System and is taking place with colleagues from the Planning Office, Union of UEA Students, Careers Centre and Learning and Teaching Service. Tribal consultancy has been obtained from within the existing consultancy budget. It is clear that there will be ongoing maintenance. These requirements are still to be assessed and will be measured as part of the pilot roll out described in this report.

Risk Implications

The objective is for the university to produce a HEAR for every undergraduate student. The process we are implementing is reliant on the external agency, GradIntel. Working closely with GradIntel we have developed a process which has been fully tested and have planned a pilot group of students to minimise risks and help understand the challenges and student concerns.

Processes within the UEA represent low risk but the necessary interface with GradIntel exposes us to possible risk from this source. This is mitigated by the contract UEA has with GradIntel.

We would consider the overall risk to be low from a technical perspective but any issues that may arise risk a higher level of exposure when the HEAR is fully rolled out. Oversight of HEAR documentation and maintenance of the feeds of data to Gradintel will be managed by the Planning Office

Equality and Diversity

A HEAR will be provided to every student and production of the document in itself is not anticipated to have a detrimental effect on any student. However, some of the decisions in respect of including information in section 6.1 of the HEAR could have equality and diversity implications and these will need to be considered when making those decisions. Guidance will be sought from the Equality and Diversity Team

Timing of decisions

To be reported to the Learning and Teaching Committee at the meeting on 21st October 2015

Further Information

Further information is available from Ian Callaghan, Director of Planning (i.callaghan@uea.ac.uk extension 2227).

Background

UEA has committed to introducing the HEAR via the Gradintel service. GradIntel is the preferred partner of Tribal, suppliers of the SITS student record system for this service. Relevant items may be found at: LTC11D054

Who are GradIntel?

The HEAR will be published via software from a provider called Gradintel. This is the preferred partner of Tribal (provider of the SITS student information system). The process will require all students to register with Gradintel (the link will be managed from the Planning Office). From registration with Gradintel the student will be able to view any HEAR based information that has been published by the University. Gradintel also offers a service which enables the student to build and maintain a standard CV which can then be tailored to suit any jobs for which they wish to apply. They will also be able to take part in other activities offered by Gradintel and these include areas such as personal profiling. Gradintel works with a number of employers and offers a service where employers can search an anonymised database of registered students to identify any who might match their recruitment requirements. If this facility is used by the student it can mean that they will receive an email or text message suggesting that their skills/profile matches with an employer's search profile and the message would invite the student to make contact with the employer. At no time would the employer receive the student's contact details direct and the decision to contact any potential employer will always remain in the hands of the student.

What is the HEAR?

The Higher Education Achievers Report (HEAR) is an electronic, record that enables the university to provide a student with a detailed verified report that collates and displays data to provide a comprehensive record of a student's achievement at the UEA. Through the external website GradIntel (<https://gradintel.com/>) the HEAR will also provide a student with the ability to view, print and share their UEA verified HEAR with other organisations and higher education institutions if they so wish.

The HEAR is an enhanced EU Diploma Supplement (Transcript) and uses the same base academic data as the Transcript. The HEAR also offers other areas of information including:

1. Information about UK Higher Education (this is standard information);
2. Information about the student's course and the modules studied ;
3. a section which will for the first time allow inclusion of information about student involvement in activities outside their course such as Offices held in the Student Union clubs and societies, Prize Information and Employability Awards.

The HEAR will be released to a student after each year of their studies, with the final HEAR being produced upon the student's completion of study. We plan to release the HEAR to all Undergraduate students who started their course at the UEA on or after the 1st of September 2014.

Development of the HEAR at the UEA?

In the last two years the Planning Office has been working with Learning and Teaching Service, ITCS, Student Union, Careers Centre, Tribal and GradIntel to develop, customise and implement the HEAR within UEA. We are now able to produce a HEAR from our Student Information TEST system and are at the point where it is ready for release to students. An example of the most recent test version of the HEAR is attached.

When will the HEAR be released?

So that we can gauge feedback and measure student response, support requirements, and develop the process as necessary, we have adopted a two phase release. The HEAR will be released to a pilot group of students in November 2015. All other undergraduate students who started their course at the UEA on or after the 1st of September 2014 will have their HEARs released to them following assessment in 2016. This primarily because students who started in September 2015 will have no information to review in their HEAR until their first year results are available.

The pilot group has been made up of three courses representing students from each of the four faculties.

- U1N400302 - Accounting and Finance (126 Students)
- U1V100302 – History (83 Students)
- U1B230402 – Pharmacy (104 Students)

A review of the Pilot will be undertaken in January 2016 to ascertain the level of student engagement with the HEAR including levels of feedback and support calls. Depending on the pilot outcomes, we plan to launch the HEAR to the remaining undergraduate students in July 2016.

