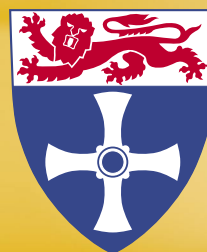


# The Newcastle-Nottingham Internet-PARs Project 2000-02

## *Making The Links*

*www.internet-pars.ac.uk*

UNIVERSITY OF  
NEWCASTLE UPON TYNE



16 - 19 Progress File ->-> Higher Education Progress File ->-> CPD in Education and Medicine

## Executive Summary

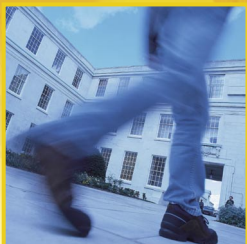
### Contents

- National Context
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  - C&IT for CPD in Education
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**innovations team**

An Innovations project funded by the  
Department for Education and Skills

## National Context



### The original drivers of this project were:

- The success of the Newcastle-Nottingham Internet-PARs Project 1998-2000 which piloted a web-based recording system to support personal development planning (PDP) in association with personal tutoring
- The UUK/SCoP/LTSN/QAA policy recommendations that HEIs introduce Transcripts by 2002 and PDP by 2005
- The desire of the project team and the funding bodies to link developments in HE with those in other sectors in order to demonstrate the feasibility of achieving a continuum of C&IT-based support for Lifelong Learning

### New drivers for the HE Progress File initiative now include:

- Changes in 14-19 education which will strengthen PDP in the pre-HE sector
- Release of new DfES Progress File materials for schools and adult learners (September 2002)
- Implications for the support of student learning of the Cooke agenda for institutional audit in HE
- Inclusion of Progress File in HEIs' recent bids for Learning and Teaching Strategy funding
- Relevance of the HE Progress File to HEIs' policies for widening participation and credit transfer

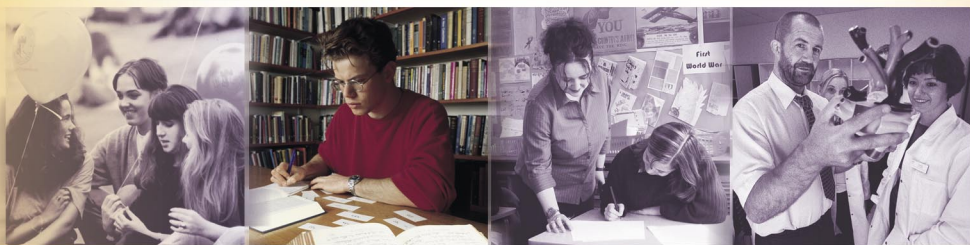
### National Contacts

Members of the project team have contributed to the work of several national committees and working groups on various aspects of the HE Progress File initiative during the development of this project.

### Continuation

The project work is continuing beyond this phase of funding.





## Project aims fulfilled

### This project has

- Demonstrated the feasibility of transferring data from 16-19 schools/colleges into HE, and investigated scope for pedagogical change to harmonise approaches in the two sectors
- Demonstrated the feasibility of transferring data for HE students progressing to CPD
- Built Web-based systems to support the first stages of CPD in Medicine and Education
- Delivered an extensive dissemination programme focusing on sharing experience of institutional implementation of Internet-PARs.
- Interacted with over 80 HEIs across a range of activities, including:
  - One-to-one consultations between a key individual/team from an HEI and the project
  - Detailed briefings for senior committees or cross-institutional groups
  - Seminars exploring the logistics of web-based implementation
  - Customised workshops for HEIs and LTSN subject centres
  - Conference presentations



## Main project activities completed and related work continuing after 2002

### The 16-19 link

#### Approach

The feasibility of harmonising approaches to personal development planning in 16-19 education and in HE was explored through a three-way dialogue between staff and students

- in the University of Nottingham
- in schools and colleges in the Nottingham area
- in schools and colleges elsewhere participating in the trialling of the new DfES Progress File materials which became generally available in September 2002.

The early insight into the potential of the new Progress File materials has been especially beneficial, as the majority of the cohort of students admitted by HEIs in Autumn 2004 will have used the new materials for PDP at 16-19 and HEIs will have the opportunity to build upon them.

