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# UK Learner Profile

## Version 1.1

### UK HE Transcript Mapping to IMS LIP 1.0 and European Diploma Supplement

*"Presenting a common means of exchanging Transcript information as an integral part of the UK HE Progress File in order to support the development of students as autonomous lifelong learners and as a first step toward establishing fuller Learner Profiles across FE and HE in order to support shared learning and transitions."*

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**This work is funded by the JISC through CETIS, the Centre for Educational Technology Interoperability Standards and the Shared Managed Learning Environments for Lifelong Learning programme. It is managed by the Centre for Recording Achievement.**

## About this Document

This document sets out a common means by which Higher Education Institutions can exchange information about a learner whatever software they operate; *UK Learner Profile Version 1.1 (UK HE Transcript mapping to IMS LIP 1.0 and European Diploma Supplement)*. This is intended to support pilots that will be undertaken in 2003 and whose findings will inform a further Version 1.2 in November 2003. This further version should cover the exchange of information between further and higher education and extend the profile to include a significant element owned by the learner in order to present the information about the learner which tutors in both sectors need to know in order to support shared learning and transitions.

[Part 1](#) presents a rationale for the Transcript within the HE Progress File, and [Part 2](#) a mapping to IMS LIP with XML illustration. [Part 3](#) sets the scene for the consultation on extending this work to link practice in further and higher education, which will lead to *Version 1.2*. This will take specific account of the parallel processes FE and HE provide to support people as they develop the skill of managing and taking responsibility for their own learning. [Appendix 3](#) sets out the issues that parallel work on the European Diploma Supplement should address as an integral part of the development of *Version 1.2*.

In the forthcoming phase of work, the FE/HE community and vendors will be consulted on the learner and business processes that generate and make use of Learner Profiles. In order to facilitate the exchange of Learner Profiles between institutions. The resulting specifications will be mapped against current software and against IMS LIP 1.0. This work is funded from the JISC programme to develop shared Managed Learning Environments across FE and HE.

A primary intention is to help achieve the UK government's aim of 50% of people aged under 30 participating in Higher Education by 2010. It also takes account of the European Diploma Supplement to meet the requirements of the Bologna declaration.

### Timescales for Developing *UK Learner Profile version 1.2*

Consultation is built around the following documents: -

- a) November 2001 Consultative Document *Implementing the HE Progress File*
- b) November 2002 This document; *UK Learner Profile version 1.1 (UK HE Transcript Mapping to IMS LIP 1.0 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 a range of case studies;
  - A map of existing software against requirements, linked to the case studies;
- d) April 2003 Consultative Document *Specifying Support for Shared Learning and Transitions across FE / HE* including: -
  - Identification of generic Learner Development Processes and Learner Profiles with which emerging FE/HE partnerships can identify;
  - A mapping to LIP 1.0 of the Personal Development Record domain;
  - XML illustrations of generic Learner Profiles.
- e) November 2003 *UK Learner Profile version 1.2 (Transcript, DS and PDR mapping to IMS LIP 1.0)* including use cases of associated Learner Development Processes across FE and HE.

Tutors, students, senior managers, administrators, software developers and vendors in FE and HE can find out how they can contribute to these developments by contacting the project secretary, Peter Rees Jones [p.r.jones@adm.leeds.ac.uk](mailto:p.r.jones@adm.leeds.ac.uk)

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## **Part 1 The HE Transcript: - Policy and Rationale**

**This section reviews how Higher Education has developed a policy to realise the broad recommendations proposed by the Dearing Inquiry and the resulting technical needs which Part Two helps to meet. The rationale for these developments are the benefits to students' experience of learning.**

### **1.1 The role of the Transcript within the HE Progress File**

*The functions and data set for the Transcript are defined in the Guidelines for the HE Progress File published by Universities UK and SCoP. As one element within the Progress File the Transcript acquires new functions that support student learning directly.*

#### **Background**

The [National Inquiry into Higher Education](#)<sup>i</sup> chaired by Lord Dearing recommended that universities and colleges in the UK develop a Progress File encompassing a formal institutional Transcript and student owned records of achievement arising from a structured process of Personal Development Planning. The original function of the Transcript was as a formal, summative record of achievement. Within the Progress File the Transcript acquires a second, formative function as a record which students use to reflect upon their achievement in order to develop as lifelong learners.

#### **Personal Development Planning**

A key feature of university education is the development of students as autonomous learners who understand how and what they are learning and who are able progressively to take responsibility and control of their own personal and academic development. The development of these qualities is a common feature of the best academic practice even where the outward form of teaching varies markedly from one country or institution to another. Within the UK, the process by which these qualities are developed has been termed 'Personal Development Planning' (PDP) by the national bodies representing universities and colleges of higher education. (In this document the term 'Learner Development' is used to cover both PDP processes in HE and the analogous processes in FE which go under a variety of terms.)

#### **The effect on the Transcript**

Although many universities and colleges provide detailed institutional Transcripts of assessed academic achievement, UK wide consultation found that relatively few students requested Transcripts, and then primarily for administrative purposes. Yet there is a consensus that institutions should be able to provide a full statement of the value added by HE for individual students; an expectation that this is the task of the Transcript; and an agreement that the Transcript is not fulfilling this role. PDP is intended to produce statements of the value added by HE in terms of a broader range of development, for example the relevance of study to employability, and to evidence achievement through a portfolio where it cannot be formally assessed. By indexing this additional evidence, the Transcript can begin to provide a fuller statement of the value of HE than the current Transcript of exclusively academic achievement in terms which employers, professional bodies, potential students and government can more readily understand.

Both the Transcript and PDP are part of a series of national initiatives to make the outcomes or results of learning more explicit. All degree level students in the UK should be offered the Transcript by 2002 and PDP by 2005. The resulting Progress File is intended to form part of a lifelong record that begins at school and continues beyond Higher Education throughout working life. PDP modifies the view of students as people who are advised and taught, emphasising the importance of students progressively developing the ability to review their own achievement and take responsibility for their own development. A key function of both the Transcript and PDP is to make the skills and aptitudes required for autonomous learning explicit to students and their teachers and to emphasise their value.

## Developments within the UK and Europe

PDP developed from the good practice of academics, and the national bodies representing UK universities and colleges consulted with the academic community and drew up more detailed guidelines for the Progress File based on their advice. This included a statement of the features and objectives of PDP that, among other things, gave the Transcript a formative function, as a statement of achievement on which students might reflect as part of PDP.

This work was originally led by the national Higher Education Quality Assurance Agency (QAA)<sup>ii</sup> was endorsed by [Universities UK](#)<sup>iii</sup> and [SCoP](#)<sup>iv</sup> who have been joined by the Learning and Teaching Support Network ([LTSN](#))<sup>v</sup> to form the national Progress File Implementation Group. This in turn works with a larger Advisory Group convened by QAA, which works with academic practitioners and administrators. The Centre for Recording Achievement ([CRA](#))<sup>vi</sup> is contracted to provide a web site for England bringing together information about best practice at a variety of universities and colleges. (The Centre also works with schools, further education colleges<sup>1</sup>, professional bodies and employers.) [Personal Development Planning in Higher Education \(Scotland\)](#)<sup>vii</sup> provides a parallel Scottish site.

These developments have parallels in schools, further education colleges, professional bodies and among employers within the UK, within the rest of Europe and globally. For this reason, the original consultative document of November 2001 took account of the European Diploma Supplement ([DS](#))<sup>viii</sup> developed by a joint EU, Council of Europe and UNESCO [working party](#)<sup>ix</sup> (see [Appendix 3](#)). The Consultative Document also took account of the work of the [Further Education Managed Learning Environment Steering Group](#)<sup>x</sup> on the Individual Student Record (ISR) which institutions in England returned to the [Learning and Skills Council](#)<sup>xi</sup> (See [Part 3](#))

## A Model of the Progress File<sup>2</sup>

Periodically updated [Guidelines for the HE Progress File](#)<sup>xii</sup> published by UUK and SCoP provide a clear overview of the data and function of the UK HE Transcript and imply the status and ownership of other data within the Progress File. The resulting data model underlying this consultative document allows for: -

- **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 a self-assessment not intended for any external audience.
  - ◆ **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, or to an employer for a job). 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*.
- **A portfolio** of material for an external audience such as examples of the learner's work (perhaps to an employer or for a place on an Arts programme following UCAS Route B) and may include 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*.

