# SROC 2014

## Programme Information for the Higher Education Achievement Report (HEAR)

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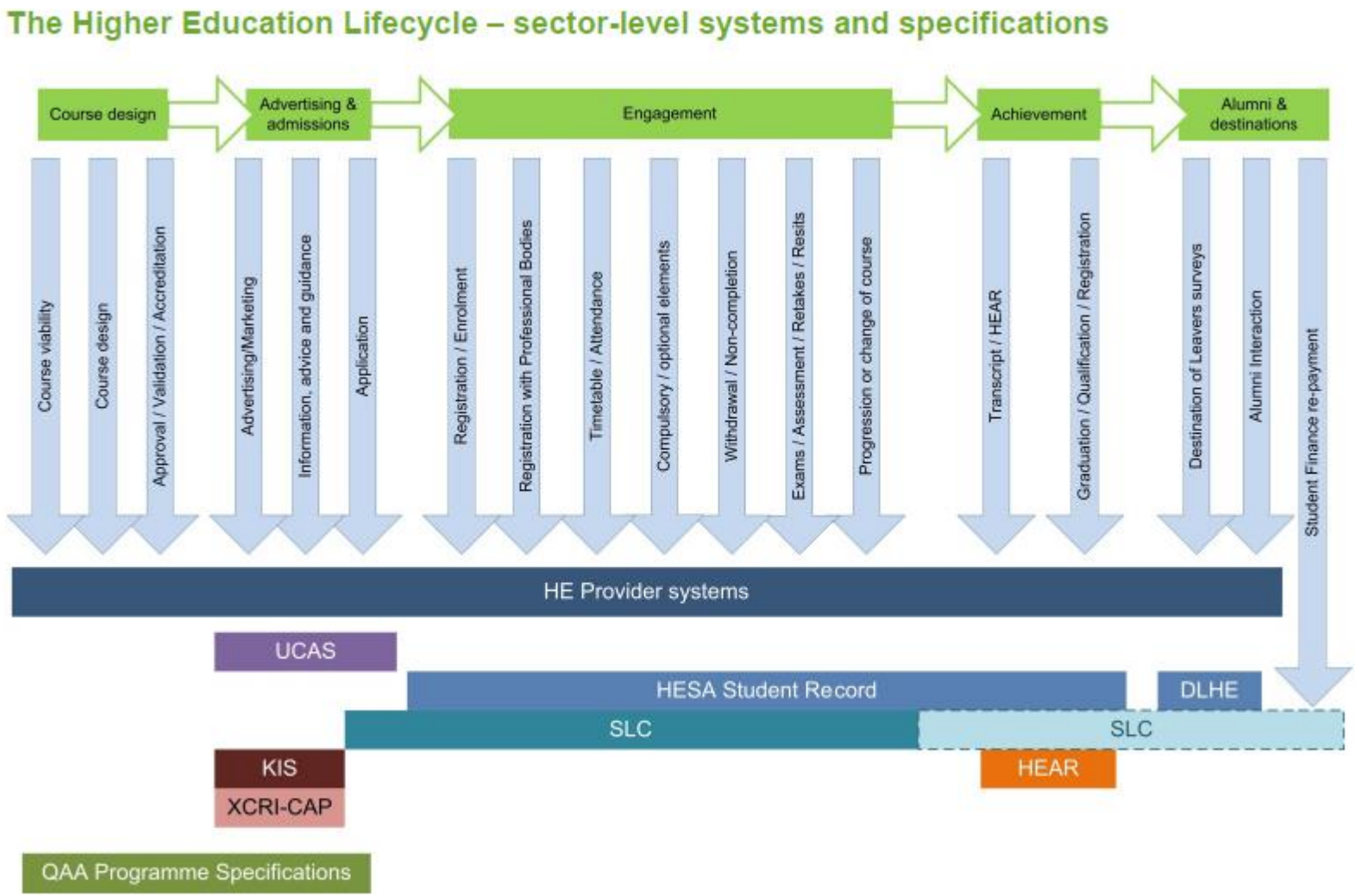
# Overview

- Quick HEAR Quiz – Truth or Lie?
- Where does programme information come from?
- Programme descriptions
- Programme specifications & regulations
- Entry requirements
- Accreditation
- Collaborative programmes
- Placements
- Group Discussion – Data Troubles
- Final task - HEAR Myths

# Quick HEAR Quiz – Truth or Lie?

- Which statements about the HEAR are true?
- Which statements are lies?
- Who can sort them the quickest?

