Campus Solutions

July 2012

An Overview of Program Enrollment and Activity Management (the solution for Marks and Exams)

Key Benefits to the Institution
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Table of Contents

Table of Contents.................................................................3
Change History ..........................................................................4
Executive Overview...............................................................5
What are the Key Features and Benefits for Institutions?..............9
Conclusion ................................................................................91

Please note: this document is current as of Additional Features July 2012.
## Change History

<table>
<thead>
<tr>
<th>Release</th>
<th>Change Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Features July 2011</td>
<td>First release of the PEME Benefits Document</td>
</tr>
<tr>
<td>Additional Features January 2012</td>
<td>Change in the document title on page 1</td>
</tr>
<tr>
<td>Additional Features January 2012</td>
<td>Document Format and Content Updated</td>
</tr>
<tr>
<td>Additional Features January 2012</td>
<td>Executive Overview, Key Features and Benefits, and Conclusion updated</td>
</tr>
<tr>
<td>Additional Features April 2012</td>
<td>with Student Program Management and Coursework Organization and Management</td>
</tr>
<tr>
<td>Additional Features April 2012</td>
<td>Change in the document title on page 1</td>
</tr>
<tr>
<td>Additional Features April 2012</td>
<td>Document Format and Content Updated</td>
</tr>
<tr>
<td>Additional Features July 2012</td>
<td>Executive Overview, Key Features and Benefits updated with Program Enrollment</td>
</tr>
<tr>
<td></td>
<td>and Activity Management updates and enhancements</td>
</tr>
</tbody>
</table>
Executive Overview

The continued changes and demands on Higher Education Institutions globally, and the growing diversity of the Campus Solutions customer base, has provided the opportunity for modernization of the core business processes that form the foundation of Campus Solutions. Diversity in the Campus Solutions customer base has also meant ‘diversity’ in education models and business processes that need to be supported by flexible, extensible and configurable structures. Two of the features that we are planning to deliver as part of this ‘modernization’ of Campus Solutions, to support multiple regional and institutional requirements are known as ‘Program Enrollment’ and ‘Activity Management’.

Program Enrollment controls the ‘what’, ‘where’ and ‘when’. Simply put, it controls ‘What academic requirements or courses students need to take’, ‘where in the program structure they need to take them’, therefore controlling the sequence (for example, Year 1 or Semester 1), and ‘when they need to take them’ (for example, time period – Academic Year 2011/12). Program Enrollment drives the planning, curriculum selection, and enrollment process. It provides a completely flexible and open program structure which is able to support virtually any type of institutional program requirements. This may be from the more lockstep or structured programs of study, where students normally complete their academic requirements (for example, courses) in a series of phases, years or semesters, and are required to complete their requirements before progressing to the next stage. At the other end of the spectrum, the functionality is planned to support a more flexible and open program structure which supports individual student planning against elective courses.

The requirements known as Marks and Exams are supported by our second feature, Activity Management which aims to provide institutional support for complex and flexible academic models that need to control the tracking and assessment of student academic progress. This feature provides a flexible framework and structure to build out the academic content of a course (for example, Assessment Items, which may be a coursework item such as an Essay or a Research Project; Examinations, or Attendance). This structure is the foundation on which the final calculation of the course result will be based. Activity Management is also expected to provide flexible rule calculations, examination enrollment and management, grading of non-course elements, support for resits, and capping of results for examinations or assessment Items (planned for future releases).

These two features will be delivered over multiple phases, likely occurring over the next 18 months. While we do not expect customers to be able to deploy the structures delivered in the
early phases until the functionality is completely delivered, we would recommend that customers commence evaluating the new structures, and start to analyze how these features can be used and leveraged within their own institution.