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<sup>1</sup> In the UK, Further Education (FE) covers sub degree programmes for students aged 16 and over. FE colleges are increasingly offering degree level programmes and teaching in partnership with universities.

<sup>2</sup> As with all models, this represents a simplified overview. Examples of practice that sit within the model will in some cases extend beyond it.

**The Joint Information Systems Committee, (JISC)<sup>xiii</sup>**, the body responsible for meeting national computing needs on behalf of UK universities, sponsors a Centre for Educational Technology Interoperability Standards (**CETIS)<sup>xiv</sup>**. All UK higher and further education institutions can call on expert help from CETIS in order to make proposals to the international consortia developing technical interoperability standards. These consortia include the **IMS project<sup>xv</sup>**, which was launched in 1997 by Educom (now **Educause<sup>xvi</sup>**) in the US at the time when learning management systems were emerging. More recently, other bodies have become involved. These include IEEE, ISO, and the European CEN/ISSS and Prometheus initiative. All of these are committed to collaboration.

## **1.2 The Need for Technical Interoperability to Support the Progress File and Lifelong Learning**

*There is an immediate need to pass Transcript information between IT systems within institutions, in particular between student records and Managed Learning Environments, and between FE and HE institutions. In the longer-term, interoperability specifications are essential to the archiving and recovery of information required for records of achievement supporting lifelong learning. These needs can be met by extending the Learner Information Package specification produced by the IMS global consortium.*

### **A Data Model**

The model showed how the Progress File bridges two different worlds: -

- Student record systems owned by the institution containing Transcript details about the learner and formally assessed achievement
- Managed Learning Environments (MLEs) containing more detailed information arising from PDP about how the learner is achieving intended learning outcomes and developing as an autonomous learner capable of reviewing and reflecting upon achievement.

The specific software supporting the Progress File must therefore communicate with both the student record and the MLEs within a single institution and this will often involve more than two systems. The situation is further complicated by the need to gather data from further education colleges and schools, pass data between universities and on to professional bodies and other organisations promoting lifelong learning such as **Ufi<sup>xvii</sup>**. This will involve many different commercial and institutionally developed systems, all of which are subject to constant development and replacement.

In order to provide viable IT support for the Progress File it is therefore essential that UK universities agree interoperability standards for the UK HE Transcript and PDP. **Part 2** of this document proposes a mapping of the Transcript against IMS LIP 1.0, a means by which any one IT system can export Transcript information in a common format which can be read into any other IT system that can make use of the same format.

### **Interoperability Specifications**

By mapping the Transcript to an interoperability specification, software vendors may be stimulated to meet users' needs; the exchange of operational data between systems will be enhanced but it will also become easier to move reference data into new systems as software is upgraded or replaced. This is a pre-requisite for any lifelong record of achievement. While this information could be exchanged simply as a text file, it would be more useful for various purposes if it could be structured and exchanged according to a commonly agreed and widely supported data format. The task of defining such a data format has two stages: -

1. **A Policy Development Stage** to agree the human, organisational and educational questions as to what information needs to be gathered and exchanged, for what purposes, in what contexts, and how this information should be organised. This is summarised in Part 1 of this document and provides the input for the next stage.
2. **A Technical Stage** to determine the best way of formatting this information to enable it to be exchanged between systems. This is presented in **Part 2** of this document using an XML schema.

At institutional level, work on the first, policy development stage for HE was undertaken from 1998 by six [Recording Achievement projects](#)<sup>xviii</sup> funded by the UK Department for Education and Employment. This was then taken forward by a network that developed around these universities and the Centre for Recording Achievement, and which made a major contribution to the development of the Guidelines for the HE Progress File. All of these universities were either developing or actively seeking software to support the Progress File, and the need for a mapping against an interoperability specification became increasingly obvious. The national Progress File Implementation Group was the catalyst for these developments. (The [Centre for Recording Website](#)<sup>3</sup> will provide access to materials covering the parallel work undertaken in FE and schools from February 2003.)

Work on the second, technical stage followed a seminar of student record officers held in November 2000. A wider Progress File Interoperability Consortium was formed in order to make links with Further Education, other related JISC and HEFCE projects and representative bodies. This group included academic, technical and administrative staff whose institutions had charged them with making the Progress File and PDP an integral part of students' experience of learning.

The JISC had made additional funding available through CETIS to support a Learner Information and Profiles Special Interest Group (LIPSIG), to track and make use of the relevant learning technology specifications to provide standardised formats for exchanging this information and disseminate it to the wider Higher and Further Education community. The Progress File Interoperability Consortium successfully bid for this role.

Where information cannot be mapped into the fields provided by the LIP 1.0 specification, then the Group will propose extensions to LIP 1.0, make these available to the community and support their implementation in systems.

The Transcript mapping was presented in a consultative document to a national conference at Universities UK in November 2001. The mapping is intended to facilitate the transfer of learner information between systems at the institutional level, and support other initiatives, for example for the transfer of credit between institutions. Longer-term work on the Progress File will enable transfer between systems that support the Personal Development Planning process. Using LIP as a common base opens the possibility of transferring information between systems of each type, for example using the Transcript to support the PDP process. More broadly this will support lifelong learning and supporting information transfer across institutions.

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**The IMS Global Consortium** is a membership organisation that includes both educational and commercial vendors. Its aim is to produce specifications that enable various information exchanges needed for Internet based learning. These now include Metadata, Content Packaging, Question and Test, Enterprise as well as Learner Information specifications. All these are produced as three documents: an Information Model, an XML Binding and a Best Practice Guide.

JISC pays a full annual 'contributing' membership fee to IMS. Through this, all UK Higher and Further Education institutions are members. This membership is managed through CETIS, which represents UK HE & FE on IMS, with Special Interest Groups participating in the relevant IMS Working Groups, such the LIPSIG which covers Enterprise, LIP and RCDs. CETIS and the Special Interest Groups also disseminate information about existing and emerging standards back to the HE & FE communities.

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<sup>3</sup> See <http://www.recordingachievement.org/>

### 1.3 **A rationale for the support the Transcript can provide to learning**

*The Guidelines for HE Progress Files make explicit the use of Transcript information to support learning evident in good academic practice.*

A key area for development is the interface between the Transcript and Personal Development Planning within the Progress File. Questions focus upon the implications for the format and content of the Transcript which arise from considering its potential significance for the educational processes experienced by individual students during their time in Higher Education.

The Transcript may hitherto have been thought of as the final summary, the official retrospective statement of an individual student's academic performance, issued from the standardised, locked and finite world of the institution's register and academic assessment records. By contrast, the Progress File proposes that the Transcript should allow the student to look forwards as well as back and that it should provide a platform on which records and evidence of the individual student's total learning experience can be built in the context of planning for the future. It brings out the educational usefulness of accessing the Transcript as it evolves during a student's course and of linking it explicitly to deeper levels of information about the academic programme and to the student's progress outside that programme in enhancing the skills and qualities crucial to their career development.

In many ways, however, the benefits of on-going access to evolving Transcript information have long been recognised by good tutors whose practice includes providing students with regular academic feedback and encouraging them to reflect upon it. However, with the widespread take-up in the UK of modular structures for degree programmes over the last ten years, formal assessment has become more frequent and opportunities for reporting and reviewing individual performance are now available every semester. The Personal Academic Records scheme at the University of Nottingham sets up partnerships between personal tutors and all students individually, to take regular overviews of assessment results across the whole modular programme, for the developmental purposes of reviewing and planning. The resulting sequence of tutor-student interactions with the institutional record fulfils two purposes. It helps maximise student academic progress - especially important as participation widens; it also provides the foundation for the 'structured and supported' process through which Nottingham has begun to provide for students' Personal Development Planning institution-wide, on an equal entitlement basis.

But Dearing's discussion of Progress File pushes the idea of the student's record beyond the realm of the academic. He includes 'other types of learning', such as accredited study abroad or work placement, and also 'recorded informal ... learning', skills-based achievements, gained through part-time work or community volunteering for example, which make up the full value of the student's HE experience. The proposed format for the Transcript suggests acknowledging this further learning, both accredited and informal. Such an inclusive format would make explicit -- and thereby help to promote -- key activities outside the curriculum which contribute substantially to equipping individual students for successful progression into employment. The suggestion is that one item within the Transcript should be an 'Index to evidence of achievement', that is, an official acknowledgement (distinct from an authentication) of the scope of the individual student's personal collection of development records relating to this unassessed, informal further learning. The comprehensive nature of this format would signal a more holistic perception of the student, and, with the advent of programme specifications, help the student realise the continuities as well as the differences between academic skills and employability skills.

