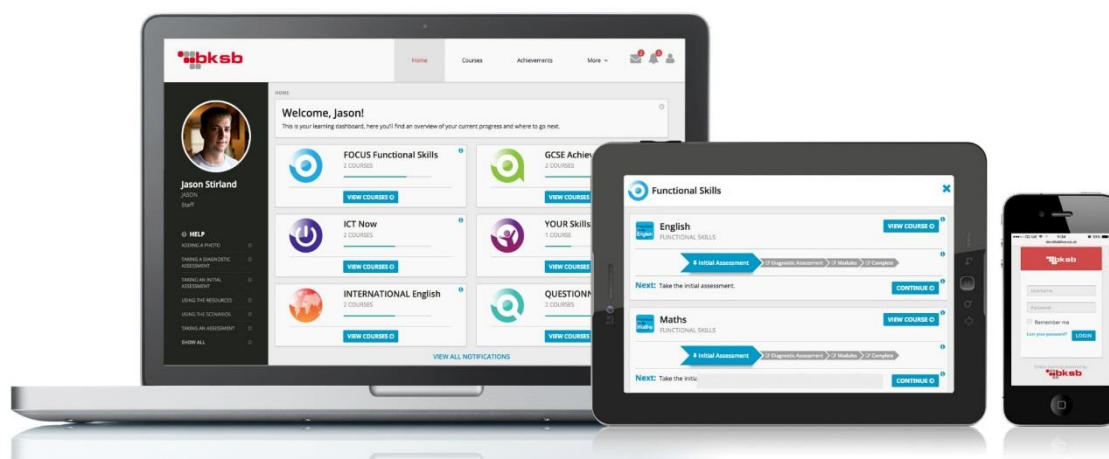


Starter Guide for bksbLIVE 2

Quick reference for Staff – v1.0



**READ
ME**

Please note that, depending on your account permissions, some options shown in this guide may not be available to you. If an option is not available, please consult your main account administrator for more information.

Note also that this guide may show software that you are not licensed for. For more information about licensing, please call us on 01623 413333.

bksbLIVE 2 Starter Guide

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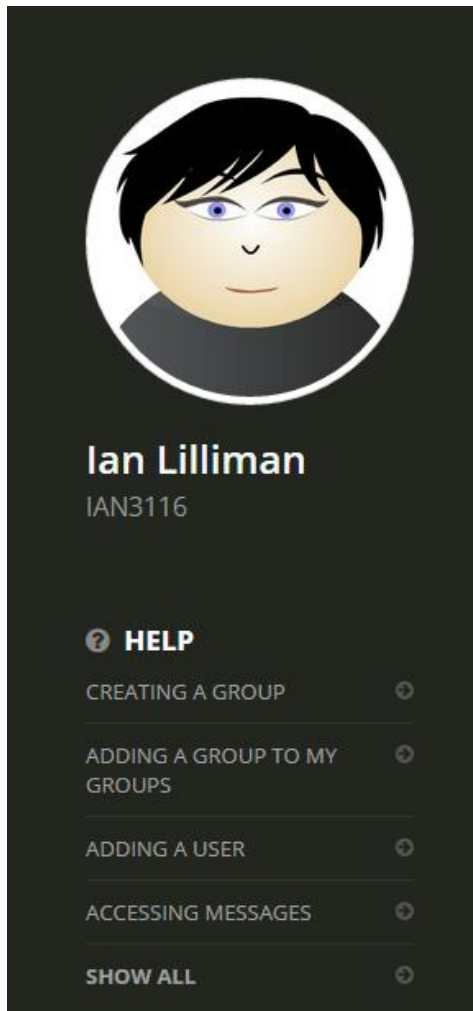
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Help

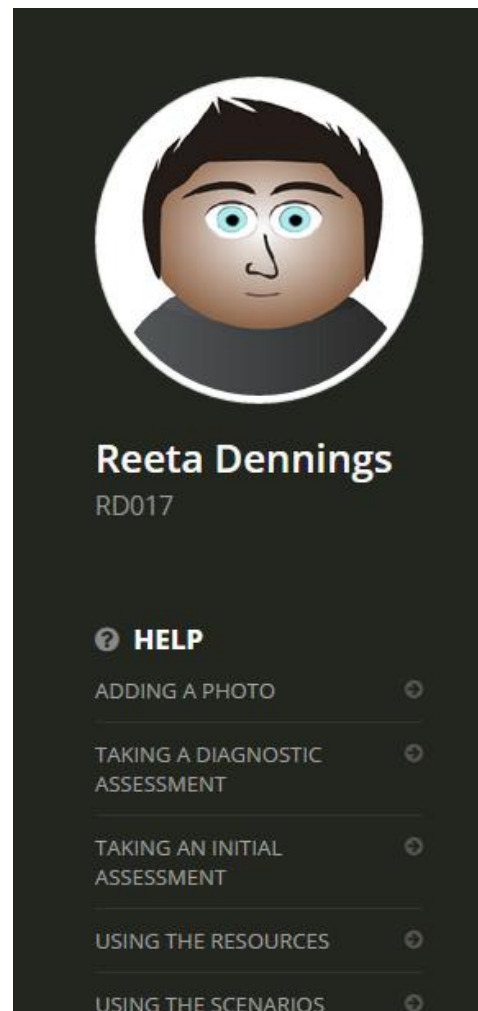
If you're new to bksbLIVE 2, we've made sure this version is easier to navigate. A help system is available on the left-hand side of the screen within the black vertical bar. The help section adapts and changes to reflect the screen being viewed and always shows the most popular help articles. Select the **SHOW ALL** link to reveal all videos.

Tutor View



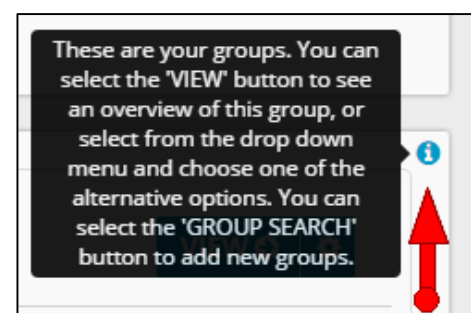
In this screenshot, the help system has adapted to the **tutor's** needs, providing help videos for adding users, creating groups, accessing messages, etc.

Student view



In this screenshot, the help system has adapted to the **student's** needs, providing help videos for taking assessments, accessing the learning resources, adding a photo, etc.

In addition to the help videos, scattered around the bksbLIVE 2 eLearning platform are a series of small information icons like this one . Selecting an information icon launches a pop-up window with more information about the section being viewed. The information remains onscreen for a few seconds then disappears. Alternatively, you can select the icon again to close it.



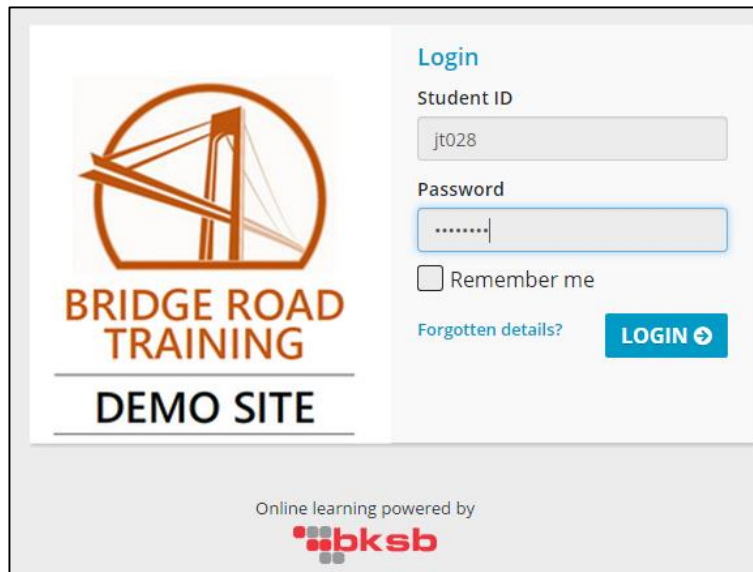
How to login

Go to your login page and enter your username and password. Note that the web address for your account is unique to your organisation and, if this is the first time you have logged in, the default password is *password (all lower case)* unless modified by your account administrator.

The web address for your access your account will be similar to

http://organisationname.bksblive2.co.uk

If you cannot remember your login details, select the **Forgotten details?** Link.



BRIDGE ROAD TRAINING
DEMO SITE

Login

Student ID
jt028

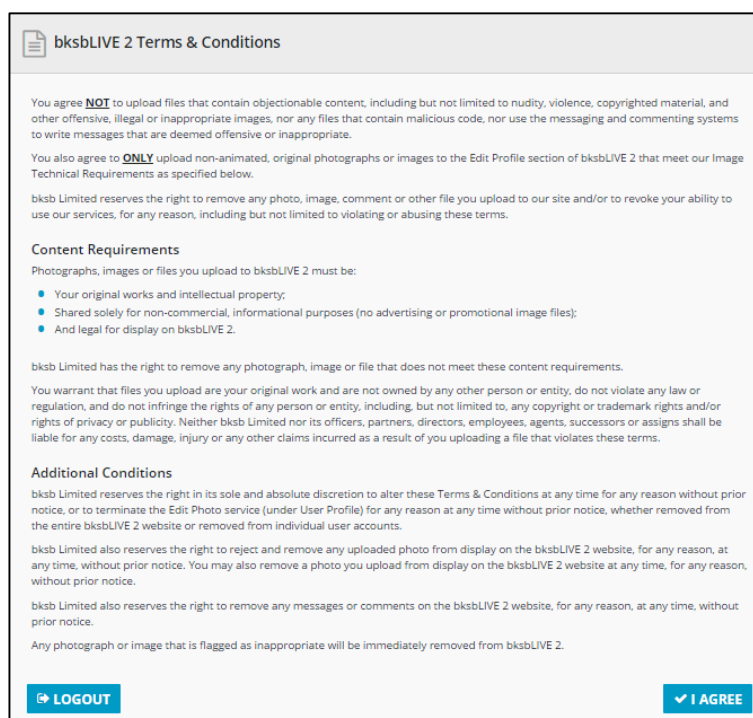
Password
.....|

Remember me

[Forgotten details?](#) **LOGIN**

Online learning powered by
bksb

If this is your first time logging in, you will be presented with a pop-up screen outlining the terms and conditions for the site. Select the **I AGREE** button.



bksbLIVE 2 Terms & Conditions

You agree **NOT** to upload files that contain objectionable content, including but not limited to nudity, violence, copyrighted material, and other offensive, illegal or inappropriate images, nor any files that contain malicious code, nor use the messaging and commenting systems to write messages that are deemed offensive or inappropriate.

You also agree to **ONLY** upload non-animated, original photographs or images to the Edit Profile section of bksbLIVE 2 that meet our Image Technical Requirements as specified below.

bksb Limited reserves the right to remove any photo, image, comment or other file you upload to our site and/or to revoke your ability to use our services, for any reason, including but not limited to violating or abusing these terms.

Content Requirements

Photographs, images or files you upload to bksbLIVE 2 must be:

- Your original works and intellectual property;
- Shared solely for non-commercial, informational purposes (no advertising or promotional image files);
- And legal for display on bksbLIVE 2.

bksb Limited has the right to remove any photograph, image or file that does not meet these content requirements.

You warrant that files you upload are your original work and are not owned by any other person or entity, do not violate any law or regulation, and do not infringe the rights of any person or entity, including, but not limited to, any copyright or trademark rights and/or rights of privacy or publicity. Neither bksb Limited nor its officers, partners, directors, employees, agents, successors or assigns shall be liable for any costs, damage, injury or any other claims incurred as a result of you uploading a file that violates these terms.

Additional Conditions

bksb Limited reserves the right in its sole and absolute discretion to alter these Terms & Conditions at any time for any reason without prior notice, or to terminate the Edit Photo service (under User Profile) for any reason at any time without prior notice, whether removed from the entire bksbLIVE 2 website or removed from individual user accounts.

bksb Limited also reserves the right to reject and remove any uploaded photo from display on the bksbLIVE 2 website, for any reason, at any time, without prior notice. You may also remove a photo you upload from display on the bksbLIVE 2 website at any time, for any reason, without prior notice.

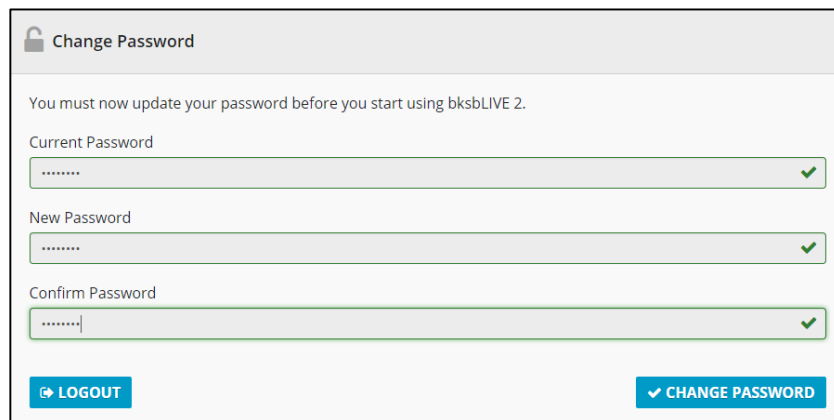
bksb Limited also reserves the right to remove any messages or comments on the bksbLIVE 2 website, for any reason, at any time, without prior notice.

Any photograph or image that is flagged as inappropriate will be immediately removed from bksbLIVE 2.

LOGOUT **I AGREE**

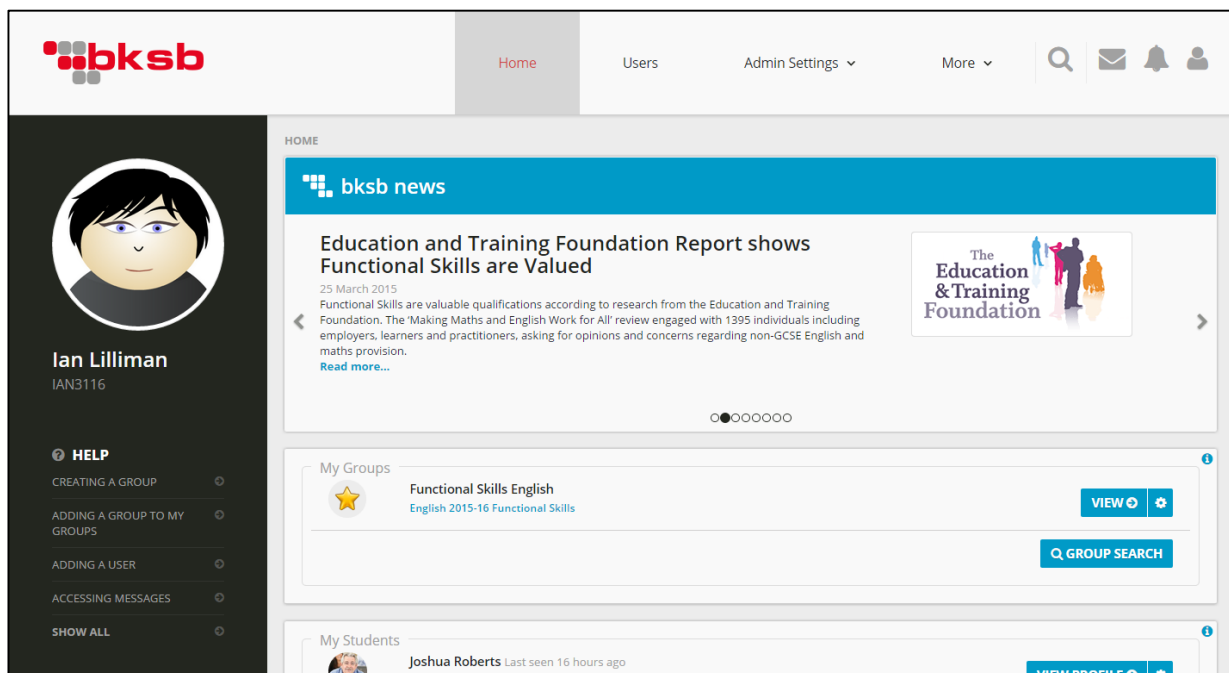
On the next pop-up screen, change your password. The old password was the one used to login.

This is normally 'password' (all lower case) but may have been set differently by a tutor or administrator.



By default, you are taken to the home page that corresponds to your status, i.e. if you are a student, you are directed to the *student* home page, if you are staff, you are directed to the *staff* home page.

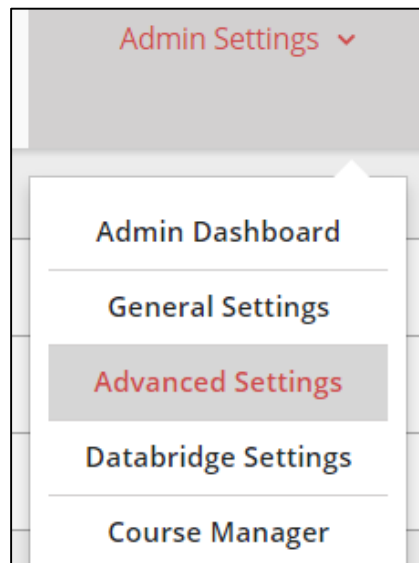
Here is an example of a *staff* home page.



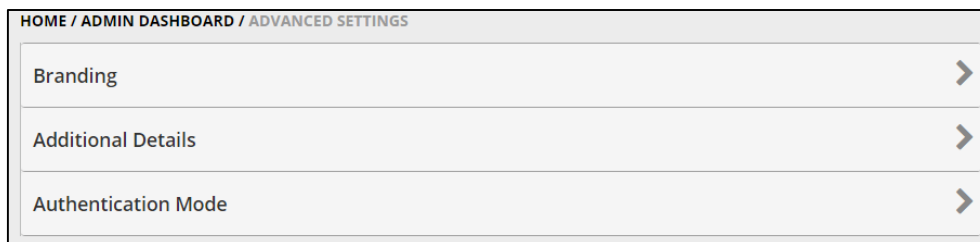
Should you need help with navigating around bksbLIVE 2, setting up users and groups, running reports, etc., a number of video tutorials are available from the vertical black bar on the left of the screen. As you navigate through the system, the help section updates to reflect the content being viewed.

Brand your login page

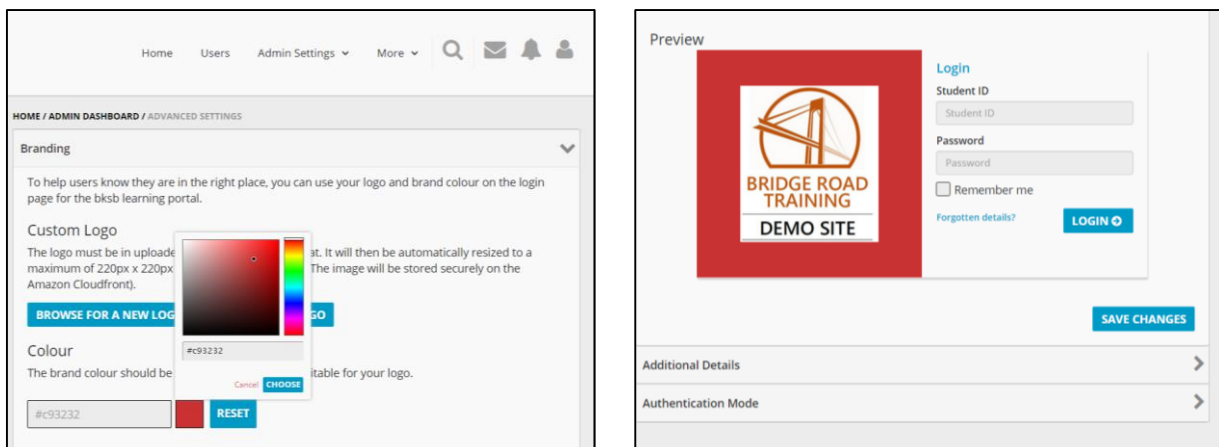
Branding your login page is a great way to ensure users access the correct login screen. To do this, go to the **Admin Settings** tab, then select **Advanced Settings**.



On the next screen, select the tab for **Branding**. On the next screen, select the button **BROWSE FOR A NEW LOGO**. Any changes you make will be reflected in the preview pane.




You can also change the background colour by choosing a colour option from the palette and then selecting the **CHOOSE** button under the palette.