As part of the Additional Features for July 2011, the core setup that will support Program Enrollment and Activity Management in future releases was delivered to aid this customer evaluation and analysis. The Program Enrollment Program Definition and Management provides the ability for institutions to build both structured and flexible program content in a way that supports different educational models, including the program based approach described above. Program content and requirements are defined within a new structure - the Academic Item Registry (AIR). Activity Management provides a structure that sets the foundation to calculate marks and grades at the course level and below. This structure is the Activity Registry, where users will define the underlying content of a course, for example, assignments, examinations.

The Additional Features for January 2012 continued to build on the structural frameworks that were delivered in Additional Features July 2011. Program Enrollment Student Program Management provides the Academic Progress Tracker (APT) which is a new student data structure to support a more global, flexible enrollment model. The Academic Progress Tracker provides a structure that can support the various business processes that center on the management of student program data, from admission to a program, enrollment, progression through program requirements and program completion. The program content defined in the Academic Item Registry can be stored against an individual student’s record (APT), in a way that can be used to calculate results at varying levels, and where a student’s progression through their program requirements can be recorded and evaluated. Activity Organization and Management builds on the Activity Registry delivered in July 2011, providing the ability for coursework to be managed at the course rather than section level as is currently required within Campus Solutions. The Activity Generator provides the ability to determine how coursework and examinations are managed within the institution, and provides the ability to control the number of exam offerings required for an individual examination. It also provides a foundation for the recording of individual coursework student results and examination enrollment (planned for future release). The Activity Manager provides an administrative component to view and amend coursework structures and data elements previously defined in the Activity Registry by individual academic or administrative members of staff, for example, adding the exact title of an essay or examination before term commences.
The Additional Features for April 2012 introduced a number of updates for Program Enrollment including the concept of Process Substitution, which in future releases will provide students with the ability to request a substitution of an Academic Item (for example, Course or Specialization). Other updates included a new AIR Search Page, providing institutions with the ability to save frequent searches, additional search parameters, and to reference the use and re-use of academic items (for example, courses) within the AIR structure. A new Academic Item Registry Admin security component has also been added providing the ability for ‘authorized’ administrators within the institution to be able to amend and update the core program structure - that is, the Program Format.

In contrast Activity Management introduced the Academic Period for identifying examination periods (for example, semester 1), and the Section Manager which provides institutions with the ability to schedule and manage examinations. The Exam Only Course concept was also introduced providing institutions with the ability to offer courses which are assessed by exam only and do not normally require attendance at lectures or seminars. The Exam Only Course is tied to an Academic Period rather than a term and therefore does not need to be scheduled, resulting in students being enrolled on the examination rather than the class section. This provides institutions with the benefit of being able to concentrate on the management of the examination, rather than enrolling the student for a course where there are no other activities that they need to be scheduled for. Finally, Content Conditions provide the structures for offering students (in future releases) a choice of the content items that they can choose as part of their course (for example, Select Essay 1 or Essay 2).

A number of updates were introduced for Program Enrollment as part of Additional Features July 2012, which included the streamlining of the creation of the Course Academic Item within the Academic Item Registry from courses within the Course Catalog. This included the ability to create course academic items manually or more importantly by batch process using Population Selection. Institutions will be able to select the groups of courses for which academic items should be built out, for example by subject or those created within the last day. Additional updates included the adoption of the Common Attribute Framework which extends the flexibility of the Academic Item Registry to hold institutionally defined data fields and requirements. This replaces the Academic Item Attributes. For those institutions intending to use both Activity Management and Program Enrollment, Additional Features July 2012 also introduced the linking or mapping of Activity Management content types to Program Enrollment Academic Item Types which will provide the foundation for business processes such as grading and result calculation in future releases.
Activity Management also introduced a number of important additions and enhancements which build upon the structures delivered in previous releases. These enhancements and additions included the ability to establish the minimum passing mark and/or grade for a content type, for example, exam. In future releases these fields can be used to display to students in self-service the minimum passing mark requirements for an assignment or examination. The ability to create individualized assessments, examinations and attendance requirements for students or groups of students within a class has been added to the Activity Manager, making it possible for institutions to create student specific course or assessment requirements. Also delivered in Additional Features July 2012 was the adoption of the Common Attribute Framework, allowing institutions to create user defined data fields and requirements that have not been delivered as standard, for example, the language in which the course is taught or examined. The Exam Only Course check box has been added to the Course Offering page of the Course Catalog. The value set here will default to the Activity Manager and will control the ability to schedule class sections.