The Planning Office is working with the Communications Office to develop an effective communications strategy for the roll out of the HEAR.

CONTEXTUAL INFORMATION

This Higher Education Achievement Report incorporates the model developed by the European Commission, Council of Europe and UNESCO/CEPES for the Diploma Supplement.

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. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

University of East Anglia only produces HEARs in a digital format. Only HEARs accessed via www.gradintel.com can be considered valid and verified.

1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1	Family name	Hearney
1.2	Given names	John Paul
1.3	Date of birth (day/month/year)	01/01/1980
1.4	Student identification number	100050466
	HESA identification number	1411170004096
		HUSID (HESA Unique Student Identifier) is the unique national identifying number for students registered at a UK university. It is defined by HESA, the UK's Higher Education Statistics Agency.

2. INFORMATION IDENTIFYING THE QUALIFICATION

2.1	Qualification achieved	the degree of Bachelor of Science (Honours) The power to award degrees is regulated by law in the UK.
2.2	Main field(s) of study	in Accounting and Finance
2.3	Name and status of awarding institution	The University of East Anglia was established by Royal Charter in 1964, and a recognised body for the award of undergraduate and postgraduate degrees.
2.4	Name and status of institution (if different from 2.3) administering studies	As awarding institution
2.5	Language(s) of instruction/examination	Teaching and assessment at the University of East Anglia is in English, except for courses involving language studies, where some teaching and assessment is in the the relevant language(s).

3. INFORMATION ON THE LEVEL OF THE QUALIFICATION

3.1	HESA level of qualification	First Degree with Honours
3.2	Official length of programme	3 years or PT equivalent
3.3	Programme entry requirements or access	Detailed information regarding admission to the course is available in the University's on-line prospectus at: https://www.uea.ac.uk/study/undergraduate/degrees

4. INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1. Mode of study

Year	Mode of Study
2014/5	Full time
2015/6	Full time
2016/7	Full time

4.2 Programme requirements

Having completed the programme, the student will have demonstrated the following knowledge, skills and attributes:

Programme Specification Aims

The BSc Accounting and Finance degree programme is designed to be particularly appropriate for students seeking to obtain a professional accountancy qualification after graduating. This course is structured to provide students with the knowledge needed to be an effective professional accountant and to maximise as far as possible the number of exemptions from the examinations of the professional accountancy bodies. In addition to the accountancy profession, the degree is an excellent foundation for a career in commerce and industry, or in financial services such as banking, insurance and fund management.

Learning Outcomes

By the end of the programme will be able to apply and to evaluate critically the techniques and theories of the main accounting and related disciplines including financial accounting, management accounting, business finance, business and company law, auditing, and taxation.

Regulations Covering Minimum Standards to Gain the Award

Students are required to pass each year/stage of their course and are classified based upon their marks in their Final Assessment Board.

UEA's undergraduate regulations are available at the following web site: <https://portal.uea.ac.uk/academic-calendar>.

Special Features Of Programme

The programme is one of suite of 5 degrees within NBS consisting of: Accounting and Finance; Accounting and Management; Business Finance and Management; Business Management; and Marketing and Management. The common first year provides a grounding in the key business disciplines. Because these subjects may be new and unfamiliar it is possible to change between these degree programmes at any time until the start of year 2 so that an important feature of this programme, and the other NBS programmes, is flexibility. This, together with a range of optional modules in the second and third years (including languages), also helps ensure that students on the programme study a wider range of business and other disciplines than is usual on accounting related degrees at other universities. Members of academic faculty teaching on the programme include individuals who are professionally qualified accountants, and the third year includes guest lectures by individuals from professional accountancy firms. The programme also has an international focus, both in terms of the subjects studied and the diverse student body.

