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Project Information			
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Start Date	5th April 2010	End Date	31st August 2010
Lead Institution	Newcastle University		
Project Director	Simon Cotterill S.J.Cotterill@ncl.ac.uk		
Project Manager & contact details	Paul Horner Paul.Horner@ncl.ac.uk		
Partner Institutions	Durham University		
Project Web URL	http://www.epics.ac.uk/XCRI		
Programme Name	<i>XCRI Mini projects</i>		
Programme Manager	Ruth Drysdale		

Document Information			
Author(s) & project role	Simon Cotterill (Director), Stephen Cummins (Project Officer), Martin Edney (Project Officer), Paul Horner (Project Manager).		
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North East XCRI Test-bed (NEXT)

JISC funded XCRI Mini Pilots
5th April to 30th August 2010

<http://www.epics.ac.uk/XCRI>

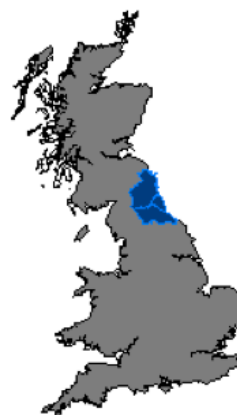


Table of Contents

1. ACKNOWLEDGEMENTS	3
2. REPORT SUMMARY	3
2.1 PROJECT OVERVIEW	3
2.2 PROJECT OUTPUTS	4
2.3 IMPACT AND BENEFITS TO THE COMMUNITY.....	4
2.4 MAIN LESSONS LEARNT	5
3. MAIN BODY OF REPORT	5
3.1 METHODOLOGY.....	5
<i>The Project Journey</i>	<i>6</i>
3.2 WHAT DID YOU LEARN?	9
3.3 IMPACT	10
3.4 CONCLUSIONS & RECOMMENDATIONS	10
3.5 IMPLICATIONS FOR THE FUTURE	10
3.6 REFERENCES.....	11
APPENDIX 1.	12
APPENDIX 2 – SEMINAR DETAILS DATA FEED SPECIFICATION –	13
APPENDIX 3. ATTENDANCE-TYPES AND PRESENTATION-TYPES: CANDIDATES FOR INCLUSION IN A FUTURE VERSION OF XCRI-CAP	16

1. Acknowledgements

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The project team included:

Simon Cotterill (Project Director)
Stephen Cummins (Project Officer)
Martin Edney (Project Officer)
Dr Richy Hetherington (Advisor)
Paul Horner (Project Manger / Senior Project Officer)
John Peterson (Project Officer)
Gordon Skelly (Dynamic Learning Maps project)
Dr Lowry McComb (Project Officer, Lead for Durham University)

2. Report Summary

2.1 Project Overview

The North East XCRI Test-bed (NEXT) mini-project investigated the application of XCRI, a specification for the exchange of course related information, in a number of contexts including support for education and training delivered by multiple providers. This was a collaborative project involving Newcastle University and Durham University, which built on previous work in the JISC EPICS-2 project, where the use XCRI for sharing postgraduate training opportunities was explored on a regional basis. Key areas of work included:

- We made significant refinements to a prototype 'regional hub' for postgraduate researcher development. This aggregates XCRI feeds containing information multiple workshop booking and management systems. This had been previously been limited to formal training workshops. Based on feedback from students and other stakeholders the NEXT project broadened the scope of this 'hub' to include details of research seminars and other types of events. This involved technical work (extensions to the XCRI specification and also developing the feeds) and significant dialogue with stakeholders, particularly relation to governance.
- We also did work to extend XCRI to include information on skills and externally defined skill-sets, our exemplar being around the national skill sets used in postgraduate researcher development.
- As an example of using XCRI feeds within a learning application, we added support for XCRI to 'Dynamic Learning Maps' (curriculum and personal learning maps that provide links to external learning resources). This includes the ability to draw in learning opportunities relating to a specific skill.

