

### Demonstration Script

<b>Session</b>	Student Administration	<b>Estimated Time</b>	1 hour
	Delivering Teaching and Learning		
<b>Attendees</b>	Student Systems Team		

<b>Scenario</b>	<p>This demonstration script seeks to clarify issues relating to the timetabling of teaching and examinations. It relies upon earlier scenarios to demonstrate only some of the points.</p> <p>The objective of this session is to explore the way in which resource, sub unit and staff data that is required for the construction of the teaching and examination timetables is stored and used within the solution. Some elements of this data will have already been demonstrated in other demonstration scripts.</p> <p>Where the solution includes the functionality to timetable teaching and examinations, then discussion will focus around the discussion points and demonstration points 1 to 12.</p> <p>Where the solution to timetabling is based upon an interface to a third party product, then discussion will additionally focus around</p> <ol style="list-style-type: none"> <li>a) The nature of the actual or envisaged interface</li> <li>b) The implications of this interface for the “ownership” of data entities between the solution and third party product (i.e. which system holds the definitive version of the data)</li> <li>c) How and when the student system becomes aware of timetabling problems (e.g advising students about a timetable problem)</li> <li>d) The implications of this for the “process” of producing a timetable (i.e at what point the timetable is considered finalised)</li> </ol> <p>In either case further validation of the timetabling functionality will be undertaken with reference sites.</p>
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<b>Preparation</b>	<p>The demonstration script will be helped by ensuring that unit reference data is set up (from demonstration agenda 6.1). Specifically</p> <ul style="list-style-type: none"> <li>• Unit UNN016 which will result in different instances of the delivery, one starting in September and one in March</li> <li>• Units UNN024 – UNN027 , which share a workshop component.</li> </ul>
	Please also note the request for written response in the Written Response document.

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Activity	Intending to show:
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	<p>Is it possible to store 'term dates' relating to an academic year profile within your system? These are required for national data collection purposes such as for Student Loans Company/LEA loan assessments.</p> <p>For example;</p> <p>September-September year: Term dates:</p> <table data-bbox="491 672 1041 753"> <tr> <td>1</td> <td>25 September 2000 – 15 December 2000</td> </tr> <tr> <td>2</td> <td>8 January 2001 - 23 March 2001</td> </tr> <tr> <td>3</td> <td>9 April 2001 - 1 June 2001</td> </tr> </table> <p>March-March year Term dates:</p> <table data-bbox="491 846 968 927"> <tr> <td>1</td> <td>26 March 2000 - 1 July 2000</td> </tr> <tr> <td>2</td> <td>2 July 2000 - 1 November 2000</td> </tr> <tr> <td>3</td> <td>2 November 2000 - 25 March 2001</td> </tr> </table>	1	25 September 2000 – 15 December 2000	2	8 January 2001 - 23 March 2001	3	9 April 2001 - 1 June 2001	1	26 March 2000 - 1 July 2000	2	2 July 2000 - 1 November 2000	3	2 November 2000 - 25 March 2001	<ul style="list-style-type: none"> <li>• Tests the ability to hold several different notions of what a calendar may be, and to apply these to course cohorts (e.g. the RN Dip HE example).</li> <li>• If interfacing to 3<sup>rd</sup> party raises issue of what a planning period is within that product.</li> </ul>
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	<p>With reference to the unit UNN016, show how the standard patterns of delivery for a unit that are stored are presented within the timetable; to represent when particular instances of delivery commence; to represent when academic holidays fall.</p>	<ul style="list-style-type: none"> <li>• Where students do this unit starting in September or March, this tests the derivation of delivery pattern from a master record.</li> </ul>												
	<p>Demonstrate if it is possible that a class can be an element of more than one unit (e.g. examples of UNN024 to UNN027).</p>	<ul style="list-style-type: none"> <li>• Tests whether teaching delivery is stored on a one-to-one basis with a unit or can be applied across many units - i.e. students from different units attending the same class</li> </ul>												

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	Show how room or equipment resource may be stored and used when constructing a timetable. Demonstrate how the characteristics and possible uses for such resources may be stored and used.	<ul style="list-style-type: none"> <li>Tests ability to manage room and staff resource. Also needs to test notions of multiple groupings (sets of accommodation in respect of geographical location, size, facilities etc)</li> </ul>
	Show how staff may be allocated to teaching at the levels of planning and delivery, and how particular times may be protected from teaching for a given member of staff	<ul style="list-style-type: none"> <li>Tests facilitation of managing staff teaching load, and protection of research times.</li> </ul>
	Show how a user is advised as to the possible times within which a class is able to be resourced. Please demonstrate how such a class is "booked".	<ul style="list-style-type: none"> <li>Tests "intelligence" of the timetabling part to advise of timetabling possibilities. Is this information available to the automated scheduler?</li> </ul>
	Describe the nature of both manual and automated scheduling within the system. Please describe the "strategy" that any automated to semi-automated scheduler will employ to meet the objectives of optimal room utilisation and other academic preferences.	<ul style="list-style-type: none"> <li>Tests how optimisation of the timetable can occur. Given choices, which choice will the system choose? Given conflicting constraints, which will the system give precedence to?</li> </ul>
	Describe how the logistics of unit choice (i.e. avoiding timetabling clashes) may be represented to a student at the point of selecting an option through the student system.	<ul style="list-style-type: none"> <li>Tests how the "academic rules" and the logistics parts communicate: particularly important when interfacing to a 3<sup>rd</sup> party</li> </ul>
	Describe the range of ways in which students may be attached to optional units and how the process of academic decision about which students are best placed on which units may be facilitated.	<ul style="list-style-type: none"> <li>Assess to extent to which academic planning (of unit sizes) is bound to the planning of actual classes. Does the system lead us towards a particular best practice?</li> </ul>
	Outline the different approaches between producing a teaching timetable and producing an examination timetable, if there are any.	<ul style="list-style-type: none"> <li>Is Exam Timetabling any different? Does it require additional interfaces?</li> </ul>

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	Discuss how a record of contact between academic staff and individual students may be recorded on a system (e.g. for a personal tutor to maintain)	<ul style="list-style-type: none"> <li>Tutorials stored within timetable? What about an interface with task / appointment management?</li> </ul>
	In order to meet the demands of the professional body for Nursing and Midwifery the system is required to track sickness and absence of students. Nursing and Midwifery students are required to undertake 4600 hours of placement and theory – if they do not meet this requirement then they cannot pass the course, but students are given the opportunity to “make up” hours before final assessment takes place. Discuss whether the system could provide this functionality.	<ul style="list-style-type: none"> <li>Recording and tracking of sickness and absence of students in order to report compliance to professional bodies</li> </ul>
	For Nursing and Midwifery students in particular, but also for some other students (e.g. Social Work, Teacher Training) it is necessary to use the system to allocate students to placements and to track them so that detailed reports can be provided to Professional bodies. Discuss how the system could provide this functionality.	<ul style="list-style-type: none"> <li>Allocation and tracking of placements in detail</li> </ul>