

Developing a *Learner Profile* covering UK Further and Higher Education

The CETIS Learner Information and Profile Group is about to publish a mapping of the UK HE Transcript against IMS LIP as the basis for pilots in 2003. This briefing provides:

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1	Timescales for consultation (See Below)
2	Overview of past and future development
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Consultation is built around the following documents: -

- a) November 2001** Consultative Document *Implementing the HE Progress File*
- b) November 2002** *UK Learner Profile version 1.1 (Transcript and European Diploma Supplement)*
- c) January 2003** Consultative Document *Supporting Shared Learning and Transitions across FE / HE* including: -
 - A rationale and discussion of the Learner Development processes supporting shared learning and transitions;
 - A review of and links to use cases for a range of FE / HE partnerships;
 - A map of existing software against requirements linked to the use cases;
 - An XML illustration of a multi-institutional FE / HE Transcript;
- d) April 2003** Consultative Document *Specifying Support for Shared Learning and Transitions across FE / HE* including: -
 - Specifications of generic Learner Development Processes and Learner Profiles;
 - A mapping to LIP of the Personal Development Record domain;
 - XML illustrations of generic Learner Profiles.
- e) November 2003** *UK Learner Profile version 1.2 (Transcript, EDS and PDR)* including use cases of associated Learner Development Processes across FE and HE.

This work is funded by JISC through CETIS and through its 01-01 programme "Managed Learning Environments for Lifelong Learning: Building MLEs across FE and HE".

To find out more: -

A copy of the 2001 Consultative Document mapping the UK HE Transcript against IMS LIP is available from <http://www.cetis.ac.uk/lib/media/pf.pdf> This work supports the policy recommended by Universities UK in the Guidelines for HE Progress Files <http://www.qaa.ac.uk/crntwork/progfileHE/guidelines/progfile2001.pdf> This work is managed by the Centre for Recording Achievement, an organisation with a national membership of universities, HE and FE colleges, local education authorities and practitioners concentrating on the processes by which learners become able to take responsibility for their own personal, educational and career development see <http://www.recordingachievement.org/>

To find out how to contribute to this consultation contact Peter Rees Jones p.r.jones@adm.leeds.ac.uk.

You can also join the LIPSIG JISC mailbase. This will regularly update you with information regarding the work of this Project. To subscribe, go to <http://www.jiscmail.ac.uk/lists/CETIS-LIPSIG-ANNOUNCE.html>

Overview of the Development

Taken from the Executive Summary of the draft *UK Learner Profile version 1.1 (Transcript and European Diploma Supplement)*

1. Background

The separate inquiries into 16 - 19 and Higher Education chaired by Lord Dearing recommended that both sectors provide a process by "...which young people develop the practice of managing and taking responsibility for their own learning, as a skill they need for life, continuing through college, university and into work." In Higher Education the term Personal Development Planning (PDP) describes this process.

The National Inquiry into Higher Education also recommended that this process be supported by a 'Progress File' containing: -

- "a transcript recording student achievement which should follow a common format devised by institutions collectively through their representative bodies;
- a means by which students can monitor, build and reflect upon their personal development" (Recommendation 20)

Following extensive consultation with practitioners, in May 2000 CVCP (now Universities UK) in collaboration with others, published Guidelines on HE Progress Files, proposing a common data set for HE Transcripts for implementation by 2002 and recommending that to all full time students should be offered Personal Development Planning (PDP) by 2005.

In November 2000, academic practitioners, technologists and administrators implementing Progress Files in a variety of university agreed the importance of developing a means of passing electronic data between different computer systems and different institutions. They recommended that the Transcript should be mapped against a common technical standard and piloted. A second phase of work should then add to the institutional Transcript Personal Development Records arising from PDP and owned by the learner. This would provide a Profile of the Learner owned jointly by the institution and the learner containing the information tutors need to know about their students' achievement and aspirations.

The Centre for Educational Technology Interoperability Standards (CETIS) funded a Learner Information and Profiles Special Interest Group (LIPSIG) to undertake this work, including practitioners from FE. The group is managed by the Centre for Recording Achievement, which supports the development of processes by which learners increase their ability to take responsibility for their own personal, educational and vocational development.

2. The Results of Consultation

In November 2001 the LIPSIG presented a consultative document mapping the HE Transcript to an international interoperability standard, IMS LIP, at a conference held at Universities UK. The consultation raised important new questions about how the Transcript and a fuller learner profile could be used to support transitions and shared learning between FE and HE. (PDP processes are intrinsic to all Foundation degrees and to work to support the widening of participation, such as the PDP processes developed in the city of Nottingham.)

The function of the LIPSIG is to provide the support the community requires, not to set policy, and the results of the consultation are being reported to Universities UK and SCoP who will be invited to endorse the proposal to pilot the exchange of Transcript data between FEIs and HEIs using the version 1.1 mapping to IMS LIP.