- We also investigated the feasibility of using XCRI to share information across a joint Medical programme run by Newcastle and Durham University.
- The project team participated in the XCRI community and also engaged and disseminated the XCRI work in other contexts (JISC-CETIS Leap2A community, and internally Newcastle and Durham University).

2.2 Project outputs

Reports and other key project outputs are available via the project Website:
<http://www.epics.ac.uk/xcri>

Prototype New Regional Information Hub with Seminar / Research Event Data

URL: <http://tel.dur.ac.uk/gradeventne/>

<http://www.dur.ac.uk/regional.events/>

Sample Feeds:

A sample XCRI feed is available on:

<http://faculty-tools.ncl.ac.uk/training/xcri/feed.xcri>

A sample XCRI feed with extensions for skills is available on:

<http://faculty-tools.ncl.ac.uk/training/xcri/feed.xcri?skill=JSS-D7>

A sample XCRI Seminar feed is available on:

http://www.dur.ac.uk/regional.events/xcriseminar/new_xcri.php

Source Code Files:

New Regional Information Hub:

http://www.dur.ac.uk/regional.events/NEXTSource/NEXT_InfoHuB.zip

XCRI-CAP Feed Generator:

<http://www.dur.ac.uk/regional.events/NEXTSource/xcriFeeds.zip>

Research Seminar XCRI-CAP Feeds

http://www.dur.ac.uk/feeds/seminars/xcri/new_xcri.php

2.3 Impact and Benefits to the Community

The NEXT project adds to the understanding of the use of XCRI to support education and training delivered by multiple providers, and in particular its use in the independent learning and continuing professional development (CPD) settings. The project identifies a number of challenges for applying XCRI in these settings and suggested solutions to these that may be applicable in other contexts. In particular, the NEXT project has made 2 key extensions to the use of XCRI, which will be of interest the broader community and provides exemplars that could be used by those who have similar requirements.

The project has raised awareness of XCRI within our institutions, but also within the wider community. The work on skills within this project will help inform the discussion in the JISC-CETIS community of how skills should be represented in XCRI, Leap2A and other

specifications. The project has also added value to the JISC Dynamic Learning Maps project.

This was a short duration, 5 month project which has contributed to a much larger initiative by JISC and the XCRI community. We believe that XCRI is having a positive impact and that this is becoming increasingly significant in the changing economic and political environment, which demands more flexible and integrated solutions in education.

2.4 Main Lessons Learnt

Key strengths of XCRI are that it is both relatively simple but also extensible. Our mini-project was able to rapidly develop and implement extensions to adapt the specification for a) including a broader range of event-types and b) incorporating skills and externally defined skill sets. For the XCRI community this does raise the issue that if these extensions were to be more widely adopted, then should they become part of the standard, or will there be a risk of proliferation of different extensions that are not compatible?

We have found XCRI to be a powerful and flexible specification that has great applicability in multiple-provider education / environments. XCRI is straightforward and technically easy to implement. Not surprisingly it is establishing governance and cross-institutional agreements that are much more demanding! In some cases interested parties were not able to implement XCRI within the timescale of a 5 month project because of restrictions of using third party software or because of resource issues in their local IT support. However, with increasing adoption across the sector the need to adopt XCRI will become more compelling over time, particularly as it drives new student recruitment channels.

3. Main Body of Report

3.1 Methodology

The project was divided up into relatively self-contained work packages (Appendix 1). The main aims of the project were:

- To use XCRI to help diversify provision of learning opportunities through partnerships. This will be achieved with a specific case study in the sharing of postgraduate training opportunities across the region.
- To improve information about learning opportunities. This will involve extending the use of XCRI to include information on specific skills (particularly relevant to WBL & CPD) and piloting a means for learners to explore available workshops by skills through Dynamic Learning Maps (a project in the JISC curriculum delivery programme). We will also conduct a feasibility study for the use of XCRI for sharing course information on a medical programme run jointly between Newcastle University and Durham University. In addition we will conduct a case study of using XCRI to aggregate staff development training opportunities to display in Dynamic Learning Maps and potentially other sites.
- To promote the use of XCRI including dialogue with academics, managers and information specialists in the North East and broader dissemination.