We anticipate that this new functionality will be embraced by Campus Solutions customers in all parts of the world and with all types of academic offerings. Program Enrollment, coupled with the more powerful marking, grading and progression structures, offers the enrollment controls that are needed by programs at institutions covering a wide spectrum of higher education business models. These models range from academic and professional programs (for example, Law or Medicine) to programs that offer a certification in the non-traditional education sphere. We can even anticipate this new model being deployed for the first year of some undergraduate programs, where more control over enrollment choices is preferred. Of course, institutions whose academic systems are closely aligned to the program-driven model for enrollment, common in much of the world, will be eager to evaluate this new functionality, with the expectation that they can retire some of their customizations. These new features greatly extend the flexibility of the product, and it is anticipated that institutions will want to take advantage of these flexible structures, and streamline the process of building out their courses and programs of study.

As Campus Solutions builds out the total solution, we expect institutions will see ways to leverage the structures and the data captured therein to evaluate academic progression patterns, completion rates, graduation rates, perhaps promoting more efficient time to graduation and other student retention support measurements. The value to the institution is just beginning to be revealed as we release the structures that are the foundation for this new solution.
What are the Key Features and Benefits for Institutions?

Program Enrollment – Program Definition and Management

Let’s take a look at the key features and benefits delivered in Program Definition and Management released as part of the Additional Features for July 2011.

Program Definition and Management Benefits

- **Configurability** – The Academic Item Registry (AIR) provides institutions with a truly configurable framework that supports the building of more flexible and open program structures to those which are more lockstep in nature.

- **Usability** – Build Program by Format provides institutions with an intuitive way in which to build out their program structure.

- **Individualized** - Provides institutions with the ability to build out individualized program structures for students, where the requirements differ from the standard program offering, for example, where a student may need to retake a course or requirement.

- **Reusability** – The ability to share academic items, for example, course lists, course groups between programs of study.

- **Extensibility** – The ability to store institutional or country specific data items against academic items, for example, courses.

Examples of these benefits are included below.

The program structure is built within a framework - the Academic Item Registry (AIR), and each individual program of study has its structure built within this framework (for example, BA (Hons) English). Although a number of seeded structural pieces will be provided (for example, Program and Course), the framework is user-definable and additional items can be created to support individual institutional program structures. AIR is flexible enough to cope with almost any type of program or program structure. Academic Items are the structural pieces of AIR.
Academic Item usage is extremely flexible - institutions have the freedom to create and name academic items to emulate their own institutional program structures (for example, Year or Stage, Semester, Specializations, Routes, Pathways, Majors, Minors, Course Clusters and so on). It is also possible to create non course items within this structure (for example, Placements or Internships, Exams and so on). After the Academic Item Registry (AIR) has been built by linking together the Academic Items in parent child relationships, programs can then viewed in a ‘tree like’ structure - the Program Template.

Note how the different academic item types (indicated below) are linked together to build the program structure displayed graphically as a tree view below.

View of the Program Template; allows expanding and collapse of structures for viewing and flexible navigation.
An example of the program template and a ‘typical’ program structure is shown below.