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## Part 2 Technical Interoperability: UK Learner Profile Version 1.1

This section formally sets out a mapping of the UK HE Transcript against the IMS Learner Information Packaging Specification 1.0<sup>xix</sup> as a basis for demonstrations of its use. Subject to the findings of pilots, Universities UK will be invited formally to recommend that institutions develop the capability to exchange Transcript information by these means. The relationship of the UK Transcript with the European Diploma Supplement (DS) is summarised in Table 1, and discussed in [Appendix 3](#). It is proposed to carry out work on the DS in parallel with work on the UK HE Progress File as an integral part of the development of a UK Learner Profile

### 2 Overview of Part 2

This document presents a mapping of the fields set out in the recommended data set for the UK HE Transcript, as presented on the CRA website, against IMS Learner Information Package, Version 1.0, Final Specification. Where possible, fields in the UK HE Transcript are mapped against their equivalent IMS Learner Information Package 1.0 (LIP) data objects. Those fields for which there was no direct IMS LIP equivalent have been mapped against the most appropriate IMS LIP extension object. These are given in bold on Table 4. These fields are either required for a minority of students (section 2) or further advice is needed from national bodies representing HEIs (section 7), taking account of the DS.

The CETIS LIPSIG maintains a list of issues relating to the use of IMS LIP 1.0 to meet the needs of the UK, which are under active discussion or requiring discussion. At present this centres on the use of the <typename> element and the development of vocabularies to improve validation. Users and potential users of this mapping are welcome to make proposals in this area, which the LIPSIG may propose through CEN ISSS. Identifiers and codes, for example for awarding and delivering organisations and professional bodies are also required. It is intended that version 1.2 should cover these issues.

In addition to the UK HE Transcript, the European Diploma Supplement, as presented on the Academic Information Centre's website, was also mapped against the elements of the IMS Learner Information Package, Version 1.0, Final Specification. Discussions following publication of the Consultative Document in November 2001 have identified further issues, set out in Appendix 3. This work is at a stage where it requires input from partners in other European states to confirm an outline mapping of the DS against IMS LIP 1.0 and undertake initial pilots. [Back to Contents](#)

### 2.1 Overview of Field Definitions

This section of the document provides a comparison of the various data elements contained in the Transcript types considered in this document. The authors have 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.

The minimum data set for the UK Transcript is defined in the [Guidelines for HE Progress Files](#). The [HESA manuals](#) provide a more detailed definition of the format for some of these fields, which cover all HE students taught in HE or FE institutions, together with vocabularies for these fields. These definitions articulate with the equivalent fields for FE students. Some fields required by the DS but not the UK HE Transcript are covered by the HESA and ILR returns so that all institutions within the UK will hold these data for all their students.

There is a common format for the presentation of information relating to the components of modular degree programmes within the UK. However, proposals have yet to be agreed for a common framework for the value of the attributes of a module, in particular level and credit. For this reason the mapping to IMS LIP 1.0 presents a generic means of exchanging data within which the more detailed relationship of the objects within a programme can be constructed in due course.

The mapping must allow student achievement in any one institution to be expressed in terms of several frameworks defining credit and level since separate frameworks exist within the UK which differ in turn from the overarching ECTS framework with which all institutions should comply by 2008 under the terms of the Bologna Declaration.

### Overview of Field Definitions (Table 1)

*Correlation between field definitions for the UK HE Transcript, the European Diploma Supplement and the IMS LIP1.0 specification. Rows shaded grey indicate those elements of the DS which have no equivalent data element in the UK HE Transcript.*

<b>Data Element</b>	<b>UK HE</b>	<b>DS</b>	<b>IMS</b>
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	✓		✓
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 (DS)
- \* 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 DS
- \*\*\* Although shown as separate in this grid, these fields are referred to as a single item (“Programme Details”) in the DS
- ‡ These elements will require the use of extensions to the IMS LIP Specifications in order to represent them.

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## 2.2 Field Definitions for the UK HE Transcript

The student Transcript is viewed as *the public record of learning and academic achievement in higher education*. It provides the evidence that a learner has met the requirements for the specified HE award and information on learning and achievement in the chosen programme of study. The validity and authenticity of the information it contains is the responsibility of the awarding institution. Further discussion is required to cover documents produced by institutions or groups of institutions that present a summary of qualifications awarded by other institutions in order to understand the audiences for these documents and how they are used. Our proposal is to rename "Institutional reference number" as "Reference with issuing body", and to record reference numbers with awarding institutions as part of the data structure of the award. This is detailed in the discussion and examples below.

### Field definitions for the recommended UK HE Transcript (Table 2)

*Brackets within the category column indicate the number of instances of a particular category allowed within the Transcript data structure.*

Category	Data Element
1. Student (1)	Name
	Date of Birth
	Institutional reference number
	HESA reference number
2. Qualification (many)	Name of Qualification
	Level of Qualification in NQF
	Name of Awarding Institution
	Name of institution delivering the programme
	Languages of instruction
	Languages of assessment
	Professional Body accreditation
	Statutory Regulatory Body recognition/approval
3. Record of Learning and Achievement (many)	Name of programme
	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 (if >1)
4. Other types of Learning within a programme (many)	Study Abroad
	Work Placement
	Work Experience
	Accredited prior certificated and experiential learning
	Accredited Key Skills
	Index to evidence of achievement within Progress File[2]
5. Award (many)	Overall credits achieved
	Overall mark / grade
	Overall classification or performance indicator
	Professional / Statutory Body recognition
	Date of Award
6. Authentication (1)	Date of Issue
	Telephone for validation
7. Explanatory information (1)	Guidance on how to interpret the Transcript
	Information on the grading scheme
	Overview of the NQF
	Overview of the UK HE system

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### 2.3 Mapping the UK HE Transcript to IMS LIP

The IMS LIP specification represents a hierarchical data structure intended to allow the representation of all relevant information concerning a learner's engagement with a particular learning instance. The main categories of this data are shown below:

Fixed Information	Learner identification Accessibility / disability issues
Variable Information	Goals, learning plans Learning preferences
Personally Verified Learning Claims	Links to products of work Experiences Testimonials
Third Party Verified Claims	Transcript Certifications

The internal structure of the LIP, as shown in Table 3, is based on a data structure which supports the exchange of information between learning management systems, human resource systems, student information systems, enterprise e-learning systems, knowledge management systems, and other systems used in the learning process. It is not intended to address the processes of requesting, or transferring the information contained in the specification. The full structure of the IMS LIP specification can be found at <http://imsproject.org>.

### Internal Structure of IMS LIP specification. (Table 3)

Learner Information	Identification	(personal and demographic information)
	Accessibility	(language preferences, disability etc)
	Goals	(learning / career objectives and aspirations)
	QCL	(qualifications, certificates and licences)
	Activities	(information concerning learning activities)
	Competencies	(acquired skills and learning competencies)
	Interests	(hobbies and recreational activities)
	Affiliations	(membership of organisations)
	Transcript	(summary records of academic performance)
	Security Information	(security keys for interacting with learner)
	Internal Relationships	(relationships between core data structures)
	Extension	(top level extension facility for LIP)

The requirements and opportunities for electronic records differ from those of paper transcripts, and the elements in Table 2 need some amendment to make best sense in the electronic context. Using these structures as a basis for the mapping, Table 4 maps the requirements of the UK HE Transcript against the existing structures within the LIP specification. LIP extensions have only been used where the LIP does not contain an appropriate data object to correspond to the fields in the Transcript.

### Correlation between field definitions for the UK HE Transcript and the IMS LIP Specification. (Table 4)

Entries in **bold** require the use of IMS LIP extension fields which will be defined in version 1.2. These fields are either required for a minority of students (section 2) or further advice is needed from national bodies representing UK HEIs (section 7), taking account of the DS.

