

Annex A

Part A: Information which should be available in all HEIs for review purposes

[There is no expectation that this information should be available in a standard format across all HEIs.]

1 Institutional context:

- (a) Mission statement.
- (b) Relevant sections of the HEI's strategic plan.
- (c) Statement of quality assurance policies and processes.
- (d) Learning and teaching strategy and periodic reviews of progress.

2 Student admission, progression and completion:

- (a) Student qualifications on entry.
- (b) Range of student entrants classified by age, gender, ethnicity, socio-economic background, disability and geographical origin as returned to Higher Education Statistics Agency (HESA).
- (c) Student progression and retention data for each year of each course/programme, differentiating between failure and withdrawal.
- (d) Data on student completion.
- (a) Data on qualifications awarded to students.
- (f) Data on employment/training outcomes for graduates from the First Destination Survey.

3 Internal procedures for assuring academic quality and standards:

(a) Information on the HEI's internal procedures for assuring academic quality and standards:

i. Information on programme approval, monitoring and review:

- programme specifications;
- a statement of the respective roles, responsibilities and authority of different bodies within the HEI involved in programme approval and review;
- key outcomes of programme approval, and annual monitoring and review processes;
- periodic internal reports of major programme reviews;
- reports of periodic internal reviews of departments or faculties;
- accreditation or monitoring reports by professional, statutory and regulatory bodies.

ii. Information on assessment procedures and outcomes:

- assessment strategies, processes and procedures;
- external examiners' reports, analysis of their findings, and the actions taken in response;
- reports of periodic reviews of the appropriateness of assessment methods used.

iii. Information on student satisfaction with their HE experience, covering the views of students on:

- arrangements for academic and tutorial guidance, support and supervision
- library services and IT support
- suitability of accommodation, equipment and facilities for teaching and learning
- perceptions of the quality of teaching and the range of teaching and learning methods
- assessment arrangements
- quality of pastoral support.

iv. Information and evidence available to teams undertaking HEIs' own internal reviews of quality and standards in relation to:

- the effectiveness of teaching and learning, in relation to programme aims and curriculum content as they evolve over time
- the range of teaching methods used
- the availability and use of specialist equipment and other resources and materials to support learning and teaching
- staff access to professional development to improve teaching performance, including peer observation and mentoring programmes
- the use of external benchmarking and other comparators both at home and overseas
- the involvement of external peers in the review method, their observations, and the action taken in response.

Part B:

Information for publication

(It is expected that this information will be published on the HERO TQI Web-site)

Quantitative data: (Provided by HESA directly to HERO)

- a Data on students' entry qualifications and tariff points;
- b Data on students continuing at the institution, completing awards and leaving without awards (separately for students after the first year of study, and for all years of study);
- c Data on class of first degree achieved by students;
- d Data on leavers entering employment or further study, or unemployed, and data on the most common job types held by employed leavers.

Qualitative data (Provided by HEIs directly to HERO)

- a A summary statement of the institution's learning and teaching strategy;
- b Summaries of employer links, included in the institution's learning and teaching strategy (e.g. how the institution identifies employer needs and opinions, and how these are used to develop the relevance and richness of learning programmes) and in programme specifications

Annex B

Template for summaries of institutions' learning and teaching strategies

A maximum of 1,500 words is recommended.

1. Name of institution or details of partnership.
2. Date of review.
3. Development of learning and teaching strategy. A brief statement of what the institution wants to achieve with its learning and teaching strategy, ways in which it reflects the institution's mission, and how it has been informed by previous experience in learning and teaching.
4. Content of the strategy. A brief statement of:
 - objectives which are explicitly linked to the institution's strategy
 - ways in which the strategy is designed to meet the needs of an expanding and diverse student population
 - policies, if any, designed to enhance the quality of learning and teaching.
5. Effectiveness of the strategy. A brief statement of monitoring and evaluation procedures, and assessment of the extent to which the strategy is succeeding.
6. Future development. Changes planned by the institution that are designed to further enhance the quality of learning and teaching.

Annex C

Form to nominate institutional HERO TQI contacts

Institution name:.....

Senior management contact:.....

e-mail address:.....

(Normally the person with overall management responsibility for the documents being summarised)

Main information contact for TQI data:.....

e-mail address:.....

(Normally the person with operational responsibility for the provision and maintenance of the data on the site)

Technical contact:.....

e-mail address:.....

(Normally the person with responsibility for the mounting of data on HERO, perhaps someone in the webmaster section. Note there will already be such a person with technical responsibility for the current HERO data – the TQI technical contact can be that person or another).

Other people to be included on an email list used for distributing information about the TQI development at HERO:

Name.....

Role.....e-mail.....

Name.....

Role.....e-mail.....

Name.....

Role.....e-mail.....

Name.....

Role.....e-mail.....

Name of person completing the form:.....

Signature..... Date.....

