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**The Centre for International ePortfolio Development (CIePD)  
Information Services  
University of Nottingham**

**Report on the CIePD-led XCRI strand for Skills for Sustainable Communities Lifelong Learning Network (SSCLLN)**

**December 2010**

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# 1. Summary

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The University of Nottingham's Centre for International ePortfolio Development (CIePD) undertook the Skills for Sustainable Communities Lifelong Learning Network's<sup>1</sup> (SSCLLN) XCRI strand from January to December 2010. SSCLLN's network partnership of Universities and Colleges covered Leicestershire, Lincolnshire, Northamptonshire and Rutland. The core aim of the Lifelong Learning Network<sup>2</sup> was to promote opportunities and pathways into higher level skills. The XCRI strand fell within the SSCLLN's progression remit and data sharing within the IAG area.

2010 saw a good deal of change for education providers and learners. The continued economic downturn, announcements of funding cuts coupled with extra challenges 'to do more with less' provided the backdrop for much of this XCRI project. The benefits of engaging with XCRI have therefore become more pertinent in recent months, aiding institutions to streamline their internal business processes, provide better information to their learners and potentially reducing the amount of time and effort spent updating external course websites.

During this year-long period, the following engagement activities were achieved:

- All SSCLLN partners were sent information about XCRI and representatives invited to two key events held in March and September 2010.
- Five partners actively worked with the CIePD to develop XCRI-CAP exports within their institutions.
- Seven more institutions were represented at the events, of which all expressed an interest in pursuing XCRI further, and/or were met separately by the CIePD team.
- Individual visits took place with six SSCLLN partners to establish the most appropriate method for developing an XCRI export

A successful implementation methodology was built upon and established as:

- Technical help and consultations were invaluable in aiding institutions to become up to speed at an operational level.
- SSCLLN partner engagement demonstrated an effective method of supported participation with XCRI

Outcomes include:

- The majority of SSCLLN partners better positioned/informed to respond to changes from course aggregators
- Improvements to partners' internal business processes
- Contribution to the sustainability of Your Future East Midlands

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<sup>1</sup> SSCLLN website <http://www.le.ac.uk/ssclln/>

<sup>2</sup> HEFCE's Lifelong Learning Networks <http://www.hefce.ac.uk/widen/lln/>

- Maintaining momentum of East Midlands XCRI developments, keeping the region at the forefront of national XCRI developments
- Building a significant education provider body to influence national course aggregators
- Continued development of underpinning IT infrastructure to join up regional data sources
- An XCRI validator<sup>3</sup> developed by the Northampton website developer, available to the community to use, take on and extend.

There were also unintended outcomes which, whilst not directly attributable, came about as a result of the ClePD's continued involvement with the SSCLLN XCRI strand.

- The year-long project enabled the ClePD to continue to develop XCRI within the region through the JISC-funded ROBOT-XCRI project. Support for Leap Ahead LLN<sup>4</sup> partners was also available in this time for those who wanted it.
- Invitations were accepted from Linking London LLN and WYLLN for the ClePD to present to their network partners
- During the year, the ClePD partnered on the national XCRI.co.uk website project
- Set up of an XCRI community East Midlands Jiscmail<sup>5</sup> list and community newsletters.

## 2. Background

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### 2.1 What is XCRI?

XCRI-CAP<sup>6</sup> stands for 'eXchanging Course Related Information – Course Advertising Profile' and is an XML data standard for representing course advertising data. In 2009, version 1.1<sup>7</sup> was approved by the UK government's Information Standards Board for Education Skills & Children's Services as the national e-prospectus standard. XCRI-CAP v1.2 is currently going through an EU harmonisation process, ensuring that XCRI will be compatible with the European norm.

XCRI adoption and awareness is growing throughout the UK amongst education providers, software vendors and course collection agencies.

