bksbLIVE®

GCSE Assessments and Resources
User Guide (Rev.2.2)

Works with
iPad

GCSE Assessments and Resources
User Guide (for bksbLIVE)

For general enquiries, sales or technical support, please telephone 01623 413333.

Contents

Introduction

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<td>

IMPORTANT - READ ME

- If you currently hold a licence for bksb Functional Skills IA/DA <u>and</u> Learning Resources, you will have access to the GCSE Scree0ner/DA <u>and</u> Learning Resources.
- If you currently hold a licence for bksb Functional Skills IA/DA only (without learning resources), you will have access to the GCSE Screener and Diagnostic Assessments only.

- If you currently hold a licence for bksb Functional Skills DA only, you will have access to the GCSE Diagnostic Assessment only.

- **There is no GCSE Screener-only course available.**

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GCSE COURSE NAMING CONVENTIONS

Course Name	Comprises of
GCSE English	*Screener/Diagnostic <u>plus</u> interactive learning resources*
GCSE Maths	*Screener/Diagnostic <u>plus</u> interactive learning resources*
GCSE English Screener and Diagnostics	*Screener/Diagnostic only*
GCSE Maths Screener and Diagnostics	*Screener/Diagnostic only*
GCSE English Diagnostic	*Diagnostic only*
GCSE Maths Diagnostic	*Diagnostic only*

The GCSE Screener element is designed to determine if a learner follows a GCSE or a Functional Skills programme.

Learner achieves GCSE in the Screener

If a learner completes the GCSE Screener and achieves a result of 'GCSE', they are automatically directed to take the GCSE Diagnostic and Interactive Resources.

Learner achieves Functional Skills in the Screener

If a learner completes the GCSE Screener and achieves a result of 'Functional Skills', their course will end and they will need to be manually assigned a Functional Skills course. *Refer to '**Changing a course from GCSE to Functional Skills'** at the end of this guide.*

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WATCH THE GCSE VIDEO TUTORIAL *AT BOTTOM OF STUDENT HOME PAGE*

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IMPORTANT - WATCH THE GCSE VIDEO TUTORIAL
The appearance and functionality of the GCSE resources and the methods of answering questions will be slightly different from those we have previously developed for functional skills. It is therefore essential that learners are directed to the **bottom of their student home page** to review the video tutorial first, before accessing the GCSE resources.

</td>
</tr>
</table>
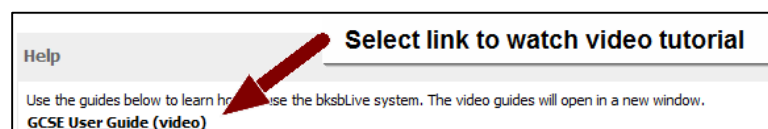
Creating a desktop shortcut/add bksbLIVE to your favourites

To make it easy for you to access the bksbLIVE assessment platform, it is advised you create a desktop shortcut or browser favourite/bookmark.

To create a desktop shortcut (using Internet Explorer) – type the web address provided into the address bar of your web browser and press return on the keyboard to load the bksbLIVE log-in page. Next, click on the 🅔 icon to the left of the 'http' in the address bar with your mouse and drag it onto your desktop. Finally, right-click on the newly-created desktop icon, select 'Rename' from the drop-down menu and rename the shortcut to something like 'bksbLIVE'.
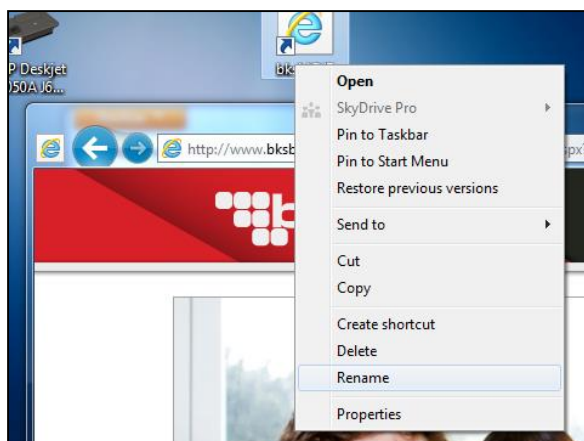
To add the log-in page to your web browser favourites – If using Internet Explorer as your preferred web browser, press Ctrl+D on your keyboard to launch the '**Add a Favourite**' dialog box. Then simply amend the '**Name**' field to suit your needs (such as 'bksbLIVE') and click the '**Add**' button.
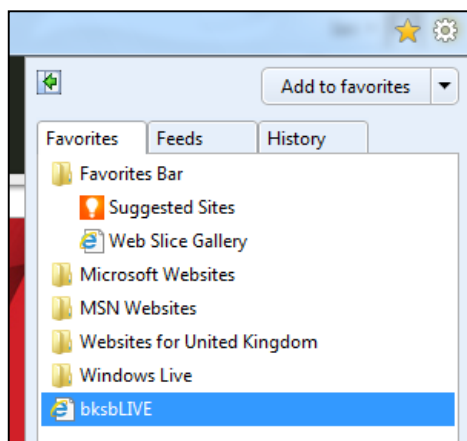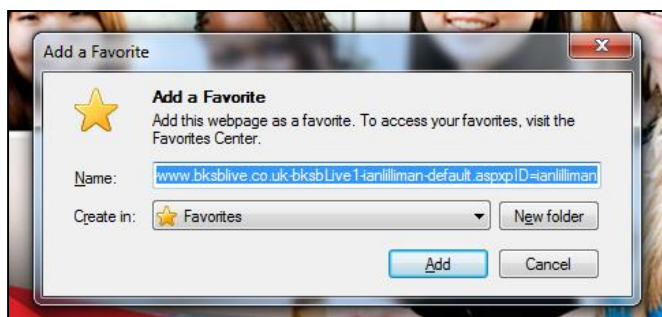
The web address will now be saved to your favourites and is accessible via the relevant option in your browser.

Note that the Apple Safari and Mozilla Firefox web browsers also support the Ctrl+D keyboard shortcut. Other web browsers may have alternative methods to saving a website to your favourites. Refer to the manual or on-line help for your particular web browser.

Understanding user Permissions

When a user account is created, the user can be configured as an Administrator or Tutor or Student, or can be a combination of these such as Admin/Student, or Tutor/Student or the user can be all three. **By default, all users of bksbLIVE have student access.** *Note that throughout this manual, the terms user, learner or student are interchangeable as any user of the bksbLIVE system is automatically granted student/learner access.*

Logging-in to bksbLIVE (for the first time)

Step 1 - To log-in to bksbLIVE

First open a web browser and in the address bar, type the web address supplied to you.

www.bksblive.co.uk/bksbLive1/PentagonTrainingServicesLtd/default.aspx?
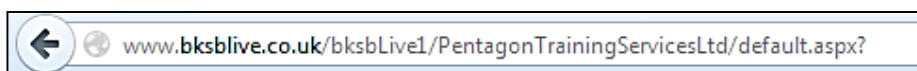
Ensure that you use the correct web address assigned to you. Using a search engine to access a bksbLIVE log-in page will be fruitless as your user account details will only apply to your specific account.

Step 2 - Log-in to your account
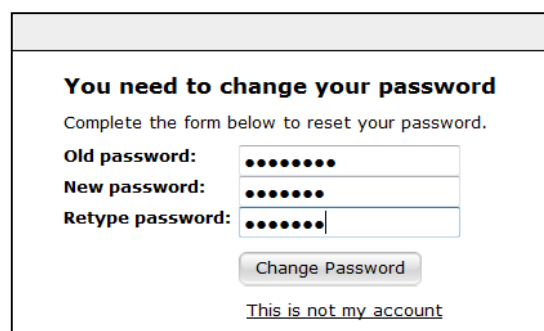
On the log-in page, you will see two fields; in the left field, type your username, reference or student ID supplied to you. *Note that this field is **NOT** case sensitive, therefore you can use upper or lower case characters.* In the password field, type the password supplied to you. **Please note that the password IS case sensitive.**

Step 3 - Confirm your account

A dialog box will appear asking you to confirm this is your account. If the details are correct, select the '**CONFIRM'** button. If the account is not yours, then select the link '**This is not my account**' and check your log-in details are correct.

First time logging in
Please confirm that the details below are correct.

Username	HeatherWallace
First name:	Heather
Last name:	Wallace

Confirm

This is not my account

Step 4 – Change your password

If the tick box '**User must change password on first login'** was ticked when the account was originally created then, after confirming your account, another dialog box *may* appear asking you to change your password. The 'old' password was the one just used to log-in using Step 2 above. After completing all fields, click the '**Change Password'** button.
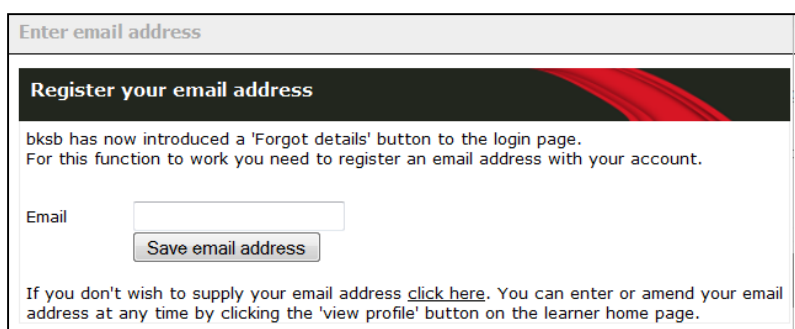
Step 5 - Register your e-mail address

bksbLIVE incorporates a password and username recovery system should you forget your log-in details. It is highly recommended you enter an e-mail address as this will enable you to recover your log-in details without having to contact bksb support (or administrator if another administrator has been created for your account).
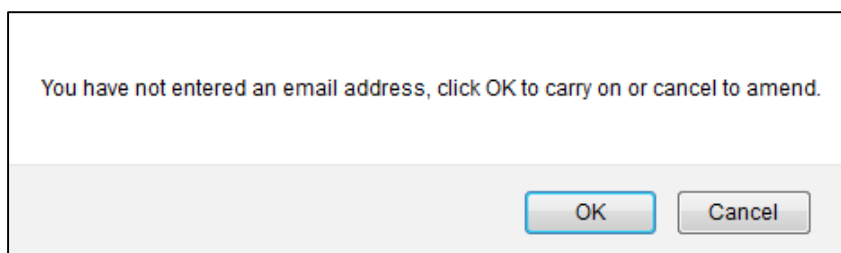
If, when your account was created, an e-mail address was **NOT** entered into the password field, you will be given the option to add an e-mail address at this stage. To register an e-mail address, type an e-mail address into the email field and click the '**Save email address'** button.

If you do not wish to provide an e-mail address, select the hyperlink '**click here'** to skip this section.

If you choose not to enter an e-mail address, a final dialog box will appear warning you that you have chosen not to enter an e-mail address. To continue, select the '**OK**' button or select the '**Cancel**' button if you would prefer to go back and enter an e-mail address.

