



HEAR | Higher Education Achievement Report

HEAR 6.1 – what really makes a difference to students and employers?

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Where are we up to...

- 2008 on Two cohorts of trial institutions (30 overall), the first purposefully chosen to reflect diversity...
- 2012 Final Report recommending adoption, endorsed by UUK and Guild HE.
 - 16 institutions issued HEARs to graduates in 2012, (45,000+ HEARs, full range of mission groups).
 - 36 additional institutions implementing in 2012/13, many more have formal timetabled plans for implementation.



Burgess Steering Group Report (2007)...

Honours Degree Classification No Longer Fit for Purpose

The Case for Change (Why Develop a HEAR?)

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

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 (2007)...

- 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...

Key HEAR Components...

Section 4: **Academic Transcript** (module marks and grades, possible drilling down’).

Section 6: **Additional information** esp. section 6.1 - a ‘richer picture’ of verified additional achievements recorded under one of three headings:

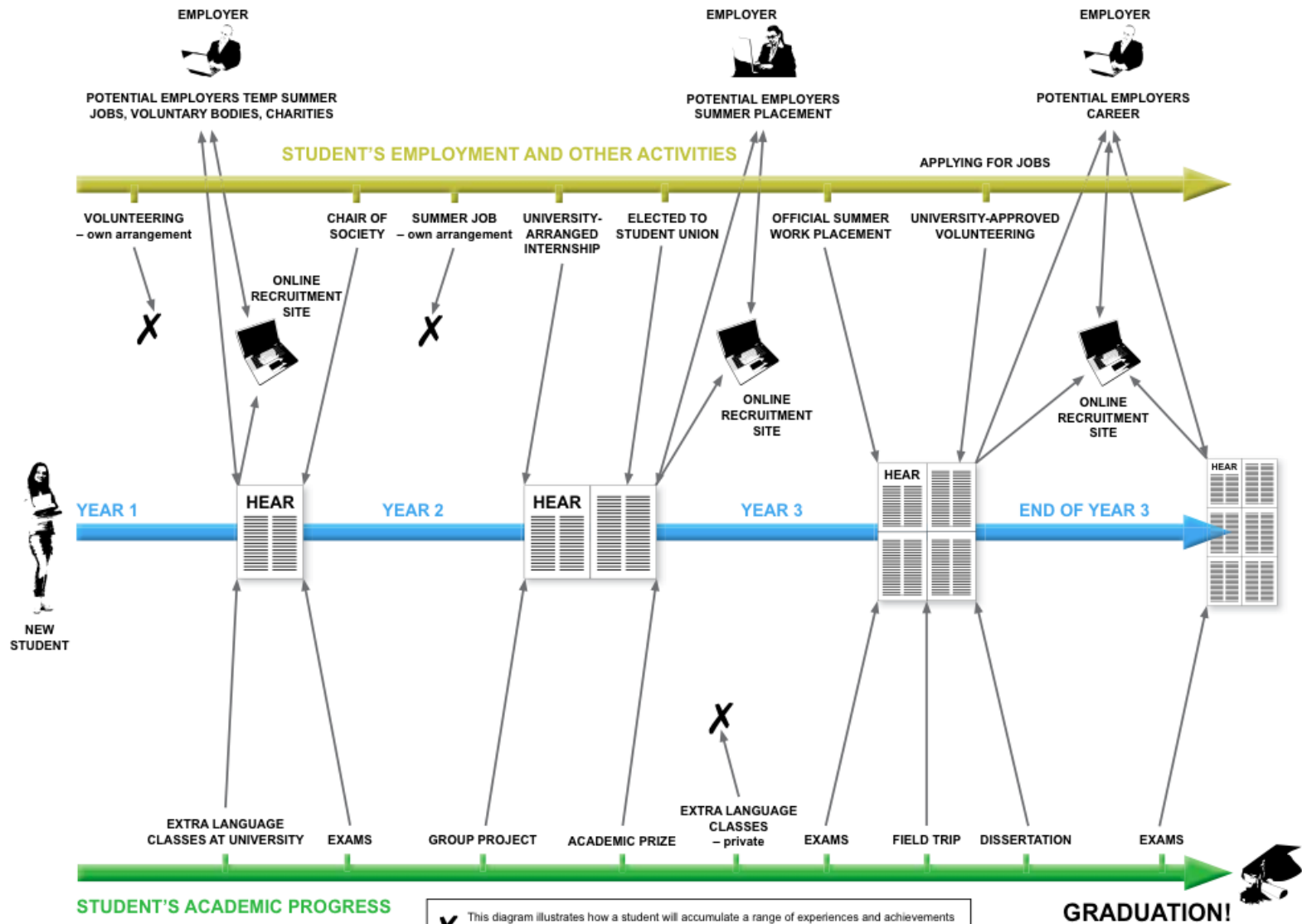
- measured or assessed performance in non-academic contexts accredited by, or with external accreditation recognised by the University, e.g. awards concerned with employability;
- additional recognised activities undertaken by students which demonstrate achievement but for which no recognition is provided in terms of academic credit, e.g. Course Representatives or Students’ Union Officers;
- University, Professional and Departmental Prizes.