Cat	Transcript Data Element	IMS LIP Element
1	Name	<identification><formname>
	Date of Birth	<identification><demographics><date>
	Reference with issuing body	<identification><demographics><uid>
	HESA reference number	<identification><demographics><uid>
	Reference with awarding institution / body	<qcl><registrationno>
	Reference with institution delivering the programme	<affiliation><affiliationid>
2	Name of Qualification	<qcl><title>
	Level of Qualification in NQF	<qcl><level>
	Name of Awarding Institution	<qcl><organization>
	Name of institution delivering the programme	<affiliation><organization>
	<b>Languages of instruction</b>	<qcl><ext_qcl>
	<b>Languages of assessment</b>	<qcl><ext_qcl >
	<b>Professional Body accreditation</b>	<qcl><ext_qcl >
<b>Statutory Regulatory Body recognition/approval</b>	<qcl><ext_qcl >	
3	Programme code	<activity><learningactivityref>
	Name of programme	<activity><definition><description>
	Module or unit study code	<activity><learningactivityref>
	Module or unit study title	<activity><definition><description>
	Number of credits for each module/unit	<activity><units>
	Date (year) in which credit awarded	<activity><date>
Mark or grade for each module/unit	<activity><evaluation><result><score>	

	Number of attempts for each module/unit (if >1)	<activity><evaluation><noofattempts>
4	Study Abroad	<activity>
	Work Placement	<activity>
	Work Experience	<activity>
	Accredited prior certificated and experiential learning	<qcl> / <activity>
	Accredited Key Skills	<competency><exrefrecord>
	Index to evidence of achievement within Progress File[2]	<activity><learningactivityref>
5	Overall credits achieved	<activity><units>
	Overall mark / grade	<activity><evaluation><result><score>
	Overall classification or performance indicator	<qcl><level><level>
	Professional / Statutory Body recognition	<activity><evaluation>
	Date of Award	<qcl><date>
6	Date of Issue	<learnerinformation><contenttype>
	<b>Telephone for validation</b>	<qcl><ext_qcl> / <ext_learnerinfo>
7	<b>Guidance on how to interpret the Transcript</b>	<transcript><description> / <ext_learnerinfo>
	<b>Information on the grading scheme</b>	<transcript><description> / <ext_learnerinfo>
	<b>Overview of the NQF</b>	<transcript><description> / <ext_learnerinfo>
	<b>Overview of the UK HE system</b>	<transcript><description> / <ext_learnerinfo>

A more detailed description of the use of the IMS-LIP structures to represent the data elements of the proposed UK HE Transcript is presented in the following sections.

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## 2.4 Transcript Section 1: Student

The information contained in this section of the Transcript can be represented using the Identification structure of the LIP specification (Table 4) as shown below in Table 5. It is possible that there might be several institutions or bodies involved in conferring awards or delivering programmes, and the identification of the student with each of these bodies or institutions is most naturally done within the QCL and Affiliation structures of LIP. This is illustrated later. In order to minimise confusion between the different institutions and bodies that may be involved, it is therefore suggested that the field previously called "Institutional Reference Number" be renamed to "Reference with issuing body".

### Showing the representation of part of Section 1 of the UK HE Transcript using the IMS-LIP Identification structure. (Table 5)

Note the repetition of the demographics element to allow for two UIDs to identify the student.

```

<identification>
  <formname>
    <typename>
      <tysource sourcetype="List">
        Contact, Full, Alias, Maiden, Preferred, Former
      </tysource>
      <tyvalue>Full</tyvalue>
    </typename>
    <text>Gemma Jackson</text>
  </formname>
  <demographics>
    <date>
      <typename>
        <tysource sourcetype="List">
          Effective, Birth, Start, Finish, Expiry, Death, Update,

```

```

        Create, Renewal, Delete, Publish, Award, Enrol, Join
        </tysource>
        <tyvalue>Birth</tyvalue>
    </typename>
    <datetime>1977-10-03</datetime>
</date>
</demographics>
<demographics>
    <typename>
        <tysource sourcetype="List">
            Issuer's reference, HESA reference
        </tysource>
        <tyvalue>Issuer's reference</tyvalue>
    </typename>
    <uid>999999999</uid>
</demographics>
<demographics>
    <typename>
        <tysource sourcetype="List">
            Issuer's reference, HESA reference
        </tysource>
        <tyvalue>HESA reference</tyvalue>
    </typename>
    <uid>888888888</uid>
</demographics>
</identification>

```

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## 2.5 The Qualification: section 2 and parts of others

It is proposed that the QCL structure of the IMS-LIP specification be used to represent all of the information relating to the qualification itself, as distinguished from the educational programme in which the student was enrolled. While the majority of this information is in section 2, there is also information from section 1 (as indicated above) and section 5, as it is natural here to include the overall classification achieved along with the level of qualification. This is brought together in the example in Table 6.

### Showing an XML example of the use of the QCL structure to hold information about a student's qualification or award. (Table 6)

```

<qcl>...
  <title>BA(Hons) Human Geography with Physical Geography</title>
  <organization>...
    <description>
      <short>University of Poppleton</short>
    </description>
  </organization>
  <registrationno>999999999</registrationno>
  <level>
    <text>NQF HE3</text>
  </level>
  <text>2.1</text>
</level>
...</qcl>

```

Information relating to the institution delivering the programme logically needs to be kept elsewhere, as students can study for the same qualification in different institutions. We have agreed that the natural and appropriate place for this is the Affiliation structure. This is shown in Table 7.

### **XML example of the use of the Affiliation structure to represent information relating the student to the organisation delivering the tuition. (Table 7)**

```
<affiliation>
  <affiliationID>77777777</affiliationID>
  <role>
    <typename>
      <tysource sourcetype="List">
        Student, Faculty, Staff, Alumni, ProspectiveStudent,
        Guest, Other, Administrator, Observer
      </tysource>
      <tyvalue>Student</tyvalue>
    </typename>
  </role>
  <organization>
    <typename>
      <tysource sourcetype="List">
        School, FEI, HEI, Professional, Governmental, Other
      </tysource>
      <tyvalue>HEI</tyvalue>
    </typename>
    <description>
      <short>Muggleton University College</short>
    </description>
  </organization>
</affiliation>
```

The QCL structure does not contain elements which can be used as a holder for overall marks or overall credits, both of which are required fields in the UK HE Transcript. To overcome this problem, it is proposed to use an instance of the Activity structure of the IMS-LIP specification to represent the overall programme of study in which the learner is involved. This model would result in the use of the QCL structure to hold the formal qualification (e.g. BA (Hons) Modern Literature [2:1]) and then the outermost Activity structure to hold programme level information which cannot be accommodated in the QCL structure (see Table 8).

### **2.6 Transcript Section 3: Records of Learning and Achievement**

It is proposed that the structure of the record of learning and achievement is mapped entirely using the Activity structure of the IMS-LIP specification. The use of this structure allows us to nest the years (or levels) of study and their component modules in a logical structure which as well as coping with the data, also maps well to the structure of the printed Transcript. As the project goes on to map the IMS-LIP against the proposed structure of generic UK Personal Development Records, there can be another nested layer of <activity> which relates to work carried out in attaining a module pass (Table 8) year 3, module 2). The use of the outermost layer of <activity> corresponding to the degree programme (Table 8) allows us to store information about overall credits/marks received, an element of the award which is not catered for within the QCL structure described in Section 2.

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## Showing the schematic structure proposed to represent the student's records of learning and achievement (Table 8)

<qcl> </qcl>	# overarching qualification (see section 2)
<activity>	# equating to full programme of study
<activity>	# equating to year 1
<activity> </activity>	# module 1
<activity> </activity>	# module 2
<activity> </activity>	# module 3
<activity> </activity>	# module 4
</activity>	
<activity>	# equating to year 2
<activity> </activity>	# module 1
<activity> </activity>	# module 2
<activity> </activity>	# module 3
<activity> </activity>	# module 4
</activity>	
<activity>	# equating to year 3
<activity> </activity>	# module 1
<activity>	# module 2
<activity> </activity>	# component of module 2
<activity> </activity>	# component of module 2
</activity>	
<activity> </activity>	# module 3
<activity> </activity>	# module 4
</activity>	
</activity>	

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The electronic nature of the proposed records makes it possible, even when the records are transferred electronically between institutions, to refer directly into the information systems in the institutions which issued the electronic records or transcripts. It is proposed, in order to maximise the usefulness of this capability, there should be a "Programme Code" associated with the full programme of study, as this may well be more specific than the title of the programme alone, which may only be generally descriptive. This will mirror the use of "module or unit study codes", and will be additional to the current required HESA fields. Illustrations of references intended for automatic use are included in the main XML illustration in Appendix 1.

