



Exam Board Reports: Consultation Feedback and Analysis

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1 Introduction and Background

This document contains an analysis of information collected by the Academic Model Project over the course of a number of consultation workshops undertaken to gather requirements for a single UCL-wide suite of exam board reports as well as proposals for the final requirements which should be put forward to Education Committee for approval.

In order to consult widely on requirements for the new suite of UCL-wide exam board report the Academic Model Project team (supported by colleagues from Academic Policy and Quality Assurance and Student Records) ran 11 consultation workshops which were attended by 232 staff from across the institution, an indication of per-Faculty engagement is given in the table below.

Faculty	Attendees
Faculty of Arts and Humanities, Faculty of Social and Historical Sciences, and School of Slavonic and Eastern European Studies	32
Faculty of the Built Environment	22
Faculty of Brain Sciences	18
Faculty of Engineering Sciences	34
Institute of Education	52
Faculty of Life Sciences	16
Faculty of Mathematical and Physical Sciences	28
Faculty of Medical Sciences	13
Faculty of Population Health Sciences	11
Faculty of Laws	6

Attendees at these sessions were asked to record their requirements in the form of user stories, considering in particular each of the following roles (although they were free to add additional users if necessary):

- Chair of Exam Board
- Board Administrator
- External Examiner
- Board Member
- Module Lead
- Faculty Observer
- Student – as the ultimate beneficiary

User stories were phrased along a standard format and are intended as a means to both focus the conversation about requirements on what users are trying to achieve in using the reports and to provide a set of data which is easily comparable across different workshops. The following is an example of a user story.

As a	<i>Chair of Exam Board</i>
I want	<i>To see clearly which students are eligible for condonement, progression, and award</i>
So that	<i>I can confirm their outcomes and agree actions for those who fail</i>

Additionally, attendees were asked to rank the importance of their requirements from the perspective of the named roll (the 'As a' field) and the institution as a whole. The majority of user stories were flagged as a rank of 10 (the highest importance) so this data was not included in the analysis here but the data is included in the appendices for reference.

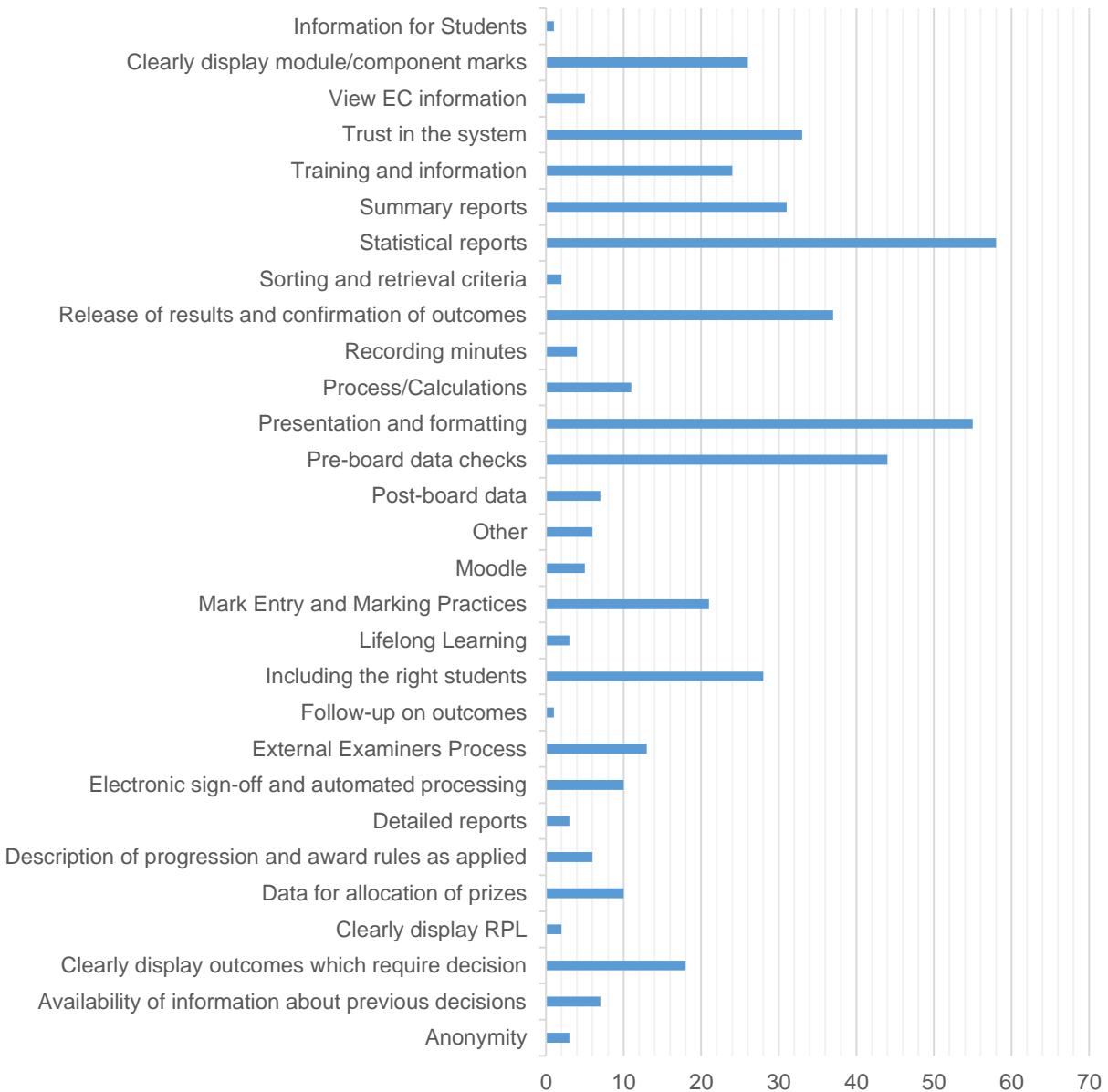
In addition to the user stories (Appendix A) attendees were asked to note down any additional comments about the process (Appendix B), the Terms of Reference for Exam Boards and the sample agenda and checklist document.

2 Analysis of Feedback

2.1 Identifiable Themes and Work Packages

The following chart (fig. 1) illustrates the breadth of themes identified in the user stories, these represent both requirements for the new report suite and concerns with the current systems and processes.

Fig. 1: Thematic Distribution



One of the most important themes arising in the user stories is the question of whether the UCL community can or will trust Portico to perform calculations correctly. Whilst the scale of our

testing will go some way towards resolving this there will still be work to complete in assuring departments that the system works.

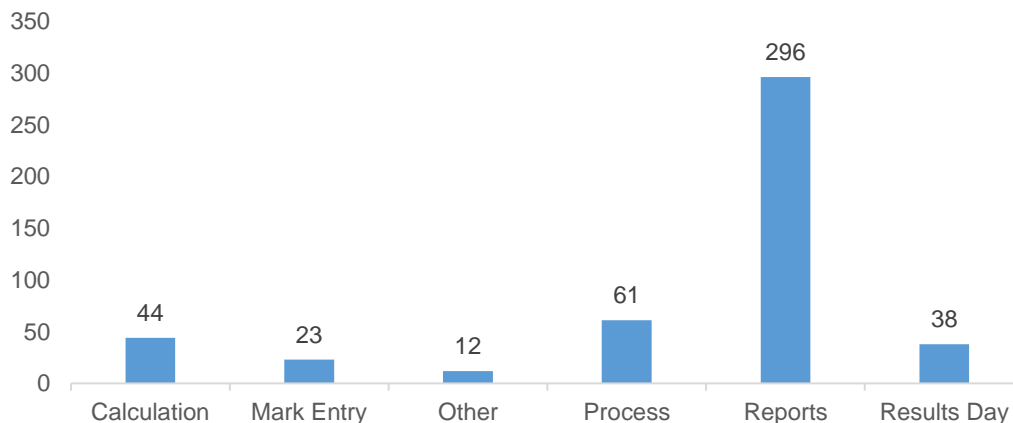
Other themes which received significant attention in the consultation were as expected, some of the headline themes are as follows:

- The need for summary reports (in addition to the proof-of-concept detailed reports which were shown to staff at the workshops),
- A plethora of requirements for statistical reports (although it is not in scope to provide detailed or time-series statistical reports these requirements have been detailed in the recommendations for the future),
- Releasing of marks and information for students about their outcomes and next step (not just or those entering LSA but for any outcome) as well as the need for this to be done quickly to meet student demands,
- The presentation and content of the reports themselves (detailed in the recommendations),
- The need for pre-board checks (either the provision of pre-board reporting or improvements to the process to promote these quality checks).

The following chart (fig. 2) shows the number of responses by work package, with 'Other' being feedback on items outside of the scope of AMP Phase 3. The work packages are as follows:

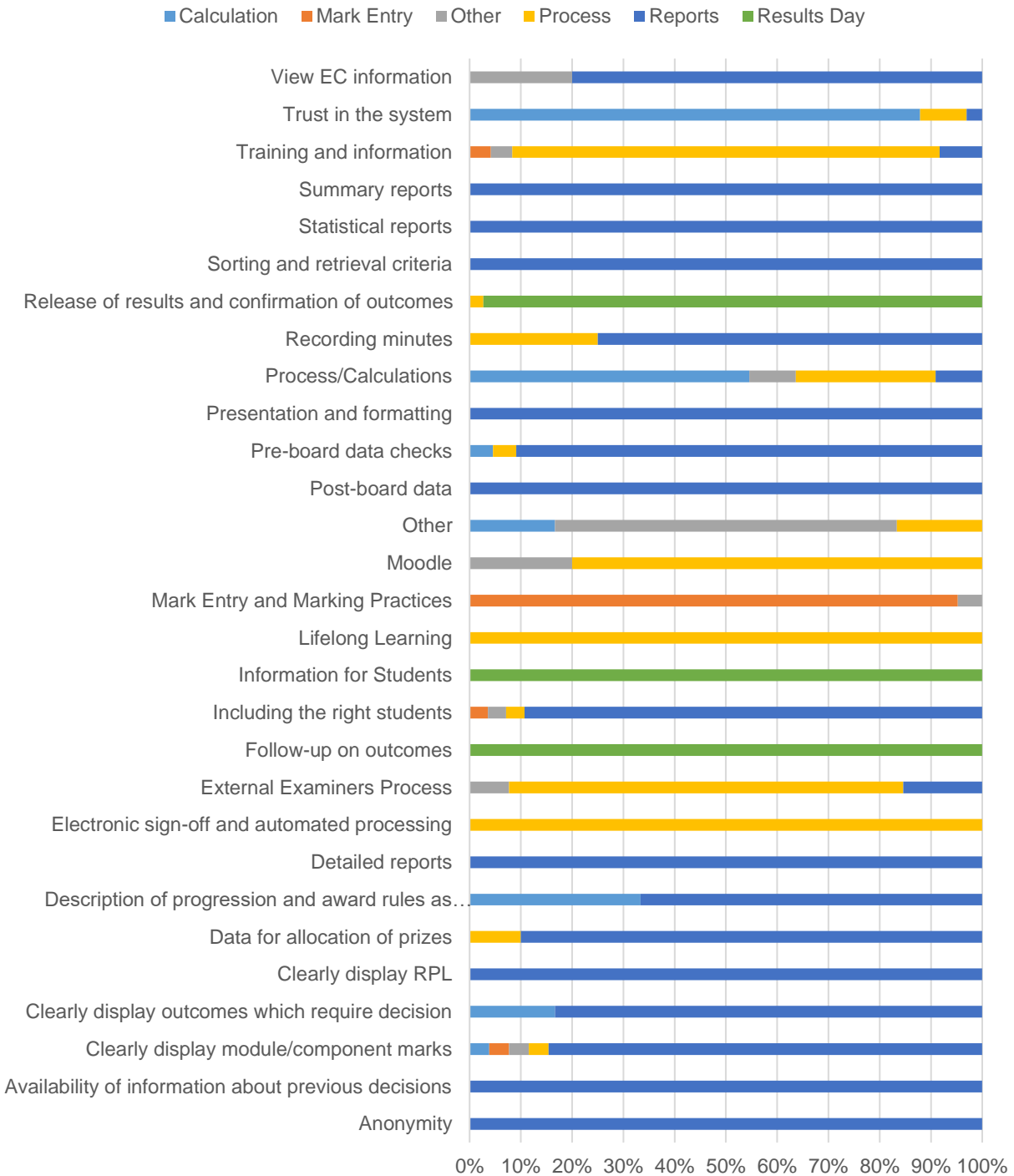
- Calculation: this covers items related to the calculation of progression, award, and classification.
- Mark Entry: this covers items related to the process for entering marks, recording grades, and processing results.
- Other: out of scope of AMP, other requirements.
- Process: this covers items related to the process leading up to and after the board, many of the items raised in this category will be addressed by AMP process enhancements but some items are out of scope.
- Reports: this covers and requirements related to the Exam Board reports.
- Result day: this covers items related to the release of marks, outcomes, and information to students.

Fig. 2: Responses by Work Package



The following chart (fig. 3) shows the themes from fig. 1 cross-references to the work-packages in fig. 2 as an illustration of how many of the user stories in each theme will feed into the work packages

Fig. 3: Themes Cross-References to Work Packages



Analysis of this information does not yield any particularly surprising conclusions but it is worth noting some of the significant correlations.

There is clearly an issue of trust in the system, evidently this is principally associated with the historic issues in Portico’s ability to calculate outcomes accurately. In the workshop sessions there was general agreement that improvements are needed but considerable scepticism about our ability to accomplish the changes in Portico; it is important to note this for communication and engagement purposes.

The biggest area affecting students seems to be the results release and availability of information. There are a number of user stories requesting more timely release of results to students (some even suggesting next-day release) as well as a number emphasising the importance of officially communicating students’ outcomes to them and including information about the next steps they must take (as is planned for AMP Phase 3).

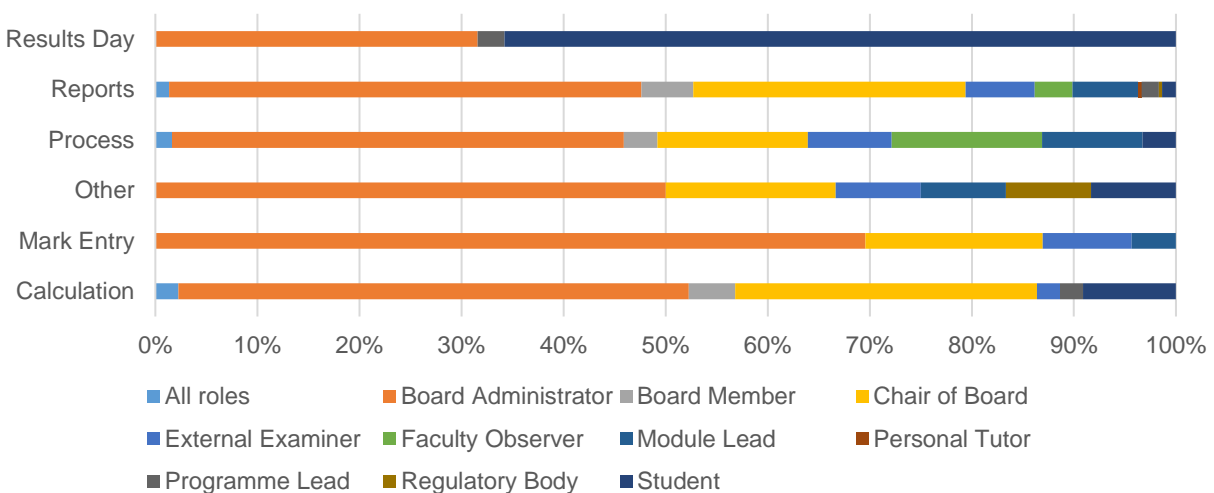
In addition to the report requirements a number of requirements, comments, and suggestions have been gathered regarding the process, particularly in relation to mark entry, progression, and award, these are captured in the Recommendations for Process Improvements section.

There are a number of stories relating to either the allocation of prizes, nominations for Dean’s lists, and academic staff having access (post-Board) to information about relative performance of students within the cohort. It is unlikely that all of these requirements will be satisfied but the ability to rank students within their cohort (by order of final marks) is the most common request and easily achievable.

2.2 Perceived Benefit to Users

In the workshop sessions attendees were asked to consider requirements from the viewpoint of a variety of different users, the following chart (fig. 4) shows the work packages (fig. 2) cross-referenced with the user-perspective of the requirement. This allows us to clearly see which users the attendees perceived would benefit from enhancements in each area. Unsurprisingly the perception is of a significant benefit to administrative roles across the board and the perception is that students will benefit most from items falling in the “Results Day” category (e.g. speedy and accurate release of results and information about their progression and award outcomes).

Fig. 4: Work Packages Cross-Referenced with Role



Although most of the user-stories recorded were from an administrative perspective it is clear that there is significant opportunity for enhancement across the board and in each area there are items which are recognised as bringing benefit not just to staff but to students as well.

3 Recommendations for Final Report Requirements

Each of the following sections lists the requirements which have been identified for each report which are considered feasible and achievable.

3.1 All Reports

The following requirements have been identified for all reports:

- Consistent retrieval criteria, with options for:
 - Exam Board,
 - Academic year,
 - LSA vs main period,
 - Programme and route / module (depending on report) (with the option to select multiple modules/programmes if technically feasible),
 - Year of programme / level of study (depending on report).
- Columns should be sortable when reports are displayed online.
- Reports should all be run from the same location in Portico.
- The access model must allow departmental administrators, ELOs, and Board members to access the reports all year round.
- All reports should be downloadable as both formatted Excel files and PDFs.
- When reports are downloaded as PDFs they should be in a printable (and readable) format.
- The language used in the reports should align, consistently, with the Academic Manual.
- When displaying marks (for components, modules, year averages, or overall marks) missing marks should **not** be treated as zero, the mark that is missing or incalculable should be flagged.
- Clarity and simplicity should be core in the design of the reports.
- Reports should be accessible;
 - Where colour coding is used it should not be essential to understanding the report or should use a colour scheme commonly legible to those with colour-blindness,
 - Pages should be compatible with screen readers.¹
- Reports must be useable live, in the Exam Board, without the need to generate and manipulate outputs in advance.
- Navigation should be logical and easily usable, tabs and buttons should be labelled clearly.
- Offer the facility to generate the reports with student names in place of candidate numbers to assist with prizes and ECs (these should be marked up to indicate clearly that they should not be used to conduct the board and it would be advisable to make them on-screen or PDF only with no Excel download option).
- Non-condonable modules should be flagged as such

¹ This was not captured in any user stories but is a general issue with many Portico developments (and UCL web-pages) at present.