<table>
<thead>
<tr>
<th>Expand</th>
<th>Collapse</th>
<th>Item Description</th>
<th>Enrollment Category</th>
<th>Item Type</th>
<th>Item ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td></td>
<td><strong>BA (Hons) English - FT</strong></td>
<td>Program of Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td><strong>BA (Hons) English Year 1 FT</strong></td>
<td>Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td><strong>BA (Hons) English Year 1, Semester 1</strong></td>
<td>Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>☐☐</td>
<td><strong>BA (Hons) English Level 4 Semester 1 Mand Courses</strong></td>
<td>Mandatory</td>
<td>Course List</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>☐☐</td>
<td>ENGLIT 110: Twentieth Century Literature</td>
<td>Mandatory</td>
<td>Course</td>
<td>00000001273</td>
</tr>
<tr>
<td>☐</td>
<td>☐☐</td>
<td>ENGLIT 106: Introduction to Reading Poetry</td>
<td>Mandatory</td>
<td>Course</td>
<td>0000000657</td>
</tr>
<tr>
<td>☐</td>
<td>☐☐</td>
<td>ENGLIT 101: Black British Writing</td>
<td>Mandatory</td>
<td>Course</td>
<td>0000000653</td>
</tr>
<tr>
<td>☐</td>
<td>☐☐</td>
<td>ENGLIT 102: Critical Theory I</td>
<td>Mandatory</td>
<td>Course</td>
<td>0000000653</td>
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<tr>
<td>☐</td>
<td>☐☐</td>
<td>ENGLIT 109: Reading American Literature</td>
<td>Optional</td>
<td>Course List</td>
<td>00000009174</td>
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<tr>
<td>☐</td>
<td>☐☐</td>
<td>ENGLIT 168: Reading Modern Literature</td>
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<td>Course</td>
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<td>☐</td>
<td>☐☐</td>
<td>ENGLIT 103: European Encounters</td>
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<td>Course</td>
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</tr>
<tr>
<td>☐</td>
<td>☐☐</td>
<td>ENGLIT 167: Introduction to the Novel</td>
<td>Mandatory</td>
<td>Course</td>
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</tr>
<tr>
<td>☐</td>
<td>☐☐</td>
<td>ENGLIT 105: Introduction to Drama</td>
<td>Mandatory</td>
<td>Course</td>
<td>0000000658</td>
</tr>
<tr>
<td>☐</td>
<td>☐☐</td>
<td>ENGLIT 104: Fantasy and the Fantastic</td>
<td>Mandatory</td>
<td>Course</td>
<td>0000000655</td>
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<tr>
<td>☐</td>
<td>☐☐</td>
<td>ENGLIT 109: Reading Local Literature</td>
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<tr>
<td>☐</td>
<td>☐☐</td>
<td>ENGLIT 100: Academic Skills for English</td>
<td>Optional</td>
<td>Course</td>
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</tr>
<tr>
<td>☐</td>
<td>☐☐</td>
<td>ENGLIT 100: Academic Skills for English</td>
<td>Optional</td>
<td>Course</td>
<td>0000000661</td>
</tr>
</tbody>
</table>
The above example is a visual representation of the BA (Hons) English program structure built out in the Academic Item Registry. **Let's take a look at how this structure is created.**

The starting point is the creation of all the Academic Items that are required to build out each Program structure for your institution. These may be different depending on the type of program (for example, Postgraduate versus Undergraduate programs of study). Note that some of the key academic items are already supplied as seeded data items: Program, Component, Course Group, Course List, and Milestones, and will have some system logic attached to them.

In the example above, the following academic items have either been created or used to build this program structure: Program (seeded), Year (institutionally created), Courselists (seeded) and Courses (seeded). The Academic Item Registry is extremely flexible in accommodating multiple levels within a program structure.
An example of an Academic Item Type is shown below:

Academic Items can also be secured using Academic Organization security, to provide users with either read only or write access.
As a Course Academic Item Type needs to reference the corresponding course in the Course Catalog, institutions can streamline the creation of the course academic item type by using the Create Course Academic Item process. This can either be carried out on a course by course basis when creating the Course Catalog entry or by using a batch process which utilizes Population Selection as shown below. Institutions can decide how they wish to select a group of courses, for example, by subject or by date when the courses were created. This was introduced as part of Additional Features July 2012.
A new link has been provided from the Course Offering in the Course Catalog to access the Course Academic Item Type within AIR.