A user can enter or amend their e-mail address at any time by clicking the 'View Profile' button on their student home page.

Overview

When a tutor or admin logs in to bksbLIVE, they will always be taken to their **Student** home page. To access **Tutor** or **Admin** sections, hover the mouse over your name in the upper-right of the screen and chose an option from the drop-down menu. To learn more about the features of the **Student** home page, refer to the guide called **bksbLIVE (Taking Assessments)** which can be found on the **Tutor** home page.

As well as a specific guide for GCSE materials, you may also find the following guides useful (available on the **Tutor** home page).

- bksbLIVE (Overview)
- bksbLIVE (Admin)
- bksbLIVE (Tutor)
- bksbLIVE (Taking Assessments)

Note that the above guides may refer to other bksb software modules (such as our range of Functional Skills materials), however the content is still relevant for customers who only have GSCE products.

On the following pages, you will find guidance on how to manually add learners and groups to bksbLIVE on an INDIVIDUAL basis.

However, it is also possible to add multiple learners (and group[s] information) via the following methods.

Mass Upload
(multiple learners using a spreadsheet)

Via your MIS system
(using the free Data Bridge)

For advice on adding multiple learners using the Mass Upload system, please download the '**bksbLIVE (Tutor)'** guide, which can be found on the tutor home page.

For advice on connecting bksbLIVE to your MIS, please download the **'bksbLIVE (Admin)'** guide, which can be found on the tutor home page.

How to add a learner to bksbLIVE

After logging in as a tutor, select the '**Add Learner**' tab.

Home	Student Search	Group Search	Add Learner	A
Welcome - Tutors' Home				
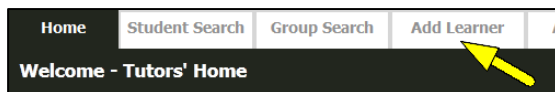
	'Add Learner' Tab not visible
⚠️	If the 'Add Learner' tab is not visible, this means an administrator has configured your bksbLIVE account so that all tutors are unable to set up learners on the system. To add a learner, please consult your administrator.

	IMPORTANT - READ ME!
⚠️	**Start by creating a group, and then add your learners**
	'Groups' play a key role in the management and reporting of progress within bksbLIVE. It is therefore very important that you consider setting up your groups FIRST, in advance of adding learners into the system.
	If you choose <u>not</u> to add a learner to a group, you cannot include that learner in any group reports. Note that you do not have to add a learner to a group during the process outlined below, and can easily add them to a group later. However, the task of managing your learners is very much simplified as they can be added to a group during the third stage of the following account creation process. **To learn more about creating groups, please refer to the guide called bksbLIVE (Tutor) on the tutor home page.**
	If your groups are already created, then you can ignore the alert above.

To add a user to your bksbLIVE account comprises a 3-step process requiring **Step 1**) user details, **Step 2**) subject/course assignment and **Step 3**) group assignment.

Create Student

Step 1 - Student Details

Personal Details

Username	**(A)**
First name	**(B)**
Last name	**(C)**
Email	**(D)**
Password	(if left blank default is 'password') **(E)**

☑ User must change password at next logon

☐ Email login details to the learner (new) **(F)**

	dd	mm	yyyy	
D.O.B.				(Optional) **(G)**
User type:	☑ Student ☐ Tutor ☐ Admin **(H)**			

Additional Details

You don't have any additional detail fields. Admins can create these in the admin section.

(I)

(J)

next

	USERNAMES MUST BE UNIQUE!
⚠️	**Ensure each learner is given a unique log-in username**
	bksbLIVE relies upon all users of the system (be they an admin, tutor or a learner) being assigned a unique username which is not duplicated.

(A)   Username
This is the single most important piece of information when creating an account and it is vital that each student, tutor or administrator is given a UNIQUE identifier to ensure data integrity.
Also, dependent upon your company data protection policies, to maintain compliance with the Data Protection Act (where a company must take all reasonable steps to ensure privacy of data), it may be necessary to assign a random code or other reference, rather than simply entering the student's name and date of birth.

(B)   First Name
Enter the First Name **with no apostrophes, accent marks or other unusual characters** (e.g. Amélie should be written Amelie without the accent). Note that hyphenated first names (such as Ella-Rose) **ARE** permissible. *Apostrophes, accents and other non-alphanumeric characters in names can cause issues when running reports.*

(C)   Last Name
Enter the Last Name, **with no apostrophes, accent marks or other unusual characters**. (O'Sullivan should be written as OSullivan without the apostrophe). Note that hyphenated surnames (such as Carter-Brown) **ARE** permissible. *Apostrophes, accents and other non-alphanumeric characters in names can cause issues when running reports.*

(D)   Email
Adding an e-mail address here serves two purposes.

- Typing an e-mail address here makes it possible for the student to recover their log-in details should they forget them.

- If, during the account activation, you have entered an e-mail address and also ticked the box titled '**Email login details to the learner**', an e-mail containing their log-in details and web address to access the bksbLIVE account will be dispatched to the student upon completion of account activation. A student can add an e-mail address later if necessary via their student home page after logging in.

(E)   Password
By default, if this field is left blank **AND** the checkbox titled '**user must change password at next login**' is ticked, then the user is given the generic password of 'password' (all lower case) and will be prompted to change it on first log-in. However, if you decide to give the user a specific password, enter the password **AND un-tick the box titled 'user must change password at next login'. Please**

note that passwords are CASE SENSITIVE and should comprise only of alpha-numeric characters such as A-Z; a-z or 0-9.
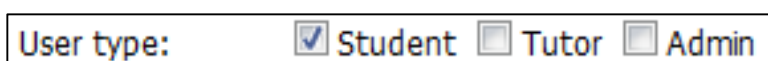
(F) Email login details to the learner
If, during account activation, you have entered an e-mail address and ticked the checkbox titled '**Email login details to the learner**', an email with log-in details will be sent to the user upon completion of account activation.

(G) D.O.B.
This field is optional. If no date of birth is entered, it will default to 01-01-1900 (when the account is viewed by an administrator or tutor) but show 'NA' to the student on their home page.

(H) User Type
If you only have 'tutor' permissions assigned to your log-in, then you can only create **student** logins and **do not have permissions to create additional administrators or tutors and the respective checkboxes will be inactive.**

If you DO have administrator AND tutor permissions, then the checkboxes WILL be active.

Please note that when adding a set of tutors, followed by students and administrators, the system may remember the previous setting.
For example, in a scenario where you have just added several tutors and are about to add several students, un-tick the tutor box to ensure you do not inadvertently give tutor access to those students.

If you do give someone the wrong access rights, it can be easily corrected via the '**Permissions**' tab when logged in as an administrator.

(I) Additional Details
In this section, you may see additional fields. Although it is not compulsory for these fields to be completed, these will have been created in order to capture additional user information which may make administration of your account easier. These extra fields are 'Tags', created by the administrator under the '**Settings**' tab.

(J) Next button
Click the next button to continue with the user account creation.

Step 2 (of the Add Learner process) – Select Subjects

Having entered the learner's details and selected the '**Next**' button, step 2 of the process (**Select Subjects**) is displayed.

You are now presented with a screen spilt into two halves; the right-hand panel ('**Selected Subjects**') shows the **DEFAULT** courses assigned to all students, whereas in the left-hand panel ('**Subject List**') are displayed all of the software you license (**including all variations**) of the software.

The DEFAULT subjects/course is configured by the administrator and will apply to all new learners added to the system. However, should you wish to assign a completely different suite of subjects/courses, these can be modified by logging in as a tutor, searching for the learner and manually amending their account.

For more information, refer to the guide 'bksb (Tutor)' on the tutor home page.

If you are happy with the default course for this learner, then select the '**next**' button in the lower-right corner of the screen. If, however, you wish to add another subject to a particular learner's course, simply scroll through the available subjects (in the left-hand panel) until you reach the subject you are looking for.

Next, click on the green **+** symbol adjacent to the subject; the subject will be moved over to the right-hand panel and will now appear on the learner's homepage when they next log in. If you add a subject in error, simply click on the red **X** symbol to remove that subject and it will return back to the left-hand panel.

Step 3 (of the Add Learner process) – Select Groups

Once you have selected the '**next**' button in the lower-right corner of the screen, a new screen (Step 3 – '**Select Groups**') will be displayed.
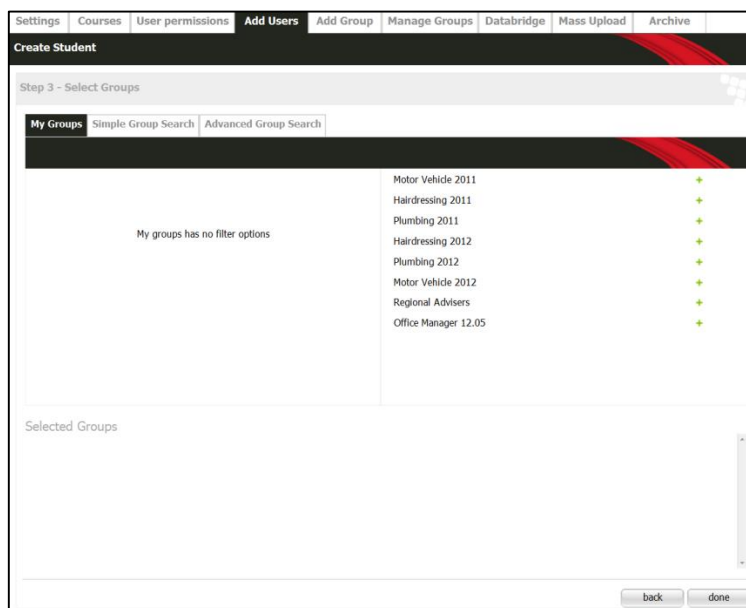
If at this point you have not created any groups, you may skip the next step and select the 'done' button in the bottom-right of the screen.

By default, the '**My Groups**' tab will be highlighted and any groups that were added to your '**My Groups**' (when the group was created) will automatically appear on the right of the screen.

If you do not have any groups assigned to your '**My Groups**', then no groups will appear. Therefore, select the '**Simple Group Search**' tab to reveal a search field called '**Group Name**'.

Type the name of the group into the search field. You will note that as you type, options that match your search criteria will appear. In the example below, I have only typed the letter '**m**' but the system has already identified all groups beginning with that letter. Typing more characters will narrow the search criteria further if necessary.
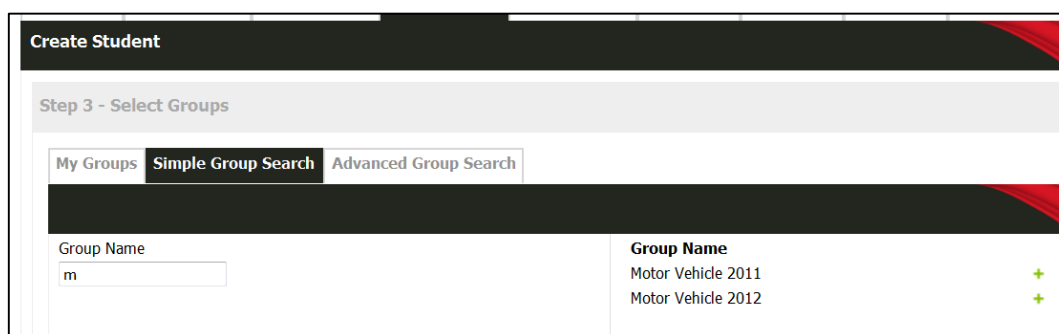
Note that when a large number of groups is displayed, it will only show a fraction of the total number. Hyperlinks (1, 2, 3, 4, etc.) will appear underneath the search results to provide access to the remaining groups not displayed.