# Where does programme information come from?




*What is a Course?* (HEFCE, Dec 2011)

# Where is programme information needed in the HEAR?

- Programme descriptions (4.2)
- Programme specifications & regulations (4.2, 4.3)
- Entry requirements (3.3)
- Accreditation (5.2)
- Collaborative programmes (2.1, 2.3, 2.4, 2.5, 4.3)
- Placements (4.3)

# Programme Descriptions (4.2)

- Purpose
- Existing guidance
- HEAR guidance
- Existing programme specifications
- Bilingual issues
- Welsh Language Act 1993
- HEAR programme specifications
- Bangor HEAR Programme Specifications

# Purpose

- For employers
- For students/prospective students
- For internal and external reviewers and examiners
- By professional, statutory and regulatory bodies (PSRBs) who accredit HE programmes.
- A basis for gaining feedback from students or recent graduates

# Existing guidance

- The Dearing Report 1997
- The UK Quality Code for Higher Education
- QAA Guidelines for preparing programme specifications 2006
- QAA Subject benchmark statements

# HEAR guidance

- ‘Bringing It All Together: Introducing the HEAR’

- ‘HEAR Higher Education Achievement Report: A reference pack for institutions’

# Existing Programme Specifications

| Advantages | Disadvantages |
|---|---|
| Programme Specifications (KIS) | Not ‘employer friendly’ |
| Headings | Inconsistent styles |
| Database | Length e.g. joint honours |
| | Full titles not included |
| | |

# Bilingual Issues

- Bangor University is situated in Gwynedd, North Wales
- 69% of the population of Gwynedd speak Welsh fluently
- 45% of university staff are fluent Welsh speakers and 22% speak some or are learning Welsh
- 16% of students speak Welsh fluently and 7% speak some or are learning Welsh
- Approximately 1500 students annually follow some proportion of their degree through the medium of Welsh

# Welsh Language Act 1993

- The need to promote and facilitate the use of the Welsh language
- The treatment of the English and Welsh languages on a basis of equality
- Public sector organisations must provide services in Welsh and English

# HEAR Programme Specifications

| Requirement | Reason | Solution |
|---|---|---|
| Consistency of information – develop a 'house style' | To provide uniformity | Research the approach taken by other HEIs |
| Comply with space/page limitations | To comply with HEAR guidelines | Word count limit;<br>Open text narrative |
| Writing the specifications | To ensure the correct programme outcomes are captured and reported | Initial work to be completed by HEAR administrative officer but academic staff to review & affirm |
| Developed for each route offered i.e. Single, major, joint and minor | To allow equity and parity across schools | Word count limit for each route offered;<br>Develop a database |
| Bilingual/Welsh | To comply with the Welsh Language Act and BU Welsh Language Scheme | The HEAR is available in Welsh and English |

# Bangor HEAR Programme Specifications

- Narrative Programme Specifications
- Adhere to an agreed word count for each route (e.g. Single, Major, Joint and Minor)
- Available in either Welsh or English

# Programme Specifications & Regs (4.2, 4.3)

- Format
- Versioning
- Which version applies?
- Archiving - robust, permanent URLs?
- Data ownership & maintenance

# Entry Requirements (3.3)

- Data requirement shared with Marketing, e.g. for Online Prospectus?
- What are ‘typical’ entry requirements?
- URL to Online Prospectus or capture data directly on student record (or both?) ?
- Data capture process

# Accreditation (5.2)

- Overlap with Key Information Set (KIS) data
- HESA statements to ensure consistent presentation of accreditation arrangements
- May need to build on HESA statements for HEAR purposes
- Versioning
- Data ownership & maintenance
- Accreditation that depends on student choice

# Collaborative Programmes

- Are they easily identifiable on your system?
- Collaboration types  (2.1)
- Names & statuses of partner institutions (2.3, 2.4)
- Languages of delivery (2.5)
- Institutional owners of credit (4.3)

# Placements (4.3)

- Do you know about them all centrally?
- Are they recorded? By whom, where & in what format?
- What information is useful to include in the HEAR?
- Other stakeholders, including UKBA, HESA & SLC
- Do data fields allow this information to be reported?
- What activities are relevant?
- 4.3 or 6.1?

# Group Work – Data Troubles

- What programme information will be challenging to include in the HEAR at your institution? Choose a data type!

- Discuss  challenges with your group & come up with 3 next steps (small or big) to help you address these

# Final Task – HEAR Myths

- Identify, in your group, an example of a HEAR myth that has become established/you fear might establish itself at your institution

- Discuss how this myth might be dispelled