



**National
Teaching
Fellowship
Scheme**

NTFS Projects
Final Report Template

Final Report Project Information

Project lead institution	The University of Bolton
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Link to the Journal of Learning Development in Higher Education, Special Edition: Researching and Evaluating Personal Development Planning and e-Portfolio Practice:

<http://www.aldinhe.ac.uk/ojs/index.php?journal=jldhe&page=issue&op=view&path%5B%5D=10&path%5B%5D=showToc>

2. Executive Summary

The NARN in Researching Personal Development Planning and e-Portfolio Practice was one of eight successful national project bids to be awarded funding for a three year period, through the newly launched Higher Education Academy National Teaching Fellowship project strand in July 2007.

The project was ambitious and far reaching. It was a collaborative project involving sixteen UK Higher Education institutions and the National Educational charity the Centre for Recording Achievement (CRA).

Each Institutional member of the collaborative project undertook situated research within their own institution. The overall aim was to research and evaluate Personal Development Planning (PDP) and e-Portfolio Practice to make a contribution to, the existing knowledge/research and pedagogies underpinning PDP for students in Higher Education.

The outcomes and findings of our network members' research into PDP are published in the *Journal of Learning Development in Higher Education: Special Edition: Researching and Evaluating PDP and e-Portfolio Practice*, November 2010.

Alongside developing a body of scholarly knowledge capable of informing more effective implementation of PDP for students, the project sought to develop a community of PDP practitioners who were committed to developing their capability to undertake robust research and evaluation of practice.

The membership of the NARN was diverse in relation to academic background, research experience and expertise: some members had no or limited experience of undertaking research; some were highly experienced researchers in their own discipline but not in the research field of learning development; and some were experienced in research in this area. Members therefore joined the project with different and varying levels of confidence in undertaking research relating to PDP.

As the project was concerned with building research capacity and research capability, the project's impact will last beyond its funded period. It has developed practitioners as researchers and evaluators who are willing and able to continue such work beyond the end of the funded period.

The key aims of the project were twofold:

- To advance the understanding of factors that lead to enhanced student learning and outcomes through the PDP process and to provide transferable outputs
- To build the capability and capacity of PDP practitioners as researchers to produce their own research base in relation to PDP and e-portfolio for students

Links to:

The Higher Education Academy NTFS projects website:

<http://www.heacademy.ac.uk/ourwork/supportingindividuals/ntfs/ntfsprojects>

The Centre for Recording Achievement, NARN project website:

<http://www.recordingachievement.org/research/narn-tree.html>

The Special Edition: Researching and Evaluating PDP and e-Portfolio Practice

<http://www.aldinhe.ac.uk/ojs/index.php?journal=jldhe&page=issue&op=view&path%5B%5D=10&path%5B%5D=showToc>

3. Background

The implementation of the UK Higher Education Progress File represented a unique learning and teaching project and – as a sector wide initiative aimed at implementing a particular framework for capturing and enhancing student learning - a world ‘first’ (Jackson & Ward 2004). When implemented it intended to provide each student with a transcript and a means of Personal Development Planning (PDP) by which the student can *reflect upon their own learning, performance and/or achievement and ... plan for their personal, educational, and career development* (QAA et al 2001). Full implementation of PDP would provide a means of scaffolding student development as learners (Vygotsky 1978) in person centred (Rogers 1983) ways which develop students’ self-efficacy (Bandura 1997), self-regulation (Zimmerman 2001) and intentionality (Bereiter & Scardamalia 1989). By promoting a move away from content based models and placing students at the centre of learning, PDP had the potential to transform the HE experience (Broadfoot 2006).

There had been repeated calls for more robust evaluation of PDP in the UK (QAA 2001, Burgess 2004, Clegg 2004, and Gough 2003). Initial enquiries, from systematic literature review (Gough 2003) through to more practitioner-focused enquiry (Clegg 2004, Peters 2006), have suggested there are positive impacts on student learning but also raised issues about the complexities involved in evaluating situated PDP practice. Experimental studies utilising control groups often fail to address real-world implementation issues whilst much practitioner evaluation has so far lacked necessary rigour. Consultation work by the Centre for Recording Achievement (CRA) for the Higher Education Academy (Ward & Strivens 2004) served to confirm the importance to PDP practitioners of developing an enhanced evidence base for the effectiveness of PDP in enhancing student learning.

While the range of purposes and claimed benefits of PDP are clearly defined (QAA 2001), Higher Education institutions (HEIs) have been free to develop their own PDP systems using different models and emphasising varying objectives. The student experience of PDP is therefore very different at different HEIs. The NARN on Researching and Evaluating PDP and e-Portfolio practice set out to advance the understanding of factors that lead to enhanced student learning and outcomes through the PDP process and to contribute and add to the evidence base. Extensive situated research aimed at revealing a rich picture of the student experience of PDP to answer questions about effective approaches to implementation within different HE situations and with different groups of learners. Such rich pictures would illuminate whether and how engagement with different PDP practices and processes are enhancing the student learning experience.

The scale of the project was far reaching, complex and had a broad reach. The project involved 17 HEIs and was led by the University of Bolton. From each member institution, practitioners who were responsible for implementing PDP in HE were brought together from across England to develop capability and capacity in the research and evaluation of PDP. The project sought to build and develop a research community with members who joined the project with varying degrees and levels of confidence, experience and expertise in pedagogic research.

4. Aims and Objectives

The project aimed to bring substantial benefits to the student learning experiences in the HE sector, through the exploration of PDP practice across 16 HEIs. It also aimed to build national capacity amongst UK PDP practitioners to develop, undertake and share situated, rich, authentic and robust research and evaluation of PDP practice.

The project aimed to:

- i. Apply existing knowledge and expertise to advance the understanding of factors that lead to enhanced student learning and outcomes through the PDP process
- ii. address sector-wide issues concerned with the effective implementation of PDP practice through investigations, evaluation and the development of improved practice
- iii. Provide transferable outputs – in terms of knowledge and enhanced practitioner/researcher capability - relevant to institutional and national strategic priorities in respect of PDP implementation

The project objectives were to:

- i. Develop a body of scholarly knowledge capable of informing more effective implementation of PDP for students, appropriately differentiated for different groups of learners, directly enhancing the student learning experience
- ii. Lead on a series of dissemination activities (publication, major conferences and smaller events) sharing rich pictures of evolving PDP practice across the UK and providing a greatly enhanced evidence base
- iii. Develop a community of PDP practitioners who are capable of developing, implementing and learning from ongoing, robust research and evaluation practice

The project also undertook to:

- i. Develop a working relationship with the National Union of Students and promote the involvement of students as active participants in the evaluation of their own experience of PDP
- ii. Explore linkages with the Association of Graduate Recruiters and the Council for Industry and Higher Education (the view of past graduates will form a dimension to this project)
- iii. Enhance international linkages with US and European colleagues working on PDP through the International Coalition for e-Portfolio

5. Methodologies

The methodological model adopted for the project was a form of participant/community action research at the meta-level of sharing and developing evaluation and research design and outcomes amongst those responsible for PDP implementation at their respective HEIs. Each member institution developed and implemented at least one research project and evaluated key aspects of PDP or e-Portfolio practice in their institution. The individual research projects as they developed across the three years of the project were shared, analysed, evaluated and sharpened through the regional and national networks established across the project at each stage of research design, data gathering and analysis, and reporting.

The action research interventions (Argyris, C and Schon, D. 1991) took the form of considered improvements in the research project plans as they developed through an iterative process. The emphasis throughout was upon sharing good practice and working collaboratively at all stages of the research process.

Capacity building for research engagement amongst the PDP practitioner network particularly lent itself to this participant action research model for a number of reasons:

- i. There is a strong, established practitioner network across the HEI sector through the CRA which brings together people from a range of backgrounds e.g. careers, registry, educational development, student services and academic disciplines, all tasked with supporting student PDP.

- ii. This network has developed over time the characteristics of a 'community of practice' (Wenger 1998) with many shared values including an emphasis on the positive agency of the committed practitioner.
- iii. Community action research is characterised as 'fostering relationships and collaboration amongst diverse organizations ... creating settings for collective reflection that enable people from different organizations to "see themselves in another" (and) leveraging progress in individual organizations through cross-institutional links.' (Senge & Scharmer, 2001) This aspect has been fundamental to the success of the project.

6. Implementation

6.1 Structure

The structure of the NARN was established at the beginning of the project and has served the project and the membership community well.

With a national project of this nature involving 17 HE institutions across England a tiered approach to the leadership and management of the project was established to ensure that all members were fully supported in their developmental journey as researchers and in the undertaking of their individual research projects throughout the duration of the project.

A geographical model of Regional groupings was formed: the Southern region, Midlands region and Northern region. These three Regional groups were relatively small with no more than six member Institutions in each group.

Regional leads volunteered from within the Regional groups to lead, coordinate and facilitate the regional group meetings and to support the project members in their research development journey.

6.2 Leadership and Management

Sue Burkinshaw, Project Lead, (University of Bolton) led the project with the support of an overarching Leadership team which included the Project lead, Principal Investigator, the three Regional Leads, the Director for the Centre for Recording of Achievement and the Project Administrator.

It was recognised early on in the project that building and sustaining effective relationships between the institutional members, the regional groups and the national leadership team was critical to the success and overall goals of the project.

Much effort and focus was placed upon regular Leadership, Regional and National face-to-face meetings scheduled throughout the three years of the project.

At the very beginning of the project, a three year calendar was drawn up and established (Appendix Two). The project calendar diarised all steering group meetings, the leadership team meetings, the regional group meetings and national meetings. The steering group met two times a year, the leadership three times, the regional meetings 3 times and the national meetings at least once for each year of the project.

The calendar was proposed as a schedule open to change. As the project evolved there was little need to change the calendar and planned meetings thereof. This planning and diarising of the meetings well in advance from the beginning of the project served the project well and has been a key project management tool which ensured and enabled continued engagement and commitment from all members of the project.

It was established that the Project Lead would provide and maintain a strong steer to the project to support the Regional Leads and all project members. In addition, either the Project lead or the Principal Investigator would attend each regional meeting to ensure consistency of approach, guidance and support to the Regional Lead(s) and regional groups as the project developed and evolved.

A steering group was established, chaired by the Deputy Vice Chancellor of the University of Bolton with representatives from the CRA, the National Union of Students (NUS), the Regional Development Agency (North West) and the Association of Graduate Recruiters.

The Leadership team met three times per year over the project lifespan and was initially established to serve as a reporting mechanism for progress. Leadership meetings generally reported on the outcomes of the regional group meetings. Regional Leads would report on the progress of the individual NARN member's research; challenges they were facing; evaluate how we as a NARN could support colleagues further in this endeavour and issues or concerns that were emerging which could be addressed at project leadership level. Examples of how the Leadership team addressed issues or concerns that were emerging were through: developing a thematic support research network as well as a regional support network; leading research workshops at the National events; identifying and inviting external expertise to support our members e.g. Writers' Residential Workshop led by Dr Rowena Murray; identifying different and varied dissemination opportunities and events throughout the life span of the project (Appendix One).

However, as the project developed over time the nature and the character of the Leadership meetings changed. After the first year there was a recognition that the Leadership meetings (although still serving as a reporting body) provided a forum in which to discuss and identify dissemination opportunities for our project members and to discuss/write and develop conference presentations/papers in relation to the Leadership team's dissemination of the project. In this, the Leadership team developed in its own right, as a research community and served to develop the research capability and capacity across and within the leadership team. The Leadership team developed into a cohesive team with a shared ethos and joint commitment throughout the duration of the project to maximise the development opportunities and potential for our members as researchers whilst members of a funded project.

6.3 Regional Groups and Developing a Community of Practice

Key to the success of the project has been the success of the regional groups. This has been critical and the success of the regional groups and the development of a 'community of practice'. The members of the NARN had been drawn from an existing membership body i.e. the CRA. The CRA is founded on principles of community, support, encouragement, advice and engagement around the development of PDP initiatives and frameworks. In this, members joined the project with a sense of some of the guiding principles of membership that are shared by the CRA community.