Once you have the group(s) displayed, you will note that to the right of each group name is a green **+** symbol. To add a user to a specific group, click on the green **+** symbol and the group's name will be moved to the lower section of the screen called '**Selected Groups**'.

Below, you can see that the learner has been added to a group called 'Motor Vehicle 2012'.

If you make a mistake, simply click on the red **X** on the far right of the screen. The group will be removed and returned back to the list of available groups.

Once you have assigned the learner to a group(s), select the '**Done**' button and you will be returned back to the '**Add User**' screen. The learner's account is now created and they can be directed to log in.

 Learners can belong to more than one group if necessary. Remember, when a learner is removed from a group, they are not lost but merely removed from that group. The learner still exists in the system and may (if assigned to another group) appear elsewhere in a different group.

How to add a group to bksbLIVE

Groups become an important feature when you need to run reports on groups of learners. **Therefore, before adding users (be they learners, tutors or administrators) into your account, think carefully about what you need to achieve in terms of learning outcomes and the production of records to show progress and distance travelled**.

IMPORTANT
Note that in this section, you are learning to add groups on an ***individual*** basis. *However, it is possible for administrators to add students (or other administrators/tutors) and groups **en masse** using the '**Mass Upload**' tab which is available only to those with administrator permissions*.

(A)   **Group ID –** Type your group name here, using only alpha-numeric characters (A-Z; a-z; 0-9) and **ensure that group names do not exceed 50 characters in length**. **Do not use apostrophes, the ampersand (&) symbol or accents in group names (e.g. 'Ian's Group' or 'C&G Hairdressing') as this will cause problems when you try to run reports.** In order to create a group, you only need to complete this field and then you may skip the other parts of the form if not required and click the '**next**' button in the lower-right corner.

(B)   **Description –** If necessary, type a description of your group here.

(C)   **Additional Details –** In this section, you may see additional fields. Although it is not compulsory for these fields to be completed, these will have been created

in order to capture additional user information which may make administration of your account easier. These extra fields are '**Tags**', created by the administrator. If a tag field exists, your administrator will be able to advise you regarding information to enter into this field.

(D) **Add this Group to 'My Groups' –** My Groups are similar in concept to the favourites in your Internet web browser. If you have responsibility for a number of groups, it is very easy to add any group to your personal '**My groups**', then, when running reports, it is very easy for you to locate and run reports on those groups of most interest to you.

> *Before discussing the tick box titled 'Make this Group private', I will continue with the process of creating a group and adding learners to the group.*

After adding a group name and possibly adding a description and selecting the '**My Groups**' tick box, click on the '**next**' button in the lower-right of the screen. In the next screen, you are now asked to select a learner(s) to add to this newly created group.

> *If you have NO students currently in the system, or wish to add students later, simply skip the remainder of this section by selecting the 'Done' button in the lower-right of the screen. Alternatively, if you wish to now add students, continue reading below.*

Adding Learners to a Group

The group is now ready to accept learners. If you wish to add a learner(s), simply search for the learner using their **Username**, **First** or **Last Name**.

As you type, you will notice the lower-right pane changes to reflect the learners found in the search. To quickly show all learners, click in a field such as 'User ID' and press enter on your keyboard.

Once the learner has been identified, select the green **+** symbol to the right of the learner's details and they will be removed from the bottom-left pane to the upper pane, ready to be added to the group.

If you make a mistake, simply click on the red **x** symbol to remove the learner from the upper-pane and return them back to the lower-right pane. Repeat this procedure for all learners you wish to add to the group and then select the '**Done**' button in the bottom-right of the screen and a dialogue box will appear confirming the group creation.
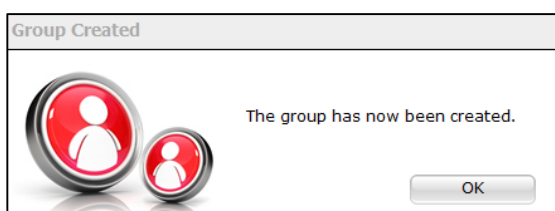
(E)   **Make this Group private –** Under normal circumstances, when creating groups, you should leave them open to all tutors in case they need access to the learner data or for running reports. However, there may be occasions where you might need to keep certain learner results private, for example, you may work with ex-offenders and wish to maintain higher than normal levels of security; you may be assessing your own tutors as part of a plan to up-skill them and hence wish to ensure that tutors cannot see other tutors' results; or you may be assessing your workforce and wish to keep managerial staff results private. In these instances, by selecting the checkbox titled '**Make this Group Private**', the system restricts access to the group to:

- **You**
- **ALL administrators, and**
- **Any tutors who are given permissions by the administrator to also view the private group.**
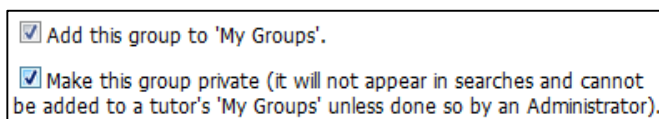
If you select the tick the check box '**Make this group private…**', a warning box will pop-up to alert you that unless you also add the group to your '**My Groups**', you will not be able to access the private group. Selecting the 'OK' button will automatically enable the check box '**Add this group to My Groups**'.

Starting the GCSE Courses

On their student home page (in the '**My Subjects**' area) can be found the course(s) designated to the student by the tutor or administrator.

GCSE COURSE NAMING CONVENTIONS

Course Name	Comprises of
GCSE English	*Screener/Diagnostic plus interactive learning resources*
GCSE Maths	*Screener/Diagnostic plus interactive learning resources*
GCSE English Screener and Diagnostics	*Screener/Diagnostic only*
GCSE Maths Screener and Diagnostics	*Screener/Diagnostic only*
GCSE English Diagnostic	*Diagnostic only*
GCSE Maths Diagnostic	*Diagnostic only*

- If you currently hold a licence for bksb Functional Skills IA/DA and Learning Resources, you will have access to the GCSE Scree0ner/DA and Learning Resources.

- If you currently hold a licence for bksb Functional Skills IA/DA only (without learning resources), you will have access to the GCSE Screener and Diagnostic Assessments only.

- If you currently hold a licence for bksb Functional Skills DA only, you will have access to the GCSE Diagnostic Assessment only.

- There is no GCSE Screener-only course available.

Overall system course configuration can be set by an admin, while a tutor can configure an individual's course (if permitted by an admin). Further information regarding course configuration and user permissions can be found in the Admin guide (downloadable from the tutor home page).

In the example that follows, the course will be 'GCSE Maths', comprising of the GCSE Screener and Diagnostic Assessments. Note that it is possible to override the system in order to take a GCSE Diagnostic Assessment without the need to complete the Screener. This option will be discussed further in this guide.

As the course in this example is defined as 'GCSE Maths', the learner is directed to take the first element by selecting the hyperlink '**Take the Screener Assessment'**. After a brief moment, the assessment will appear on screen. Once loaded, the learner has access to a number of options such the facility to change the background colour, font colours and the ability to turn audio on/off.
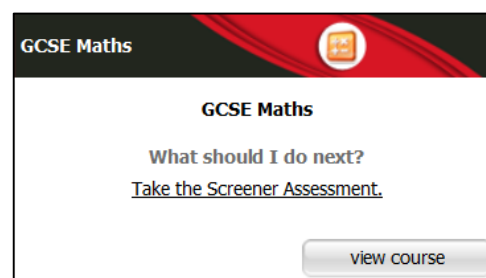
Overview of the assessment interface

At the bottom of the assessment screen is the user interface.
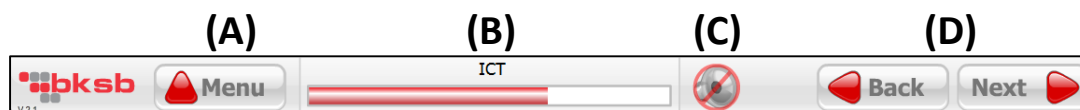
(A)   The '**Menu**' button provides a sub-set of options to assist the student in configuring the assessments to suit their particular needs.

- **Volume** – Adjust volume or turn on/off
- **Animation** – Adjust speed of animation or turn on/off
- **Styles** – Provides a range of options for those with visual impairment to adjust the colour of the background, colour of fonts (but not size) and the colour of buttons.
- **Exit Activity** – Exits the assessment.
- **Close This Menu** – Closes the Menu.
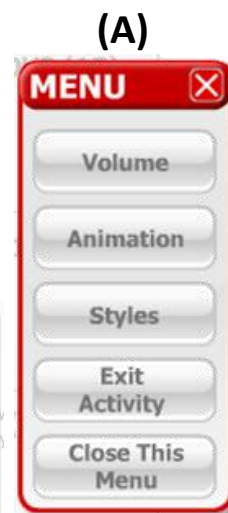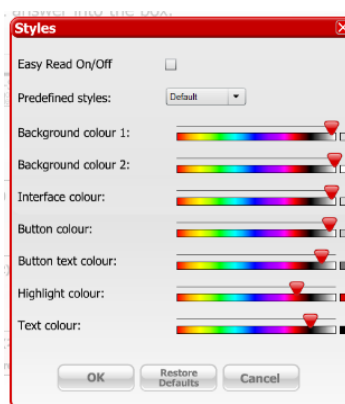
(B)   **Progress Bar** – The progress bar is used to display the student's progress through the assessment and will update after each question has been answered.
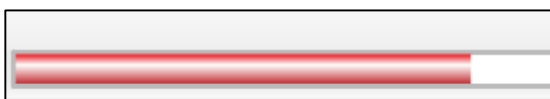
(C)   **Audio** - Clicking on the speaker symbol whilst taking an assessment, enables the questions to be read out to the student. *Note that the student will require headphones or speakers connected to their computer in order to hear the questions.* When the speaker is clicked, an options menu will slide out to the right, offering the student the option to replay the question audio (by selecting the green arrow), or stop the audio (by selecting the red square).

With the audio activated, clicking on the speaker symbol will deactivate the audio option completely and the options menu will retract.

(D)   Back / Next Buttons – Select the '**NEXT**' button to move to the next question. Select the '**BACK**' button to review answers to previous questions and amend if necessary.

General information

How long should the GCSE Screener Assessment take to complete?