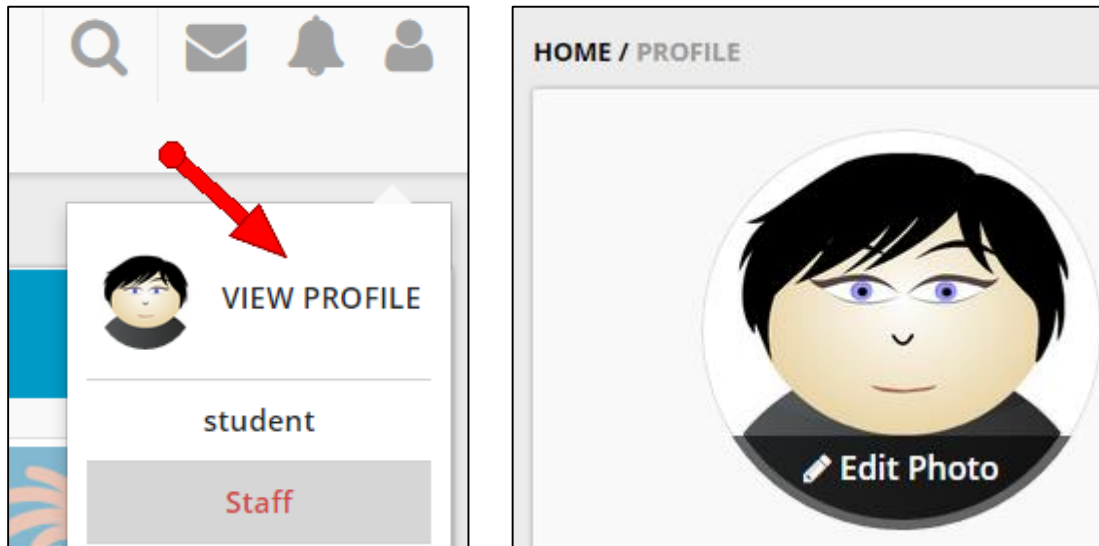


Once happy with the changes, select the **SAVE CHANGES** button

How to personalise your account

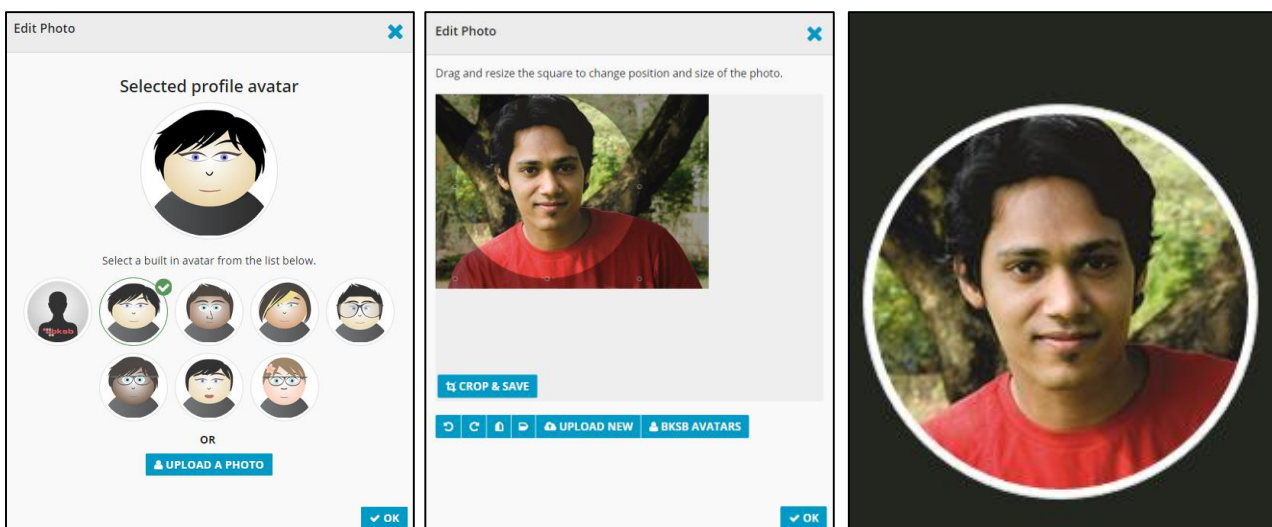
All users, whether they be a student or member of staff can personalise their account with an avatar or a photo of their choice (unless this option has been disabled by an account administrator). Ideally, this image should be a head and shoulders image as this will help to identify users on the system.

To do this, the user, selects the small user  icon in the top-right of the screen, selects the **VIEW PROFILE** tab, then selects **Edit Photo**.



On the next screen, you can choose from one of seven different avatars or you can select the **UPLOAD A PHOTO** button.


Select the **UPLOAD NEW** button to locate an image file on your computer then once loaded, you can select a point on the circle (at 3, 6, 9 or 12 o'clock positions) to resize the image then move the circle left or right to position the image according to your preferences. Buttons are also provided to flip the image horizontally or vertically, and to undo/redo actions.



When happy with your changes, select the **CROP & SAVE** button, then the **OK** button. The image will now appear on your account in the black vertical bar on the left of your home screen.

Add a new user (this can be staff or learners)



If you select the **Users** tab but do not see the **ADD USER** button,  this is because you do not have the correct security permissions. This may be because your IT manager has linked bksbLIVE 2 to your MIS system. Please consult with your account administrator for further information.

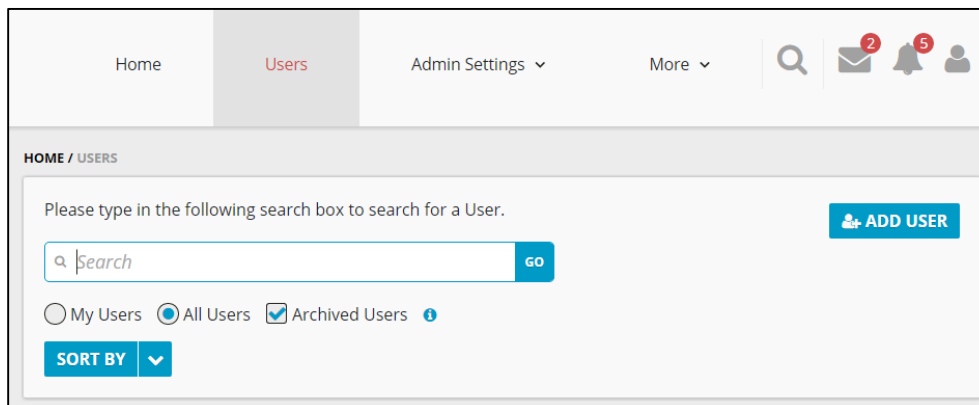
Important information about users and groups.

Unique Identifier – each user must be given a unique identifier such as a username, student ID, etc. and cannot be duplicated. When adding staff to your account, you can, if you wish, use their e-mail address as the unique identifier as this is unique to them (and easy for them to remember).

You may find it useful to create a group(s) **first** before adding new learners because during the **Add User** process, you will be prompted to add them to a group. Although this step is not compulsory (as a user can be added to a group at any time), adding a user to a group has added benefits in that you can run reports on whole groups of learners. **Note that all users are automatically added to an 'Everyone' group by default, irrespective of whether or not you add them to a group.**

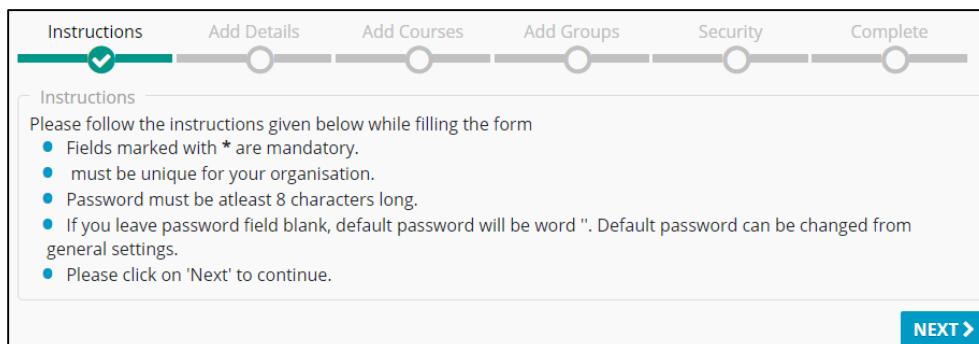
Entering Username and other personal details

Select the **Users** tab at the top of the screen then select the **ADD USER** button.



The screenshot shows the 'Users' tab selected in the top navigation bar. Below the navigation bar, there is a search box with the placeholder text 'Please type in the following search box to search for a User.' and a 'GO' button. To the right of the search box is a blue 'ADD USER' button. Below the search box, there are radio buttons for 'My Users', 'All Users', and 'Archived Users'. A 'SORT BY' dropdown menu is also visible.

On the next screen, you are taken through a simple step by step process to add a new user. Select the **NEXT** button to continue.



The screenshot shows a progress bar with six steps: 'Instructions', 'Add Details', 'Add Courses', 'Add Groups', 'Security', and 'Complete'. The 'Instructions' step is currently active and highlighted with a green checkmark. Below the progress bar, there is a section titled 'Instructions' with the following text: 'Please follow the instructions given below while filling the form'. Below this text are four bullet points: 'Fields marked with * are mandatory.', 'must be unique for your organisation.', 'Password must be atleast 8 characters long.', and 'If you leave password field blank, default password will be word ". Default password can be changed from general settings.'. A 'NEXT >' button is located at the bottom right of the instructions section.

Type in the username then select the button **CHECK AVAILABILITY**.

The screenshot shows a progress bar at the top with steps: Instructions (checked), Add Details (checked), Add Courses (unchecked), Add Groups (unchecked), Security (unchecked), and Complete (unchecked). Below the progress bar, the 'Username' field contains '103247' and a red error message: '103247 is not available, please try a different'. A blue button labeled 'CHECK AVAILABILITY' is positioned below the field. At the bottom left, there is a blue button labeled 'BACK'.

If the username is not available, try a different username.

If the username is available, the on-screen form will expand to permit the input of other information. Some of the fields are mandatory whilst other are optional.

Mandatory fields: First name / Last name

Optional fields: Email / Date of Birth / Password

Additional details: Under this section, your main account administrator may have added additional fields to gather extra information about the user. Please speak to your administrator for advice regarding the completion of such fields.

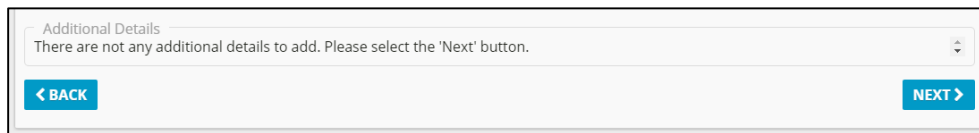
The screenshot shows the 'Add User' form with the 'Add Details' step active. The 'Student ID' field contains 'AG027'. Below it is a 'CHECK AVAILABILITY' button. The 'Account Details' section includes 'Email' (ian.billman@bksb.co.uk), 'Password' (masked with dots), and 'Confirm Password' (masked with dots). There are three buttons: 'DEFAULT PASSWORD', 'GENERATE PASSWORD', and 'SHOW PASSWORD'. Two checkboxes are checked: 'User must change password at next logon.' and 'Email login details to the User.'. The 'User Details' section includes 'First Name' (Alan), 'Last Name' (Green), and 'Date of Birth' (04-07-1998). At the bottom, there is a 'BACK' button and a 'NEXT' button.

If you don't enter a password, the user will be given the default username of **password**, or you can select the **GENERATE PASSWORD** button to prefill the fields with a randomly generated 8-character password. You can use the **SHOW PASSWORD** button to reveal or hide the password. By default, the checkbox **user must change password at next logon** is selected. This ensures the user is prompted to change their password to prevent unauthorised access.

This close-up shows three buttons: 'DEFAULT PASSWORD', 'GENERATE PASSWORD', and 'SHOW PASSWORD'. Below them are two checked checkboxes: 'User must change password at next logon.' and 'Email login details to the User.'

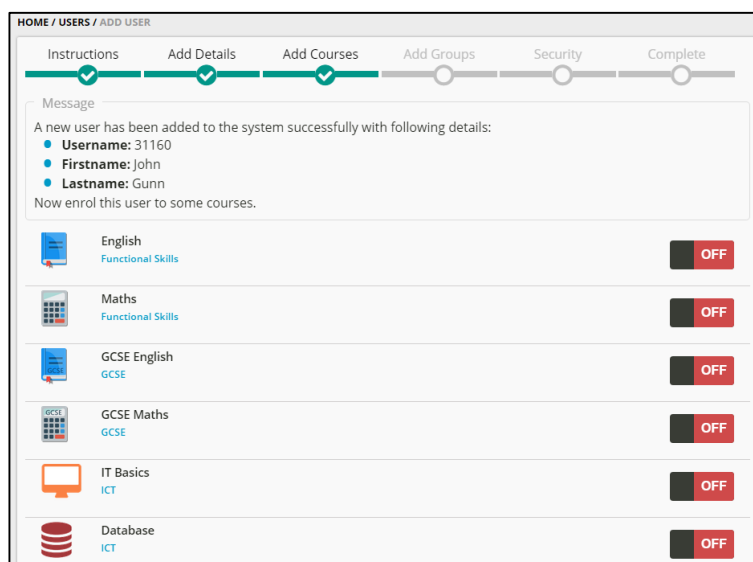
To automatically e-mail the user with their logon details directly from the system, ensure the checkbox **Email login details to the User** is selected.

After completing the form, scroll down and select the **DONE** button.



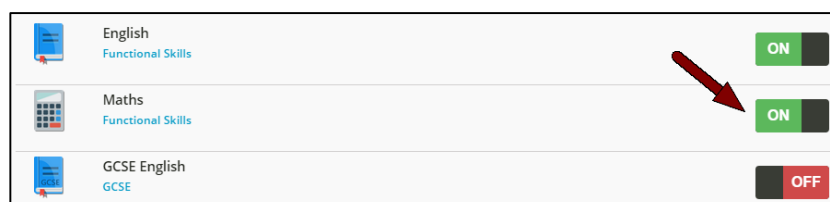
A message appears on the next screen to indicate the learner has now been added to the system. **However, at this point, they do not have any courses nor have they been set up with any security permissions.**

Configuring the courses for the user



The courses available to you are dependent upon the software you license from bksb and may differ from those shown in this guide.

You may find the courses are already set to ON but if not, to turn on a course, select the switch from **OFF** to **ON**. Repeat for all courses you wish to add to the user's account then scroll down and select the **DONE** button.



On the next screen, you are asked to add this new user to a group(s).

Adding the user to a group(s)

READ
ME

*You can only add a user to a group if you have the correct security permissions. **If this option does not appear for you, it is because you do not have the correct permissions.** Please consult your account administrator for further information.*

Note that a user can be added to a group at any time therefore this step is not compulsory, but adding a user to a group *now* can be useful if you want to run reports on whole groups of learners to review their *collective* results and progression without having to add them to a group at a later date.

HOME / USERS / ADD USER

Instructions Add Details Add Courses Add Groups Security Complete

Message

A new user has been added to the system successfully with the following details:

- Student ID: jt028
- First Name: Jason
- Last Name: Trent

Now please add this user to some groups.

Group Search

Search GO SORT BY

My Groups All Groups

★ Functional Skills English
English 2015-16 Functional Skills X

★ Functional Skills 2
A description is not available for this group. +

★ Everyone
Built-in everyone group +

Functional Skills English X

1 item selected - Use the search above to add more items to the list.

SKIP NEXT >

If you do not wish to add the user to a group, select the **SKIP** button. By default, all users are automatically added to the **Everyone** group by default, in case you choose not to add them to a group but later need to run a *group* report for your whole organisation.

To add a user to a group, select a group from those shown on screen below the search box, or use the search box to locate the group then select the blue (+) symbol to change it to a red (X) symbol. This indicates the group is selected. If you want to add the learner to additional groups, repeat the process then select the **DONE** button.

Setting the Security Group (Admin only)

READ
ME

Security Groups are designed to set up permissions for users who are members of staff. **If you are adding a learner/student, you should skip this part of the process.**

READ
ME

You can only add a user to a security group if you have the correct security permissions. **If this option does not appear for you, it is because you do not have the correct permissions.** Please consult your account administrator for further information.

Whenever you add a user to your account that is a MEMBER OF STAFF, that user MUST be configured with security permissions to control the level of access they have to the system. By default, the system includes two default security groups and these are:

- **All Permissions** - This is much like the 'admin' logon in version 1 of bksbLIVE and gives the member of staff full access rights to the system.
- **All Tutor Permissions** – This is similar to the 'tutor' logon in version 1 of bksbLIVE and gives the member of staff a standard set of commonly used functions that a tutor might need in their day to day activities.

READ
ME

Please note: A user with 'All Permissions' can create additional security groups with alternative levels of access. If you are unsure as to which security group to select, please contact your main account administrator.

To add a user to a security group, use the search box to locate the group (or choose from the list on screen), then select the blue (+) symbol (adjacent to the group) to change it to a red (X) symbol. This indicates the group is selected. If you want to add the user to additional security groups, repeat the process then select the **DONE** button. **Where multiple security groups are selected, the user will 'absorb' the permissions of all selected security groups.**

Security Group Search

all x GO SORT BY v

All_Permissions +

All_Tutor_Permissions X

All_Tutor_Permissions X

1 item selected - Use the search above to add more items to the list.

SKIP DONE

After setting the security group for the user (or skipping this step if the user is a learner), the process of creating a user will be complete. Select the **DONE** button to return to the staff home page. The (staff) user is now added to the system.

Add a new group



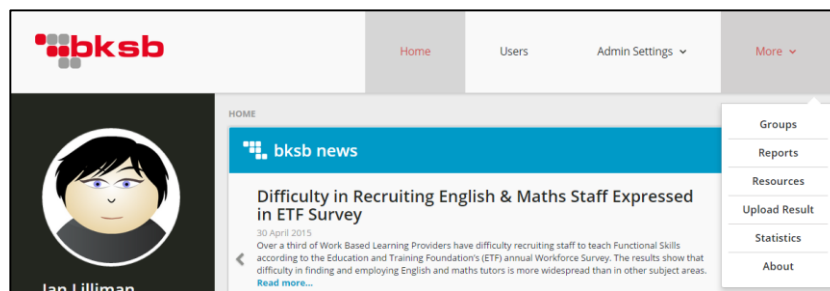
You can only create groups if you have the correct security permissions. If this option does not appear for you, please consult your account administrator.

Important information about users and groups

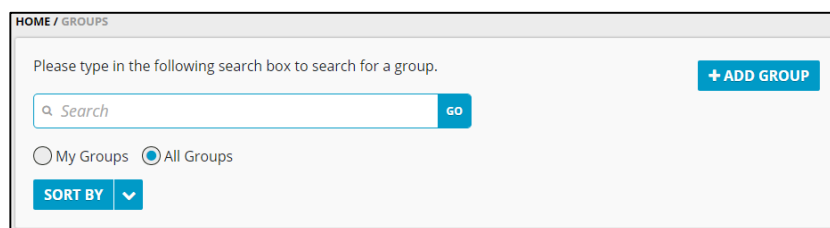
Creating groups and adding users to groups can be very beneficial when running reports to show course progression. Although it is not compulsory to create and add users to a group (as all learners are automatically added to an **Everyone** group), for organisations who have large numbers of users, it may be sensible to add users to a group to make them more manageable when you run reports to measure and show course progression.

Creating a group

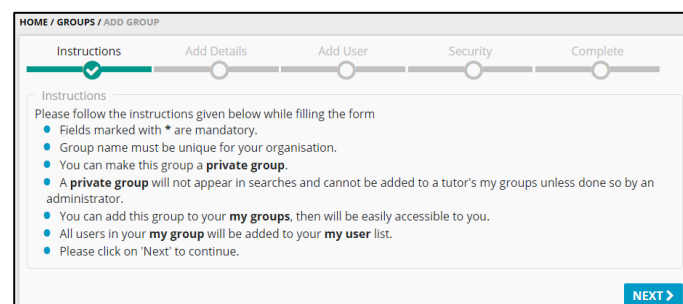
If you have relevant permissions, select the **More** link at the top of the screen, then select **Groups**. If you have tutor access, select the **Groups** tab.



At the top of the screen, the panel shown below appears. Select the **ADD GROUP** button.



On the following screens, you will use a step-by-step process to create a group and add learners to that group. If you currently don't have any learners in your system, these can be added later. You are first shown an information page.



- The group name must be unique for your organisation.
- You can make any group a **private group** (if you have the correct permissions). A private group is a special type of group that is only available to staff that have permission to 'see' the group and its members. *A private group will not appear in searches and cannot be added to a tutor's My Groups unless done so by an administrator.*
- You can add this group to your **My Groups**, making it easily accessible to you. **My Groups** are similar to favourites in your web browser and provide quick access to groups you need to access on a regular basis
- All users in **My Groups** are added to your **My Students** list. *The My Students list provides quick access to learners you need to access on a regular basis*

Select the **NEXT** button to continue.

HOME / GROUPS / ADD GROUP

Instructions Add Details Add User Security Complete

Group Details

Group Name

Test Group Maths FS ✓

✓ CHECK AVAILABILITY

Description

Add Group Description...

Add this group to 'My Groups'.

Additional Details

There is not any additional details to fill. Please click on 'Next' button.

← BACK NEXT →

On the next screen, enter a group name (which must be unique and cannot be duplicated) then select the **CHECK AVAILABILITY** button. A green (✓) symbol indicates the group name is available. A red (X) symbol indicates the group name is not available.

HOME / GROUPS / ADD GROUP

Instructions Add Details Add User Security Complete

Group Details

Group Name

Test Group Maths FS ✓

✓ CHECK AVAILABILITY

Group Name

1011D101 ✗

✓ CHECK AVAILABILITY

In the Description field, you can enter a description (although this is not compulsory).

If you select the checkbox **Add this group to 'My Groups'**, this group will appear on your staff screen after logging on, and provides an easy pathway to the group and its users without having to use the search functions. If you do not need access to this group yourself, uncheck the box.

Select the **NEXT** button to continue.

Adding learners to the new group

On the next screen, a message confirms the group has been created but at this point, **no users have been added to the group**. If you do not wish to add any users to this group, select the **SKIP** button. However, to add users to the new group, you can select any learners that appear in the list below the search box, or use the search box to locate the users you need to add to the group.

You can search for users by username or their first/last name and the results can be sorted by using the **SORT BY** button.

Once you have located the user, select the blue (+) symbol to change it to a red (X) symbol. The user's first/last name is added to a box below the search bar. This indicates the user is selected. If you want to include additional users, repeat the process then select the **DONE** button.

On the next screen, if you have the correct permissions, you will be given the opportunity to configure the security settings for the group. If you do not have the correct permissions, this option will not appear for you and the Add Group process will be completed.

Security Settings (this option only appears if you have the correct permissions)

On the next screen, a message is displayed to confirm the group has been created but at this point, no security (privacy) options have been applied.



*If you do not need to make this group **PRIVATE**, i.e. this group should be visible to all members of staff, you should select the **SKIP** button at this point.*

If you do need to make the group private, follow the next procedure. Select one of the two security settings.

- Make this group accessible to all staff except the staff members in the security groups selected below.
- Only make this group accessible to the staff members in the security group selected below.


- Make this group accessible to all staff except the staff members in the security groups listed below.
- Only make this group accessible to the staff members in the security groups listed below.

Then either select a group listed on screen or use the search bar to find and select a security group. Once you have located the security group, select the blue (+) symbol to change it to a red (X) symbol. The *selected* security group will appear under the search bar. Repeat as necessary to add to other security groups then select the **DONE** button. The default security group (which has permissions to 'see' and search for private groups and their members) is called **All Permissions** however you may also have other groups which have permissions to 'see' a private group. Please consult your main administrator for further advice.

A screenshot of a web interface titled 'Security Settings'. It features two radio button options: 'Make this group accessible to all staff except the staff members in the security groups listed below.' (selected) and 'Only make this group accessible to the staff members in the security groups listed below.' Below this is a 'Security Group Search' section with a search bar containing 'all', a 'GO' button, and a 'SORT BY' dropdown menu. A list below the search bar shows 'All Permissions' with a red 'X' icon. A message states '1 item selected - Use the search above to add more items to the list.' At the bottom, there are 'SKIP' and 'DONE' buttons.