### 2.7 Transcript Section 7: Explanatory information.

Discussions have led to an overall conclusion that while the information contained within this section of the UK HE Transcript is not a part of the student's individual Transcript, it does have to be stored somewhere. This is part of a larger concern being raised by the project over the relationship between Transcripts PDP and UK HE Programme Specifications. As an example of this relationship, consider the case of a student taking a BSc with a particular university, graduating in 1999. In 2000 the degree programme structure changes but the qualification name and level remain the same. If we wish to know what this student has done in their degree we will need to have a Transcript, linked to a PDR, linked to an archive copy of their degree programme specification, linked to an archive copy of their subject benchmark, linked to a description of the structure of UK qualifications at the time at which they undertook the degree. (The XML illustration of the Transcript offers some approaches to versioning learning objects)

### 2.8 Learner profile Version Control

Changes between the proposed mapping of the UK HE Transcript to LIP 1.0 set out in the original Consultative Document and this Version 1.1 will be set out on the website containing this document in early 2003 together with brief explanation of the rationale for the changes. This will be based on Table 4. An updated table of changes will accompany Version 1.2.

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## Part 3 The Development of Learner Profiles across FE and HE

This section sets out some of the key issues that need to be addressed in order to join up separate but parallel learner development processes in FE and HE and so support shared learning and transitions across the sectors. In this way it summarises the consultation exercises that will follow on from this document ([see timescales](#))

The work leading to further Consultative Documents is set out in 3.2 and 3.3 below. The findings of the consultation will then be presented in a further version 1.2 of the UK Learner Profile in November 2003 with extended mappings to IMS LIP, which may take account of other IMS specifications. The views of vendors and the experience of pilots are important for this work to be well founded in practice.

### 3.1 Joining up Separate but Parallel Developments

The inquiry into 16 - 19 Education chaired by Lord Dearing recommended a means 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." <sup>xx</sup> The parallel process recommended by the inquiry into Higher Education chaired by Lord Dearing has been termed 'Personal Development Planning' (PDP).

Learner progression across both sectors is becoming increasingly important and practitioners in both Further and Higher Education have already recognised the need to join up the separate but parallel learner development processes that have been established in both sectors. At the same time a technical infrastructure is being established to provide Virtual Learning Environments (VLEs) shared between colleges and universities. The development of Foundation Degrees by Further and Higher Education institutions, in which PDP is a required element, has stimulated and exploited these new opportunities. Other universities have worked with schools and colleges to establish Personal Development Planning processes that encourage and support students to enter HE Honours programmes as an integral part of their development of PDP software. There are a range of other initiatives including franchised and access provision.

#### The National 16-19 Context

The review of the 16-19 Curriculum chaired by Sir Ron Dearing emphasised the potential of the processes of recording achievement and action planning in the context of the agenda of lifelong learning:

*"It (the NRA) has the potential to be much more than a summary of achievement. It could be an important instrument through 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." <sup>xxi</sup>*

The Dearing recommendation, to 'review, restructure and relaunch the NRA', possibly under a new name to reflect its wider role in personal development, was carried forward by a Committee chaired by Sir Nicholas Goodison. Informed by five sector-specific working groups (including both Further and Higher Education), their report <sup>xxii</sup> led to a range of pilot and implementation activity. In England, ten Demonstration Projects, including FEIs are trialling Progress Files. Materials are predominantly paper-based, and little attention has been given to the interoperability of what IT provision has been developed. A new set of paper based materials *Widening and Broadening Horizons* are being made available to schools and colleges for 16 - 19 year olds and adult learners respectively in the autumn of 2002, with a web version to follow.

### **The National Inquiry into Higher Education**

"We recommend that institutions of higher education, over the medium term, develop a Progress File. The File should consist of two elements:

- 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)

9.49 "We have considered the extent to which there should be a common format across higher education providers for the first element, the transcript. It is likely that both students and employers will become impatient if faced with a plethora of different formats for the presentation and summation of achievement. On the other hand, different institutions offer students very different higher education experiences. We believe a common format should be developed, within which individual institutions can produce their own transcripts. We expect the transcripts to convey a standard set of information, including final award; modules covered, with individual marks; and results of any other assessed activity (work placements, for example)."

9.50 "The second element of the File would include material which demonstrated progress and achievement in key and other skills and recorded informal and work-based learning. The File would need to be structured to enable students to manage the information they want to record, store and update. It is likely that information technology will be a powerful tool in the use and updating of individual Progress Files."

Unlike HE, the Progress File work in FE does not include formal records of academic performance which are only now being made available to current students following the introduction of modular qualifications.

A primary driver for joining up this work across FE and HE is the widening participation agenda of Government, with a target of 50% of the current 18-30 age cohort entering Higher Education by 2010. Through such developments the lines between Further and Higher Education are becoming increasingly blurred and the need for effective progressive and coherent transfer between different learning environments increasingly acute.

The next phase of the project leading to version 1.2 of the UK Learner Profile, set out overleaf, is explicitly intended to support the development of PDP within Managed Learning Environments shared across the FE and HE sectors.

### **3.2 Supporting Shared Learning and Transitions across FE / HE**

The focus of this work is on connecting practice in FE and HE through an analysis of existing materials and their extension to take better account of FE. This will result in a Consultative Document *Supporting Shared Learning and Transitions across FE / HE*, which will include: -

- A definition and mapping of terminology across the FE and HE sectors.
- A statement and rationale of the pedagogic and business cases for Learner Development processes within a Managed Learning Environment shared across FE and HE, especially for the widening of participation.
- A blueprint for the location of these processes within the MLE in terms of both business and learning processes.
- A set of tools for classifying use cases and the content of PDRs
- An overview of and links to a library of case studies;
- An overview of existing Learner Development software
- A chart of requirements not met by the available software
- A mapping of existing software to the use case and types of PDR.

### **3.4 Specifying Support for Shared Learning and Transitions across FE / HE**

The focus of this work package is on technicians and practitioners in emerging FE/HE partnerships that wish to implement Learner Development software. This will result in a Consultative Document *Specifying Support for Shared Learning and Transitions across FE / HE*, which will propose: -

- A process by which a specification of Learner Profiles is developed bottom up by emerging FE / HE partnerships;
- Identification of generic Learner Development processes and generic Learner Profiles with which emerging FE/HE partnerships can identify
- A proposed mapping to LIP 1.0 of the PDR domain and XML examples of generic Learner Profiles
- Specifications of generic Learner Development processes and Learner Profiles in a form which vendors/developers can use to produce appropriate software.

In November 2003 this work will be presented to the community as *UK Learner Profile version 1.2 (Transcript, DS and PDR mapping to IMS LIP)*

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## Appendix 1

### Illustration of an HE Transcript in current use with XML Mapping

#### Conforms to the data set recommended in the Guidelines for HE Progress Files

For further illustrations of UK HE Transcripts in current use see Appendix 1 of the

[Guidelines for HE Progress Files](#)

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

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

<b>Programme of study</b>	BA English French (joint)
<b>Professional or statutory body accreditation</b>	not relevant
<b>Language(s) of instruction</b>	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	Mark	Credit
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

<b>2000/01</b>	<b>Compulsory Year Abroad</b>		120
----------------	-------------------------------	--	-----

2001/02	HE Level 3 BA Honours English and French	Mark	Credit
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		<b>64.3</b>	<b>480</b>
Honours Degree Classification		<b>Second Class (upper division)</b>	
Date of Award	July 2002	Date Transcript Issued	15 July 2002