- Modules which are eligible for condonement should be flagged as such.
- Recognition of Prior Learning should be shown in all reports (indicating the number of credits from RPL being used towards the final qualification).
- Reports containing module data should have a key to the meaning of grade codes.
- The correct population of students should be identifiable for each board.

3.2 Summary Progression Report and Summary Finalist Report

The following requirements have been identified.

Common Requirements

- Reports should be concise, with one student per line, and clearly present each student's outcome and results.
- The reports, when downloaded as PDFs, should be constrained to a single sheet's width to ensure that they are printable.
- Any outcomes requiring a decision from the board should be flagged as such.
- Reports should show the student's rank within the selected cohort (for allocation of prizes).
- Students with condonable module marks should be highlighted (colour coded)

Summary Progression Report Only

- A key to the meaning of each progression code should be made available on screen.

Summary Finalist Report Only

- Any borderline marks where there is still some discretion for the Board to make a decision (due to old regulations running out) should be flagged to draw the Board's attention to them.

3.3 Detailed Progression Report and Detailed Finalist Report

The following requirements have been identified.

Common Requirements

- Detailed reports should accommodate modular flexible programmes and give an accurate and holistic picture of the student's achievement.
- Detailed reports should show both module and progression minutes (see process recommendations) for all years.
- Display information regarding ECs for the current and previous years.
- Failed credits and condoned credits from previous years should be easily identifiable.
- Any outcomes requiring a decision from the board should be flagged as such.
- Students with condonable module marks should be highlighted (colour coded)

Detailed Progression Report Only

- A key to the meaning of each progression code should be made available on screen.

Detailed Finalist Report Only

- Where a borderline classification is moved up by programmatic rules (from old regulations) it should be flagged so that the board can see that the rules were applied.
- Any borderline marks where there is still some discretion for the Board to make a decision (due to old regulations running out) should be flagged to draw the Board's attention to them.
- Where calculable, eligibility for nomination to QTS should be flagged.

3.4 Module Marks Report

The following requirements have been identified:

- The marks for all components on the module should be clearly available with one line per student on the module.
- Where components are non-condonable (or where qualifying sets are used – in Pharmacy) these should be flagged on the report so that the overall module result is clearly explained.
- A key to the meaning of each module grade should be available on-screen.
- Where a student is being entered for LSAs the components they must re-sit should be flagged as such.

3.5 Module Statistics

The following requirements have been identified for the current development and for the future.

Module Statistics Report (Delivered by AMP)

- Report on the number of fails, the number of passes, and the overall average on the module.

Future Module Statistics Reports

- It should be possible to distinguish between students within the department and students from elsewhere as well as student on particular programmes.
- Module statistics must be available as a time-series to assist in year-on-year analysis.
- The ability to drill-down to component level analysis would support better actions to resolve issues.

Future Programme Statistics Reports

- Programme statistics must be available as a time-series to assist in year-on-year analysis.

3.6 Other Requirements Not Recommended for this Phase

The following additional requirements have been identified but are not being recommended for this phase:

- Summary reports should have the option to drill-through to the detailed view for the specific student under discussion.
- Reports should be made available giving the average number of standard deviations above or below the module mean for all modules take (to aid in the allocation of prizes).

- Eligibility for the Dean's List should be calculated by the system and presented in the reports.
- Detailed reports should show details of students' enrolments and interruptions.
- Where component marks are shown both the first and second attempt should be shown.
- Where component marks Penalties (such as for late submission) should be shown with an indication of the pre-penalty mark.
- Provide departments with the ability to report on/identify module marks which have not been ratified by another department's board.
- In reports showing module data identify the term in which the student took the module.
- Reports should be accompanied by a description of the specific progression, award, and classification rules used to arrive at the outcome.

4 Recommendations for Process Improvements

4.1 Mark Entry

The following suggestions were identified:

- Enhance the functionality to record module minutes to make this easier.
- Reports should be made available for ELOs and departmental administrators to identify missing marks and flag potential mark entry errors.

4.2 Progression and Award Process

The following suggestions were identified:

- Provide the facility to record a progression minute against each student, each year. Results Day (Release of Results to Students).
- Provide the facility to record EC information in Portico (likely as a specific category of module minute).
- Where the rules are algorithmic, transfers off a UG masters (MEng or MSci) to the relevant bachelors (BEng or BSc) should be calculated and reported to the Board.
- After the Board has met tutors should be able to view the outcomes for all of their students so that they can make the appropriate follow-up. Access to this information should be retained for use when writing references in future.
- There should be reports which allow the department to check if awards have been conferred.
- Reports should be available to support a comprehensive pre-Board data check to identify:
 - Missing marks,
 - Potential errors,
 - Missing RPL data,
 - EC information for pre-meetings,
 - Intercollegiate marks which are missing,
 - Issues that might prevent progression or award calculations running.

4.3 Other Items which are Not Recommended at Present

The following suggestions were identified but are not recommended at present (because they are not within the scope of the current work, are not technically feasible, or are not desirable):

- External Examiners should be given access to view reports (including statistics), prior to attendance at the Board, via Portico.
- Lifelong Learning students should have their modules recorded on Portico so that there is an accurate record of their achievement and so that Boards can include their results in analysis of module results.
- Results from first and second (or even third) marking should be stored in Portico and made available to the Board.

5 Other Areas for Attention

5.1 Process and Practice

There are a number of issues which have arisen over the course of the consultation and which are present in the feedback that have not been covered by any of the recommendations in the previous sections but which merit some mention here. These are outlined below.

Anonymity at the Exam Board

A number of departments have requested that Exam Board reports are provided with student's name or student number included. In some scenarios there are legitimate reasons for these requests (for instance, to allocate prizes – at the end of board – which are not based purely on academic criteria and so cannot be anonymous) but in general there is a reluctance in some areas to acknowledge the requirement for Exam Boards to be conducted anonymously; more training may be required for ELOs and board chairs to emphasise this point.

Mark Entry in Moodle

There is a general interest in a data interface between SITS and Moodle to allow departments to enter marks and manage assessments through the VLE and have marks imported automatically back to SITS.

Training and Availability of Information

There are a number of points raised about training some of which are likely to be addressed through the planning briefings for Chairs and Faculty Representatives as well as the ELO training but there may be others which aren't addressed such as:

- How to interpret and respond to statistical information presented at the Board.
- Training on the role of the Board for those attending (like Module Leads) with clarity on how much they should respond to comments and feedback to the Board.
- Identifying a student's cohort and therefore the applicable regulations (for scenarios where old regulations are still being run out.
- Information for External Examiners about UCL's processes so that they can better understand whether they have been rigorously applied.

In general, the availability of more training to assist staff gain a better understanding of what the system can do would be beneficial in addressing the lack of trust in Portico.

Other Items

Some other general points were raised which warrant recording:

- The Exam Board period is a busy and highly stressful time for staff at department level.
- Portico upgrades and/or down-time should not be scheduled to coincide with any already scheduled Exam Boards.

5.2 Feedback on the Standard Agenda, Checklist, and Terms of Reference for Exam Boards

Standard Agenda and Checklist

The following were identified:

- Suggestion to add an item to review the External Examiners report from the previous year.
- Suggestion that “Text in italics can be useful points to include in the Chair’s Agenda...” is amended to “Text in italics can be useful points to include in the Chair’s Agenda (as a prompt/reminder for the Chair)...”
- Question whether item 4 requires that the Board’s Scrutiny Meeting or pre-Board meetings have formal minutes or whether an informal update/report from those meetings is appropriate.
- Suggestion that footnote 1 on the agenda is expanded to detail information of more detailed reports in future.
- Suggestion that there should be an explanation of any jargon used in the agenda.
- Suggestion that a definition is required for ‘Scrutiny Meeting’ (item 4).
- Suggestion that the agenda should be revised to reflect the change in board’s role from finalising student’s grades to discussing assessment data and actions
- Suggestion that an item should be included to discuss developments going forward in relation to modules and assessments.
- A question was raised as to whether checking of External Examiners eligibility to work in the UK should be the role of HR.
- Suggestion that the process for External Examiners to undertake (checklist item 2) should be communicated by UCL centrally rather than by individual Chairs.
- Suggestion that fee payments for External Examiners (checklist item 3) should be organised centrally.

Role of Exam Boards

The following were identified:

- Board members would like to have a better understanding of their role at the Board and the role of the Board in light of the fact that most decisions are now formulaic; it is suggested that this is clarified in the procedures for Exam Boards.
- Comment that some Chairs feel that the expectation is that they check and individually validate/ratify each module mark which is not feasible for boards reporting on large cohorts.

Appendix A: User Stories

Information in italics has been added to aid analysis.