For example, imagine you are a nationwide training provider with 10 training sites around the country. If the training provider had only 1one single bksbLIVE account which was shared by all ten sites, all members of staff at each site would be able to 'see' the results of all learners at each site. However, by creating 10 'staff' security groups first, when you create 'learner' groups, from this screen, you could determine which staff security groups could see which groups of learners. This way, the learners for each site would appear to be hidden from each other

Starting a course

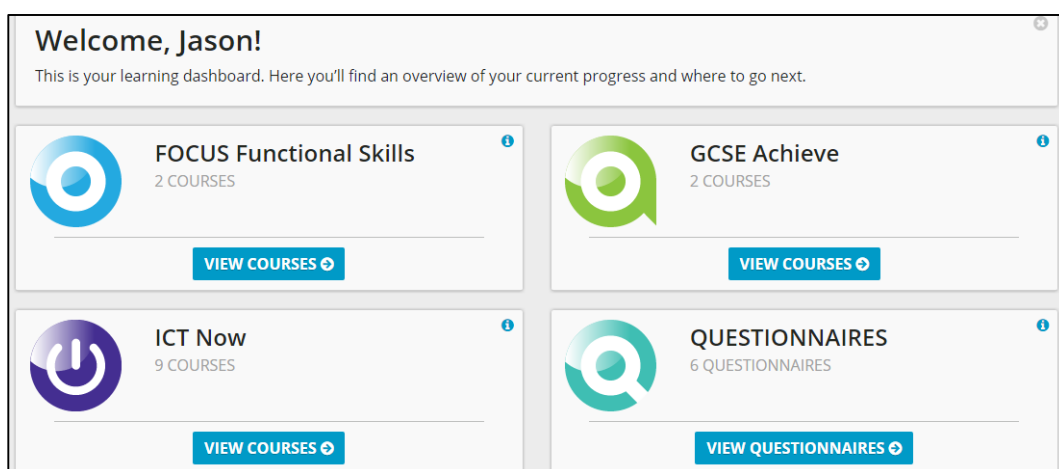
Once the user's account has been configured, they can login to your bksbLIVE 2 account using the details you used to create their account. If you are using your own 'tutor' account to review the software you license, select the user icon  in the upper-right of the screen, then select the **Student** tab.



If, during the users account activation, you ticked the checkbox 'Email login details to the User', they will receive an e-mail with the web address for your account and the username and password they need to use to logon.

After login, the user (in this example a learner, not a member of staff) is taken directly to their learner home page. To make navigation simpler for users, the software you license is grouped together. For example, any Functional Skills software modules are grouped under the brand of **Focus Functional Skills**. Similarly, GCSE software appears under the brand of **GCSE Achieve**; ICT under the brand **ICT Now**.

Other software such as **Learning Styles**, **PLTS**, **Dyslexia Quick Checks** and the **GCSE Screener** are grouped under **QUESTIONNAIRES** as these are not considered to be parts of a 'course' of learning but modules which sit independently from the courses.



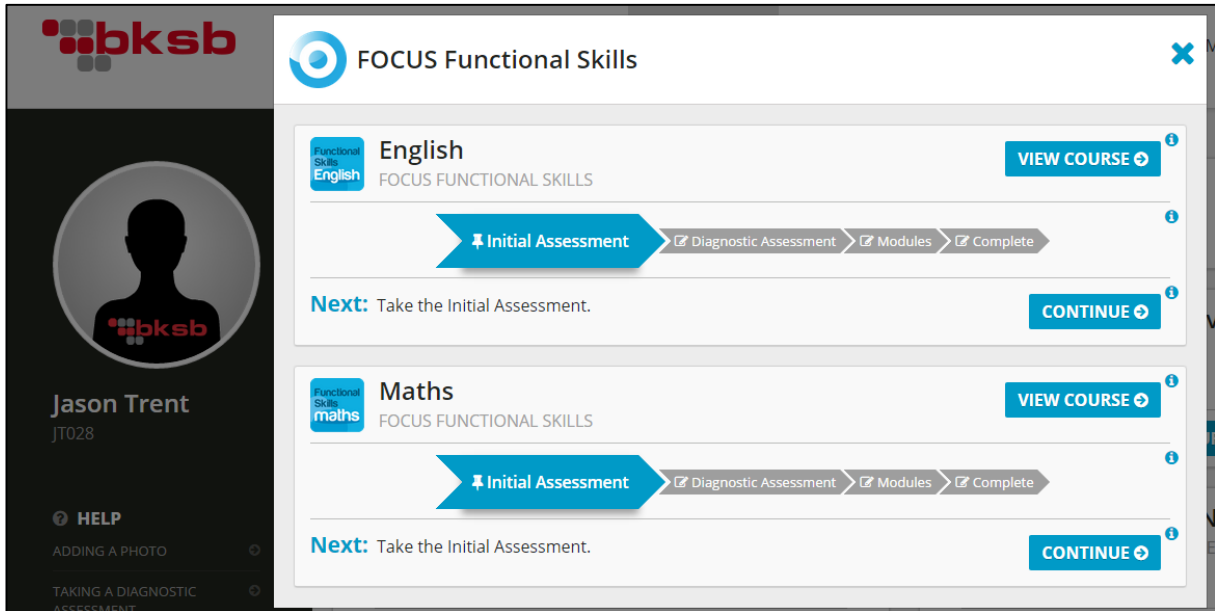
To start their course, the learner selects the relevant **VIEW COURSES** button. In the example that follows, the learner will be completing a course of English Functional Skills based upon the bksb-recommended best practice approach. This example course comprises of:

- *Initial Assessment (English)*
- *Diagnostic Assessment (English)*
- *Interactive Learning Resources (English)*
- *Interactive Skill Checks – summative assessments (English)*
- *Revision Scenario (to practise a combination of different skills (English))*

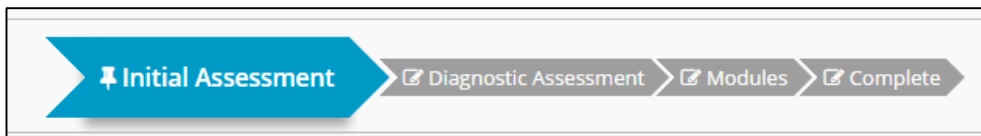
*Your own account may differ from the example shown. See important **READ ME** on next page.*



The software you will see in your own account may differ from that shown in this example. This example follows the bksb best practice approach for Functional Skills from assessment, ILP, provision of learning resources, skill checks (to validate competence) and finally revision scenarios.(to prepare for exams). If you wish to expand your software licences, please get in touch.



A pop-up window displays the courses available to the learner. *In the example above, the learner Jason Trent has the courses ‘Functional Skills English’ and ‘Functional Skills Maths’.* The timeline graphics indicate what parts of the course have been completed. The graphic below indicates the Initial Assessment needs to be completed.



The number of sections within the timeline varies depending upon the software modules you license from bksb and the outcomes from the assessments. For example, if licensed, the Interactive Revision Scenarios are available at levels one and two, and appear after the modules.

The learner should select either the link **Next: Take the Initial Assessment**, or select the button marked **CONTINUE** to launch the first part of their course. After a few moments, the assessment launches.





Should the learner exit the assessment before its completion, the system will store the learner's responses, allowing them to continue the assessment at a later date.

At the end of the assessment, the learner selects the **View results** button.

The screenshot shows the 'Initial Assessment' results page. At the top left is a star icon and the text 'Initial Assessment'. To the right are three buttons: 'PRINT', 'HOME', and 'EXIT'. In the center is a large green circle with a white checkmark. Below this is the title 'English Initial Assessment' and the subtitle 'ENGLISH ENTRY 3'. The user's name 'Jason Trent' and ID 'JT028' are displayed. A table shows the assessment date as '06 July 2015', the time as '20:57', and the completion time as '00:02:07'. A message thanks the user and states their level is 'English Entry 3'. A 'CONTINUE' button is on the left, and text on the right says 'Next: Take the English Entry 3 Diagnostic Assessment.' At the bottom, it says 'Online learning powered by' followed by the 'bksb' logo.

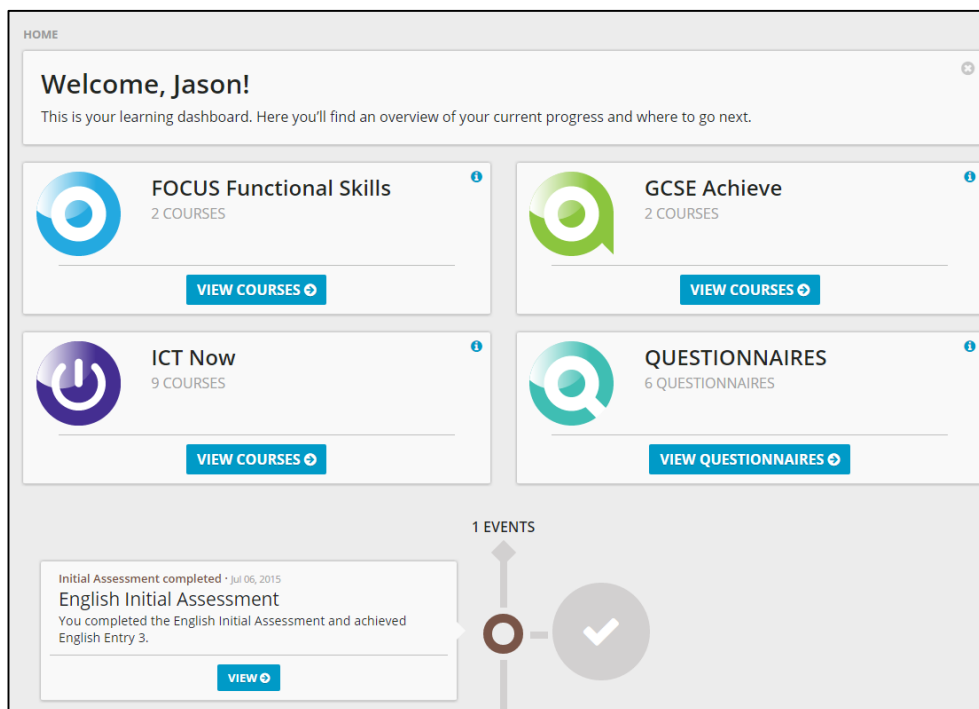
Selecting the **CONTINUE** button will take the learner directly to the next stage of their course – in this example, the Diagnostic Assessment – without having to navigate back to their home page.

A close-up of the 'CONTINUE' button and the text 'Next: Take the English Level 1 Diagnostic Assessment.' The button is blue with a white right-pointing arrow.

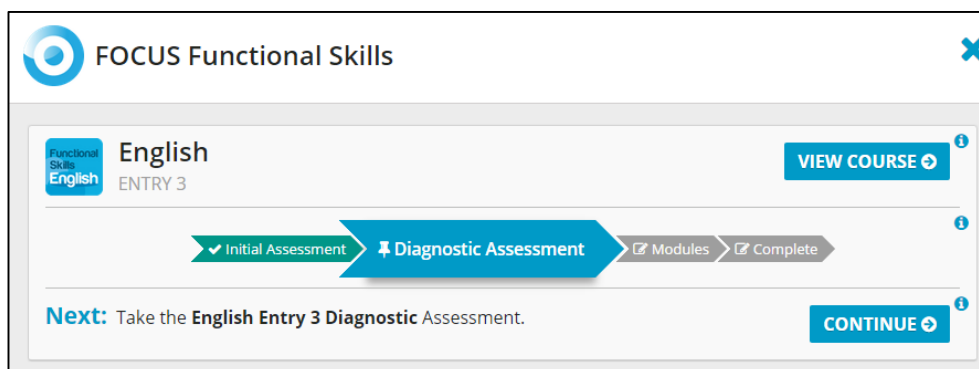
The learner can also print their report using the PRINT button, or return to their learner home page by selecting **HOME or EXIT**.

A close-up of the 'PRINT', 'HOME', and 'EXIT' buttons. Each button is blue with a white icon: a printer for 'PRINT', a house for 'HOME', and an 'X' for 'EXIT'.

On the learner's home page, the screen is updated with a new notification and selecting the **VIEW** button for this notification reveals the full results page for that activity.



To continue the course from the learner home page, the learner selects the **VIEW COURSES** button and in the pop-up window, selects either the **Next** link, or the **CONTINUE** button. The course timeline will have updated to show the Initial Assessment has been completed and the next activity is the Diagnostic Assessment.



Having selected the **CONTINUE** button, the Diagnostic Assessment launches.



If the learner exits the assessment before its completion, the system stores the learner's responses, allowing them to continue the assessment at a later date.

At the end of the assessment, the learner select the **View Results** button to reveal their ILP page (**I**ndividual **L**earning **P**lan). The '**Topics I need to practise**' are the topics that contribute to the learner's progression and, **if the learner's course includes the relevant learning resources**, these will be offered to them as the next stage of their course. If not, the course will say it is complete.

☆ Diagnostic Assessment PRINT HOME EXIT

52%
RESULT

English Entry 3 Diagnostic

ENGLISH ENTRY 3

Jason Trent
JT028

06 July 2015
ASSESSMENT DATE

00:03:47
COMPLETION TIME

✓ **Topics I'm good at:**

- Instructional Texts
- Context
- Different Purposes of Text
- Skimming, Scanning and Detailed Reading
- Words on Forms
- Using a Dictionary
- Reading Strategies
- Using Connectives
- Using Verbs
- Using Pronouns

! **Topics I need to take care in:**

- Identifying Main Points
- Planning and Drafting


✗ **Topics I need to practise:**

- Sources of Information
- Information from Images
- Alphabetical Ordering
- Written Punctuation
- Organising Paragraphs
- Sequencing
- Spelling
- Silent Letters

CONTINUE ↻

Next: Take the **Alphabetical Order** Interactive Resource.

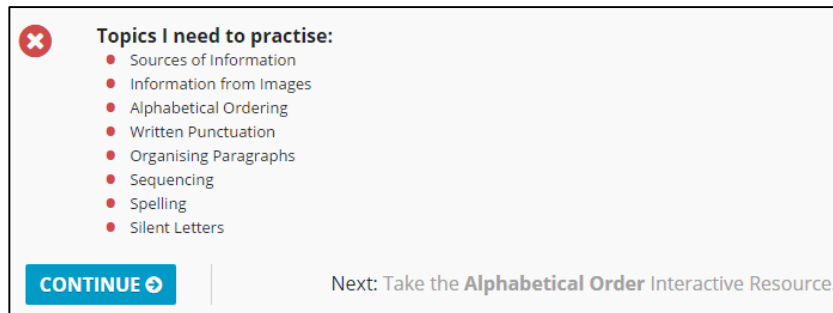
Online learning powered by



The learner can also print their report using the PRINT button, or return to their learner home page by selecting **HOME** or **EXIT**.

Accessing the Interactive Learning Resources

Selecting the **CONTINUE** button at the bottom of the course page takes the learner to the next stage of their course – in this example, the first in a series of *English* Interactive Resources – without having to navigate back to their home page.

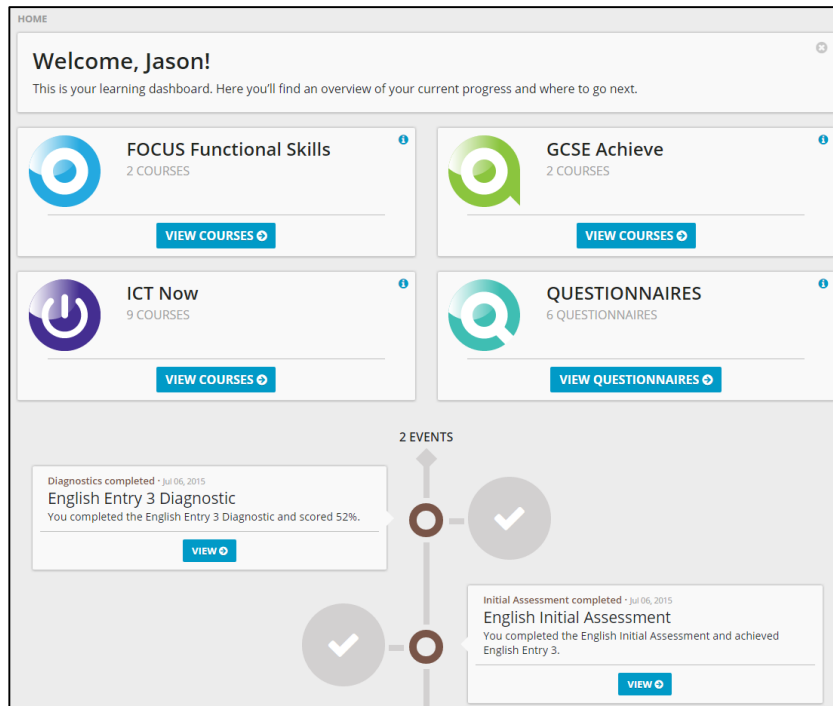


Topics I need to practise:

- Sources of Information
- Information from Images
- Alphabetical Ordering
- Written Punctuation
- Organising Paragraphs
- Sequencing
- Spelling
- Silent Letters

CONTINUE Next: Take the **Alphabetical Order** Interactive Resource.

If the learner opts to **EXIT** and return back to their home page, to continue the course, they need to select the **VIEW COURSES** button and in the pop-up window, either select the **Next** link, or the **CONTINUE** button.



HOME

Welcome, Jason!
This is your learning dashboard. Here you'll find an overview of your current progress and where to go next.

FOCUS Functional Skills
2 COURSES
VIEW COURSES

GCSE Achieve
2 COURSES
VIEW COURSES

ICT Now
9 COURSES
VIEW COURSES

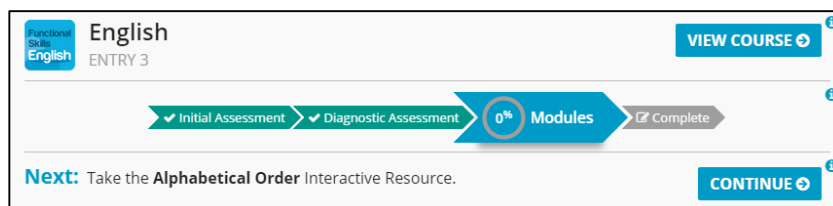
QUESTIONNAIRES
6 QUESTIONNAIRES
VIEW QUESTIONNAIRES

2 EVENTS

Diagnostics completed - Jul 06, 2015
English Entry 3 Diagnostic
You completed the English Entry 3 Diagnostic and scored 52%.
VIEW

Initial Assessment completed - Jul 06, 2015
English Initial Assessment
You completed the English Initial Assessment and achieved English Entry 3.
VIEW

Under **VIEW COURSES**, the course timeline will also have updated to indicate the Diagnostic Assessment has been completed and the next activity is the Interactive Learning Resources (referred to as 'Modules' in the timeline).



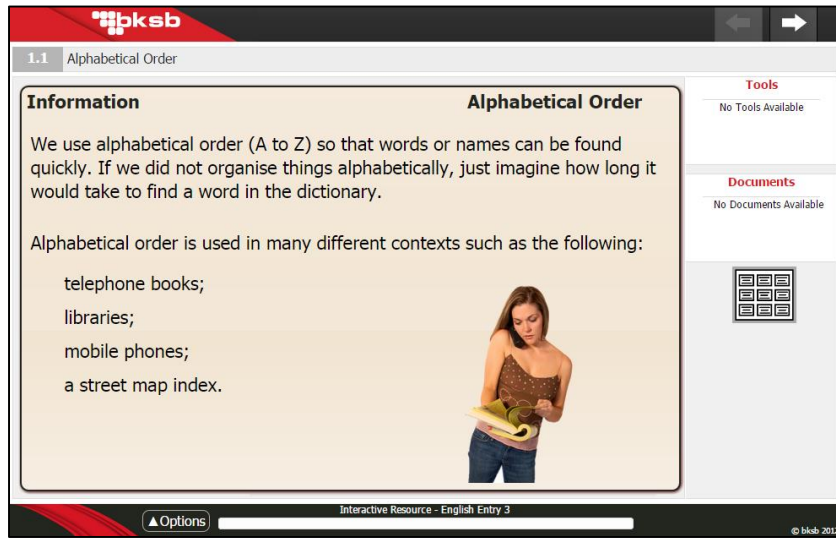
Functional Skills English
English
ENTRY 3
VIEW COURSE

Initial Assessment → Diagnostic Assessment → **0% Modules** → Complete

Next: Take the **Alphabetical Order** Interactive Resource.
CONTINUE

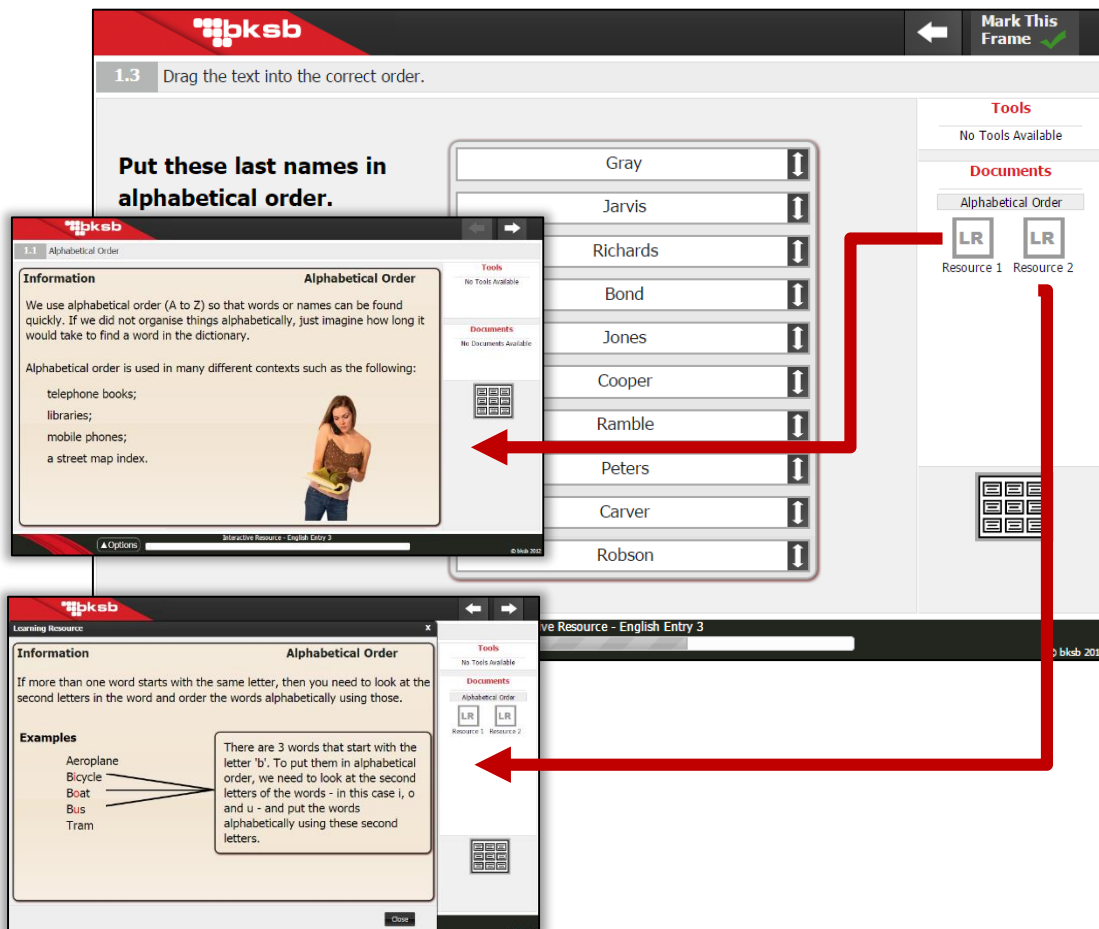
Having selected the **CONTINUE** button, the first in a series of Interactive Learning Resources is launched (which correspond to the learner's skill gaps). Each resource starts with information

about the topic, followed by a series of self-marking question screens. *The number of information resources differ depending upon the level and topic in question. The arrows in the upper right of the screen allow the learner to progress to the next screen or return to the previous screen.*