In the first stages of the project, representatives of the individual member institutions changed in some cases (i.e. not the named individual in the original project bid). This delayed the sense of building a community of trust and shared understanding of the project aims and objectives, particularly in one region.

However stability of individual membership and regional groups was established within a period of six months and this stability remained throughout the time line of the project. This is a key achievement of the project, given the length of time of the project against a background of a period of change and instability across the HE sector resulting in University restructures, role changes and increasing challenges and pressures placed on our members in their institutional roles.

The regional groups served to ensure that all our members were fully supported in their developmental journey as researchers throughout the various stages of the project research cycle.

These stages were: trust building and sharing ideas, defining the research question, sharing and discussing the gathering of data, sharing and discussing the analysis of data, reporting findings and recommendations, and finally dissemination strategies.

The Regional Leads made a significant contribution in the building of a supportive community where members felt they could openly discuss and share their ideas/issues and concerns throughout the research journey. They also fostered and developed a community whereby members were able to act as 'critical friends' to each other's research projects. The experience of the three regional groups is documented in the paper "Forming Communities of Practice" et Keenan C, Kumar A, Hughes P, in the *Journal of Learning Development in Higher Education: Special Edition; Researching PDP Practice* November 2010.

This paper describes the experience of the three regional groups and concludes that there are a number of characteristics that contributed to the success of a community of practice. These were the notions of joint enterprise, shared repertoire and mutual engagement, with success in achieving these dependent upon shared commitments and the development of trust and respect amongst all the group members.

The overall project aim of developing the research capacity of PDP practitioners was dependent on the willingness of all the partners to get involved and support each other. The sense of joint enterprise was built on individual ideas for institutional research projects and although the journey was not always an easy one, it was joint enterprise, mutual support and respect that ensured that the individual projects achieved their aims in a rigorous and robust way.

As the project developed over time, one unanticipated outcome of the project is that some member Institutions, created institutional research teams of up to six staff to support the NARN project e.g. University of Salford, University of Bradford and Birmingham City University. Furthermore, the University of Bedfordshire adopted and implemented the full NARN project model and applied this across the institution to support academics and practitioners to develop their capacity and capability as researchers. This mini NARN was established as the Action Research Consortium (ARC) with twelve staff successfully completing their action research projects.

The development of wider research communities being created across the NARN framework established the project as broader reaching and having a greater impact across the sector than we had first envisaged.

6.4 Individual Members

The general characterisation of members of the NARN is that our members were predominantly the individual leads/PDP champions within their own institution/faculty and often developing this agenda and role in isolation. This may be one aspect that contributed to the success of the NARN. The membership of the NARN provided members with an opportunity to draw on an external support forum and a network with others who shared a commitment to PDP which may not be evident or accessible from within their own institution.

Individual Institutional members were all volunteers and the funding received by each individual institution in relation to supporting the project was relatively small. There has been no less commitment from the individual members in the light of the relatively small funding support. Our experience suggests that the commitment from members is intrinsic and there is a sense that individuals were motivated by the support gained from being a member of the NARN and their own personal and professional development journey through engagement with the project.

The research agenda for the NARN project was to research Personal Development Planning (PDP) and e-Portfolio for students and staff. Each individual member institution drew upon and situated their research within their own institution to help inform, develop and evaluate PDP within their own institution and to add to the existing knowledge/research and pedagogies underpinning PDP.

The membership of the NARN was diverse and varied in relation to the research experience that each member came with at the start of the project. Some members had no or very limited experience of undertaking research, some were highly experienced researchers in their own discipline but not in the research field of learning development and some were experienced in research in this area. Hence members joined the project with different and varying levels of confidence in undertaking the research. Members also came from a wide range of academic discipline backgrounds. The diversity of academic backgrounds, differing levels of experience, expertise and interests is reflected in the nature of the research projects. This added a rich dimension and synergy to the project. This seemed to be an advantage to the project in the way that group members (particularly in the regional teams) were able to share their experience, act as critical friends to each other's research activity and benefit the community.

Members reported early on in the project that they were enthusiastic about being part of a community, which shares concerns and is supportive in what could prove to be quite a complex and challenging undertaking.

The overall project aim of developing the research capacity of PDP practitioners was dependent on the willingness of all the partners to get involved and support each other. The sense of joint enterprise was built on individual ideas for institutional research projects and although the journey was not always an easy one, it was through joint enterprise, mutual support and respect ensured that the individual projects achieved their aims in a rigorous and robust way. The project provided members with opportunities to engage in a discourse which is stimulating and challenging, within a supportive community, which appeared to work well in an atmosphere of mutual trust and co operation.

To further support NARN members in the research journey we provided a residential writers workshop led by a consultant, in the final half of the project. This was followed through at regional level with regional groups arranging their own writing workshops events, to support members in the writing up of their research findings for publication. This proved highly effective and motivational for our members. This led to supporting and preparing members for the draft submission of their research paper for publication in the special edition of the Journal of Learning Development in Higher Education.

Members identified a number of perceived opportunities through participation in the NARN project. These were:

- The raising of the individual's profile and recognition within their own institution in relation to being a member of a national project
- Confidence building and the development of their own research expertise within a supportive network
- Professional and personal development opportunities and learning from others across a wide and national network
- Opportunities to meet with other researchers, sharing PDP practice and experience and providing some informal benchmarking with other institutions

The members' personal journeys of development as researchers and members of the NARN community were captured on annual basis and can be seen on the NARN website: <http://www.recordingachievement.org/research/narn-tree.html>. These provide a rich story around of the development and learning journey whilst members of the NARN project and provide an insight into the development of a community of practice.

6.5 National Meetings

The national meetings were held twice year (October and July) and served to bring about a sense of a wider national collaborative project and a greater community beyond that of the regional groupings. These events provided members with an opportunity to disseminate and discuss their research in-progress among other members of the NARN, beyond the regional groupings, but within the supportive community of the project. This was particularly important in the first stages of the research; ensuring that all members grasped the focus and objectives of the NARN project and in relation to formulating the research question and methodologies adopted and selected. Further as the project developed and a number of the national meetings had been held it became evident that generic research themes were emerging across the NARN.

Members began to collaborate together to explore their individual research with members who were in other regional groupings but had a common research theme/domain. This was particularly evident in the theme 'The Personal Tutor Role in PDP' with members from the Northern and Southern regional groups presenting joint research papers at The Second International Residential Seminar of the Centre for Recording Achievement (April 2010).

The National meetings also provided an opportunity to invite expert/consultant guest speakers to share their experience and expertise with the membership and stimulate further discussion and engagement around the research process. The first national launch event looked in greater depth at action research; the second national event explored different research methodologies, in particular appreciative enquiry; the third comprised a workshop on data gathering and analysis. Five members in the light of the expert presentations adopted the appreciative enquiry methodology for their research. Please see **Appendix Three** for the full programme for each National meeting and the member feedback evaluation.

National Action Research Project Activity

Figure One below Identifies and describes the planned activities which took place throughout the life cycle of the project at each strata of the NARN ie national, regional and individual. This enabled the NARN community to have a sense of the planned research journey for the project, timeframes, keystones, direction and progress.

Figure 1

Level	Year One	Year Two	Year Three	Key output
National	Facilitated discussion on project and Research question design	Facilitated discussion on Data collection and analysis	Facilitated discussion on Writing for publication	Evaluation of this capacity-building model
Regional	Community building and sharing ideas	Sharing proposals	Sharing data and drafts	A new research community
Individual	Research question	Data gathering	Reporting	Publishable pieces of research from each participant

6.5.1 Capturing the research journeys of our members

The NARN project promised more concrete outcomes but its primary emphasis was on creating a new community of practitioner-researchers. More fundamental were the personal journeys of the

colleagues from 17 institutions who took part. Because the project had this personal and professional development of participants in mind from the outset, it included PDP approaches which both encouraged this development and built records of it throughout the project.

Colleagues went through initial processes of self-evaluation of their research capacity and goal setting in terms of committing to doing some research at the outset. They were encouraged to plan their projects and regularly revisit their plans to present their achievements, reflect on progress and revise their plans. This was done both as part of the annual cycle of report writing and, less formally, through the cycle of meetings and workshops. Finally, in writing-up their research and final reports, colleagues celebrated their achievements and proposed further activity.

The Principal Investigator, two thirds of the way through the project invited members to respond to a series of questions by email and through a follow-up telephone conversation to further evidence and capture the personal journeys and whether the project was meeting its capacity building aim. The responses to this investigation were written up in Peters, J (2010). Indicative comments included:

"The research process is no longer the mystical process I once thought it was."

"I now care so much more deeply about my "research question"... for me it is definitely a start rather than an end to research."

"Over the last couple of years my research has developed, and become more focused, and all the threads are now coming together. But, more than that, I have gained immeasurable confidence as a PDP researcher, and I feel I have earned authority and a sense of belonging."

These statements of personal and professional development as practitioner-researchers are evidence of the success of the project but it should not be forgotten that these personal journeys were undertaken in, and facilitated by being and belonging to, a community.

"Most importantly I have gained some really good and very valuable colleagues, and I hope very much that our friendships will continue beyond the life of the project. Being able to draw on the knowledge perspectives and experiences of these people has been for me the best thing to have come out of this project, and I know for a fact my research has benefitted and improved as a result."

7. Outputs and findings

The NARN project aimed to address sector-wide issues concerned with the effective implementation of PDP practice and to respond to repeated calls for more robust evaluation of PDP in the UK (QAA, 2001; Gough et al., 2003; Burgess, 2004; Clegg, 2004). All our members conducted research and an evaluation of PDP within their own institution. Our members' research outcomes were disseminated at a number of international and national conferences (Appendix One). Project outputs also related to a number of journal articles and publications (please see Appendix One). In total, NARN members and the NARN leadership team have presented at over fifteen conference events including: the Centre of Recording Achievement National Residential seminars, Association of Graduate Recruiters National conference, Staff and Educational Developers 'Association National Conference, two conferences based in Australia and a number of other Learning and Teaching conferences across the sector.

The main dissemination event towards the end of the Project was the Second International Residential Seminar of the Centre for Recording Achievement, National College for School Leadership, Nottingham, Monday 26 to Wednesday 28 April 2010. All conference papers were peer reviewed and all our members (35) were accepted to present their research at this event.

The major final project outcome was the publication of the Special Edition: "Researching PDP Practice" for the *Journal of Learning Development in Higher Education (JLDHE)*, November 2010.

This is a peer reviewed and edited electronic international journal and our members contributed papers to the Special Edition which was wholly written by the NARN community.

Strivens and Ward (2010) provides the context for the special edition by exploring what is meant by PDP and traces how far the sector has come in its implementation of PDP and the introduction of new technologies to support the PDP process over the last five years.

The NARN set out to develop a body of scholarly knowledge capable of informing more effective implementation of PDP for students. Each member's published research contribution reveals a rich picture of the experience of PDP within different HE situations and with different groups of learners. These pictures serve to illuminate how engagement with varying PDP practices and processes can enhance the overall student learning experience.

Over half of the NARN members in their research studies review PDP which is linked to e-portfolio practice and/or technology. In this we offer a contribution and insight into the impact and effective use of e-Portfolios to support a new generation of learners.

Other papers submitted and published by our members in the journal explore the different models of PDP and student and staff perception of PDP. Our research explores further the characteristics of PDP which were defined by Clegg and Bradley (2006), describing its use in three contexts: professional, academic and employment.

A number of our members' papers in the journal relate to research and findings around student perceptions of the meaning and value of PDP processes and practices.

The perceptions and engagement of staff in the success of PDP approaches and practices is a prevalent theme throughout some papers in the journal. Research found that many staff valued the PDP process but that many viewed the individual elements or component parts of PDP more positively than PDP itself. There is also a suggestion that the terminology of PDP is not helpful (Davey and Lumsden; Rowe; Hughes et al.).