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
(co)chair exam board	information on what cohort regulations have been used	I can trust the calculation and verify	8	5	<i>Chair of Board</i>	<i>Description of progression and award rules as applied</i>	<i>Reports</i>
Academic	comparisons of historical data on statistical reports	draw better informed conclusions about student performance on modules	5	3	<i>Board Member</i>	<i>Statistical reports</i>	<i>Reports</i>
Admin	Clarification that candidate numbers is only applied/presented at the Exam board.		9	9	<i>Board Administrator</i>	<i>Training and information</i>	<i>Process</i>
Admin	Intelligent format of report form, highlighting award, progression, fail.	Clarity of award, progression, fail	10	10	<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Admin	To be able to attach modules in Portico for the External Examiner.	They can be pointed out for reviewing.			<i>Board Administrator</i>	<i>External Examiners Process</i>	<i>Process</i>
Admin	To have a format where you can edit/correct e.g. Excel option.	So if any inaccuracies are present, they can be a changed.	10	10	<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Admin	To see information on interruption etc.	I know if an assessment was included by mistake. Differentiate between interruption and re-sits. Avoid mistakenly putting 0 for missed ass.			<i>Board Administrator</i>	<i>Including the right students</i>	<i>Reports</i>
Admin & Chair	A whole programme view not singular student view. Similar to ITE report.	These can be easily read at exam board.	10	10	<i>Chair of Board</i>	<i>Summary reports</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Admin & Chair	The board to go paperless.	I don't need to print 40 board reports per exam board for everyone!	10	10	<i>Chair of Board</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Administrator	A report that will tell what the score is for the module overall and project overall score. Total score for and course overall.	I can have a break down with proper marks.			<i>Board Administrator</i>	<i>Clearly display module/component marks</i>	<i>Reports</i>
Administrator	a single letter to students about their results/progression	They are not receiving several emails from different people (departments, faculty and registry)	9	6	<i>Board Administrator</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Administrator	An appropriate room for exam board (tables, chairs etc.).	Stress is avoided @ last minute Board can go through smoothly	10	10	<i>Board Administrator</i>	<i>Process/Calculations</i>	<i>Other</i>
Administrator	bulk upload of all component marks and ability to do the same with minutes		10	10	<i>Board Administrator</i>	<i>Mark Entry and Marking Practices</i>	<i>Mark Entry</i>
Administrator	Dean's list included as a prize within the finalist award report.	Those students who meet the criteria are automatically put forward to the faculty for consideration - anyone over 80% or op 5% of the graduating cohort (no marks under 75%).	8	4	<i>Board Administrator</i>	<i>Data for allocation of prizes</i>	<i>Reports</i>
Administrator	Dean's list students results 73 and above. The BOE report needs to know the percentage.	So that we can read and send to faculty.			<i>Board Administrator</i>	<i>Data for allocation of prizes</i>	<i>Reports</i>
Administrator	I am asked for Interim transcript in a letter form. This takes up a lot of time.	Is there a way that this can be done centrally, as student get quite cross about this.	10	10	<i>Board Administrator</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Administrator	I want to see an overview of missing grades from a Boar report. Usually we download an Excel and manually go through each record to see what's missing, resulting in many hours of work (again which is open to error).	So that I don't spend hours manually checking and sharing grades from admin across UCL.			<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
Administrator	My boss wants the students to know: The overall in the modules, the overall in the project, the total on the course, the outcome – Pass, Merit and Distinction.	As an Admin I have told to let the student know their course grades, project grade and award. I do not feel that this is my role, rather the registry.		10	<i>Board Administrator</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Administrator	One line per student, format of results-award report, from Portico.	Quicker/Easier to check pre-board and run through at the exam board mee8ting.	10	8	<i>Board Administrator</i>	<i>Summary reports</i>	<i>Reports</i>
Administrator	Please let me know which report I need to produce i.e. A17 or A12.	I can have a comprehensive list of students. Where they are in the course, still on the course, graduating, diploma, certificate.		10	<i>Board Administrator</i>	<i>Training and information</i>	<i>Process</i>
Administrator	Portico upgrades not to coincide with exam board preparation.	I have time to prepare the board documentation and check all the marks.	10	10	<i>Board Administrator</i>	<i>Other</i>	<i>Other</i>
Administrator	Run report that calculates everything correctly, with no manual intervention e.g. condoned, fails etc. interim awards where decision is needed.	Everything is right first time.	10	10	<i>Board Administrator</i>	<i>Trust in the system</i>	<i>Calculation</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Administrator	similar to chair				<i>Board Administrator</i>	<i>Other</i>	<i>Other</i>
Administrator	Taught credits passed' column to correctly calculate to include e.g. the credits of a condoned pass in a module (in the overall award report - A1) - also on the individual finalists (award report)	we don't have to manually amend this column to take such things into account	10	8	<i>Board Administrator</i>	<i>Trust in the system</i>	<i>Calculation</i>
Administrator	To be able to download a module report that does not show students who have interrupted/withdrawn/deferrals as well as the module statistics.	It accurately calculated the averages and standard deviation calculations. Remove from module mark entry as well	10	9	<i>Board Administrator</i>	<i>Including the right students</i>	<i>Reports</i>
Administrator	1. Portico to populate the degree award for postgraduates & present it on final Board report. 2. Module grade reports & anomalies to be in a usable format.	1. We don't have to do it manually and ensure it matches the Board report. 2. We have something to present at the Board	10	10	<i>Board Administrator</i>	<i>Process/Calculations</i>	<i>Calculation</i>
Administrator or Chair	A reliable calculation of marks Information about condonement - who is eligible and who has met their condonement quote. Also need a de-anonymised version of reports for cross-checking purposes (e.g. extenuating circumstances) PG specific - who is eligible to exit with an earlier award, and be able to confirm this,		10	10	<i>Chair of Board</i>	<i>Trust in the system</i>	<i>Calculation</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
	without having to manually enter the award data						
Administrator/Secretary to Exam Board	To be able to generate a report that will show all LSA students per module/per programme	I can quickly identify which LSA students need to be contacted straight after a Board	10	8	<i>Board Administrator</i>	<i>Including the right students</i>	<i>Reports</i>
Administrators	1. Reports that pull up all data quickly	Process is smoother. Less time checking grades at last minute = more accurate student records.	10	10	<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
Administrators	2. APLs to work	Process is smoother. Less time checking grades at last minute = more accurate student records.	10	10	<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Calculation</i>
Administrators	3. Missing classifications for students to all appear (includes lower awards).	Process is smoother. Less time checking grades at last minute = more accurate student records.	10	10	<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Calculation</i>
Administrators	4. Better ways of dealing with historical student records issues e.g. students appearing on reports when MA award previously made	Process is smoother. Less time checking grades at last minute = more accurate student records.	10	10	<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
Administrators	5. Better recording of Chair's action - e.g. store this on student record/+ reports.	Process is smoother. Less time checking grades at last minute = more accurate student records.	10	10	<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Process</i>
All	a report in order of aggregated marks		10	5	<i>All roles</i>	<i>Presentation and formatting</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
All members of the exam board especially Chair/Ext Examiner/Secretary	Recognition of prior learning(module name, module code, o. of credits, grade received) to display on the finalists (award report) perhaps prior to year 1 grades	These module marks are part of the progression calculation. If they are UCL RPL grades these grades are part of the calculation of award (merit/distinction/pass)	10	10	<i>Chair of Board</i>	<i>Clearly display RPL</i>	<i>Reports</i>
All members of the exam board especially Chair/Ext Examiner/Secretary	To see the 2nd attempt mark as well as first attempt mark on the finalists (award) report	a full record of the academic journey for the student on display & available for discussion if needed	10	10	<i>Chair of Board</i>	<i>Mark Entry and Marking Practices</i>	<i>Mark Entry</i>
All roles	fewer outcome codes e.g. nx/nf/as/wd etc	there is greater clarity	6	6	<i>All roles</i>	<i>Clearly display module/component marks</i>	<i>Process</i>
Anyone	Consistency across reports: i.e. year of study/year, module code	not have to cross-reference	10	7	<i>All roles</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Assess Admin	The progression and awards on Portico to be calculated correctly.	I can create correct A12/A22 reports for Exam boards.	10	10	<i>Board Administrator</i>	<i>Trust in the system</i>	<i>Calculation</i>
Board Admin	A clear report which shows which students on flexible modular courses graduate, progress to the next stage or defers modules.	Graduation, progression or deferral is a straightforward process for all series involved.	10	10	<i>Board Administrator</i>	<i>Including the right students</i>	<i>Mark Entry</i>
Board Admin	A clear results report that is easy to read or interpret by all members of the board.	It gets communicated easily and feeds through all stages of processing till the very end (students actually is awarded).	10	10	<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Board Admin	dear report so see individual students grades throughout the years on the programme	I can dot the programme lead and chair of board to any inconsistencies	10	10	<i>Board Administrator</i>	<i>Statistical reports</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
	and to spot any outliers or causes for concern						
Board Admin	double marking done, results inputted & confirmed clear concise & easy to run reports, no mistakes link of candidate number & student name to find student submission				<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
Board Admin	I want W/D/INTS showing on report	I don't have to cut and paste the above data onto main tab.			<i>Board Administrator</i>	<i>Including the right students</i>	<i>Reports</i>
Board Admin	More Specific reports i.e., straight forward & then re-submission codes.	Data is clearly presented	8	8	<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Board Admin	Returner record SCEs created	Can enter marks without prompting student records			<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
Board Admin	The letter to students, post board, to be available as a PDF file on Portico.	Students who have failed can see quickly what they need to do, so Administrators want to send it out but students having access to Portico means they won't lose letter in the post for example. Ensures students get their post-board letter.	10	10	<i>Board Administrator</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Board Admin	To be able to have a historic, sequential record of minutes placed on Portico for a particular student and a column where I can put a	I can show, for example, a current EC to be considered. So that working notes can be taken into consideration during the board.	9	8	<i>Board Administrator</i>	<i>Availability of information about previous decisions</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
	working minute for use in the board (tree text).						
Board Admin	to be able to print reports that display the necessary module results, progression + award reports in an easily digestible format that does not require to many printed pages	I can quickly produce the reports without further re-arrangement	10	8	<i>Board Administrator</i>	<i>Summary reports</i>	<i>Reports</i>
Board Admin	To be able to see students ranking or results to be ordered highest-lowest	It is easier to award prizes and to inform students if needed.			<i>Board Administrator</i>	<i>Data for allocation of prizes</i>	<i>Reports</i>
Board Admin	To easily identify students who either have missing credits or have failed to pass sufficient credit.	I can run reports before the board to check the status of each student.	10	9	<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
Board Admin	To see all grades including APL (prior credit) to confirm if grade is 0, for what reason (absent or plagiarism) to get confirmation of exiting with interim awards	So if students takes PG DIP as exits with this award it can be confirmed on screen and not just manually. A student who is unable to progress gets their exit award confirmed	10	10	<i>Board Administrator</i>	<i>Clearly display RPL</i>	<i>Reports</i>
Board Admin & External	Clear reports on a module level.	The externals can see all the required info in one place.	9	9	<i>Board Administrator</i>	<i>Clearly display module/component marks</i>	<i>Reports</i>
Board Admin / Student	The award to be generated within a day.	Students get their award	10	9	<i>Board Administrator</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Board Admin/All Board	A notes area on the spreadsheet/report that can be viewed	So if there is a student with an issue i.e. interruption it can be clearly shown	10	8	<i>Board Administrator</i>	<i>Availability of information about previous decisions</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Board Admin/All Board	ECs, interruptions, condoned passes, fails to be highlighted.	It's easy to see what issues affect each student	8	8	<i>Board Administrator</i>	<i>View EC information</i>	<i>Reports</i>
Board Admin/Chair	Reports which can be filtered by heading (module marks, status, attempt, level etc.)	I can view data in different ways.	6	4	<i>Chair of Board</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Board Administrator	"Minutes" at candidate level as well as module level (i.e . "progression minutes" + "award minutes")	I can record prizes etc.	10	7	<i>Board Administrator</i>	<i>Recording minutes</i>	<i>Reports</i>
Board Administrator	A clear timeline and checklist of what needs to happen when (pre/during + post board)	I can ensure all is done correctly.	10	8	<i>Board Administrator</i>	<i>Training and information</i>	<i>Process</i>
Board Administrator	A module & programme grid report which shows results of all students enrolled in a programme & QTS, if a combination of routes could be reported at once that would be good.	I can produce a cohort-wide board report to be presented	10	8	<i>Board Administrator</i>	<i>Including the right students</i>	<i>Reports</i>
Board Administrator	A QTS recommendation portal that is alphabetical & automatically calculates & appears in final board reports.	QTS can be recommended easily & be accurately reported at the board.	7	7	<i>Board Administrator</i>	<i>Other</i>	<i>Calculation</i>
Board Administrator	A report at department level of which students have LSAs in which modules/components	I can administer LSAs more efficiently	10	10	<i>Board Administrator</i>	<i>View EC information</i>	<i>Reports</i>
Board Administrator	A report that shows all students, all their marks and overall average without the need for writing in formula manually. Any students that	I can present easily readable and understand progression and award reports for the chair of the Board.			<i>Board Administrator</i>	<i>Including the right students</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
	do not meet requirements to pass and/or are condone should be highlighted.						
Board Administrator	A standardised board report & colour coding so that all reports are consistent		9	9	<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Board Administrator	A summary report with credits taken/credits passed per year + in total, and weighted average mark + year averages and decision	"easy" decisions can be made quickly + attention given to "difficult" decisions	10	8	<i>Board Administrator</i>	<i>Summary reports</i>	<i>Reports</i>
Board Administrator	A way of capturing visitors/visiting students/taster students who do assignments/assessments faster	I don't have to keep a separate spreadsheet			<i>Board Administrator</i>	<i>Lifelong Learning</i>	<i>Process</i>
Board Administrator	All marks to be completed.	The reports can right first time.	10	10	<i>Board Administrator</i>	<i>Mark Entry and Marking Practices</i>	<i>Mark Entry</i>
Board Administrator	an easier way and more accurate way to enter marks for assessed work submitted on Turnitin/Moodle on to Portico	The marks do not have to be manually inputted with the risk of error and the work involved in moving from a name result list to an anon. one in Portico	10	10	<i>Board Administrator</i>	<i>Moodle</i>	<i>Process</i>
Board Administrator	as below for external	I can filter the marks on the report highest/lowest for easier review by external examiners	8	6	<i>Board Administrator</i>	<i>Summary reports</i>	<i>Reports</i>
Board Administrator	Conditional formatting on board reports (highlighting fails/condoned passes/etc.)	Fails(CP/etc. can be easily spotted on reports)	10	9	<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Board Administrator	Conditional formatting built into the Excel Board Report outputs.	I don't have to spend ages doing this myself beforehand.	7	3	<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Board Administrator	De-anonymised module mark entry and/or a bulk import function that works	Transcription errors don't occur - it takes less time to enter marks.	10	9	<i>Board Administrator</i>	<i>Mark Entry and Marking Practices</i>	<i>Mark Entry</i>
Board Administrator	Department marks match Portico! Layout & presentation easily matched with your format which has everything in 1 place. Understand our external sampling (quick visual)	Spend less time manipulating downloaded data into a useable format. Have confidence in the data (less need for extra checking). Content should still remain editable/flexible & visiting students	10	10	<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
Board Administrator	Error report APL/Credit transfers to be accurate Clearly shows extensions and deferrals Clearly shows attempts Have a clear list of assessment codes Troubleshooting sessions before EB's 2 separate reports for finalists one for continuers				<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
Board Administrator	Facility to run report & filter any module minutes	check against records of penalties/late submissions/ extensions to double -check no candidate has penalty given incorrectly	10	3	<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Board Administrator	Final stats post board	I have clear data and minutes to use for	7	4	<i>Board Administrator</i>	<i>Statistical reports</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
		diverse reporting purposes					
Board Administrator	Module results & programme classification (summary) reports that pulls de-anonymised results & candidate numbers	I can do spot checks & then delete names after to present an accurate, anonymised final board report	8	8	<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
Board Administrator	o be able to download a non-anonymised version of reports	I can identify an issues with particular students including ELs. Pre-board & post-board info on each individual student	8	2	<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
Board Administrator	Parameters of the exam board report refined (particular ITE reports)	Aide to run accurate reports		10	<i>Board Administrator</i>	<i>Including the right students</i>	<i>Reports</i>
Board Administrator	Portico to be able to produce a document with the average mark achieved in each module with taster marks included.	I don't have to do this manually.	10	10	<i>Board Administrator</i>	<i>Lifelong Learning</i>	<i>Process</i>
Board Administrator	Portico to be able to produce on spreadsheet showing each candidate mark for the year and the recommended award.	I don't have to produce a shadow spreadsheet with all this information	10	10	<i>Board Administrator</i>	<i>Summary reports</i>	<i>Reports</i>
Board Administrator	QTS recommendation to be part of the same screen/design of the reports and reformatting - time to print!	Reports pull this information/reformat correctly if needing to print	10	8	<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Board Administrator	Reports to be on screen not paper copies.	Reports are real time & no need for Chair's Action			<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Board Administrator	Report for one line summary for students, which can be expanded for details.	All reports can be discussed at the board and see if there are problems.	10	10	<i>Board Administrator</i>	<i>Summary reports</i>	<i>Reports</i>
Board Administrator	Reports that calculate correct degree results without individual checking. Reports that can show all geography programmes in one report so no longer have to run report 4 or 5 times.	All results can be shown together whether BA or BSc, 3 year or 4 year degree.	10	10	<i>Board Administrator</i>	<i>Trust in the system</i>	<i>Calculation</i>
Board Administrator	Simplicity & clarity re guidance on using/running reports - up to date how to use guides (& clear signposting to these) - clear steps on pre & post board	the process is efficient and painless at a stressful time	10	8	<i>Board Administrator</i>	<i>Training and information</i>	<i>Process</i>
Board Administrator	The ability to select multiple route codes so they can appear on the same report.	The information for each pathway appears together on the same report.		10	<i>Board Administrator</i>	<i>Including the right students</i>	<i>Reports</i>
Board Administrator	The progression board summary report to show elective mod mark under one heading rather than having all headings for modules chosen by students	the summary report doesn't go on and on and become unusable	10	2	<i>Board Administrator</i>	<i>Summary reports</i>	<i>Reports</i>
Board Administrator	To be able to download reports by programme (not only by Board)	Individual programmes can be reviewed separately when covered by an umbrella board	10	9	<i>Board Administrator</i>	<i>Including the right students</i>	<i>Reports</i>
Board Administrator	To be able to give students a provisional transcript	I don't have to write letters for 20 students	10	5	<i>Board Administrator</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Board Administrator	To be able to have optional module marks from different institutions to be a numerical % as opposed to a letter grade.	We can keep consistent with the way the ICM needs to have marks (we must have numerical %)	10	10	<i>Board Administrator</i>	<i>Mark Entry and Marking Practices</i>	<i>Mark Entry</i>
Board Administrator	To be able to notify students about their results/progression by one button/emails.	Students get the correct information and follow ups. E.g. repeaters.	10	10	<i>Board Administrator</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Board Administrator	To be able to run a report that is board ready (have a lot of non-relevant info, so xls require a lot of editing and also don't include things that are require so need to be added) Option to tailor bespoke reports or a clear standard template, combination of both? Can save time and know exactly the full set of information need for the board (and know all that is available)		10	7	<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Board Administrator	To be able to use a drop down menu list to run a module report for a module including the option to select all deliveries or only one specific delivery	I can download reports for specific terms or specific levels. Also useful to compare statistics for different deliveries	3	1	<i>Board Administrator</i>	<i>Including the right students</i>	<i>Reports</i>
Board Administrator	To be confident that the module/award rules have worked.		10	10	<i>Board Administrator</i>	<i>Trust in the system</i>	<i>Calculation</i>
Board Administrator	To bring as much information as possible in as few pieces of paper as possible.	We can save some trees.	10	10	<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Board Administrator	To download module marks by examiner (the modules that have been allocated to the examiners in the hub.		High	High	<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
Board Administrator	To know which reports should be presented at each meeting -> pre-board and final board	We have no confusion at each of the exam board related meetings.			<i>Board Administrator</i>	<i>Training and information</i>	<i>Process</i>
Board Administrator	To make sure all results are correctly calculated and the right award shows up on student record.	The data/paperwork for EB is ready and correct (in good time and not the day before) and students' awards are not delayed in any way.			<i>Board Administrator</i>	<i>Trust in the system</i>	<i>Calculation</i>
Board Administrator	To not have to enter numerical information (grades) in multiple locations - spreadsheet/Portico etc.	There is less margin for error. To save my time in having to record in multiple places	10	8	<i>Board Administrator</i>	<i>Mark Entry and Marking Practices</i>	<i>Mark Entry</i>
Board Administrator	To see student deferrals clearly (ECs accepted).	We know who is first attempt not capped.	10	10	<i>Board Administrator</i>	<i>View EC information</i>	<i>Reports</i>
Board Administrator	To see who is eligible for LSAS, re-sit, repeat distinction.	Clear what category student falls, students can be informed, records accurate – no student missed off LSA list	10	10	<i>Board Administrator</i>	<i>Clearly display outcomes which require decision</i>	<i>Reports</i>
Board Administrator	Upgrade rules to be reliable and for recommendations to be made (and reliable)	I don't have to manually work out upgrades.	8	8	<i>Board Administrator</i>	<i>Trust in the system</i>	<i>Calculation</i>
board administrator	a report to show holistic view of modular/flexible students regardless of what academic year they are expected to exit	we can run reports that include all students currently registered on our programmes	10	10	<i>Board Administrator</i>	<i>Availability of information about previous decisions</i>	<i>Reports</i>
board administrator	a report to show interdepartmental students	we can ratify the student marks at our boards	10	10	<i>Board Administrator</i>	<i>Including the right students</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
	who are the taking single modules on our programme						
board administrator	a report to show legacy students who receive grades instead of marks	we can capture these students and ensure they are ratified accurately to correct regs.	10	10	<i>Board Administrator</i>	<i>Including the right students</i>	<i>Reports</i>
board administrator	a report to show students eligible to exit with interim awards or at least be flagged on main report	we can exit students who wish to exit with PG certificate or PG diploma	10	10	<i>Board Administrator</i>	<i>Including the right students</i>	<i>Reports</i>
Board Administrator ELO	To identify non-programme & non-awards students easily. E.g. separate tab in Excel.	Picked up quicker & resolved.	10	10	<i>Board Administrator</i>	<i>Clearly display outcomes which require decision</i>	<i>Reports</i>
Board Administrator in a Large Dept.	Summary reports for finalists/progression.	Easy' decisions can be made 'in bulk' and the discussion can focus on contentious/complex cases.	10	7	<i>Board Administrator</i>	<i>Summary reports</i>	<i>Reports</i>
Board Administrator SDS/PCE Top Up	Two mark entry screens? as a way of checking accuracy				<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
Board administrator SDS/PGCE Top Up	Clearly identified students	Accuracy at mark input			<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
Board Administrator/Chair	A module results & programme classification report that can compare to previous academic years results.	We can see wider trends, respond better to External Examiners & report SED data more easily	10	8	<i>Chair of Board</i>	<i>Statistical reports</i>	<i>Reports</i>
Board Administrator/Faculty	To see the student debtors.	We know who can't graduate.	5	10	<i>Board Administrator</i>	<i>Post-board data</i>	<i>Reports</i>
Board Chair	A class list that presents finalists in order of overall mark/classification.	The Board can focus on borderline and exceptions first.	9	2	<i>Chair of Board</i>	<i>Summary reports</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Board Chair	A histogram of overall results for a year that works averages to the example report provided for a <i>[illegible]</i>	I can identify the year average mark and distinction of 1st 2:1 Etc. awards		10	<i>Chair of Board</i>	<i>Statistical reports</i>	<i>Reports</i>
Board Chair	A more condensed way of presenting individual student's progression/award (summary report)	The Board is clear which paperwork/ students are being considered at a given time.	10	10	<i>Chair of Board</i>	<i>Summary reports</i>	<i>Reports</i>