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## XML Illustration

```
<?xml version="1.0" standalone="no"?>
<!DOCTYPE learnerinformation SYSTEM "ims_lipv1p0.dtd">
<!-- edited by Simon Grant, converted to use DTD rather than schemas, 2002-
11-06 -->
<learnerinformation>
  <comment>UK Learner Profile Transcript (version 1.1) </comment>
  <contenttype>
    <referential>
      <sourcedid>
        <source>repository.cetis.ac.uk/learnerinformation/</source>
        <id>/schema?version=0.1</id>
      </sourcedid>
    </referential>
    <referential>
      <sourcedid>
        <source>banner.poppleton.ac.uk</source>
        <id>12345678</id>
      </sourcedid>
    </referential>
    <temporal>
      <typename>
        <tysource sourcetype="list">
          Issued, Revoked, Originally issued
        </tysource>
        <tyvalue>Issued</tyvalue>
      </typename>
      <temporalfield>
        <fieldlabel>
          <typename>
            <tyvalue>Issue Date</tyvalue>
          </typename>
        </fieldlabel>
        <fielddata>2002-07-15</fielddata>
      </temporalfield>
    </temporal>
  </contenttype>
  <identification>
    <formname>
      <typename>
        <tysource sourcetype="list">
          Contact, Full, Alias, Maiden, Preferred, Former
        </tysource>
        <tyvalue>Full</tyvalue>
      </typename>
      <text>Gemma Jackson</text>
    </formname>
    <demographics>
      <date>
        <typename>
          <tysource sourcetype="list">
            Effective, Birth, Start, Finish, Expiry, Death, Update,
            Create, Renewal, Delete, Publish, Award, Enrol, Join
          </tysource>
          <tyvalue>Birth</tyvalue>
        </typename>
        <datetime>1977-10-03</datetime>
      </date>
    </demographics>
  </identification>
</learnerinformation>
```

Where Typename entries refer only to field labels (e.g. Credit and Score) tysource does not need to be defined. Tysource lists have in other places been taken from the provisional lists on the IMS LIP pages, or (once) from the IMS Enterprise. For some typenames, there is no clearly relevant list, and the tysource list has been supplied here provisionally, subject to discussion, amendment, addition and improvement.

*In certain date fields a month number has been added which is not shown in the example transcript. Registration number data have been replicated in different fields. This is because the information refers to several possible institutions that happen to be the same, but need not be. This is noted in comments below.*

As more than one demographics element is needed, to represent more than one uid, the name element has also been given its own demographics element for clarity.

Full name has to go in a formname, as plain name is decomposed into partnames.

```

<demographics>
  <typename>
    <tysource sourcetype="list">
      Issuer's reference, HESA reference
    </tysource>
    <tyvalue>Issuer's reference</tyvalue>
  </typename>
  <uid>999999999</uid>
</demographics>
<demographics>
  <typename>
    <tysource sourcetype="list">
      Issuer's reference, HESA reference
    </tysource>
    <tyvalue>HESA reference</tyvalue>
  </typename>
  <uid>88888888</uid>
</demographics>
</identification>
<qcl>
  <typename>
    <tysource sourcetype="list">
      Qualification, Certification, Licence, Degree
    </tysource>
    <tyvalue>Degree</tyvalue>
  </typename>
  <contenttype>
    <referential>
      <indexid>qcl_01</indexid>
    </referential>
  </contenttype>
  <title>BA (Hons) English & French</title>
  <organization>
    <description>
      <short>University of Poppleton</short>
    </description>
  </organization>
  <registrationno>999999999</registrationno>
  <level>
    <text>NQF HE3</text>
    <level>
      <text>2:1</text>
    </level>
  </level>
  <date>
    <typename>
      <tysource sourcetype="list">
        Effective, Birth, Start, Finish, Expiry, Death, Update,
        Create, Renewal, Delete, Publish, Award, Enrol, Join
      </tysource>
      <tyvalue>Award</tyvalue>
    </typename>
    <datetime>2002-07</datetime>
  </date>
  <ext_qcl>
    <fieldlabel>
      <typename>
        <tysource sourcetype="list">
          InstructionLanguage, AssessmentLanguage
        </tysource>
        <tyvalue>InstructionLanguage</tyvalue>
      </typename>
    </fieldlabel>
  </ext_qcl>

```

Note that the Issuer's reference will not always be the same either as the registration number for any qualification or the ID for any programme delivery institution.

In this case the HESA number is used to identify a student independent of the institution.

This qcl element refers only to the award, not the teaching. In this case, the registrationno given here duplicates the transcript issuer's reference above, as they are both the same institution. Full interoperability requires a standard for level structure and nomenclature.

```

        </typename>
    </fieldlabel>
    <fielddata>English and French</fielddata>
</ext_qcl>
</qcl>
<affiliation>
    <typename>
        <tysource sourcetype="list">
            Educational, Professional, Personal, Military, Civic
        </tysource>
        <tyvalue>Educational</tyvalue>
    </typename>
    <affiliationid>99999999</affiliationid>
    <role>
        <typename>
            <tysource sourcetype="list">
                Student, Faculty, Staff, Alumni, ProspectiveStudent,
                Guest, Other, Administrator, Observer
            </tysource>
            <tyvalue>Student</tyvalue>
        </typename>
        <date>
            <typename>
                <tysource sourcetype="list">
                    Effective, Birth, Start, Finish, Expiry, Death, Update,
                    Create, Renewal, Delete, Publish, Award, Enrol, Join
                </tysource>
                <tyvalue>Start</tyvalue>
            </typename>
            <datetime>1998-10</datetime>
        </date>
        <date>
            <typename>
                <tysource sourcetype="list">
                    Effective, Birth, Start, Finish, Expiry, Death, Update,
                    Create, Renewal, Delete, Publish, Award, Enrol, Join
                </tysource>
                <tyvalue>Finish</tyvalue>
            </typename>
            <datetime>2002-07</datetime>
        </date>
    </role>
    <organization>
        <typename>
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            </tysource>
            <tyvalue>HEI</tyvalue>
        </typename>
        <description>
            <short>University of Poppleton</short>
        </description>
    </organization>
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                Create, Renewal, Delete, Publish, Award, Enrol, Join
            </tysource>
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        </typename>

```

The affiliationid given here replicates both the registrationno for the qcl and the transcript issuer's reference above. They are all the same institution, but need not be. The role tysource list is taken from IMS Enterprise institutionroletype. The list of institution types is provisional.

```

    <datetime>1998-10</datetime>
  </date>
  <date>
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        Create, Renewal, Delete, Publish, Award, Enrol, Join
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  <date>
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        Create, Renewal, Delete, Publish, Award, Enrol, Join
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    <datetime>1998-10</datetime>
  </date>
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        Create, Renewal, Delete, Publish, Award, Enrol, Join
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        InProgress, Pending, Expired
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    </typename>
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  <definition>
    <description>

```

As the whole of the education referred to was carried out within one programme, it is all represented here within one activity, with the component parts as sub-activities.

```

    <short>BA English French (joint)</short>
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        </typename>
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    </typename>
    <datetime>1998-10</datetime>
  </date>
  <date>
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        Create, Renewal, Delete, Publish, Award, Enrol, Join
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      <tyvalue>Finish</tyvalue>
    </typename>
    <datetime>1999-06</datetime>
  </date>
  <definition>
    <description>
      <short>HE Level 1 BA Hons English and French</short>
    </description>
  </definition>
  <activity>
    <units>
      <unitsfield>
        <fieldlabel>
          <typename>
            <tyvalue>Credits</tyvalue>
          </typename>
        </fieldlabel>
        <fielddata>20</fielddata>
      </unitsfield>
    </units>
    <learningactivityref>
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        <id>/vle/archive/ENGL1010?versionid=12</id>
      </sourcedid>
      <text>ENGL 1010</text>
    </learningactivityref>
  </definition>
  <description>

```

```

        <short>English Critical Practices</short>
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                </typename>
            </fieldlabel>
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</evaluation>
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            <id>/vle/archive/ENGL1070?versionid=12</id>
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        <description>
            <short>English Literature in History</short>
        </description>
    </definition>
    <evaluation>
        <result>
            <score>
                <fieldlabel>
                    <typename>
                        <tyvalue>Score</tyvalue>
                    </typename>
                </fieldlabel>
                <fielddata>67</fielddata>
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```

```

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    <text>FREN 1020</text>
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    <description>
      <short>French Literature and Institutions</short>
    </description>
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```

```

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    </sourcedid>
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      <short>Basic IT Skills for French</short>
    </description>
  </definition>
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  </evaluation>
</activity>
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    <description>
      <short>Further IT Skills for French</short>
    </description>
  </definition>