Outputting course information as XCRI formatted XML means data feeds can flow in (import) and out (export) of existing, and sometimes distributed, database systems. A common standard allows computer systems to read the XCRI exports automatically and format or store the data correctly. Standardisation also allows course information from

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<sup>3</sup> XCRI Validator developed by Craig Hawker <http://www.craighawker.co.uk/xcri/>

<sup>4</sup> Leap Ahead Lifelong Learning Network for Nottinghamshire and Derbyshire 2006-2009

<sup>5</sup> Jiscmail list XCRI-East-Midlands <https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=XCRI-EAST-MIDLANDS>

<sup>6</sup> See [www.xcri.co.uk](http://www.xcri.co.uk) for further information.

<sup>7</sup> For the purposes of this document, we will refer to XCRI-CAP 1.1 as 'XCRI'

different sources to be grouped together in different ways and for specific parts of course information to be extracted as required. With no new systems or hardware to implement, XCRI XML feeds are developed via transformation of courses data into the XML standard.

## **2.2 XCRI, the CIEPD and the Lifelong Learning Networks**

Lifelong Learning Networks have been an effective source of support for engaging college and university partners with XCRI. Notably, the CIEPD's work with the Leap Ahead LLN in 2008/9 produced the first round of exports within the East Midlands. A full report is available on the CIEPD website<sup>8</sup>.

During this period, the CIEPD also worked with the five East Midlands Area Wide Prospectus (AWP) teams on the JISC-funded 14-19 XCRI and the XCRI X-border projects<sup>9</sup>. These further embedded XCRI into the region, and brought on board the software vendors that host and provide AWP's in the SSCLLN counties. As course collectors, The AWP's provided a further impetus for the FE providers in particular to become involved.

Your Future East Midlands<sup>10</sup> (YFEM), an East Midlands Information Advice and Guidance website conceived in 2007, provided the rationale for the East Midlands Lifelong Learning Networks to fund XCRI development. Jointly funded by EMDA, Aim higher in the East Midlands, Leap Ahead LLN and SSCLLN, YFEM is an important regional resource to improve guidance for vocational learners as well as to direct information about educational routes to employers through creation of dynamic online progression routes. The website holds information about 19,000 East Midlands' courses, initially entered manually, taking 2 members of staff around 8 months. By using XCRI exports from providers and 'reading' in the XCRI at the YFEM end, this procedure can be reduced to a matter of days.

In 2010 the CIEPD secured JISC funding to partner with Aimhigher in the East Midlands in further developing their XCRI 'import module'. The project, ROBOT-XCRI<sup>11</sup> aimed to develop a more 'robust' method of importing XCRI feeds from course providers into the YFEM database. This built on an existing 'importer' developed during the Leap Ahead XCRI work.

*At the time of writing, EMDA and Aimhigher in the East Midlands are being brought to a close by the Coalition Government. This leaves the future of YFEM uncertain. It is fair to say that the XCRI projects have left the website in a more sustainable position, requiring significantly less resource to keep it updated with better and more up to date course information. It is also worth noting that YFEM is currently the only course directory of significant size in the UK which is able to import XCRI feeds.*

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<sup>8</sup> CIEPD Leap Ahead LLN XCRI report

[http://www.nottingham.ac.uk/eportfolio/leapahead/docs/65447\\_UON\\_CIEP\\_APPENDIX\\_D\\_XCRI\\_20pg.pdf](http://www.nottingham.ac.uk/eportfolio/leapahead/docs/65447_UON_CIEP_APPENDIX_D_XCRI_20pg.pdf)

<sup>9</sup> CIEPD XCRI 14-19 and XCRI X-Border projects <http://www.nottingham.ac.uk/eportfolio/xcri/xcri14-19.shtml>

<sup>10</sup> Your Future East Midlands website <http://www.yourfuture-eastmidlands.co.uk/>

<sup>11</sup> ROBOT-XCRI website and reports <http://www.nottingham.ac.uk/eportfolio/xcri/robotxcri.shtml>

### 3. SSCLLN Partners and XCRI

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SSCLLN have 21 partner colleges and universities within their Lifelong Learning Network. Of these, 15 are now aware of and/or working with XCRI. There were two dissemination workshops held in March and September 2010 which were designed to inform attendees about XCRI, assess their particular requirements via group activities and offer them support through SSCLLN funding. These were attended by staff from a variety of roles including marketing, MIS, web development and admissions, who subsequently cascaded the information back to senior managers and other colleagues in their own institutions.