The HEAR:

1. provides a detailed (national and international) single **record of student achievement**; (incorporating both the DS and HE Transcript);
2. enables provision of **a full academic record**, including the opportunity for detailed information of achievement in respect of different forms of assessment;
3. provides **a common structured format** within which to include details of the wider achievements of the learner within section 6.1.

4. is designed to be much **more than an exit document**, being developed from entry to HE onwards. This will enable it to be used:
- as a basis for reviewing progress and planning future activities;
 - to support student engagement with a range of opportunities beyond the curriculum;
 - as an aide memoire for students in considering applications for sandwich placements, study abroad or internships, or for permanent employment or further study before the final award is made;
 - subject to appropriate permissions, as a source of information that can be accessed by prospective employers (and admissions tutors).

How the HEAR can be built up and used

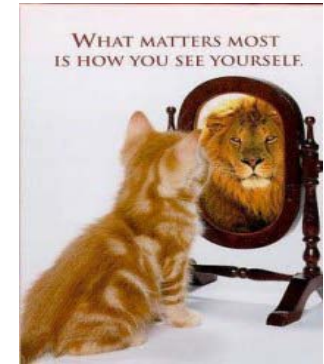


Possibilities... four perspectives:

- **an institutional record to be implemented;**
- **a context for institutional development;**
- **a resource for students to support progression...**
- **a potential resource for employers and recruiters...**

A resource for students...

Supporting awareness and planning...



A helicopter view of their achievements (integrative)...



A microscopic view of their achievements (evidential)...



Benefits for students – as identified in one institution...

- Enhances student experience – more holistic and transparent acknowledgment of achievement
- Explicit record of employability skills with evidence
- Encourages students to articulate why they are employable
- Can be used formatively as scaffold for student development
- Encourages students to be reflective and reflexive
- Supports more strategic approaches to public and community engagement
- Strengthens links between HEI and SU
- AND.....

A potential resource for employers and recruiters...

- Employers a very varied bunch!
- Expect to reap benefits *substantively but indirectly*;
- Support HEAR as an aide memoire/resource for students;
- Students cannot start consciously making the most of their time in higher education too soon...
- 'Richer picture' welcome but mediated through the student tailoring their application using the employer's system.
- Electronic format key – *“to be really useful, and used, the HEAR needs to be a seamless part of our process – it can't involve extra work”*.
- Access to verified information prior to graduation welcomed.
- Attraction of business efficiencies that could potentially arise through being able to verify the HEAR electronically.
- For those who will read parts of the HEAR information needs to be short/concise/within the common template.

Those tricky questions...

Learning Agility: how quickly you learn new things...

‘What are some of the recent things that you have learned in a short space of time?’

-2	-1	0	+1	+2
Provides an irrelevant example	Response suggests that they haven't learned anything new recently.	Talks generally about learning new things <u>but</u> displays no passion or motivation and it isn't clear they have done this quickly	Demonstrates energy and motivation for learning new things quickly <u>but</u> talks generally about when they have done this quickly.	Demonstrates energy and motivation for learning new things quickly <u>and</u> talks specifically about when they have done this quickly.

