

**The Higher Education
Achievement Report: an
outline on progress for UKIPG**

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The Centre for Recording Achievement

A cross-sectoral network organisation and educational charity with institutional and individual members.

An Associate Partner of the Higher Education Academy, with a remit to support the implementation of Personal Development Planning (PDP) and e-portfolio across UKHE.

Core partner in the National Co-ordination Team for Student Employability (ESECT, 2002-5)

Supporting trial work on the Higher Education Achievement Report (HEAR).

An opportunity...

- To brief you on progress.
- To appreciate your perspective on the development.
- To ensure that, where qualifications lead to professional recognition, this is most appropriately reflected in the HEAR documents issued.

Steering Group Report (2007)

Honours Degree Classification No Longer Fit for Purpose

Case for Change (Why Develop a HEAR?)

- Summative System at Odds with Lifelong Learning.
- Wider Recognition of Achievement.
- Recognising Achievement at all Levels.
- Greater financial investment than ever before.
- All stakeholders should have detailed information on what is behind a particular class of degree.
- Students require more than just a certificate.
- Employers have clearly defined qualities they are looking for in graduates.

The wider context...

- *‘a need to do justice to the full range of student experience by allowing a wider recognition of achievement.’*
- *‘the present system cannot capture achievement in some key areas of interest to students and employers.’*

The HEAR Proposals...

- By ...2010/11... a Higher Education Achievement Report (HEAR) will be the central vehicle for recording all university-level undergraduate higher education student achievement in all UK higher education institutions.
- The HEAR will be a single document, based on, and developed from, the current academic transcript, and incorporating the European Diploma Supplement (so first and foremost an academic record...)
- The HEAR will contain information which the institution is prepared to verify. Further work should be done on how to measure and record skills and achievements gained through non-formal learning...

Where are we now: Implementation Group

- Working with Universities, Student and Employer Groups to Test Approaches.
- Defining, Scoping and Drawing on Existing Practices.
- Consideration of Electronic and Cost Issues and Implications.
- Consideration of Alternatives to Degree Classifications and Developing a Summative Judgement as a Possible Alternative.

Current emphasis...

- difficult to agree on a replacement to degree classification > focusing on the HEAR...
- a genuine trial > views will count!

Phase I Trials

- In 18 HEIs, purposefully chosen to reflect sectoral diversity.
- Initial task: the feasibility of producing the HEAR based upon the illustration provided in the Burgess Steering Committee Report:
 - in defined subject areas (English, Creative Arts, Accountancy, Biology);
 - Using data from past students (graduates).
- Over a dozen illustrative institutional HEARs produced, including one for an unclassified degree (Medicine).

- Institutional feedback broadly positive ...
 - *We have now produced a trial HEAR. The exercise proved less painful than we expected. We expect to be able to allow students to see on the intranet how their HEAR is developing during the course of their studies.*
- Initial employer feedback supportive of the development.
- Feedback from one PSRB suggests that their requirements could be accommodated within the HEAR format.
- More detailed Guidance to inform Phase 2 work developed.

Phase II Trials (Summer 2009)

- Almost all institutions continuing.
- Moves to a more tightly specified format.
- Use of live student data and complete cohorts (in selected subject areas).
- Original subject areas plus Teacher Education, Engineering and Medicine (PSRB's).
- More explicit attention to:
 - securing feedback from employers;
 - engagement with PSRBs.
- Technical work supported by JISC-CETIS.

Over to you...

An opportunity for discussion on the initiative – and feedback on how to represent PSRB recognition most appropriately within it.