The NARN research reasserts the importance of local contexts and cultures and their influence in shaping PDP practices. It is argued that we should worry less about identifying best practice pedagogy of PDP and pay greater attention to the range of social influences on curriculum design to develop a greater understanding of PDP, its effectiveness and contribution to learner development.

The NARN research explores PDP with an explicit focus on employability. This builds on work by Clegg and Bradley (2006) and develops the employability model further.

Our research also explores the role of the personal tutor in PDP. We suggest that the nature of the relationship between the student and the individual tutor is the key to the PDP process. Evidence suggests that 'relationship-building' between the personal tutor and the student is critical to enabling effective support and learning development. NARN research evidences the positive impact that the curriculum model of student support (Earwaker, 1992) can have in relation to PDP and learner development. We suggest that the personal tutor system is a primary vehicle by which to encourage students to reflect not only on academic progress but also more holistically about their learning in context.

As the project developed over time, one unanticipated outcome was that some member Institutions created 'institutional research teams' to support the NARN project. The University of Bedfordshire project, led by Arti Kumar (Midlands Regional Lead), adopted and implemented the full NARN project model and applied this across the institution to support academics and practitioners to develop their capacity and capability as researchers. This 'mini' NARN was established as the Action Research Consortium (ARC) which saw twelve staff successfully complete action research projects.

Alongside developing a body of scholarly knowledge capable of informing more effective implementation of PDP for students the project sought to develop a community of PDP practitioners who were committed to developing their capability to undertake robust research and evaluation of practice.

The NARN research explores the meta-level of the NARN project as a piece of action research on research capacity building within a practitioner community. This research captures and documents the reflective personal developmental journeys of the participants whilst being engaged in the NARN project.

Our research also describes the experiences of the three regional groups and how each group developed a unique sense of identity and ways of working. This research offers an insight into developing communities of practice, identifies a number of characteristics that contribute to their success, and evaluates how the model we adopted served to support our members in undertaking their PDP research journey.

8. Outcomes

Major outcomes of the project are:

- A body of scholarly knowledge capable of informing more effective implementation of PDP for students

Each Institutional member of the collaborative project undertook situated research within their own institution which served to inform and enhance PDP implementation and practices within the institution

- A series of dissemination activities sharing rich pictures of evolving PDP practice across the UK and providing a greatly enhanced evidence base

The project's major achievement and outcome in terms of dissemination is the publication of the Journal of Learning Development in Higher Education, Special Edition: Researching and Evaluating Personal Development Planning and e-Portfolio Practice, 9 December 2010.

All members of the NARN leadership team and member institutions to the project contributed a paper to the journal which is peer reviewed at national level.

The outcome of the individual institutional member research was disseminated extensively throughout the time frame of the project at:

International conference events e.g. the Second International Residential Seminar of the Centre for Recording Achievement, April 2010, Australian e-Portfolio Project Conference, Queensland University, Australia, 2009, ePortfolios Australia Conference 2010

Membership body National conferences e.g. seventh, eighth, ninth and tenth Annual National Residential Seminar of the Centre for Recording Achievement (CRA), (2007, 2008, 2009, 2010), 'Underpinning Academic Practice with Research and Scholarship', Learning Teaching and Assessment Conference, Staff Educational Developers' Association (SEDA) 2009, 'PDP in Action: student-centred approaches and evaluating effectiveness', HEA and QAA event, University of Edinburgh, 2009, 'The Tough Guide to Graduate Development', Association of Graduate Recruiters (AGR), 2009.

University Learning and Teaching Staff conferences e.g. University of Bolton, Annual Learning and Teaching Staff Conference 'A learning fiesta' July 2010, 'PDP and Employability' 2nd Employability and PDP Conference University of Worcester January 2010

The project research outcomes were also disseminated through publication e.g. *Journal of Learning Development in Higher Education*, Special Edition: Researching and Evaluating Personal Development Planning and e-Portfolio Practice, 9 December 2010, 'Celebrating National Teaching Fellowship projects', *Assessment, Learning and Teaching journal*, No. 5, Leeds Metropolitan University, CRA journal: On Reflection, Spring 2009, CRA PDP and e-Portfolio UK Newsletter, May 2010, HEA NTFS Project Strand publication *Recognising Success – Voices from ten years of the National Teaching Fellowship Scheme* June 2010.

Full details of International and national dissemination events/publications can be found in Appendix One.

- A community of PDP practitioners who are capable of developing, implementing and learning from ongoing, robust research and evaluation practice

It is evident in the publications and dissemination activities of the project that the project has developed a community of PDP practitioners who are capable of developing, implementing and learning from ongoing, robust research and evaluation practice.

Through the development of a new community of practitioner researchers we were able to publish the research outcomes of the NARN members as presented in the *Journal of Learning Development in Higher Education* Special Edition. These papers are testimony to the hard work, perseverance and commitment of our members to their own personal and professional development and the success of developing a community of practice, through the NARN project.

It is through the strength of the community of practice model that all NARN members have:

- Remained fully committed to the aims and objectives of the project throughout the lifetime of the project
- Felt confident and capable of undertaking research related to PDP
- Taken up the opportunities to present their research at a number of National and International conferences
- Taken up the opportunity to publish their research in a refereed journal of international standing

NARN members have continued beyond the lifetime of the project to develop their research and have confidence to lead on both Institutional/national PDP projects e.g. University of Bradford, University of Bolton, University of Kent, University of Central Lancashire, University of Salford, NARN institutional members currently lead their institutional team on the CRA National Academy Institutional change project(s).

Key to the success of the development of the community of practice has been the strong commitment, contribution and expertise offered by each Regional Lead. The Regional Leads made a significant contribution in building a supportive community where members felt they could openly discuss and share their ideas/issues and concerns throughout the research journey and also fostered a community whereby members were able to act as "critical friends" to each other's research projects.

The NARN project's emphasis on process as well as product/output, potentially mark it apart from some other Higher Education (HE) learning and teaching funded projects. Its success supports the future funding of more process-based learning and teaching development in HE projects. The NARN project in its implementation through the project structure, leadership and management, regional groupings, regional and national meetings framework(s) provides a potential template for similar capacity-building projects across other communities.

9. Conclusions

The National Action Research Network on Researching and Evaluating Personal Development Planning and e-Portfolio Practice (NARN) was established through funding from the UK Higher Education Academy National Teaching Fellowship Scheme Projects (HEA, 2007). The NARN project was conceived and existed on a number of levels; it is clearly about PDP (PDP) and e-Portfolios, it is equally about research practice, but it is also a piece of action research on research capacity-building within a practitioner community.

At this overarching level the NARN project is a capacity-building project with a group of educational practitioners. As such it has important lessons for other capacity-building projects and for any change management programme, whether the target community are PDP practitioners, learning developers or any other group and whatever the focus of their work.

The evaluation of the project as an action research project suggests different models of approach for fund holders looking to promote educational development through funded projects (Peters, 2010). The network project - which sought to involve many institutions from the outset and to support a development of process - has proved to be most successful and provided sustainable added value at producing greater outputs than other projects which may be funded for individuals with the direct intention of producing outputs. The logic of this is that the criteria for project funding for educational development could place greater emphasis on supporting and developing networks through development processes rather than encouraging an output culture. Equally the project had, as an expected by-product, improvements in educational practices to support PDP at 17UK Universities, made by practitioners as a result of their own research and evaluation activity. The HE Academy could look at encouraging and funding such participatory research amongst what have been called 'third space' university professionals (Whitchurch 2012). Not only because these groups are making a significant contribution to student learning at Universities but because participatory research clearly provides opportunities to break down traditional barriers and help colleagues appreciate the contribution of academic, non-academic and student colleagues in HE (Searle 2010, Smith & Rust 2011).

10. Implications

There were a number of key success factors for the NARN project which were based on models of participative inquiry and communities of practice. These models and the NARN experience provide a template for other capacity-building and change management programmes. The project design and leadership offered a structure which provided a trajectory and clear stages but also left plenty of scope for members' creative engagement and for meetings to be built around their concerns. It was a great help that the project built on the existing community of practice provided by the CRA; this meant there was already a shared outlook and language which could then be extended into new territory. The challenge of moving into research territory for this practitioner community should not be underestimated.

The NARN project, placed a huge emphasis on the people involved and saw the key output as being the community it developed. This meant a great deal of effort went into establishing a culture of trust, openness, mutuality and respect which then allowed safe space for the operation of colleagues as true critical friends. The mutual commitment and support of the members of this community of practice made it possible.

The project created space for the development of communities of practice, established a trajectory of capacity-building and involved large numbers from the outset which although challenging and at times involved huge commitment from the leadership team to ensure continued engagement from members proved hugely successful and rewarding in terms of attaining all the outcomes stated at the outset of the project and also going beyond these.

The project through the development of a research community has a lasting impact beyond the time frame of the project and continues to inform practice long after the project has been completed.

A key lesson in relation to this project is around the power and value of this type of project. At the proposal stage it was challenging to make such a process driven community building project fit the requirements of the funding bid. It may be the case that potential projects are discouraged by the use of project bidding processes which reward an emphasis on product at the expense of capacity building processes. The project model adopted could operate effectively for many other educational developments but perhaps has particular resonance for 'third space' professionals in HE because it helps them engage in one of the central activities of HE, namely research. In so doing, it helps them understand the position of academics much more and also equips them with the language and evidence base to be able to communicate more effectively with their academic colleagues (Peters 2010).

Lessons for project leaders

The key lessons for researchers are about the value of this form of participant research but also about the need to undertake similar work with 'third space' HE professionals in related areas such as employability, ePortfolio, study support, etc. The value of this approach is that it involves key stakeholders in the research process and gives them a greater stake in both the research and in acting on the findings. In the process it helps develop the community and creates opportunities to develop in research informed ways.

The lessons for PDP practitioners are, in some ways, less clear. No one right way of supporting student PDP was identified by this project. Indeed the emphasis was on the different situated practices that have developed across the sector. What was clearly highlighted was that PDP practitioners have perhaps not paid enough attention to engagement with robust evaluation and research which would provide them with suitable evidence on which to base their practice. Engagement with such research not only serves to inform enhancements in practice but also provides a basis for discussion of developments with academic staff.

11. Recommendations

The range, variety and complexity of PDP are evident across all of the papers by the NARN members. This reflects Clegg's (2004) research where PDP processes were seen to have relevance for improving students' understanding of how they are learning; enabling students to reflect critically; helping students become independent learners; encouraging students to build upon their academic work; extra-curricula activities; career opportunities and general employability.

Although our members' selection of their research areas in itself evidences a trend towards the 'Employability' model of PDP (Clegg and Bradley, 2006), it is nonetheless clear that there is support for the utilisation of e-Portfolio and other electronic tools to support a broader interpretation of learning development.

Strivens and Ward suggest that further research into the impact and effective use of e-Portfolios for such purposes would be welcome.

In the light of the employability and technology-enabled learning National learning and teaching agendas it would be recommended that further research related to PDP could be undertaken to support these agendas.

This could be undertaken using the community of practice model in further developing researchers and research in this area.

Recommendations to Fund Holders:

- To support more process based projects
- To support more network and collaborative projects
- To support more participant research projects
- To support more development work amongst 'third space' university professionals

Recommendations to Project Managers

- To take the time to establish trust and build confidence in collaborative or network projects
- To provide both clear timetables and reporting processes within the project
- Not to be afraid of using regional networks in large national bids
- To consider dissemination as part of the structure of the project rather than a final activity

Recommendations to PDP Practitioners

- To improve their engagement in quality evaluation and research – so as to better understand their own practices, the way they are received by colleagues and students, and how they can be enhanced.
- To develop network activity for the sharing of evidence informed practice

Recommendations for further research areas

- Conduct of research as a participatory and development, as well as publication, activity
- Further research into situated PDP practices and their impacts
- Consider similar research approaches for aligned HE practices such as employability, ePortfolio, study support, etc.