The Project Journey

We had a very positive experience in using XCRI as part of our earlier JISC funded EPICS-2 regional lifelong learning project (XCRI was adopted during that project and not part of the prospective plan). A 'hub' aggregating feeds from 2 workshop booking systems had been developed as a 'proof of concept', but we knew there was a lot further we could go with this, particularly having established reasonable buy-in with stakeholders in the North East. Also, there were other areas that we could see great potential for using XCRI. As such we were very keen to jump at the chance to take this forward with the opportunity for the XCRI mini-project funding. We wrote a very ambitious proposal that took forward the postgraduate work and work to extend and apply XCRI in different settings. From the start a major challenge has been the short 5 month timescale of the project.

One of the key areas of work was in the postgraduate training area. Part way through the project Stephen Cummins, fresh from completing a PhD took on the Project Officer role, working with Martin Edney at Durham University. Stephen and Martin had extensive dialogue with key stakeholders around the region to establish user requirements. This included key staff who run training programs and support staff who ran workshop booking management systems. On the technical side the 'regional hub' was refined (php source code available as an output of this project) and extensions to XCRI were developed to include seminars and other event-types. This was significant because feedback from students was that sharing specialist research seminars was at least as important to them as the workshops of the formal training programmes. Further extensions to XCRI were also explored in relation to workshop events with multiple sessions, or required attendance at previous workshops (on training programmes at both Durham and Newcastle). However, the consensus when discussing these with the XCRI community was that these would go beyond the scope of XCRI. They are also best dealt with by the local system at time of booking a workshop. The 'regional hub' (Figure 1) is still at the 'proof of concept' stage and not formally supported, though it is being accessed and used by students including the extended information about research seminars (see Appendix2 + example below). There is further work to ensure sustainability, especially with changes to the financial climate, but still good regional buy-in around the concept of sharing postgraduate opportunities around the region.

The screenshot shows the 'gradEvent NE' website interface. The main page displays a list of events with columns for Start, Title, Provider, Venue, Places available, and Duration. An inset window titled 'gradEventNE: Regional events for PGRs' shows a section for 'Upcoming Research Seminars' with a table listing seminar details.

Start	Title	Provider	Venue	Places available	Duration
19 Nov 2010 Fri 10:00	Building robust search strategies - how to cover all the				
19 Nov 2010 Fri 14:00	Information databases (Library) - MRes only [more]				
22 Nov 2010 Mon 10:00	Basic Stats 01 (ISRU) [more]				
22 Nov 2010 Mon 12:00	Genetic Modification Safety [more]				
25 Nov 2010 Thu 09:00	SPSS Beginners Workshop [more]				
25 Nov 2010 Thu 10:00	Research Professional Training (formerly ResearchRese				
25 Nov 2010 Thu 10:00	Statistical Support: one-to-one advice [more]				
29 Nov 2010 Mon 14:00	Presentation using PowerPoint [more]				
30 Nov 2010 Tue 14:00	General Fire Safety [more]				
01 Dec 2010 Wed 10:00	Intellectual Property [more]				

Start	Title	Presenter	Seminar Series	Provider
04 Oct 2010 Mon 14:15	A New Inference Method for Lifetime Distribution with Censored Data	Keming Yu,	Statistics Seminars	Durham University
25 Oct 2010 Mon 15:15	TBA	Paul Fearhead,	Statistics Seminars	Durham University
05 Nov 2010 Fri 09:00	Nov 5th - North East Postgraduate Research Conference		Faculty of Medical Sciences	Newcastle University, Faculty of Medical Sciences
24 Jan 2011 Mon 15:15	TBA	Steffen Unkel,	Statistics Seminars	Durham University