JISC is funding the Centre for Recording Achievement to undertake further work in support of a programme to develop Learner Profiles across HE and FE via shared Managed Learning Environments. The two projects currently funded under the 1/01 programme by JISC are looking to develop the use of learner transcripts (or PDPs) as part of their cross-institutional architectures to support learners between institutions. Further work is needed in this area to:

- ensure that the developments are of generic value to the sector, rather than limited to the needs of the projects;
- involve a wide consultation with the stakeholders;
- engage with the CRA and the CETIS LIPSIG to develop a PDP specification;
- test and implement the PDP specification with established software tools (developed in institutions outside the current projects).

This work will: -

- Provide a map of the software currently available to support the underlying Personal Development Planning processes together with case studies of their use.
- Develop a mapping to IMS LIP to support further pilots for the exchange of Personal Development Records owned by students, to make a fuller Learner Profile available;

3. A Model to Enable the Development of Practice

This further work should propose a model for joining up the parallel developments in 16–19 and Higher Education by building on the existing work of practitioners, rather than working top down from a policy. An approach grounded in practice may be a useful means of meeting the policy objectives for widening participation by easing transitions between FE and HE. However, it will be necessary also to consider how people can move more readily between employment and education.

The following model is proposed as the basis for discussion on how to join up practice between 16-19 and Higher Education but has yet to take proper account of Continuing Professional Development and employment. A **Learner Profile**¹ may comprise: -

- **The Transcript**, the summative element of the *Learner Profile* owned by an institution, recording formally assessed achievement, which may refer on to *Personal Development Records* owned by the learner.
- **Personal Development Records (PDRs)** of which there are two types: -
 - ◆ **Private PDRs** owned exclusively by the learner, often using a framework provided by an institution, and containing an honest self-assessment.
 - ◆ **Shared PDRs** by which the learner presents a profile of aspects of their development to an audience using some of the material from the *Private PDR*. This can include both self-assessment by the learner for formative learner support (such as a personal tutorial) and the presentation by the learner of a profile of themselves to an external audience for a business process (such as an application to a University through UCAS). Some *Shared PDRs* may be linked to an entry on a *Transcript* (for example a self-assessment of a year's work placement). Tutor feedback or comments may be added to some *Shared PDRs*.

¹ Different initiatives in different sectors have produced different terms to describe similar pedagogic processes and the records that arise. This document makes use of some new overarching terms. The terminology used here, and given in italics, will itself be reviewed for appropriateness across the sectors.

- **A portfolio** of material for an external audience such as examples of the learner's work (perhaps to an employer or what applicants provide for UCAS Route B) or testimonials (for example from a work placement supervisor).

The *PDRs* and *portfolio* typically arise from a structured process of *Personal Development Planning* supported by a school, college, university, employer or professional association and involve reflection on the formally assessed achievement set out in the *Transcript*.

This model is centred on the learner but, through the *Transcript*, is linked to the outcomes achieved, are set out in the curriculum. These outcomes may be the skills and aptitudes that the learner has attained, and pre-requisites for particular work tasks or further study.

In late 2002 we are perhaps half way toward developing a Learner Profile that can be exchanged across FE and HE institutions and include both a *Transcript* of assessed achievement and a *Personal Development Record* owned primarily by the learner. By November 2003, subject to funding, we should be able to publish the findings of pilot projects in the context of the PDP processes that support the development of people as autonomous lifelong learners. However this work does not, at present, attempt to cover transitions from education to employment nor continuing professional development. A first step has been taken with the publication of the Briefing Paper, 'Beyond the 2.1', for the Association of Graduate Recruiters, this July, and with the involvement of the Centre for Recording Achievement as a core partner in the new National Co-ordination Team for Student Employability. If our ultimate objective is to provide the basis of a lifelong record of achievement, it would be useful to develop this discussion.

A subsidiary theme is the additional fields required for the *Transcript* to satisfy the requirements of the European Diploma Supplement, covering both FE and HE. A minority of HEIs currently provide the EDS but the role of the LIPSIG is to support what institutions require without prescribing any single line of approach. Similarly, the mapping for a multi-institutional *Transcript* should support different approaches for different kinds of student, subject and institution.

The Following Sections are taken from Part 2 of the Consultative Document *Implementing the HE Progress File*

Overview of Field Definitions (Table 1)

This section of the document provides a comparison of the various data elements contained in the Transcript types considered in this document. The author has employed a degree of academic licence in the naming of these to allow fields from the different records to appear as a single element in the table. The final column in the table describes the ability of the IMS Learner Information Package structure to accommodate the elements from all of the Transcripts considered.²

Correlation between field definitions for the UK HE Transcript, the European Diploma Supplement and the IMS LIP specification. Rows shaded grey indicate those elements of the EDS which have no equivalent data element in the UK HE Transcript.