As the screener assessment is NOT a test, there is no time limit set for its completion. However, it is expected that a student should be able to complete the assessment within 15 to 20 minutes.

TIMEOUTS: The bksbLIVE server incorporates timeout limits and, if no activity occurs after a set period of time, the bksbLIVE server automatically logs the student out of the assessment. Students should therefore be encouraged to leave a question unanswered and move on to the next question if they are unable to answer it in a reasonable time frame.

ERROR MESSAGES: bksbLIVE has been developed with rigorous error resilience built-in as standard to discourage errors from disrupting active assessments. In the unlikely event that an error message appears during the assessments, students should be instructed to exit their web browser and then re-open it and log back in to their bksbLIVE account and continue their assessment.

Incomplete GCSE Screener Assessment

Answers to each question are automatically registered as the student progresses through the assessment. If the computer crashes, loses power, or the student accidentally closes their web browser, or the student opts to exit the screener assessment via the relevant option from the Menu bar, they can simply restart the computer and repeat the log-in procedure.

Once logged back in to their home page, the student can select the screener assessment they wish to continue and a dialog box will appear, asking them to either a) continue from where they left off or b) restart from the beginning.
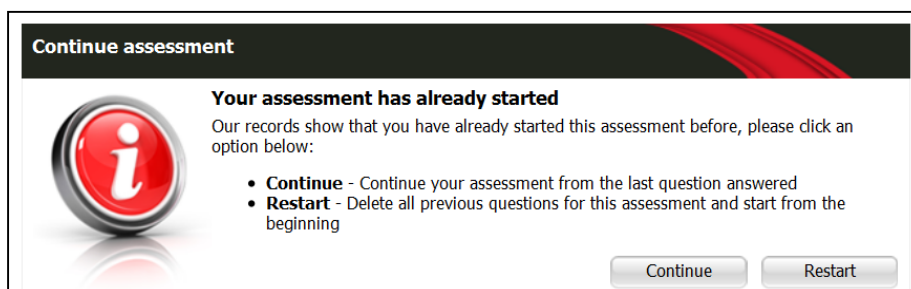
Enlarging images

During the screener assessment, the student may encounter questions where the image may contain important data that is used to answer the question displayed. Where deemed necessary, a magnifying glass icon and the word 'Zoom' will be
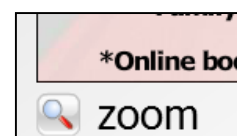
displayed adjacent to this image. Clicking on the word or icon will enlarge the image. To close the image, simply click on the cross in the top-right of the image.

Leaving a question unanswered

If a student does not know the answer to a question, they can simply skip to the next by selecting the '**Next**' button at the bottom-right of the screen. The system will record this as an incorrect answer.

Completing the GCSE Screener Assessment

When the student has reached the end of the assessment, the screen (right) will be displayed. Students can view their results by clicking on the '**Results ✓**' button at the bottom-right of the screen.

Viewing the assessment results

An example GCSE Screener Assessment results page is shown below.

This results page displays information such as:

a) **Name** – the name of the student who took the assessment (*in the format First name/Last Name/(Username)*)

b) **Assessment taken** – the name of the assessment module completed

c) **Date of assessment** – the date on which the assessment was taken

d) **Time taken to complete** – the time taken to complete the assessment.

e) At the bottom are displayed the results of the assessment.
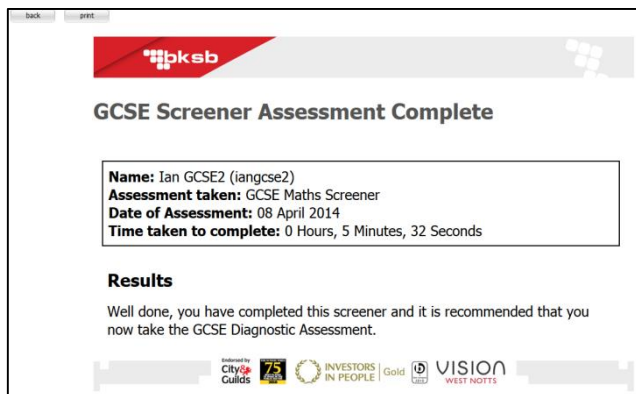
It is possible for the student to achieve one of two results:

- *'Well done, you have completed this screener and it is recommended that you now take the GCSE Diagnostic Assessment'*.
- *'Well done, you have completed this screener and it is recommended that you study Functional Skills'.*

  NOTE: At present, bksbLIVE CANNOT automatically move the learner to a Functional Skills Course. You can however do this manually – please refer to the section called 'Changing a course from GCSE to Functional Skills' at the end of this guide.

Printing the GCSE Screener Assessment results page.

In the far top-left of the results screen is a '**Print**' button. Selecting this button will activate the print dialog function, allowing the student to print their results page. If the student opts to leave this page without printing their results, they can reprint any assessment result by selecting it in the '**Activities**' panel on the student home page.

Returning back to the student home page

Returning back to the student home page can be achieved by clicking on the '**Home**' button at the top-left of the results page. The assessment results will now be displayed in the '**Activities**' panel.

Reviewing their individual activities

A student can review their activities within bksbLIVE via the '**Activities**' panel displayed on their student home page. Selecting any assessment result within the panel will reveal the corresponding results page. Once displayed, this can be reprinted if necessary by selecting the '**Print**' button in the upper-left of the screen.

Learners recommended to study Functional Skills

If the learner is recommended to study **Functional Skills**, note they are **not** automatically directed to a Functional Skills course as this is deemed a different course. Hence, on the student home page under '**My Subjects**', the system will indicate the course as '**Complete**'.

You will therefore need to manually change the learner's course to include the Functional Skills course materials**.** Further information on modifying an individual learner's course can be found at the end of this guide under **'Changing a course from GCSE to Functional Skills'.**

Learners recommended to take the GCSE Diagnostic

If it is recommended that the learner completes the GCSE Diagnostic Assessment then, on the student's home page, their course will now reflect this and the hyperlink will now direct the learner to '**Take the GCSE Diagnostic**'.
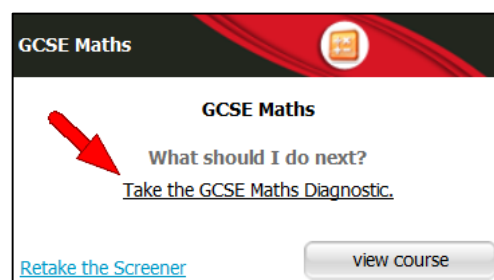
Taking the GCSE Diagnostic Assessment

Continuing the course – taking the GCSE Diagnostic Assessment

Continuing with the example course, following the completion of the GCSE Maths Screener Assessment, the '**My Subjects'** section (on the student's home page) will now have

automatically updated to direct the student to complete the next stage of the course, (in this example, the GCSE Maths Diagnostic).

To start the Diagnostic Assessment, the student should click the hyperlink '**Take the GCSE Maths Diagnostic**'. After a brief moment the assessment screen will load.

USE OF CALCULATORS: Within the Maths sections 'Working with Numbers' and 'Fractions, Decimals and Percentages', the exercises should be completed without the use of a calculator. If students struggle to complete these sections without the use of a calculator, they will be at a serious disadvantage with the non-calculator paper. However, since this is a learning resource, weaker students may find the help of a calculator a boost to their confidence; therefore, a blanket ban on their use for these sections may not be beneficial.

An online calculator is provided on some frames where the use of a calculator is essential and instructions will refer to the operation of the onscreen calculator. It should be noted that the onscreen calculator does not operate in the same manner as most modern calculators. Students should be encouraged to use their own calculator at all times, since this will be the one they will use in examinations and they need to become proficient in its use.
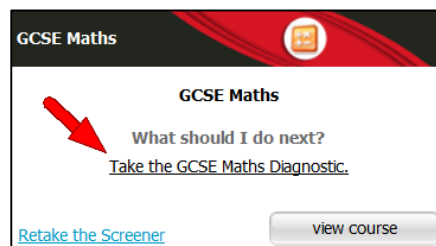
How long should a GCSE Diagnostic Assessment take?

As the diagnostic is an assessment and NOT a test, there is no time limit set for the completion of the assessment. However, it is expected that the student should be able to complete it within an average 1 hour time period. Of course, this time may vary depending on the abilities of the student and the level of distractions the student may face during completion of the assessment.

TIMEOUTS: The bksbLIVE server incorporates timeout limits and, if no activity occurs after a set period of time, the bksbLIVE server automatically logs the student out of the assessment. Students should therefore be encouraged to leave a question unanswered and move on to the next question if they are unable to answer it in a reasonable time frame.

ERROR MESSAGES: bksbLIVE has been developed with rigorous error resilience built-in as standard to discourage errors from disrupting active assessments. In the unlikely event that an error message appears during the assessments, students should be instructed to exit their web browser and then re-open it and log back in to their bksbLIVE account and continue their assessment.

Incomplete Diagnostic Assessments

As with all assessments within bksbLIVE, the system records the answers to each question as the student progresses through the diagnostic assessment. If

the student's computer crashes, loses power, or the student accidentally closes their web browser, or opts to exit the assessment via the relevant option from the Menu bar, they can simply restart the computer and repeat the log-in procedure.

Once logged back in to their home page, the student can select the relevant assessment they wish to continue and a dialog box will appear asking them to either:

a) continue the assessment from where they left off, or
b) restart the assessment from the beginning.
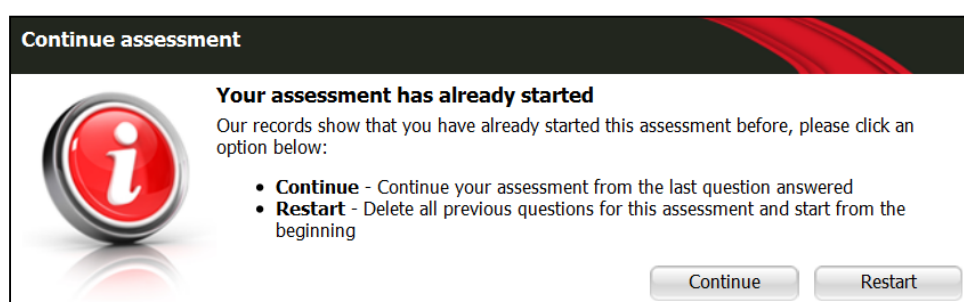
Enlarging images

During the Diagnostic Assessment, the student may encounter questions where the image may contain important data that is used to answer the question displayed.

Where deemed necessary, a magnifying glass icon and the word '**Zoom**' will be displayed adjacent to this image. Clicking on the word or icon will enlarge the image. To close the image, simply click on the cross in the top-right of the image.

Leaving a question unanswered
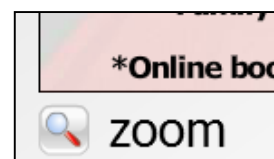
If a student does not know the answer to a question, they can simply skip to the next one by clicking on the '**Next**' button at the bottom-right of the assessment screen. The system will record this as an incorrect answer.