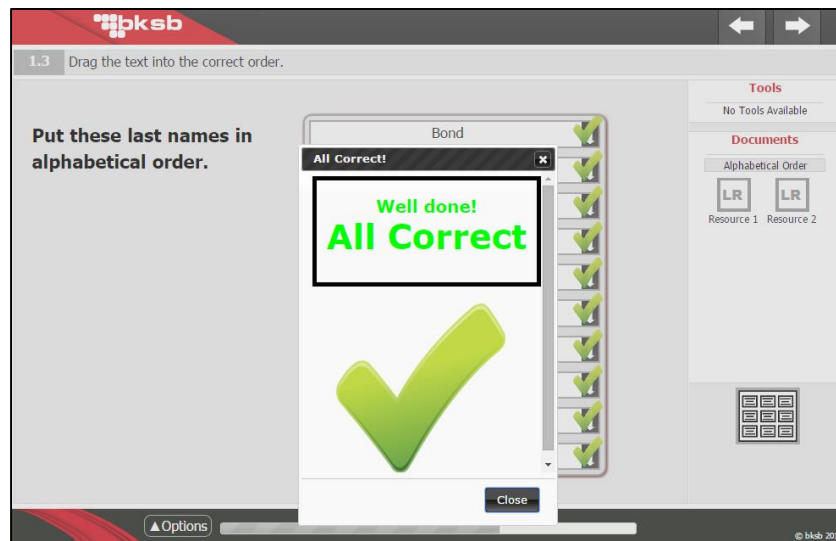


Example information screen

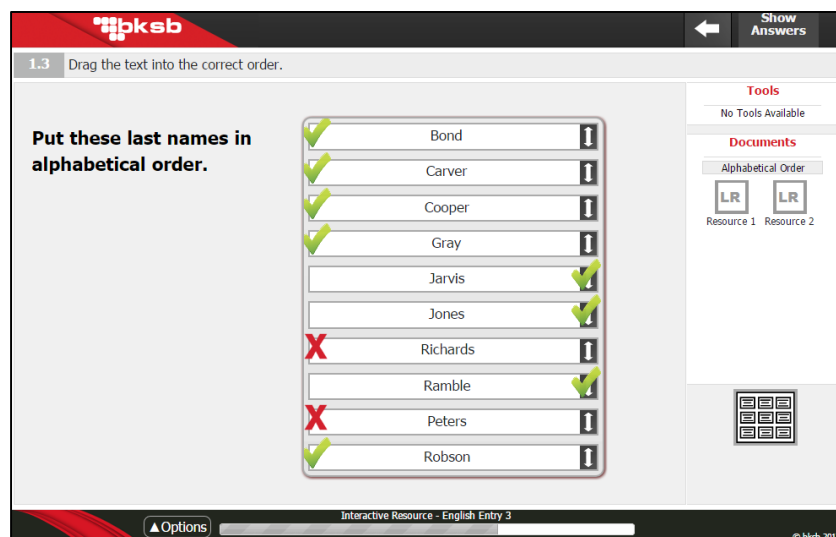
When the learner reaches the question screens, the (previous) information pages can be recalled via the resource links on the question page to provide access to support whilst answering questions (see screenshot below).



After answering the questions on each frame, the user can select the button 'Mark This Frame ✓' in the upper right of the screen to check if their answers are correct.



If the answers were correct, a pop-up window will appear confirming this. If one or more of the answers was incorrect, the screen will indicate which questions were answered correctly and incorrectly (see screenshot below).



Selecting the 'Show Answers' button (in the upper right of the screen) will reveal the correct answers.

At the end of the learning resource, the user selects the **FINISH** button to exit the resource and return to their learner home page.

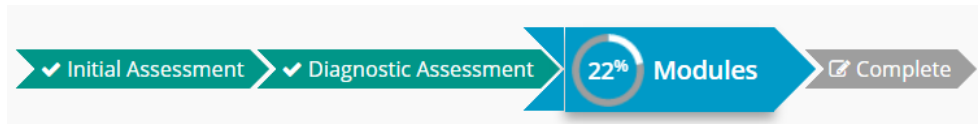
On the user's home page, they select the **VIEW COURSES** button again to view their course structure and can either select the next link, or select the CONTINUE button to be directed to complete the next component of their course (**and this can vary depending upon the software you license**).

- The user may be directed to complete another Interactive Learning Resource if the topic being studied comprises of more than one learning resource.
- If your organisation licenses the Skill Checks summative assessments, and the user has

completed all the learning resources for the topic, they will be directed to take a Skill Check to validate their understanding of the topic (see **Taking a Skill Check** for more information).

- If their course excludes the Skill Checks summative assessments, the user will be directed to take the next learning resource.

As course modules are completed, the course timeline updates to reflect the position the user has reached in their course, e.g. in the screenshot below, the user has completed several Learning Resources and Skill Checks and has completed 22% of the modules that contribute to the user's progression.



Taking a Skill Check

Skill Checks are *summative* assessments used to determine if a user is competent in a topic and, if they score 75% or higher, automatically marks the learner's work as complete as they progress through their course of learning.

If licensed and accessible to your learners, they are directed to the Skill Checks on completion of the Learning Resources in a module, or they can select a Skill Check from a topic module.



After a few moments, the Skill Check will launch.

**READ
ME**

Please note: *Should the learner exit the Skill Check before its completion, the system stores the learner's responses, allowing them to continue the Skill Check at a later date.*

At the end of the Skill Check, the learner selects the **View Results** button and their results are displayed on screen.

If the learner achieves a score of 75% or higher, the system indicates **PASS** on the end screen. However, some topics comprise of more than one Skill Check. If the learner achieves a score of 75% or higher on all Skill Checks that relate to a topic, on the final Skill Check end screen, the system will also generate an animated **Module Complete Badge** which appears on screen before dropping to the bottom of the screen. This badge is retained and can be viewed again by the student via the **Achievements** tab at the top of their learner home page.

If the learner does not achieve the 75% pass mark, they are directed via the **CONTINUE** button to return back to the (previous) learning resource for the topic. After completing the resource, the learner would be once again offered the same Skill Check.

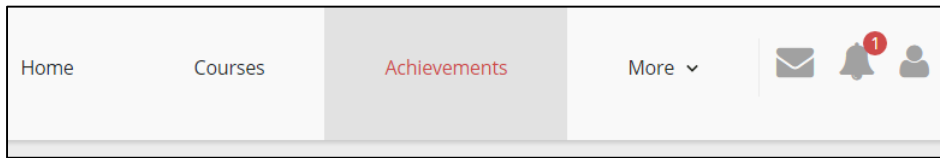
The screenshot displays a 'Skill Check' interface. At the top, there are navigation buttons for 'PRINT', 'HOME', and 'EXIT'. The main content area shows a circular progress indicator with '93%' and 'RESULT' below it. Below this, the text 'Alphabetical ordering' is displayed. A 'PASS' label is shown above a 'Module Complete' badge, which features a green checkmark and two yellow stars. Below the badge, the assessment date '06 July 2015' and completion time '00:02:11' are shown. A 'CONTINUE' button is located at the bottom left. The bottom right of the screen displays the text 'Next: Take the Sources of Information Interactive Resource.' and the 'bksb' logo. A footer bar at the bottom left contains the text 'SC Skill Check' and '93% Alphabetical ordering 06 July 2015'.

The learner can also use the **PRINT** button to print a record of the assessment (although this and any subsequent attempts are stored within the system and can be viewed and printed by the learner at any time).

**READ
ME**

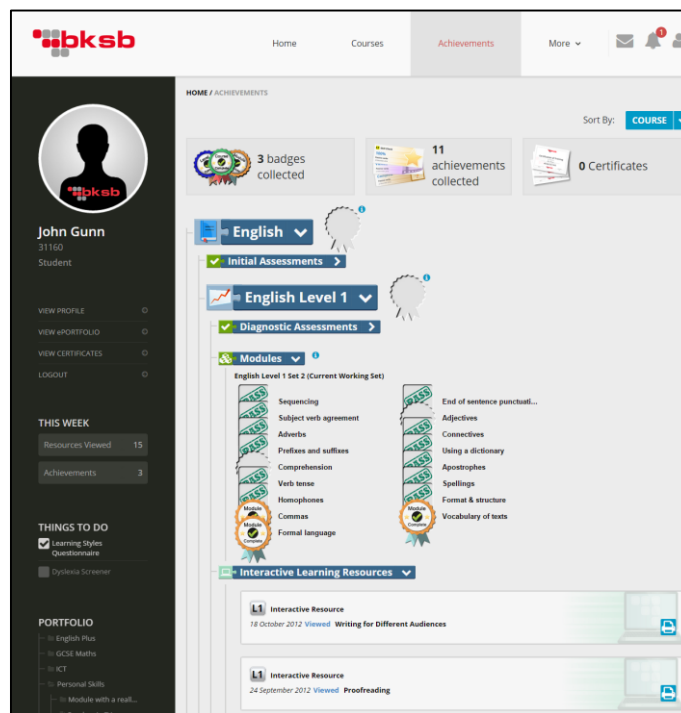
Please note: *Some topics comprises multiple Learning Resources and multiple Skill Checks. A learner is required to complete all resources and achieve all Skill Checks for a module to earn a badge.*

As a learner progresses through their course, badges are generated and appear in the **Achievements** section of their account. The Achievements section can be accessed via the top menu on the learner’s home page.

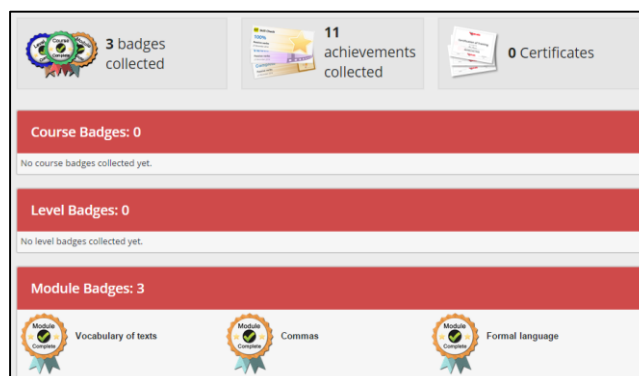


The Achievements section provides a breakdown of all the components that comprise their course, together with a quick overview of topics already passed (via the Diagnostic Assessment), topics completed and badges earned.

To reprint an assessment or Skill Check result, the user can select **‘# achievements collected’** or scroll down to locate the assessment, select the printer icon to launch the corresponding results page, and then select the **PRINT** button at the top of the results page to print it.



By selecting the top panel **‘# badges collected’**, this will show any topics completed and badges earned. Badges can be collected for completing a module, a whole level and a complete course.



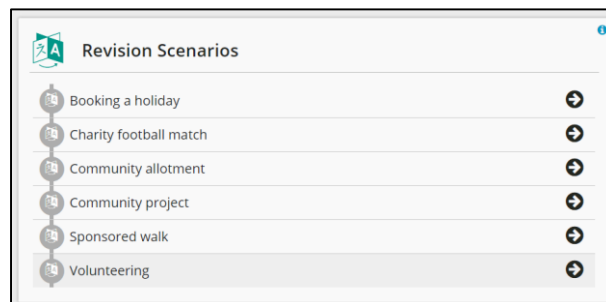
Accessing the Functional Skills Revision Scenarios

bksb Revision Scenarios are the final element of the bksb Functional Skills process. These are normally undertaken after all Skill Checks have been completed but can be directly accessed by the learner at any time.

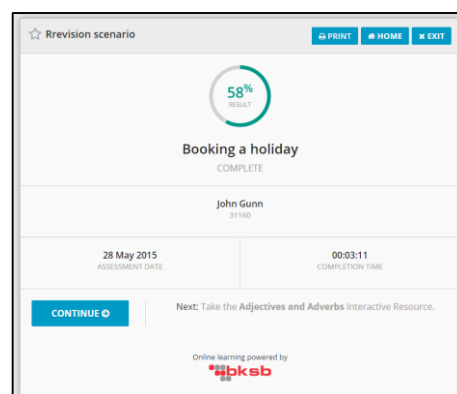
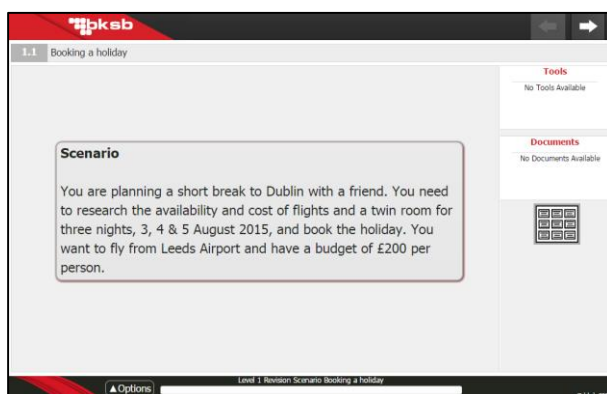


*If your organisation licenses the bksb Functional Skills Revision Scenarios software, these will be applied to a learner's course and be presented to the learner automatically after completion of all Learning Resources and Skill Checks. Alternatively, they can be manually accessed from the learner home page by selecting **VIEW COURSE / VIEW** / then scrolling down to the bottom of the next page.*

The learner should see a panel like the one shown below (which corresponds to the subject and level, i.e. English Level 1)



Selecting the scenario title will launch the scenario.



At the end of the scenario, the learner selects ‘**View results**’ to show their percentage score on the results page. As per other assessments, these can be printed but are all stored within the system and can be viewed/printed at any time.

Revision scenarios are designed as a revision resource prior to taking the awarding body practice assessments and do not have a pass/fail mark. However, they can be repeated at any time for learners to try and improve their scores. From the learner home page, the learner can select **VIEW COURSE / VIEW** / then scroll down to the bottom of the next page. Although a tick indicates a resource has been completed, the resource can be selected and worked through multiple times if required.




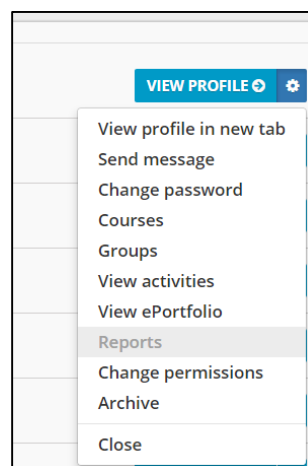
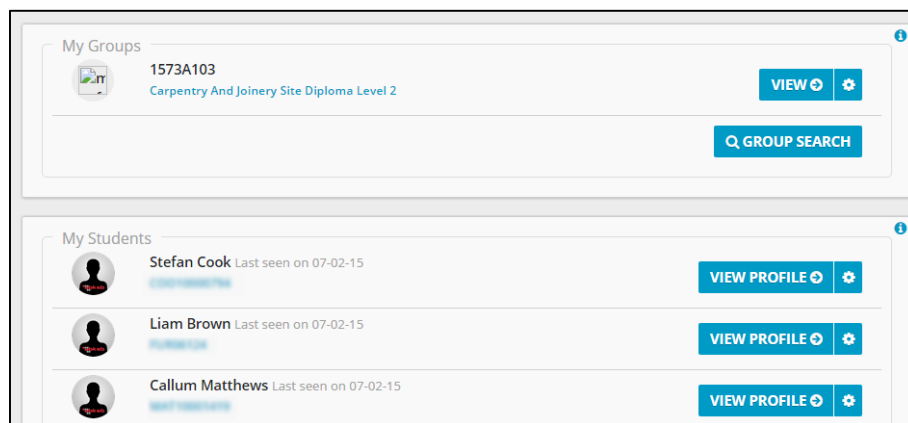
Managing students



Depending on your security permissions, staff can perform many learner management functions (such as editing their username, editing the First/Last name, changing passwords, adjusting course configuration, etc.), as well as reviewing a learner's course progression and running group reports. If an option is not available to you, please speak to your main account administrator.

If you have a staff login, after logging in you will be taken to your *staff* home page.

If you have added any groups to your **My Groups** list, or added any students individually to your **My Students** list, these will appear on your home page. To carry out an option with a particular learner, locate the learner, then select the cog icon  to display a range of options.



These options include:

- **View profile in new tab** – This launches the user's profile page in a new browser tab, from where you can review the user's courses, recent activity progression, user details and security permissions. You can also access the individual courses and mark topics as complete. This option is very useful if you do not license the bksb Skill Checks (summative assessments) software which automatically verifies a learner's competence and marks topics as complete.

- **Send message** – This provides the facility for a member of staff to send a message to a student. The student will see a notification message either immediately (if they are logged on to their account) or upon next login. The learner can reply back to the message. All conversations are stored within the system for future reference and can be printed off either by the tutor or student as a permanent record of the conversation.




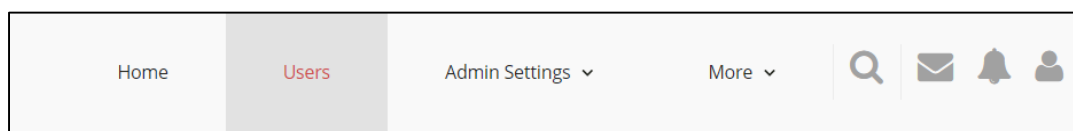
Learners cannot use the messaging facility to message other students. It only functions between a member of staff and a learner, and cannot be initiated by the learner.

- **Change password** – Edit a user's password.
- **Courses** – Turn on/off the user's courses.
- **Groups** – View which groups the user belongs to and add or remove them from a group(s).
- **View activities** – Launch the **All Achievements** panel and display an overview of a learner's course progression.
- **View ePortfolio** – View the ePortfolio tasks for the learner.
- **Reports** – Create reports to be created for the learner.
- **Change permissions** – Change the user's security permissions to be changed.
- **Archive** – Add the user to the archive (which also automatically disables the user's login).



Some of the above options may be greyed out or missing from the drop-down menu. This is because your security permissions may exclude you from carrying out certain activities. Consult your account administrator for further information.

If the user is not a member of your **My Groups** or **My Students**, you can select the **Users** tab at the top of the screen, use the search box to locate the learner, and then select the cog icon  to access the same drop-down options menu.



Viewing a user's course progression

Start by selecting a user from your **My Students**, or selecting the **Users** tab and searching for a user, then select the **VIEW PROFILE** button (or select the cog icon and choose **View profile in new tab**).

The screenshot shows the user profile for Richard Brook (Student ID: RB001). The page is divided into several sections:

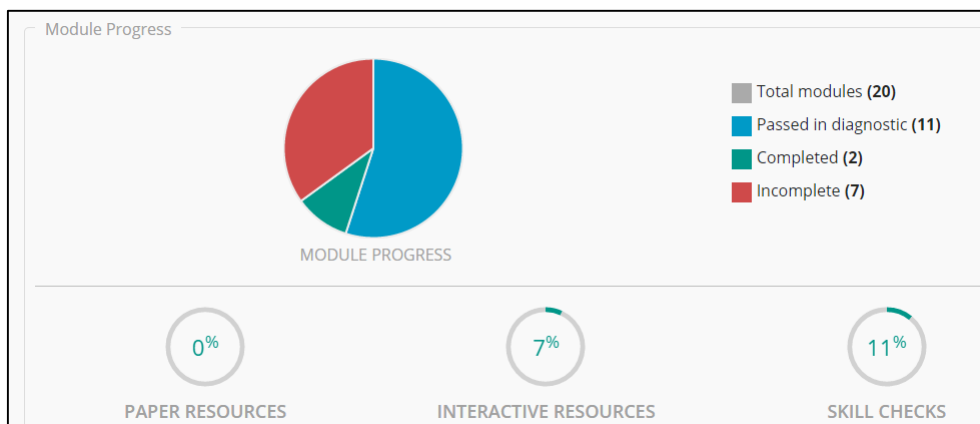
- User Information:** A callout box points to the 'Account Details' section, which lists the user's name, student ID, and highest role (Student).
- Courses:** A list of courses is shown, including 'English' and 'GCSE English'. Each course has a 'VIEW COURSE' button. A callout box explains that clicking 'VIEW COURSE' allows for a more detailed examination of the user's course progression.
- Recent Activity Chart:** A line graph showing 'Course Components Accessed' over time. A callout box notes that this chart displays activity over a set period, which can be modified. The chart shows a peak in activity around July 18, 2015.
- Recent Activity:** A list of activities is shown, including 'Diagnostic Assessment' (39% completed) and 'Interactive Resource' (Viewed). A callout box explains that clicking the refresh icon next to an activity allows for a review of the learner's answers.

To examine a learner's course in more detail, select the **VIEW COURSE** button (for a subject, i.e. English or Maths), then select the **VIEW** button (under *Current working level*).

The screenshot shows a user interface with tabs for 'Details', 'Courses', 'Questionnaires', and 'Security'. Under the 'Courses' tab, there are two course entries: 'English' (Functional Skills English) and 'GCSE English'. Each entry has a 'VIEW COURSE' button. A red arrow points to the 'VIEW COURSE' button for the 'English' course. Below this, the 'Current working level' is shown as 'English Entry 3' with a progress indicator of 22%. A 'VIEW' button is also present, with a red arrow pointing to it. Under 'Other levels', it states 'No other levels have been added yet.'