Please fill out this form and return by 1 March 2004 to:

Catherine Houghton

HERO

Room 206 2nd Floor

Technopole, Kings Manor

Newcastle upon Tyne, NE1 6PA

The form can also be e-mailed to catherine.houghton@unn.ac.uk

Annex D

JACS principal subjects and HESA subject areas

1. The Joint Academic Coding System (JACS) is a hierarchical subject coding system, with 19 main subject groups (each coded with a single letter) and below them 141 principal subjects (each coded with a letter followed by a non-zero digit and two zeros).
2. Partly in response to discussions about public information, HESA has identified 19 subject areas, based on the JACS system. These provide a more suitable categorisation of subjects for the purposes of published information, and users of the TQI site will be offered these subject areas as standard combinations of JACS principal subjects. Users will also be able to select other combinations, down to and including individual principal subjects.
3. The JACS principal subjects are listed below, under their JACS subject groups. A table of the HESA subject areas, mapped to JACS codes, is also provided. Further information on the JACS coding system and the HESA subject areas is available on the HESA web-site, www.hesa.ac.uk.

A Medicine and Dentistry

- A100 Pre-clinical Medicine
- A200 Pre-clinical Dentistry
- A300 Clinical Medicine
- A400 Clinical Dentistry
- A900 Others in Medicine and Dentistry

B Subjects Allied to Medicine

- B100 Anatomy, Physiology and Pathology
- B200 Pharmacology, Toxicology and Pharmacy
- B300 Complementary Medicine
- B400 Nutrition
- B500 Ophthalmics
- B600 Aural and Oral Sciences
- B700 Nursing
- B800 Medical Technology
- B900 Others in Subjects allied to Medicine

C Biological Sciences

- C100 Biology
- C200 Botany
- C300 Zoology
- C400 Genetics
- C500 Microbiology
- C600 Sports Science
- C700 Molecular Biology, Biophysics and Biochemistry
- C800 Psychology

C900 Others in Biological Sciences

D Veterinary Sciences, Agriculture and related subjects

D100 Pre-clinical Veterinary Medicine

D200 Clinical Veterinary Medicine and Dentistry

D300 Animal Science

D400 Agriculture

D500 Forestry

D600 Food and Beverage studies

D700 Agricultural Sciences

D900 Others in Veterinary Sciences, Agriculture and related subjects

F Physical Sciences

F100 Chemistry

F200 Materials Science

F300 Physics

F400 Forensic and Archaeological Science

F500 Astronomy

F600 Geology

F700 Ocean Sciences

F800 Physical and Terrestrial Geographical and Environmental Sciences

F900 Others in Physical Sciences

G Mathematical and Computer Sciences

G100 Mathematics

G200 Operational Research

G300 Statistics

G400 Computer Science

G500 Information Systems

G600 Software Engineering

G700 Artificial Intelligence

G900 Others in Mathematical and Computing Sciences

H Engineering

H100 General Engineering

H200 Civil Engineering

H300 Mechanical Engineering

H400 Aerospace Engineering

H500 Naval Architecture

H600 Electronic and Electrical Engineering

H700 Production and Manufacturing Engineering

H800 Chemical, Process and Energy Engineering

H900 Others in Engineering

J Technologies

J100 Minerals Technology

J200 Metallurgy

J300 Ceramics and Glasses
J400 Polymers and Textiles
J500 Materials Technology not otherwise specified
J600 Maritime Technology
J700 Industrial Biotechnology
J900 Others in Technology

K Architecture, Building and Planning

K100 Architecture
K200 Building
K300 Landscape Design
K400 Planning (Urban, Rural and Regional)
K900 Others in Architecture, Building and Planning

L Social studies

L100 Economics
L200 Politics
L300 Sociology
L400 Social Policy
L500 Social Work
L600 Anthropology
L700 Human and Social Geography
L900 Others in Social studies

M Law

M100 Law by area
M200 Law by topic

N Business and Administrative Studies

N100 Business studies
N200 Management studies
N300 Finance
N400 Accounting
N500 Marketing
N600 Human Resource Management
N700 Office skills
N800 Tourism, Transport and Travel
N900 Others in Business and Administrative studies

P Mass Communications and Documentation

P100 Information Services
P200 Publicity studies
P300 Media studies
P400 Publishing
P500 Journalism
P900 Others in Mass Communications and Documentation

Q Linguistics, Classics and related subjects

- Q100 Linguistics
- Q200 Comparative Literary studies
- Q300 English studies
- Q400 Ancient Language studies
- Q500 Celtic studies
- Q600 Latin studies
- Q700 Classical Greek studies
- Q800 Classical studies
- Q900 Others in Linguistics, Classics and related subjects

R European Languages, Literature and related subjects

- R100 French studies
- R200 German studies
- R300 Italian studies
- R400 Spanish studies
- R500 Portuguese studies
- R600 Scandinavian studies
- R700 Russian and East European studies
- R900 Others in European Languages, Literature and related subjects

T Eastern, Asiatic, African, American and Australasian Languages, Literature and related subjects

