

PURPOSE

- 1 This circular provides final guidance on the teaching quality information (TQI) requirements for higher education institutions in Wales, to be published on the HERO TQI web-site by December 2004.

INTRODUCTION

- 2 The Quality Assurance Agency (QAA) in partnership with the Higher Education Funding Council for Wales (HEFCW) has developed the process of institutional review for Wales. Implemented from 2003/04 onwards for Welsh HEIs, it replaces the previous processes of continuation audit at institutional level, and assessments and engagements relating to the quality and standards of provision at subject level. Institutional review applies to all higher education provision in Wales.
- 3 Institutional review is an evidence-based process carried out through peer review. It is part of a wider quality assurance and standards framework for Wales, developed by the HEFCW Quality Working Group, which has representatives from across the higher and further education sectors in Wales and NUS Cymru.
- 4 The framework has been developed in the context where previous assessments of the quality of subject provision in Wales have found all provision to be at least satisfactory, and more than a third of all provision to be excellent. All engagements at subject level have found grounds for confidence in the academic standards of the subjects reviewed, and have judged the quality of the students' learning experience to be either commendable or approved. These outcomes provide the basis for a 'lighter touch' approach to external quality assurance that recognises institutions take primary responsibility for the quality and standards of their programmes. The process is designed to ensure that high quality and standards are maintained and allows for swift action to address any identified weaknesses.

INSTITUTIONAL REVIEW: WALES

- 5 The purpose of institutional review is to meet the public interest in knowing that institutions in Wales are providing higher education awards and qualifications of an acceptable quality and appropriate academic standard. Institutional review addresses the ultimate responsibility for the management of the quality of provision and the academic standards of awards that rests with an institution as a whole. It is concerned, particularly, with the way in which an institution exercises its powers to grant degrees and/or other awards in its own name or that of an awarding body.
- 6 Institutional review is based on a number of core principles. The process seeks:
 - to provide robust assurance of the effectiveness of quality assurance and standards mechanisms embedded across HEIs in Wales;

- ❑ to make available to a wide range of stakeholder groups accurate and timely data and reliable information about the quality of the learning opportunities and academic standards across Wales;
- ❑ to provide clear statements and evidence of continuous quality enhancement and improvement activities being undertaken within HEIs in Wales;
- ❑ to provide an efficient and cost effective process for HEFCW to operate and institutions to work within.

7 In support of these principles, the process depends on:

- ❑ continuing commitment by institutions to an external element in quality assurance mechanisms, exemplified through involvement in external examining, assessment, curriculum design, course and programme validation, feedback processes and student complaints procedures;
- ❑ ownership of quality and standards residing with institutions with a recognition of the need for this to be widespread, particularly in the context of promoting quality improvement and enhancement across the sector;
- ❑ an emphasis on 'proportionality' - that intervention should be in proportion to risk, but recognising that where problems are identified firm action will be taken by HEFCW;
- ❑ comparability of judgements with other countries of the UK, although not necessarily based on identical processes and procedures;
- ❑ recognition of the context of quality assurance in Wales including, in particular, the requirements of the Welsh Assembly Government.

TEACHING QUALITY INFORMATION (TQI) REQUIREMENTS: WALES

8 The institutional review process depends to a large extent on the availability of information for the review team to consider. Most of the information needed by the team is covered by the information requirements developed by the HEFCW Quality Working Group as part of the quality assurance and standards framework for Wales. These comprise of [Part A](#) being information which should be available in each institution for internal purposes, and the second [Part B](#) which is routinely published by the institution. Both sets are listed in full at the end of **Annex A**. Institutions in Wales are expected to meet the information requirements by the end of the calendar year 2004, subject to developments elsewhere in the UK. Institutions visited early in the review cycle may not have complete information sets available for consideration, and the QAA will provide advice to review teams as appropriate.