The combination of clear materials, such as the XCRI flyer<sup>12</sup>, presentations and activities (Appendix A) proved very effective, and the responses collated (Appendix B) reflect the understanding gained by participants. Interested parties were followed up with phone calls and visits to the key people identified.

Every college and university exposed to XCRI has wanted to take the XCRI process further and explore improvements to their internal systems in providing better course information for their websites. Senior management buy-in to the process has been via the operational staff and it is important to note that that either implementing or beginning the XCRI journey need not be daunting or time consuming.

#### 3.1 A Six-Point Plan for engagement<sup>13</sup>

Following the workshop, the XCRI team identified an effective method for supporting partners in developing XCRI capability. This works in two phases:

##### ***Phase 1:***

Develop a fairly rapid XCRI export, normally based on the partner's website course marketing information

##### ***Phase 2:***

Initiated by phase 1, phase 2 involves the institution taking a long term and holistic overview of how their MIS, marketing, courses systems and business processes can integrate more efficiently.

The goal of having one authoritative source of course information, useable by any institutional system or external course aggregator, is leveraged by focussing on how the XCRI feed could be sourced and created. XCRI discussions have had acted as a catalyst for institutions to re-consider their own internal processes and how these could be improved.

The following six-point plan was identified within phase 1. The whole process was generally covered in a 1-2 hour meeting and followed by 1-2 days of technical developments. Steps to implementation are as follows:

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<sup>12</sup> XCRI flyer developed by CIEPD, Aimhigher in the East Midlands and SSCLLN

[http://www.nottingham.ac.uk/eportfolio/xcri/XCRI\\_Flyer.pdf](http://www.nottingham.ac.uk/eportfolio/xcri/XCRI_Flyer.pdf)

<sup>13</sup> Creative Commons License <http://www.nottingham.ac.uk/eportfolio/license/sixpointplan.shtml>

1. Meet with the Web Developer, MIS and Marketing Managers.
2. Obtain an overview of their current systems (e.g. platform/software/database)
3. Identify how the website courses are populated
4. Establish whether the institution has the technical resource to create the XCRI feed, or whether they would require support from the XCRI technical developer
  - a. If the former then provide full examples (including code) of previous XCRI exports together with email/phone support
  - b. If the latter then the technical developer works from their database structure and platform information to create the export.
5. Discuss how the resultant XCRI export fits into their future plans. A straightforward export will take around 1-2 days to develop, but where systems and processes are more fragmented, then the discussions will form around phase 2
6. Work with the technical developer to publish the XCRI feed

All network partners were invited to events and contacted by the SSCLLN team. Of these, five partners are now actively involved with XCRI.

- Gateway College
- Lincoln College
- Northampton College
- University of Lincoln
- Wyggeston & Queen Elizabeth College

This list also includes the Open University, who are already using XCRI.

The following institutions were represented at the events, of which all expressed an interest in pursuing XCRI further, and/or were met separately by the ClePD team.

- Loughborough College
- Bishop Grosseteste University College Lincoln
- Leicester College
- Loughborough University
- New College Stamford
- South Leicester College
- Moulton College

The following are also involved with another JISC-funded project, Cumulus<sup>14</sup>, led by the University of Roehampton and involving the University of Nottingham and Unit4. This project aims to develop XCRI web services around Unit 4's curriculum management system, ACMS for cloud hosting.