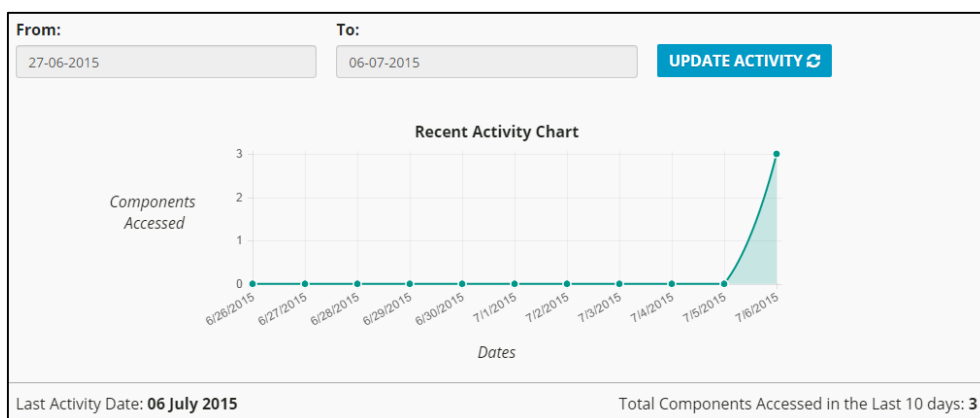
At the top of the page is the **Module Progress** section which uses a pie chart to indicate:

- The number of modules that comprise the user's course
- The number of modules passed during the Diagnostic Assessment
- The number of modules completed as part of their learning
- The number of modules remaining



Beneath the pie chart are three graphs showing the percentage value of the modules that make up the user's course. **Note that paper resources may not be always be a component of your user's course of study, as this is dependent on the courses assigned to the user.**

This is followed by the **Recent Activity Chart** which displays the user's activity over the past 10 days (although this period can be reduced or extended using the date fields).



Scrolling down the page, the next section provides a more detailed overview of the user’s course and activity. This overview can be exported via the **EXPORT** link.

Module Name	Result/Status		Progress		
	Diagnostic Result	Module Status	Paper Resources	Interactive Resources	Skillchecks
Words on Forms	Very Good	Complete	☆	☆☆	☆
Reading Strategies	Very Good	Complete	☆	☆	☆
Alphabetical Ordering	Needs Practice	Complete	☆	★	★
Identifying Main Ideas	Take Care	Complete	☆	☆☆	☆☆
Differentiating	Very Good	Complete	☆	☆☆	☆☆
Instructional Texts	Very Good	Complete	☆	☆☆	☆☆
Sources of Information	Needs Practice	Incomplete	☆	☆☆	☆☆
Information from Images	Needs Practice	Incomplete	☆	☆☆	☆☆
Skimming, Scanning and Detailed Reading	Very Good	Complete	☆	☆☆	☆☆
Written Punctuation	Needs Practice	Incomplete	☆	☆☆☆☆	☆☆
Context	Very Good	Complete	☆	☆☆	☆☆
Silent Letters	Needs Practice	Incomplete	☆	☆☆	☆☆
Using Connectives	Very Good	Complete	☆	☆☆	☆☆
Using Verbs	Very Good	Complete	☆	☆☆	☆☆
Using Pronouns	Very Good	Complete	☆	☆☆	☆☆
Planning and Drafting	Take Care	Complete	☆	☆☆	☆☆
Organising Paragraphs	Needs Practice	Incomplete	☆	☆☆	☆☆
Sequencing	Needs Practice	Incomplete	☆	☆☆	☆☆
Spelling	Needs Practice	Incomplete	☆	☆☆	☆☆
Using a Dictionary	Very Good	Complete	☆	★☆☆	★

Take Care indicates this topic has been passed but with a few errors.

Very Good indicates this topic was passed during the Diagnostic Assessment.

Gold stars indicate a resource or Skill Check which has been completed successfully.

Needs Practice indicates this topic has been identified as a skill gap during the Diagnostic Assessment.

Empty stars signify the number of resources or Skill Checks needed to complete a module.

These links are interactive. If a tutor is confident that a learner is competent in a particular topic, the tutor can select an **'Incomplete'** link and change it to **'Complete'** to mark a learner’s work off as completed.

In the screenshot below, this learner has a skill gap called **Alphabetical Ordering**. The stars indicate that the learner completed a *single* learning resource followed by a *single* Skill Check. The number of stars correspond to the number of respective resources and Skill Checks for a topic.

Module Name	Result/Status		Progress		
	Diagnostic Result	Module Status	Paper Resources	Interactive Resources	Skillchecks
Words on Forms	Very Good	Complete	☆	☆☆	☆
Reading Strategies	Very Good	Complete	☆	☆	☆
Alphabetical Ordering	Needs Practice	Complete	☆	★	★

The blank star under Paper Resources is designed to reflect when a course includes paper learning resources and these have been accessed.

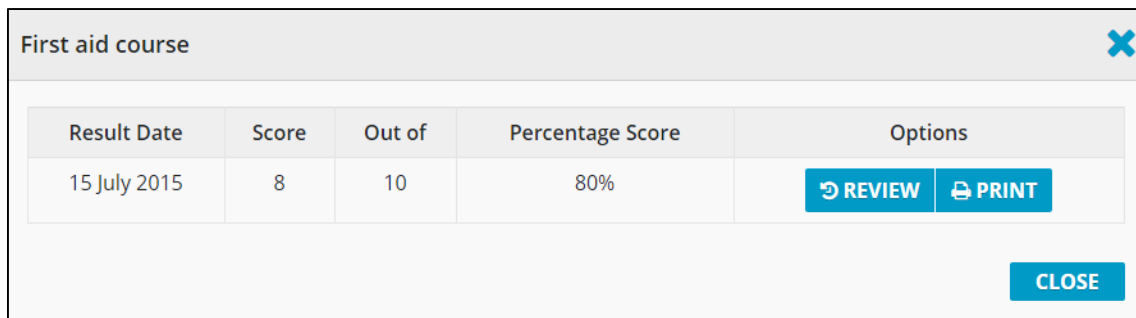
Not all courses include paper-based resources and mainly apply to Entry 1 and Level 3

Revision Scenarios (if licensed)

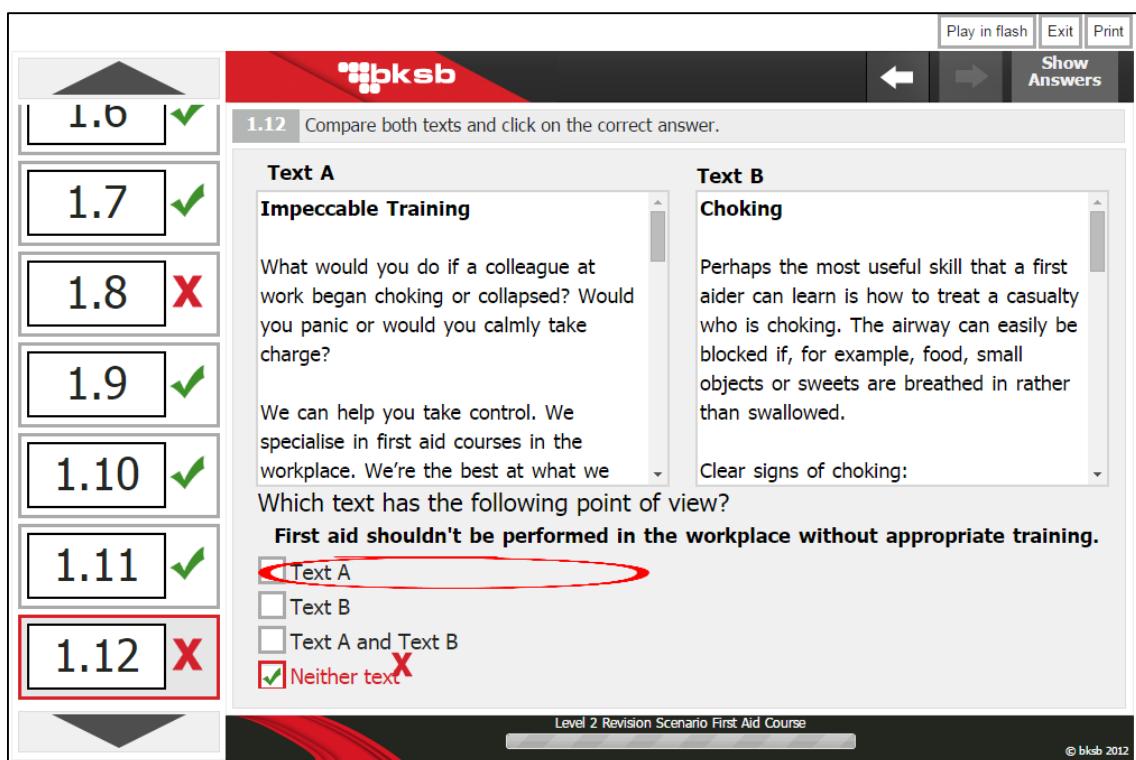
The Revision Scenarios are at the bottom of the screen. A white ✓ in a green circle indicates if it has been completed.



Selecting an (attempted) scenario launches a pop-up which displays the number of attempts and relevant scores.



Selecting the **REVIEW** button allows a tutor to review the learner’s answers submitted.

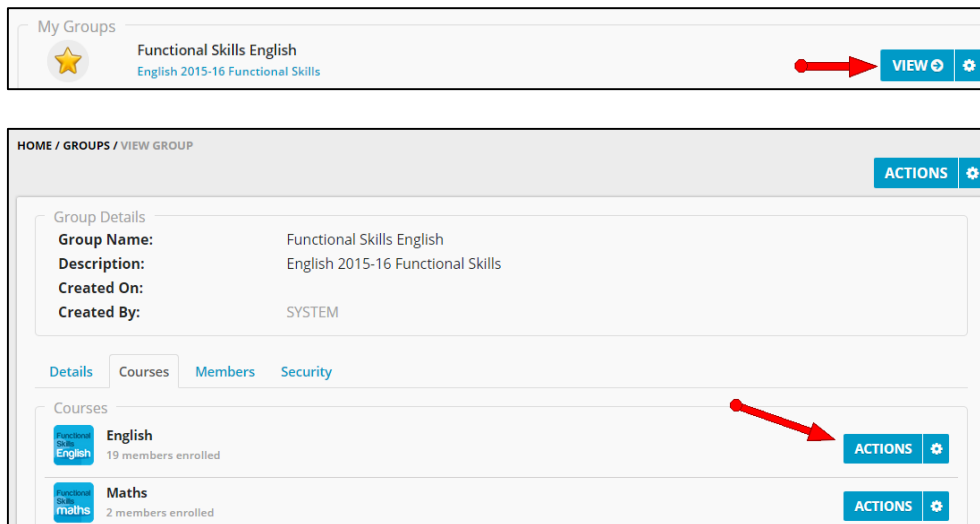


You can select a question screen from the panel on the left-hand side. The central pane displays the selected question frame.

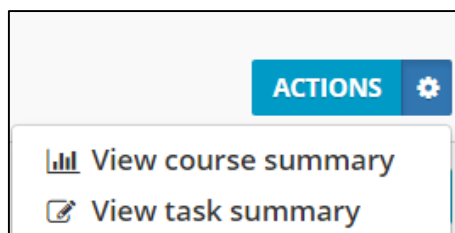
To reveal the correct answers, select the **Show Answers** button in the top-right of the screen.

Viewing a whole group course progression

You can review the current progress of an entire group of students by first searching for the group either in your **My Groups**, or by selecting the **User** tab/**Groups**, selecting the **VIEW** button, locating the course (i.e. Functional Skills English), then selecting the **ACTIONS** button.



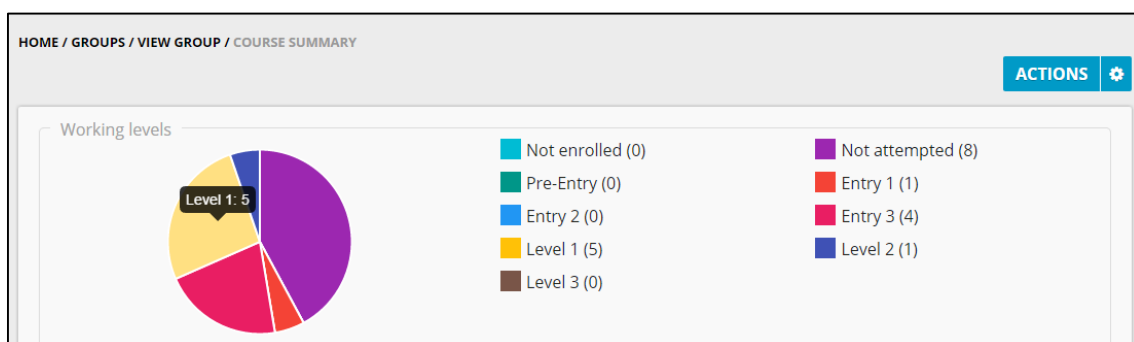
From the **ACTIONS** button menu, select **View course summary**.



On the next screen, the course progression for the whole group is displayed.

In the first section a pie chart displays a breakdown of the levels achieved (or level of DA manually directed by a member of staff).

The pie chart also indicates the number of students within the group who are a) not yet enrolled on this course or b) have not yet taken an assessment.



The pie chart is interactive. Hover your mouse over the pie chart segments to reveal the data behind them.

Below this are the tracking grids for each level of Functional Skills. To find out more about Tracking Grids, refer to the **Reports** section of this guide.

Levels	
Level 3	TRACKING REPORT
Level 2	TRACKING REPORT
Level 1	TRACKING REPORT
Entry 3	TRACKING REPORT
Entry 2	TRACKING REPORT
Entry 1	TRACKING REPORT
Pre-Entry	TRACKING REPORT

Below this is displayed further data about each learner’s position within the course

Member	Working Level	Enrolled	What to do next?	Module Progress	
John Carter	Level 1	YES	Take the Apostrophes Interactive Resource.	11%	
Caroline Beastall	Not attempted	YES	Take the Initial Assessment.	0%	
Jason Trent	Entry 3	YES	Take the Sources of Information Interactive Resource.	22%	

If there are more students in the group than can be displayed on screen, additional page tabs appear at the bottom of the screen.

Reeta Dennings	Entry 3	YES	Take the English Entry 3 Diagnostic Assessment.	17%	
----------------	---------	------------	--	-----	--

1 « 1 2 » 2

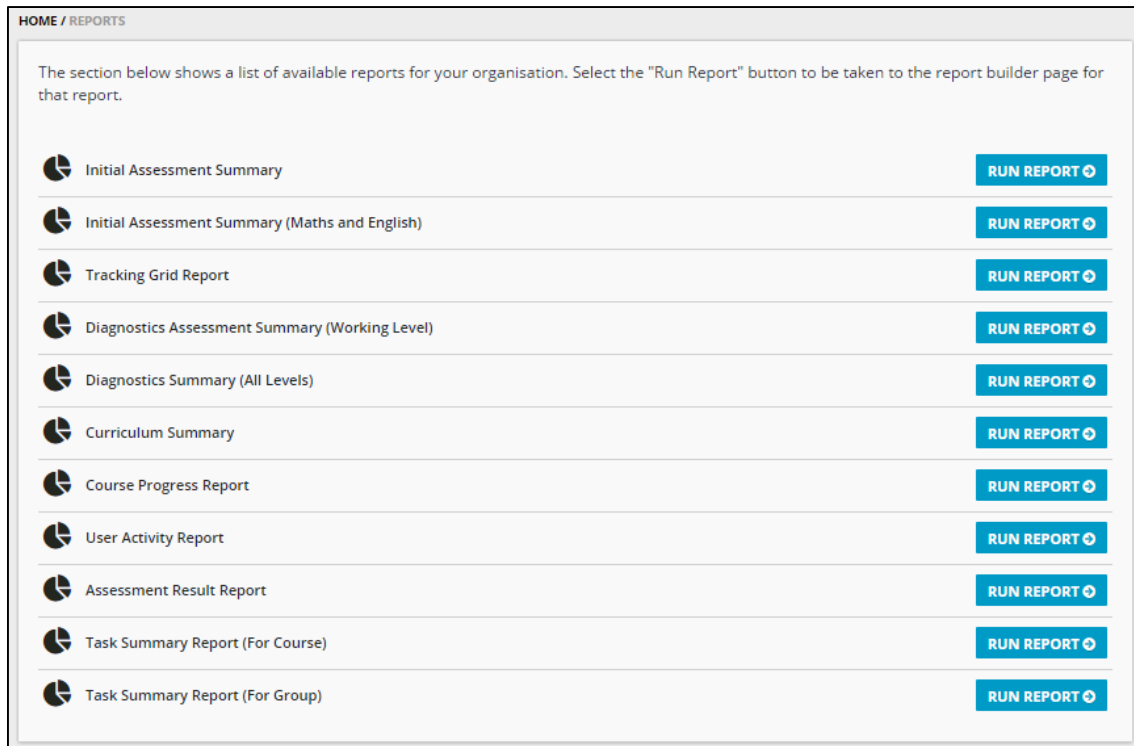
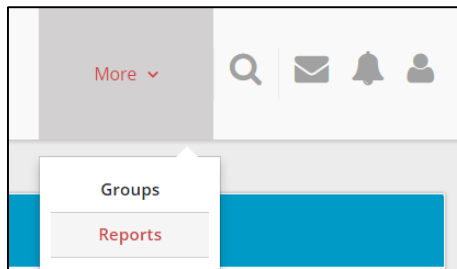
The complete set of data can be exported to a separate screen by selecting the **EXPORT** button. Once exported, the data can be sorted in ascending/descending order on screen, exported into **EXCEL** or **WORD** and printed.

Member	Working Level	Enrolled	What to do next?	Module Progress
--------	---------------	----------	------------------	-----------------

Username	First Name	Last Name	Enrolled	Working Level	What to do next?	Module Progress (%)
SL002	Jan	Lewis	Yes	L1	Take the initial assessment.	100%
PT003	Paul	Taylor	Yes	E3	Complete	100%
JR005	Joshua	Roberts	Yes	E1	Complete	100%
RB001	Richard	Brook	Yes	L2	Take the Comparing Information skill check.	57%
GM021	Gagan	Multani	Yes	L1	Take the Writing for Different Audiences interactive resource.	25%
JR028	Jason	Trent	Yes	E3	Take the Sources of Information interactive resource.	22%
SM004	Susan	Moran	Yes	L1	Take the Apostrophes interactive resource.	18%
RD017	Reeta	Dennings	Yes	E3	Take the English Entry 3 Diagnostic assessment.	17%
JC006	John	Carter	Yes	L1	Take the Apostrophes interactive resource.	11%
CB008	Carol	Brown	Yes	L1	Take the Commas interactive resource.	11%
SC009	Steve	Cooper	Yes	NA	Take the initial assessment.	0%
BC011	Bill	Chapman	Yes	E3	Take the Recognising Key Words interactive resource.	0%
LM012	Louise	Finch	Yes	NA	Take the initial assessment.	0%
FB013	Fiona	Brentwood	Yes	NA	Take the initial assessment.	0%
SC014	Sophie	Channing	Yes	NA	Take the initial assessment.	0%
HJ015	Huw	Jones	Yes	NA	Take the initial assessment.	0%
KN016	Kate	Nightingale	Yes	NA	Take the initial assessment.	0%
cb025	Chris	Brown	Yes	NA	Take the initial assessment.	0%

Reports

To access reports, select the **Users** tab then **Reports** from the drop-down menu.



Using the report builder, a wide range of reports are available, These include:

- *Initial Assessment Summary*
- *Initial Assessment Summary (Maths and English)*
- *Tracking Grid Report*
- *Diagnostics Assessment Summary (Working Level)*
- *Diagnostics Summary (All Levels)*
- *Curriculum Summary*
- *Course Progress Report*
- *User Activity Report*
- *Assessment Result Report*
- *Task Summary Report (For Course)*
- *Task Summary Report (For Group)*

To run a report, choose a report then select the **RUN REPORT** button.

Initial Assessment Summary Report

1. Choose a subject, then scroll down and select the **NEXT** button.

HOME / REPORTS / RUN REPORT

Initial Assessment Summary

Please select a course for this report.

- English
- Maths
- IT Basics

2. Choose a group(s) by selecting the blue + symbol and changing it to a red X, then scroll down and select the **NEXT** button. Use the search box if the group is not shown.

HOME / REPORTS / RUN REPORT

Initial Assessment Summary

Please select a group(s) for this report.

Search Group

Search GO

- Functional Skills English
English 2015-16 Functional Skills
- Everyone
Built-in everyone group
- Functional Skills 2
A description is not available for this group.
- Functional Skills Maths
This is a group containing students completing Fun

Functional Skills English Functional Skills Maths

2 items selected - Use the search above to add more items to the list.

3. On the next screen (not shown) is a summary of your search preferences. If correct, select the **RUN REPORT** button.

Example report

Find GO

Username	First Name	Last Name	Working Level	Lowest Score (%)	Lowest Date	Highest Score (%)	Highest Date	Recent Score (%)	Recent Date
PT003	Paul	Taylor	E3	80	6/20/2015	80	6/20/2015	80	6/20/2015
JR005	Joshua	Roberts	E1	77	6/28/2015	77	6/28/2015	77	6/28/2015
JL002	Jan	Lewis	L1	67	6/16/2015	67	6/16/2015	67	6/16/2015
GM021	Gagan	Muftani	L1	62	6/28/2015	62	6/28/2015	62	6/28/2015
RB001	Richard	Brook	L2	60	6/16/2015	60	6/16/2015	60	6/16/2015
RD017	Reeta	Dennings	E3	59	6/20/2015	59	6/20/2015	59	6/20/2015
JC006	John	Carter	L1	56	6/18/2015	56	6/18/2015	56	6/18/2015
CB008	Carol	Brown	L1	54	6/22/2015	54	6/22/2015	54	6/22/2015
Jt028	Jason	Trent	E3	52	7/6/2015	52	7/6/2015	52	7/6/2015
SM004	Susan	Moran	L1	47	6/18/2015	47	6/18/2015	47	6/18/2015
BC011	Bill	Chaplain	E3	30	6/28/2015	30	6/28/2015	30	6/28/2015
KN016	Kate	Nightingale							
HJ015	Huw	Jones							
SC009	Steve	Cooper							
FB013	Fiona	Brenwood							
cb025	Chris	Brown							
LM012	Louise	Finch							
SC014	Sophie	Channing							
Cb026	Caroline	Beastall							

Interpreting the report

If we focus on the learner PT003 (Paul Taylor), you can see that screenshot below (1) shows that after undertaking the **English Functional Skills Initial Assessment**, his **Working Level** is **L1** (Level 1). This is the current level he is working through.