Completing the Diagnostic Assessment

When the student has reached the end of the Diagnostic Assessment, they can view their results by clicking on the '**Results ✓**' button at the bottom-right of the assessment screen.

GCSE Diagnostic Assessment Results Page - overview

An example GCSE diagnostic assessment results page is shown below. The (printable) results page displays information such as:

a) **Name** – the name of the person who took the assessment (*in the format First name/Last Name/(Username)*)

b) **Assessment taken** – the name of the diagnostic assessment taken

c) **Date of Assessment** – the date on which the diagnostic assessment was taken

d) **Time taken to complete** – the time taken to complete the diagnostic assessment

e) **Percentage** – The percentage score indicates the percentage of questions answered correctly.

Printing the Diagnostic Assessment Results ILP
In the far top-left of the results screen is a 'Print' button.
Clicking this button will activate the print dialog function allowing the student to print their results page. If the student opts to leave this page without printing their results, they can reprint any activity by selecting it in their activity panel on the student home page.

Returning back to the Student Home Page
To return back to the student home page, click on the 'Home' button at the top-left of the results page.

Viewing the electronic version of the ILP

Should the learner wish to review the electronic version of their individual learning plan, they can select the '**view course**' button to reveal the '**course progress screen**'. On this screen you will find topics where the learner achieved '**Very Good**' together with topics indicated as '**Needs Practice**'.

GCSE Interactive Resources

IMPORTANT - WATCH THE GCSE VIDEO TUTORIAL
The appearance and functionality of the GCSE resources and the methods of answering questions will be slightly different from those we have previously developed for functional skills. It is therefore essential that learners are directed to the **bottom of their student home page** to review the video tutorial first, before accessing the GCSE resources.

WATCH THE GCSE VIDEO TUTORIAL AT BOTTOM OF STUDENT HOME PAGE

Accessing the resources
If the learner is assigned a course which includes the GCSE Interactive Learning Resources, after completion of the GCSE Diagnostic, the learner will (under the link '**What should I do next?**') be directed to take the first in a series of interactive resources. As each resource is completed, the learner is then directed to the next relevant learning resource.
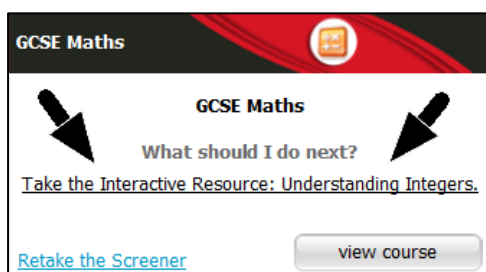
Note that the system may offer the learner a 'static' support resource comprising of a Acrobat PDF file. When this appears, it can be printed by the learner if required. After returning to the student home page, the link should update to direct the learner to the next learning resource within their individual course (which could be another support document or an interactive learning resource).

The static support resources available under **English** are as follows:

- **GCSE Glossary** is a selection of literacy terms learners may encounter in their GCSE English studies.

- **GCSE Types of Text Factsheets** accompany the Interactive Resources and cover all the information included in the explanatory videos.

- **GCSE Spelling Resource Sheet** is an alphabetical list of commonly misspelt words.

- **GCSE Reading Source Sheets** are for use with the Reading Interactive Resources.

The static support resources available under **Maths** are as follows:

- **GCSE Maps & Scale Drawings Workbook**

- **GCSE Maps & Scale Drawings Answers**

- **GCSE Maths Tutor Guidance for Standalone Exercises**

Certain types of questions are difficult for computers to mark interactively, for example, if the learner is required to interpret statistical data or to draw a graph. Where it is essential

for a learner to discuss the answers with their tutor, a specimen solution has been provided in the PDF document, 'GCSE Maths Tutor Guidance for Standalone Exercises'.

Accessing the interactive ILP

To access the interactive ILP, the learner can select the button labelled '**view course**'. Once selected, a screen (as per below) will open revealing <u>all</u> of the topics identified as a skill gap. A learner can then select the '**View**' button against a particular topic to drill down further and reveal <u>all</u> the resources.
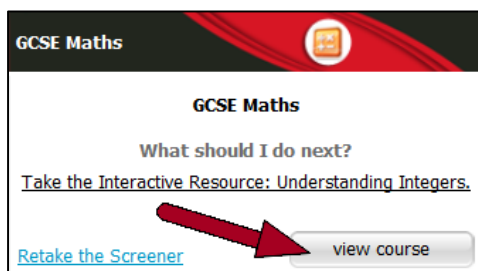
Note that some topics for English and maths include printable support materials called '**Static**' resources – see screenshot below.
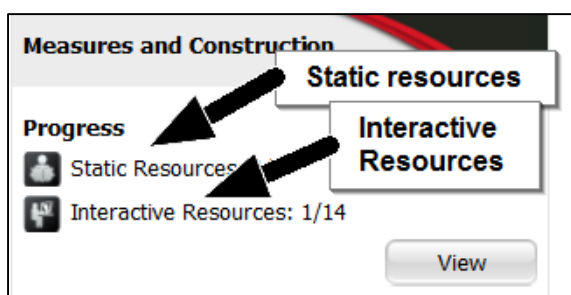
Selecting the '**View**' button will reveal the full breakdown of the static and interactive learning resources.
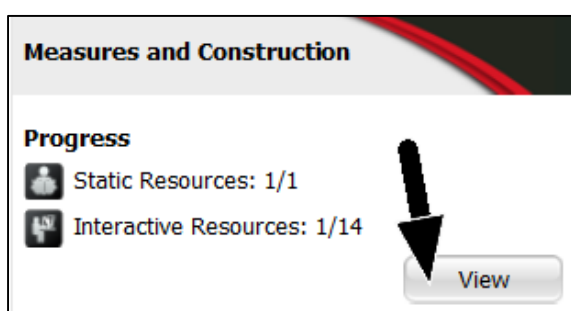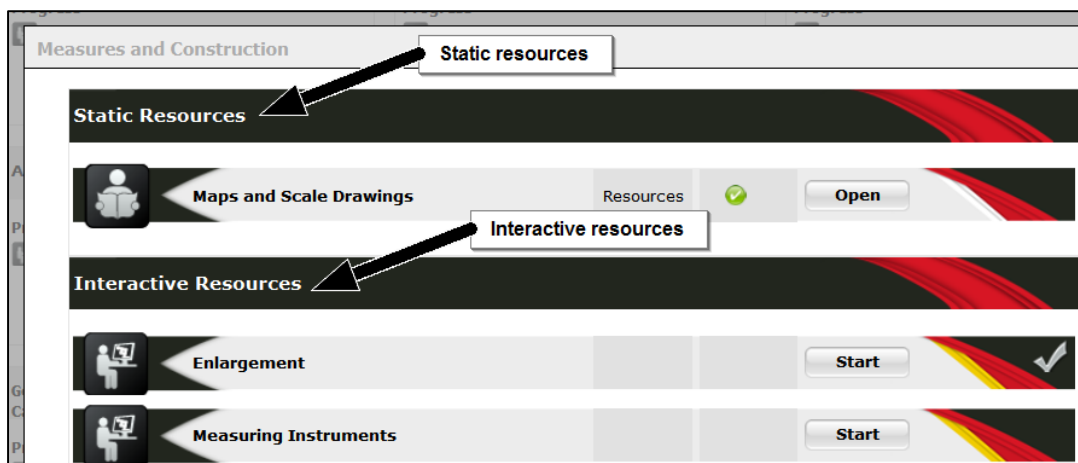
Selecting an '**open**' button will open a static support resource. The system will indicate the file has been opened by displaying a white tick in a green circle. Selecting a '**Start**' button launches an interactive learning resource.
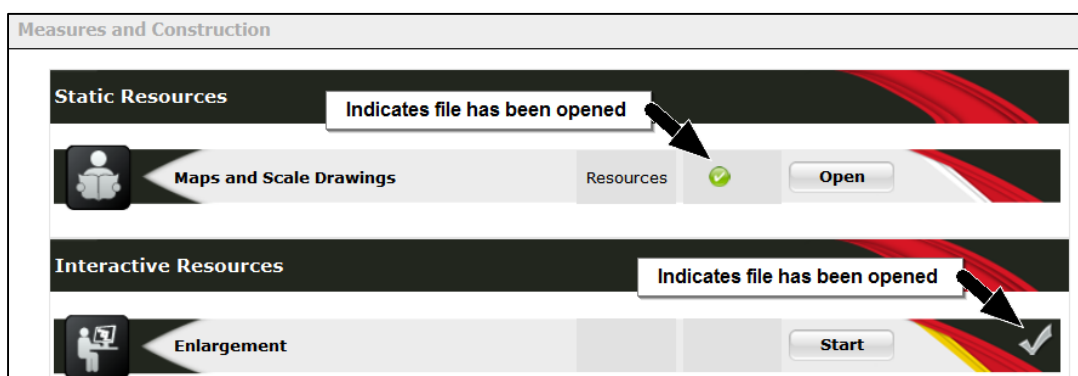
The system will indicate the file has been opened by displaying a white tick to the right of the start button.

ENGLISH GCSE Resources

If you license the bksb learning resources, the GCSE English Interactive Resources will be available within your account and should automatically link to the topics within the learner's ILP (created after completing the GCSE Diagnostic Assessment).

These resources include information, examples and demonstration videos to teach the various topics, and learners can replay and pause the videos at any time, to review the text in more detail. These are followed by sections entitled '**Now it's your turn**' containing a mixture of self-marking and standalone activities, and '**How well did you do?**' displaying either the correct answers or sample answers for learners to compare against their own.

A table of all the GCSE English Interactive Resources

Grammar	Language	Punctuation
Verbs & Tenses Sentences Adjectives & Adverbs	Linguistic Features	Capital letters Punctuation Apostrophes

Reading Skills	Writing Skills	Spelling	Types of text
Reading Skills Reading More Closely Reading Between the Lines Identifying & Interpreting Collating, Comparing & Cross Referencing Presentational Features Evaluation	Planning and Paragraphs P.E.E.D. Cohesion & Coherence Proofreading	Spelling	Writing to Argue Writing to Describe Writing to Explain Writing to Inform Writing to Persuade Formal and Informal Writing Vocabulary Poetry

GCSE English Static Resources (PDF format)

Static support resources are available for learners to print.

Tutors can also access the resources from the 'Resources' tab.

• **GCSE Glossary** is a selection of literacy terms learners may encounter in their GCSE English studies.

• **GCSE Types of Text Factsheets** accompany the Interactive Resources and cover all the information included in the explanatory videos.

• **GCSE Spelling Resource Sheet** is an alphabetical list of commonly misspelt words.