- De Montfort University
- University of Lincoln

### **3.2 Reasons for engagement**

The primary reasons for engaging with the XCRI work are summarised from the discussions and activities arising out of the two events:

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<sup>14</sup> CUMULUS project <http://www.jisc.ac.uk/whatwedo/programmes/flexibleservicedelivery/cumulus.aspx>

- Save time and money uploading/manually inputting course data to individual vendors
- Advantages of a centralised system
- Efficient and updated information for learners and applications
- Manage updates to course information centrally
- Aid advertising and marketing of courses

### 3.3 Technical summary

Technical implementation was refined through lessons learned from previous CIEPD XCRI projects. For instance, much work had been done within the XCRI X-border project to define common vocabularies<sup>15</sup> which were used in developing SSCLLN partner feeds.

As with the Leap Ahead LLN XCRI strand, the presence of a hands-on technical developer was vital. Below is a quote from the CIEPD's Leap Ahead LLN XCRI report, reiterating the approach taken and its applicability for SSCLLN.

*“Through working directly with technical staff and managers and providing lightweight software applications and support, the pilots have been able to develop rapidly. This was largely facilitated by the CIEPD’s LLN team consisting of an Applications Developer and technical Project Manager who understood data systems and the developments that were required. “*

*“The Applications Developer provided a significant role in getting many of these feeds up and running, through mapping institutional courses data to XCRI, to supporting development of lightweight web services with the developers at the institutions. The approach to implementing XCRI was generally aimed at middle management and their teams. This was successful in that those at the ‘coal face’ immediately could see the benefits of using XCRI and understood how to implement services.” p.68 Appendix D ePortfolios and Lifelong Learners<sup>16</sup>*

Whether institutions made use of the technical help on offer largely depended on their own availability of resources at that time.

### 3.4 Individual case studies

#### **Gateway Sixth Form College**

The Gateway College implementation was fairly complex as the College was in the process of moving its entire website, including course catalogue, to a Joomla<sup>17</sup> driven Content Management System (CMS). The College was advised on how to store its courses within the CMS for user interface ease of navigation as well as simple back end maintenance. For storage, the College installed a third party ‘training courses’ plug-in to increase depth within

<sup>15</sup> Common vocabularies [http://www.nottingham.ac.uk/eportfolio/x-border/Data\\_Standards\\_for\\_14-19.pdf](http://www.nottingham.ac.uk/eportfolio/x-border/Data_Standards_for_14-19.pdf)

<sup>16</sup> [http://www.nottingham.ac.uk/eportfolio/leapahead/docs/65364\\_UON\\_FULL%20REPORT\\_EPF.pdf](http://www.nottingham.ac.uk/eportfolio/leapahead/docs/65364_UON_FULL%20REPORT_EPF.pdf)

<sup>17</sup> JOOMLA Content Management System <http://www.joomla.org/>

the article based Joomla structure. This allowed Levels and Course Types to be defined which could be used multiple times over different courses. The articles for each course were then positioned between a relevant start and end tag, (such as <entryRequirements>entry requirements text here...</entryRequirements>), these tags would not appear to the user, but could be queried by the XCRI export program in the spirit of machine-readable microformats. The tags were based on their XCRI element counterparts in order for the export to pull out certain parts of the article to relate to different XCRI elements. The export was created using PHP reading from a mySQL database and available from <http://www.gateway.ac.uk/courseexport>.

### ***Lincoln College***

Lincoln College's XCRI implementation is part of a wider project within the College to create a more integrated and efficient systems architecture. A consultation with the ClePD team, instigated by the Vice Principal, analysed current systems to advise on working towards the end goal of a centralised course offering driven by more efficient data flow and business processes, which would also feature an XCRI export. This work is still ongoing and an XCRI export is expected to be available soon.

### ***Northampton College***

After initial consultation the College was able to create a full XCRI export developed through their software supplier. The export is available from <http://www.northamptoncollege.ac.uk/xcri>. The College are in the process of integration work to allow richer data to be included within the export. Craig Hawker, an employee of the College's software supplier, developed an open source XCRI-CAP validation service in his own time which has been a great asset for the entire XCRI community. The validator is accessible from <http://www.craighawker.co.uk/xcri/>.