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13 Appendices (optional)

Appendix 1 – Dissemination

Appendix 2 – Project Calendar

Appendix 3 – National Events Programmes and Evaluation

HEA National Teaching Fellowship Project 2007 - 2010

**National Action Research Network on Researching and Evaluating
Personal Development Planning and e-Portfolio Practice**

National and International Dissemination of Project

Appendix 1 – Dissemination

HEA National Teaching Fellowship Project

National Action Research Network on Researching and Evaluating Personal Development Planning and e-Portfolio Practice

NATIONAL AND INTERNATIONAL DISSEMINATION ACTIVITY

Event	Members	Paper
<p>Journal of Learning Development in Higher Education, Special Edition: Researching and Evaluating Personal Development Planning and e-Portfolio Practice, 9 December 2010</p>	<p>Sue Burkinshaw, University of Bolton</p> <p>John Peters, University of Worcester</p> <p>Peter Hughes, University of Bradford, Christine Keenan, Bournemouth University and Arti Kumar University of Bedfordshire</p> <p>Janet Strivens, University of Liverpool and Rob Ward, Centre for Recording of Achievement</p> <p>Carina Buckley, University of Portsmouth</p> <p>Simon Cotterill, University of Newcastle</p> <p>James Davey, Peter Lumsden, UCLAN</p>	<p>Interaction and passion in a PDP community</p> <p>Building research capacity in a practitioner community: framing and evaluating the National Action Research Network on researching and evaluating Personal Development Planning (PDP) and e-Portfolio practice</p> <p>Forming communities of practice</p> <p>An overview of the development of Personal Development Planning (PDP) and e-Portfolio practice in UK Higher Education</p> <p>What role can PDP play in identity development and confidence building in non-traditional students?</p> <p>Blogs and e-Portfolios Savory et al: can they support reflection, evidencing and dialogue in Teacher training?</p> <p>From cats to roller-coasters: creative use of posters to explore students' perceptions of PDP</p>

Appendix 1 – Dissemination

Event	Members	Paper
<p>Journal of Learning Development in Higher Education, Special Edition: Researching and Evaluating Personal Development Planning and e-Portfolio Practice, 9 December 2010</p>	<p>Louise Frith, University of Kent</p> <p>Peter Hughes et al , University of Bradford</p> <p>Maja Jankowska, University of Bedfordshire</p> <p>Arti Kumar, University of Bedfordshire</p> <p>Megan Lawton, Emma Purnell, University of Wolverhampton</p> <p>Rachel Moule, Ethan Rhemahn, Birmingham City University</p> <p>Jo Powell, Birmingham City University</p> <p>Natalie Bates, Bournemouth University and Sue Riddell, Canterbury Christ Church University</p> <p>Andrea Raiker, University of Bedfordshire</p> <p>Jane Rowe, University of Exeter</p> <p>Julie Savory, C Conroy, D Berwick, University of Salford</p>	<p>How do different models of PDP influence the embedding of e-portfolios?</p> <p>Situated Personal Development Planning</p> <p>Taking Concept Mapping (CM) forward with socially mediated structured approaches'</p> <p>Turning the NARN into an ARC at the University of Bedfordshire – some reflections and comparisons</p> <p>1,2,3,A journey of PDP at the University of Wolverhampton</p> <p>Student Experience with e-portfolio: exploring the roles of trust and creativity</p> <p>Useful or just another fad? Staff Perceptions of Personal Development Planning</p> <p>The role of the personal tutor in a curricula approach to Personal Development Planning</p> <p>An investigation into the undergraduate tutorial as Personal Development Planning (PDP) process to support learner development.</p> <p>Evaluating a new ePDP tool and its relationship with personal tutoring</p> <p>The role of Personal Development Planning (PDP) for employer sponsored students</p>

Appendix 1 – Dissemination

Event	Members	Paper
Journal of Learning Development in Higher Education, Special Edition: Researching and Evaluating Personal Development Planning and e-Portfolio Practice, 9 December 2010	Elizabeth Symonds, University of Worcester Sarah Wilson-Medhurst, Andrew Turner Coventry University	Evaluating an e-Portfolio implementation with early adopters using Appreciative Inquiry An evaluation of the impact of e-Portfolio supported pedagogic processes on students' reflective capacity
The Tenth Annual Residential Seminar of the Centre for Recording Achievement, Winterbourne, University of Birmingham, Edgbaston Campus 'PDP – in leaner world' 22-23 November 2010	Sue Burkinshaw, University of Bolton, John Peters, University of Worcester Sue Burkinshaw, University of Bolton, John Peters, University of Worcester	Enhancing PDP and e-portfolio practice through action research; the NARN model! The findings of the National Action Research Network on PDP and e-portfolio practice
ePortfolios Australia Conference 2010 Anglis Conference Centre, 555 La Trobe Street Melbourne, Australia 3-4 November 2010	Barbara Thomas, Maria Rodriguez-Yborra, University of Bolton	Meeting the needs of students within an institutional Personal Development Planning (PDP) framework: piloting, informing, embedding and evaluating ePDP in a School of Arts Media and Education (SAME) at a UK University – the PLeR project
University of Bolton Annual Learning and Teaching Staff Conference 'A Learning Fiesta', 8 July 2010	Sue Burkinshaw, University of Bolton, John Peters, University of Worcester Sue Riddell, Canterbury Christ Church University Barbara Thomas, Maria Rodriguez-Yborra, University of Bolton Peter Lumsden, UCLAN	Building a Research Community – NARN An integrated curriculum model for the delivery of PDP by the Personal Tutor Online ePDP@SAME PDP: Using students perceptions to inform staff practice
Recognising Success – Voices from ten years of the National Teaching Fellowship Scheme 21 June 2010		HEA NTFS Project Strand publication

Appendix 1 – Dissemination

Event	Members	Paper
<p>PDP and e-Portfolio UK Newsletter, Issue 19 19 May 2010</p>	<p>Emma Purnell, University of Wolverhampton</p> <p>Jo Powell, Michael Schmidt, Birmingham City University</p> <p>Barbara Thomas, Maria Rodriguez-Yborra, University of Bolton</p>	<p>Using an e-portfolio based pedagogy for work-based learners: Action research and emerging practice.</p> <p>The experience of making an e-portfolio work for students and staff: the use of Mahara at Birmingham City Business School</p> <p>Piloting, Informing, Embedding, Revisiting and Evaluating e PDP in a School of Arts, Media and Education at the University of Bolton</p>
<p>On Reflection Issue 19 Spring 2010</p>	<p>Arti Kumar, the University of Bedfordshire</p> <p>Donna Berwick, University of Salford</p>	<p>STARS: technology to enhance personal agency in articulating 'skills'</p> <p>The student explorer – PDP on legs</p>
<p>Meeting with Muralidharan Gopalarishnan and Ann Eshodha from Taylor's University College, Malaysia.</p> <p>Centre for Recording Achievement</p> <p>18 May 2010</p>	<p>Rob Ward, Centre for Recording Achievement</p> <p>Sue Burkinshaw, University of Bolton</p>	<p>Discussion of:</p> <ul style="list-style-type: none"> • e-Portfolio Engagement: student, staff and community perspectives • Supporting integrative and reflective learning (assessment, feedback and e-learning) • Researching e-Portfolios and Personal Development Planning: tools, methods, approaches • CRA and JISC projects, contacts, roadmaps and publications
<p>The Second International Residential Seminar of the Centre for Recording Achievement, National College for School Leadership, Nottingham 26–28 April 2010</p> <p>The project's main dissemination conference event</p>	<p>Peter Hughes, University of Bradford</p> <p>Jo Powell, Michael Schmidt, Birmingham City University</p> <p>Michael Schmidt, Birmingham City University</p>	<p>Situated Personal Development Planning</p> <p>The experience of making an e-portfolio work for students and staff</p> <p>What are my PDP priorities? In search of valid and reliable way to collect students' opinions about what they want from their PDP</p>

Appendix 1 – Dissemination

Event	Members	Paper
<p>The Second International Residential Seminar of the Centre for Recording Achievement, National College for School Leadership, Nottingham 26-28 April 2010</p> <p>The project's main dissemination conference event</p>	<p>Simon Cotterill, the University of Newcastle</p> <p>Peter Hughes, the University of Bradford</p> <p>Rachel Moule, Ethan Rhemahn, Birmingham City University, Elizabeth Symonds, University of Worcester and Peter Lumsden, UCLAN</p> <p>Sarah Wilson-Medhurst, the University of Coventry</p> <p>Arti Kumar, the University of Bedfordshire</p> <p>Barbara Thomas, Maria Rodriguez-Yborra, University of Bolton</p> <p>Emma Purnell, the University of Wolverhampton</p> <p>Frank Lyons, University of Portsmouth, Louise Frith, University of Kent, Sue Riddell, Canterbury Christ Church University, Jane Rowe, University of Exeter and Christine Keenan, Bournemouth University</p> <p>Megan Lawton and Emma Purnell, University of Wolverhampton</p> <p>Julie Savory and Carole Conroy, University of Salford</p>	<p>Study of ePortfolio/blog in Initial Teacher Training – flexible use of blogging to support reflection, evidencing and dialogue</p> <p>Professional Development, Threshold Concepts</p> <p>Student and Staff Perspectives</p> <p>Reflection</p> <p>Managing PDP, CPD and Action Research as processes and agents for change – what impact does this have?</p> <p>Piloting, Informing, Embedding, Revisiting and Evaluating e PDP in a School of Arts, Media and Education</p> <p>An e-portfolio based pedagogy for work-based learners</p> <p>Becoming a member of a community of practice</p> <p>What evidence for which audience?</p> <p>How PDP provision for part time students can best support the staff development outcomes required by sponsoring employers</p>

Appendix 1 – Dissemination

Event	Members	Paper
<p>The Second International Residential Seminar of the Centre for Recording Achievement, National College for School Leadership, Nottingham 26-28 April 2010</p> <p>The project's main dissemination conference event</p>	<p>Patrick Doherty, University of Liverpool, Sue Riddell – Canterbury Christ Church University, Jane Rowe, University of Exeter, Mark Johnson, University of Bolton and Christine Keenan, Bournemouth University</p> <p>Sarah Wilson-Medhurst, University of Coventry</p> <p>Jo Powell, Birmingham City University</p> <p>John Buswell, University of Gloucestershire</p> <p>Emma Purnell, Rachel Challen and Megan Lawton, University of Wolverhampton.</p> <p>Frank Lyons, University of Portsmouth</p>	<p>The Personal Tutor Role in Personal Development Planning</p> <p>Identifying student and staff requirements for e-portfolios using Kelly's repertory grid analysis</p> <p>Personal Development Planning: The Pieces of the PDP Pie!</p> <p>The development of identity and autonomy</p> <p>To infinity and beyond! Supporting e-portfolio scalability and sustainability across an institution</p> <p>Understanding the personal in PDP: identity, autonomy and the Professional Development Unit</p>
<p>'PDP and employability'</p> <p>2nd Employability and PDP Conference.</p> <p>University of Worcester</p> <p>14 January 2010</p>	<p>Arti Kumar, University of Bedfordshire</p> <p>Sarah Wilson Medhurst, University of Coventry</p> <p>Libby Symonds, University of Worcester</p>	<p>To explore the extent to which a supported action research process might act as an agent of change in (e) – PDP practice; and to analyse the type of change participants' report.</p> <p>What are the elements within this Coventry Add+Vantage module that support and encourage a reflective capacity?</p> <p>What are the factors that make the use of an e-portfolio system effective for student learning?</p>
<p>The Ninth Residential Seminar of the Centre for Recording Achievement. Chancellors Hotel and Conference Centre Manchester.</p>	<p>Peter Lumsden, UCLAN</p> <p>Barbara Thomas, Maria Rodriguez-Yborra, University of Bolton</p>	<p>Can we Draw on student perspectives to enhance PDP?</p> <p>How will the outcomes of the e-PDP project support the embedding and engagement by staff and</p>

