

The Centre for  
**Recording  
Achievement**

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Development and Implementation of Learning Technology  
Standards Integration for the Progress File

**Notes from the Meeting of the Core Group**  
**10 July 2002 - 10.30 am - 3.30 pm:**

**Present:** John Eyre, Bill Olivier, Peter Rees Jones, Steve Outram, Mark Stiles and Rob Ward

**Apologies:** Dennis Barrington-Light, Paul Drummond, Hazel Bowden-Leach, Rosemary Burton, Dave Croot, Brian Fitzpatrick, Julie Hodgson, Ainsley Lewis, Angela Smallwood, Carolyn Macdonald, Adam Marshall and Janet Strivens,

This meeting was disrupted by transport delays. Accordingly, these notes are less structured than is normal, but seek to provide a record of discussion.

**A. Enterprise**

John Eyre **reviewed** his work on the Enterprise Specification, in which a group of over 20 colleagues are actively involved and Mark Stiles **discussed** the follow up to the original FE interoperability pilots. Enterprise version 1.01 had been reviewed. Additions have been identified as being required for the Document Type Definitions, authentication, encryption and group information. Version 1.1 has been reviewed in the light of these issues.

A draft of Enterprise 1.2 for discussion is likely to be published in the summer. This will mark a major shift toward a scenario driven approach based on the interactions between systems that are required. The UK HE community has not directly input to this work to date.

Bill Olivier will be convening a 'plugfest' in which vendors and colleges can exchange data and review the scenarios requiring data to be exchanged.

**B. Credit and Level**

A paper from Peter Rees Jones '*Specification Issues*' was **discussed**. Last summer the Group had touched on Enterprise issues which did not directly relate to the mapping of the HE Transcript to LIP but which would need to be addressed at a later point. PRJ will now prepare a use case on catalogue management taking specific account of the Transcript (contextual information

about objects including module, programme and level) and PDR (intended learning outcomes/competencies and level). A number of vendors are looking to support catalog management.

The LIPSIG should provide an inclusive model to support credit transfer. This must both allow a group of institutions to exchange data according to a shared interpretation of credit and level and also allow different groups of institutions with different interpretations to exchange data. The LIPSIG will simply collate the credit tariffs and the definitions of level in current use. It will propose that receiving institutions publish their interpretation of credit and level, probably on a website. It was agreed to take advice from colleagues with a specialist interest in credit transfer and the European perspective on the following issues: -

- a) What contextual information about *credit* needs to be exchanged?
- b) How may Enterprise and LIP support concurrent UK and EC definitions of *credit*?
- c) What is the status of (UK) definitions of *level* in this situation, or may there be concurrent definitions of *level*?

The relationship of English and Scottish HE qualifications exemplifies these issues and it was agreed that PRJ contact DB at the QAA Scottish Office to discuss how Scottish and English practice may map. Account should also be taken of the UCAS tariff.

### **C. Learning Outcomes**

Competencies (e.g. an understanding of calculus) may act as prerequisites for study in other institutions regardless of generic credit agreements. It was agreed not to explore how such competencies might affect the operation of credit transfer arrangements at this stage. A new draft of the IMS Reusable Competency Definitions (RCDs) Implementation Guide was shortly to be published (Received 11/7/2) which will require comment by the end of August. This has no structure to link competency and level and is based on North American use cases. Janet Strivens will be asked to look at how RCDs may relate to definitions of transferable skills and PRJ how they might support the intended learning outcomes contained within programme specifications and the catalogue.

It was **agreed** that the group needed to develop an understanding of which data needs to be exchanged between enterprise systems and VLEs in order to provide a fuller profile of the learner to the tutor, and specifically what group data needs to be exchanged (e.g. for tutor groups).

### **D. LIP**

It was **agreed** that the LIPSIG in consultation with UCAS and the 1/01 partners should propose a revised version to the introduction of the LIP Information Model Specification 1.1. This will expand 3.3.1 *stakeholders and potential benefits* and 3.3.2 *A life-cycle Scenario*, adding a new section covering *Widening Participation* and adding a UK perspective to 3.4 *Career*

*Management* taking account of professional bodies. The UK case studies held by the CRA will be referenced.

PRJ will prepare a draft for discussion that will become the basis of a 3 board poster for the forthcoming round of exhibitions by the JISC and for a powerpoint show on the website. He will liase with Scott Wilson on the direct participation of the LIPSIG in these events, in IMS events and vendor user conferences and in presenting version 1.1 of the HE Transcript mapping to ISO and CEN/ISSS.

The importance of the European dimension was reinforced, and it was **agreed** to seek to convene the next meeting at a time and placve which would enable Ainsley Lewis to become more fully involved.