- T100 Chinese studies
- T200 Japanese studies
- T300 South Asian studies
- T400 Other Asian studies
- T500 African studies
- T600 Modern Middle Eastern studies
- T700 American studies
- T800 Australasian studies
- T900 Others in Eastern, Asiatic, African, American and Australasian Languages, Literature and related subjects

V Historical and Philosophical Studies

- V100 History by period
- V200 History by area
- V300 History by topic
- V400 Archaeology
- V500 Philosophy
- V600 Theology and Religious studies
- V900 Others in Historical and Philosophical studies

W Creative Arts and Design

- W100 Fine Art
- W200 Design studies
- W300 Music

W400 Drama
W500 Dance
W600 Cinematics and Photography
W700 Crafts
W800 Imaginative Writing
W900 Others in Creative Arts and Design

X Education

X100 Training Teachers
X200 Research and Study Skills in Education
X300 Academic studies in Education
X900 Others in Education

HESA Subject Areas	JACS codes
Medicine & dentistry	A
Subjects allied to medicine	B
Biological sciences	C
Veterinary science	D1/2
Agriculture & related subjects	D0/3/4/5/6/7/9
Physical sciences	F
Mathematical sciences	G0/1/2/3/91/99
Computer science	G4/5/6/7/92
Engineering & technology	H,J
Architecture, building & planning	K
Social studies	L
Law	M
Business & administrative studies	N
Mass communications & documentation	P
Languages	Q,R,T
Historical & philosophical studies	V
Creative arts & design	W
Education	X
Combined	Y

Annex E

The information specified below comes from HEFCE Circular 03/51 *Information on quality and standards in higher education – final guidance*

Summary of legal issues and advice

1. This annex presents a summary of legal advice received by HEFCE. It is not intended to substitute for an institution's own advice and judgement.

Legal duties and disclaimers

2. HEIs have two sets of duties in respect of the information. The first is to meet HEFCE's expectations that the data are compiled carefully, kept complete and up to date, and corrected when inaccuracies are discovered. HEFCE will monitor this through the arrangements set out in the main part of this document.
3. Institutions also have a legal duty, and could therefore be liable, to third parties who may rely on the information for some particular purpose. However, the audience for and purposes of the information, and thus the uses to which the information may be put, are broad. This points away from the likelihood of liability. Nevertheless, in order to manage their liabilities, institutions are recommended to include with their TQI data a statement of:
 - the purpose for which the information was made available
 - who the data are addressed to, and who could rely on the data
 - what can be said about accuracy (for example: 'The HEI has taken reasonable steps to ensure the accuracy of these data at the date of publication. However anyone wishing to make use of any of these data is advised to satisfy themselves as to the accuracy of the data before doing so.')
 - a limit on any liability that might arise (for example, a statement that none of the data are to be taken as forming any part of any contract with the HEI).
4. Any statement would have to be constructed so as to be compliant with the Unfair Contract Terms Act 1979 and Unfair Terms in Consumer Contracts Regulations 1999.
5. The extranet provided by HERO to support institutions will provide examples of disclaimers, although HEIs may wish to seek their own legal advice on the wording of such disclaimers.
6. Institutions are advised to ensure that they do not publish defamatory material, that they comply with the Data Protection Act, and do not act in a way which could undermine the 'trust and confidence' of their employees. They are thus advised not to identify employees as subjects of published material nor to identify individuals in any part of the TQI dataset.
7. In addition, data should be accurately dated, to enable readers to judge the currency.

Copyright

8. Where copyright for material created by HEI staff rests is primarily a matter for local agreement, although it more often rests with the staff member concerned than would be common in other sectors. In general the HEI is taken as having a licence to do with the material whatever it had in mind when it called for the material to be created. This would cover published material to inform the public about the HEI, although it may not cover publication for commercial ends. If the HEI intends to exploit the material commercially then it should make clear to the authors that it intends to do so.
9. Staff at the HEI who author the material for publication may wish their copyright acknowledged. Copyright statements on HEI web-sites should be sufficient to do this and could be mirrored on the TQI site.
10. The information will be made freely available to the public for non-commercial and non-revenue generating use only. Those wishing to make any other use will be asked to contact the rights holder with a view to securing a licence.

Insurance

11. Our legal advice is that it is unlikely that additional legal insurance for HEIs would be cost-effective, on the grounds that claims are unlikely, and any claim which arises out of the publication of the data is unlikely to be substantial.

Liabilities for HERO

12. HERO, as publisher of the information, could be exposed to liabilities if, for example, it publishes defamatory material. The site will therefore include a disclaimer that HERO is not responsible for the content of the information published. HERO will also preserve the right to remove allegedly offending material until the supplying HEI itself has resolved whatever matter has been complained of.

Freedom of Information Act

13. The Freedom of Information Act will come into force from January 2005. Its implications, in relation to TQI, are that any individual will have the right to request access to the information in an external examiner's or other internal report (although not necessarily the report itself). Published summaries could therefore be useful to institutions in pre-empting the need to respond to some individual enquiries from members of the public. Nevertheless, in response to individual enquiries, institutions may be obliged to provide information in addition to that included in the summaries.