

Transforming Vocational ePortfolios for Enhanced Employability in a UK Region

ePortfolio & Digital Identity 2008
Maastricht

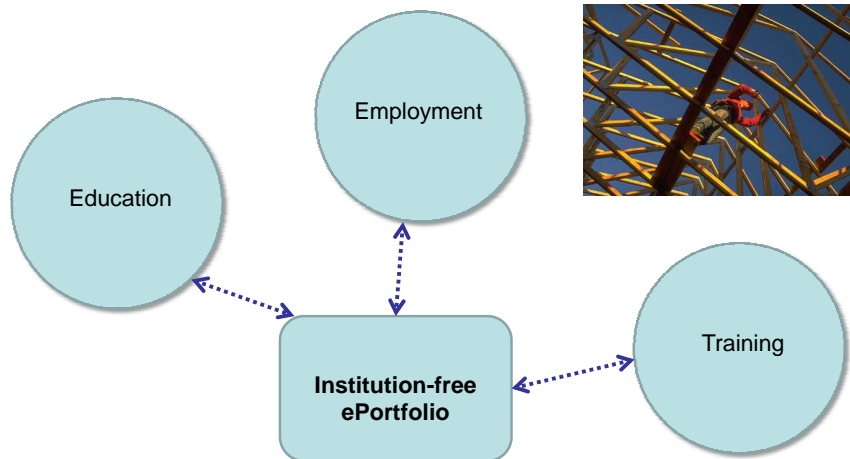
The Centre for International ePortfolio Development
University of Nottingham

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Lifelong Learning Network for Nottinghamshire and Derbyshire
"Increase levels of progression to vocational Higher Education"

Lifelong Learning



Introducing Technology

Sponsored ePortfolio trials

Target = 1000 users

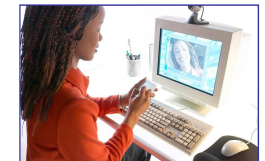
Currently supporting:

30 pilots

9 partners

Cross-Sector

Cross-Institutional



Range of application

Skills recognition APEL Foundation Degree Sport
Work-based learning Information Technology IAG
Personal development planning Vocational
Qualifications Action planning 14-19 Diplomas Evidence
for assessment Childcare Work placement Construction
Work-based Learning Apprenticeships Preparing for
transition Retail Summer School Demonstration of
competence Professional Development Planning
Heritage Hospitality Teacher Training Progress Review
Hair & Beauty Travel Competence Decision making
Engineering

Regional Stakeholders

Employers

Career and Professional Development, evidence of competence, skills + gap analysis, APEL, sector specific requirements, communication, less time out of workplace, flexibility, induction, managing processes, consistency of mentor feedback, interoperability

Educators

Evidence of competence, reflection, multimedia, support pedagogical processes, collaboration, independent learning, access anywhere, APEL, communication, flexibility, managing processes, feedback, interoperability

Lifelong learners

Private space, Career and Professional Development, skills analysis, CV, APEL, communication, flexibility, feedback, take with them - interoperability

Objectives

Research questions

- ❖ Which ePortfolio related learning processes, functionalities and tools are most helpful to vocational learners?
- ❖ How satisfactory is an institution-free ePortfolio for meeting the needs of work-based learners?

Things to consider:

- ❖ What do they want?
- ❖ How do they know what they want?
- ❖ Requirements vary by sector, size of company/organisation, access to IT + literacy, level of learning
- ❖ Meet the 'business' need

Partnership Working

Factors for regional engagement

- ❖ Raising awareness
- ❖ Rolling out and supporting pilots
- ❖ Info
- ❖ Sca

Embedding practice

- ❖ Foster a Community of Practice
- ❖ Bring key people together
- ❖ Give them food and money
- ❖ Muffins popular

Start where they are at!

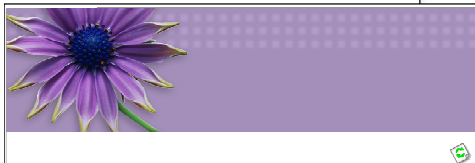
Working directly with:

practitioners / learning technologists /
employers / learners / sector skills
councils / employer groups /
Management

Providing: funding, Technical support,
Pedagogical support



Screenshots



Welcome

About

The Basics

Pipes

Sheet Lead Weathering

Maintain or replace system components

Rectify faults in systems

Install system components

Take systems out of service

The way you work: Safety

The way you work: Thinking on your feet when you work with others

What now?

Rectify faults in systems Printer Friendly

Put faults right:

- Leaks in system pipework
- Noise in systems
- corrosion of system components
- inadequate supply pressure at discharge points
- Loose pipework
- Trap seal loss
- Blockages in system components / pipework

Count up how many you have done.

How did you score out of 7?

| | | |
|-------------------|--|---|
| 0 | | No NVQ2 experience in this area |
| 1 | | You are part of the way towards NVQ2 |
| 2 | | Enough NVQ2 experience covered - congratulations! |
| 3 and over | | Enough NVQ2 experience covered in this area, and some more - congratulations! |

[Help](#)
[Evidence](#)

at:alberta: sessions | viewing: at:alberta: | [Action plan](#)

my summer school webfolio

When I arrived, I created this Action Plan .

I will use this to make the final decisions on what I will do next year.

Tree view

- academic sessions **Tuesday, May 20, 2008 2:35:48 PM**
- Lecture 1 **Tuesday, May 20, 2008 2:34:55 PM**
- Action plan **Tuesday, May 20, 2008 2:33:10 PM**
- applying to university **Tuesday, May 20, 2008 2:28:02 PM**
- viewing activities **Tuesday, May 20, 2008 2:31:10 PM**