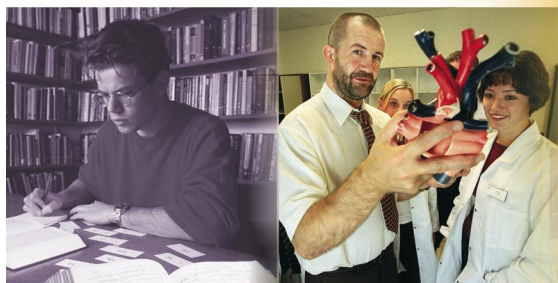
#### Outcomes and continuation

- A New Entrant Profile has been added to the University of Nottingham's ePARs system, allowing students to start engaging in PDP for HE in the pre-entry period  
<http://winster.nottingham.ac.uk/ePARsDemo>
- The regional activities have given rise to new work for 2002-03 relating ePARs to the needs of widening participation students
- The national work has seen the development of a working partnership with the DfES Progress File team which will lead to further initiatives linking web-developments for PDP at 16-19 into HE.



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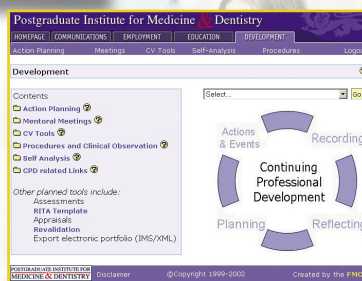
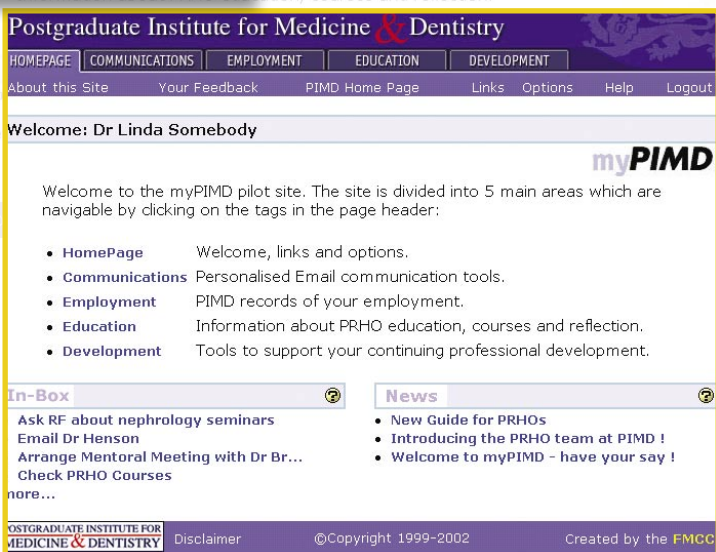
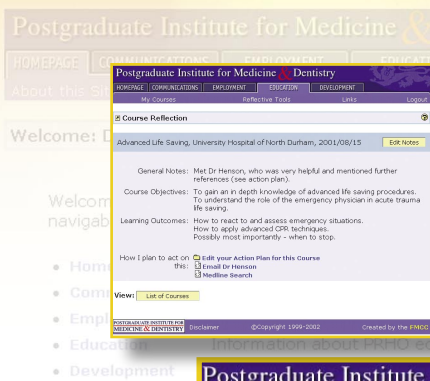
## CPD in Medicine

### Approach

my**PIMD** (<http://mypimd.ncl.ac.uk>) was developed with on-going consultation with stakeholders to support education and CPD in medicine. The Web site was developed using a portal approach in which contents are closely tailored to the individual. The portal draws on existing administrative data on education and employment. This data provides the foundation for a suite of integrated tools which allow the individual to record, reflect and plan in relation to courses, mentor meetings, professional and developmental activities.

### Outcomes and continuation

- my**PIMD** represents a powerful tool to support self-directed learners engaged in CPD, in disciplines such as Medicine. It combines administrative data and privately owned reflective records. This data can then be flexibly repurposed for personal development planning, appraisals, assessments, revalidation, and to generate a CV.
- The my**PIMD** portal is in the process of being rolled-out, beyond the pilot group, to all junior doctors in the Northern Deanery. It is also planned to extend access to Specialist Registrars in November 2002.
- The group at Newcastle are engaged in a range of related continuation activities. These include a collaborative project to develop on-line reflective portfolios for undergraduate Medicine and national projects linked with the NHS.



