

## Recommendations

**For DfES, Becta, JISC:** The findings of this project formed the basis of the advice on ePortfolio that Peter Rees Jones was commissioned to produce for DfES. His advice highlighted the importance of the eFramework for taking this work forward. The advice to DfES has been discussed with Becta and LSC and will be discussed with other bodies including BSI. The project has proposed that the ICT developed for supporting one transition may be adapted for re-use for others, and that the *eFramework* offers a means by which this can be achieved. Recommendations specifically referencing the project and the *ePortfolio Reference Model project*, which continues a number of its themes, included the following:

- It is important that existing definitions of PDP predicated on paper based practice are revised to take account of the wider possibilities that e-portfolio creates, especially for personalisation, in particular to support semi formal and informal discussions, for example in a group project. (Recommendation 4)
- In order to coordinate the further development of e-portfolios across education: -
  - schools and colleges need the resources to develop their use of e-portfolio for PDP and Guidance
  - bodies representing universities, such as Universities UK, need to take full account of the use of e-portfolios for assessment
  - JISC should seek to identify opportunities for developing pilots of the complementary use of assessed e-portfolios supporting and PDP (Recommendation 5)
- The department and Becta should review how JISC's technical work on pathways and e-portfolio for colleges and universities can be re-used to support transitions from primary to secondary school, to college and work based learning and encourage young people to choose the education that suits them best. (Recommendation 6)
- The department and Becta should review the methodology [the eFramework version of the Resource Pack] for the development of an initial reference model of e-portfolio with JISC and contribute to its development for use in a full feasibility study in order to develop a coherent approach to embed e-portfolio for all learners in all education sectors. (Recommendation 7)
- A third stage of work for a feasibility study for completion in 2008 should take account of how learners may integrate what they are learning, especially in employment, including pilots by which the effectiveness of emerging ICT processes may be assessed. (Recommendation 10)

**For UCAS and HEIs,** in respect of reform of HE admissions policies, the project

team highlights the following points:

- The importance of the context provided by international developments in ePortfolio pedagogy and technology for plans for the future of e-admissions for UK HE

- The scope for enabling unprecedented flexibility for HE admissions for learners and admissions staff by harnessing the full resources of ePortfolio technology
- The significant on-going role that both progress ePortfolios and presentational ePortfolios (e.g. an application for admission) will be able to play in HE's retention of learners

**For JISC and UCAS**, the experience of this project illustrates that UCAS plays a pivotal role in the FE-HE landscape in the UK and could make a key contribution to furthering some key aims for JISC. It also illustrates the scope that exists for significant further work on admissions/applications processes within the eFramework and argues the desirability of achieving a sustainable basis for relatively longer-term collaboration with UCAS, to underpin the joint work required to develop a standard for admissions processes.

**For implementers of ePortfolio**, the External Evaluator identifies the following issues, based on discussions with FE and HE partners within the project:

- In the light of the emphasis in the DfES eLearning Strategy upon the use of ePortfolios within personal learning spaces and the development of personalised learning, there is still a lack of awareness in the learning community of the value of portfolios and therefore a lack of commitment. The major concern centres around a lack of familiarity with reflection and planning, to match the needs of individual learners to available academic programmes. Lack of time and staff resources to engage in this are always presented as serious obstacles to implementation.
- Students as well as staff require assurance that personal and sometimes sensitive data will be protected from unauthorised exposure in the public domain.
- There may be a tension between evolving a standard design for a portfolio that satisfies the QA needs of FEI/HEI providers in institutionally defined systems and the need for flexibility to cater for a wide range of learner needs and the different educational pathways they will increasingly need to travel.
- The wealth of web-based resources that are available need to be applied and integrated into PDP systems in a wider range of FE and HE institutions in the near future. Perhaps some elements could provide useful tools for institutions which are designing such a system for academic staff.