4.3. Programme details, and the individual grades/marks/credits obtained

Programme start date 22/09/2014
 Programme end date 09/06/2017

Year	Module Code	Title	Level	Attempt	Mark	Grade	Credits	ECTS Credits	Result
2014/5	NBS-4001Y	INTRODUCTION TO FINANCIAL AND MANAGEMENT ACCOUNTING	FHEQ 4	1	86.1	1	20	10	Passed
2014/5	NBS-4002Y	INTRODUCTION TO BUSINESS	FHEQ 4	1	84.4	1	20	10	Passed
2014/5	NBS-4003Y	ECONOMICS FOR BUSINESS	FHEQ 4	1	91.5	1	20	10	Passed
2014/5	NBS-4004Y	DEVELOPING BUSINESS SKILLS	FHEQ 4	1	81.85	1	20	10	Passed
2014/5	NBS-4005Y	INTRODUCTION TO ORGANISATIONAL BEHAVIOUR	FHEQ 4	1	70	1	20	10	Passed
2014/5	NBS-4006Y	PRINCIPLES OF MARKETING	FHEQ 4	1	83.5	1	20	10	Passed
TOTAL YEAR 2014/5 CREDITS							120	60	
Year	Module Code	Title	Level	Attempt	Mark	Grade	Credits	ECTS Credits	Result
2015/6	NBS-5002Y	FINANCIAL ACCOUNTING	FHEQ 5	1	79	1	20	10	Passed
2015/6	NBS-5003Y	INFORMATION SYSTEMS FOR MANAGEMENT	FHEQ 5	1	82.6	1	20	10	Passed
2015/6	NBS-5004Y	BUSINESS AND COMPANY LAW	FHEQ 5	1	86	1	20	10	Passed
2015/6	NBS-5007Y	MANAGEMENT ACCOUNTING	FHEQ 5	1	90	1	20	10	Passed
2015/6	NBS-5008Y	BUSINESS FINANCE	FHEQ 5	1	89.5	1	20	10	Passed
2015/6	NBS-5015Y	DEVELOPING MANAGEMENT SKILLS	FHEQ 5	1	83	1	20	10	Passed
TOTAL YEAR 2015/6 CREDITS							120	60	
Year	Module Code	Title	Level	Attempt	Mark	Grade	Credits	ECTS Credits	Result
2016/7	NBS-6001Y	ADVANCED FINANCIAL ACCOUNTING	N/A	1	85	1	20	10	Passed
2016/7	NBS-6002Y	AUDIT AND ACCOUNTABILITY	N/A	1	84.4	1	20	10	Passed
2016/7	NBS-6003Y	PERSONAL AND CORPORATE TAXATION	N/A	1	85.6	1	20	10	Passed
2016/7	NBS-6004Y	INTERNATIONAL FINANCIAL SERVICES	N/A	1	87.6	1	20	10	Passed
2016/7	NBS-6005Y	CORPORATE SUSTAINABILITY	N/A	1	85.2	1	20	10	Passed
2016/7	NBS-6006Y	ADVANCED MANAGEMENT ACCOUNTING	N/A	1	77.3	1	20	10	Passed
TOTAL YEAR 2016/7 CREDITS							120	60	
TOTAL CREDITS AWARDED							360	180	

4.4. Grading scheme and, if available, grade distribution guidance

Module Grading scheme

The following grades can be used as a reference for the Grade column in section 4.4 of the HEAR.

1	First Class
21	Second Class - First Division
22	Second Class - Second Division
3	Third Class
AO	Alleged Offence
CF	Condoned Fail
CP	Compensated Pass
D	Distinction
DD	Discretionary Decision - Reassessment
DP	Discretionary Decision - Pass
E1	Extenuating Circumstances - Delayed First Sit
EA	Extenuating Circumstances
EC	Extenuating Circumstances
EF	Fail - Extenuating Circumstances Noted
EN	Fail - no reassessment permitted - Extenuating Circumstances Noted
EP	Extenuating Circumstances Noted
F	Fail - but no requirement to reassess
FN	Fail with no right to reassessment
FR	Fail with no right to reassessment
IN	Incomplete Assessment Item
NS	Non submission
P	Pass
PM	Penalised mark
R	Reassessment
W	Withdrawn from module

Degree Classification

1	First Class Honours Degree
2.1	Upper 2nd Class Honours Degree
2.2	Lower 2nd Class Honours Degree
3	3rd Class Honours Degree
P	Pass Degree
AE	Aegrotat Degree

Module Grade (100 point scale)

70 - 100	Work of First Class standard
60 - 69	Work of 2.1 Class standard
50 - 59	Work of 2.2 Class standard
40 - 49	Work of 3rd Class standard
00 - 39	Fail

Information about degree classification used at the University of East Anglia is available at <https://portal.uea.ac.uk/academic-calendar/awards-regulations>

4.5. Overall classification of the qualification (in original language)

First Class Honours

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1. Access to further study

The attainment of an undergraduate degree may entitle access to further studies at postgraduate level (Bologna FQ-EHHA 2nd cycle/FHEQ Level 7 qualifications or equivalent) and /or professional career opportunities.

5.2. Professional status (if applicable)

The programme is accredited with the following professional accountancy bodies: Association of Chartered Certified Accountants (ACCA), the Chartered Institute of Management Accountants (CIMA); and the Institute of Chartered Accountants of England and Wales (ICAEW). The range of modules is optimised for ACCA exemptions (currently 9 papers), which is particularly attractive for international students, and also gives ICAEW exemptions (currently 6 papers, plus a possible 2 further papers depending on options chosen) and CIMA exemptions (currently 7 papers, plus 1 further paper depending on options chosen).