A new AIR search page was introduced in Additional Features April 2012, which provides institutions with the ability to save searches that are used on a regular basis. It also provides additional search parameters - for example, when searching for an Academic Item Type of
Course, it displays the Course ID, Course Offering Nbr and Course Topic ID as additional search parameters.

One key benefit of the new AIR search page is that it provides institutions with the ability to reference where an academic item is used or re-used within the AIR structure. This is particularly beneficial for checking courses that are re-used for multiple programs of study.
AIR also provides the structures to define the Academic Load or Mode of Study for a program (for example, Full-time/Part-time) and the number of years/semesters over which the program will be studied (for example, 3 years/6 semesters), if required. The ability to structure the program of study over a number of program years, semesters or phases will aid the progression of students.

Besides offering institutions the ability to define more structured programs (also known as ‘lockstep’ program structures) there is ample opportunity to define more open and flexible structures. An example of this flexibility is the use of the Course Group which would allow an
Institutions can work through the tree structure (highlighted in the red box above) to build out each semester, stage or year of the program, as shown in this example.

This process allows an institution to ‘join the dots’, by visually creating the program of study in a logical top down approach using this tree structure - for example, adding Courses to a specific Year of Program (Year 1) or Semester (1). It allows the institution to visually build out the program of study from a single viewpoint or page.
The feature also provides assistance to the user as they build out programs, being able to detect any missing level(s) within the structure compared to the selected program format shown above and provides a number of warnings and error messages.

In order to prevent users from deviating from the program structure format defined above, only 'authorized' users with appropriate security access will be able to amend the core program structure. This is particularly important for institutions where programs of study structures are validated by university committees for example and cannot be changed without official approval. AIR Administrator Security was introduced to provide institutions with the ability secure their program formats while still allowing 'super users' to amend them if appropriate authorization has been granted. An example of the AIR Administrator Security page is shown below:

**Academic Item Registry Admin**

<table>
<thead>
<tr>
<th>User ID:</th>
<th>PS</th>
<th>Lochety, Betty</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Academic Institution</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GLAKE</td>
<td></td>
<td>Great Lakes University</td>
</tr>
<tr>
<td>PSUNV</td>
<td></td>
<td>PeopleSoft University</td>
</tr>
</tbody>
</table>

The program offerings created by institutions in this hierarchical framework (AIR), will support institutional policies and regulations, and, in future releases, are planned to allow and support the recording and calculation of results at each 'level' of the program structure they have defined (for example, Courses, Specializations, Majors, Minors, Semester, Year, Competency and Program). This hierarchical program structure (AIR) will also assist the tracking of students throughout their program of study to completion, and ultimately their overall degree or award. (Planned for future releases).

After the program structure has been completed using the above page, an institution can view the program of study and all associated graphics on the Template (Long) page, which provides the full display structure of the program.

An example of the Program Template (Long) is shown below
Key Features

- Enjoy a range of diverse and interesting books and discuss these with other readers
- Develop your insights into how the work is created by analysing and reading critically
- Investigate how literary works are produced, circulated and received in their historical context

What's It About

This course will lead you to think critically about the relationship between texts and the societies in which they are written and read. This exploration will take you from the traditional to the contemporary, from high to popular literature, from Shakespeare to postcolonial literature. The course also develops skills crucial for employment. By expanding your vocational skills through optional modules at Levels 5 and 6 you are able to undertake a project in a workplace of your choice. Learning is conducted through a combination of lectures, seminars and workshops. Assessment is via coursework, essays and some group work projects. There are no formal exams. You will study modules which are closely linked to the personal research of our dynamic lecturers.
### What you do

Level 4 core modules guide you through major periods, genres and debates. Option modules may include, for example, *Imagining America* and *English in Contemporary Culture*. Level 5 core modules explore literature in its cultural, historical and social contexts through thematic readings of 19th and 20th Century writing, studying the work of a range of authors from Dickens to Beckett. Level 6 and 6 options offer a wide range of interest, by choosing from modules such as *Gothic Fiction* and *Literature and the Postmodern Word*. At Level 6 you also have the option to do an extended piece of supervised personal research and critical writing in the dissertation.