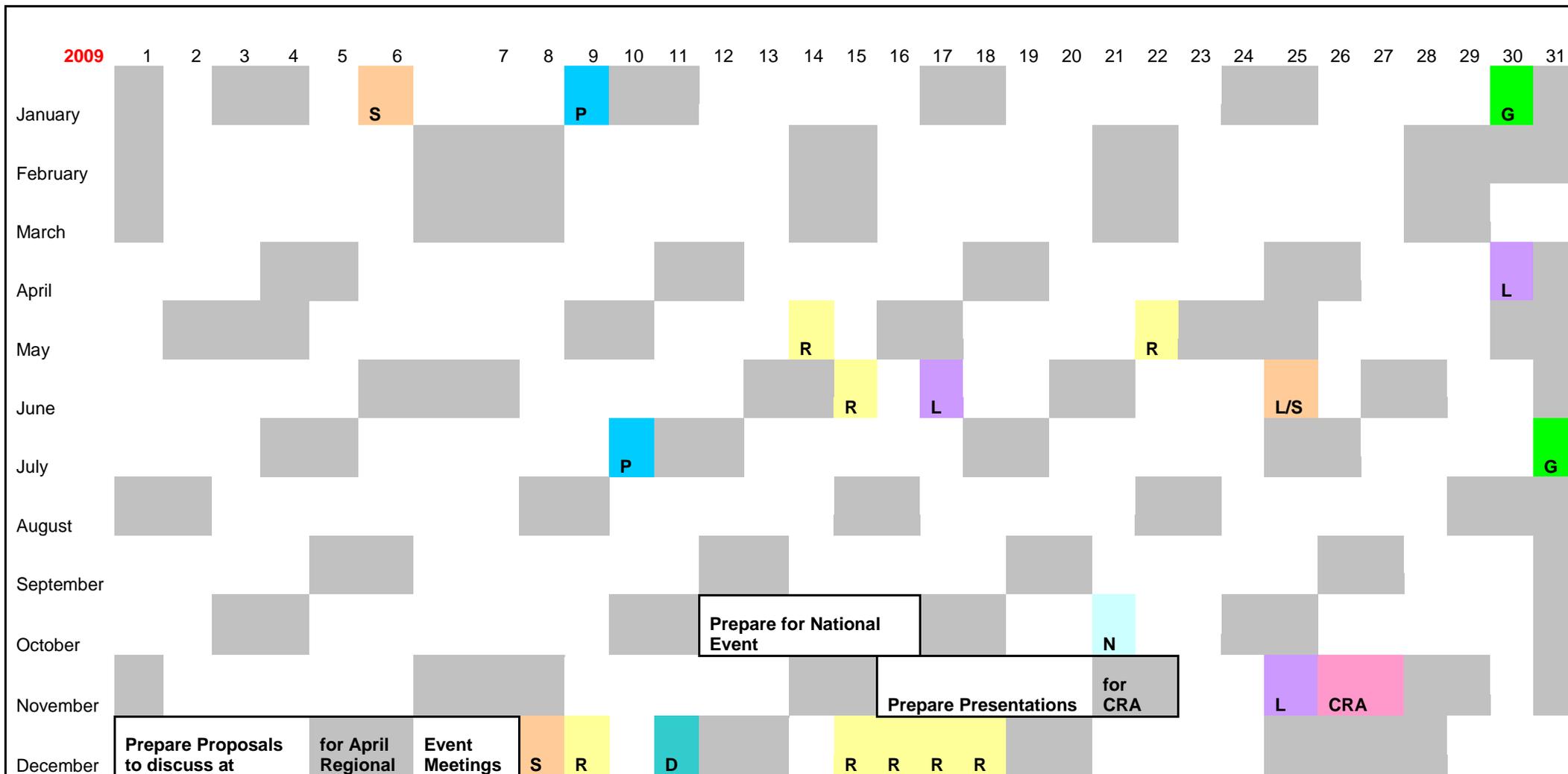
Appendix 1 – Dissemination

Event	Members	Paper
<p>'Here We Go Again'</p> <p>26-27 November 2009</p>	<p>Julie Savory and Donna Berwick, University of Salford</p> <p>Sarah Wilson-Medhurst, Coventry University</p> <p>Louise Frith, University of Kent</p> <p>Carina Buckley, University of Portsmouth</p> <p>Sue Burkinshaw, University of Bolton</p>	<p>students?</p> <p>How best the inclusion of PDP activity in part time vocationally orientated programmes can help meet the expectations of sponsoring employers regarding employability skills/competencies?</p> <p>PDP for reflective capacity – what works?</p> <p>A Threshold concepts approach to PDP in the physics curriculum.</p> <p>The role of identity development and confidence building in researching PDP.</p> <p>NARN Poster Presentation</p>
<p>National Teaching Fellowship Scheme Symposium 2009</p> <p>11-12 May 2009</p>	<p>Arti Kumar, University of Bedfordshire</p> <p>Peter Hughes, University of Bradford</p>	<p>Poster Presentation</p>
<p>'Underpinning academic practice with research and scholarship', Learning Teaching and Assessment Conference 2009</p> <p>SEDA Spring, Brighton</p> <p>7-8 May 2009</p>	<p>Sue Burkinshaw, University of Bolton, Peter Hughes, University of Bradford, Christine Keenan, Bournemouth University, Arti Kumar, University of Bedfordshire, John Peters, University of Worcester, Rob Ward, Centre for Recording Achievement</p>	<p>Research Capacity Building in a practitioner community: a participant action research project on practitioner research</p>
<p>'PDP in action: student-centred approaches and evaluating effectiveness', HEA and QAA event, Kirkland Suite, University of Edinburgh</p> <p>22 April 2009</p>	<p>John Peters, University of Worcester and Sue Burkinshaw, University of Bolton</p>	<p>Researching and Evaluating PDP (getting to grips with the 'does it work?' question)</p>
<p>'Celebrating National Teaching Fellowship projects', Assessment, Learning and Teaching journal, No. 5, Leeds Metropolitan University</p> <p>Spring 2009</p>	<p>Sue Burkinshaw, University of Bolton, John Peters, University of Worcester, Peter Hughes, University of Bradford, Christine Keenan, Bournemouth University, Arti Kumar, University of Bedfordshire and Rob Ward, Centre for Recording Achievement.</p>	<p>Building Research Capacity in a Practitioner Network: The National Action Research Network on Researching and Evaluating Personal Development Planning and e-Portfolio journal article.</p>

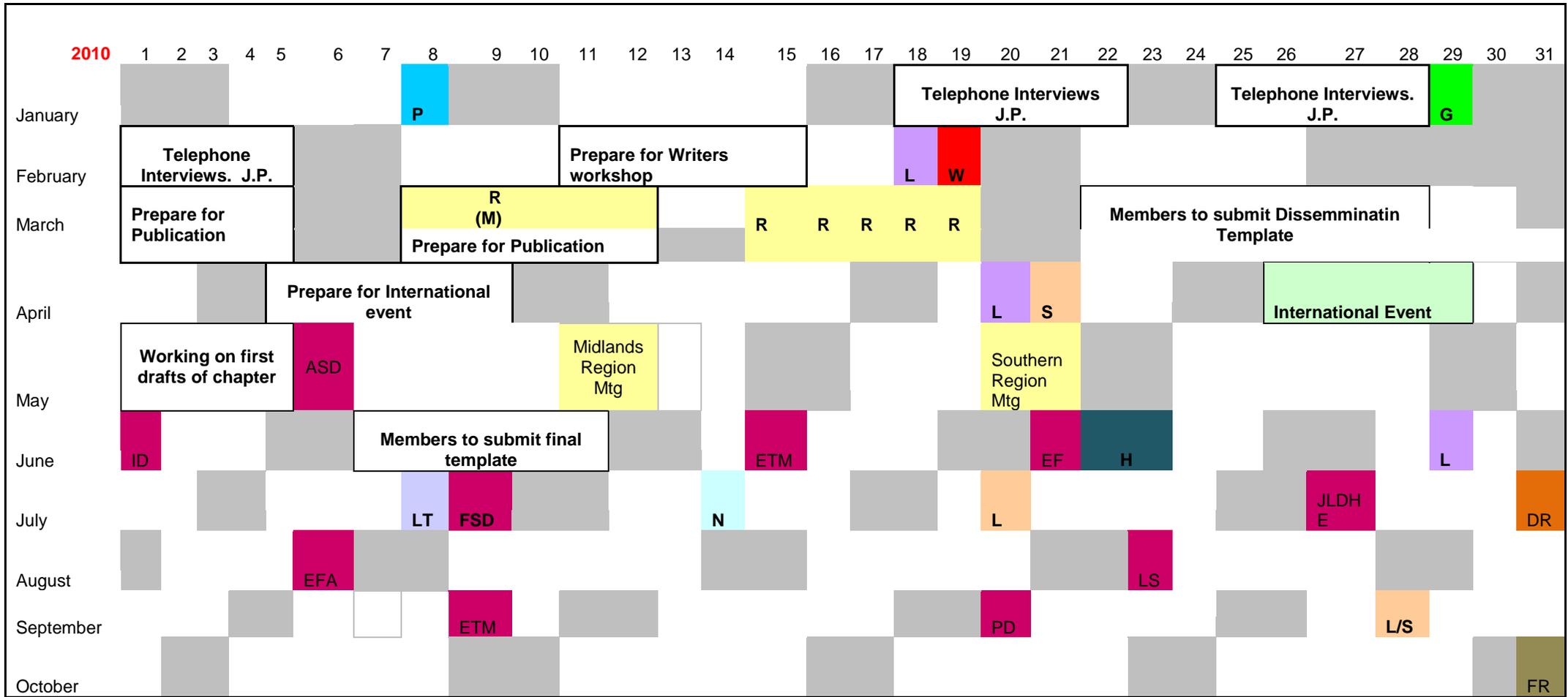
Appendix 1 – Dissemination

Event	Members	Paper
'The Tough Guide to Graduate Development', Association of Graduate Recruiters (AGR), IMMARSAT Conference Centre City Road London, EC1Y 1AX 27 March 2009	Sue Burkinshaw, University of Bolton, John Peters, University of Worcester	Making the most of the human resource through Personal Development Planning: how do we know it works?
Australian e-Portfolio Project Conference, Queensland University, Australia 6 February 2009	Sue Burkinshaw, University of Bolton and John Peters, University of Worcester	Video Presentation
The Eighth Annual Residential Seminar of the Centre for Recording Achievement (CRA) 'Personal Development Planning and e-portfolio: supporting Learning and Development for the 21 st Century' 20-21 November 2008	Sue Burkinshaw, University of Bolton and John Peters, University of Worcester	What's new, what's hot in practice: Personal Development Planning and e-Portfolio: supporting learning and development for the 21 st Century
"Start Up" event, National Teaching Fellowship Scheme Projects, Higher Education Academy York 17 th September 2008	Sue Burkinshaw, University of Bolton	Presented and facilitated
The Seventh Annual National Residential Seminar of the Centre for Recording Achievement (CRA) 22-23 November 2007	Sue Burkinshaw, University of Bolton and John Peters, University of Worcester	Personal Development Planning – building research capacity
Start Up Event, National Teaching Fellowship Scheme Projects, Higher Education Academy, York 26 September 2007	Sue Burkinshaw, University of Bolton, Peter Hughes, University of Bradford, Christine Keenan Bournemouth University, John Peters, University of Worcester, Rob Ward, Centre for Recording Achievement	National Action Research Network on Researching and Evaluating Personal Development Planning and ePortfolio Practice

Appendix 2 – Project Calendar



Appendix 2 – Project Calendar



HEA National Teaching Fellowship Scheme

National Action Research Network on Researching and Evaluating Personal Development Planning and e-Portfolio Practice

LAUNCH EVENT 24 OCTOBER 2007
The University of Bolton, Deane Campus, Design Studio D2:28

Launch Event Aims:

- *To support the creation of a community across all participants of the NTFS Bid*
- *To build a shared understanding of expectations and contributions to the NTFS Bid*
- *To begin to form and develop the three Regional groups*