His **Recent level** is also **L1** and the **Recent date**, i.e. when this was achieved was **13th July 2015**.

However, when he first undertook his English Functional Skills Initial Assessment, in screenshot (2) his **First Level** was **E3** (Entry 3) on the **First Date** of **18th June 2015**.

This indicates that Paul moved up a level during that period.

Screenshot (1)

Username	First Name	Last Name	Working Level	Recent Level	Recent Date
RB001	Richard	Brook	L2	L2	6/16/2015
JL002	Jan	Lewis	L1	L1	6/16/2015
PT003	Paul	Taylor	L1	L1	7/13/2015

Screenshot (2)

First Level	First Date	Best Level	Best Date
L2	6/16/2015	L2	6/16/2015
L1	6/16/2015	L1	6/16/2015
E3	6/18/2015	L1	7/13/2015

You can sort the data into ascending or descending order, using the arrows shown on screen.

Last Name	Working Level	Recent Level
Brook	L2	L2

This report can be also exported to Excel or Word using the on-screen buttons.

Initial Assessment Summary (Maths and English) Report

The report titled *Initial Assessment Summary (Maths and English)* is a duplicate of the above report but shows both English and Maths IA results within the same table.

Tracking Grid Report

1. Choose a group(s) by selecting the blue + symbol and changing it to a red X, then scroll down and select the **NEXT** button. Use the search box if the group is not shown.

2. On the next screen is a summary of your search preferences. If correct, select the **RUN REPORT** button.
3. By default, the report will load in **Course View** but this can be changed by selecting the tabs for **Student View** or **Grid View**.


In **Course View**, all modules within that course are displayed.



Example report (Course View)


Module	Total Complete
End of Sentence Punctuation	5 out of 5
Apostrophes	3 out of 5
Commas	3 out of 5
Subject Verb Agreement	5 out of 5






In **Course View**, selecting a module name will cause it to expand and reveal further information

about the module in relation to the students. For example, in the screenshot below, the module **End of sentence punctuation** has been selected and this has revealed:




1. Everyone has completed this module.
2. The learner *John Carter* passed this module by successfully completing the Skill Check(s) for this topic. This is indicated by this symbol .

 Complete
 John Carter >

3. The four learners *Jan Lewis, Susan Moran, Carol Brown and Gagan Multani* all passed this topic when undertaking the Diagnostic Assessment. This is indicated by this symbol .








 Passed on Diagnostic
 Jan Lewis >
 Susan Moran >
 Carol Brown >
 Gagan Multani >

Selecting the name of any learner reveals information about how this module came to be a skill gap, for example, below you can see that John Carter undertook a Diagnostic Assessment on the 18 June 2015 and was identified as **Needs Practice**.

 Complete		
 John Carter v		
Diagnostic Result	18 June 2015	 Needs Practice










STUDENT VIEW


If the **Student View** tab is selected, all *students* enrolled on the course are displayed.



Course View	Student View	Grid View	 PRINT
Module Set: English Level 1 (Current)			
 Student	Total Complete		
 Jan Lewis >	17 out of 17		
 Susan Moran >	8 out of 17		
 John Carter >	9 out of 17		
 Carol Brown >	9 out of 17		
 Gagan Multani >	11 out of 17		


In **Student View**, selecting a student's name will expand the module and reveal further information about the module in relation to the students. For example, in the screenshot below, the student **Susan Moran** has been selected and this has revealed:







- Susan has 9 out of 17 modules still to complete.

Incomplete	
 Apostrophes	>
 Format & Structure	>
 Formal Language	>
 Adverbs	>
 Vocabulary of Texts	>
 Adjectives	>
 Spellings	>
 Prefixes and Suffixes	>
 Using a Dictionary	>


- Susan has completed 2 out of 17 modules by successfully completing the corresponding Skill Check(s). This is indicated by this symbol .

Complete	
 Commas	>
 Comprehension	>

- Susan successfully passed 6 out of 17 modules on the Diagnostic Assessment. This is indicated by this symbol .

Passed on Diagnostic	
 End of Sentence Punctuation	>
 Subject Verb Agreement	>
 Connectives	>
 Verb Tense	>
 Homophones	>
 Sequencing	>

Selecting the name of any module reveals information about how this module was passed, or became a skill gap, during the Diagnostic Assessment. For example, below you can see that Susan undertook a Diagnostic Assessment and was identified as **Very Good** for **Subject verb Agreements**.

Subject Verb Agreement		
Diagnostic Result	18 June 2015	 Very Good

GRID VIEW

If the **Grid View** tab is selected, all *students* and their *diagnostic results* are displayed.



Note that this grid is interactive, i.e. you can select an item on the grid if you wish to manually mark a learner's work as complete. This option will be discussed further in this section.

Course View Student View **Grid View** PRINT

Module Set: **English Level 1 (Current)**

Key:
 = Incomplete
 = Pass (Tutor marked as complete)
 = Pass (All Skill Checks completed)
 = Passed on Diagnostic
 = Pass (All resources viewed)
 = Pass (All tasks completed)
 = Automatically assigned (Incomplete)

Diagnostic results key:
 = Needs Practice
 = Take Care
 = Very Good

	End of Sentence Punctuation	Apostrophes	Commas	Subject Verb Agreement	Connectives	Verb Tense	Format & Structure	Formal Language	Adverbs
Jan Lewis (JL002)									
Susan Moran (SM004)									
John Carter (JC006)									
Carol Brown (CB008)									
Gagan Multani (GM021)									
Total Complete: (Out of 5)	5	3	3	5	5	5	3	1	2

In **Grid View**, reading along the row adjacent to the student's name, you can quickly identify how the learner performed in the Diagnostic Assessment. As there is a lot of data to show on screen, a horizontal scroll bar is provided to access the data not shown. A key is provided to interpret the icons. Selecting a learner's name expands the grid to reveal additional information about how the learner performed in the Diagnostic Assessment.

Key:

- = Incomplete
- = Pass (Tutor marked as complete)
- = Pass (All Skill Checks completed)
- = Passed on Diagnostic
- = Pass (All resources viewed)
- = Pass (All tasks completed)
- = Automatically assigned (Incomplete)

Module Set: English Level 1 (Current)									
Key:									
	= Incomplete								
	= Pass (Tutor marked as complete)								
	= Pass (All Skill Checks completed)								
	= Passed on Diagnostic								
	= Pass (All resources viewed)								
	= Pass (All tasks completed)								
	= Automatically assigned (Incomplete)								
Diagnostic results key:									
	= Needs Practice								
	= Take Care								
	= Very Good								
	End of Sentence Punctuation	Apostrophes	Commas	Subject Verb Agreement	Connectives	Verb Tense	Format & Structure	Formal Language	Adverbs
Jan Lewis (JL002)	>								
Susan Moran (SM004)	<								
Diagnostic Result 18 June 2015									

Key:	
	= Incomplete
	= Pass (Tutor marked as complete)
	= Pass (All Skill Checks completed)
	= Passed on Diagnostic
	= Pass (All resources viewed)
	= Pass (All tasks completed)
	= Automatically assigned (Incomplete)

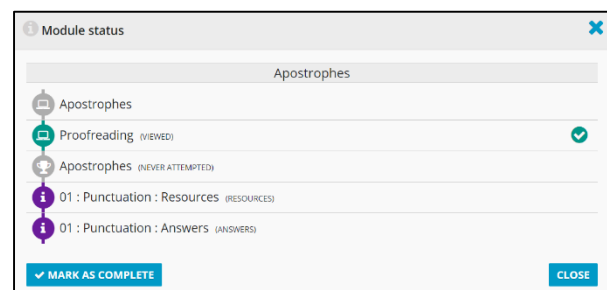
Diagnostic results key:	
	= Needs Practice
	= Take Care
	= Very Good

From the screenshot above, you can see that the student **Susan Moran** has taken a Diagnostic Assessment and from the key, you can identify that from just the section shown (*remember, there may be more skill gaps not shown on screen*) – use the horizontal scroll bar to reveal the other skill gaps) she has skill gaps of **Apostrophes** , **Commas** , **Format & Structure** , **Formal Language** and **Adverbs** . Above each skill gap is another symbol and you can use the key to identify what stage the student is on their course.

For the topic of **Commas**, you can see a star symbol with an 'S' in the centre . From the key, you can identify that this symbol means Susan passed this topic by successfully completing the corresponding Skill Check(s).

Manually marking a topic as completed

If you do not license the bksb Skill Checks, you lose the ability for the system to automatically mark a module as complete. However, the tracking grid report in Grid View is interactive, i.e. you can select any symbol which identifies a module as incomplete and, after selecting it with your mouse, a popup appears, providing you the option to mark as complete. Select the **MARK AS COMPLETE** button to complete the process. The symbol will change from to . If you make a mistake, select the star icon and the **MARK AS INCOMPLETE** button to reverse the action.



Diagnostics Assessment Summary (Working Level)

1. Choose a subject, then scroll down and select the **NEXT** button.

HOME / REPORTS / RUN REPORT

Diagnostics Assessment Summary (Working Level)

Please select a course for this report.

- English
- Maths
- GCSE English
- GCSE Maths

2. Choose a group(s) by selecting the blue + symbol and changing it to a red X, then scroll down and select the **NEXT** button. Use the search box if the group is not shown.

Please select a group(s) for this report.

Search Group

Search GO

- Functional Skills English**
English 2015-16 Functional Skills
- Everyone**
Built-in everyone group
- Functional Skills 2**
A description is not available for this group.
- Functional Skills Maths**
This is a group containing students completing Fun

Functional Skills English Functional Skills Maths

2 Items selected - Use the search above to add more items to the list.

3. On the next screen (not shown) is a summary of your search preferences. If correct, select the **RUN REPORT** button.

Example report

Username	First Name	Last Name	Working Level	Lowest Score (%)	Lowest Date	Highest Score (%)	Highest Date	Recent Score (%)	Recent Date
cb025	Chris	Brown							
RV050	Ritesh	Vashisht	E2						
PT003	Paul	Taylor	L1						
RD017	Reeta	Dennings	E3	59	6/20/2015	59	6/20/2015	59	6/20/2015
RB001	Richard	Brook	L2	60	6/16/2015	60	6/16/2015	60	6/16/2015
GM021	Gagan	Multani	L1	62	6/28/2015	62	6/28/2015	62	6/28/2015
JR005	Joshua	Roberts	E1	77	6/28/2015	77	6/28/2015	77	6/28/2015
SC009	Steve	Cooper							
CB008	Carol	Brown	L1	54	6/22/2015	54	6/22/2015	54	6/22/2015
JT028	Jason	Trent	E3	52	7/6/2015	52	7/6/2015	52	7/6/2015
JL002	Jan	Lewis	L1	67	6/16/2015	67	6/16/2015	67	6/16/2015
SM004	Susan	Moran	L1	47	6/18/2015	47	6/18/2015	47	6/18/2015
JC006	John	Carter	L1	56	6/18/2015	56	6/18/2015	56	6/18/2015
Cb026	Caroline	Beastall							
AK035	Ashwin	Kumar							

Diagnostics Assessment Summary (All Levels) Report

1. Choose a subject, then scroll down and select the **NEXT** button.

2. Choose a group(s) by selecting the blue + symbol and changing it to a red X, then scroll down and select the **NEXT** button. Use the search box if the group is not shown

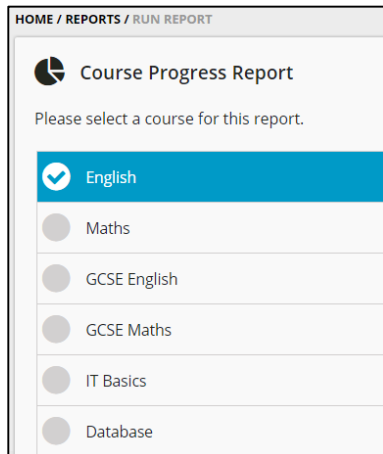
3. On the next screen (not shown) is a summary of your search preferences. If correct, select the **RUN REPORT** button. Note that this report covers all levels and is therefore very wide. A scroll bar is provided to view data not immediately shown on screen.

Example report


Username	First Name	Last Name	Working Level	PE Lowest Score	PE Lowest Date	PE Highest Score	PE Highest Date	PE Recent Score	PE Recent Date	E1 Lowest Score	E1 Lowest Date	E1 Highest Score	E1 Highest Date	E1 Recent Score
PT003	Paul	Taylor	L1											
GM021	Gagan	Mutani	L1											
RD017	Reeta	Dennings	E3											
JR005	Joshua	Roberts	E1							77	6/28/2015 8:03:00 AM	77	6/28/2015 8:03:00 AM	77
SC009	Steve	Cooper												
RB001	Richard	Brook	L2											
ch025	Chris	Brown												
RV050	Ritesh	Vashicht	E2											
CB008	Carol	Brown	L1											
J028	Jason	Trent	E3											
JL002	Jan	Lewis	L1											
SM004	Susan	Moran	L1											
JC006	John	Carter	L1											
Ch026	Caroline	Beastall												
AK035	Ashwin	Kumar												

Course Progress Report

1. Choose a course then scroll down and select the **NEXT** button.



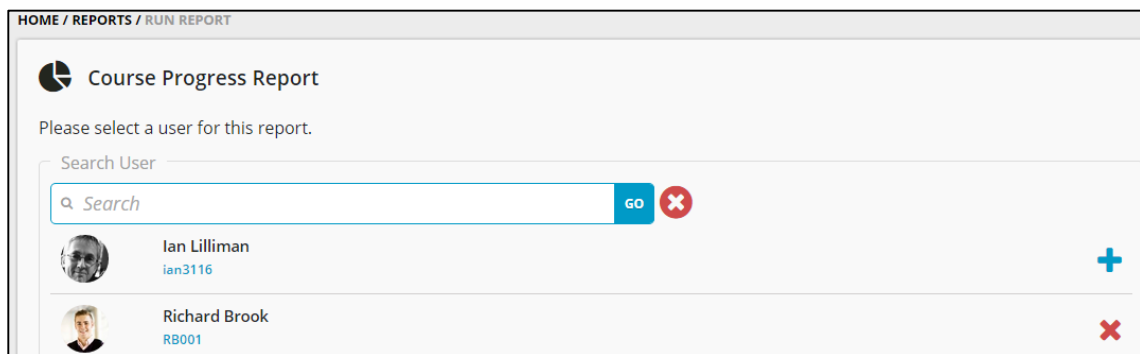
HOME / REPORTS / RUN REPORT

 Course Progress Report


Please select a course for this report.

- English
- Maths
- GCSE English
- GCSE Maths
- IT Basics
- Database

2. Choose a user by selecting the blue + symbol and changing it to a red X, then scroll down and select the **NEXT** button. Use the search box if the group is not shown.





HOME / REPORTS / RUN REPORT

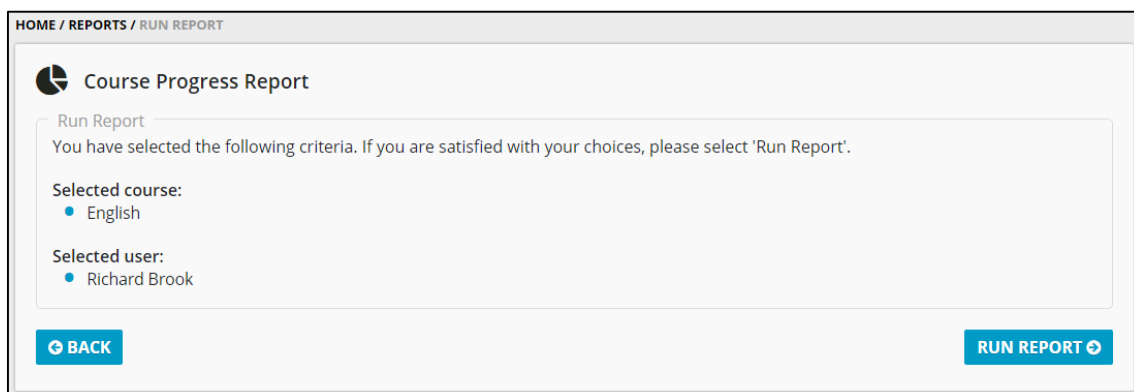
 Course Progress Report

Please select a user for this report.


Search User

-  Ian Lilliman
ian3116
-  Richard Brook
RB001

On the next screen is a summary of your search preferences. If correct, select the **RUN REPORT** button.



HOME / REPORTS / RUN REPORT

 Course Progress Report

Run Report

You have selected the following criteria. If you are satisfied with your choices, please select 'Run Report'.


Selected course:


- English

Selected user:

- Richard Brook

Example report



[HOME](#) [PRINT](#) 

Course progress report EXPAND ALL

Report Selection

You have selected the following parameters for this report.

Selected course:


- English


Selected user:


- Richard Brook (RB001)


Keys

Module progress key:


 = Incomplete


 = Automatically assigned (Incomplete)


 = Module complete


 = Passed on Diagnostic

Achievement method key:

 = Pass (Tutor marked as complete)

 = Pass (All resources viewed)

 = Pass (All tasks completed)

 = Pass (All Skill Checks completed)

Initial Assessment

Result Date	Result Level	Options	
16 June 2015	Level 2	REVIEW	PRINT

Working Level



















- Working Level: Level 2
- Working Level Set By: Initial Assessment
- Best IA Score: Level 2
- Low IA Score: Level 2
- Recent IA Score: Level 2

English Level 2



Diagnostic Assessment Result:

Result Date	Score	Out Of	Percentage	Options	
16 June 2015	56	94	60%	REVIEW	PRINT

Module Set: English Level 2 (Current)









 Locating Information	>
 Complex Sentences	>
 Sequencing	>
 Apostrophes	>
 Word Meanings	>
 Comprehension & Inference	>
 Passive Verbs	>
 Correct Verb Tense	>
 Subject/Verb Agreement	>
 Spellings	>
 Colons, Semicolons & Commas	>
 Format and Structure	>
 Pronouns	>
 Fact and Opinion	>
 Prefixes/Suffixes	>
 Appropriate Language	>
 Speech Marks	>
 Synonyms	>

Revision Scenarios

-  First aid course
-  Job application



Interpreting the report

At the top of the report is a set of keys to help interpret the data

Module progress key:		
 = Incomplete	 = Automatically assigned (Incomplete)	 = Module complete
 = Passed on Diagnostic		
Achievement method key:		
 = Pass (Tutor marked as complete)	 = Pass (All resources viewed)	 = Pass (All tasks completed)
 = Pass (All Skill Checks completed)		

Below this is displayed any assessment information for the course (**English** in the example shown below). Selecting the **REVIEW** button allows you to review the answers given by the learner.

Initial Assessment



Result Date	Result Level	Options	
16 June 2015	Level 2	 REVIEW	 PRINT

Working Level

- Working Level: Level 2
- Working Level Set By: Initial Assessment
- Best IA Score: Level 2
- Low IA Score: Level 2
- Recent IA Score: Level 2



















English Level 2

Diagnostic Assessment Result:

Result Date	Score	Out Of	Percentage	Options	
16 June 2015	56	94	60%	 REVIEW	 PRINT

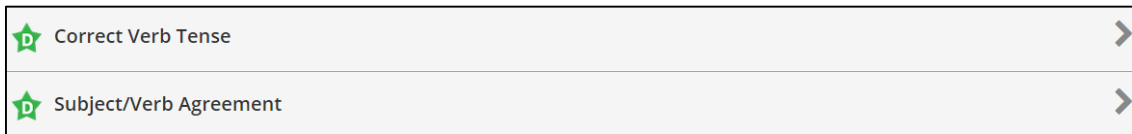
Below this are displayed all the modules that make up the learner's course. Each module is selectable so that you can drill down further to reveal more information about the learner's progression.

Module Set: English Level 2 (Current)

 Locating Information	
 Complex Sentences	
 Sequencing	
 Apostrophes	
 Word Meanings	
 Comprehension & Inference	
 Passive Verbs	
 Correct Verb Tense	
 Subject/Verb Agreement	

Modules passed during the Diagnostic Assessment

For example, any modules which have a 'D' inside a green star indicates this module was passed during the Diagnostic Assessment.

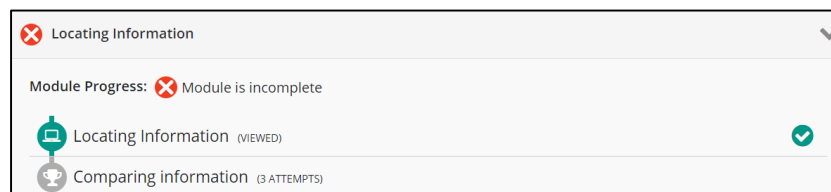


Modules identified as a skill gap during the Diagnostic Assessment

A module which has a white 'X' in a red circle indicates this module was not passed during the Diagnostic Assessment and has become a part of their course. In the screenshot below, the topic called **Locating Information** is currently incomplete.




Selecting the title causes the box to expand and reveal extra information. You can see from the screenshot that the green tick indicates the learner has viewed the Interactive Learning Resource called **Locating Information**. The picture of a laptop in a green circle indicates this is an *Interactive Learning Resource*.

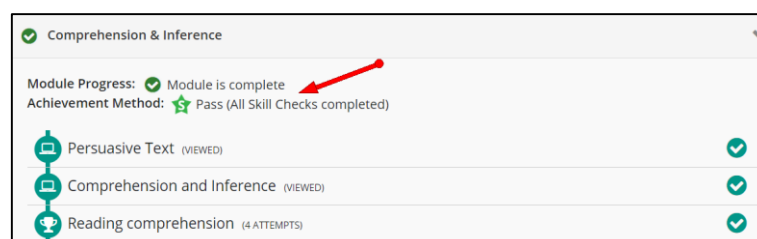



Skill gaps completed by the learner

Any module component which has a white tick in a green circle indicates this module was identified in the Diagnostic Assessment as a skill gap but the learner has worked through the resources and Skill Checks.



Selecting the module reveals details how the learner passed the topic. In the example below, you can see the achievement method was by passing the Skill Check (shown by an 'S' in a green star ).



Further examination reveals the learner took four attempts to pass the Skill Check. A Skill Check is shown as a trophy icon .



Selecting the line which shows the number of Skill Check attempts causes a pop-up to appear with further information about the learner's individual attempts.

Reading comprehension ✕					
Result Date	Result	Score	Out of	Percentage Score	Options
18 June 2015	✘ FAIL	2	7	29%	REVIEW PRINT
18 June 2015	✘ FAIL	4	7	57%	REVIEW PRINT
18 June 2015	✘ FAIL	4	7	57%	REVIEW PRINT
18 June 2015	✔ PASS	7	7	100%	REVIEW PRINT

CLOSE

For each attempt, you can review the answers given by the learner by selecting the **REVIEW** button.