• **GCSE Reading Source Sheets** are for use with the Reading Interactive Resources.
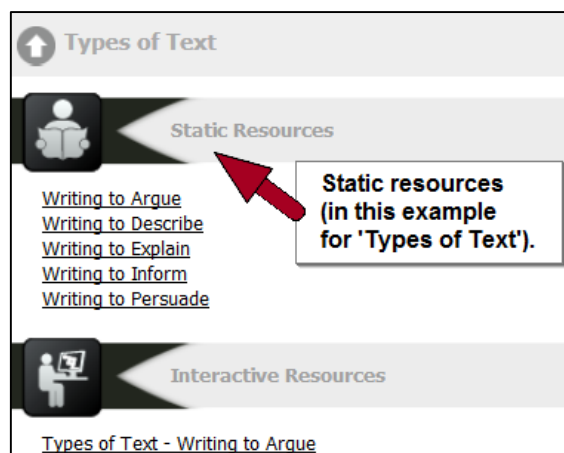
MATHS GCSE Resources

If you license the bksb learning resources, the GCSE Maths Interactive Resources will be available within your account and should automatically link to the topics within the learner's ILP (created after completing the GCSE Diagnostic Assessment). Tutors can also access the resources from 'Tutor' login/'Resources' tab. A list of all the GCSE Maths Interactive Resources is shown below.

A table of all the GCSE Maths <u>Interactive</u> Resources

Working with Numbers	Fractions, Decimals & Percentages	Ratio and Proportion	The Language of Algebra
Understanding Integers	Simplifying a Fraction	Ratio Notation	Algebra Notation
Add, Subtract, Multiply and Divide	Add and Subtract Fractions	Dividing by Ratio	
Bidmas	Decimals	Solving Ratio and Proportion Problems	
Rounding	Understand Percentage		
Rational Numbers	Converting Fractions, Decimals & Percentages		
Factors, Multiples and Primes	Calculating Fractions, Decimals & Percentages		
Roots and Cubes			
Index Notation and Laws			
Standard Index Form			
Surds			
Upper and Lower Bounds			
Using a Calculator			

Expressions with Equations	Sequences, Functions & Graphs	Properties of Angles and Shapes	Geometrical Reasoning & Calculation
Manipulate Algebraic Expressions	Generate Sequences	Angles on Straight Lines	Pythagoras Theorem
Simplify Expressions	nth Term	Angles in Parallel Lines	Trigonometrical Ratios
Solve Linear and Simultaneous Equations	Coordinates Grid **video only**	Angles in Polygons	Sine Cosine Rules
Solving Quadratics	Plotting Linear Equations	Properties of Quadrilaterals	Geometrical Properties
Formula	Parallel and Perpendicular Lines	Circle Terminology and Theorems	3D Shapes – **video only**
Inequalities	Intersections Points	Circle Theorems – Higher	
Trial and Improvement	Other Graphs	Symmetry – **video only**	
Algebraic Proof	Transformations of Functions	Reflections – **video only**	
	Loci **video only**	Rotations – **video only**	
	Real Life Graphs **video only**	Translations – **video only**	
	Interpret Graphs	Enlargements – **video only**	
	Quadratic Graphs **video only**	Congruence	

Measures and Construction	Mensuration	Vectors	The Data Handling Cycle	Data Collection
Maps and Scale Drawings	Area and Perimeter of Triangles and Rectangles	Vectors	Statistical Process	Types of Data
Enlargement				Bias
Measuring Instruments	Trig Area of a Triangle			Experiment Design
Unit Conversion	Circumference and Areas of Circles			Data Collection
Estimates of Measure	Volumes of Cubes and Cuboids			Data Extraction
Bearings	Area and Volume of Complex Shapes			
Compound Measures				
Measuring an Angle **video only**		**Data Presentation and Analysis**	**Data Interpretation**	**Probability**
Draw an Angle **video only**		Two-way Tables	Interpret Tables	Probability Vocabulary
Draw 2D Shapes **video only**		Charts and Diagrams	Interpret Graphs and Diagrams	Relative Frequency
Construction 1 Line Bisector **video only**		Statistical Measures	Data Patterns	Independent Events
Construction 2 Angle Bisector **video only**			Correlation	Mutually Exclusive Events
Construction 3 Perpendicular from a point on a line **video only**			Compare Distribution	Probability Calculations and Tree Diagrams
Construction 4 Perpendicular through a point on a line **video only**				Compare Data, Experiment Repetition Sample Size
Loci Construction **video only**				

It is advisable to encourage learners to write down the method used to obtain an answer. This is very useful for two reasons:

1. If a learner's answer is incorrect, the tutor can work through the method used, to indicate at which point they made a mistake.
2. When a learner goes on to take an actual GCSE, they will be allocated marks for **method** even if the overall **answer** is incorrect.

Higher Tier Questions

Higher tier only topics have been included throughout. However, in GCSE it is common for Foundation and Higher learners to cover the same topics; the only differentiating factor is the difficulty of the questions asked. Foundation level learners should be encouraged to tackle all questions (except for higher tier only topics) as this will stretch and challenge the most able C grade candidates.

Calculator Use

Within the sections 'Working with Numbers' and 'Fractions, Decimals and Percentages', the exercises should be completed without the use of a calculator. If students struggle to complete these sections without the use of a calculator, they will be at a serious disadvantage with the non-calculator paper. However, since this is a learning resource, weaker students may find the help of a calculator a boost to their confidence; therefore, a blanket ban on their use for these sections may not be beneficial.

An online calculator is provided on some frames where the use of a calculator is essential and instructions will refer to the operation of the onscreen calculator. It should be noted that the onscreen calculator does not operate in the same manner as most modern calculators.

Students should be encouraged to use their own calculator at all times, since this will be the one they will use in examinations and they need to become proficient in its use. Due to the wide range of calculator models available without standardised operating procedures, it is impossible for instructions to be provided for every brand. Students must become familiar with their own choice of model.

Online Keyboard

The standard computer keyboard is not designed for the input of mathematical symbols such as square root signs, superscript, recurring decimal and fractional input. Where it is necessary for this type of input, a pop-up customised keyboard will appear when the input box is entered.

Mathematical Notation and Solutions

Online resources cannot give marks for correct working and usually only the final answer is asked for as input. It is important that students learn correct mathematical notation and write detailed, logical, step-by-step solutions to ensure they maximise marks in examinations.

For further information, please refer to the GCSE Maths User Guide available from 'Tutor' login/'Resources' tab.

Shortcuts to common tutor-related activities

If not already logged in as a tutor, hover the mouse over your name in the top-right of the screen and select '**Tutor**' from the drop down list. Once logged in, you will be presented with a screen as per the example below.
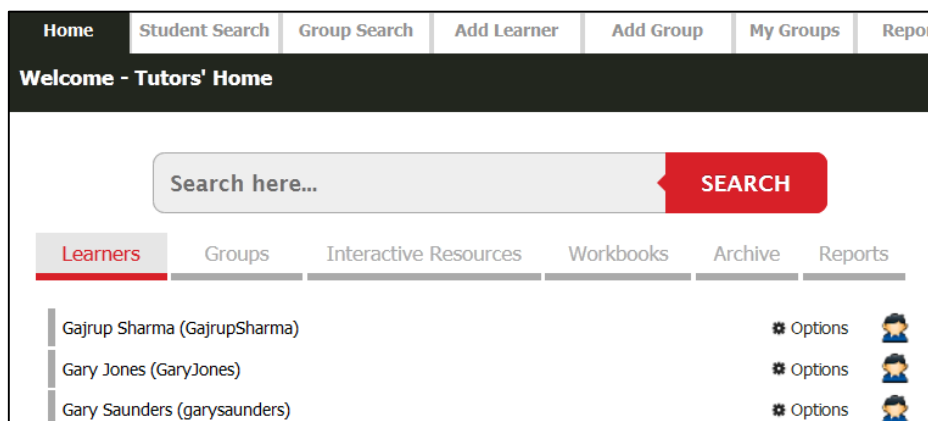
If you have any learners in a group saved in your '**My Groups**', these learners will be automatically shown. Alternatively, you can use the unified search box to search for learners, groups and any available workbooks or resources.

Once you have identified a learner, selecting their name will reveal a number of options.
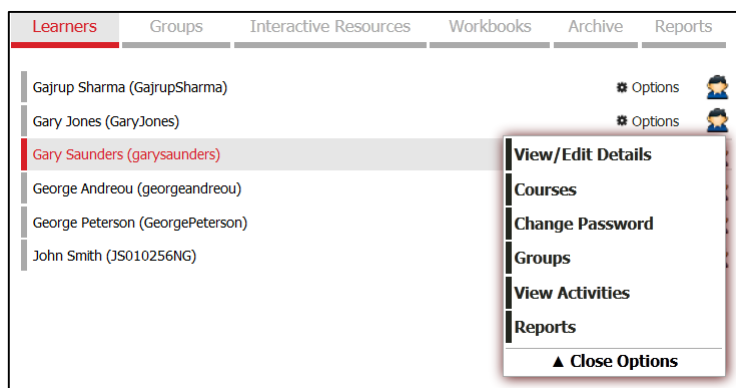
- **View/Edit Details** – from here, a tutor can edit several pieces of information. These include the Username, First Name, Last Name, E-mail address, Password and Date of Birth.
- **Courses** – from here, a tutor can review the modules/courses assigned to a learner and can add or remove them as necessary.
- **Change password** – from here, a tutor can change/reset a learner's password.
- **Groups** – from here, a tutor can review the group(s) the learner belongs to and either remove them from a group, or add them to additional groups.
- **View Activities** – from here, a tutor can review all of the learner's activities, reprint a result of an assessment or review the answers provided by the student.
- **Reports** – from here, a tutor can run a number of often-used reports, however the full suite of reports can be accessed via the '**Reports'** tab at the top of the tutor home page.