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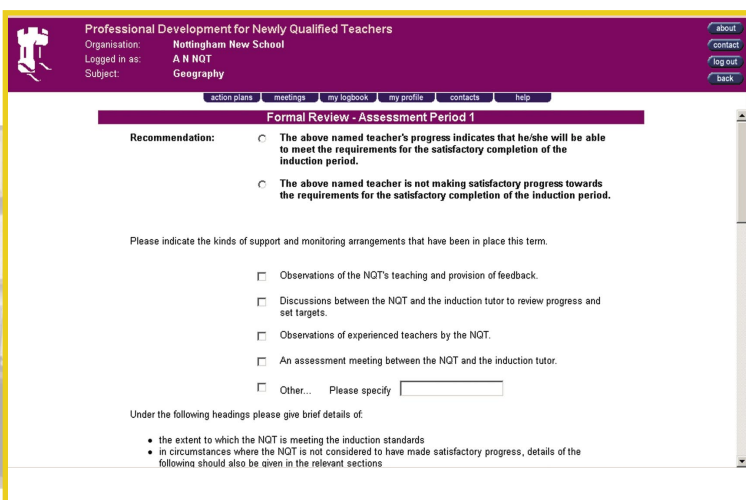
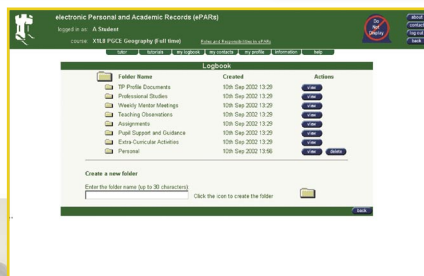
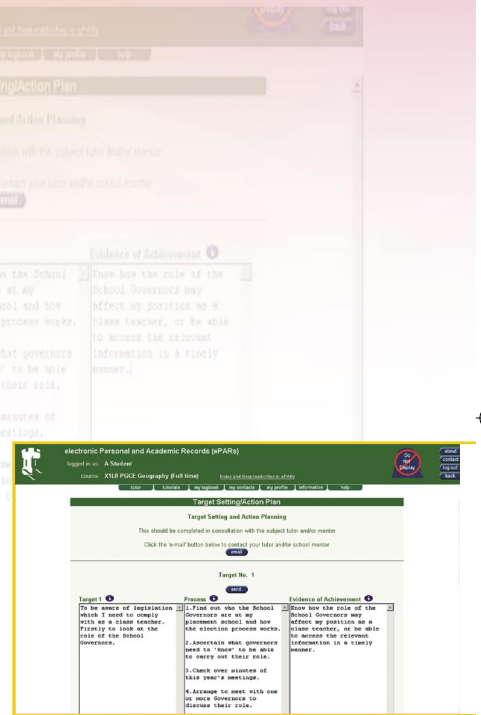
## CPD in Education Approach

The team consulted with PGCE staff in the University of Nottingham, with senior staff, newly-qualified teachers (NQTs) and PGCE students in schools locally and in other regions, and with national bodies. Using the detailed findings, the University of Nottingham ePARs system for undergraduates was extended to support students in their PGCE year and to link through into a Professional Development Planning tool for NQTs. The Career Entry Profile, completed partly at the end of the PGCE course and partly at the start of the NQT year, was taken up as the pivotal, linking document. Around it, we have built sympathetic tools allowing participants to communicate with at least two tutors/mentors as they build up evidence of achieving standards and reflective records in preparation for formal professional reviews. There are also action plans, CVs and peer-group sharing of material.

[http://winster.nottingham.ac.uk/eparsdemo/default\\_pgce.asp](http://winster.nottingham.ac.uk/eparsdemo/default_pgce.asp)

## Outcomes and continuation

- Innovative transfer of statutory systems of CPD in teaching, hitherto only partly in electronic form, into a wholly web-based environment
- Achievement of a powerful tool for continuity through the first two years of teaching experience, opening up the statutory processes to the CPD perspective in such a way as to enhance the level of take-up and motivation to engage with them
- An expanded pilot scheme for PGCE-ePARs is under way for 2002-03, together with a project to develop the provision further to support part-time students taking the modular PGCE course; in addition the NQT-PDP system is being piloted in partner schools in the Nottingham area. Full evaluations will be taking place.



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[http://winster.nottingham.ac.uk/eparsdemo/default\\_pgce.asp](http://winster.nottingham.ac.uk/eparsdemo/default_pgce.asp)



## Products of the project and how to access them

### C&IT systems to support CPD

- Medicine: my**PIMD**
- Education: PGCE-ePARs and NQTPDP

**Note:** The ongoing development and further refinement of the C&IT systems for CPD will include work to address the recent government legislation on accessibility.