Board Chair	A summary of assessment component(s) breakdown on stats report	I can refer to it when discussing stats with module coordinator	9	2	<i>Chair of Board</i>	<i>Clearly display module/component marks</i>	<i>Reports</i>
Board Chair	Summary statistical reports	I can identify "anomalous" modules (e.g. those with abnormally high/low pass rates, averages etc.)	6	4	<i>Chair of Board</i>	<i>Statistical reports</i>	<i>Reports</i>
Board Chair	To correctly apply the regulations to boarder line cases.	Students' awards are correct.	10	10	<i>Chair of Board</i>	<i>Trust in the system</i>	<i>Calculation</i>
Board Chair	to know if modules marks owned are approved by other departments at other boards have yet approved or are still provisional at the time of my board.	we know if we are finally approving progression/award decisions or approving subject to certain module confirmations at other boards.	9	9	<i>Chair of Board</i>	<i>Clearly display module/component marks</i>	<i>Reports</i>
Board Chair (+academic member of staff)	Ranking information included in reports + stored in Portico	I can include this information in references + easily identify prizewinners	9	5	<i>Chair of Board</i>	<i>Data for allocation of prizes</i>	<i>Reports</i>
board chair and programme lead	to clearly identify where a trailed module from one level has carried forward into the	We do not neglect to confirm the trailed module marks by focusing only on	10	9	<i>Chair of Board</i>	<i>Availability of information about previous decisions</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
	next academic year (due to ECs)	modules clearly in that academic year and study					
Board Chair in Engineering	Nominal awards for 13 MEng students to be calculated	Exit awards can be easily awarded	10	5	<i>Chair of Board</i>	<i>Clearly display outcomes which require decision</i>	<i>Calculation</i>
Board Member	A clear description of the progress/award rules.	I can clearly follow and understand the decision made.	8	8	<i>Board Member</i>	<i>Description of progression and award rules as applied</i>	<i>Reports</i>
Board Member	Clear simple reports displayed.	I can see how decisions have been made.	7		<i>Board Member</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Board Member	Information on ECs presented on Board Reports	I can understand why a zero mark is showing (fail or deferral?)	7	5	<i>Board Member</i>	<i>View EC information</i>	<i>Reports</i>
Board Member	Re-sits included on the progression reports.	So you can see the student's achievement that year.			<i>Board Member</i>	<i>Including the right students</i>	<i>Reports</i>
Board Member	The information presented to be easily read and understandable so that the Board can focus on key issues and queries rather than straightforward progression and awards.	Board are time efficient and all member are able to leave with mutual agreement.	6	6	<i>Board Member</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Board Member	to be able to calculate awards for interim/exit points.	I can confirm awards at multiple exit points	8	3	<i>Board Member</i>	<i>Process/Calculations</i>	<i>Calculation</i>
Board Member	To be able to download EE reports & responses from Portico	They can be used at the Board & when needed for other activities e.g. TEF	10	10	<i>Board Member</i>	<i>External Examiners Process</i>	<i>Process</i>
Board Member	To easily identify potential prize winners	Criteria not purely academic	10	6	<i>Board Member</i>	<i>Data for allocation of prizes</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Board Member	To ensure fairness and review module stats (e.g. overall average too high or too low etc.)	There is no mistake that is too high or too low.	10	7	<i>Board Member</i>	<i>Statistical reports</i>	<i>Reports</i>
Board Member	To see any rules that apply for condonement or distinctions in the summary report.	We need not search for these rules.	8	8	<i>Board Member</i>	<i>Description of progression and award rules as applied</i>	<i>Calculation</i>
Board Member (Chair & Administrator)	To collaborate with people who set up the system to ensure the correct rules are in place for the programme.	The correct calculations are made and we get accurate results.	10	10	<i>Chair of Board</i>	<i>Trust in the system</i>	<i>Calculation</i>
Board Member/Module leader	To fully understand the running of the board/policy & procedure	I can understand the role of all players involved in the board.	8	8	<i>Board Member</i>	<i>Training and information</i>	<i>Process</i>
Board of Examiner Member	Module marks report to specify whether assessment components are compulsory to pass the modules overall	the report is clearer to BOE members who do not have knowledge of such details	8	6	<i>Board Member</i>	<i>Clearly display module/component marks</i>	<i>Reports</i>
Board Secretary	A progression summary for the cohort (line for each student) with the progression outcome column near the candidate name	we can quickly see the progression decision more easily and review the marks in more detail when needed	10	8	<i>Board Administrator</i>	<i>Summary reports</i>	<i>Reports</i>
Board Secretary	Access to de-anonymised reports	I can double check the information, i.e. for ELs	10	8	<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
Board Secretary	Accurate reliable module report where it's clear what sort of marks they use. With shared modules this is vital. Report needs to say what stage they are at.	We can ensure that the marks are final. Ensure module capping is accurate & consistent.	10	10	<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Board Secretary	Automated notifications of re-sits/repeats for LSAs to be generated via Portico - with copy to dept. for info	Copy to department very important so we can anticipate student queries/earlier notification	10	10	<i>Board Administrator</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Board Secretary	Clarity about what distribution you are looking out. Should be sure whether '0's had been included - what 0's are e. absent not expected				<i>Board Administrator</i>	<i>Statistical reports</i>	<i>Reports</i>
Board Secretary	Clarity over the use of condonement e.g. LA (Late) (not expected) etc.				<i>Board Administrator</i>	<i>Clearly display outcomes which require decision</i>	<i>Reports</i>
Board Secretary	confirming progression to be simplified on Portico	it saves time and is more accurate	10	8	<i>Board Administrator</i>	<i>Process/Calculations</i>	<i>Process</i>
Board Secretary	Distinction/classification of award based on actual marks - rather than agreed	Award classification is available earlier at the board for review	6	6	<i>Board Administrator</i>	<i>Trust in the system</i>	<i>Calculation</i>
Board Secretary	External Examiners to be able to access the different exam board reports (anonymised by candidate numbers only) directly in advance of Board - rather than separate upload of reports to Moodle/SharePoint	Drastically minimises the additional work pre-Board	10	10	<i>Board Administrator</i>	<i>External Examiners Process</i>	<i>Reports</i>
Board Secretary	Full pre-board reports (all details, SRN student names etc.) for checking as well as anonymised.	Checking process is more streamlined, less mistakes etc.			<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
Board Secretary	Interrupted students to have consistent rules applied automatically	Any re-sit capping is appropriately applied for consideration by the Board of Examiners	10	10	<i>Board Administrator</i>	<i>Trust in the system</i>	<i>Calculation</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Board Secretary	Portico to bring up modules (mod stats) report quickly enough to be used 'live' in the board	So they don't have to be downloaded in advance	7	4	<i>Board Administrator</i>	<i>Statistical reports</i>	<i>Reports</i>
Board Secretary	Push a button to print reports associated with board, search by Board rather than programme. 1 file for all modules A17/A32/1 file for all programmes (A1)	Time saving to enable more time allowed to organizing Board/Pre-Board, communications with External Examiner	10	8	<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Board Secretary	To be able to separate out Board reports/statistics reports according to cohort (e.g.. affiliates/external students)	Check if certain groups of students need more attention/differentiated	6	6	<i>Board Administrator</i>	<i>Statistical reports</i>	<i>Reports</i>
Board Secretary & Programme Administrator	To be able to add programme director prizes for overall performance & project & that the student can see on their profile	It can benefit to student and help at a later date if a reference is required (Deans list too?)	8	2	<i>Board Administrator</i>	<i>Data for allocation of prizes</i>	<i>Process</i>
bocam board chair and external examiner	both markers gave to the research project and the final agreed mark	to validate the marking process for the projects - against the rest	10	6	<i>Chair of Board</i>	<i>Mark Entry and Marking Practices</i>	<i>Mark Entry</i>
bocam bua project board	report to indicate which cohort/regs student are on		10	10	<i>Board Member</i>	<i>Training and information</i>	<i>Reports</i>
BOE chair	the ability to see all the detail for an individual student	the board can make decisions on borderline cases	9	7	<i>Chair of Board</i>	<i>Clearly display module/component marks</i>	<i>Reports</i>
BOE Clerk	A notes field in Portico on the profile	I can record accurate additional information about students			<i>Board Administrator</i>	<i>Recording minutes</i>	<i>Process</i>
BOE Clerk	A report showing failed credits in previously	I can calculate condonement			<i>Board Administrator</i>	<i>Clearly display module/component marks</i>	<i>Calculation</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Chair	Accurate & comprehensive reports Pre-formatted + clear reports + codes	Progression is correct Boards run smoothly & quickly	10	10	<i>Chair of Board</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Chair	Accurate, clearly presented, relevant sections highlighted visually well; security that the data has been checked & double-checked (by humans & system!)	I am secure in accuracy of data & clear for the board to be able to confirm progression & award	10	10	<i>Chair of Board</i>	<i>Pre-board data checks</i>	<i>Reports</i>
Chair	Clarity on how to interpret stats reports.	Process individual students - chair's actions for handling out of cycle decisions.	7	7	<i>Chair of Board</i>	<i>Training and information</i>	<i>Other</i>
Chair	Clear, simple guidance on process and purpose in good time prior to the Board.	Information can be shared across the board members.	10	10	<i>Chair of Board</i>	<i>Training and information</i>	<i>Process</i>
Chair	Concise report for each programme, in order of merit, with student id- award mark-year averages module marks in final year with re-sit students appearing correct year, but identified	The exam meeting can be progressed efficiently	10	10	<i>Chair of Board</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Chair	Easy access to an overview of my board	I don't have m admin working nights to gather paperwork	9	8	<i>Chair of Board</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Chair	Information that is standardised and downloadable to the external		8	4	<i>Chair of Board</i>	<i>External Examiners Process</i>	<i>Process</i>
Chair	More time to check the accuracy of grades prior to the final board - which has a difficulty timeframe to complete by end of OCT,	More clarity on interim boards and how these will be reported to final Board	10	10	<i>Chair of Board</i>	<i>Pre-board data checks</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
	which is also when new PGT students start term						
Chair	Reliable data	The board can run	10	10	<i>Chair of Board</i>	<i>Trust in the system</i>	<i>Calculation</i>
Chair	Report that's well presented. Confident. Key to terms. Sure of what everything means.		9	9	<i>Chair of Board</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Chair	Review all reports in advance (review external examiners report/recommendation) - post board! accurate reports				<i>Chair of Board</i>	<i>Pre-board data checks</i>	<i>Reports</i>
Chair	See the marker from previous years, including year average.	We can quickly make decisions on prizes.	8	2	<i>Chair of Board</i>	<i>Availability of information about previous decisions</i>	<i>Reports</i>
Chair	the number of levels no rules passed sub board be trusted	we can use data to check award rules	10	10	<i>Chair of Board</i>	<i>Trust in the system</i>	<i>Calculation</i>
Chair	The report to summarise all the marks for a given degree in one place - one line per student	the overall situation can be seen at a glance	7	8	<i>Chair of Board</i>	<i>Summary reports</i>	<i>Reports</i>
Chair	the spreadsheet to capture visiting students as well so those do not have to be done manually	visiting student marks can be approved and dealt with without setting up a parallel process	6	6	<i>Chair of Board</i>	<i>Including the right students</i>	<i>Reports</i>
Chair	To be sure substituted modules or attempts are not used to compute year marks	The year marks are correct	10	10	<i>Chair of Board</i>	<i>Trust in the system</i>	<i>Calculation</i>
Chair	To clearly see were students have failed required components, even if they have passed the module overall.	I can see which students need to re-sit or be considered for an exit award due to programme requirements.	8	5	<i>Chair of Board</i>	<i>Presentation and formatting</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Chair	To have a 'named' report at the Board	I can check anything that may be wrong etc. Also students who may have SORA or to access for borderline specific students' skills	10	10	<i>Chair of Board</i>	<i>Anonymity</i>	<i>Reports</i>
Chair	To see numbers of int/withdrawals within a stat report (ex. module stat report) per module & programme classification.	Stats can be clearly seen at the board & to save admin 5 hours of work.	10	10	<i>Chair of Board</i>	<i>Statistical reports</i>	<i>Reports</i>
Chair	To see penalties and ECS	I can efficiently discuss problem cases.			<i>Chair of Board</i>	<i>View EC information</i>	<i>Other</i>
Chair	useful report for finding the prize winners eligibility & ranking	assist in making decisions on selecting prize winners	8	8	<i>Chair of Board</i>	<i>Data for allocation of prizes</i>	<i>Reports</i>
Chair	1. Correct grades on reports earlier	1. Board is quick and more straightforward. 2. I am clear what is expected from me. 3. Borderline grades are agreed straightforwardly for undergraduate programmes 4. Clear layout of reports.	10	10	<i>Chair of Board</i>	<i>Pre-board data checks</i>	<i>Process</i>
Chair	2. Clear guidelines for Chair (update for new reports & processes)	1. Board is quick and more straightforward. 2. I am clear what is expected from me. 3. Borderline grades are agreed straightforwardly for undergraduate programmes 4. Clear layout of reports.	10	10	<i>Chair of Board</i>	<i>Training and information</i>	<i>Process</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Chair	3. Correct student details on board of examiners report	1. Board is quick and more straightforward. 2. I am clear what is expected from me. 3. Borderline grades are agreed straightforwardly for undergraduate programmes 4. Clear layout of reports.	10	10	<i>Chair of Board</i>	<i>Including the right students</i>	<i>Reports</i>
Chair & Board Members	Clear, simple reports which can be quickly read & interpreted (without too many details)	The Exam Board meeting goes smoothly.	8	7	<i>Chair of Board</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Chair & External & Faculty Observer	Auto-comparison of module vs average of all other modules at the same level.	Meaningful comparison within programme.	9	8	<i>Chair of Board</i>	<i>Statistical reports</i>	<i>Reports</i>
Chair & Faculty Observer	Ability to disaggregate types of students for stats/analysis.	Better understanding of issues/ student needs.	6	6	<i>Chair of Board</i>	<i>Statistical reports</i>	<i>Reports</i>
Chair (LLB) and Admin	Scheme for double degree (Cologne) - if students complete long essay at UCL have 150 credits in Year 2	Calculate results correctly.	9	7	<i>Chair of Board</i>	<i>Process/Calculations</i>	<i>Calculation</i>
Chair (LLB) and Admin	To flag board lines for all regs - 90 credits at higher class in final year than average suggests rule [37 in LLB + LGS] Also attempt numbers and average mark.	We can spot them	10	3	<i>Chair of Board</i>	<i>Clearly display outcomes which require decision</i>	<i>Reports</i>
Chair (LLM)	Incorporate system for half modules where combined to 30 credits for Reg 14 (b)/16 (b) (legacy students). Also rule in 14/16 re no mark below 60.	We can calculate accurately.	10	5	<i>Chair of Board</i>	<i>Process/Calculations</i>	<i>Calculation</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Chair of board	A1 ranked list of students with key info and outcomes	I can quickly go through large numbers of students (also named later for ranked list for providing references)	10	8	<i>Chair of Board</i>	<i>Post-board data</i>	<i>Reports</i>
Chair of board	Comprehensive set of reports showing all students mark-but no more than necessary for decision making. Available to chair "Week ahead" of the board.	Board focus on key information (award; classifications; difficult cases) for informed decision making. To allow <i>[illegible]</i> and management of board.	10	10	<i>Chair of Board</i>	<i>Clearly display outcomes which require decision</i>	<i>Reports</i>
Chair of board	To rely on the technology.	I don't need to read out all the names and can dedicate time to conversations about the programme and cohort.	10	10	<i>Chair of Board</i>	<i>Trust in the system</i>	<i>Calculation</i>
Chair of Board (Head of Teaching)	Anomaly monitoring 1 x module missing from another dept. mostly straightforward students by module progression vs non-straightforward students with ECs ->LSAs etc.	to review cases wen last module comes in action can go ahead action on student			<i>Chair of Board</i>	<i>Pre-board data checks</i>	<i>Reports</i>
Chair of Board (Head of Teaching)	Statistics by module, by programme?	identify anomalies for the cohort			<i>Chair of Board</i>	<i>Statistical reports</i>	<i>Reports</i>
Chair of Board of Examiners	Any late changes of marks have either departments reported by email or with a warning	we don't have to rely on messages from faculty telling us about module changes	7	7	<i>Chair of Board</i>	<i>Mark Entry and Marking Practices</i>	<i>Mark Entry</i>
Chair of Board of Examiners	Clear table/report of LSA students what they have to re-sit (e.g. any coursework or exam)	We can prepare all the exams for the LSA and identify where the coursework needs to be re-examined	10	10	<i>Chair of Board</i>	<i>Clearly display outcomes which require decision</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Chair of Board of Examiners	comparison of module marks vs average of students taking a module	to look a variations in a module - we will we do this with raw data from Excel spreadsheet	9		<i>Chair of Board</i>	<i>Statistical reports</i>	<i>Reports</i>
Chair of boe	To see module summary for all students on a glance	exam boards can run smooth and quickly			<i>Chair of Board</i>	<i>Summary reports</i>	<i>Reports</i>
Chair of boe/board admin	neat approval of final approval. Rest to finalise at boe meeting	round things up /division on to board meeting not chasing up and not clear decision	10	10	<i>Chair of Board</i>	<i>Electronic sign-off and automated processing</i>	<i>Process</i>
Chair of Exam Board	before a mark is entered it should be a dash not a zero	so we can tell the differences where a mark has been entered		10	<i>Chair of Board</i>	<i>Clearly display module/component marks</i>	<i>Reports</i>
Chair of Exam Board	Clear progression report-particularly for board line candidates.	We can decide on final classifications needs to be able to project data on a screen.	10	10	<i>Chair of Board</i>	<i>Clearly display outcomes which require decision</i>	<i>Reports</i>
Chair of Exam Board	Clear simple statistics related to each module e.g. table including module code/year/programme/exam breakdown/ average score per assessment and % passed and failed.	Clear information can be presented during the Exam Board without having to get stuck in details.			<i>Chair of Board</i>	<i>Statistical reports</i>	<i>Reports</i>
Chair of Exam Board	Colour coding of different parts of summary reports.	Complex data can be easily interpreted			<i>Chair of Board</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Chair of Exam Board	Complete and accurate reports that are easy to read & visually presented	The board can get an overview of all students' scores a sense of average scores and how different students are scoring 'at a glance'	7	8	<i>Chair of Board</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Chair of Exam Board	Dean's list students automatically indicated.	Decisions making about Dean's list candidates	8	8	<i>Chair of Board</i>	<i>Data for allocation of prizes</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
		are accurate, and the process to speeded up/streamlined.					
Chair of Exam Board	Efficient reports/admin.	Have all necessary material in as efficient way as possible.	10	7	<i>Chair of Board</i>	<i>Process/Calculations</i>	<i>Reports</i>
Chair of Exam Board	Inclusion of info about when the student enrolled/started study and any interruptions/deferrals.	This info is automatically available to inform discussions of progression.	7	7	<i>Chair of Board</i>	<i>Availability of information about previous decisions</i>	<i>Reports</i>
Chair of Exam Board	reports showing attainment /statistics per component	I can consider particular assessment requirements	6	3	<i>Chair of Board</i>	<i>Statistical reports</i>	<i>Reports</i>
Chair of Exam Board	reports to include all students currently in a given year, regardless of whether they have interruptions etc.	I am confident we've considered everyone!	10	10	<i>Chair of Board</i>	<i>Including the right students</i>	<i>Reports</i>
Chair of Exam Board	See student name and ID number maybe after SEV, see clearly why students not awarded or progressed.	Board can be conducted more efficiently less post-board checking e.g. re. ECs.			<i>Chair of Board</i>	<i>Description of progression and award rules as applied</i>	<i>Reports</i>
Chair of Exam Board	to be able to see a concise summary of results by student for the current year, with overall total marks and credits passed	we can quickly determine progression and award decisions	10	10	<i>Chair of Board</i>	<i>Summary reports</i>	<i>Reports</i>
Chair of Exam Board	to be able to verify the information <i>[illegible]</i> on Portico on individual <i>[illegible]</i> student in advance of board	speed up the preparation of final report			<i>Chair of Board</i>	<i>Pre-board data checks</i>	<i>Reports</i>
Chair of Exam Board	to see a _unknown due to bad handwriting_ to indicate failed modules	failures can be seen at a glance			<i>Chair of Board</i>	<i>Presentation and formatting</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Chair of exam board	a user friendly Portico where meaning & content of tabs is obvious and easy to navigate	the exam board can navigate and use it easily			<i>Chair of Board</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Chair of exam board	I want to know that Portico is correct, accurate for the Board for given results and exchange of marks - what if it's incomplete?	Board has relevant information including compulsory (to pass) modules and can award degrees confirm progression	10	10	<i>Chair of Board</i>	<i>Trust in the system</i>	<i>Calculation</i>
Chair of exam board	to be able to download a summary of excel or CSV (not just PDF)	so I can run my own macros and share with module leaders		9	<i>Chair of Board</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Chair of exam board	To be able to trust that the information I receive is accurate	At exam board I can be sure the awards etc. will not be challenged.			<i>Chair of Board</i>	<i>Trust in the system</i>	<i>Calculation</i>
Chair of Exam Board/Board Administrator	Award mark/progression mark, borderline candidates for each programme/year of study module marks for each candidate. Clear view of failed/deferred assessments, marks for re-sit candidates in a relevant year.	Recommendations can be made in an easy manner, borderline candidates discussed.	High	High	<i>Chair of Board</i>	<i>Clearly display outcomes which require decision</i>	<i>Reports</i>
Chair of Exam Board/Board Administrator	Clear guidance on how to run the board (step by step) without jargon! The agenda template is useful. - To be able to run a well prepared and managed board presenting awards correctly and concisely (taking into account new regulations).	The external examiner can see the story of the learning journey of examinees. Students receive correct grades.			<i>Chair of Board</i>	<i>Training and information</i>	<i>Process</i>
Chair of exams	The flexibility to access all the data that currently exists in A35 even if the it's not all	I can examine historical trends, sort the data in various ways, look to	9	10	<i>Chair of Board</i>	<i>Summary reports</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
	to be presented to the board, and to be able to access data across multiple years	compare performance between programmes etc.					
Chair of the Board	A full detailed pre-board to highlight any issues.	Issues are detected 1 week before the actual board.	10	7	<i>Chair of Board</i>	<i>Detailed reports</i>	<i>Reports</i>
Chair of the Board	to ensure that the reports do include detail and/or info regarding condonement/clarification when a student is borderline to show how decision was made	it makes the process clearer + fairer for the students but also clears up any questions from external/faculty rep	7	8	<i>Chair of Board</i>	<i>Clearly display outcomes which require decision</i>	<i>Reports</i>
Chair of the board of examiners	the new reports to be rolled out this year in parallel to existing reports before closing down across to the old reports	So we can be sure that the new reports are fit for purpose before using them (and not do things in week of the board)	10	10	<i>Chair of Board</i>	<i>Training and information</i>	<i>Reports</i>
Chair of the board of examiners	to be sure that a second attempt assessment mark is correct and not a previous mark or zero because not(yot) entered	I can be sure that the correct new mark inc. used to calculate progression/graduation	10	10	<i>Chair of Board</i>	<i>Trust in the system</i>	<i>Calculation</i>
Chair/Board administrator	an overview report of all finalist/progression students, which gives averages for all years and final median averages, class-fictions and ranking	Identifying students in the borderline category. (See MAPS A35 REPORT)! All members can easily see all class. Actions and can work through efficiently	10	8	<i>Chair of Board</i>	<i>Summary reports</i>	<i>Reports</i>
Chair/EB Secretary	Student ID number to be displayed on all EB reports instead of or as well as the student candidate number (for each year these	There is consistency with marking grids prepared during the marking process and there is clarity	10	10	<i>Chair of Board</i>	<i>Anonymity</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
	candidate number changes so show for each year?)						
Chair/External Examiner/Admin	The final BOE award report to be an online report that can be approved online	Chair/externals can sign off an awards post exam board even when they are no longer physically present	10	8	<i>Chair of Board</i>	<i>Electronic sign-off and automated processing</i>	<i>Process</i>
Course leader/Chair	Breakdown between primary and secondary - both have same module code but different course code. Link to produce statistics based on pri/sec	Compare progress between cohorts			<i>Chair of Board</i>	<i>Statistical reports</i>	<i>Reports</i>
Course leader/Chair (SDS)	Comparison with the previous year's results/ grades/interruptions/withdrawals	Produce a narrative around the grades/withdrawals.			<i>Chair of Board</i>	<i>Statistical reports</i>	<i>Reports</i>
Department Administrator	the finalist report to be available as a simple spreadsheet with all students per programme and just year/end of module marks, not all scores along with final mark + classification	it allows the chair (if they wish) to look through a whole years' worth of module + check for any issues (lots of fails etc.) which could lead to extra discussion about standards etc.	8	3	<i>Board Administrator</i>	<i>Summary reports</i>	<i>Reports</i>
Departmental + faculty approval	The facility to approve awards/classification for individual students - rather than bulk approval	Problematic cases requiring further discussion do not hold up/delay the approval/ award of the rest of the programme. Currently final reports held back until all students listed confessed	8	5	<i>Faculty Observer</i>	<i>Electronic sign-off and automated processing</i>	<i>Process</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Departmental Tutor	Be assured that exams are properly captured.	Impact of report produced	9	9	<i>Board Member</i>	<i>Pre-board data checks</i>	<i>Reports</i>
Departmental Tutor	Easily identify students with progression or award issues.	I can follow-up and take appropriate actions.	10	10	<i>Board Member</i>	<i>Pre-board data checks</i>	<i>Reports</i>
EB Chair/Secretary	FHEQ level for masters should be masters level for all modules. Every year this seems to be entered without consistency.	If not masters level then progression calculation/confirmation will not run correctly	10	10	<i>Chair of Board</i>	<i>Pre-board data checks</i>	<i>Reports</i>
exam board chair	the same set of information from each course under the board e.g. stats module	mark granularity	8	9	<i>Chair of Board</i>	<i>Statistical reports</i>	<i>Reports</i>
EE	I want to see the previous examiners report but I don't have access to the online report in Portico. Time after the Board to consider comments before submitting my report	I can take my role seriously & make a valid contribution	10	10	<i>External Examiner</i>	<i>External Examiners Process</i>	<i>Process</i>