To view the detailed information for prospective students, please visit the Program Enrollment and Activity Management.

#### Booklet Information for Prospective Students

<table>
<thead>
<tr>
<th>Program</th>
<th>Name</th>
<th>Year</th>
<th>Semester</th>
<th>Course List</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA (Hons) English Year 1, Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA (Hons) English Year 1, Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA (Hons) English Level 4 Semester 2 Mand Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA (Hons) English Level 4 Semester 2 Option Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Another key feature and benefit of Program Definition is the Rich Text Editor, which allows the institution to format text (for example, Font, Bold, Italic, Colors) and insert Graphics, which may be displayed to students and administrators (planned for future releases), to provide an intuitive interface. The text and graphics in the above example have been created using the rich text editor below.
One of the key underlying architectural principles and benefits of Program Enrollment is that it is not only flexible but extensible. The extensibility of the Academic Item Registry (AIR), will allow institutions to extend the data fields that can be held against an Academic Item (for example, Course). Allowing for extensibility provides institutions with a way to avoid customizations to the Program Enrollment feature, and to be able to store their own institutional data requirements against an Academic Item. This may be a specific or key piece of data/information against the course that is not provided as standard in this feature. This may be institutional or market/region specific. AIR has adopted the Campus Community Common Attribute Framework model to support this key requirement, and further information on setting up attributes for AIR can be found in the “Working with Common Attribute Framework” document delivered in the Campus Community Bundle 26 documentation on My Oracle Support. This has replaced the Academic Item Attribute pages delivered in previous releases.

An example of extensibility is shown below on the Course Academic Item, where the institution requires the ability to store the attainment ‘level’ against each course item and this has not been provided as a standard data field within the core Academic Item structure.

Extensibility Examples:
The example below illustrates how, after the attribute is created for the Course Level, it can then be attached to the Course Academic Item.

Another example of ‘Extensibility Usage’ (shown below) is the ability to determine the language in which a particular course is taught. Once again this attribute can easily be added to the Course Academic Item, along with the appropriate list of values, that is, Languages, without the need for modification of the Course Academic Item structure.
The ability to either override or add additional item attributes to an academic item was introduced as part of Additional Features April 2012. For example a course may be taught in various languages dependent on the program of study to which it is related. The course may have a language attribute of French and Spanish for one program of study, but English and Dutch for another, or alternatively an additional language of Portuguese. Item attributes can be assigned to child academic items, allowing institutions to assign attributes to academic items in the context of a parent item. Attributes can be overridden or added to using the attributes tab on the academic item tab as shown below.
The override or additional attributes are added via the Element Attributes link as displayed above. The language attribute can then be overridden.
As well as the capture of additional user defined data fields it is also possible to capture other attribute formats, for example, date, number, yes/no. An example of a yes/no attribute is
shown below, where an institution needs to indicate whether a program of study has any collaborative provision with other higher education institutions.

The Academic Item Registry also supports more flexible and open program structures, as well as the more 'lock step' approach discussed previously. An example of a more flexible program structure built out within AIR, which demonstrates the number of different levels that can be supported within the program structure can be seen below:
Program Enrollment and Activity Management

Student Program Management

Let's take a look at the key features and benefits delivered in Student Program Management released as part of the Additional Features for January 2012.

Student Program Management Benefits
• Provides a structure that supports the various business processes that center on the management of student program data, and provide the ability to track student’s academic progress from planning, enrollment, and progression through their academic requirements to program completion.

