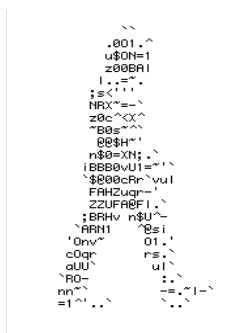


# Introduction



ePortfolios - the road travelled

## ePortfolios.

What policies & strategies have lead us to this point?

A brief synopsis of the past 10 years >>

Presented by:

Kevin Brace, RSC West Midlands

Ben Williams, RSC East Midlands



Supported by Ian Lindsay: HE in FE, Higher Education Academy



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## 1995 > 1997



"A portfolio encompasses the concept of personal development records (PDRs) including records that may contribute to the HE progress File" (Dearing 1997)

National Committee of Inquiry into Higher Education, also known as the Dearing Report (NCIHE, 1997).

- ...the need to establish closer links between education and the world of work and for learning opportunities to continue throughout a person's working life – as a framework for lifelong learning.
- ...pressure on employers to explore and invest more in learning opportunities for employees. The concept of a '**learning society**' as one which 'invests in knowledge' European Commission White Paper.

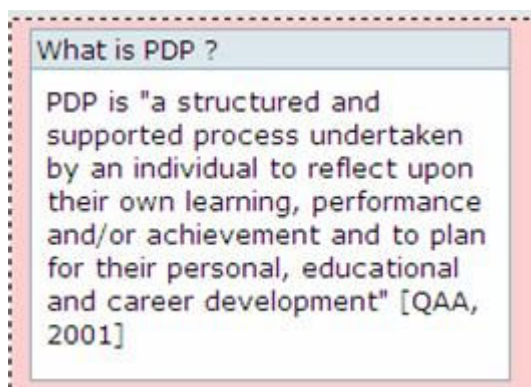
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# 2001



<http://www.qaa.ac.uk/>

Secretary was that by 2005/06, all students would have access to the PDP aspect of the HE progress file (QAA, 2001).



<http://www.eportfolios.ac.uk/pdp>



As part of the agenda to widen participation in HE, more vocationally orientated programmes with greater 'flexibility' in timing and location have been developed. These include Foundation Degrees which were introduced in 2001.

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## 2004



David Milliband - voice & choice

Personalising Education Conference (organised by DfES, Demos and OECD). Milliband elaborated a process that facilitated learners' formulation and articulation of their needs, interacting with the 'supply side' of education provision.

Students were the 'co-producers of education', and 'voice' was the means not only of engaging them in 'their own learning' and 'developing their talents', but also of 'using their voices to help create choices' (Milliband, 2004 p27).

Ref: [http://www.hefce.ac.uk/pubs/rdreports/2007/rd11\\_07/rd11\\_07fore.pdf](http://www.hefce.ac.uk/pubs/rdreports/2007/rd11_07/rd11_07fore.pdf)



Lifelong Learning Networks

- ...as a means of maintaining a learner-centred focus – was referred to in the HEFCE letter announcing the LLNs initiative (HEFCE, 2004). In that letter, HEFCE and the LSC invited institutions to consider establishing networks to focus on vocational and workplace progression into and through higher education in the context of lifelong learning.



Leading learning and skills

widening participation

The overall objective for Lifelong Learning Networks (LLNs) is to improve the coherence, clarity and certainty of progression opportunities for vocational learners into and through higher education.

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## 2005



<http://www.jiscinfonet.ac.uk/>

It is this lifelong learning aspect that has interested the UK Government. In a presentation to the e-Portfolio 2005 conference organised by EIFEL, the European Institute for E-Learning, **Anne Wright**, e-Learning Strategy Unit, Department for Education and Skills (DfES),

she encouraged ...'*all organisations to support a personalised learning space for learning that can support an e-portfolio*'.

department for  
**education and skills**

<http://www.dfes.gov.uk/>

On 15 March 2005, the Department for Education and Skills published the e-Strategy 'Harnessing Technology: Transforming learning and children's services'.

This strategy describes the use of digital and interactive technologies to achieve a more personalised approach within all areas of education and children's services. It is an ambitious strategy covering all sectors for the next five years and beyond.

Personalised Learning, electronic portfolios and Personal Development Planning are key themes of the new DfES strategy, as stated by **Ruth Kelly**, the Secretary of State for Education:

*'I am particularly excited by the idea of giving every student and learner a personal online learning space where they can store their own course materials and assignments in digital form, and record their achievements.'*



HEFCE 2005 > 2010 strategy

Promote learning research and innovation that begins with a focus on student learning rather than on technology.

support lifelong learning by joining up HEFCE's strategy with those of other sectors of education. Encourage e-based systems of describing learning achievement and personal development planning (PDP).

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# 2006



Harnessing Technology Conference 2006- BECTA

“Personalised Learning Spaces are a priority”.

Our second priority extends this personalised support to learners, helping with all stages of education, and with progression to the next stage. We will encourage every institution to offer a personal online learning space to store coursework, course resources, results, and achievements. We will work towards **developing a personal identifier for each** learner, so that education organisations can support an individual’s progression more effectively. Together, these facilities will become an electronic portfolio, making it simpler for learners to build their record of achievement throughout their lifelong learning.



Driving Personalisation: Principles for e-Portfolio Development

Providers are keen to implement institution-wide e-portfolio solutions which will benefit all their learners, integrating their achievements in FE across the whole of their ongoing work, learning and skills experience and development. Providers would like sector partners to consider e-portfolio in the broad, life-long context of learner-centred space for storing information and resources, **building and submitting evidence**, reflecting on practice, and marking achievement.

Based on the following primary principles:

- Versatility
- Learner-centred
- Portability
- Longevity
- Verifiable
- Certification

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## 2007

# JISC

JISC strategy

Improve the electronic admissions process to support the e-portfolios agenda, working in partnership with agencies such as UCAS (July 2008)

Build capacity, knowledge and skills in the use of e-learning to support lifelong learning and work-based learning through institutional and collaborative cross sector projects (March 2009).

Fund a number of collaborative projects to support the delivery of HE in FE colleges (March 2009)

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## Summary



What next?

<http://www.jiscinfonet.ac.uk/InfoKits/effective-use-of-VLEs/e-portfolios>

- e-Portfolios have the potential to allow learners a greater control over their learning, to support learning and promote deep learning as they make connections between different types of learning - in college, in university, in the workplace and in the community.

There are lots of interesting and contentious issues that surround PDP and e-portfolios in particular – such as:

- **Who owns the profile??**
- **Which institutions and organisations have access to the profile?**
- **Do you want to improve & foster progression?**
- **Record achievement, improve vocational and academic skills?**
- **foster deeper learning and reflective practice?**

<http://www.elearning.ac.uk/subjects/pdpfold>

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## The days objectives

- To be able to describe the range of possible benefits and challenges in introducing an e-portfolio in HE or FE
- Produce a provisional plan for the introduction of an e-portfolio (or some aspect of e-portfolio functionality) at your institution
- To be able to locate sources of support and guidance on e-portfolios and their development