ELO	A full set all docs with both name candidate number, in case of problems or confusion.				<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
ELO	a summary sheet (e.g. the old a35 report) that works v- the number of attempts etc	we can know the history of whole student cohort	10	10	<i>Board Administrator</i>	<i>Summary reports</i>	<i>Reports</i>
ELO	Accurate, easy to use reports – that are user friendly and easy to print with legible/large enough typeface. Rules have been applied accuracy.	Exam board meeting can run smoothly.	10	8	<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>
ELO	Board exam paperwork prepared by pressing a button	I don't have to download data from Portico and the process it in Excel	10	10	<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
ELO	EC decisions in advance of the exam board	they can be entered in time for the exam board	10	10	<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
ELO	Intercollegiate marks in time & easily obtained & ability to enter them	we can have them in time for exam board	10	10	<i>Board Administrator</i>	<i>Mark Entry and Marking Practices</i>	<i>Mark Entry</i>
ELO	LSA period held earlier	I can hold exam board earlier not the week before induction week so students know their calculated progression status before the start of the academic year + not after the teaching has started	10	10	<i>Board Administrator</i>	<i>Process/Calculations</i>	<i>Process</i>
ELO	Moodle & Portico to communicate with each other.				<i>Board Administrator</i>	<i>Moodle</i>	<i>Other</i>
ELO	Pre-board meeting or work beforehand, a de-anonymised list of students, board reports, module reports.	Checking is quicker, can see students that might be missing.	10	2	<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
ELO	Reports to pick up all students – interruption, re-sitting, repeating, part-time.	No student is missing and only realised missing once results are released.	10	4	<i>Board Administrator</i>	<i>Including the right students</i>	<i>Reports</i>
ELO	the ability to download mark sheets providing evidence of 1st and 2nd mailing/ checking etc. for external examiners send to tutors and then be able to expand into portico again.	not all marks have to be entered by ELO and provides compliance for EE			<i>Board Administrator</i>	<i>Mark Entry and Marking Practices</i>	<i>Mark Entry</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
ELO	The module mark report to show the marks from both attempts for re-sit students	the board can be confident that the highest mark for each component has been used to calculate the final mark			<i>Board Administrator</i>	<i>Clearly display module/component marks</i>	<i>Reports</i>
ELO	to be able to download reports in bulk and in machine readable format i.e. a single file containing all students	I can conveniently process it to product department - specific statistical summary data			<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>
ELO	to be able to enter exam/assessment marks efficiently, accurately + in consideration with other ongoing tasks and responsibilities	so that I can meet the central UCL exchange of marks deadline + remain a sane member of staff	10	10	<i>Board Administrator</i>	<i>Mark Entry and Marking Practices</i>	<i>Mark Entry</i>
ELO	to be able to enter marks against module ID's	I can enter marks more efficiently			<i>Board Administrator</i>	<i>Mark Entry and Marking Practices</i>	<i>Mark Entry</i>
ELO	To be able to enter marks, check their accuracy, change them (e.g. due to recognised ECs) during the academic year.	All marks are accurate when the Exam board meets to ratify them, to allow dissemination to EE.	10	10	<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
ELO	to be able to have adequate time to check marks (receive them on time from academic staff)	I can enter them accurately on portico by the deadline + not waste time on inefficient + unused departmental bespoke processes	10	10	<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
ELO	To be able to set criteria to only print one type of finalist/progression reports.	We don't have to run reports for individual students.	3	1	<i>Board Administrator</i>	<i>Including the right students</i>	<i>Reports</i>
ELO	to be confident that re-sit marks are calculated	students receive the correct mark			<i>Board Administrator</i>	<i>Trust in the system</i>	<i>Calculation</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
	correctly, particularly where students have been reassessed with tuition						
ELO	To know which student have failed to complete a module, and which modules have attracted a lot of "incompletes".	These students can be clearly flagged to the board and chair. So that anomalies can be discussed at the exam board.	7		<i>Board Administrator</i>	<i>Clearly display outcomes which require decision</i>	<i>Reports</i>
ELO	Postgraduate reports that works properly	I do not need to manipulate the information from elsewhere	10	10	<i>Board Administrator</i>	<i>Trust in the system</i>	<i>Reports</i>
ELO	To be able to identify trends across several years (trends in performance).	We can identify strength/weakness of programme, levels of student admissions, student engagement etc.	10	10	<i>Board Administrator</i>	<i>Statistical reports</i>	<i>Reports</i>
ELO (UG)	To be able to extract and separate the module results of "non-law" students e.g. affiliate inter-department/inter-collegiate students.	We can confirm the module results of these students (as we don't conduct a separate module-level results confirmation, we confirm the module results of our Law students at the same time as we confirm progression and awards decisions.	10	10	<i>Board Administrator</i>	<i>Statistical reports</i>	<i>Reports</i>
ELO	to be able to export marks from Moodle to Portico	I can avoid possible errors	10	10	<i>Board Administrator</i>	<i>Moodle</i>	<i>Process</i>
ELO/ Chair/EE	Identifying trends in performance per module or per programme across the years.	We can link changes to improvements in programme ,modules defining, student			<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
		admissions criteria, assessment format etc.					
ELO/Administrator/Chair of Board	flexible how to present at meeting	will I be printing or displaying on screen will it be legible?			<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>
ELO/Board Administrator	Reports that's right first time.	I can maximize efficiency.	10	10	<i>Board Administrator</i>	<i>Trust in the system</i>	<i>Calculation</i>
ELO/Board Administrator	Reports that are easily run and have students formatting.	We can print at the last minute.	8	3	<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>
ELO/Chair	A field that shows brief notes against a record so that important information can be captured e.g. academic misconduct case, ELC/deferral of assessment etc.	Will help to highlight problems cases for discussion or those that require additional consideration during the board.	10	10	<i>Board Administrator</i>	<i>Recording minutes</i>	<i>Reports</i>
ELO/Chair	To see where there have been resit attempts deferred assessments on incomplete assessments due to extensions or other migration being granted.	Can clearly see how many attempts there have been for a student and ensure capping is applied appropriately.	10	10	<i>Board Administrator</i>	<i>Trust in the system</i>	<i>Calculation</i>
ELO/Chair EB/ programme Director	To have a report that reports one student per line (anonymous and non-anonymous) and one module (or assessment component) per column. This should be available throughout the academic year.	Relevant staff can track progress of a student and offer additional support if needed.	10	10	<i>Board Administrator</i>	<i>Summary reports</i>	<i>Reports</i>
ELO/Teaching Administrator/Tutor	affiliate listings	Errors/missed marks from own or other depts.			<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
Everyone	The ability to sort all failed records(no matter how many	Time saving	10	10	<i>Board Member</i>	<i>Sorting and retrieval criteria</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
	programmes by the desired criteria, Student No, Candidate No, Programme name, year etc)						
Exam board	To have access to statistics rather than going through the admins.	Clarification on when	8	8	<i>Board Member</i>	<i>Statistical reports</i>	<i>Reports</i>
exam board = all	after all modules completed, report to show	Reporting students and resisting students allow differences and gl's/. Clear indication of who can go in LSA + who has to repeat	9	9	<i>Board Member</i>	<i>Clearly display outcomes which require decision</i>	<i>Reports</i>
Exam Board Admin	A more streamlined approach to mark entry.	The results uploaded is more accurate.	10	7	<i>Board Administrator</i>	<i>Mark Entry and Marking Practices</i>	<i>Mark Entry</i>
Exam Board Admin	To not have Portico upgrades or interruptions to service in the run-up to the exam board being held.	Classification, repost, can be issued in time for the main board.	10	8	<i>Board Administrator</i>	<i>Including the right students</i>	<i>Other</i>
Exam Board Administrator	A report that can be focused solely on LSA students that shows final outcomes.	So that the LSA students have clear outcomes. Speed essential due to reduced timescale	10	10	<i>Board Administrator</i>	<i>Including the right students</i>	<i>Reports</i>
Exam Board Administrator	A report that can be run to identify students needing to undertake LSA.	We can quickly identify and engage with this group and access data relating to them without manually generating it.	10	10	<i>Board Administrator</i>	<i>Post-board data</i>	<i>Reports</i>
Exam Board Administrator	Ability to automate communications notifying students of outcomes and further actions	We can ensure accuracy and prevent error. Would also speed up process.	10	10	<i>Board Administrator</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Exam Board Administrator	Clear engagement with negative outcomes withdrawals, fails, fail repeats, condonement, non-attendance	We can avoid confusion over complicated students	8	8	<i>Board Administrator</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Exam Board Administrator	Easy way to map results submitted by name to candidate number. Better compatibility between Moodle and Portico				<i>Board Administrator</i>	<i>Moodle</i>	<i>Process</i>
Exam Board Administrator	Exception reports to identify errors on students programme records (e.g. wrong end date due to change of programme) as earlier as possible in the academic year.	I can address these sooner to minimise work in the lead up to the exam board.	High	High	<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
Exam Board Administrator	flexibility in reports to permit changes if errors have been found or in exceptional cases	to allow amendments to reports e.g. found that the A6 classification report last year had errors with median marks	8	8	<i>Board Administrator</i>	<i>Trust in the system</i>	<i>Process</i>
Exam Board Administrator	I want flexible datasets mapped as scatter graphs module performance against dept/student averages course work vs exam performance	We can easily interrogate teaching on modules	8	8	<i>Board Administrator</i>	<i>Statistical reports</i>	<i>Reports</i>
Exam Board Administrator	Identify components that need to be taken during LSAs	sufficient time for arranging departmental exams	8	8	<i>Board Administrator</i>	<i>Clearly display module/component marks</i>	<i>Reports</i>
Exam Board Administrator	List of all students with module marks only. They will need access to individual	Can have a summary of all students on course, all module marks + all	10	10	<i>Board Administrator</i>	<i>Summary reports</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
	component marks too + the overall grade	final grades. And if needed, can access individuals that require further discussion					
Exam Board Administrator	Manual work relating to results such as disregarding marks for deferred assessments and higher mark for re-sit candidates to be automated	reduce the amount of time spent on preparing results for the board	10	8	<i>Board Administrator</i>	<i>Trust in the system</i>	<i>Calculation</i>
Exam Board Administrator	overall module marks graded on the summary report, after their hearing to go+ download reports for each module	The board can easily see average marks, stats for a module on that programme + to share or admin or running separate reports	6	5	<i>Board Administrator</i>	<i>Summary reports</i>	<i>Reports</i>
Exam Board Administrator	Re-sit candidates to be included in results reports. At present we have to manually prepare their results	ensure that we have a complete set of results	8	7	<i>Board Administrator</i>	<i>Including the right students</i>	<i>Reports</i>
Exam Board Administrator	The ability to identify complicated cases and separate to save for chairs admins or further engagement	We don't delay actions based on isolate unresolved cases	8	8	<i>Board Administrator</i>	<i>Clearly display outcomes which require decision</i>	<i>Reports</i>
Exam Board Administrator	To be able to approve students individually at the exam board	Students that can be progressed / awarded aren't held up by students that require further discussion/information	9	8	<i>Board Administrator</i>	<i>Electronic sign-off and automated processing</i>	<i>Process</i>
Exam Board Administrator	user friendly reports - easy to print A9 reports - we have to delete boxes which is time consuming	work more efficiently when preparing documents for the Board	8	6	<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
exam board administrator + whole board	borderlines - mark to indicate student was in the borderline- assuming students in	the borderline will be automatically classified	5	5	<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Exam Board Administrator/Chair	Well formatted reports that will fit onto sheets anonymous by candidate no (and by name in separate report) not to print 500 sheets (concise report). Correct calculations if using median mark. That will capture interrupted students and produce SCE records automatically sort by category of award class.	Information is easy to view and present at the board so can present data in 'chunks'/'bulk' at the board, so candidates can be easily compared.	10	8	<i>Chair of Board</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Exam Board Administrator/Module Lead	To be able to clearly see where I have missing results ahead of the board.	I can have as much information as possible available for the board meeting.	10	7	<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
exam board administrator	capture flexible modular students in one report - currently reports are separate	every student - what their activity has been this period over since they started. What particular regs/cohort students are in	8	6	<i>Programme Lead</i>	<i>Including the right students</i>	<i>Reports</i>
Exam Board Chair	The outcome for each student as clearly marked as possible. (Possibly in bold or different colour)	I can chair the board effectively	10	8	<i>Chair of Board</i>	<i>Clearly display outcomes which require decision</i>	<i>Reports</i>
Exam Board Chair	the present arrangements for interacting with the externals is allowed to continue without being bureaucratized	EBCs and externals can work efficiently and freely without red tape	10	10	<i>Chair of Board</i>	<i>External Examiners Process</i>	<i>Process</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Exam Board Chair	To be able to stimulate more meaningful discussion about a) individual module results b) comparative module results	Using a summary table at the front including module, mean, std deviation - because of TEF	10	10	<i>Chair of Board</i>	<i>Statistical reports</i>	<i>Reports</i>
Exam Board Chair	to run a customised cart report that displays first + second attempt marks	I can determine who can progress			<i>Chair of Board</i>	<i>Mark Entry and Marking Practices</i>	<i>Mark Entry</i>
Exam Board Chair	to understand causes of grade inflation by comparing changes in marks for a given course over the last 5-10 years	to compare 3rd, 4th ear student marks taking same course	5	5	<i>Chair of Board</i>	<i>Statistical reports</i>	<i>Reports</i>
Exam Board Chair & External Examiner	NB we need a line per student on our summary reports (i.e. line per student, column per module).	+Need to download throughout academic year. +Must be able to see whole program in one place! (with highlighted cells indicating what has been sent to externals & which marks are re-sits)	10	10	<i>Chair of Board</i>	<i>Summary reports</i>	<i>Reports</i>
Exam board chair, ELO, external examiner, board member and students	Accurate mark distribution and clear graphical representation of them at the module level.	We can see at a glance that the mark distributions are reasonable or that they are worthy of attention, and so that we can benchmark module performance, including comparing across years.	1		<i>Board Administrator</i>	<i>Statistical reports</i>	<i>Reports</i>
exam board chair/board member	a compact summary of module statistics across multiple modules	I can readily identify any modules with anonymously good/poor performance			<i>Chair of Board</i>	<i>Statistical reports</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Exam Chair	One set of progression docs with candidate numbers and one set with names.	So we can do prizes.			<i>Chair of Board</i>	<i>Data for allocation of prizes</i>	<i>Reports</i>
Exam Liaison Officer (PGT)	To be able to see students' performance against others across all modules.	Academic achievement can be compared across cohorts, even when students are on the different modules.	9	5	<i>Board Administrator</i>	<i>Statistical reports</i>	<i>Reports</i>
External Examiner	A report that shows all the marks - individual & total for all candidates to compare with the sample (as was the case with A17s)	I can see the mark spread & compare all elements of the assessment	8	6	<i>External Examiner</i>	<i>Summary reports</i>	<i>Reports</i>
External Examiner	Statistics for all modules 3-5 years	I can see the spread of marks over the years	7	7	<i>External Examiner</i>	<i>Statistical reports</i>	<i>Reports</i>
External Examiner/ELO	advance info of certain anomalies preliminary reports - "draft status"				<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
External	Quick overview of marks	It is clear to identify issues			<i>External Examiner</i>	<i>Summary reports</i>	<i>Reports</i>
External Examiner	A key to results codes (NX, LA etc.)	I understand what they mean.	10	10	<i>External Examiner</i>	<i>Description of progression and award rules as applied</i>	<i>Reports</i>
External Examiner	a report of fails/passes/average marks etc.	they get the overall picture	10	6	<i>External Examiner</i>	<i>Clearly display module/component marks</i>	<i>Reports</i>
External Examiner	Access to assignments and grades in one place	I can do my job easily and in advance of Board			<i>External Examiner</i>	<i>Mark Entry and Marking Practices</i>	<i>Mark Entry</i>
External Examiner	Clear Comparative Module Statistics.	I can compare results over several Academic years. (to check	10	8	<i>External Examiner</i>	<i>Statistical reports</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
		quality/marking consistency)					
External Examiner	Clear overview of marks and second marking process module statistics – year by year and between modules. Compact layout so easy to inter-compare modules.	Quality control and processes are transparent.	10	10	<i>External Examiner</i>	<i>Mark Entry and Marking Practices</i>	<i>Mark Entry</i>
External Examiner	Clearer distinction of which marks are going through this particular Board. Clearer reports, easier to interpret information.	Year on year comparison/statistics, historical trends across modules	10	10	<i>External Examiner</i>	<i>Presentation and formatting</i>	<i>Reports</i>
External Examiner	detailed reports on individual modules	I can scrutinise the marking process and easily compare one module with another	10	10	<i>External Examiner</i>	<i>Clearly display module/component marks</i>	<i>Reports</i>
External Examiner	Evidence. Module stats – year on year. Easy access to the report.	Quality control. Marks and report can be easily seen.	10	10	<i>External Examiner</i>	<i>Statistical reports</i>	<i>Reports</i>
External Examiner	Report showing their programme students against full module students (average mark of particular programmes student)	EE can see how students are faring against other programmes			<i>External Examiner</i>	<i>Statistical reports</i>	<i>Reports</i>
External Examiner	Reports for all module statistics/marks and access to all exam scripts	I can get an overall picture of normal distribution of marks. This is helpful for year on year comparison	10	10	<i>External Examiner</i>	<i>Statistical reports</i>	<i>Reports</i>
External Examiner	-samples of work a) b) c) and all fails for modules. - student averages for each module and overall for the year. - evidence and where possible	to achieve a general overview of where each module is and areas needed for improvement.			<i>External Examiner</i>	<i>External Examiners Process</i>	<i>Process</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
	clarification of moderation. - guidance under page for 'Portico acronyms'						
External Examiner	Simple candidate numbers e.g. student 1,2,3,4 rather than long anonymous characters.	Discussion of student submissions are clear.	10	5	<i>External Examiner</i>	<i>Presentation and formatting</i>	<i>Reports</i>
External Examiner	Summary of performance of cohort at beginning of report				<i>External Examiner</i>	<i>Summary reports</i>	<i>Reports</i>
External Examiner	To be able to understand the processes of assessment and have transparency in information shared.	I can be sure that the process of assessment has been rigorous			<i>External Examiner</i>	<i>Training and information</i>	<i>Process</i>
External Examiner	To have a positive impact on the process so I can comment effectively on the programme. I don't want to <i>[illegible]</i> to numbers	My impact can be a positive effect for the programme and over my time so programme change can happen.	8	8	<i>External Examiner</i>	<i>External Examiners Process</i>	<i>Process</i>
External Examiner	To know that the data/information is accurate.	Ensure accuracy/ my <i>[illegible]</i> across programmes & supporting my reports/comments	10	10	<i>External Examiner</i>	<i>Trust in the system</i>	<i>Calculation</i>
External Examiner	To meet students.	I know more of their experience. Identify areas to look at.	9	7	<i>External Examiner</i>	<i>External Examiners Process</i>	<i>Other</i>
External Examiner	1. Board to highlight any issues in reports & explain	1. So EE can easily see what needs their attentions. 2. Be able to view grades easily on screens	10	10	<i>External Examiner</i>	<i>External Examiners Process</i>	<i>Reports</i>
External Examiner	2. To get sample work in good time (to recap it all)	1. So EE can easily see what needs their attentions.	10	10	<i>External Examiner</i>	<i>External Examiners Process</i>	<i>Process</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
		2. Be able to view grades easily on screens					
External Examiner	Statistics for module results in numerical form e.g. average other descriptive statistics.	I can perform my duties	8	7	<i>External Examiner</i>	<i>Statistical reports</i>	<i>Reports</i>
External Examiner	to compare module stats across modules + years easily	I can spot + query outliers + ensure consistency			<i>External Examiner</i>	<i>Statistical reports</i>	<i>Reports</i>
External Examiner and Board Members	A report that lists all results at programme level - each module in the programme listed by individual students.	The board can see all marks across the programme at the board.	7	7	<i>External Examiner</i>	<i>Summary reports</i>	<i>Reports</i>
External Examiner and Board Members	Clear and transparent module level results.	Verify that process of assessment has been fair, rigorous and meets correct standards.			<i>External Examiner</i>	<i>Clearly display module/component marks</i>	<i>Reports</i>
external examiners	a very good overall presentation and all students progress + good statistics	A good understanding and impression - components 8 marks for "margin students"	8	8	<i>External Examiner</i>	<i>Presentation and formatting</i>	<i>Reports</i>
External years	In addition to extended module reports – data & statistics allowed comparison from previous years. Board line cases are calculated/looked at/outcome	All info available at a touch of a button by arrival. Ensure maintenance of standard			<i>External Examiner</i>	<i>Statistical reports</i>	<i>Reports</i>
Faculty	To make sure that External examiners have sample of work, all External's comments are tabled and proceedings are properly recorded.	The board runs smoothly, EEs have time to review students and there are minutes for the next board.			<i>Faculty Observer</i>	<i>External Examiners Process</i>	<i>Process</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Faculty administrator	to know who has not had final conferral decision made or uncertain progression (no award or credit value no met)	we can list or review the situation for outstanding students (uncertain) & decisions about enrolment for following year or LSA etc.			<i>Faculty Observer</i>	<i>Post-board data</i>	<i>Reports</i>
Faculty approval/observer at board	Summary of all module results with award/progression classification in one place - with board chairs approved in one place	Avoid transcription errors between results reporting + award reporting class	10	9	<i>Faculty Observer</i>	<i>Clearly display module/component marks</i>	<i>Reports</i>
faculty approver	highlight/flag where approved (by board chair) degree classification does not match Portico's calculated classification - i.e. borderlines	Early identification of issues - if suspension of regs required	10	10	<i>Faculty Observer</i>	<i>Presentation and formatting</i>	<i>Reports</i>
faculty member	to quality assure results + awards	I can confirm accuracy	10	10	<i>Faculty Observer</i>	<i>Pre-board data checks</i>	<i>Reports</i>
Faculty Observer	Faculty observers' comments recorded somewhere sent.	The comments are recorded as an audit function.	8	5	<i>Faculty Observer</i>	<i>Other</i>	<i>Process</i>
Faculty Observer	Clearly presented materials.	I am aware that processes are being followed. Quality control - all candidates are being treated fairly.	10	10	<i>Faculty Observer</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Faculty Observer	comparable reports for each programme	they are easier to understand			<i>Faculty Observer</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Faculty Observer	De-anonymised version of the report for secretaries.	They can check unusual cases and cross check awards	8	6	<i>Faculty Observer</i>	<i>Pre-board data checks</i>	<i>Reports</i>
Faculty Observer	Ensure correct info is given, clear & correct marks	There are no mistakes	9	10	<i>Faculty Observer</i>	<i>Pre-board data checks</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Faculty Observer	More consistency in practice between boards (to replace bespoke dept. reports).	There are fewer errors/problems and it is easier to ensure accuracy/consistency.	10	6	<i>Faculty Observer</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Faculty Observer	To be able to compare patterns of results across different exam boards.	Consistency of of formats – assessments outcomes can be improved.	9	9	<i>Faculty Observer</i>	<i>Statistical reports</i>	<i>Reports</i>
Faculty Observer	To see that rules and regs are followed condoned passes/failed modules clearly flagged up.	Fair treatment of students, prevent student grievances and consistent.	6	6	<i>Faculty Observer</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Faculty Observer	Training before boards + receipt of information	Boards run correctly, information is accurate & delivered in time.	5	5	<i>Faculty Observer</i>	<i>Training and information</i>	<i>Process</i>
Faculty observer/faculty education officer/	to enter + review faculty observer reports	I can ensure compliance with relevant regulations + consistency across boards.			<i>Faculty Observer</i>	<i>Electronic sign-off and automated processing</i>	<i>Process</i>
Faculty Observer/Rep	1. Be clear on what my role is (training to be provided).		8	5	<i>Faculty Observer</i>	<i>Training and information</i>	<i>Process</i>
Faculty Observer/Rep	2. Faculty to decide in good time who Faculty Observers are & to let them know.		8	5	<i>Faculty Observer</i>	<i>Training and information</i>	<i>Process</i>
Faculty Rep	To make sure that the board meeting is conducted in line with UCL Regs.	I can conduct it as quorate.			<i>Faculty Observer</i>	<i>Training and information</i>	<i>Process</i>
Faculty Representative	Clear guidance on what reports the board should have and the type of information they should contain as well as clear ToR and membership/quorum requirements.	I can ensure the board is completed in adherence to the UCL regulations.			<i>Faculty Observer</i>	<i>Training and information</i>	<i>Process</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
ITE students	A definite date of when I will receive any results, including LSAs			8	<i>Student</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Module Coordinators/Board member	To review module statistics compared to other modules on same programme/taken by same students.	Determine if any change is needed to ensure performance/expectations is comparable.	6	7	<i>Module Lead</i>	<i>Statistical reports</i>	<i>Reports</i>
Module Lead	A clearly defined report showing what my results are.	I can compare and contrast with other modules	7	4	<i>Module Lead</i>	<i>Post-board data</i>	<i>Reports</i>
Module Lead	a detailed module report	I can cross-check marking, and understand highly how students have performed		10	<i>Module Lead</i>	<i>Clearly display module/component marks</i>	<i>Reports</i>