PROGRAMME			
TIME	SESSION	LEADS	LOCATION
9:00– 10:00am	Registration & Refreshments	Marina Kirby, Deborah Bradburn Project Administrators, The University of Bolton	Atrium Design Studio
10:00– 10:15am	Welcome Objectives of the Day	Dr Peter Marsh, Deputy Vice Chancellor The University of Bolton Sue Burkinshaw, NTFS Project Lead The University of Bolton	D2-28 Design Studio
10:15– 10:30am	Introduction to “National Action Research Network on Researching and Evaluating Personal Development Planning and ePortfolio Practice” project	Dr John Peters, NTFS Principal Investigator University of Worcester	D2-28 Design Studio
10:30– 10:45am	“The Journey of the Project” Introduction and Activity	Sue Burkinshaw, NTFS Project Lead and Mark Johnson, Reader in Applied Research in Education Technology and Systems, The University of Bolton	D2-28 Design Studio
10:45– 11:00am	Refreshments		Outside Room
11:00– 11:45am	REGIONAL GROUP ACTIVITY “Personal Snapshot” Where are we now? The start of the “journey”.	REGIONAL LEADS: Dr John Peters, NTFS Project Investigator University of Worcester in the absence of Arti Kumar, University of Bedfordshire, MIDLANDS Peter Hughes, University of Bradford, or Mark Johnson, The University of Bolton NORTH Christine Keenan, Bournemouth University, SOUTH	Deane Suite Boardroom
11:45– 12:15pm	Report Back from Regional Groups (10 minutes per group)	REGIONAL LEADS: Representative from <ul style="list-style-type: none"> • Midlands Region • Northern Region • Southern Region 	D2-28 Design Studio
12:15– 1:15pm	LUNCH ‘Chef’s Theatre’		Eagle Restaurant

Appendix 3 – National Events Programmes and Evaluation

PROGRAMME			
TIME	SESSION	LEADS	LOCATION
1:15– 1:30pm	Action Research Presentation	Richard Millwood, Reader in Distributed Learning and Stephen Powell, Reader in Inquiry Based Learning, Institute of Educational Cybernetics, The University of Bolton	D2-28 Design Studio
1 30– 2:30pm	REGIONAL GROUP ACTIVITY “Action Research ”	Dr John Peters, NTFS Principal Investigator University of Worcester REGIONAL LEADS: Dr John Peters, NTFS Project Investigator University of Worcester in the absence of Arti Kumar, University of Bedfordshire, MIDLANDS Peter Hughes, University of Bradford, or Mark Johnson, The University of Bolton NORTH Christine Keenan, Bournemouth University, SOUTH	Deane Suite Boardroom
2:30 – 3:00pm	Report Back from Regional Groups (10 minutes per group)	REGIONAL LEADS: Representative from <ul style="list-style-type: none"> • Midlands Region • Northern Region • Southern Region 	D2-28 Design Studio
3:00– 3:15pm	Celebratory “Bucks Fizz”		Atrium Design Studio
3:15– 3:45pm	Communications Strategy/Web Site Discussion	Rob Ward, The Centre for Recording Achievement Dr John Peters, NTFS Principal Investigator University of Worcester Deborah Bradburn, Project Administrator, The University of Bolton	D2-28 Design Studio
3.45– 4.00pm	Plenary	Sue Burkinshaw, NTFS Project Lead	

HEA National Teaching Fellowship Scheme

National Action Research Network on Researching and Evaluating Personal Development Planning and e-Portfolio Practice

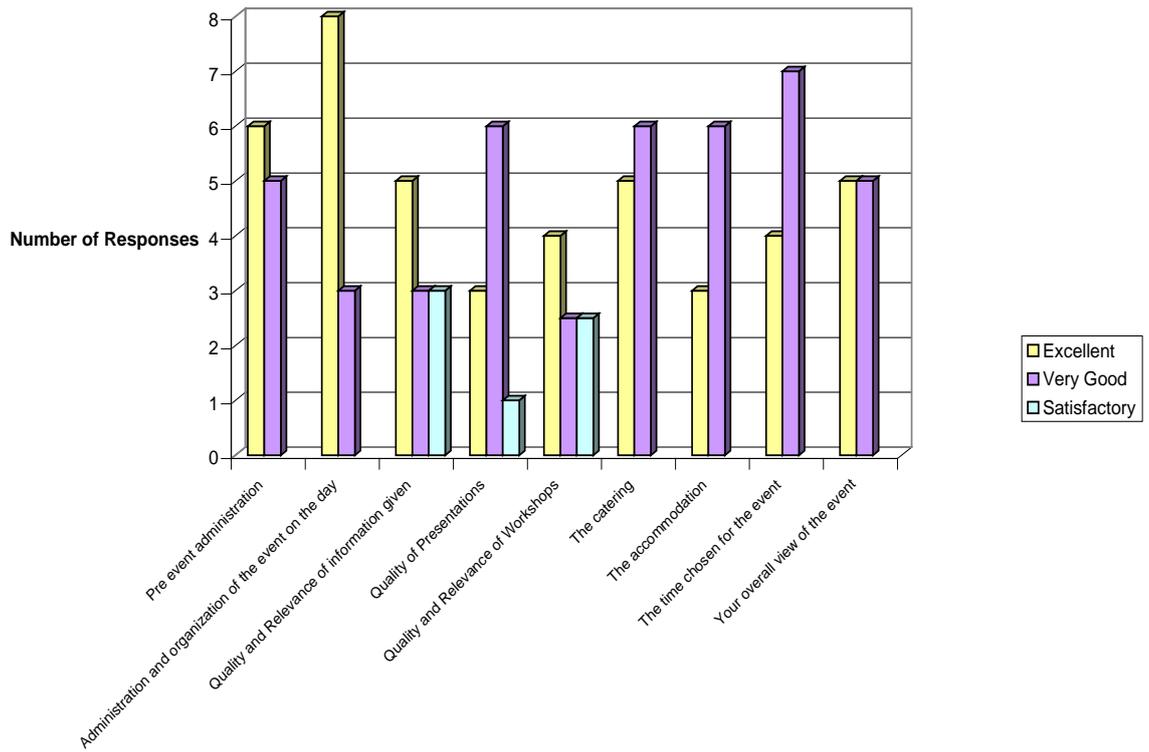
**LAUNCH EVENT 24 OCTOBER 2007
The University of Bolton, Deane Campus, Design Studio D2-28**

National Event Feedback

		Excellent	Very Good	Satisfactory	Poor
1	Pre event administration	6	5		
2	Administration and organization of the event on the day	8	3		
3	Quality and Relevance of information given	5	3	3	
4	Quality of Presentations	3	6	1	
5	Quality and Relevance of Workshops	4	2.5	2.5	
6	The catering	5	6		
7	The accommodation	3	6		
8	The time chosen for the event	4	7		
9	Your overall view of the event	5	5		

Total number of questionnaires completed = 11

Evaluation of Launch Event



POSITIVE ASPECTS OF THE EVENT

- Networking Opportunities (3)
- Meeting others (2)
- Good forum for getting together and discussing the more pressing issues of the project
- Clarification of different aspects/ levels of the project
- Sharing ideas
- Much clearer view of what this is about and how I can contribute
- Information about project
- Opportunity to share ideas on a broad basis
- Meeting partners
- Gaining clarity of the objectives of the project
- Evening social event

ASPECTS OF THE EVENT WHICH COULD BE IMPROVED

- Effective use of to time (less talking, more doing)
- Taking it around the regions
- Could we encourage people to complete Personal Snapshot electronically and post on web sites
- Would have liked another regional task (missed the afternoon one)
- More concrete outcomes
- The "what next" factor
- It is easy to go away thinking I could do this and this but there needs some follow up activity to keep up the momentum - book idea might give this
- Small workshops not as effective as open forum was which opened up the debate and possible actions
- I didn't get chance to match all faces to names

HEA National Teaching Fellowship Scheme

National Action Research Network on Researching and Evaluating Personal Development Planning and e-Portfolio Practice

NATIONAL EVENT 11 and 12 MARCH 2008

**Aston Business School, Conference Aston, Aston University,
Aston Triangle, Birmingham, B4 7ET**

Event Aims:

- *Meaningful research design and defining appropriate research questions*
- *Continuing the sense of Communities – trust building and sharing issues*

By the close of this event participants will:

- *Have gained further knowledge around the principles and practice of appreciative inquiry*
- *Have been introduced to using the PDP Evaluation guides and tools*
- *Be moving towards defining a research question*

TUESDAY 11 MARCH 2008

PROGRAMME			
TIME	SESSION	LEADS	LOCATION
5:30–6:00pm	Registration & Refreshments Checking In	Marina Kirby, Project Administrator, The University of Bolton	Main Reception/Lounge Area
6:00–6:20pm	Welcome and HEA Project Update	Sue Burkinshaw, NTFS Project Lead The University of Bolton	Conference Theatre
6:20–6:45pm	Ethics Statement for discussion	John Peters, Principal Investigator, University of Worcester	Conference Theatre
6:45–8:00pm	Introduction to Regional Group Activity	Sue Burkinshaw, NTFS Project Lead The University of Bolton	Conference Theatre
	REGIONAL GROUP MEETINGS	REGIONAL LEADS: Arti Kumar, University of Bedfordshire, MIDLANDS	Meeting Rooms:-
	Review of: Where are you up to? Sharing developments Discussion of proposed Ethics Statement Thematic Approaches?	Peter Hughes, University of Bradford, NORTH Christine Keenan, Bournemouth University, SOUTH	
8:00pm	DINNER		Restaurant

HEA National Teaching Fellowship Scheme

National Action Research Network on Researching and Evaluating Personal Development Planning and e-Portfolio Practice

NATIONAL EVENT

WEDNESDAY 12 MARCH 2008

PROGRAMME			
TIME	SESSION	LEADS	LOCATION
8:45– 9:00am	Registration & Refreshments	Marina Kirby, Project Administrator, The University of Bolton	Main Reception/ Lounge Area
9:00– 9:15am	Welcome and Objectives of the Day Year 1 Research Thinking Template	Sue Burkinshaw, NTFS Project Lead The University of Bolton Rob Ward, Director Centre for Recording Achievement	Conference Theatre
9:15– 10:30am	REGIONAL GROUP ACTIVITY Presentations of:- <ul style="list-style-type: none"> • Emerging Issues. • Discussion of a thematic approach as a way forward. 	Chair: Sue Burkinshaw, NTFS Project Lead The University of Bolton REGIONAL LEADS: Arti Kumar, University of Bedfordshire, MIDLANDS Peter Hughes, University of Bradford, NORTH Christine Keenan, Bournemouth University, SOUTH	Conference Theatre
10:30– 11:00am	Refreshments		Lounge Area
11:00– 11:30am	Principles and Practice of Appreciative Inquiry	Dr Glynis Cousin, Senior Adviser, Higher Education Academy	Conference Theatre
11:30– 12:00pm	Generating a Research Focus and the PDP Evaluation Guide PRESENTATIONS, DISCUSSION and Q&A	John Peters, Principal Investigator, University of Worcester	

Appendix 3 – National Events Programmes and Evaluation

PROGRAMME			
TIME	SESSION	LEADS	LOCATION
12:00– 1:00pm	Defining of a research question	Workshops led by: Dr Glynis Cousin, Senior Adviser, Higher Education Academy John Peters, Principal Investigator, University of Worcester	Conference Theatre Meeting Rooms
1:00– 2:00pm	BUFFET LUNCH		Restaurant
2:00– 3:30pm	Regional Group Workshops Presenting the Research Context Doubter vs Supporter stance <i>(Delegates to leave with a pre-regional meeting assignment)</i>	REGIONAL LEADS: Arti Kumar, University of Bedfordshire, MIDLANDS Peter Hughes, University of Bradford, NORTH Christine Keenan, Bournemouth University, SOUTH	Conference Theatre Meeting Rooms
3:30– 4:00pm	Refreshments & Plenary Submission of completed Year 1 Research Thinking Template and Conference Feedback Evaluation Form	Sue Burkinshaw, NTFS Project Lead	Conference Theatre