Figure 1. The 'Regional hub' XCRI aggregator and research seminars (insert)

```
<course>
  <identifier>6</identifier>
  <title>Geometry Seminar</title>
  <url></url>
  <presentation>
    <identifier>2505</identifier>
    <title>Rigidity and stability for isometry groups in hyperbolic 4-space</title>
    <description>A Mobius group is a finitely generated discrete group of orientation-preserving
      isometries acting on hyperbolic n-space.</description>
    <epics:presenterInstitution>Korean Institute for Advanced Study</epics:presenterInstitution>
    <start>2010-11-25 00:00:00</start>
    <attendanceMode>Campus</attendanceMode>
    <presentationType>seminar</presentationType>
    <enquireTo>fred.blogs@durham.ac.uk</enquireTo>
    <url></url>
    <description xsi:type="epics:presenter">Fred Bloggs</description>
    <venue>
      <title>NIH Classroom 2</title>
    </venue>
  </presentation>
</course>
```

Where local IT support are unable to implement XCRI a future approach may be that the aggregator could be modified to also include existing RSS feeds that are available for some seminar programs. However, this would be very limited information compared to that which can be included in XCRI.

At Newcastle University the team worked to extend XCRI to incorporate skills and externally referenced skill sets. This was primarily aimed at improving information about educational and training opportunities for independent learners seeking to develop specific skills or learning outcomes. Our specific scenario was postgraduate training where we were using the skills identified in the Joint Skills Statement (JSS)¹, which is used nationally. The remit was to develop a solution that could be used for any skill set(s), not just JSS. Simon Cotterill did investigate whether the CEN Metadata for Learning Opportunities² could be utilised for this purpose. However, whilst the CEN Metadata is very useful for ECTS credit information, we found it had little support for granular skills information. We also looked at the MedBiquitous Competency Framework³. Paul Horner, also involved in the JISC-CETIS Leap2A community, developed a simple extension to include skills and a reference to an external XML file, which includes the skill definitions:

```
<description xsi:type="xcriTerms:learningOutcomes"><![CDATA[
  <skills href="http://learning-
  maps.ncl.ac.uk/static/blog/uploads/jss_skills.xml">
    <skill id="JSS-A3">Keeping up with advances in research</skill>
    <skill id="JSS-A5">Analytical Skills</skill>
    <skill id="JSS-F3">Giving and Receiving Feedback</skill>
  </skills>]]>
</description>
```

The rationale for this was published in 2 blog posts^{4,5}. The main benefits are that this is a very simple approach that could be readily applied to any skill set. It would be easy to also include skill levels in this scheme (for example if applying the VITAE Researcher

¹ <http://www.vitae.ac.uk/CMS/files/upload/RCUK-Joint-Skills-Statement-2001.pdf.3063.download>

² <ftp://ftp.cenorm.be/PUBLIC/CWAs/e-Europe/WS-LT/CWA15903-00-2008-Dec.pdf>

³ <https://learning-maps.ncl.ac.uk/blog/post/medbiquitous-competency-framework/>

⁴ <https://learning-maps.ncl.ac.uk/blog/post/xcri-competencies-more/>

⁵ <https://learning-maps.ncl.ac.uk/blog/post/xcri-competencies/>

Development Framework⁶). After consulting with Richy Hetherington, who runs the postgraduate training program in the Faculty of Medical Sciences, we extended XCRI feeds to include JSS skills information and also made it possible to include a parameter to limit the feed to a single skill. For example:

<http://faculty-tools.ncl.ac.uk/training/xcri/feed.xcri?skill=JSS-D7>

This XCRI work has also added value to our JISC Dynamic Learning Maps (DLM) project (<https://learning-maps.ncl.ac.uk/>). These are a fusion of curriculum maps and personal learning (using Leap2A to link with ePortfolios) together with links to learning resources. The maps can be viewed as hierarchical text, mind maps or lists, depending on the learners' preference. Paul Horner and John Peterson extended DLMs to support XCRI feeds. An XCRI feed can be attached to any topic in a map, and where this is done a link is added to show and link to courses identified in the feed (Figure 2). Alternatively feeds can be used to populate topics within the maps. As proof of concept, we have been able to include a feed in DLM from workshops from a staff development programme for teachers and also from a postgraduate training programme, with the latter including break-down by specific skills. In each case the workshops are listed with a simple link to the booking form on the appropriate workshop management system.