Module Lead	Board reports that give me a clear overview of the pattern of performance on my module, possible to compare with previous years		7	3	<i>Module Lead</i>	<i>Statistical reports</i>	<i>Reports</i>
Module Lead	clear module statistics to see another grades for element components are not screwed in any way	I can adjust the level of elements appropriately	10	8	<i>Module Lead</i>	<i>Statistical reports</i>	<i>Reports</i>
Module Lead	Details of their module e.g. reports of marks – their own module over the past few years.	Module marks over the years are compared and module marks are discussed at exam board.	9	7	<i>Module Lead</i>	<i>Statistical reports</i>	<i>Reports</i>
Module Lead	Exam results & awards are correct & match up with spreadsheet	Clarity	10	10	<i>Module Lead</i>	<i>Trust in the system</i>	<i>Process</i>
Module Lead	Form like the A26 to download all marks and	Mistakes are minimised.	10	10	<i>Module Lead</i>	<i>Pre-board data checks</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
	double check and re-upload in a consistent manner.						
Module Lead	Module Stats - overtime Need to know no. of fails & the number of capped marks should be counted/shown within module stats		6	7	<i>Module Lead</i>	<i>Statistical reports</i>	<i>Reports</i>
Module Lead	Review performance by question in the system rather than using Excel files for components e.g. best 6 from 10 for an exam etc.		7	4	<i>Module Lead</i>	<i>Clearly display module/component marks</i>	<i>Other</i>
Module Lead	short course students also shown on Portico with their exam results	I can oversee the full results in one place			<i>Module Lead</i>	<i>Lifelong Learning</i>	<i>Process</i>
Module Lead	To hear comments from examiners about the programme.	I can understand the examiners point of view and be informed – develop the programme.	4	7	<i>Module Lead</i>	<i>External Examiners Process</i>	<i>Process</i>
Module Lead	To see the marks for each student on my module.	I can check that they have been correctly recorded.	10	8	<i>Module Lead</i>	<i>Detailed reports</i>	<i>Reports</i>
Module Lead (Final award report)	Subjects in alpha order. Each subject listing students by alpha order. i.e. secondary generic & SD subjects in A-Z with students listed within subject by A-Z/	Each subject can be read out at board in A-Z (without having to copy and paste onto other spreadsheets).	10	10	<i>Module Lead</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Module Lead in PG	condonable range - number of failing candidates on my module likely to be condoned	I know about re-sits etc.			<i>Module Lead</i>	<i>Statistical reports</i>	<i>Reports</i>
Module lead/ board member	flexible learning students - different statistic and progression	better statistic for that programme/module. A better understanding of	8	5	<i>Module Lead</i>	<i>Statistical reports</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
		progression and the student					
Module lead/Chair of Exam board	Summary report listing candidates' code vertically and module code horizontally across. So all students show on 1 report.	Easy to review all modules marks for each student.	10	8	<i>Chair of Board</i>	<i>Summary reports</i>	<i>Reports</i>
Module Leader	an accurate report to sign off on my module before the pre-board	I can have confidence in the accuracy of what I am signing off	10	10	<i>Module Lead</i>	<i>Electronic sign-off and automated processing</i>	<i>Process</i>
Module Leader	comparative statistics by year -> teaching committees (clarify whether repeating students, capped or not)	Changes in module/assessment results in difference in performance/review effectiveness reassure/respond to student queries			<i>Module Lead</i>	<i>Statistical reports</i>	<i>Reports</i>
Module Leader	consideration between statistics of one module to another module	I can see how performance of students in a module affects another module	8	8	<i>Module Lead</i>	<i>Statistical reports</i>	<i>Reports</i>
Module Leader	Simple accurate statistical data as shown in the example statistics report.	I have full oversight of student's performance in my module. I can reflect on previous years. Helpful to successor module leaders.			<i>Module Lead</i>	<i>Statistical reports</i>	<i>Reports</i>
Module Leader	To be able to see student grades per module individually/components individually	I can see and compare the performance of students on my module	8	6	<i>Module Lead</i>	<i>Clearly display module/component marks</i>	<i>Reports</i>
Module Leader	To be able to understand my role at exam board	I can contribute (Module Leaders feel that in recent years they have			<i>Module Lead</i>	<i>Training and information</i>	<i>Process</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
		no role "What's the point of being there?"					
Module Leader	1. To know what role is at Board & how much to feedback to any comments		7	5	<i>Module Lead</i>	<i>Training and information</i>	<i>Process</i>
Module Leader	2. Better statistics for my module - to compare grades with previous & current year.		7	5	<i>Module Lead</i>	<i>Statistical reports</i>	<i>Reports</i>
Moodle Leader/Coordinator	A consolidated method to enter fail graded marks that I'm transfer from marks & Portico	There is no need to double entre their mark.			<i>Module Lead</i>	<i>Mark Entry and Marking Practices</i>	<i>Mark Entry</i>
Moodle Leader/Coordinator	Accuracy of the module mark entry.	They are able to review in a timely manner.	8	7	<i>Module Lead</i>	<i>Pre-board data checks</i>	<i>Reports</i>
PG Administrator/Chair	Clear deadlines appropriate for PG only Boards etc.	LSA/continuation			<i>Chair of Board</i>	<i>Process/Calculations</i>	<i>Process</i>
Postgraduate Administrator in the Department	To receive training (drop in sessions, refresher training courses)	I know what to do, when and how	10	5	<i>Board Administrator</i>	<i>Training and information</i>	<i>Process</i>
Professional Services Supporting Exam Boards	following reports: module details including individual component marks and averages clearly stating whether OINC etc are include (similar to A17)	Important for exam board and external examiners to check and compare averages with previous years (5yr should no include interrupting and withdrawn students)	8		<i>Board Administrator</i>	<i>Statistical reports</i>	<i>Reports</i>
Professional Services Supporting Exam Boards	We'd like to see report to capture progression and award details for individual students (filtered by year by programme) should include accurate weighted average (similar to A1)	module marks and classification where relevant. All reports should have names and candidate numbers. Add ranked order by	10		<i>Board Administrator</i>	<i>Summary reports</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
		weighted average (classification)					
Program lead of MSC	to give an official transcript to students- as soon as possible after the exam board has sat	students can resolve visa issues as soon as they get job offers. Visa's after require an official transcript	10	10	<i>Programme Lead</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Program lead of MSC	To identify modules when marking is out of line with marking on other modules	investigate assessment criteria on that module and adjust if appropriate	10	6	<i>Programme Lead</i>	<i>Statistical reports</i>	<i>Reports</i>
Programme Admin	Ability to track progression of students to know eligibility for awards – i.e. completed credit points, compulsory met, clean list (modular flexible)	Less manual checking	10	10	<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
Programme Admin	To be able to import marks into Portico from spreadsheet via candidate numbers.	Less manual input-time and open for error. (This may be possible)	6		<i>Board Administrator</i>	<i>Training and information</i>	<i>Process</i>
Programme Admin	Way of recording ELS, outstanding re-sits, condonable modules, number of condonable allowed and used.	This is centrally recorded and easy to track.	10		<i>Board Administrator</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Programme Administrator	A student's grade to be entered once by an academic and once only. How can you re-design the Exam Board system and neglect to do this? This means we are still tasked with manually inputting hundreds/thousands of grades twice. You must design our systems so that Moodle speaks to	Work is not duplicated. Less points for error. No manual entry of grades en mass by admins	10	5	<i>Board Administrator</i>	<i>Moodle</i>	<i>Process</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
	Portico automatically otherwise you run the risk of admins using a variety of ways of transferring the data into Portico. The timeline from assessment to award means that it's almost impossible to spot errors.						
Programme Administrator	An online guide on step by step instructions on how to calculate, agree, progress and confirm awards - these don't exist (or are out of date).	This is clear and easy to do (at the moment I often contact registry to check these steps).	8	8	<i>Board Administrator</i>	<i>Training and information</i>	<i>Process</i>
Programme Administrator	be able to present both 1st and 2nd attempts of the module where a re-sit has been taken	they can be discussed at the LSA board and compared. This was a problem at the last LSA board as the programme director noted this wasn't available when needed	3	1	<i>Board Administrator</i>	<i>Clearly display module/component marks</i>	<i>Reports</i>
Programme Administrator	Conditional formatting on the module marks report, showing condoned pass, fail, 2nd attempt, 2nd attempt + fail, deferred (1st or 2nd attempt).		9	3	<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Programme Administrator	If de-anonymised before - should be kept de-anonymised for Board	streamlining - less workload	9	9	<i>Board Administrator</i>	<i>Anonymity</i>	<i>Reports</i>
Programme Administrator	module mark report - average and standard deviations showing for each component and the overall module marks		7	7	<i>Board Administrator</i>	<i>Statistical reports</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Programme Administrator	Portico Grade entry to be easier. Simplify importing from a spreadsheet. Codes there are potential for mistakes in progression calculation.		10	10	<i>Board Administrator</i>	<i>Mark Entry and Marking Practices</i>	<i>Mark Entry</i>
Programme Administrator	Portico to be able to work out an accurate average for each year based on the right number of credits for the year.	We don't need to manually calculate the avg. and ensure students end up with the correct final mark	10	8	<i>Board Administrator</i>	<i>Trust in the system</i>	<i>Calculation</i>
Programme Administrator	Small thing - I would like module stats to include deferred assessments? LSAs etc. not just 'Not complete'	So that it reflects the situation better	5	4	<i>Board Administrator</i>	<i>Statistical reports</i>	<i>Reports</i>
Programme Administrator	The A32 report to have a filter for mode of study	We could bring up just part-time or full time students, depending on who is being classified	7	5	<i>Board Administrator</i>	<i>Including the right students</i>	<i>Reports</i>
Programme Administrator	The ability to capture all my programmes together (SSEES/SELCS etc.)	Time-saving	10	7	<i>Board Administrator</i>	<i>Sorting and retrieval criteria</i>	<i>Reports</i>
Programme Administrator	The report to accurately calculate borderlines.	The decision is correct and requires no checking.	10	10	<i>Board Administrator</i>	<i>Trust in the system</i>	<i>Calculation</i>
Programme Administrator	To be able to download reports as Excel (not csv).	Formatting is not lost. This is always very time consuming	10	1	<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Programme Administrator	To be able to print off marking grids to send/provide to external examiners with assignment samples. These reports would contain 1st mark/2nd mark and reconciliation commentaries.	We have one source of reference (Portico) rather than a set of local reports with 1st, 2nd marking etc and a Portico final report. This would eliminate/reduce			<i>Board Administrator</i>	<i>Clearly display module/component marks</i>	<i>Mark Entry</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
		mistakes and save a significant amount of time.					
Programme Administrator	to be able to view and download module mark reports by delivery (not just by module code) Perhaps a box where you specify (tick) term and delivery to download	this can be viewed by delivery, as often modules are across programmes	10	8	<i>Board Administrator</i>	<i>Including the right students</i>	<i>Reports</i>
Programme Administrator	To have a finalist list (award report) which looks like an A1 report which can be downloaded as an Excel file, with conditional formatting.	The board can easily see one candidate per row, showing all module marks, averages, overall weighted average, degree classification & minutes.	10	4	<i>Board Administrator</i>	<i>Summary reports</i>	<i>Reports</i>
Programme Administrator	Tutors to be trained to upload grades to Portico.	Responsibility for grades & accuracy is with the tutors. Programme administrators run off reports	10	10	<i>Board Administrator</i>	<i>Training and information</i>	<i>Mark Entry</i>
programme lead	progression of o2 students may easy fashion	assess progress (or lack of it) before problems occur	8	8	<i>Programme Lead</i>	<i>Process/Calculations</i>	<i>Calculation</i>
Programme lead and module lead	To be able to track a student's progress throughout the year	I can tailor support for student	8	6	<i>Module Lead</i>	<i>Availability of information about previous decisions</i>	<i>Reports</i>
Programme leader	highlight/colour code results regions e.g. 40-49 red 50-59 green and 60-69 blue etc. (programme admin do this manually on local spreadsheets	Pick up outliers/ fails/distinctions quickly + easily - to facilitate early discussion.	9	4	<i>Programme Lead</i>	<i>Presentation and formatting</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Programme Leader/Module Leader/Administrator	Easier way to manipulate the data to show programme specific vs module specific information e.g. students from other programmes/departments who may be taking our modules. Reports that do not need too much manual reformatting. Comment box available on the reports for extra useful information. Reports that do not pull through the withdrawn/interrupted students. Clear, updated list of student progression codes Page numbers, include programme name at top of the report.		10	8	<i>Board Administrator</i>	<i>Statistical reports</i>	<i>Reports</i>
programme tutor	a report that computes for each student the average number of standard deviations above/below the module mean for all modules taken	we can fairly compare performances between students for the purpose of determining prizes			<i>Programme Lead</i>	<i>Data for allocation of prizes</i>	<i>Reports</i>
programme tutor	the report to include a section of "notes" so that any notes made over the course and in the year can be accessed easily	non- standard progression and ward cases can be processed more easily			<i>Programme Lead</i>	<i>Recording minutes</i>	<i>Reports</i>
Quality Admin	Regulations terminology to relate clearly to terminology in the reports	There can be no ambiguity. Level 1-4? vs FHEQ ie: what is a	10	7	<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
		result? Delivery code? Occurrence?					
Regulatory Body	A list of students who have posted an accredited programme (ARB required a CSV list for example)	Students entitled to accreditation can be registered to the relevant body.	10	10	<i>Regulatory Body</i>	<i>Post-board data</i>	<i>Reports</i>
Student	A breakdown of my module marks	I can see how I have performed.	8	3	<i>Student</i>	<i>Detailed reports</i>	<i>Reports</i>
Student	A temporary/incomplete transcript directly after the BoE	I can apply for PhDs, jobs; provide proof to my sponsor that I've completed my degree			<i>Student</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Student	A transparent reason for the final result.	I'm reassured that it's correct. I know the reason (rules of awards).			<i>Student</i>	<i>Description of progression and award rules as applied</i>	<i>Calculation</i>
Student	Accurate, timely (as quick as possible) results the next day.	Know next course of action especially if the result is a fail (leading to a resit)	10	9	<i>Student</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Student	Breakdown of module components results for students to view on Portico, with provisional marks and classification.	Students can provisionally know why they have 'no award, and able to access results and breakdown of marks. Saves creating prov. Transcripts in dept. which takes a lot of time.	10	9	<i>Student</i>	<i>Clearly display module/component marks</i>	<i>Reports</i>
Student	Component marks.	I can understand my strength and weakness.	10	5	<i>Student</i>	<i>Clearly display module/component marks</i>	<i>Reports</i>
Student	Confidence he makes being considered by the board are an accurate record of my	the board can fulfil its duties	11	11	<i>Student</i>	<i>Trust in the system</i>	<i>Calculation</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
	assessment (re-sits/da/intercept calculated correctly						
Student	Department to pick up the correct information on progression.	I am clear on what to do in regards to my progression.	10	10	<i>Student</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Student	Getting marks on time and accurately		10	9	<i>Student</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Student	I need more information about how to submit using my candidate number; and a reminder that it changes each year!	Finding candidate number in Portico record -> to keep consistency and more accurate records from Moodle to Portico grade input			<i>Student</i>	<i>Information for Students</i>	<i>Results Day</i>
Student	Marks not to <i>[illegible]</i> 0-80% and 00-100%. Across the board of UCL, and <i>[illegible]</i> applied to any external marks that deviate from UCL's single system.	There is consistency in marking	10	10	<i>Student</i>	<i>Mark Entry and Marking Practices</i>	<i>Other</i>
Student	my marks on portico + my degree certificate on time		10	8	<i>Student</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Student	my results early! Certificates and transcripts as early as possible - if possible interim transcripts for masters' applications site provisional that can be downloaded automatically. Transparency for students on when their certificates will be out.		10	10	<i>Student</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
	Confidence that results will be reliable.						
Student	My results in good time & correct results. - Clear timetable of results/certs/transcripts. - Transparent information e.g. codes and what they mean.	I can be a satisfied customer of UCL & apply for my job & move forward with my future career choice.			<i>Student</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Student	quick and efficient results and progression calculation	so can receive my results/awards/emails/ access them on Portico	8	8	<i>Student</i>	<i>Process/Calculations</i>	<i>Calculation</i>
Student	Quick and right first time & told their progression decision, what is re-sitting.	I am clear that the classification and mark is correct.	10	10	<i>Student</i>	<i>Clearly display outcomes which require decision</i>	<i>Calculation</i>
Student	Results available quickly and official confirmation to be available asap after exam board.	Send off to job/PhD sooner.	10	5	<i>Student</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Student	Results for modules and/or Progression in one place including Board letters. See individual work for module components.	They know and see all the information they need.		10	<i>Student</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Student	Timely, secure access to my results + feedback and to know these are being processed fairly, accurately & anonymously	I can have faith that my work is being properly represented & I Have access to data about my progress on the course	10	8	<i>Student</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Student	to get my results confidently on Portico so I can consider them in private	followed on from before	10	10	<i>Student</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Student	To have Merit (M) indicated when I have a mark of 60-69% (rather than 'P')	It is clear that a mark in the 60s is a merit.			<i>Student</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Student	To see component level marks. To have results asap.	I can understand how the final mark was arrived at.	8	7	<i>Student</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Student	To see individual component level marks on Portico.	I can see how I did in each element.			<i>Student</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Student	To see my breakdown of grades. I would need to understand if I have failed C/W or passed C/W (qualifying sets)	Full understanding of marks.			<i>Student</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Student	To see my results ASAP with certification/have updated communication so as not to conact admins.	Certificates/transcripts are generated/give deadline on when they will receive their results - impact on contractual deadlines.	10	10	<i>Student</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Student	a better understanding of condonement and if I need to into the LSA period, which components have I been entered	they have a clear understanding of their progression + LSA requirements	10	8	<i>Student</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Student	The exam board process to be efficient, clear and transparent	I have confidence in my results and know I will receive them on the date indicated.	10	7	<i>Student</i>	<i>Trust in the system</i>	<i>Process</i>
Student (MSC)	My results are earlier than expected and my certificates earlier than feb	prove I had my results and qualifications without need for admins to produce a letter	10	5	<i>Student</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Student / Module Leader	To see component marks within the module and where any penalties have been applied.	I have a clearer idea of how the final mark has been calculated.	10	10	<i>Student</i>	<i>Clearly display module/component marks</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Student Records Admin/Exams	1. More info in system, so results can be processed more quickly		8	8	<i>Board Administrator</i>	<i>Electronic sign-off and automated processing</i>	<i>Process</i>
Student Records Admin/Exams	2. No more SharePoint shared drive for uploading signed Faculty Board of Examiner reports (slows things down)		8	8	<i>Board Administrator</i>	<i>Electronic sign-off and automated processing</i>	<i>Process</i>
Student Records Admin/Exams	3. Way of attaching notes to students records re board issues - improve way of minuting so all admins know about this!		8	8	<i>Board Administrator</i>	<i>Electronic sign-off and automated processing</i>	<i>Process</i>
Student Records Admin/Exams	4. To know cut-off date for student deferrals (deadline)?		8	8	<i>Board Administrator</i>	<i>Electronic sign-off and automated processing</i>	<i>Process</i>
Student, Exam board chair, ELO and personal tutor.	To know which students need follow up advice/care (due to failure to progress/complete).	No student falls off the radar.			<i>Board Administrator</i>	<i>Follow-up on outcomes</i>	<i>Results Day</i>
Student/Departmental Tutor	To see what my options are after the Exam Board meeting on Portico	I can decide what to do next. Advise students what to do next	10	10	<i>Student</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Student/Programme Director	Interim transcripts, especially PGT after summer board. Ideally with UK-international mark conversion.	Student can apply to future jobs. At the moment letters are written locally, which takes a lot of time (usually from programme director).	8	8	<i>Student</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Students	I want information on my ranking in my cohort.	I can provide this information in PHD applications which ask for this information.			<i>Student</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Students	The results & my MA classification confirmed asap.		10	10	<i>Student</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Students	Official transcripts available quickly (so that these can be used for job and PhD applications).		10	10	<i>Student</i>	<i>Release of results and confirmation of outcomes</i>	<i>Results Day</i>
Students	Student Records Team (all excellent!) to be able to recruit more staff at peak times, so results/transcripts are ready quicker.		10	10	<i>Student</i>	<i>Release of results and confirmation of outcomes</i>	<i>Process</i>
T&L Admin	A report showing all calculated degrees & progression alongside module marks & weighted average.	Progression & award data is easy to read and easily scrutinised	10	10	<i>Board Administrator</i>	<i>Summary reports</i>	<i>Reports</i>
T&L Admin	marks as numbers, not text!	I can calculate award marks if needed	10	10	<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>
T&L Admin	To know all module capping is correct. Previously MSC modules for undergraduates have capped at 40 when it should be capped at 50.	Correct grades are calculated & no errors needing to be spotted at a later date.	9	9	<i>Board Administrator</i>	<i>Trust in the system</i>	<i>Calculation</i>
T+L administrator	to be treated and respected as a professional member of staff, not feel bullied and harassed during a stressful period	I remain a motivated professional staff member of UCL	10	10	<i>Board Administrator</i>	<i>Other</i>	<i>Other</i>
Teaching Administrator	Clearer way of producing module statistics.	Reports can be generated, last year the reports did not generate seamlessly and without lots of fiddling in Excel.	7	7	<i>Board Administrator</i>	<i>Statistical reports</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Teaching Administrator	Please could the relevant 'term' be included in progression/final list reports.	We can see easily what term a student failed certain modules in and if they need to re-sit we can decide more easily when 'next available opportunity' are likely to be.	8	7	<i>Board Administrator</i>	<i>Clearly display outcomes which require decision</i>	<i>Reports</i>
Teaching Administrator	Reports to include a way of reflecting mark deductions due to lateness penalties. I also to be able to reflect zero marks due to non-submission.	At boards it clear why marks may be different to ones originally supplied by teachers. Could a new code be introduced? i.e. 40 – 'MD' (for mark deduction).	8	8	<i>Board Administrator</i>	<i>Mark Entry and Marking Practices</i>	<i>Mark Entry</i>
Teaching Administrator	to have one single, reliable & accurate record of module/programme results for each student to pull clearly, in different formats in an easy & quick way	I can provide accurate information in different formats for the different purposes of module/programme lead/admin team requests	10	10	<i>Board Administrator</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Teaching and Learning Administrator, EE & Chair	A breakdown of overall marks of home students vs other dept.	We can check the progress of our students compared to outside department students	10	10	<i>Chair of Board</i>	<i>Clearly display module/component marks</i>	<i>Reports</i>
Teaching and Learning Administrator, EE & Chair	Breakdown of zeros - if it is 0F or 0AB	the external examiner knows the difference from students failing or retake b/c ECs etc.	8	5	<i>Chair of Board</i>	<i>Presentation and formatting</i>	<i>Reports</i>
Teaching and Learning Administrator, EE & Chair	Module report - mark distribution for exam vs coursework	we can provide data to external examiner and chair	10	10	<i>Chair of Board</i>	<i>Statistical reports</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
Tutor (Personal Tutor)	To view students full sets of marks in an easy format (perhaps colour coded)	I can advise students on careers for reference	10	8	<i>Personal Tutor</i>	<i>Clearly display module/component marks</i>	<i>Reports</i>
UG Board Secretary - computer science	2nd year students to be highlighted if they achieve <50% + transferred to BSc Computer Science and to be highlighted if they achieve between 51-60%	can implement regulations that must have 50% to progress on MEng	5	2	<i>Board Administrator</i>	<i>Clearly display outcomes which require decision</i>	<i>Calculation</i>
UG Board Secretary - computer science	Borderline candidates generate an analysis of modes in line with borderline intend (e.g. number of modules above 70%).	the board can easily see whether borderline intend are satisfied	3	3	<i>Board Administrator</i>	<i>Statistical reports</i>	<i>Reports</i>
UG Board Secretary - computer science	Module statistics to be able to be grouped together + comparable side by side/ e.. macro + separated into student types (e.g. MEng vs MSc).	Module stats can be compared within year groups + between student types.	8	5	<i>Board Administrator</i>	<i>Statistical reports</i>	<i>Reports</i>
UG Board Secretary - computer science	To be able to highlight whether a student is opting to embark on a study abroad year in the following year	if a student achieves less than 70% overall, their application can be withdrawn	3	1	<i>Board Administrator</i>	<i>Clearly display outcomes which require decision</i>	<i>Reports</i>
UG Board Secretary - computer science	To generate a list of missing module/component marks by student at the click of a button - including agreed s actual marks! + re-sitting marks expected	We have an additional backstop for ensuring all expected marks have been entered	5	5	<i>Board Administrator</i>	<i>Pre-board data checks</i>	<i>Reports</i>
	5 years of study to show for IOE PGT students as on mod/flex these students may take up to 5 years	all modules/grades can be reviewed for all years of study	10	10	<i>Board Administrator</i>	<i>Including the right students</i>	<i>Reports</i>