HEA National Teaching Fellowship Scheme

**National Action Research Network on Researching and Evaluating Personal Development
Planning and e-Portfolio Practice**

NATIONAL EVENT 11 and 12 March 2008

Aston Business School, Conference Aston, Aston University,
Aston Triangle, Birmingham, B4 7ET

National Event Feedback

		Excellent	Very Good	Satisfactory	Poor
1	Pre event administration	7	5	1	
2	Administration and organization of the event on the day	6	7		
3	Quality and Relevance of information given	5	5	3	
4	Quality of Presentations	1	9	3	
5	Quality and Relevance of Workshops	1	8	2	
6	The catering	5	6	2	
7	The accommodation	5	5		
8	The time chosen for the event	4	7	2	
9	Your overall view of the event		11	2	

Total number of questionnaires completed = 13

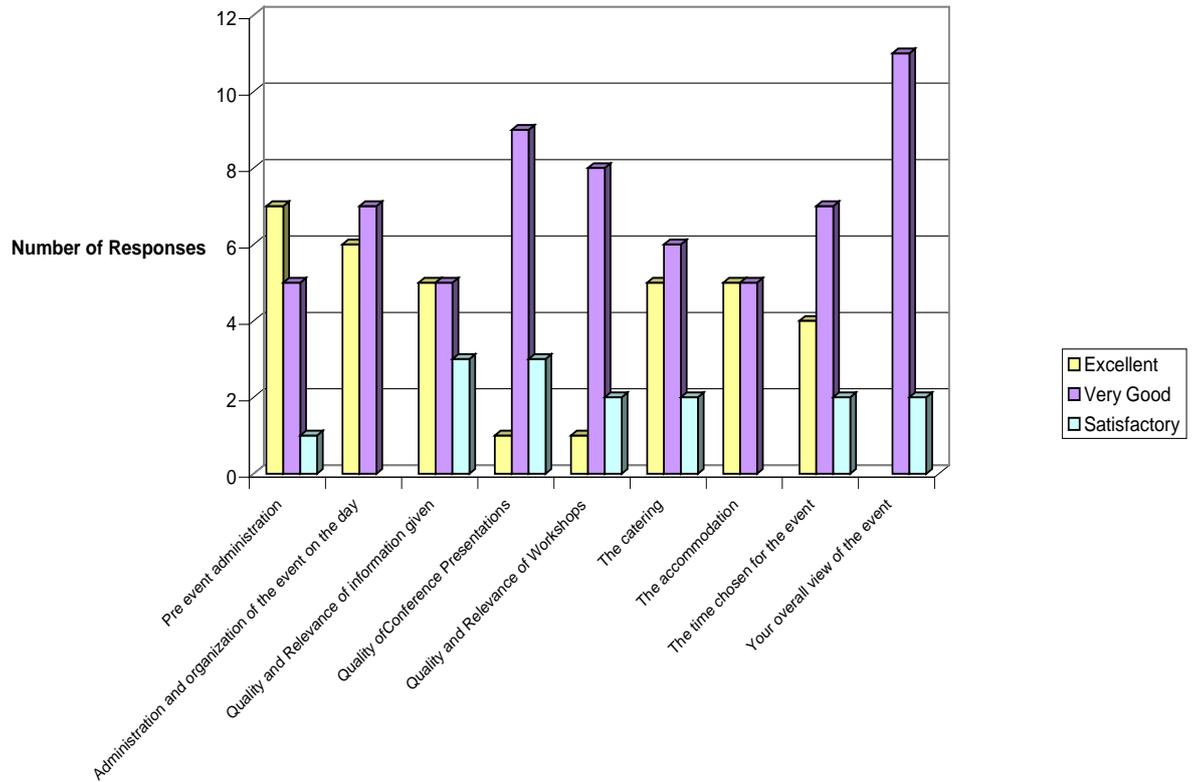
POSITIVE ASPECTS OF THE EVENT

- Glynis Cousin was very useful
- Super people
- Talking to Janet Strivens at lunch about our research ideas – very, very reassuring, articulate, non-confusing - helped me enormously
- The large group discussions which provided discomfort, challenge and invigoration
- The supportive environment of the regional group
- The excellent presentation by Glynis - inspiring!
- Information on research techniques,
- Community building (face-to-face)
- Networking with others interested in introducing PDP
- Generation of ideas for positive research
- Introduction to methodological approaches
- Opportunity to come together as one part of a larger research group
- To be involved in a wide-ranging project and share ideas about research
- Good to place regional thoughts, plans and discussions in a broader context
- Good to feel it start to come together and move onto the next stage
- Lots of dialogue and discussion, especially about others' interests and research questions to allow for x-pollination of ideas
- Networking, sharing ideas and questioning
- The regional out-break meetings.

ASPECTS OF THE EVENT WHICH COULD BE IMPROVED

- Clarity of purpose between NTFS big picture of NARN and individual projects.
- Don't assume everyone is still discussing some are doing - links between other networks
- More time to take in smaller, spontaneous groups based on issues which have arisen in general discussion
- Opportunities to work in 2/3's
- Very confusing regarding action research - please can you make your message consistent (e.g. John's guidelines handed out after lunch were about action research but before lunch we were told we did not have to do this)
- A reduction in terminology - what is epistemology?
- Some sort of support for duffers and / or for high fliers.
- The chairs in the large group and the lack of tables to lean on
- Some things being simple / more basic
- E-support for community seeding, building / support and useful resources
- Better explanation of overall project - aims / objectives
- How it fits into overall Government policy for HE
- While discussion is good and valuable, it needs to be better structured and guided in order to prevent tangents which don't necessarily add to the productivity of the group
- It's difficult when a lack or range of understanding needs to be addressed, and this might have been set up more decisively at the start
- Chairs were very uncomfortable
- Explanation of overall project how individual projects feed in (concepts before application).
- Working across regional groups
- More comfortable chairs needed

Evaluation of Launch Event



HEA National Teaching Fellowship Scheme

National Action Research Network (NARN) on Researching and Evaluating Personal Development Planning and e-Portfolio Practice

THIRD NATIONAL EVENT 22 October 2008

Goodenough College, Mecklenburgh Square, London House, London
 WC1N 2AB
 Telephone Number: 0207 753 0578

Event Aims:

- *Data gathering and analysis*
- *To discuss research plans and review progress of research*

WEDNESDAY 22 OCTOBER 2008

PROGRAMME				
TIME	SESSION	LEADS	LOCATION	
9:30am	Registration & Refreshments	Marina Kirby, Project Administrator, The University of Bolton	Small Common Room London House	
10:00– 10:30am	Welcome and Introduction Progress to date and the way ahead	Sue Burkinshaw, NTFS Project Lead The University of Bolton	Small Common Room London House	
10:30– 11:30am	Member Presentations – 10minutes each			
	Group A – Think Tank Room Chair: Sue Burkinshaw		Group B – Small Common Room Chair: John Peters	
		Representative	University	Region
	1	Carina Buckley	Portsmouth	South
	2	Peter Hughes	Bradford	North
	3	Sarah Wilson-Medhurst	Coventry	Midlands
	4	Simon Cotterill	Newcastle	North
		Representative	University	Region
	5	John Buswell	Gloucester	Midlands
	6	Christine Keenan	Bournemouth	South
	7	Peter Lumsden	UCLAN	North
	8	Libby Symonds	Worcester	Midlands

Appendix 3 – National Events Programmes and Evaluation

PROGRAMME						
TIME	SESSION	LEADS	LOCATION			
11:30–12:00	Report back from group presentations	Sue Burkinshaw, NTFS Project Lead The University of Bolton John Peters, Principal Investigator, University of Worcester	Small Common Room London House			
12:00–1:00pm	LUNCH	'Post it' notes activity around a number of themes: 1) Ning, 2) Design of flyer 2, 3) Project Review, any other suggestions	Small Common Room London House			
1:00–1:45pm	The research of the Project Data Gathering and Analysis	John Peters, Principal Investigator, University of Worcester	Small Common Room London House			
1:45–2:00pm	Refreshments - Coffee		Small Common Room London House			
2:00–3:00pm	Member presentations – 10minutes each					
	Group A – Think Tank Room Chair: Sue Burkinshaw		Group B – Small Common Room Chair: John Peters			
	Representative	University	Region	Representative	University	Region
	9	Carole Conroy Salford	North	1 2	Patrick Doherty/ Janet Strivens Liverpool	North
	1 0	Louise Frith Kent	Kent	1 3	Ruth Lawton/ Michael Schmidt Birmingham	Midlands
	1 1	Arti Kumar Bedfordshire	Midlands	1 4	Liz Dunne xeter	South
3:00–3:30pm	Report back from group presentations	Sue Burkinshaw, NTFS Project Lead The University of Bolton John Peters, Principal Investigator, University of Worcester	Small Common Room London House			
3:30–4:00pm	Refreshments & Plenary	Sue Burkinshaw, NTFS Project Lead	Small Common Room London House			

NEXT NATIONAL EVENT: 21 October 2009
As at: 10 October 2008

HEA National Teaching Fellowship Scheme

**National Action Research Network on Researching and Evaluating Personal Development
Planning and e-Portfolio Practice**

**NATIONAL EVENT 22 October 2008
Goodenough College, Mecklenburgh Square, London House, London,
WC1N 2AB**

National Event Feedback

		Excellent	Very Good	Satisfactory	Poor
1	Pre event administration	8	5		
2	Administration and organization of the event on the day	10	3		
3	Quality and Relevance of the day	6	7		
5	Quality and Relevance of group work	6	6	1	
6	The catering	5	4	3	1
7	The accommodation	5	5		
8	The location for the event	8	5		
9	Your overall view of the event	7	6		

Total number of questionnaires completed = 13

Preferred venue:

The votes for the preferred location for the next National event were as follows

Bolton Birmingham London

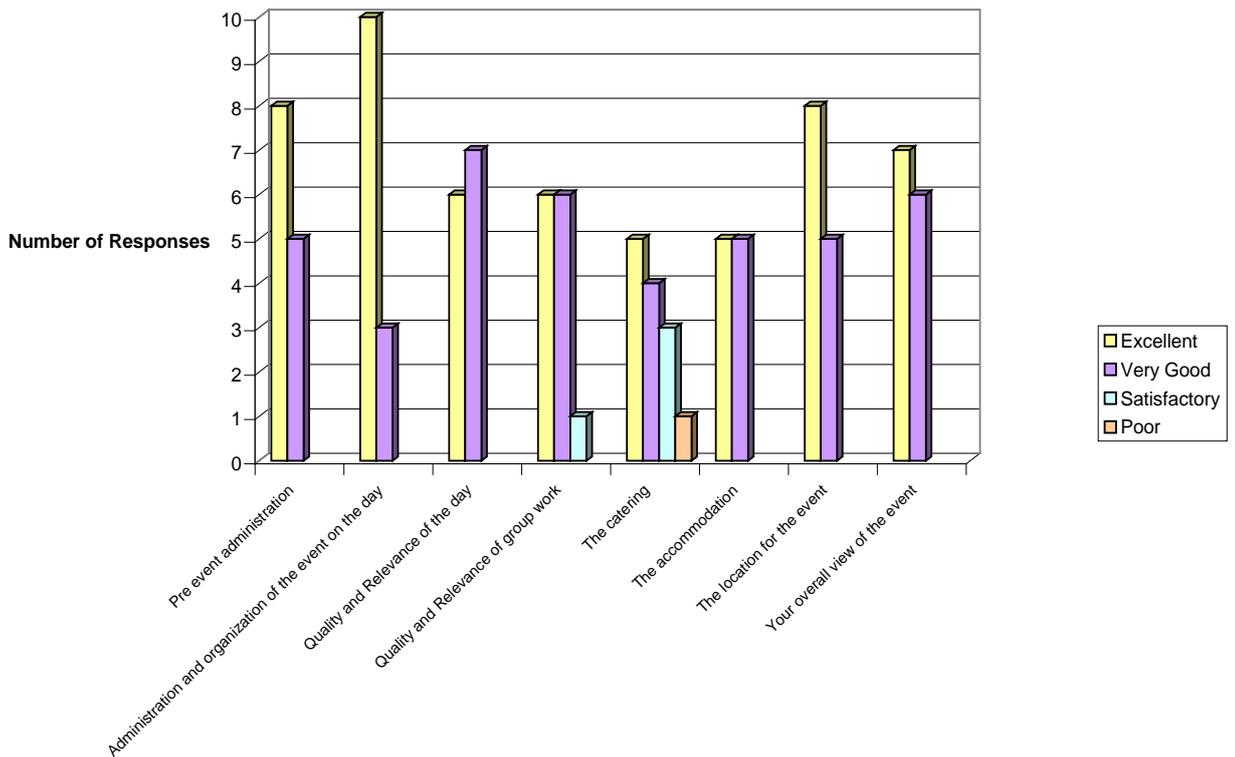
POSITIVE ASPECTS OF THE EVENT

- Opportunity to share experiences with peers in an informal and supportive/encouraging environment
- Communication of work being done at co-ordinator level for future stages of the project – dissemination of findings etc.
- Finding out what others are doing – is this the best way to do this
- Important to meet people
- Opportunity to get together and exchange ideas and experiences – increasing sense of community
- Perspectives of others
- Good insights into research techniques & research questions
- Networking
- THANKS FOR THE EVENT!
- Opportunities to share
- Relevant presentations and group work
- Focussed discussions
- It was a very good event overall
- Good discussions
- Networking opportunity is invaluable
- Making connections with other projects as they/us get going
- Feedback/ideas on our projects
- See what other people do
- Networking leading to collaborations
- Inspiring, refreshing – motivating
- Allowing us to share experiences/issues in a relaxed way
- Information sharing
- Open and honest discussion
- Meeting known and new people
- Focussing back on 'research'
- Good humour, relaxed yet purposeful

ASPECTS OF THE EVENT WHICH COULD BE IMPROVED

- Probably needs more time
- Did not have the opportunity to talk about Ning
- The glasses in the break out room were dirty
- Time Keeping
- Minor point timing clashed with Eifel e-Portfolios annual conference. Please avoid next year if at all possible. Thanks.
- Organise some learning activities for participants
- Less paper
- I am still not totally sure who is doing what – not got all the Year 2 reviews. I have discovered 2 other HEIs doing similar to one of our projects but could Ning make it easier to see who’s doing what eg a chart
- “Matchmaking” for people who want to collaborate
- Although it costs more – something that involved an overnight stay gives a bit more ‘down time’ to make more connections across the whole project.
- Would be good to have the templates in advance – any chance we could upload them direct to Ning

Evaluation of Launch Event



HEA National Teaching Fellowship Scheme

National Action Research Network (NARN) on Researching and Evaluating Personal Development Planning and e-Portfolio Practice

FOURTH NATIONAL EVENT 21 October 2009

**Goodenough College, Mecklenburgh Square, London House, London,
WC1N 2AB
Telephone Number: 0207 753 0578**

Event Aims:

- *Meaningful reporting and dissemination of research and evaluation findings*
- *To discuss research plans and review progress of research*

WEDNESDAY 21 OCTOBER 2009

PROGRAMME			
TIME	SESSION	LEADS	LOCATION
9:30am	Registration & Refreshments	Marina Kirby, Project Administrator, The University of Bolton	Churchill Room
10:00– 11:00am	Welcome and Introduction Progress to date and “the way ahead”	Sue Burkinshaw, NTFS Project Lead The University of Bolton	Churchill Room

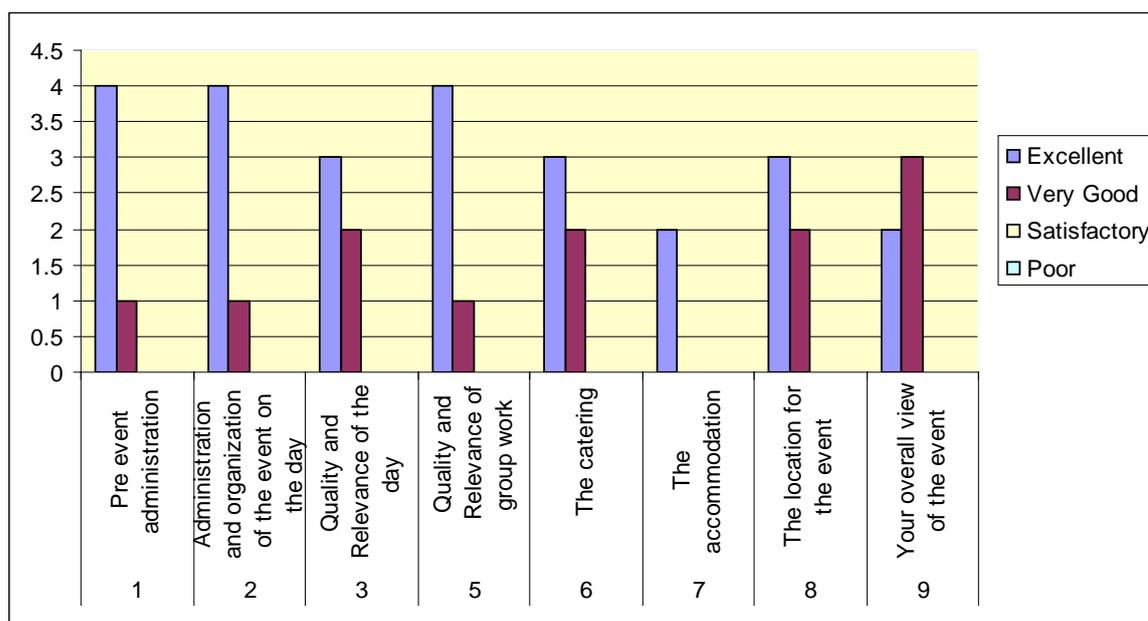
Appendix 3 – National Events Programmes and Evaluation

PROGRAMME																																
TIME	SESSION	LEADS	LOCATION																													
11.00 – 12.00pm	Thematic Approaches (Groups)																															
	Group A – Churchill Room Chair - Sue Burkinshaw Theme: PDP How this supports learning, professional development and reflection		Group B – Think Tank Room Chair – John Peters Theme: Student/Staff Perspectives																													
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Group C – Small Common Room Chair – Regional Lead Theme: The Personal Tutor role in PDP		Group D – Churchill Room Chair – Rob Ward Theme: E-Portfolios																														
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12:00– 12:30pm	Report back from Thematic Approaches working groups	Sue Burkinshaw, NTFS Project Lead, The University of Bolton John Peters, Principal Investigator, University of Worcester	Churchill room																													

Appendix 3 – National Events Programmes and Evaluation

PROGRAMME			
TIME	SESSION	LEADS	LOCATION
12:30– 1:00pm	LUNCH		
1:00– 1:15pm	Meta Level Research Progress to date	John Peters, Principal Investigator, University of Worcester	Churchill room
1:15– 3:00pm	Data Analysis – Guidance and discussion <ul style="list-style-type: none"> • A workshop on analysing qualitative data • A workshop “Analysing data” - groups 	John Peters, Principal Investigator, University of Worcester	Churchill room and Small Common Room Think Tank Room
3:00– 3:30pm	Refreshments & Plenary	Sue Burkinshaw, NTFS Project Lead	Churchill room

**FOURTH NATIONAL EVENT - 21 OCTOBER 2009
Delegate Questionnaire Feedback Analysis**



COMMENTS

POSITIVE ASPECTS OF THE EVENT:

- Getting to talk to colleagues across the country
- Coding Exercise
- Time to think about research was good and to discuss this with others
- Group working and qualitative workshop
- Very difficult to find time to come, but very worthwhile in providing space and time to think about the project
- Good community and sharing experiences
- Qualitative Research section was good
- Themed groups worked well (normally they don't!)
- Exchanging views and knowledge, different perspectives
- Discussions on data analysis and with each other on thematic synergies

ASPECTS OF THE EVENT WHICH COULD BE IMPROVED:

- It would have been helpful to have read about other people's projects in advance for the group discussions in the morning to become familiar with people's projects who we haven't met before
- Perhaps a bit more time to meet new people? But I made good useful contacts
- Room with tables to enable note taking to happen easier
- Need longer to talk to each other about the detail, which can really encourage collaboration on similar issues, etc

HEA National Teaching Fellowship Scheme

National Action Research Network (NARN) on Researching and Evaluating Personal Development Planning and e-Portfolio Practice

FINAL NATIONAL EVENT 14 JULY 2010

Goodenough College, Mecklenburgh Square, London House, London,
WC1N 2AB
Telephone Number: 0207 753 0578

Event Aims:

- *Discussion of Emerging Themes from individual members' research findings relating to PDP and e-Portfolio*
- *A final celebration*
- *The way forward and what next?*

WEDNESDAY 21 OCTOBER 2009

PROGRAMME			
TIME	SESSION	LEADS	LOCATION
9:30am	Registration & Refreshments	Marina Kirby, Project Administrator, The University of Bolton	Churchill Room
10:00– 10:15am	Welcome and Introduction Overview	Sue Burkinshaw, NTFS Project Lead The University of Bolton	Churchill Room

Appendix 3 – National Events Programmes and Evaluation

PROGRAMME			
TIME	SESSION	LEADS	LOCATION
10:15– 11:45pm	What have we learned about PDP? Discussion on emerging themes and evidence based on your research as a member of the NARN.	Sue Burkinshaw, NTFS Project Lead The University of Bolton	Churchill Room
11:45– 12:45pm	Capturing personal journeys and development stories of members update Appreciative Inquiry Summit	John Peters, Principal Investigator, University of Worcester	Churchill Room
12:45– 2:00pm	CELEBRATORY LUNCH		Think Tank Room
2:00- 3:15pm	Appreciative Inquiry Summit (Discovery, Dream, Design, Delivery)	John Peters, Principal Investigator, University of Worcester	Churchill Room
3:00– 3:30pm	Plenary and close	Sue Burkinshaw, NTFS project Leader, University of Bolton	Churchill Room

HEA National Teaching Fellowship Scheme

**National Action Research Network on Researching and Evaluating Personal Development
Planning and e-Portfolio Practice**

FINAL NATIONAL EVENT 14 July 2010

Goodenough College, Mecklenburgh Square, London House, London,
WC1N 2AB

National Event Feedback

		Excellent	Very Good	Satisfactory
1	Pre event administration	2	3	1
2	Administration and organization of the event on the day	4	2	
3	Quality and Relevance of the day	3	2	1
5	Quality and Relevance of group work	2	1	3
6	The catering	3	1	1
7	The accommodation	3	1	1
8	The location for the event	3	2	1
9	Your overall view of the event	3	2	1

Total number of questionnaires completed = 6

Total number of delegates who attended = 15

Appendix 3 – National Events and Programmes Evaluation

POSITIVE ASPECTS OF THE EVENT ARE:

- Enabling reflection on progress and key findings from own research report
- Gaining insight into project progress and findings from other network members
- Discussion which helps to develop insight/views on PDP provision, it's role & implementation
- Developing further my own identity as a researcher in this area.
- Opportunities for networking, sharing ideas and having a good time.
- Set in place the idea of continuity
- It was a great opportunity to come together one last time to reflect on the work achieved.
- Useful for catching up with reviewers of our journal papers and getting feedback.
- Collaborative activities, formal & informal discussion, consolidating research

ASPECTS OF THE EVENT WHICH COULD BE IMPROVED ARE:

- Perhaps scope for more detailed feedback on main findings from each project
- Perhaps enhance the prospects for the way forward by complementing the AI approach with a formalised action planning approach.
- Closer control over identifying 'outcomes'/what we've learned
- Make it 2 days

Evaluation of Final Event