Modules marked by a tutor


If a tutor chooses to manually mark a module as complete (*perhaps because they do not licence the bksb Skill Checks software which automatically marks work as complete, or have other evidence to suggest the learner is competent in a topic*), it is identified by a white ✓ in a green star next to **Achievement Method**.


Comprehension


Module Progress: ✔ Module is complete

Achievement Method: ★ Pass (Tutor marked as complete)

Achievement Date: 25 June 2015

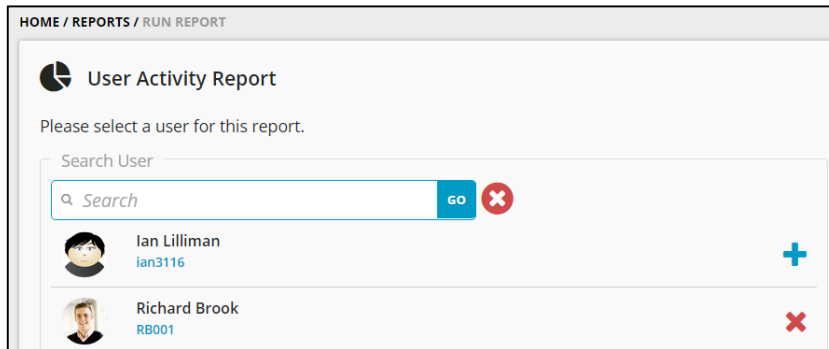
 Skimming/Scanning/Detailed Reading

 Sources of Information

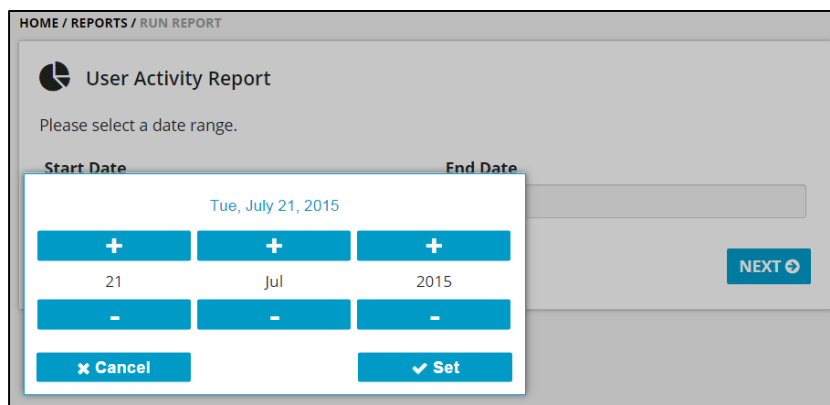
 Reading comprehension (NEVER ATTEMPTED)

User Activity Report

1. Choose a student then select the **NEXT** button

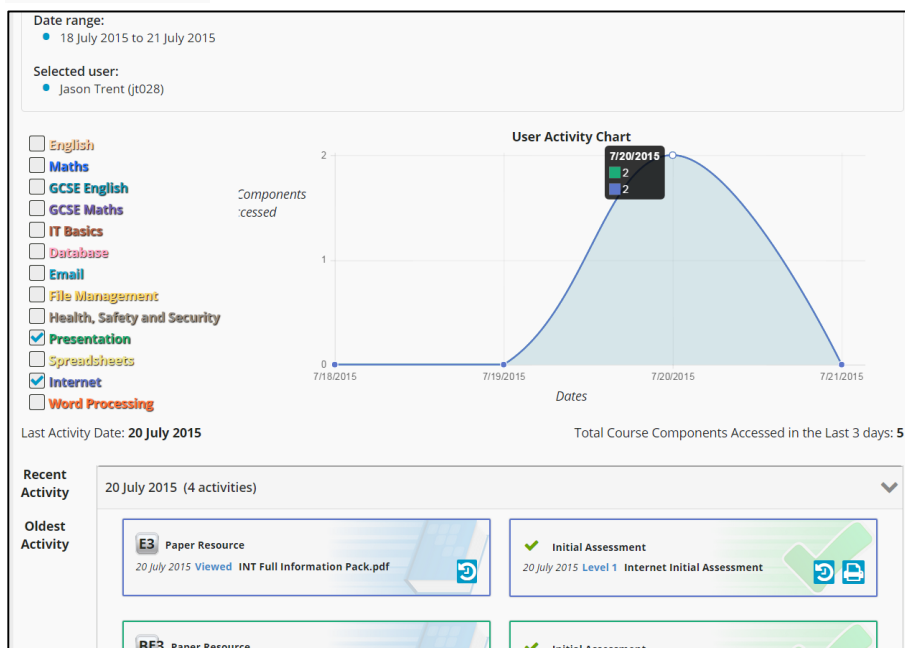


2. On the next screen, choose a start and end date for the activity report then select the **NEXT** button.

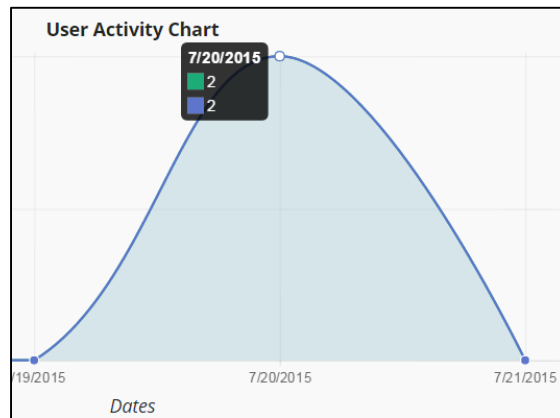


3. On the next screen, you will see a summary of your search criteria. If correct, select the **RUN REPORT** button.

Example report



On the left hand side of the screen, you can use the checkboxes to filter the course activity results data. You can also hover your mouse over the points on the graph to reveal specific data about that point. For example, below you can see the point represents 2 activities undertaken for the ICT modules ‘Presentations’ and ‘Internet’.



Below this can be found a drop-down panel about the activities carried out on a specific date.

This screenshot shows a drop-down panel for the date 20 July 2015, which has 4 activities. The activities are listed in a grid:

- Recent Activity:** 20 July 2015 (4 activities)
- Oldest Activity:**
 - E3 Paper Resource:** 20 July 2015 Viewed INT Full Information Pack.pdf
 - BE3 Paper Resource:** 20 July 2015 Viewed PP Full Information Pack.pdf
 - Initial Assessment:** 20 July 2015 Level 1 Internet Initial Assessment
 - Initial Assessment:** 20 July 2015 Level 1 Presentation Initial Assessment

If additional activities were undertaken during your selected date period, drop-down sections are also available for these days – see screenshot below.

This screenshot shows a drop-down panel for the date 25 June 2015, which has 10 activities. The activities are listed in a grid:

- Recent Activity:** 12 July 2015 (3 activities)
- 05 July 2015:** (1 activity)
- 25 June 2015 (10 activities):**
 - L2 Skill Check:** 25 June 2015 63% NOT ACHIEVED Comparing information
 - L2 Skill Check:** 25 June 2015 0% NOT ACHIEVED Comparing information
 - L2 Skill Check:** 25 June 2015 0% NOT ACHIEVED Comparing information
 - L1 Interactive Resource:** 25 June 2015 Viewed Locating Information
 - L2 Skill Check:** 25 June 2015 90% Passive verbs
 - L2 Skill Check:** 25 June 2015 40% NOT ACHIEVED Passive verbs
 - L2 Skill Check:** 25 June 2015 30% NOT ACHIEVED Passive verbs
 - L2 Skill Check:** 25 June 2015 70% NOT ACHIEVED Passive verbs
 - L2 Skill Check:** 25 June 2015 40% NOT ACHIEVED Passive verbs
 - L2 Interactive Resource:** 25 June 2015 Viewed Active/Passive Verbs
- 18 June 2015:** (7 activities)
- 16 June 2015:** (5 activities)

Task Summary Report (for Course)

1. Choose a subject then select the **NEXT** button.

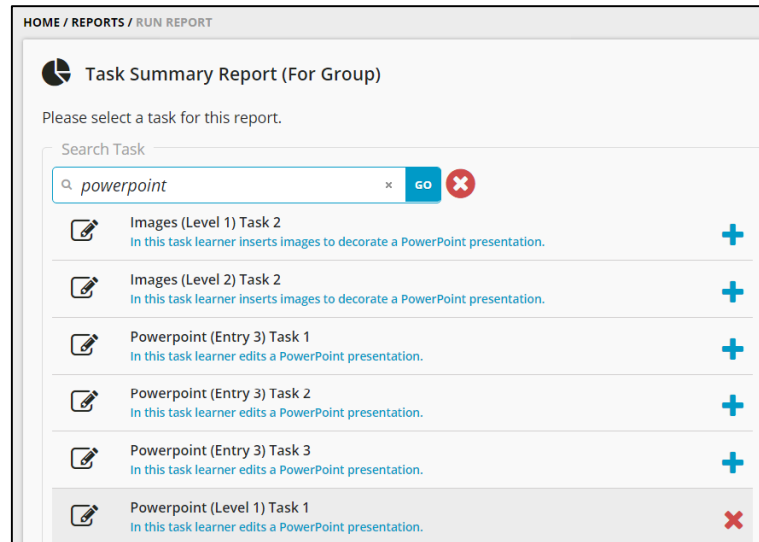
2. Choose a group then select the blue + symbol to change it to a red X, then scroll down and select the **NEXT** button.

3. On the next screen (not shown) is a summary of your report criteria. Selecting the **RUN REPORT** button launches the report.

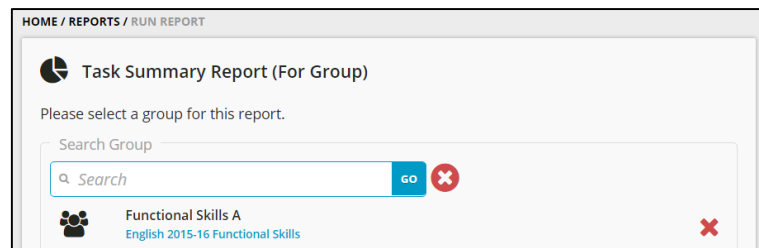
Task Summary Report				
Group name:	Functional Skills A			
Course name:	English			
Number of group members:	16			
Enrolled on course:	16			
Task	Submitted	Completed	Retake	
English Free Writing Task		0	0	0
FS English L1 Revision Scenario 1		0	0	0
FS English L1 Revision Scenario 2		0	0	0
FS English L1 Revision Scenario 3		0	0	0
FS English L2 Revision Scenario 1		0	0	0
FS English L2 Revision Scenario 2		0	0	0
FS English L2 Revision Scenario 3		0	0	0
L1 FS Writing Scenarios		0	0	0
L2 FS Writing Scenarios		0	0	0

Task Summary Report (for Group)

1. Choose a relevant assessment or Skill Check. If the assessment is not immediately shown on screen, use the search box to locate the assessment. Once located, select the blue + symbol to change it to a red X, then scroll down and select the **NEXT** button.



4. Choose a group then select the blue + symbol to change it to a red X, then scroll down and select the **NEXT** button.



2. On the next screen (not shown) is a summary of your report criteria. Selecting the **RUN REPORT** button launches the report.

Group Task Summary				
Group Name:	Functional Skills A			
Task Name:	Powerpoint (Level 1) Task 1			
Username	Firstname	Lastname	Status	Marks
AK035	Ashwin	Kumar	Incomplete	
CB008	Carol	Brown	Incomplete	
Cb026	Caroline	Beastall	Incomplete	
cb025	Chris	Brown	Incomplete	
GM021	Gagan	Multani	Incomplete	
JL002	Jan	Lewis	Incomplete	
jt028	Jason	Trent	Completed	Passed
JC006	Jim	Carter	Incomplete	
Julietrain	Julie	Train	Incomplete	
MT101	Matt	Carling	Incomplete	
PT003	Paul	Taylor	Incomplete	
RD017	Reeta	Dennings	Incomplete	
RB001	Richard	Brook	Incomplete	
RV050	Ritesh	Vashisht	Incomplete	
SC009	Steve	Cooper	Incomplete	
SM004	Susan	Moran	Incomplete	

Retaking an IA

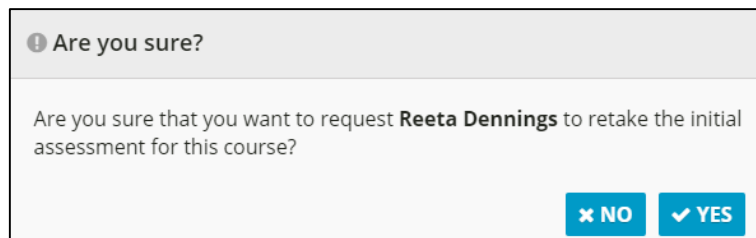
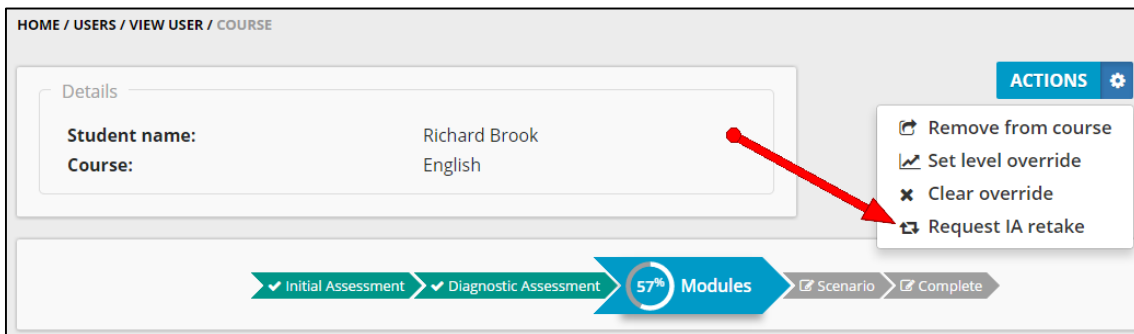
You can direct an individual learner to retake a bksb Initial Assessment at any time. To do this, you need to first search for the learner (either in your **My Groups**, or My Students or by using the search box. Next, select the **VIEW PROFILE** button.



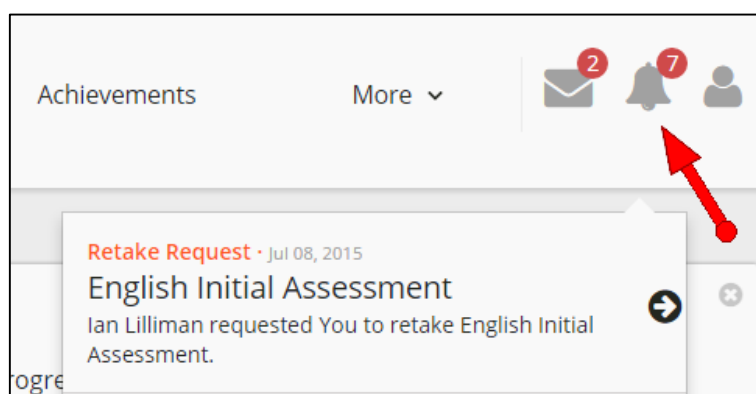
On the next screen, locate the course and select the **VIEW COURSE** button for the chosen course.



Next screen, select the **ACTIONS** button in the upper right of the screen and choose the option **Request IA retake**. A warning box appears; select the **YES** button.



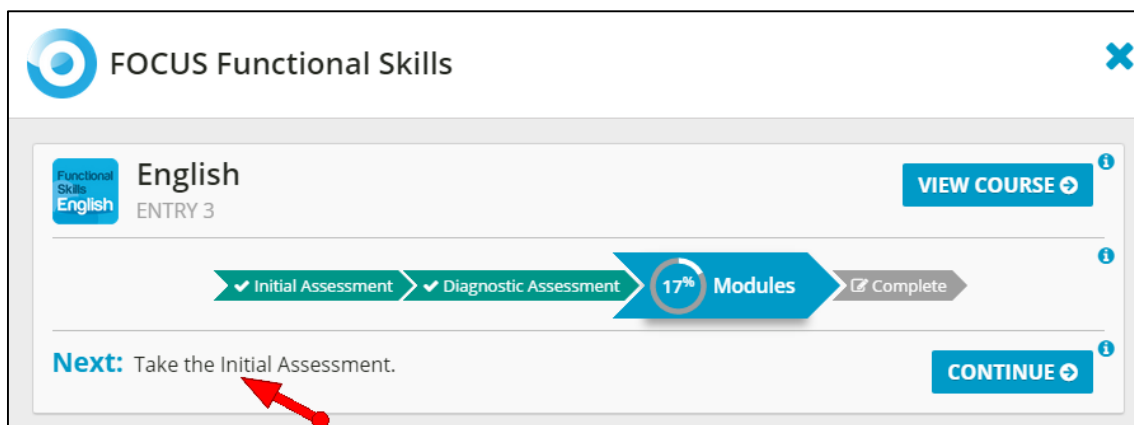
On the user's home page, they will see a notification next to the bell icon in the upper right of the screen. This identifies which tutor sent the IA retake request.



The user will also see an event has been recorded on their home page and again, this identifies who requested the IA retake.



In the screenshot of the course timeline below, the user has already progressed part way through their course, but the link is now directing them to retake the bksb Initial Assessment.



When a student retakes an Initial Assessment, the system places the learner onto a course level which corresponds to the highest level achieved in the IA. If the student achieves the same level as previously, the student remains on the same level course unless manually overridden by a tutor.

Note that each time the student retakes the IA, the date and level achieved is recorded in the system.

Retaking a DA

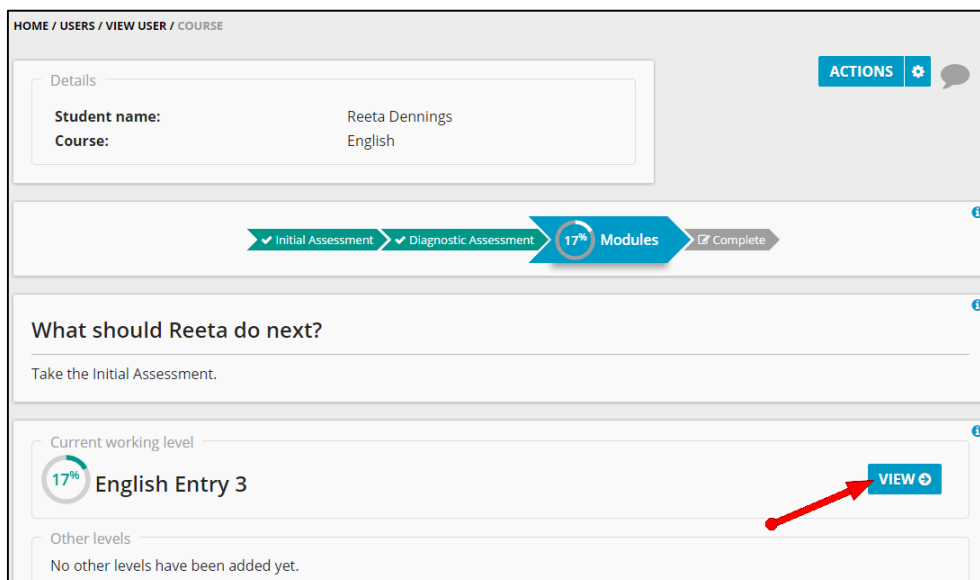
You can direct an individual learner to retake a bksb Diagnostic Assessment at any time. To do this, you need to first search for the learner (either in your My Groups, My Students or by using the search box). Next, select the **VIEW PROFILE** button.



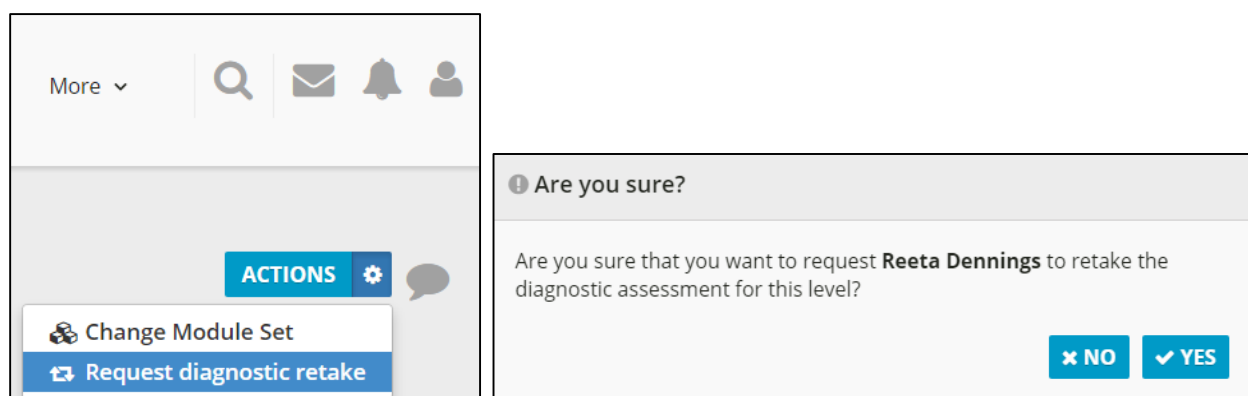
On the next screen, locate the course and select the **VIEW COURSE** button.



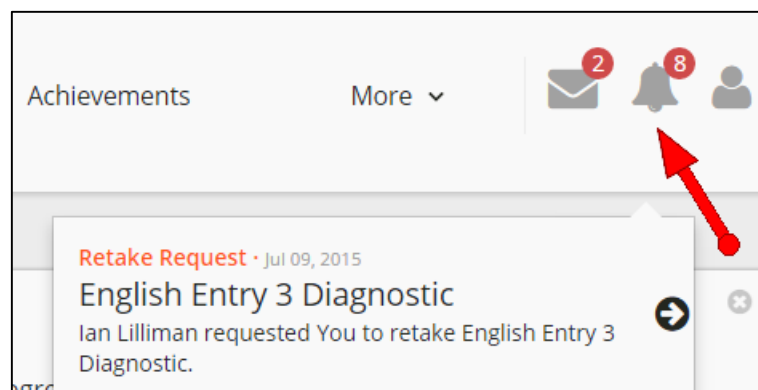
Next screen, select the **VIEW** button within the box for **Current working level**.