### ***University of Lincoln***

The University of Lincoln initially decided to trial XCRI with their FE provision, however, following a consultation with marketing, IT and systems staff, it was decided that it was feasible to develop an export with all of their courses. A .NET (C#.NET) export was created reading from a SQL Server database. The University improved their Joint Academic Coding System (JACS) fields throughout their course dataset in order to create a richer export. The full XCRI export is now available from [http://www.lincoln.ac.uk/componants/xml/ULprogrammes\\_xcri.xml](http://www.lincoln.ac.uk/componants/xml/ULprogrammes_xcri.xml)

The University is moving towards a full curriculum management approach, and is involved with the JISC-funded Cumulus Project whereby XCRI web services are being developed around Unit4's ACMS system.

### ***Wyggeston & Queen Elizabeth College***

The Wyggeston implementation was a .NET (VB.NET) export reading from a SQL Server database. The College is undertaking a number of IT architectural improvements and wanted to incorporate the XCRI model into this. It became apparent through the course of this work that their current website presented difficulties in allowing <course><url> elements to link directly to an appropriate corresponding course page. A full export was created featuring links back to base category pages. As yet the export, although fully completed, has not been deployed live due to the ongoing architectural developments.

Further technical information on working with XCRI is available from the XCRI website ([www.xcri.co.uk](http://www.xcri.co.uk)).

## 4. Impact

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### 4.1 XCRI Sister Projects

This year-long opportunity provided by SSCLLN to enable the CIEPD to continue working with colleges and universities positioned the CIEPD to secure funding to ‘work around the edges’ of core SSCLLN objectives.

During 2009/2010, the CIEPD ran a JISC project to investigate solutions to enable X-border course provision and Common Application with East Midlands’ Area Wide Prospectuses. The concurrency of SSCLLN and X-border projects meant that those within the sphere of local and regional course provision were able to work towards the same goals, providing impetus for all partners to become involved. This project also involved UCAS Media and S-cool, who are aiming for XCRI implementations on their own systems as a result of these projects.

The JISC-funded ROBOT-XCRI project ran from April to September 2010 and concentrated on the aggregation and interoperability side of XCRI importing with the Your Future East Midlands website.

A further JISC-funded project, SALAMI<sup>18</sup> (Shared Aggregation of Labour Market Information) running until July 2011 is developing links between XCRI courses information and Labour Market Information (LMI). The increased capability in the region will allow LLN partner institutions to make use of the LMI services offered by this project.

Also during 2010 the CIEPD worked with national partners JISC and CCLIP to develop the new XCRI website<sup>19</sup> and Knowledge Base.

The XCRI team met with Foundation Degree Forward to investigate development of an XCRI aggregator for the country. This did not take place due to changes in Government and the subsequent announcement of closure in 2011.

The CIEPD continued to engage with Nottinghamshire and Derbyshire institutions as a part of the wider East Midlands community.

In May, the Skills Funding Agency (SFA) ran a series of workshops to inform course providers on how to update their course information on the new Course Directory (delivered as part of the Next Step adult careers service). The session, held at Castle Donington, was attended by some of the SSCLLN partners, who were in a position to ask questions about course collection via XCRI, rather than a proprietary CSV format. As a result, SFA

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<sup>18</sup> SALAMI project information <http://www.nottingham.ac.uk/eportfolio/salami/>

<sup>19</sup> XCRI national website <http://www.xcri.co.uk>

representatives expressed an interest in forming an East Midlands XCRI user group. Work in this area is ongoing.

For an illustration of all XCRI East Midlands work run by the CIEPD, see Appendix three. The net result of this combined body of work is that, at this present time, the East Midlands is at the forefront of XCRI implementation countrywide.

## **5. Conclusion**

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There are now around 20 institutions and course aggregators using XCRI in the East Midlands alone as a direct result of Lifelong Learning Network and JISC-funded projects delivered via the CIEPD.

LLN partners understand the long term efficiency benefits of moving towards web services and open standards, which throughout 2010 has become increasingly pertinent. The XCRI exports developed run on partners' own servers, so there is no requirement for hosting or software upkeep post-LLN.