Data Element	UK HE	EDS	IMS
Name	✓†		✓
Family name(s)		✓	✓
Given name(s)		✓	✓
Date of birth	✓	✓	✓
Student identification number or code		✓*	•
Institutional reference number	✓		•
HESA reference number	✓		•
Name of qualification and title conferred	✓	✓	•
Level of Qualification in NQF	✓		•
Main field(s) of study for the qualification		✓	•‡
Name and status of awarding institution	✓	✓	•
Name and status of institution administering studies	✓	✓	•
Languages of instruction	✓	✓**	•‡
Languages of assessment	✓	✓**	•‡
Professional Body accreditation	✓	✓	•‡
Statutory Regulatory Body recognition/approval	✓		•‡
Level of qualification:		✓	•
Official length of programme		✓	•‡
Access requirements(s)		✓	•
Mode of study		✓	•‡
Name of programme	✓		•
Programme requirements		✓	•‡
Module or unit study code[1]	✓	✓***	•
Module or unit study title	•	•***	•
Number of credits for each module/unit	•	•***	•
Date (year) in which credit awarded	•	•***	•
Mark or grade for each module/unit	•	•***	•
Number of attempts for each module/unit	•	•***	•
Study Abroad	•		•
Work Placement	•		•

² A provisional assessment of the relationship with the ISR has also been made.

Work Experience	•		•
Accredited prior certificated and experiential learning	•		•
Accredited Key Skills	•		•
Index to evidence of achievement within Progress File[2]	•		•
Additional information		✓	• ‡
Further information sources		✓	• ‡
Overall credits achieved	•		•
Overall mark / grade	•		•
Overall classification or performance indicator	•	✓	•
Date of Award	•		•
Guidance on how to interpret the Transcript	•		• ‡
Information on the grading scheme	•	✓	• ‡
Overview of the NQF	•		• ‡
Overview of the UK HE system	•	✓	• ‡
Signature:	•	✓	• ‡
Capacity		✓	• ‡
Official stamp or seal	•	✓	• ‡
Date of Issue	•	✓	•
Telephone for validation	✓		• ‡

† Equates to the Family and Given names used in the European Diploma Supplement (EDS)

* Equates to the Institutional and HESA fields used in the UK HE Transcript

** Although shown as separate in this grid, these fields are referred to as a single item in the EDS

*** Although shown as separate in this grid, these fields are referred to as a single item ("Programme Details") in the EDS

‡ These elements will require the use of extensions to the IMS LIP Specifications in order to represent them.

Standard HE Transcript
Conforms to the data set recommended in the Guidelines for HE Progress Files³

Name of student	Gemma Jackson	Date of birth	03/10/1977
University reference	999999999	HESA reference	88888888

Qualification	BA (Hons) English & French	NQF Level	HE3
Awarding institution	University of Poppleton		
Teaching institution	University of Poppleton		

Programme of study	BA English French (joint)
Professional or statutory body accreditation	not relevant
Language(s) of instruction	English and French

Record of Learning and Achievement

1998/99	HE Level 1 BA Hons English & French	Mark	Credit
ENGL 1010	English Critical Practices	70	20
ENGL 1170	English Literature in History	67	20
FREN 1010	French Language Awareness Skills	63	20
FREN 1020	French Literature and Institutions	37	20
ACOM 1630	Basic IT Skills for French	67	10
ACOM 1635	Further IT Skills for French	66	10
COMP 1300	Introduction to Artificial Intelligence	63	10
COMP 1150	Introduction to Computer Programming	56	10
1999/2000	HE Level 2 BA Hons English & French		
ENGL 2130	Introduction to Medieval Literature II	75	10
ENGL 2222	English Literature 1500-1660	67	20
ENGL 2220	Jacobean Shakespeare	66	20
ENGL 2444	English Literature 1660 -1790	65	20
FREN 2112	Aspects of Popular Culture in France	69	10
FREN 2011	French Language in Contexts	pass	10
FREN 2012	French Language in Contexts II	pass	10
CSER 2010	Career Development Skills I	65	10
2000/01	Compulsory Year Abroad		120
2001/02	HE Level 3 BA Honours English and French		
ENGL 3010	English Literature 1790-1900 (dissertation/project)	64	20
ENGL 3016	English in Time and Space	60	20
ENGL 3011	Renaissance Literature	65	20
FREN 3110	Advanced Language Skills	68	20
FREN 3010	Reading Poetry; Baudelaire, Rimbaud, Mallarme	54	20
FREN 3092	La Nouvelle Vague	58	10
FREN 3042	Racine	60	10
Total credits gained and overall mark		64.3	480
Honours Degree Classification		Second Class (upper division)	
Date of Award	July 2002	Date Transcript Issued	15 July 2002

³ For the Guidelines see <http://www.qaa.ac.uk/crntwork/progfileHE/guidelines/progfile2001.pdf>