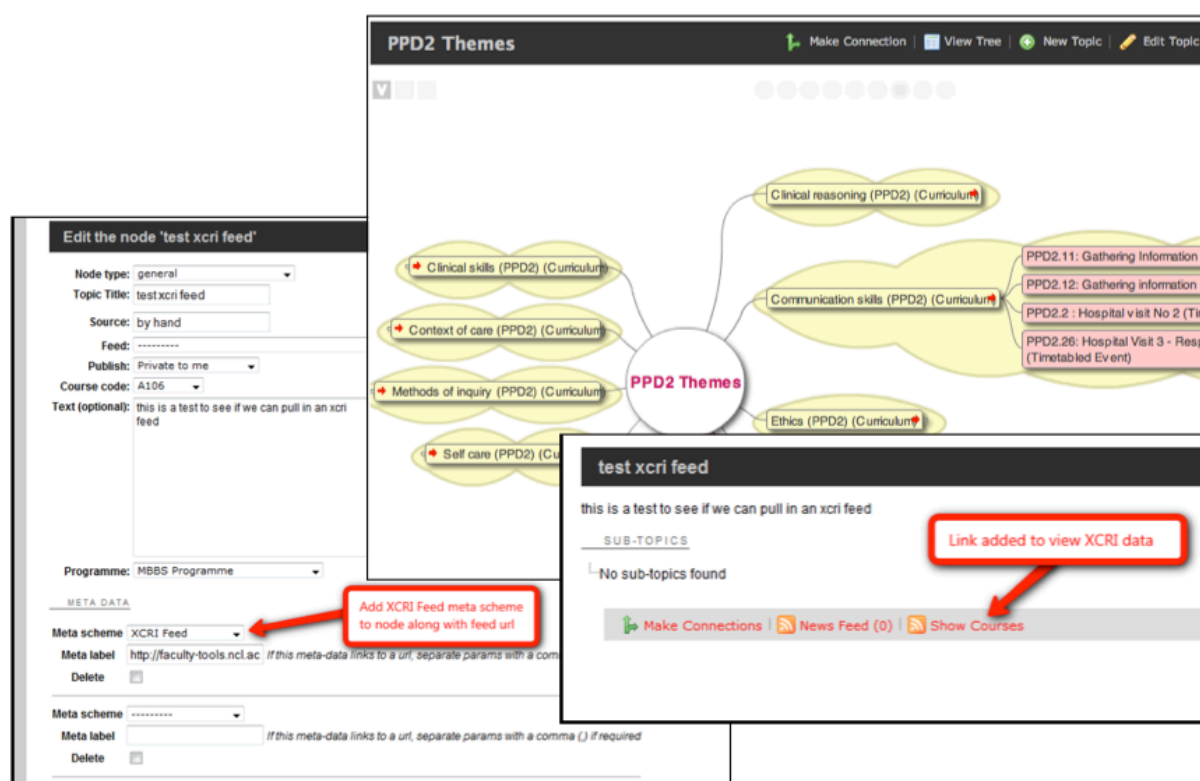


Figure 2. Adding an XCRI feed and resulting link to view courses

Timings and communications were a challenge in the project, partly because of its short duration and timing during the busy exams, and then vacation period when key stakeholders were often unavailable. In addition, we established a team blog on Ning at the start of the project, but that was discontinued part way through when the free service was cut. We did however, have useful dialogue with members of the XCRI community, through participation in 2 programme meetings, postings on the community wiki and Email conversations with

⁶ <http://www.vitae.ac.uk/CMS/files/upload/Vitae-RDF-Sept-2010.doc>

individuals. The extensions to adapt the specification for a) including a broader range of event-types and b) incorporating skills and externally defined skill sets were of interest. We also got useful advice on 2 cases of more complex requirements where the consensus of the XCRI community was that these were outside the scope of the specification. The first was linking events that had multiple sessions (postgraduate workshops spread over a number of weeks). The second was inclusion of complex timetable information (individual teaching sessions and relations to modules and pre-requisites on a multi-institutional undergraduate programme). In these cases we agree that these are best kept as bespoke extensions and would detract from the main purpose of the XCRI-CAP specification as a Course Advertising Profile.