An XCRI East Midlands community Jiscmail list was created to support project partners; this will continue to be available.

The XCRI validator is available and open-sourced for anyone who wishes to develop it further.

### **5.1 XCRI for the future**

The learning landscape changed considerably in 2010. The change of Government in May ushered in closure for bodies such as EMDA, Aimhigher, BECTA and Foundation Degree Forward. Surviving learner services are operating against a backdrop of funding cuts, and education providers are challenged with providing better course information whilst delivering efficiency savings.



XCRI provides lightweight and efficient methods for managing information and data exchange, and acts as a catalyst for service-based change to the whole-system business processes. XCRI implementation can help education and course collecting bodies share services, drive business process change and modernise data exchange for the benefit of all involved.

Flexible aggregation of XCRI exports, combined with other types of data used by learners to make choices, enables new, less resource-intensive, services to flourish.

# Appendices

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## Appendix A Activity form used at workshops

	
<b>XCRI Briefing 2010 Workshop Activity</b>	
Working on your tables – discuss the points below, and fill in the boxes with your own details and requirements below.	
Name: _____	
Institution: _____	
Contact Details: _____	
Would you be interested in exploring XCRI further? Y <input type="checkbox"/> N <input type="checkbox"/>	
What are your reasons?	
Who else would you need to engage in your institution?	
What challenges would you envisage in your institution?	
Are you interested in pursuing this further with the team?	
PLEASE HAND THESE BACK AT THE END OF THE WORKSHOP	

## Appendix B

### Collated Activity responses from the first event held at the University of Leicester on 3<sup>rd</sup> March 2010

#### What are your reasons for your interest in XCRI?

- 1) Cut down on time currently spent on uploading data to individual vendors, such as S. Cool and Hotcourses.
- 2) Centralised system. Efficient and updated information for learners/applicants. Money/time saving widely available.
- 3) Centralise systems; more efficient information for learners; available across all vendors; ensuring SLC course information is available to all.
- 4) To centralise the data and to create a forum where updates can be placed regularly.
- 5) Explore how JISC RSC East Midlands can help support take-up of XCRI. New remit will increasingly look to supporting our providers in Business Support/MIS/Marketing. We support FE/Sixth Form/Specialist Colleges/ACL/SBI/Offender Learning.
- 6) To make our courses information available to external agencies without our input.
- 7) Reduce inputting into more than one system.
- 8) Reduce manual inputting time spent on Coursefinder. Not sure which other systems the college adds info on other than Connexions.
- 9) We are an FE college that has to supply data to numerous sources. This would reduce duplication and have obvious man-hour reductions in the future.
- 10) Help with advertising in online directories. Improve information on our own website. Create central database of all courses – we do have this but unsure whether it has specific advertising information – this has always been done manually.

#### Who else would you need to engage in your institution?

- 1) MIS Manager, Web agency developer (external).
- 2) MIS; Marketing; LDS; IAG; Interim Principal
- 3) As above.
- 4) MIS, ICT Services
- 5) Potential across 13 RSCs covering whole of UK? This would need to be discussed at national RS level.
- 6) Web developer and ourselves.
- 7) USRT; Marketing; MIS; SB Projects.
- 8) Marketing/MIS/USRT/technical/system management.
- 9) Marketing; IT;
- 10) Pulling together all information onto one database. We are 'owned' by the University, so not sure whether we could use this just for FE.

### **What challenges would you envisage in your institution?**

- 1) The main challenge is getting the data accuracy over MIS. Once this is done, the process is relatively straightforward and I expect there would be training courses for those doing the exporting (matching?).
- 2) Need to speak to Technical staff. Funding & time issues?
- 3) Unsure – will need to speak to MIS Manager xxxxxxxx
- 4) Nothing too detrimental as course information is easily extracted and maintained currently.
- 5) Technical challenges.
- 6) Would this work with our data/systems we already have in place – if compatible?
- 7) We already have our data/course information on one system. Would be a challenge if our system isn't compatible and needed changing.
- 8) Bringing our marketing data together with our current MIS manpower to carry out the implementation (web development).
- 9) Would like feedback to colleagues first, and see who needs to be involved.