How to review the answers given by a learner

To review the answers given by a learner for a GCSE Screener or Diagnostic Assessment, search for and select the name of the student, then select '**View Activities**' from the pop-up. Next, choose the '**View assessment and user answers**' hyperlink and a new screen will appear.
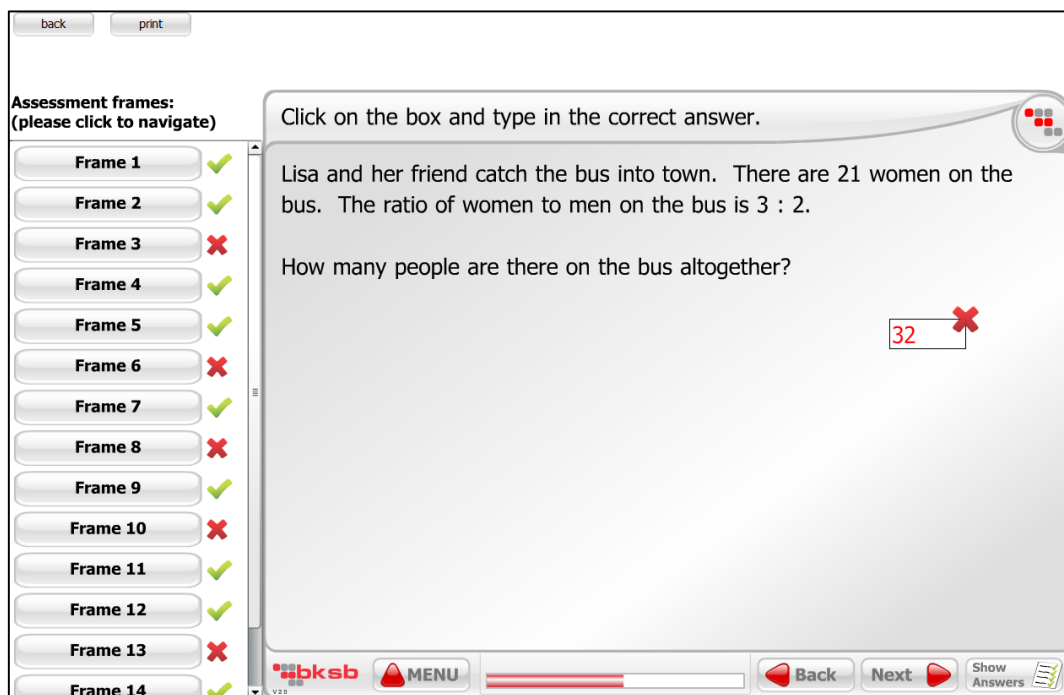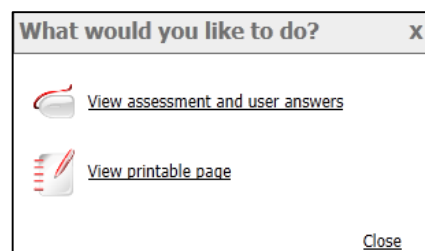
On the left of the screen is a quick-access menu to jump to any question frame shown to the learner during the assessment.

As you select a frame button, the question(s) shown to the learner will be revealed. A scroll bar to the right of the frame buttons allows easy access to other question frames. The remainder of the screen is dominated by the actual question frame shown to the learner.

To quickly scroll through all the questions, select the '**BACK**' or '**NEXT**' button as necessary.

To see the correct answer for a question, select the '**Show Answers**' button and a pop-up window will reveal the correct answer.

To return to the question frames, select the '**Close**' button.
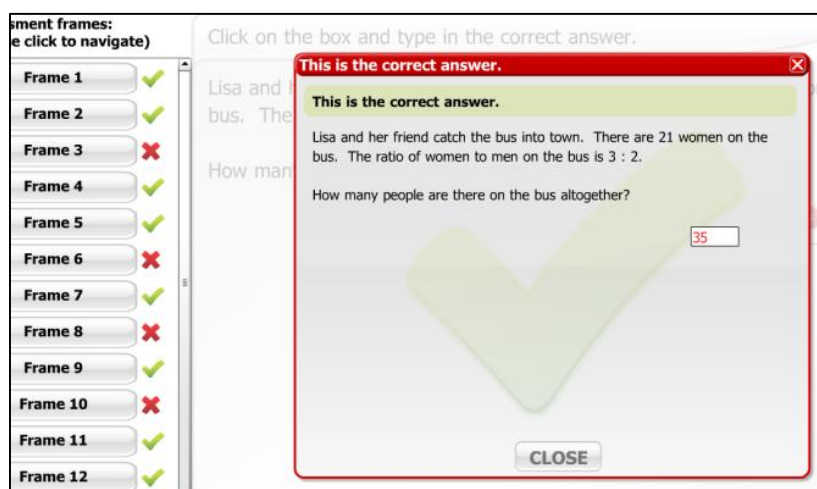
How to review a learner's progress

If not already logged in as a tutor, hover the mouse over your name in the top-right of the screen and select '**Tutor**' from the drop down list.

If you have any learners in a group saved in your '**My Groups**', these learners will be automatically shown. Alternatively, you can use the unified search box to search for a learner. Once you have identified a learner, selecting their name will reveal a number of options.
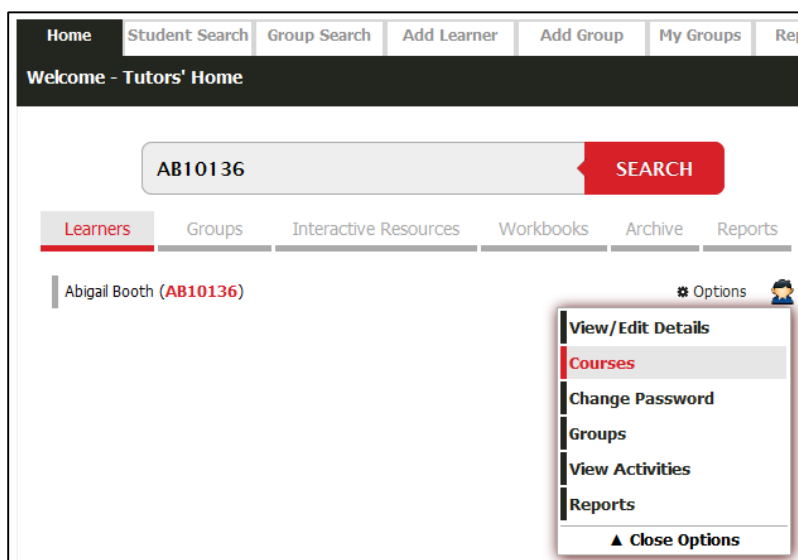
Step 1 – From the options, select '**Courses**'. A slide out panel will appear listing all of the courses assigned to this student.
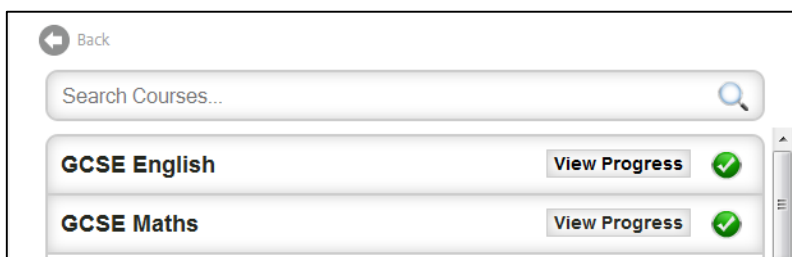
Step 2 – Select the ' **View Progress**'button and the '**Course Progress**' window will be displayed. *In the example that follows, the screenshots all relate to a GCSE English course.*

The screen can be quite long, therefore in this example, it is broken down into its key sections to make it easier to explain the different elements.

At the very top of the screen is the diagnostic override button. This is discussed further in this guide under the heading '**How to override the GCSE Screener Assessment**'.

Beneath this can be found the activities panel which lists all activities undertaken by the learner in relation to the selected module, i.e. all activities relate to GCSE English. From this section you can also display and print any assessment result by selecting the '**Results'** button.

In the next section are displayed two progress bars; one to indicate the percentage achieved in the diagnostic assessment, the other indicating the overall course progress.

Beneath this are displayed two final sections; '**Modules Completed'** and '**Modules Still To Complete'**.

MODULES COMPLETED

In this table are all of the topics completed successfully by the learner, together with any topics that have been marked as complete by a tutor.

Where a topic was completed successfully during the diagnostic assessment, the diagnostic result will show as '**Very Good'**.

Where a topic was identified as a skill gap, the diagnostic result will show as '**Needs Practice'.**

MODULES STILL TO COMPLETE

Under the '**Modules Still To Complete**' is a list of all the topics the learner needs to complete. A tutor can select the hyperlink '**Mark as complete**' and this will move the topic up into the section '**Modules Completed'**.

If you would like to see who had marked a topic off as complete, you can also review the '**Course Progress Report**'. This can be accessed via the button just above the red progress bar called '**View printable progress report**'.

The report screen will change to one similar to the one shown below. Note that this is just an extract from the full report. The full report will show all elements of the GCSE Diagnostic Assessment.

How to run a report

Within bksbLIVE you can run a number of individual and group reports and these are explained in more detail in the guide called **bksbLIVE (Reports),** available from the tutor home page. However, to get you started, here is an overview of two commonly used GCSE reports.

English and Maths Screener Summary Report

In this report, you can show a single or multiple group report which identifies the members of the group(s) and their GCSE Screener Assessment result. This report can also be exported to Excel.

Log-in as a tutor and select the '**Reports**' tab.
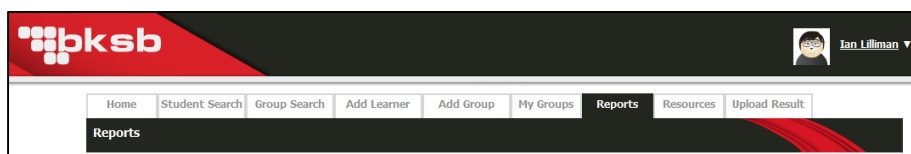
Step 1 – Select '**GCSE'** and from the drop-down list, look for the report called '**English and Maths Screener Summary'** then select '**Run Report**'.

Step 2 – On the next screen, the '**My Groups**' tab will be highlighted and will display any groups that belong to your My Groups. *Remember, 'My Groups' is similar to favourites in your web browser. Any groups you need to access on a regular basis should be added to your My Groups.*

If the group is not displayed, select the '**Search**' tab and in the search box, type the name of the group. Note that as you type, the system will reveal all matches. For example, below I have searched for 'Eng' and have found the group 'English GCSE 2013'.
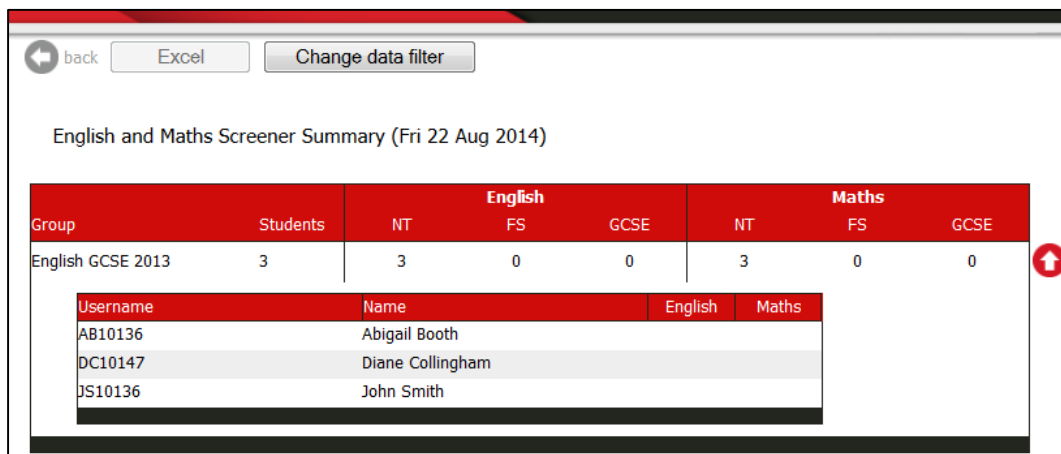
From the results, select the name of a group and the name will be moved to the '**Selected Groups**' window. If you add a group in error, simply select the red '**X**' symbol to remove it from the list.