9 The Information requirements for Wales are closely linked to those developed across the rest of the UK by the HEFCE/QAA/SCOP/UUK¹ Task Group chaired by Professor Sir Ron Cooke, then Vice-Chancellor of the University of York, which was set up in 2001. The Task Group analysed findings of studies about the information needs of students and other stakeholders. This analysis confirmed the importance of teaching quality as one of several key factors considered by prospective students when selecting what and where to study. For many students, this was found to be especially important at the stage during

¹ The Higher Education Funding Council for England, the Quality Assurance Agency for Higher Education, the Standing Conference of Principals and Universities UK.

the applications process when they develop a short-list of choices, although often they used published entry requirements as a proxy indicator of quality. The analysis also confirmed the general demand by prospective students for the information to relate to individual programmes.

- 10 The Task Group published the updated categories of information in March 2002 in 'Information on quality and standards in higher education: Final report of the Task Group' (HEFCE 02/15). The categories of information for publication, as set out in HEFCE 02/15, included quantitative data to be provided by HESA, qualitative data to be provided by HEIs, and the introduction of a new national survey to gain feedback from students about teaching quality. HEFCE 02/15 also proposed that teaching quality information should be published electronically, through the HERO portal. The information requirements contained within the HEFCE circular were incorporated into the HEFCW consultation on the quality assurance and standards framework for Wales (W02/50HE), July 2002. Outcomes of the HEFCW consultation were published in circular W03/08HE, February 2003.
- 11 The TQI requirements developed for Wales differs from that in England/Northern Ireland in two key respects:
 - Information requirements in England include the introduction of a new process of preparation and publication of summaries of external examiners' reports. This proposal does not form a requirement of the frameworks adopted in Scotland and Wales. The Minister and the Council have agreed that summaries of external examiners' reports will not add any value to the quality process in Wales. The Council will however closely observe the English experience on this matter, and will consider whether its own position needs review in two years time.
 - It was also agreed that the preparation and publication of summaries of internal annual and periodic monitoring reports would not form a requirement of the framework in Wales.
- 12 HEFCE Circular Oct 2003/51, 'Information on quality and standards in higher education', provided final guidance to further and higher education institutions in England and Northern Ireland on the position adopted by HEFCE on the provision of information to be published by HERO on the national TQI website. This circular was shared with institutions in Wales in December 2003 (Circular W03/68HE refers). The HEFCE circular guidance will form the basis of the TQI developments in Wales.

QUANTITATIVE INFORMATION FOR PUBLICATION

- 13 HESA will provide the following data to HERO for publication through the medium of English and Welsh on the HERO TQI web-site:
 - (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.
- 14 Data will be provided at levels down to JACS principal subjects for each institution. Users of the TQI web-site will be offered the 19 subject areas defined by HESA as standard combinations of these subjects, and will also be able to select subject combinations essentially of their own choosing, down to and including individual JACS principal subjects. However, data will not be provided to users where the numbers are so small as to render them meaningless. Where this occurs, users of the site will be offered broader combinations of subjects.
- 15 Data will include students on undergraduate and taught postgraduate programmes who are registered at the HEI. This includes students franchised to other providers, provision funded by the NHS, and overseas and privately funded students registered at the HEI.
- 16 Where appropriate, published information will be presented separately by mode of study (full-time or part-time) and by level of study (taught postgraduate, first degree, or other undergraduate).
- 17 The data will not include performance indicators or benchmarks, but links will be provided to HEI TQI web-sites providing institution-level performance indicators and benchmarks.
- 18 Prior to providing the data to HERO, HESA consulted in October 2003 (HEFCW circular W03/68HE refers), on the detailed specification of the data, including the definitions and descriptions to be used, rounding strategies and data protection, and the treatment of certain categories of students.