We also took advantage of other dissemination opportunities to publicise the XCRI work, including JISC Curriculum Design/Delivery meeting, Experts meeting and local meetings at Durham, Newcastle, Sunderland and Northumbria Universities. At Newcastle a group updating an institutional modules management catalogue have also been made aware of our project.

3.2 What did you learn?

Lessons learned from the project include:

Key strengths of XCRI-CAP 1.1 are that it is both relatively simple but also extensible. Our mini-project was able to rapidly develop and implement extensions to adapt the specification for a) including a broader range of event-types and b) incorporating skills and externally defined skill sets.

Compared to most other standards, the relative simplicity of XCRI means that technical implementation can be relatively 'easy' (case studies in other XCRI projects also illustrate that rapid implementation across a range of contexts is possible⁷). However, we found that it is the dialogue and discussion with stakeholders about governance, which is much more time consuming. This is particularly true in multiple provider scenarios.

For successful implementation buy-in from both managers/academics and technical/support teams is essential, and also the resources to implement change. In our dialogue with training providers around the region, we found some cases there was a high level of interest from academic leads (motivated by the prospect of sharing training opportunities), but central technical/support teams were not able give priority or resource within the time-frame of this project. In another case, funding could not be found to modify a 3rd party system despite interest from academic leads. These and other factors are addressed by the 'XCRI Readiness model'⁸, which provides a useful framework for those embarking on adopting XCRI.

There is growing awareness of XCRI in technical and support communities. However, in relation to successful implementation, more is required to raise awareness of senior managers about of XCRI. In particular, the strategic value of XCRI to the institution must be immediately emphasised, as there is a tendency for

⁷ A good example is: <http://www.nottingham.ac.uk/eportfolio/xcri/outcomes.shtml>

⁸ <http://www.xcri.co.uk/xcri-readiness.html>

dissemination materials to be 'passed on' to support colleagues because they are perceived as being primarily a 'technical' issue.

3.3 Impact

The NEXT project adds to the understanding of the use of XCRI to support education and training delivered by multiple providers, and in particular, has demonstrated that it is viable to use in independent learning and continuing professional development (CPD) settings.

The project has identified some of the challenges for applying XCRI in these settings and suggested solutions to these that may be applicable in other contexts. In particular, we made 2 key extensions to the use of XCRI-CAP, which will be of interest the broader community and provides exemplars that could be used by those who have similar requirements.

The project has raised awareness of XCRI within our institutions, but also within the wider community. The work on skills within this project will help inform the discussion in the JISC-CETIS community of how skills should be represented in XCRI, Leap2A and other specifications. The project has also added value to the JISC Dynamic Learning Maps project. The 'Regional Hub' remains a 'proof of concept', though it is being used by research students, and would require further resourcing to become formally supported.

This was a short duration, 5 month project which has contributed to a much larger initiative by JISC and the XCRI community. We believe that XCRI is having a positive impact and that this will becoming increasingly significant in the changing economic and political environment, which demands more flexible and integrated solutions in education.

3.4 Conclusions & Recommendations

A specific recommendation is that the XCRI community agree a set of event-types and attendance-types, with a view to them being considered for inclusion in the formal specification (see Appendix 3 for recommended event and attendance types, based on the XCRI work of the Higher York LLN). These are relatively simple and would be useful in the use of XCRI to support independent learning/CPD contexts, and likely broader applicability.