Details of exemptions are listed on the NBS webpage:

<https://www.uea.ac.uk/documents/5212420/0/Accountancy+accreditation/e5af5154-ded8-4580-811d-cc49a523d9d8>

6. ADDITIONAL INFORMATION

6.1 Additional Information

Year	Achievement	Description
2014/5	UEA VOLUNTEER	UEA VOLUNTEER Student volunteered for school based events.
Year	Achievement	Description
2015/6	ASSASSINS SOCIETY TREASURER	ASSASSINS SOCIETY TREASURER Acted as Treasurer to the Student Union Society.

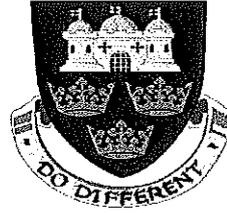
6.2. Further information sources

Further information about the University of East Anglia can be found at <http://www.uea.ac.uk>

7. CERTIFICATION OF THE HEAR

7.1	Date	26/08/2015
7.2	Signature	 Brian Summers
7.3	Capacity	Registrar and Secretary

7.4 Official stamp or seal



8. INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

Description of Higher Education in England, Wales and Northern Ireland

In England, Wales and Northern Ireland¹, higher education institutions are independent, self-governing bodies active in teaching, research and scholarship. They are established by Royal Charter or legislation and 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. Publicly funded higher education provision is available in some 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 and in some further education colleges.

Degree awarding powers and the title 'university'

All universities and many higher education colleges have the legal power to develop their own courses and award their own degrees, as well as 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 available for download at: <http://www.bis.gov.uk/policies/higher-education/recognised-uk-degrees/recognised-bodies>

Higher education institutions, further education colleges and other organisations able to offer courses leading to a degree of a Recognised Body are listed by the English, Welsh and Northern Irish authorities, and are known as "Listed Bodies". View the list at: <http://www.bis.gov.uk/policies/higher-education/recognised-uk-degrees/listed-bodies>

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 in England, Wales and Northern Ireland (FHEQ). This also includes qualification descriptors that were developed with the HE sector by the Quality Assurance Agency for Higher Education (QAA - established in 1997 as an independent UK-wide body to monitor the standard of higher education provision - www.qaa.ac.uk). The FHEQ was self-certified as compatible with the Framework for Qualifications of the European Higher Education Area, the qualifications framework adopted as part of the Bologna Process, in February 2009. Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001. In terms of the European Higher Education Area they are "short cycle" qualifications within the first cycle. The FHEQ is one component of the Credit and Qualifications Framework for Wales (CQFW). The Qualifications and Curriculum Authority (QCA), the Department for Children, Education, Lifelong Learning and Skills, Wales (DCELLS) and the Council for Curriculum Examination and Assessment, Northern Ireland (CCEA) have established the Qualifications and Credit Framework (to replace,

in time, the National Qualifications Framework (NQF)). These authorities regulate a number of professional, statutory and other awarding bodies which control VET and general qualifications at all levels. The QCF is also incorporated into the CQFW. There is a close association between the levels of the FHEQ and the NQF (as shown overleaf), and other frameworks of the UK and Ireland (see 'Qualifications can cross Boundaries' <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/qualifications-can-cross-boundaries.aspx>)

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 the universal use of external examiners, a standard set of indicators and other reports, by the activities of the QAA, and in professional areas by relevant professional, statutory and regulatory bodies. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark statements, the Code of Practice and 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. The accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA also reviews publicly funded higher education provision in further education colleges.

Credit System

Most higher education institutions in England and Northern Ireland belong to one of several credit consortia and some operate local credit accumulation and transfer systems for students moving between programmes and/or institutions. A framework of national guidelines, the Higher Education Credit Framework for England, was launched in 2008. Credit is also an integral part of the CQFW and the QCF. It may be possible for credit awarded in one framework to be recognised by education providers whose qualifications sit within a different framework. HE credit systems in use in England, Wales and Northern Ireland are compatible with the European Credit Transfer System (ECTS) for accumulation and transfers within the European Higher Education Area, and are used to recognise learning gained by students in institutions elsewhere in Europe.

Admissions

The most common qualification for entry to higher education is the General Certificate of Education at 'Advanced' (A) level. Other appropriate NQF level 3 qualifications and the kite-marked Access to HE Diploma may also provide entry to HE. Level 3 qualifications in the CQFW, including the Welsh Baccalaureate, also provide entry, as do Scottish Highers, Advanced Highers or qualifications at the same levels of the Scottish Credit and Qualifications Framework. Part-time and mature students may enter HE with these qualifications or alternatives with evidenced equivalent prior formal and/or experiential learning. Institutions will admit students whom they believe to have the potential to complete their programmes successfully.

¹ 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 Department for Business, Innovation and Skills, the Scottish Government, the Welsh Assembly Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), GuildHE and the National Recognition Information Centre for the UK (UK NARIC)

Diagram of higher education qualification levels in England, Wales and Northern Ireland