### Reports

- Executive summary
- Full report
- Individual appendices:
  - 16-19 into HE report, including New Entrant Profile
  - CPD for Medicine
  - CPD for Education

All of these may be downloaded from the website

### Internet-PARs Website

([http:// www.internet-pars.ac.uk](http://www.internet-pars.ac.uk)),

- **Extensive guidance materials** including documents, powerpoint presentations, and FAQs relating to the design and implementation of PARs and Progress files.
- **Access to demonstrations of the web developments**, including a public Internet-PARs demonstrator facility and links to the demonstration sites for my**PIMD** and PGCE-ePARs.

**Note:** For anyone unable to access the online version, a CD-ROM copy of the web-site can be provided by the project team.

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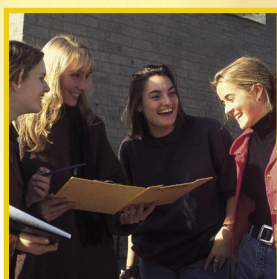
### A networking facility

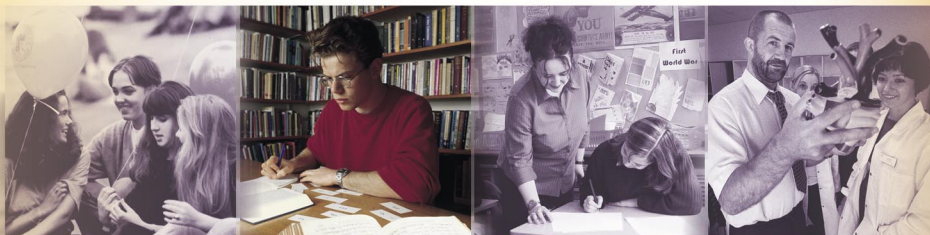
to support implementation officers and others interested in HE progress files in the form of a JISCMail discussion forum

<http://www.jiscmail.ac.uk/lists/HE-PROGRESS-FILES.html>.

### Publications

- Case studies on experience of implementation at the University of Nottingham available at:  
[http://www.recordingachievement.org/supportforpractice/he/index\\_he.asp](http://www.recordingachievement.org/supportforpractice/he/index_he.asp)  
<http://www.ltsn.ac.uk/genericcentre/projects/pdp/examples/> and in Rob Ward and Norman Jackson (eds), *Personal Development Planning: Institutional Case Studies*, LTSN, October 2001
- 'Nottingham and Northumberland: University and schools work together on Progress File' in *On File*, the DfES Progress File Team newsletter 7, October 2001, pp.8-9





## Key messages for institutions implementing the HE Progress File

1. The new DfES Progress File materials are being used increasingly in schools and colleges to replace the former National Record of Achievement which is being phased out. The first cohort of 16-19 students who will have used Progress File in large numbers will enter HE in autumn 2004. Students already using Progress File in schools and colleges are used to reflecting on their learning and development and will regard it as natural to continue this in HE.
2. Institutions' approaches to handling the Transcript element of the HE Progress File can benefit from
  - looking forward to how it will operate in relation to PDP
  - taking account of how both parts of the HE Progress File can support core developments in learning and teaching.
3. Progress File implementation seems to be enhanced where a team approach is taken, drawing together representatives of all the stakeholders from across an institution, and where individual members of the team have access to peer networks in other institutions.
4. There are increasing requirements in the professions for reflective practice. The HE Progress File should be a vehicle for preparing HE students better to meet these demands.
5. Conversely, the processes of CPD in the professions have much in common with PDP for undergraduates. This is so much the case that:
  - Undergraduate PDP may be easiest to implement in the first instance in disciplines linked to professional bodies, whose good practice in CPD will offer models and resources
  - All developers of PDP systems can learn from established and innovative practice in CPD which relates to core aspects such as:
    - The relation between learning in the workplace, informal self-directed learning, formal structured learning
    - Career development skills
    - Mentoring
    - Achieving quality of engagement and support.
6. The value of considering the CPD perspective throws into stronger relief the importance of considering the employability perspective, more generally, when developing forms of PDP for undergraduates.
7. Many professional organisations are now using the Internet to support CPD.
8. The Web developments for CPD produced in this project are of relevance to undergraduate curricula, especially in disciplines where professional requirements are driving changes.



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#### Picture acknowledgements

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