QUALITATIVE INFORMATION FOR PUBLICATION

- 19 HEIs should provide the following information for publication through the medium of English and Welsh, where possible, on the HERO TQI web-site:
 - (a) A summary of the institution's learning and teaching strategy. A template is provided at **Annex B**. The summary should be updated when the strategy itself is updated.
 - (b) Summaries of the HEI's links with relevant employers, how the institution identifies employer needs and opinions, and how those are used to develop the relevance and richness of learning programmes. This information should be provided as a free text summary, and cross-referenced to the learning and teaching strategy (item a, above) and supplemented in individual programme specifications, if appropriate.
- 20 In addition, institutions should note that:
 - (c) The first full-scale National Student Survey (NSS) is due to be conducted in January 2005, with the results being published on the HERO TQI Web-site in Summer 2005. It is anticipated that a Welsh medium pilot NSS will be undertaken in Spring 2004, the outcomes of which will assist in the development of the

bilingual version of the final NSS. We expect that the postponed HEFCW NSS seminar will be held in March/April 2004 to coincide with related UK wide developments.

- (d) The QAA has re-stated its published policy that programme specifications, which are a valuable source of information for prospective students and recruiters of graduates, should be made publicly available, and will be monitoring this in its institutional reviews. HEIs are encouraged to publish programme specifications on their TQI web-sites, which will be linked to the HERO TQI site. HERO will develop a common addressing methodology to facilitate this;
 - (e) The HERO TQI site will include links to relevant reports on the QAA web-site.
 - (f) The institutional TQI web-site should be established to supplement the core qualitative information provided on the HERO web-site. Information presented should be tailored specifically towards stakeholders, and should provide an effective mechanism for publishing additional teaching quality information. Institutions should also ensure that marketing and recruitment strategies promote links to the HERO and institutional TQI web-sites.
- 21 The template for the information in **Annex B** includes a recommended word limit. This limit applies separately to English and Welsh language submissions. HEIs will be encouraged to include in the summaries web links to longer documents on their own TQI web-sites, to provide further elaboration.
- 22 The scope and coverage of the qualitative data differs from that of the quantitative data in one main respect:
- The quantitative data relates to students and the coverage is defined by the students for which each HEI is responsible;
 - The qualitative information is mainly related to awards, and coverage is therefore related to the awards for which each HEI is responsible.
- 23 For these reasons the qualitative information covers a wider range of collaborative provision than the quantitative data, and also includes overseas provision.

RATIONALE FOR REVISIONS TO THE TQI SPECIFICATION

- 24 The above specification of the qualitative and quantitative information for publication, includes several revisions to the proposals made in HEFCW circulars W02/50HE and W03/08HE, and the QAA Institutional Review Handbook: Wales. These have arisen due to amendments operating across the rest of the UK. In line with the views of the sector, identified through the W02/50HE consultation process, the Council is committed to ensuring comparability of information requirements, where appropriate, with the rest of the UK. Similar amendments may occur during the first cycle of institutional reviews.

PUBLICATION METHOD

- 25 HEFCE have commissioned HERO to develop and provide a TQI web-site and to support institutions. This will include the provision of appropriate hardware and software, tools to enable institutions to mount their material, technical support to those in HEIs working with the HERO site, and advice on the specifics of the site. A dedicated extranet site will be provided, with frequently asked questions, exemplars of summaries and other supporting documentation. HERO will also provide technical seminars to help prepare institutions. HEFCW have initiated similar discussions with HERO, and are in the process of commissioning HERO to expand its work with HEFCE to cover institutions in Wales, to ensure a single UK-wide TQI web-site is established. HEFCW will commission HERO to provide facilities for English and Welsh medium enquiries in relation to institutions in Wales.
- 26 Each HEI already has a HERO contact who is responsible for mounting and updating material on the HERO web-site. Each HEI should nominate a lead TQI contact and a technical contact (who may or may not be the same person), a management contact, and any additional individuals who will be copied in to communications from HERO and will have access to the extranet and technical seminars. Institutions should use the form, attached at **Annex C**, to nominate and provide details of these individuals. Forms should be returned to HERO by **1 March 2004**.
- 27 The TQI site will be part of the HERO web-site, and will house the information, as defined in this document, for each institution. The nominated TQI contacts will manage their institution's information housed on the HERO TQI site. In doing so, these contacts will need to ensure that HERO standards and protocols are adhered to. As set out in this document, HEIs are also encouraged, at their discretion, to make any relevant internal information publicly available through links from the institutional TQI web-site, including programme specifications.
- 28 Information on the HERO TQI site will comprise:
- HESA data at JACS principal subject level and above;
 - Institution-level documents, and links to other institution-level information (such as QAA audit reports and performance indicators and benchmarks).
- 29 It is anticipated that users will be able to search the site by institution, region and subject. All the data be listed in terms of JACS principal subjects. These are listed, alongside HESA subject areas, at **Annex D**.