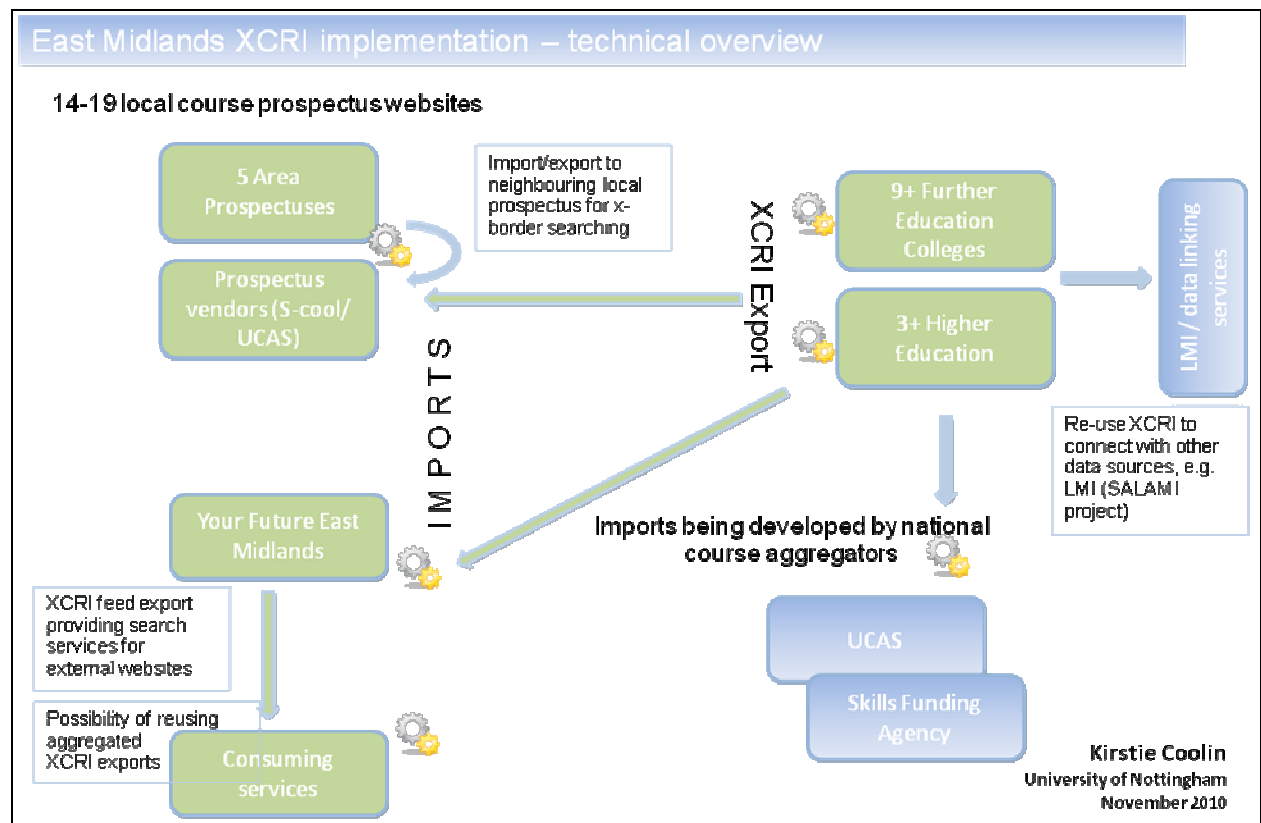
### **Are you interested in pursuing this further with the team?**

- 1) Yes.
- 2) Yes.
- 3) Yes.
- 4) Yes.
- 5) Yes.
- 6) Yes, very much so.
- 7) Would need to go back and discuss this with other departments and decide if the college would be interested. How would it work with our current systems?
- 8) Yes, we would need to discuss with xxxx first, but I think someone to visit and look at our system would be good.