And another...

Moral Compass (ethics and values)...

‘Have you ever faced an ethical dilemma at work, university or in your other activities? What did you do?’

-2	-1	0	+1	+2
Provides an irrelevant example	Talks generally about understanding others' values.	Provides an overview of their own ethics/values <u>but</u> shows no passion or motivation.	Demonstrates energy and motivation for acting in accordance to their morals/values <u>but</u> gives a general example of reflecting on ethics or values.	Demonstrates energy and motivation for acting within a strong ethical code <u>and</u> provides a specific example of when they have considered ethics or values.

Section 6...

The HEAR will include a section (6.1) which should contain, as agreed, authorised statements of student achievement not included elsewhere, whether:

- assessed and/or accredited by the University;
- verified by appropriate and authorised University personnel;
- approved by the University for inclusion on the basis of criteria confirmed under the relevant quality assurance procedures of the institution.
- Where the institution is ‘working towards’ but has not yet been able to fully implement the collection and presentation of information for this section this should be indicated.

For this section only, institutions should consider the appropriateness of allowing an opt-out by students in respect of individual activities.

Key issues

Are we considering **experience** or **achievement**?

How do we secure **equity of opportunity** for all students?

What does '**verification**' actually look like and how does it differ from assessment or evaluation?

Who will 'verify'?

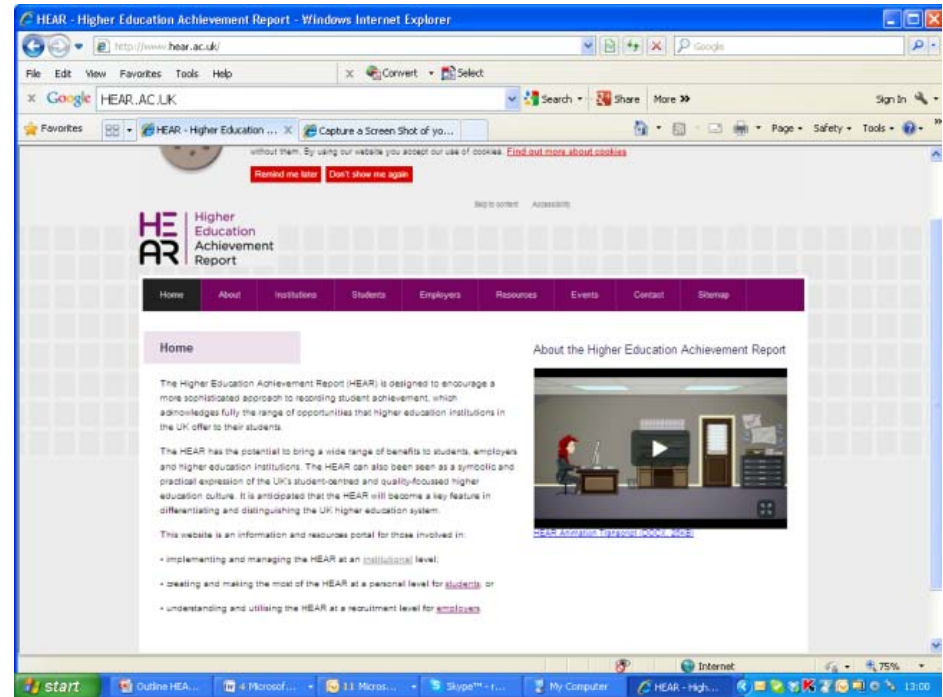
Who will be interested...

Section 6.1 – various approaches

- **Institutional protocols** which govern the inclusion of material.
- **Extension** of an additional **formal award**.
- **Student-led approach** to verification of achievement
- **Discussion with Faculty staff** about what fits for students on specific programmes.

Going forward...

- HEAR.AC.UK...



- Join the HEAR community at HEAR-EXTENSION-LIST@JISCMAIL.AC.UK