• Records the Academic Items (or program requirements) that a student accumulates as they progress through their program of study.

• Maintains the structure of a student’s program requirements, so that results can be recorded and/or calculated at user defined levels and progress can be tracked.

• Provides a user defined structure of results and statistics (for example, total credits, marks, grades, GPA) that is not subject to the constraints imposed by the current term based structure, with its strictly defined set of fields.

• Provides institutions with the ability to record multiple attempts against a program requirement, without changing the overall program structure.

• An administrative overview of the APT, that will allow ‘super users’ to review and manage academic items including the ability to add items from outside the student’s program of study, as well as in future releases being able to substitute a prescribed program academic item for another.

Examples of these benefits are included in the key features detailed below.

The Academic Progress Tracker (APT) is the student data structure that supports a more global and flexible enrollment model. The APT provides institutions with the ability to manage student program related data. This may be from the initialization of the APT following admission acceptance or matriculation, throughout the student lifecycle of enrollment, progression through program requirements to program completion and awards. In future releases it is planned to enable an institution to decide when the initial APT instance is built out for a student, and when they can commence planning their courses, requirements and enrolling. In some countries this may be after being admitted to a program of study, while in others this may not be until after matriculation or the start of the academic year, term or semester. This flexibility will provide an institution with the ability to allow new applicants/students to plan in advance of enrollment if so required (planned for future release).
The APT builds on the program structures created by the institution in the Academic Item Registry (AIR), by applying the data from these structures to the student’s APT as this is created. This release concentrated on creating the data model while future releases will provide the processes that institutions will use to interact with the APT. This will include the ability to update and change the APT based on automated processes and a planned Rules Engine for result calculation and evaluation.

This structure will in future releases provide the basis on which students will make their course and academic content selection or choices. The new student data structure (APT) will support a wide range of enrollment models from the more lock-step curriculum driven approach, to a more open and flexible course and requirement student selection process.

The APT user interface is meant to be used by high-level ‘super users’ in much the same way the Enrollment component is today. This will allow ‘super users’ to manage the student’s APT outside of the normal rules and constraints of the administrative student record, for example, allowing overrides for course selection. The APT user interface will allow institutions to evaluate the program data built out in AIR at an individual student level, and help to simulate some of the planned future processes that will be delivered in future releases. The user interfaces for the administrator and the self-service support for students, faculty and advisor are also planned for future releases.

In order to determine at which point a student may commence their studies within the program structure, the ability to identify this entry point has been provided within the Admissions module - **Year of Program**.

The additional fields in Student Admissions to capture the Year of Program and APT Instance the student will be entering once the APT is created are shown below:
This provides institutions with the ability to indicate which year of the program the student is expected to enter based upon their qualifications during the admissions process. This will only be utilized by institutions using the year of program to track student’s progression through their program of study. If this is the student’s first time studying in this program of study the APT instance is always likely to be ‘1’, for example, the first instance of the student studying in this program. If institutions require the ability to track and/or progress students by the student’s year of program, the year in which they will enter the program (in this example BA English) can be entered or derived and stored here. Students can gain direct entry to other years within a program depending on their experience or previous qualifications, for example, transfer credit that may give them exemption for certain parts of their program or the whole year. Based on this example the student may enter in Year 2 or Year 3 of the Program of Study rather than Year 1. As the APT is built out the student will commence their studies within the program structure against the year of program stored here. The Year of program will also be recorded within the Student’s APT. The Year of Program field in Admissions could also be populated by country specific admissions localizations during data import.

An example of the student’s APT record and APT header is shown below:
The header record of the student’s APT displays the link back to the core Campus Solutions Student Program/Plan details, and its relationship with the Program Academic Item ID in AIR. In future releases the APT creation is planned to be automated but institutions can simulate this process by manually creating an APT by completing the header record and clicking on the ‘Generate’ button. This creates a view of the overall program structure built out by the institution in AIR and lists the content that can be added to a student’s APT instance. Once the record is saved, the APT is created for the student. A student can have multiple APT instances, for example if the student is studying for multiple degree programs a student would have an APT instance for each, or if a student’s change of program resulted in a new APT instance, for example, moving from BA English to BA History.