That said, we recommend that future versions of XCRI-CAP avoid becoming too complex, which would be a barrier to more widespread implementation. In our project we had 2 cases of more complex requirements where the consensus of the XCRI community was that these were outside the scope of the specification. The first was linking events that had multiple sessions (postgraduate workshops spread over a several weeks). The second was inclusion of complex timetable information (individual teaching sessions and relations to modules and pre-requisites in a undergraduate setting). In these cases we agree that these are best kept as bespoke extensions and would detract from the main purpose of the XCRI-CAP specification as a Course Advertising Profile.

Further awareness raising about XCRI is required, especially with senior managers about the strategic value of sharing course information using this specification and a basic understanding of the factors relating to 'XCRI Readiness'.

3.5 Implications for the future

The NEXT project contributes to the understanding of the use of XCRI to support education and training delivered by multiple providers. The outputs of this, together with findings from

concurrent projects (including CPD-related XCRI mini-projects at Huddersfield, Hull, Liverpool, and Higher York LLL), may be used to inform future adoption of XCRI to support independent learning and CPD.

3.6 References

NEXT Project Website

<http://www.epics.ac.uk/xcri>

Sample feeds:

<http://faculty-tools.ncl.ac.uk/training/xcri/feed.xcri>

<http://faculty-tools.ncl.ac.uk/training/xcri/feed.xcri?skill=JSS-D7>

http://www.dur.ac.uk/regional.events/xcriseminar/new_xcri.php

New Regional Information Hub (php source code):

http://www.dur.ac.uk/regional.events/NEXTSource/NEXT_InfoHuB.zip

XCRI-CAP Feed Generator (php source code):

<http://www.dur.ac.uk/regional.events/NEXTSource/xcriFeeds.zip>

XCRI Website

<http://www.xcri.org/>

XCRI Readiness model

<http://www.xcri.co.uk/xcri-readiness.html>

WYXCRI CPD, West Yorkshire Lifelong Learning Network project

<http://halo.hud.ac.uk/wyxcricpd/ThisIsTheMenu.aspx>

Higher York Lifelong Learning Network

<http://www.higheryork.org/>

ROBOT-XCRI project, Nottingham University

<http://www.nottingham.ac.uk/eportfolio/xcri/robotxcri.shtml>

EPICS-2 regional LLL project

<http://www.epics.ac.uk/xcri>

Dynamic Learning Maps

<https://learning-maps.ncl.ac.uk>

Appendix 1.

Project structure:

Work package 1: Project Management and setup

Work package 2: Postgraduate training

Work package 3: skills profiles for courses

Work package 4: Joint programme

Work package 5: CPD

Work package 6: Evaluation and Dissemination

Appendix 2 – Seminar details data feed specification –

Adapted from EPICS2 Specification by Stephen Cummins & Martin Edney

These feeds are formatted using XCRI-CAP – a standardised XML based format for exchanging course related information (see www.xcri.org). The elements used are summarised below, but full details of their use and properties are given on the XCRI wiki (see www.xcri.org/wiki/index.php/Catalog)

The XCRI elements that are used are detailed below:

Element	Type	Comments
<catalog>	class	Root element of the XCRI CAP feed

The <catalog> element contains the following elements:

Element	Type	Comments
<generated>	datetime	The date and time at which the catalog was generated, in ISO format. Both date and time should be used.
<provider>	class	Details of the university providing the event (which may be different from the organisation that the seminar speaker comes from). There may only be one <provider> per feed (note that this restriction is an extension of the XCRI standard).