**PLEASE HAND THESE BACK AT THE END OF THE WORKSHOP**

## Appendix C: East Midlands XCRI Projects

Below is an illustration of how the SSCLLN XCRI strand fits into the larger landscape. This includes the JISC 14-19 projects, ROBOT-XCRI, engagement with aggregators and the Leap Ahead LLN work. In total, this represents a substantial amount of regional activity. The practices implemented here support a future vision of joined up services supporting seamless interaction for learning and skills agencies and their users.



## Appendix D: XCRI Dissemination and Partner Engagement Activities

<b>Engagement Events for LLN Partners</b>				
22-02-19	Meeting FDF	CIEPD		
03/03/2010	XCRI Event for SSCLLN partners	CIEPD/SSCLLN/ Alan Paull	FE/HE data managers, Connexions, Aimhigher East Midlands, Marketing	Presentation of XCRI, getting involved, next steps and engagement
22/07/10	XCRI Seminar	CIEPD		Formed a part of the ROBOT-XCRI project consultation.
15/09/10	XCRI Event for SSCLLN partners	CIEPD/SSCLLN/ Alan Paull	FE/HE data managers, Marketing	Presentation of XCRI, getting involved, next steps and engagement
<b>External Events</b>				
21/01/10	Eife-1 MISC Conference	CiePD	European / data and trust	Presentation
19/04/10	WYLLN XCRI event	CIEPD	FE/HE data managers, Connexions, Ucas Media	
2/07/10	XCRI Assembly	Middlesex	National LLNs/JISC	Showcase of eSystems work
05/10/10	JISC XCRI Mini-projects Showcase	CIEPD	HE, JISC	
<b>Publications</b>				
July 10	XCRI Leaflet re-write and re-print	CiePD/SSCLLN/ AHM	National LLNs and other stakeholders, AIT-C, JISC project events	Flyer, about XCRI, why engage?
July 10	XCRI newsletter	CiePD / APS Ltd	East Midlands	Newsletter
Dec 10	XCRI newsletter	CiePD / APS Ltd.	East Midlands	Newsletter

## Glossary

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.NET	C#.NET and VB.NET are programming languages using the Microsoft .NET architecture
ACMS	Agresso Curriculum Management System
AWP	Area Wide Prospectus
BECTA	British Educational Communications and Technology Agency
CCLIP	Culture Campus Liverpool Portal, JISC-funded project
ClePD	Centre for International ePortfolio Development – the University of Nottingham’s department delivering the XCRI strand
CMS	Content Management System
CSV	Comma Separated Values
EMDA	East Midlands Development Agency
EU	European Union
FE	Further Education
HE	Higher Education
IT	Information Technology
JACS	Joint Academic Coding System
JISC	the Joint Information Systems Committee
Joomla	An open source Content Management System
Leap Ahead	Learners Employers And Providers Advancing Higher Education Accessibility And Delivery – the Lifelong Learning Network for Nottinghamshire and Derbyshire
LLN	Lifelong Learning Network
LMI	Labour Market Information
Microformat	A web-based approach to semantic markup
MIS	Management Information Systems
mySQL	Open source relational database
PHP	Programming language
ROBOT-XCRI	ROBust Operational Transformation Import for XCRI
SFA	Skills Funding Agency
SQL Server	An enterprise level relational database system from Microsoft
SSCLLN	Skills for Sustainable Communities – the Lifelong Learning Network for Leicestershire, Northamptonshire, Lincolnshire and Rutland
WYLLN	West Yorkshire Lifelong Learning Network
XCRI	eXchanging Course Related Information (used in this document to refer to XCRI-CAP 1.1)
XCRI-CAP	eXchanging Course Related Information – Course Advertising Profile
XML	Extensible Markup Language
YFEM	Your Future East Midlands – Aimhigher East Midlands’ Progression Pathways website

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SSCLLN

Laura Mills, SSCLLN

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Aimhigher in the East Midlands' Your Future East Midlands Team