Step 3 – Select the '**Run**' button in the bottom-left to run the report. After a brief moment, the report will be displayed (see example below).
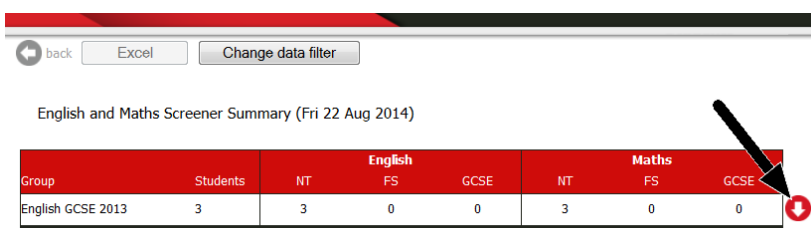
On the right of the table, you will see either a single or multiple white arrows in a red circle, in-line with the group name(s). The number of arrows displayed will depend on the number of groups selected for the report. Selecting an arrow adjacent to the group name will expand the report and show details for the chosen group. Selecting the arrow again will cause the report to contract.

In the top-left of the report screen is a '**Back**' icon. Select this if you wish to return back to the main '**Reports**' tab. If you would like to run the report again but for different groups, select the '**Change data filter**' button to be taken back to the search window.

Above the table is a button labelled '**Excel**' from which you can export the displayed data to an Excel spreadsheet. Select the button and your Microsoft Excel program should automatically launch. If the following warning dialog box appears, select the '**Yes**' button to continue.

After a brief moment, your report should be displayed in Excel. Should the table display no results (as can be seen for Maths in the screenshot below), this means the learner has not yet taken a maths Screener assessment.

GCSE Tracking Report

A tracking report relates to the GCSE Diagnostic Assessment and details the members of a (single) group and all of the individual learner's skill gaps. The report is also interactive so that a tutor may mark off areas of the GCSE curriculum as completed. This report can also be exported to Excel.

Log-in as a tutor and select the '**Reports**' tab.
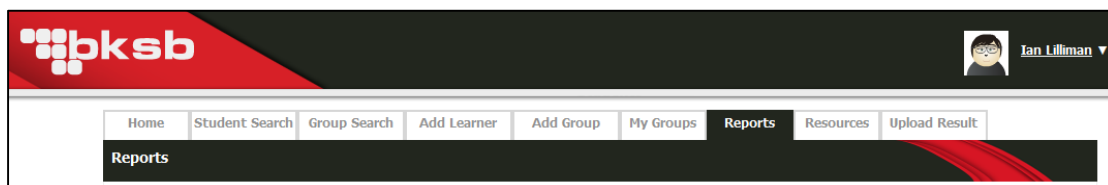
Step 1 – Select '**GCSE'** and from the drop-down list, look for the reports with **the** word Tracking in their name, i.e. **'GCSE Maths Tracking'** or **'GCSE English Tracking'** then select '**Run Report**'. *In the example below, you will see how to complete a GCSE English Tracking report.*

Step 2 – On the next screen, the '**My Groups**' tab will be highlighted and will display any groups that belong to your My Groups. *Remember, 'My Groups' is similar to favourites in your web browser. Any groups you need to access on a regular basis should be added to your My Groups.*

If the group is not displayed, select the '**Search**' tab and in the search box, type the name of the group. Note that as you type, the system will reveal all matches. For example, below I have searched for 'Eng' and have found the group 'English GCSE 2013'.

From the results, select the name of a group to highlight it in red. If you select a group in error, repeat the search process again.

Step 3 – Select the '**Run**' button in the bottom-right to run the report. After a brief moment, the report will be displayed.

At the top of the report is displayed the data key which identifies all of the subjects covered by the diagnostic assessment (in this English GCSE example, there are 33 topics listed).

Below the data key is a table identifying:

- Username
- First Name
- Last name
- GCSE Screener result

The remainder of the table identifies the gaps in the learner's knowledge. Note that the numbers along the top row of the table (in red) correlate to the data key.

Here is an example of a report for three students. Within the table will be either an 'N', 'X', 'P' or a **blank space**. A key to these labels can be found above the table.

- 'N' means no GCSE diagnostic assessment has been taken.
- 'X' means this subject has been identified as a skill gap.
- 'P' means a tutor has marked a subject as '**Pass**'
- **Where a subject is blank, this means the learner passed that subject.**

A tutor can mark a topic as completed by selecting an 'X' and changing it to a 'P'. Selecting the 'P' will change it back to an 'X'.

Here is an example of a full report.

In the top-left of the report screen is a '**Back**' icon. Select this if you wish to return back to the main '**Reports**' tab. If you would like to run the report again but for

different groups, select the '**Change data filter**' button to be taken back to the search window.

Above the table is a button labelled '**Excel**' from which you can export the displayed data to an Excel spreadsheet. Select the button and your Microsoft Excel program should automatically launch. If the following warning dialog box appears, select the '**Yes**' button to continue.

After a brief moment, your report should be displayed in Excel.

The full range of reports available is:

- **English and Maths Screener Summary**
- **English Screener Group Summary** (and same for maths)
- **English Screener Group Summary (Date Selected)** (and same for maths)
- **English Screener Group Summary (Detailed)** (and same for maths)
- **GCSE English Tracking Grid** (and same for maths)

For more information on the full range of reports, please download the bksbLIVE (Reports) guide from the tutor home page.

How to override the GCSE Screener Assessment

Should you wish for the learner to skip the GCSE Screener Assessment, and direct them to take the diagnostic assessment, follow the process below.

Step 1 – Log in as a tutor and search for the student.

Step 2 – Select the student's name from the results and, from the pop-up list, select '**Courses**'.
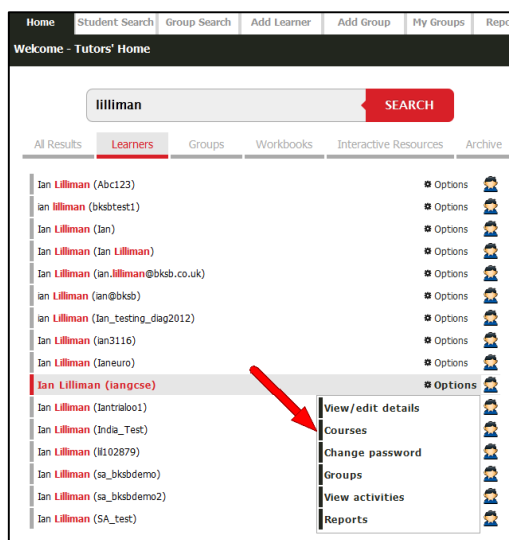
Step 3 – On the following screen you will see the courses assigned to the student. Choose the course you wish to change by selecting the hyperlink '**view subject progress**'.
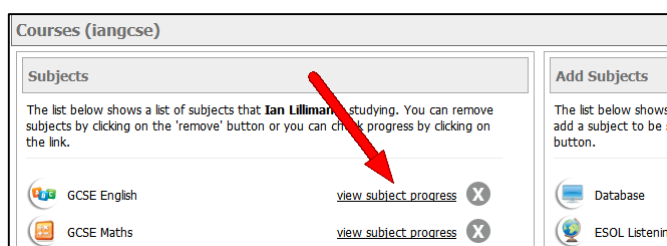
Step 4 – The next screen will display two options – **Functional Skills** or **GCSE**. Select the GCSE radio button to skip the GCSE Screener Assessment and assign the learner just the GCSE diagnostic assessment. To clear the tutor override (which would put the learner back onto the GCSE Screener), select the '**Clear override**' Button.
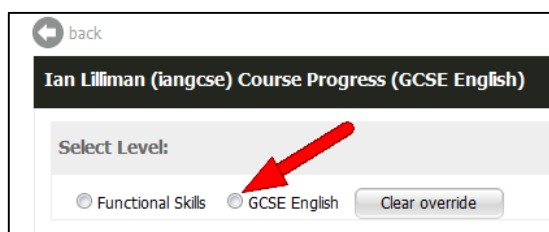
Step 5 – Once the level has been amended, the setting is automatically saved. Upon next log-in, the user will now be directed to take the GCSE Diagnostic Assessment at the level assigned to them.

Changing a course from GCSE to Functional Skills

If a learner has been assigned a course called 'GCSE English' or 'GCSE Maths' and if the results of the screener recommend the learner undertakes a course in Functional Skills, the learner's course will need to be manually changed by a tutor or admin.

1. Log in as a 'Tutor'.
2. Search for and locate the student.
3. Select 'Options' then select 'Courses'.
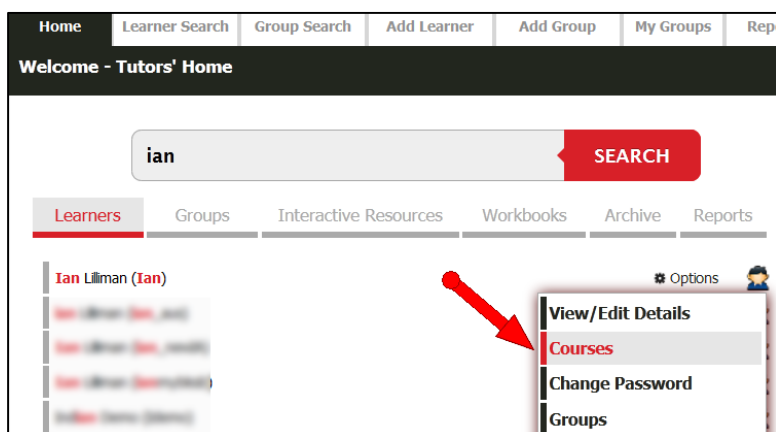
4. On the next screen will be all the courses assigned to the learner (show by a green circle with a tick). Locate the course you wish to remove and click on the green circle.
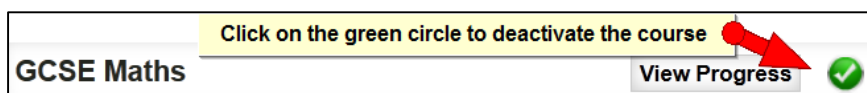
A warning box will appear. Select OK to remove the course from the learner's account.
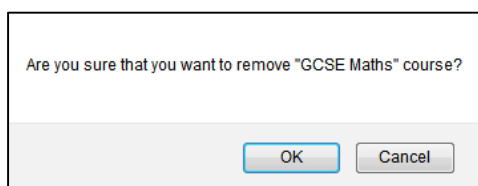
The course will no longer appear on the student's home page.

5. Now scroll through the courses and select the Functional Skills course you wish to assign by selecting the grey circle to change its status to green.

The Functional Skills courses available to your learners will depend upon the software you license from bksb. *Note that if you have Functional Skills courses available that include the Initial Assessment, it is advised that you include this in order to ensure the learner is placed onto the correct level of diagnostic, learning resources, etc. Otherwise, you will also have to manually assign the diagnostic level for the learner.* Once the new courses have been activated, these will appear on the student's home page.

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