```

```

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```

```

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    </date>
    <date>
        <typename>
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                Effective, Birth, Start, Finish, Expiry, Death, Update,
                Create, Renewal, Delete, Publish, Award, Enrol, Join
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    </date>
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        <description>
            <short>HE Level 2 BA Hons English & French</short>
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```

```

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  </description>
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    </description>
  </definition>
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```

```

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    <description>
      <short>Jacobean Shakespeare</short>
    </description>
  </definition>
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    <result>
      <score>
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            <tyvalue>Score</tyvalue>
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    <description>
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    </description>
  </definition>
  <evaluation>

```

```

    <result>
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          </typename>
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```

```

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    </description>
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                    <tyvalue>Score</tyvalue>
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            </fieldlabel>
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</evaluation>
</activity>
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```

```

    <unitsfield>
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    </description>
  </definition>
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        </fieldlabel>
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```

```

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                Create, Renewal, Delete, Publish, Award, Enrol, Join
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```

```

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```

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## Appendix 2

### Illustration of an HE Transcript linked to Personal Development Records within a Progress File (Based on the Transcript illustrated in Appendix 1)

<b>Name of student</b>	Gemma Jackson	<b>Date of birth</b>	03/10/1977
<b>University reference</b>	999999999	<b>HESA reference</b>	88888888
<b>Qualification</b>	BA (Hons) English & French	<b>NQF Level</b>	HE3
<b>Awarding institution</b>	University of Poppleton		
<b>Teaching institution</b>	University of Poppleton		

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

#### Record of Learning and Achievement

1998/1999	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

*Transcript of specific IT Skills (supplementary Transcript)*  
Introduction to Personal Development Planning (Portfolio)

1999/2000	HE Level 2 BA Hons English & French	Mark	Credit
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	<u>Career Development Skills I</u>	65	10

# these marks are conflated with Level 3 module marks FREN 3010

#### 2000/01 HE Level 2 BA Honours English and French

Compulsory Year Abroad: includes study in a second language and work experience.

Study at University of Paris XIII (3 months)

Language Assistant University of Strasbourg (6 months)

*Credits are based on the students Personal Development Record* pass 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

Personal Development Record where the student relates their achievement to employability

Total credits gained and overall mark (unweighted level 2 + 3 marks) **64.3** **480**

Honours Degree Classification

**Second Class (upper division)**

Date of Award July 1999

Date Transcript Issued

July 1999

To check the validity of this Transcript call 1234567890 quoting Transcript number 1234567890

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## APPENDIX 3

### European Diploma Supplement; issues requiring discussion

The Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international ‘transparency’ and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why. Information about the DS and its context is available from <http://europa.eu.int/comm/education/recognition/>

A preliminary mapping to IMS LIP was presented in the original Consultative Document but feedback indicated that a more detailed review of the relationship between the UK HE Transcript needed to be undertaken. The results of these discussions are set out here. A work package has been proposed to undertake the mapping to IMS LIP to be carried out in collaboration with colleagues in other European states with a view to undertaking pilots. This work should therefore parallel the work that is already being undertaken within the UK as an integral part of the development of a UK Learner Profile.

This appendix therefore reports upon: -

- a. The congruence between the UK HE Transcript specification and the format of the European Diploma Supplement.
- b. Areas where extensions to IMS LIP may be necessary to ensure the requirements of the European Diploma Supplement are met.
- c. The extensions likely to be required to the Transcript in order to take account of the European Diploma Supplement (DS) by providing a list of fields in the DS currently not supported by the UK HE Transcript.<sup>4</sup>

#### The relationship of the UK HE Transcript and the European Diploma Supplement (DS) Table 9:

No indication is given on the Academic Information Centre’s website as to the number of instances of a particular category allowed within the data structure.

UK HE Transcript		
Category	Data Element	Relationship to DS
1. Student	Name	1.1/1.2 Family name(s): Given name(s).
	Date of Birth	1.3 date of birth ( <i>day/month/year</i> ):
	Institutional reference number	1.4? Student identification number or code ( <i>if available</i> ):
	HESA reference number	1.4? Student identification number or code ( <i>if available</i> ):
2. Qualification (Many)	Name of Qualification	2.1 <sup>5</sup> Name of qualification and ( <i>if applicable</i> ) title conferred ( <i>in original language</i> ):
	Level of Qualification in NQF	3.1 Level of qualification:
	Name of Awarding Institution	2.3 <sup>6</sup> Name and status of awarding institution ( <i>in original language</i> ):

<sup>4</sup> The European Commission web-site: <http://europa.eu.int/comm/education/recognition/dsen.pdf> contains the DS outline, explanatory notes and some examples of Supplements.

<sup>5</sup> The DS contains information on the title conferred with the qualification (which sometimes differs from the name of the qualification).

<sup>6</sup> The DS contains information on the status of the awarding/delivering institution(s).

## UK HE Transcript

Category	Data Element	Relationship to DS
	Name of institution delivering the programme	2.4 Name and status of institution ( <i>if different from 2.3</i> ) administering studies ( <i>in original language</i> ):
	Languages of instruction	2.5 Language(s) of instruction/examination:
	Languages of assessment	2.5 Language(s) of instruction/examination:
	Professional Body accreditation	5.2 Professional status ( <i>if applicable</i> ):
	Statutory Regulatory Body recognition/approval	5.2? <sup>7</sup> Professional status ( <i>if applicable</i> ):
3. Record of Learning and Achievement	Name of programme	2.1? <sup>8</sup> Name of qualification and ( <i>if applicable</i> ) title conferred ( <i>in original language</i> ):
	Module or unit study code[1]	4.3 Components (e.g. modules or units studied), and the individual grades/marks/credits obtained:
	Module or unit study title	4.3 Components (e.g. modules or units studied), and the individual grades/marks/credits obtained:
	Number of credits for each module/unit	4.3 Components (e.g. modules or units studied), and the individual grades/marks/credits obtained:
	Date (year) in which credit awarded	Likely to refer to the Transcript
	Mark or grade for each module/unit	4.3 Components (e.g. modules or units studied), and the individual grades/marks/credits obtained:
	Number of attempts for each module/unit (if >1)	Not covered.
4. Other types of Learning within a programme (many)	Study Abroad	4.3, 6.1 Components (e.g. modules or units studied), and the individual grades/marks/credits obtained: Additional Information: -
	Work Placement <sup>9</sup>	4.2 Programme details:
	Work Experience	4.2 Programme details:
	Accredited prior certificated and experiential learning	Not covered, but see 3.3 (Access requirements(s))
	Accredited Key Skills	Not covered
	Index to evidence of achievement within Progress File[2]	Not covered
5. Award	Overall credits achieved	4.3 Components (e.g. modules or units studied), and the individual grades/marks/credits obtained:
	Overall mark / grade	4.3 Components (e.g. modules or units studied), and the individual grades/marks/credits obtained:

<sup>7</sup> The HE Transcript provides information both about the award and the nature of the achievement of the individual the Statutory Regulatory Body recognition/approval, whereas the DS conflates this information into one category dealing primarily with the former.

<sup>8</sup> Within the DS 2.1 refers to the name of the qualification.

<sup>9</sup> Though not explicitly stated here, it is assumed that this refers to accredited work placements / experience.

UK HE Transcript		
Category	Data Element	Relationship to DS
	Overall classification or performance indicator	4.5 Overall classification of the qualification ( <i>in original language</i> ):
	Professional / Statutory Body recognition	5.2 Professional status ( <i>if applicable</i> ): (though see footnote 1)
	Date of Award	
6. Authentication	Date of Issue	7 CERTIFICATION OF THE SUPPLEMENT
	Telephone for validation	Not covered <sup>10</sup>
7. Explanatory information	Guidance on how to interpret the transcript	In the initial contextual statement
	Information on the grading scheme	4.4 <sup>11</sup> Grading scheme and, if available, grade distribution guidance:
	Overview of the NQF	8 INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM
	Overview of the UK HE system	8 INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

On the basis of the review set out in Table 1, the following sections of the DS would appear not to be reflected within the current UK Transcript specification:

### DS Fields not included within the current UK Transcript specification Table 10

DS Field	DS Field Title	Comment on relationship with UK HE Transcript
2.2	Main field(s) of study for the qualification:	This is held for all students by all UK institutions for the HESA and ISR returns but is not included in the Transcript
3.2	Official length of Programme	This is held for all students by all UK institutions for the HESA and ISR returns but is not included in the Transcript
4.1	Mode of Study	This is held for all students by all UK institutions for the HESA and ISR returns but is not included in the Transcript
5.1	Access to Further Study	
6.2	Further information sources	
7.2	Signature:	Not relevant to an electronic document
7.3	Capacity:	Not relevant to an electronic document
7.4	Official stamp or seal:	Not relevant to an electronic document

The DS makes significant points about the inclusion of the health warning; the sequence of the information; and any translation of titles/institutional designations, which will need to be carefully reviewed.