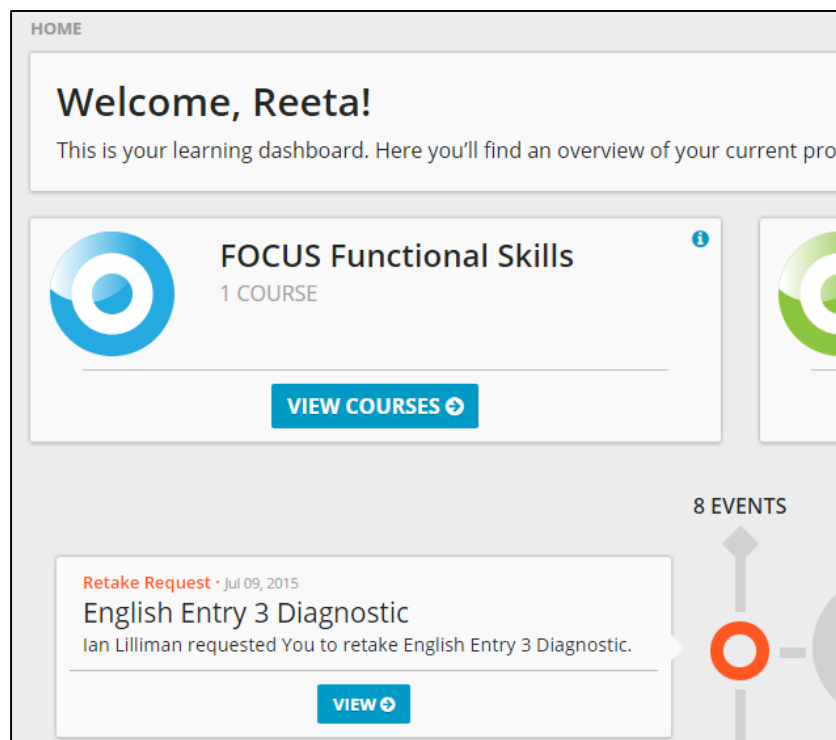
Select the **ACTIONS** button (underneath the messages and notification icons) and from the drop-down list select **Request diagnostic retake**. A warning box appears; select the **YES** button



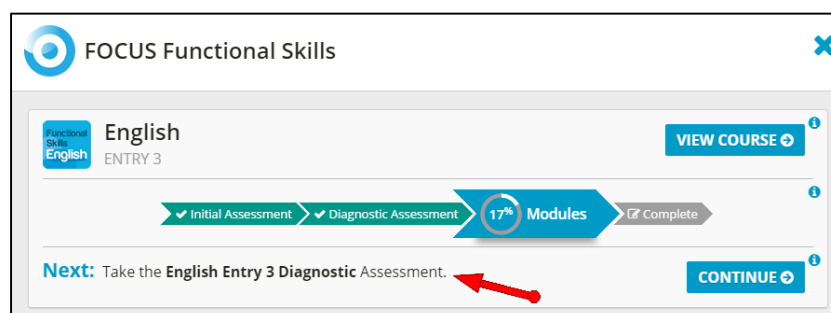
On the user's home page, they will see a notification next to the bell icon in the upper right of the screen. This identifies which tutor sent the IA retake request.



The user will also see an event has been recorded on their home page which identifies who requested the DA retake.



In the screenshot below the student has already progressed part way through their course, the link is now directing them to retake the bksb Diagnostic Assessment.



Overriding the course level

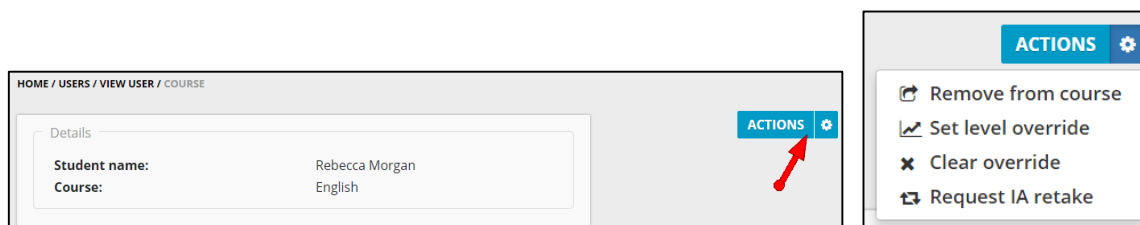
A tutor with the correct permissions can override a user's account and manually set the level of their course. To do this, you need to first search for the learner (either in your My Groups, My Students or by selecting the **Users** tab then searching for the user using the search box). Next, select the **VIEW PROFILE** button.



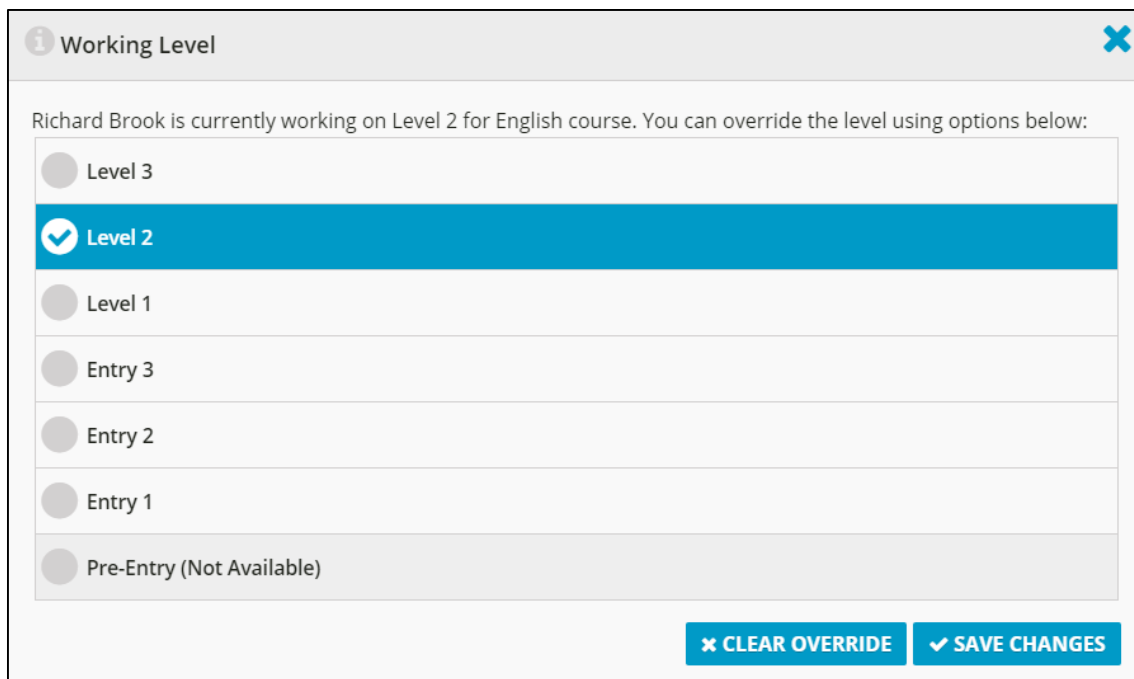
On the next screen, locate the course and select the relevant **VIEW COURSE** button.



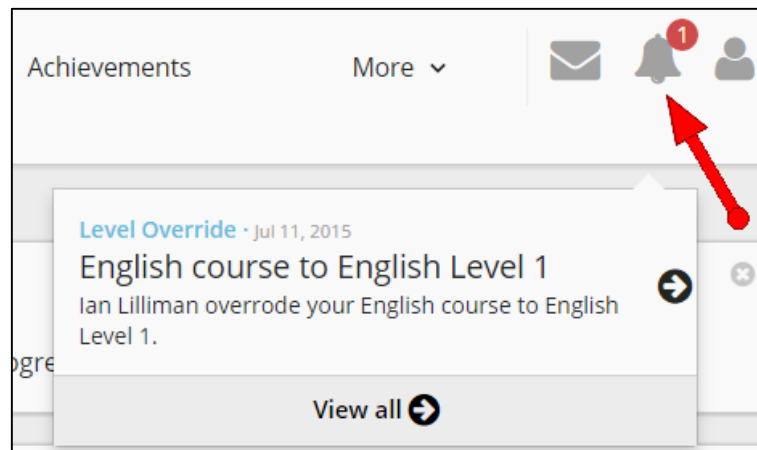
Next, select the **ACTIONS** button then select **Set level override** from the drop-down list.



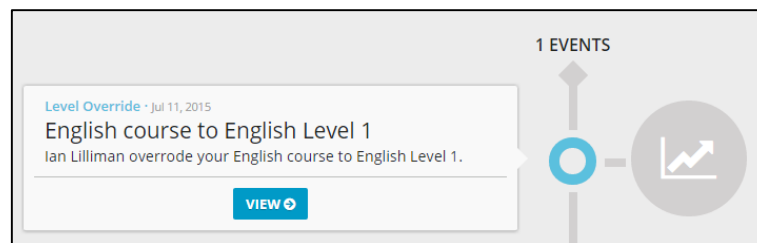
On the pop-up screen, choose a level then select the **SAVE CHANGES** button.



On the user's home page, they will see notification next to the bell icon in the upper right of the screen. This identifies which tutor set the course level override.



The user will also see an event has been recorded on their home page which identifies who set the course level override.

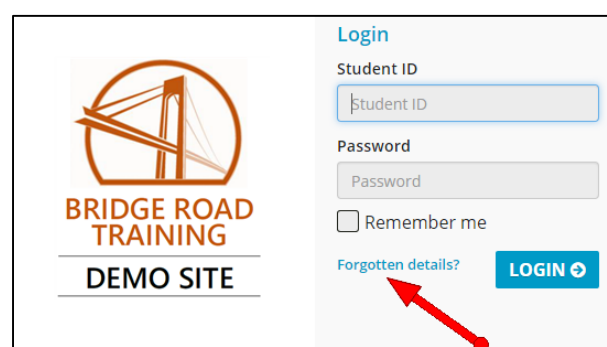


Dealing with forgotten usernames and/or passwords

If a user forgets their login details, they can select the **Forgotten details** link on the login page to recover their details OR, you can reset it for them. Both processes are explained below.

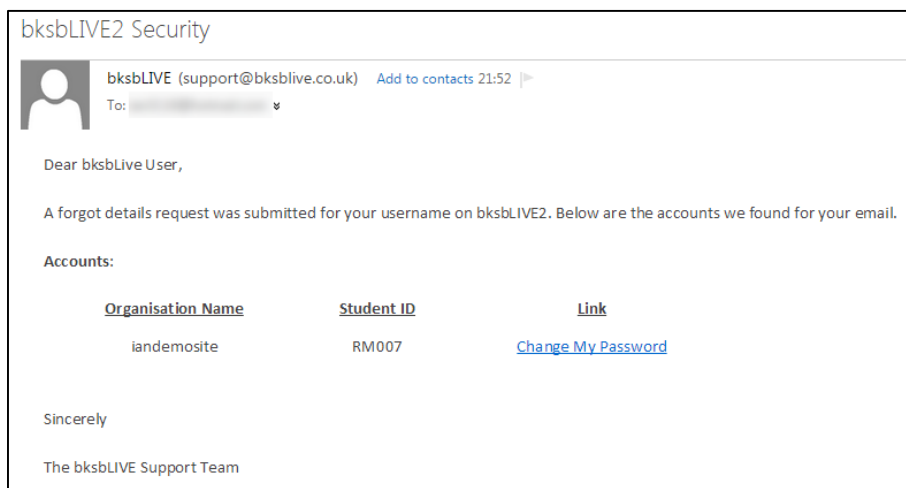


When setting up user accounts, it is highly recommended you enter the user's e-mail address in order to facilitate the username/password recovery system. Users should also be encouraged to keep their e-mail address up to date.

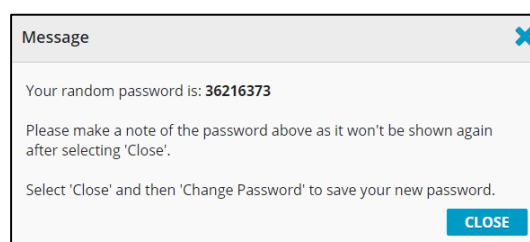


If the user chooses to select the **Forgotten details** link on the login page, on the next screen the user enters their e-mail address. If the address exists in the system, a green tick appears next to their e-mail address to confirm. If they next select the **SEND EMAIL** button, the user will receive an e-mail with further instructions.

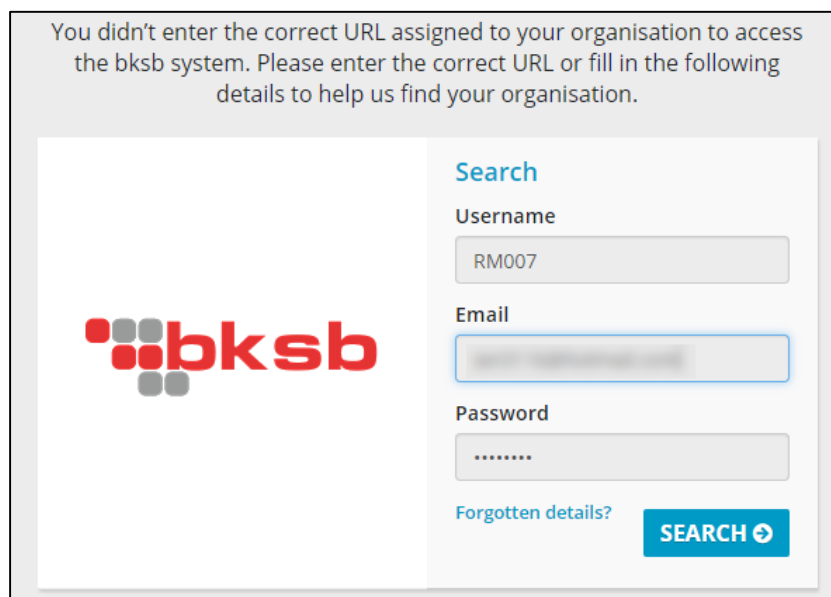
When the user receives their e-mail, it identifies all accounts the user is associated with, their Student ID/Username and a link to change their password.



Upon selecting the **Change My Password** link, their web browser opens and the user is taken to a new screen to change their password. The user can either a) enter their own password, or b) select the **GENERATE PASSWORD** button to create a random password for the user.



Once the password change has been confirmed, the user is taken to a login page to enter their Username/Student ID, e-mail address and password.



You didn't enter the correct URL assigned to your organisation to access the bksb system. Please enter the correct URL or fill in the following details to help us find your organisation.

Search

Username
RM007

Email
[Redacted]

Password
[Redacted]

[Forgotten details?](#) **SEARCH**

If the user enter the correct details, they are shown information about the accounts they belong to and can select the correct account to login.

Send a message to a student/group of students

Messaging in bksbLIVE 2 provides an instant means to communicating with your students when they are not face to face or in a classroom environment.



Messages can only be started by a tutor and students cannot communicate with other students.

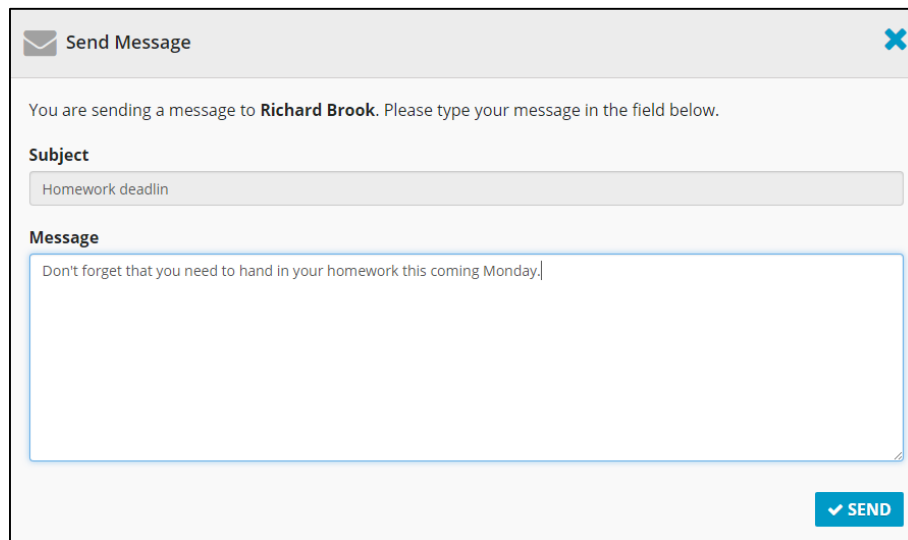
Sending a message to an individual student

After logging in as a member of staff, you can locate the student either through your **My Groups** or **My Students** on your home page, or alternatively, select the **Users** tab then search for the student.

Once you have located the student, select the cog icon opposite their name and from the from-down list, select **Send message**.

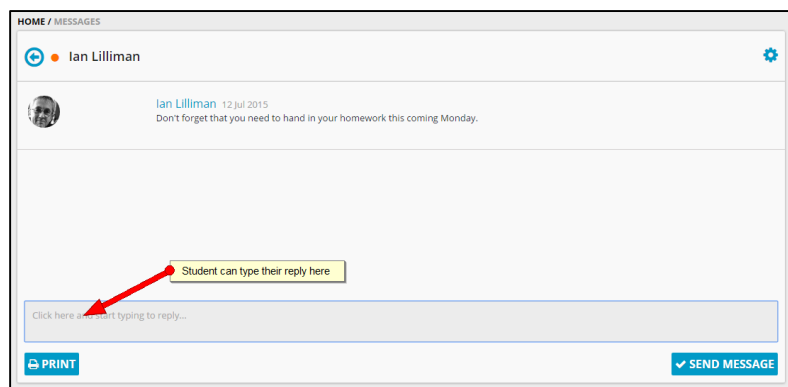
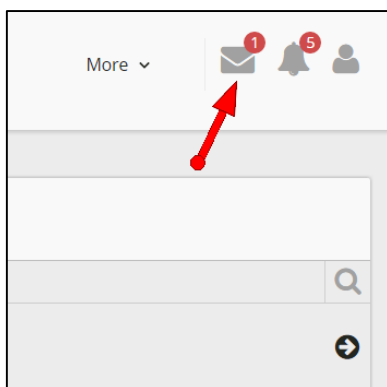


On the next screen, the screen confirms you are sending a message to (First name/Last name). You can then type a subject header and message followed by the **SEND** button



The screenshot shows a 'Send Message' dialog box. At the top, it says 'You are sending a message to **Richard Brook**. Please type your message in the field below.' Below this, there is a 'Subject' field containing 'Homework deadlin' and a larger 'Message' text area containing 'Don't forget that you need to hand in your homework this coming Monday.' At the bottom right, there is a blue button with a checkmark and the text 'SEND'.

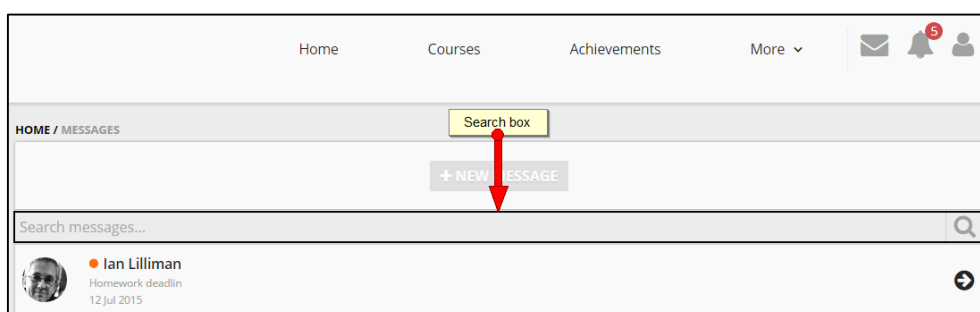
On the student's home page, a red icon appears next to the envelope (message) icon to indicate a new message has been received.



Selecting the message icon opens the message window to reveal all messages. Selecting the unread message opens the message and reveals a reply box into which the student can reply if required.

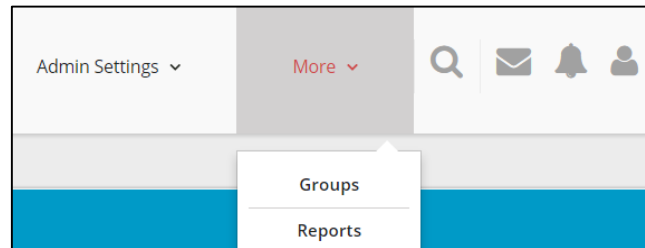
Searching through messages

A student can also search through their messages by selecting the message icon and using the search box to locate a particular message.

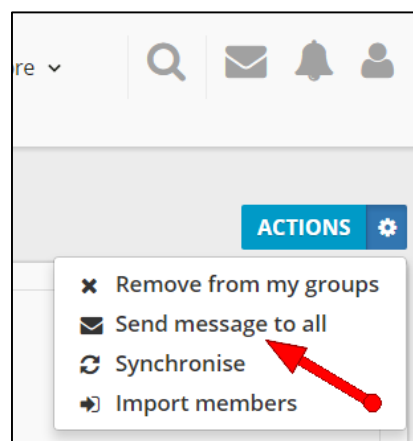
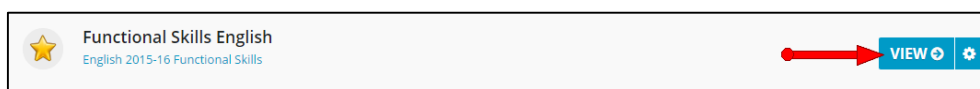


Sending a message to a group of students

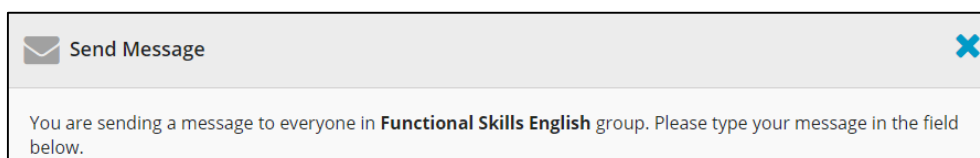
If you have administrator permissions, you can locate the group either through your **My Groups** on your home page, or alternatively, select the **More** tab then **Groups** from the drop-down list, and search for the group. If you have tutor permissions, select the Groups tab then search for the group.



Once you have located the group, select the **VIEW** button (not the Cog icon) and on the next screen, select the **ACTIONS** button and choose **Send message to all**.



On the next screen, the screen confirms you are sending a message to everyone in the group. You can then type a subject header and message followed by the **SEND** button



Each student in the group will receive the same message and can access the message as explained previously in ***Sending a message to an individual student***.