The <provider> element describes the **provider institution** and contains the following principle elements:

Element	Type	Comments
<identifier> (optional)	URI	A unique URI for the provider – it is recommended that this should be a web page URL
<title> (optional)	text	A brief title to describe where the information is coming from
<url> (optional)	URL	A URL to indicate a place on the provider's website where further information can be obtained, even if it is just general information about the department offering the seminar.
<image> (optional)	class	An image that represents the resource, such as a photo or logo
<address> (optional, multiple)	string	Address of the provider (but see <venue> – usually the address for general enquiries rather than the address of <venue>. May be used for address data that doesn't fit into <street>, <town> and <postcode>
<street> (optional)	string	Street address of the provider
<town> (optional)	string	Postal town of the provider
<postcode> (optional)	string	Postcode of the provider
<phone> (optional)	string	Phone number for general enquiries

<fax> (optional)	string	Fax number for general enquiries
<email> (optional)	string	Email address for general enquiries
<course> (multiple)	class	There are one or more <course> elements. These are in effect seminar series running at the institution. A seminar series is represented as a course of seminars. Each seminar series will have a number of presentation elements within representing each seminar.

The <course> element describes the **seminar series** and contains the following principle elements:

Element	Type	Comments
<identifier>	string	A unique identifier for this seminar series element
<title>	string	Title of the seminar series
<description> (optional)	structured	A description of the seminar series
<url> (optional)	URL	A URL for further information on this seminar series
<presentation> (multiple)	class	A presentation is a particular seminar within the seminar series offered at a particular time.

The <presentation> element describes the **seminar** and contains the following principle elements:

Element	Type	Comments
<identifier> (optional)	string	A unique identifier for this seminar element
<title>	string	Title of the seminar
<subject> (optional, multiple)	string	A keyword or phrase for categorising the seminar
<description> (optional)	structured	A description of the seminar or the research abstract
<description xsi:type="epics:presenter"> (optional)	string	Name and other details for the presenter such as home institution. Recommended format: <i>J. Blogs, Professor of Basket Weaving, University X.</i>
<url> (optional)	URL	A URL for further information on this seminar
<start> (optional)	datetime	Date and time when the seminar starts
<duration> (optional)	string	The length of time over which the seminar takes place.
<attendanceMode> (optional)	string (enumerated)	The primary mode of attendance (values: Campus Distance with attendance Distance without attendance) – Most likely to be Campus
<placesAvailable> (optional)	string	The number of places available on this seminar.

<enquireTo> (optional)	string	Instructions for sending enquiries about the seminar or booking (probably e-mail address at this early stage)
<venue> (optional)	class	Location where the seminar will be delivered

The <venue> element contains the following elements:

Element	Type	Comments
<title>	string	Name of the venue or location
<description> (optional)	structured	A description of the venue
<url> (optional)	URL	A URL for further information on this venue
<image> (optional)	class	An image that represents the venue, such as a photo or logo
<address> (optional, multiple)	string	Address of the venue. May be used for address data that doesn't fit into <street>, <town> and <postcode>
<address xsi:type="geo:lat"> (optional)	number	Decimal latitude of the venue
<address xsi:type="geo:long"> (optional)	number	Decimal longitude of the venue
<street> (optional)	string	Street address of the venue
<town> (optional)	string	Postal town of the venue
<postcode> (optional)	string	Postcode of the venue
<phone> (optional)	string	Phone number for the venue
<fax> (optional)	string	Fax number for the venue
<email> (optional)	string	Email address for the venue
<address xsi:type="epics:access">	string	Details of access features for the venue (steps, lifts, induction loops, etc.)

Appendix 3. Attendance-types and Presentation-types: candidates for inclusion in a future version of XCRI-CAP

These are based on the recommendations based on the XCRI work with Higher York LLN (personal correspondence Alan Paull). Our only suggested revision is that conferences, seminars and workshops should be separate entities; our feedback from postgraduate students is that they do strongly differentiate between these. As well as differences in the format of the events, many formal workshops are geared towards generic skills, whilst seminars tend to be in specialist research topics.

Presentation Type (not a current XCRI-CAP field):

- taught course (DEFAULT)
- conference
- seminar
- symposium
- workshop
- exhibition/show
- film
- meeting
- open day
- performance
- research
- social event
- talk/lecture
- volunteering/placement/internship

Attendance Mode:

- Not known
- Distance with attendance
- Distance without attendance
- Face-to-face non campus
- Face-to-face campus
- Mixed mode
- Online
- Work-based