As I	I want	So that	Role rank	Inst. Rank	Role Type	Theme	Work Package
	A report that shows which awards have been conferred & which may still be pending (we had some not conferred but with no idea why not!)	We can easily identify whether an award is still awaiting SRS to confer (will there be issues with any NC grades?)	5	5	<i>All roles</i>	<i>Post-board data</i>	<i>Reports</i>
	Access to external module marks for students taking external modules, whether mark has been agreed or pending. Element marks as well.	it is easy to identify whether external marks have been confirmed. Which elements students may need to retake at the LSA.	7	7	<i>All roles</i>	<i>Clearly display module/component marks</i>	<i>Reports</i>
	Easier criteria filtering when running reports. In the past, award date was not reliable as data in Portico was not accurate		10		<i>Board Administrator</i>	<i>Including the right students</i>	<i>Process</i>
	Permission to input complete term/mark from end of term 1. Currently mark entry is open but says				<i>Board Administrator</i>	<i>Mark Entry and Marking Practices</i>	<i>Mark Entry</i>
	Portico to be able to calculate and confirm borderline decisions on Board Reports and to support classifications in report format in more user friendly form.	We reduce human error during interpretation of regulations etc.	10	8	<i>All roles</i>	<i>Trust in the system</i>	<i>Calculation</i>
	SDS m2S one module - ns re-sits - there is little required other than pass/fail/grade. Only successful result is QTS - main requirement is data comparison for narrative at Board				<i>Regulatory Body</i>	<i>Other</i>	<i>Other</i>