The LIPSIG has developed a provisional mapping of the DS to IMS LIP 1.0 which it would wish to discuss with potential partners in the piloting of an electronic version of the DS with other European states (subject to funding).

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<sup>10</sup> This reflects the fact that the DS provides not a qualification per se but an interpretation of a qualification.

<sup>11</sup> The DS contains information on grade distribution and translation (which may be covered by the Transcript category - *information on the grading scheme*).

**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 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 learner information 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 is underway in 2002/03 to add to the institutional Transcript Personal Development Records arising from PDP and owned by the learner. This will provide a Profile of the Learner owned jointly by the institution and the learner containing the information that 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.

**The Results of Consultation**

In November 2001 the LIPSIG presented a consultative document mapping the HE Transcript to an international interoperability standard, IMS LIP 1.0, 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 mapping to IMS LIP.

In parallel to this work within the UK funds are being sought to develop the mapping of the Diploma Supplement with partners in other European states with a view to undertaking pilots.

## Developing a Managed Learning Environment shared between FE and HE

JISC is funding further work in support of a programme to develop Managed Learning Environments shared between FE and HE, in particular to: -

- 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;
- Provide a map of the software currently available to support the underlying Personal Development Planning processes together with case studies of their use.

## 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** 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*.
- **A portfolio** of material that can be drawn on for an external audience as evidence of achievement.

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, 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.

A parallel 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 DS 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.

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## Glossary

CETIS; Centre for Technical Interoperability Standards	<u>CETIS</u> provides all UK higher and further education institutions with a means of influencing the international consortia developing technical interoperability standards.
CRA; Centre for Recording Achievement	The Centre for Recording Achievement is a national network with an active role in informing shaping and evaluating policy proposals in respect of the Progress File. Its membership also includes schools and FE colleges and it works with employers. The home page is available from <a href="http://www.recordingachievement.org/">http://www.recordingachievement.org/</a>
ECTS	<a href="#">European Credit Transfer Scheme</a>
FE MLE; Further Education Managed Learning Environment Working Party	The work of this project, which reports to JISC, has important implications for Higher Education. The home page is available from: - <a href="http://www.jisc.ac.uk/jciel/mlesg/">http://www.jisc.ac.uk/jciel/mlesg/</a>
Higher Education Statistics Agency	HESA provide a <a href="#">Student Record Manual</a> specifying the format of the personal and demographic data about students
ISR	The Individual Student Record submitted by schools and colleges to LSC for funding and statistical purposes. <a href="#">Mappings against the equivalent HESA return<sup>xxiii</sup></a> made by HEI's are available.
ILR	The planned successor to the ISR being developed by the English LSC
LSC	The <a href="#">Learning and Skills Council</a> which funds post 16 education in England, formerly the FEFC.
LTSN; Learning and Teaching Support Network	LTSN supports 24 subject centres based at individual universities which co-ordinate national subject networks. The home page is available from <a href="http://www.ltsn.ac.uk/">http://www.ltsn.ac.uk/</a>
National Inquiry into Higher Education; NCIHE	The "Dearing Inquiry" was a major strategic review of Higher Education, which set the agenda for a series of initiatives, including the Transcript and the Progress File. For the a summary and full text see: - <a href="http://www.leeds.ac.uk/educol/ncihe/">http://www.leeds.ac.uk/educol/ncihe/</a>
NQF; National Qualifications Framework	The <a href="#">framework for higher education qualifications in England, Wales and Northern Ireland</a> to ensure consistent use of qualifications titles. There is a separate <a href="#">framework for qualifications of higher education in Scotland</a>
Personal Development Planning in Higher Education (Scotland)	A similar body to CRA representing Higher Education. The home page is available from <a href="http://www.eds.napier.ac.uk/PDP/index.htm">http://www.eds.napier.ac.uk/PDP/index.htm</a>
Progress File Implementation Group	A national group of policy advisors drawn from UUK, SCoP, QAA, LTSN drawing on an advisory group of practitioners.
QAA; Quality Assurance Agency for Higher Education	The Quality Assurance Agency is a non governmental organisation established by Higher Education to assure the quality of teaching whose home page is available from <a href="http://www.qaa.ac.uk/">http://www.qaa.ac.uk/</a>
SCoP; Standing Council of College Principals	All principals of HE colleges are members of SCoP. The home page is available from <a href="http://www.scop.ac.uk/">http://www.scop.ac.uk/</a>
SROc; Student Record Officers Conference	An organisation for administrators and other staff responsible for managing the data held by universities about students. In addition to holding an annual conference, it acts Student Records Practitioner Group of the Academic Registrars' Council and members of the Steering Committee may, by invitation, also represent the constituency on various national policy-making /interest groups to ensure operational issues are properly taken into account. See <a href="http://www.shef.ac.uk/sroc/">http://www.shef.ac.uk/sroc/</a>
UUK; Universities UK (formerly CVCP)	All University Vice Chancellors and Principals are members of UUK, which also encompasses national councils for Wales, Scotland and England and Northern Ireland. The home page is available from <a href="http://www.universitiesuk.ac.uk/">http://www.universitiesuk.ac.uk/</a>

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## References, Web links and Bibliography

- i For the a summary and full text of the 'Dearing Report' of the NCIHE see: -  
<http://www.leeds.ac.uk/educol/ncihe/>
- ii The home page of the Quality Assurance Agency for Higher Education is available  
from <http://www.qaa.ac.uk/>
- iii The home page for Universities UK (formerly CVCP) is available from  
<http://www.universitiesuk.ac.uk/> with links to the national councils.
- iv The home page for the Standing Council of College Principals is available from  
<http://www.scop.ac.uk/>
- v The home page for the UK Learning and Teaching Support Network is a available  
from <http://www.ltsn.ac.uk/>
- vi The home page for the Centre for Recording Achievement is available from  
<http://www.recordingachievement.org/>
- vii The home page for Personal Development Planning in Higher Education (Scotland) is  
available from <http://www.eds.napier.ac.uk/PDP/index.htm>
- viii For a bare outline of the Diploma Supplement with some further links see  
<http://www.aic.lv/ds/outline%20structures.htm>
- ix For information about the Joint Diploma Working Party see <http://www.aic.lv/ds/>
- x For information about the JISC Managed Learning Environment Steering Group see: -  
<http://www.jisc.ac.uk/jciel/mlesg/>
- xi For information about the Learning and Skills Council which funds post 16 education in  
England see: - <http://www.lsc.gov.uk/index.cfm>
- xii The Guidelines for the latest version of the Guidelines for HE Progress Files see  
<http://www.qaa.ac.uk/crntwork/progfileHE/guidelines/progfile2001.pdf>
- xiii For the home page of the Joint Information Services Committee see  
<http://www.jisc.ac.uk/>
- xiv For information about CETIS see <http://www.cetis.ac.uk>
- xv For the home page of the IMS Global Consortium see <http://www.imsproject.org/>
- xvi For the home page of Educause see <http://cause-www.colorado.edu/>
- xvii <http://www.learnirect.co.uk/>
- xviii For the reports of the DfEE funded Recording Achievement Projects see: -  
<http://www.dfes.gov.uk/hege/roa.htm>
- xix IMS Learner Information Package, Version 1.0, Final Specification, 9<sup>th</sup> March, 2001
- xx *Review of Qualifications for 16-19 Year Olds The Dearing Review, SCAA, 1996*
- xxi *Review of Qualifications for 16-19 Year Olds The Dearing Review, SCAA, 1996*
- xxii DfEE, 1997
- xxiii For HESA manuals, including mappings to ISR see <http://www.hesa.ac.uk/manuals/srcm.htm>

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Contributors: - Rosemary Burton, Oxford Brookes University  
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