IMPLEMENTATION TIMETABLE

- 30 The timetable for implementation is shown in Table 1.

Table 1 Timetable for implementation

Task/milestone	Date
HERO support and extranet available from	January 2004 onwards
HERO to complete design and build of the TQI input site	March 2004
Institutions to provide details of TQI contacts to HERO	1 March 2004
HERO to provide technical training seminars for HEIs	May 2004
HEIs to begin loading <u>qualitative</u> information	31 May 2004
HERO to provide HEIs with a preview of their data ² , and provide HERO with the first set of <u>quantitative</u> data	May 2004
TQI web-site goes live (with partial dataset)	July 2004
Complete set of annual information published on TQI site for all HEIs. This will include HESA data, summaries of L&T strategies, and summaries of employer links relating to the 2003-04 academic year.	December 2004

31 It is expected that the annual data provided by HESA will build up on the TQI site until, in 2006, three annual sets of data are published. Thereafter, three complete years of data will be kept live on the site; each year, once a new set is available, the oldest will be removed.

32 It is expected that summaries of learning and teaching strategies will be published by July 2004, and will be updated by HEIs as and when they update their full strategies.

MONITORING, EVALUATION AND COSTS

33 A HERO TQI User Group will be established in Wales to assist in the development of the web-site. Members, to include students, parents, careers advisers etc, will be asked to test both English and Welsh medium enquiries. A Welsh stakeholder group, including representatives of HEFCW, Higher Education Wales (HEW), HE and FE institutions in Wales, and NUS Wales, will also be established to receive regular updates from HERO, including statistics on the site's usage, and to provide advice on the ongoing development of the site and the support service to institutions. HERO will obtain regular feedback on the front-end of the site (presentation of the information) from stakeholder groups, and on the back-end (input of information) from user panels across the UK. In addition, HERO will host a UK conference for HEIs during 2005 to receive feedback.

34 The provision of information by institutions will be reviewed in accordance with the arrangements set out in the QAA's *Handbook for Institutional Review: Wales*, [November 2003]. As part of the institutional review process, the QAA will make a judgement about the reliance that can be placed on the accuracy, integrity, completeness and frankness of the information that an HEI publishes about the quality of its programmes and the standards of its awards. This judgement will contribute to the main review judgement

² At this stage, the preview will not include any destinations data as this will not be available until later in the year.

about the confidence that can be placed on the soundness of an institution's management of quality and standards.

- 35 HERO will generate annual reports on the completeness of the information provided by HEIs to HEFCW. This will not involve any additional financial or administrative burden on HEIs. HEFCW will expect to develop, with the QAA, criteria for identifying and responding to any cause for concern that may result from the failure to publish required information.
- 36 HEFCW will cover the initial set up and ongoing costs of the HERO TQI web-site provision for Wales.

LEGAL ISSUES

- 37 In response to concerns raised by HEIs in England regarding the legal implications of the TQI datasets, in particular the publication of external examiner report summaries, HEFCE sought legal advice, published in HEFCE 2003/51, attached for reference as **Annex E**.
- 38 HEIs in Wales are advised to note, in particular, the sections on: Legal Duties and disclaimers; Copyright; Liability for HERO, and the Freedom of Information Act.
- 39 The information provided is not intended to substitute for an institution's own legal advice and judgement.
- 40 If you require further information on the TQI requirements for Wales, please contact:

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Higher Education Funding Council for Wales (HEFCW)
Linden Court, The Orchards
Llanishen, Cardiff
CF14 5DZ

Tel: 029 2068 2283
Email: karen.jones@hefcw.ac.uk

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.