Appendix B: Additional Feedback

The following comments were collected during the workshops session or were submitted afterwards. Information in italics has been added to aid analysis.

Additional Comments	Work Package
Please display programme name on excel page of the finalist report.	<i>Reports</i>
Can students see component level marks	<i>Results Day</i>
Board codes should always be displayed alongside board names.	<i>Reports</i>
Pull reports with student numbers and better formatting	<i>Reports</i>
Pulling stats reports from Portico	<i>Reports</i>
Agenda - review external examiner's report from previous year	<i>Agenda/ToR</i>
Academic Training - tutors inputting grades	<i>Process</i>
Training for faculty observer	<i>Other</i>
Ensuring EE know what their role is, esp. new EE	<i>Other</i>
List of current codes used in report	<i>Reports</i>
Centralised external examiner induction process, in person or online	<i>Other</i>
Page numbers and title of programme at the top of the reports. Small formatting differences which will make it easier for the External Examiners.	<i>Reports</i>
Clarification over scheme of award - what is it?	<i>Other</i>
Is there a way for students to get a provisional/interim transcript that they can download from Portico themselves? We get asked for these a lot for masters application purposes but we cannot produce these ourselves	<i>Results Day</i>
ToR - should include purpose of programme boards of examiners, summary of role of Chair and External Examiners	<i>Agenda/ToR</i>
Agenda 'Text in italics can be useful points to include in the Chair's Agenda (as a prompt/reminder for the Chair)	<i>Agenda/ToR</i>
Agenda 4. Formal minutes required? I would suggest definitely not, but rather a brief update/report	<i>Agenda/ToR</i>
Agenda footnote 1. What about more detailed report	<i>Agenda/ToR</i>
Agenda Interesting to see changes in agenda e.g. not reading out grades. Explain jargon	<i>Agenda/ToR</i>
Improve the process for progressing students from one year to the next, known as the Annual Update;	<i>Process</i>

<p>The timing of this activity and uncertainty around the actual release of results date and communications to students. Further guidance on the requirements for progressing PGT students (IE: Board Reporting and LSA) would be useful.</p>	<p><i>Results Day</i></p>
<p>Improve the process for inputting and confirming marks and final awards;</p>	<p><i>Process</i></p>
<p>LATE SUMMER ASSESSMENT: This was problematic for LSA where there were issues with generating the reports. Marks were doubled-up so student's total credits were calculating incorrectly, and had to be checked manually. The date for the release of marks for LSA results was unclear with some students being able to see their LSA marks immediately on input, and others not being able to see them at all.</p>	<p><i>Reports</i></p>
<p>INTERCOLLEGIATE MODULES: Mark entry – we rely on Student records to input marks for intercollegiate modules. There can be a delay of several months on this, and in some instances marks are not updated. As a result we are manually calculating awards for students, which inevitably could be open to error. It would be good to have the functionality to add intercollegiate marks at department level. We had a recent case where a student's Goldsmiths mark was not entered. The student was informed of her award, but her transcript had the module down as NX?</p>	<p><i>Process</i></p>
<p>We also rely on student records to register our students on intercollegiate modules, and it can take several months for their records to be updated. It would be really good for departments (in particular where students take a lot of intercollegiate modules) to have the functionality to control module registration for these modules as well. Registry have noted that they would like us to be able to give them our lists of modules early as it will enable them to create the module shells for them earlier. At the moment we add our students to a module place holder and then later on student records replace this with the appropriate intercollegiate module. However it's not clear at what stage this goes through the academic review process. I raise this because we have had issues at the awards stage where students have been enrolled on intercollegiate modules with the incorrect number of credits. For example, at our last MARS board there were a handful of students in this situation. There was a significant delay in getting these students registered on to these modules on Portico (they were added at the end of their studies, just one week or so before the award board), and at that stage, it became clear that they had been put on to the wrong versions of modules due to a difference in the credit value, resulting in an incorrect award calculation. We know which modules will be offered to students by our intercollegiate partners as early as February. If modules are marked as running as part of the academic review process, we could then either give students the option to select them as part of the module selection process, or we could manually add them to these modules at department level. Sorry, I know this is going a little off topic, but I feel it feeds into a bigger issue around intercollegiate module administration.</p>	<p><i>Process</i></p>
<p>ASSESSMENT DATA: This report is not currently available on Portico. This has made it cumbersome to retrieve reliable assessment pattern data about our modules. Data generated from other Portico reports have identified errors in assessment patterns, in particular in terms of affiliate modules, making mark entry difficult. We still have some niggling issue with module codes</p>	<p><i>Reports</i></p>

where there are inconsistencies in affiliate versions and how the assessment patterns are recorded.	
Create a set of useful, reliable and easy to read examination board reports that are consistent across the institution.	<i>Reports</i>
No specific issues with the layout of board reports for the main boards. We use A22 and A12 reports only, which work well. However there are glitches in these reports. EG: A12 PGT report calculating an award for a part time student in year 2 as if full time – over 1 year of study, resulting in No Award due to not having achieved the required number of credits, even though the student had completed. A22 reports calculating too few or too many credits for progression (see LSA comments above).	<i>Reports</i>
The A17 report used for PGT progression is unclear. A more user-friendly report for progressing PGTs would be useful.	<i>Reports</i>
In the main, I think our biggest issue relates to the level of manual checking required to generate reliable data sets for board purposes. There are glitches in the reports as mentioned above, although the number of students being reported to our board make reliance on manual data checking prone to error. Any improvements to these processes would be welcomed with open arms!	<i>Process</i>
Examination Audit overview of the reports to know what has been done.	<i>Reports</i>
Post-Board EE reporting: Function could be improved to be more user friendly and accessible. Also if the admin/ELO has accessed then the chair is not able to & vice-versa - not helpful	<i>Process</i>
Can we find a way to get "Taster" students onto the record system? Total nightmare trying to track them.	<i>Process</i>
Substitute modules - marks should be reflected in average for original attempt (not year the substitute module is taken in).	<i>Process</i>
Module marks report add in dept. name at student level.	<i>Reports</i>
Non-standard start and finish dates need to be captured.	<i>Process</i>
I think this is an excellent idea but all depends on getting the marks in on time. My experience is that I am sitting up putting in marks at 3am in the morning. I need the marks a few days before the BOE.	<i>Process</i>
Schemes of awards – never been clear whether there are developed by programmes as not included or required for PMAP purpose.	<i>Process</i>
Can work done for the BOE be done remotely, rather than all together?	<i>Process</i>
Progression reports should show all marks gained this year but including re-sits. Also total credits across all years (not just this year).	<i>Reports</i>
Award report should show all re-sits across all years.	<i>Reports</i>
Identify compulsory and optional modules with a programme.	<i>Reports</i>

Easy to read, colour-coded, spreadsheet of results across modules to easily concerns.	<i>Reports</i>
Please define – Scrutiny Meeting.	<i>Agenda/ToR</i>
Pre-meeting between Faculty Extenuating Circumstances Panel/Departmental Extenuating Circumstances Panel and Board Chair – this used to be done, but not with the new EL policy at UCL, which is more of a rolling basis.	<i>Process</i>
Ability to run reports for outstanding (no grade) or module. Useful between Interim and final boards to determine what is remaining.	<i>Reports</i>
As a board member, I would like to know why I'm at a board. All decisions are formulaic. The real work is done beforehand. Perhaps clarify Exam board procedures.	<i>Agenda/ToR</i>
Perhaps add years of entry of a student to some Portico reports.	<i>Reports</i>
As a student, quicker final degree transcripts and degree certificates.	<i>Results Day</i>
Comment on the Checklist (tasks relating to External examiners) 1) Eligibility to work in UK documentation for External examiners- is this not UCL HR's job 2) Section 1, paragraph 1 – Awkward 3) Section 2, part 1 – can online formal annual reports be automated. 4) Section 2, part 2 – This should be UCL's job, seems a waste of time to ask the Chair to do this. 5) Section 3, part 1- why not centrally organise a fee payment.	<i>Agenda/ToR</i>
Permission to input complete term/mark from end of term 1. Currently mark entry is open but says 'please only enter marks for affiliate students. – Biosciences.	<i>Mark Entry</i>
MPharm - qualifying sets: I don't think are working after some testing.	<i>Process</i>
A26/A27 reports - They now need to work perfectly due to the number of coursework marks	<i>Mark Entry</i>
For modules on module marks report the programme/degree name should be included (intend of or as well as) the programme/route code. If possible route name as well.	<i>Reports</i>
Promotion of HEAR (to all UG students) e.g. when info re results and awards is set out to students.	<i>Results Day</i>
Options of customized reports. (Before running Excel or as a PDF)	<i>Reports</i>
Easily see if students failed 1st and 2nd attempt or can be non-condonable range. e.g. colour coding/different fonts.	<i>Reports</i>
ELOs to be copied in to emails to students (so that we know dates students will receive info etc.)	<i>Results Day</i>
Borderline criteria - included in calculations	<i>Calculation</i>

Agenda to reflect the changes in exam boards from finalising students grades to discussing assessment & profiles of grades etc.	<i>Agenda/ToR</i>
Prizes - none in IOE?	<i>Other</i>
Can we run the system through with our own data from last year?	<i>Other</i>
Marks entry, how do we check if the coursework is anonymous or named for a module?	<i>Mark Entry</i>
Will the reports be available to any academic later - e.g. after the LSA so it can be used to write references?	<i>Reports</i>
Add opportunity to discuss module results & developments going forward to the exam board agenda (could also add SEQs from this)	<i>Agenda/ToR</i>
Will reports from Portico have pre-selection options for anonymous? - Downloaded content can still be CSV/Excel that we can edit?	<i>Reports</i>
Legacy students, making sure all legacy grades are captured from students with an EC	<i>Process</i>
Students and academics to have suitable access to Portico to review results/status/pull reports useful to them etc. as & when they need them	<i>Reports</i>
When they are confirmed mark them as final (rather than separate communication of provisional results)?	<i>Results Day</i>
Chair of Boards feeling the need to have checked all the data before signing off paperwork - not feasible for a cohort of 900 and several grade/award possibilities	<i>Agenda/ToR</i>
Agenda needs updating	<i>Agenda/ToR</i>
Calculate results for Interim & Exit awards?	<i>Calculation</i>
Room for error? All to be correct pre-board? Timeframe to complete Boards (with + work in advance)	<i>Process</i>
Will we be able to release anonymity at the end of the Board meeting? So that staff can see who has graduated?	<i>Reports</i>
Summer term modules whose deadline for submission is early September just before another Faculty Exam Board, so potential for missing grades temporarily	<i>Mark Entry</i>
Portico access level for approval + (Deputy) Official approvals/approver different to person actually "pressing button" - approving in Portico (? Need for printouts) Will program chairs/faculty tutors interact with portico?	<i>Process</i>
Flexible programmes - simply/automate finalists' reports so you don't have to print multiple reports to final all the finalists	<i>Reports</i>
modules from other boards - need to know if they have been approved or not	<i>Reports</i>

Students may belong to one department but take modules award by another. If module received at different board, how is this reflected at board reviewing the programme that student is on? Will we know whether the module owned elsewhere has yet been approved or not? Adam Paige	<i>Reports</i>
need data + n/a at any point before final assessment is entered in portico as final assessments of ten done very close to exam board	<i>Process</i>
Progression report- include module code. Conflict of interest	<i>Reports</i>
N.B. amount of users accessing Portico at the same time does slow down the system	<i>Other</i>
We teach in term 3: summer term. Assignment deadline of 1 September 2019 - the likelihood of marks not being ready for all boards (e.g. intercollegiate students, students from other faculties) is HIGH	<i>Process</i>


Appendix C: Presentation Slides

This presentation was delivered by Dr Helen Matthews (Head of Academic Policy and Quality Assurance) at the opening of each session.



Exam Board
Reporting Workshop

Academic Model Project



Agenda

- Academic Model Phase 3 recap
- Vision for Exam Board process
- Achieving the Vision
- Workshop session

Recap – AMP or ‘Fixing Portico’ Phase 3 Priorities

- Academic Regulation Processing/Exam Board Reports
- Module Selection/Registration
- Online Module Catalogue

Our Vision: ‘Press of a Button’

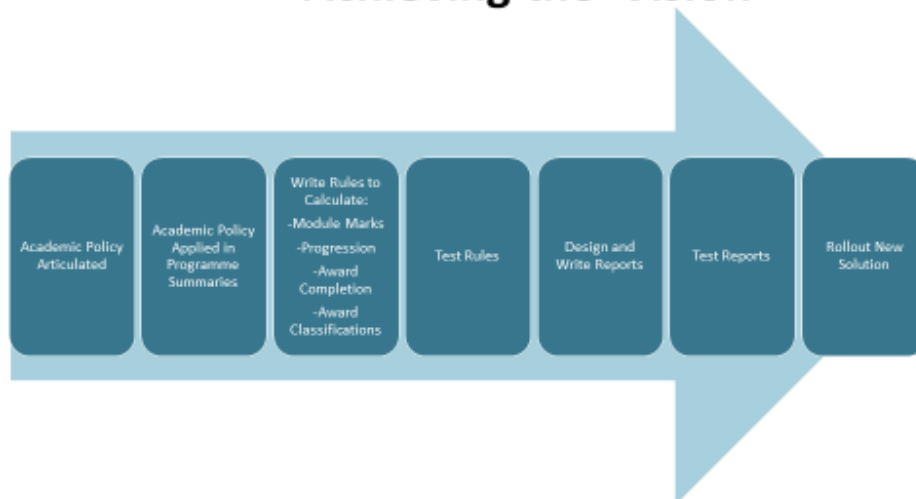


- Portico will be set up with correct rules to calculate results **in the system**
- **Reports will reflect these calculations** and be available in Portico with real-time data
- Online approval process will eliminate signing and posting paper reports
- More efficient processing of progression, award, LSA entries etc
- New way of working will focus on getting **inputs** right

Benefits

- Increased accuracy of results for students
- Quicker results for students
- Staff time savings in immediate run-up to boards
- More efficient post-board processing of outcomes will reduce burden on departments

Achieving the Vision



Progress

- Exam Board Reports 'at a press of a button' Requires:
 - Academic Policy Articulated ✓
 - Academic Policy applied in Programme Summaries (IP)
 - Write Rules in System for:
 - Calculating End of Module Marks ✓
 - Calculating Progression (IP)
 - Calculating Award Completion ✓
 - Calculating Award Classifications ✓
 - Thorough Testing of Rules
 - **Design and Write Reports**
 - Thorough Testing of Reports
 - Training and Support on new process and reports

Can download into excel or pdf

Example Module Mark Report

Module Marks Report

Download into CSV Download a PDF

Module Marks Report - Board of Examiners: Postgraduate Neuroscience Board of Examiners (ANATGNEU)

Module Code:	ANAT002	Module Name:	Developmental Neurobiology	Credits:	15	Level:	M
Module Leader:	Professor S PRICE	Delivery:	A	Term:	T10	Year:	2017
Teaching Department:	BIOMC_LIF						
ET:	Written One-Hour Written Examination (50%)						
EE:	One Essay (2,000 Words) (50%)						

#	Candidate Number	Attempts	Programme Code	Route Code	Mark (SMR)	Grade (SMR)	Result (SMR)	Mark E1	Grade E1	Mark E2	Grade E2	Notes
1	V8475	1	TMSANASNEU01	TMSANASNEU01	79.00	D	P	79.00	D	80.00	D	
2	T1418	1	TMSANASNEU01	TMSANASNEU01	79.00	D	P	79.00	D	83.00	D	
3	T8173	1	TMSANASNEU01	TMSANASNEU01	76.00	D	P	81.00	D	74.00	D	
4	V5072	1	TMSANASNEU01	TMSANASNEU01	76.00	D	P	69.00	F	89.00	D	
5	W1046	1	TMSANASNEU01	TMSANASNEU01	77.00	D	P	83.00	D	70.00	D	
6	T2827	1	TMSANASNEU01	TMSANASNEU01	76.00	D	P	77.00	D	75.00	D	

Example Module Statistics Report

Module: The Process of Drug Discovery (PHAYG029)
Running in Terms 1 and 2 of 2017



Example Progression Report

Progression Report	
Year	Module
Year 1	
Module name	Pharmacology
Module code	PHAYG029
Module title	Pharmacology Module (PHAYG029)
Year	2017
Level	Undergraduate
Credits	10
Year 2	
Module name	Pharmacology
Module code	PHAYG029
Module title	Pharmacology Module (PHAYG029)
Year	2017
Level	Undergraduate
Credits	10

Example Finalist Report

Exam Board Requirements

Exam Board Task	Supporting Information
Assure Adequate Conduct of Examinations	Report from Chair/ELO on any issues and actions taken
Formally Approve Marks <ul style="list-style-type: none"> Report any corrections / amendments Review statistics provided 	Module Mark Report <ul style="list-style-type: none"> Candidate level component results and module marks Module Statistics Report <ul style="list-style-type: none"> Total pass/fail Total no result Min/Max marks Mean of all marks Standard deviation of marks Distribution of marks
Progression and Award Decisions	Detailed Progression Detailed Finalist
Consider External Examiner and Faculty Representative comments	Written/verbal comments
Nominations for prizes (if relevant)	Depending on criteria for award any of the three candidate level reports are appropriate

Over to You....

- What information do your Exam Boards need with this new approach?
- Do the report examples cover it?
 - Standard agenda template
 - Exam Board roles
- Transition requirements


Appendix D: Workshop Session Slides

Following the presentation (Appendix C) the workshop session was led by Ashley Harnett (AMP Implementation Lead) using the slides in this section. The session was facilitated by staff from across Academic Services.



Exam Board
Reporting Workshop

Academic Model Project



The purpose of this workshop activity is to collaborate on a set of requirements for UCL-wide Exam Board reports which serve Exam Boards and help facilitate their activities.

In doing so we would like you to consider the standard agenda and terms of reference for Exam Boards to think about the role of the board and how reports should support it.

In this session we will use *user stories* to gather information about what you want out of the exam board reports and to encourage discussion about what other interested parties want.

User stories are an approach used to focus our conversations about requirements and capture what is needed from the perspective of an end-user.

Each user story follows a simple composition:

As a	
I want	
So that	

For example:

As a	<i>Chair of Exam Board</i>
I want	<i>To see clearly which students are eligible for condonement, progression, and award</i>
So that	<i>I can confirm their outcomes and agree actions for those who fail</i>

We would like you to think about the following groups of people as "users" in the Exam Board process and consider what they would want out of the reports:

- Chair of Exam Board
- Board Administrator
- External Examiner
- Board Member
- Module Lead
- Faculty Observer
- Student – as the ultimate beneficiary

Working in small groups, consider the purpose of Exam Board reporting and write as many user stories as you can for each of the users in the list.

Don't just focus on your own role, try and produce at least one story for each type of user.

Working in small groups, consider the purpose of Exam Board reporting and write as many user stories as you can for each of the users in the list.

- Chair of Exam Board
- Board Administrator
- External Examiner
- Board Member
- Module Lead
- Faculty Observer
- Student – as the ultimate beneficiary

Now that we've written the user stories, we'd like you to rank their importance on a scale of 1-10 (with 10 being the most essential to the operation of the board) from each of these perspectives:


- For the named role specifically
- Your impression of their importance to the institution as a whole

In your groups select one user story to feedback to the rest of the room.

If you have any other thoughts or suggestions about the reports or the agenda and terms of reference please make sure you have recorded them on post-it notes and attached them to the relevant sheets.

Thank you for participating. We will go away and collate the user stories you've written and their rankings with those collected from our other Faculty engagement sessions.

All of this information will feed into the process of confirming the requirements for the new UCL-wide Exam Board report suite and the final report designs will be signed-off by Education Committee.

A grayscale background image showing several classical columns with Corinthian capitals, receding into the distance.

Thank you for your time.

For more information about the project visit ucl.ac.uk/srs/amp or email us at academicmodelproject@ucl.ac.uk