An example of the display of the AIR Tree within the APT once generated is shown below.
<table>
<thead>
<tr>
<th>Expand/Collapse</th>
<th>All Item Description</th>
<th>Item Type</th>
<th>Enrollment Category</th>
<th>APT Item ID</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BA (Hons) English - FT</td>
<td>Program of Study</td>
<td></td>
<td>0000001522</td>
</tr>
<tr>
<td></td>
<td>BA (Hons) English Year 1</td>
<td>Year</td>
<td></td>
<td>0000001527</td>
</tr>
<tr>
<td></td>
<td>- BA (Hons) English Year 1, Semester 1</td>
<td>Semester</td>
<td></td>
<td>0000001526</td>
</tr>
<tr>
<td></td>
<td>- - BA (Hons) English Level 4 Semester 1 Mand Courses</td>
<td>Course List</td>
<td>Mandatory</td>
<td>0000001573</td>
</tr>
<tr>
<td></td>
<td>- - - ENGLIT 110: Eighteenth Century Literature</td>
<td>Course</td>
<td>Mandatory</td>
<td>0000001581</td>
</tr>
<tr>
<td></td>
<td>- - - and ENGLIT 195: Introduction to Reading Poetry</td>
<td>Course</td>
<td>Mandatory</td>
<td>0000001587</td>
</tr>
<tr>
<td></td>
<td>- - - and ENGLIT 191: Black British Writing</td>
<td>Course</td>
<td>Mandatory</td>
<td>0000001589</td>
</tr>
<tr>
<td></td>
<td>- - - - ENGLIT 192: Critical Theory</td>
<td>Course</td>
<td>Mandatory</td>
<td>0000001592</td>
</tr>
<tr>
<td></td>
<td>- - - - and BA (Hons) English Level 4 Semester 1 Opti Courses</td>
<td>Course List</td>
<td>Optional</td>
<td>0000001574</td>
</tr>
<tr>
<td></td>
<td>- - - - - ENGLIT 108: Reading American Literature</td>
<td>Course</td>
<td>Optional</td>
<td>0000001575</td>
</tr>
<tr>
<td></td>
<td>- - - - - - ENGLIT 103: European Encounters</td>
<td>Course</td>
<td>Optional</td>
<td>0000001576</td>
</tr>
<tr>
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<td>- - - - - - - and BA (Hons) English Year 1, Semester 2</td>
<td>Semester</td>
<td></td>
<td>0000001582</td>
</tr>
<tr>
<td></td>
<td>- - - - - - - - BA (Hons) English Level 4 Semester 2 Mand Courses</td>
<td>Course List</td>
<td>Mandatory</td>
<td>0000001577</td>
</tr>
<tr>
<td></td>
<td>- - - - - - - - - ENGLIT 107: Introduction to the Novel</td>
<td>Course</td>
<td>Mandatory</td>
<td>0000001580</td>
</tr>
<tr>
<td></td>
<td>- - - - - - - - - - and ENGLIT 195: Introduction to Drama</td>
<td>Course</td>
<td>Mandatory</td>
<td>0000001585</td>
</tr>
<tr>
<td></td>
<td>- - - - - - - - - - - and ENGLIT 194: Fantasy and the Fantastic</td>
<td>Course</td>
<td>Mandatory</td>
<td>0000001586</td>
</tr>
<tr>
<td></td>
<td>- - - - - - - - - - - - and BA (Hons) English Level 4 Semester 2 Opti Courses</td>
<td>Course List</td>
<td>Optional</td>
<td>0000001578</td>
</tr>
<tr>
<td></td>
<td>- - - - - - - - - - - - - - ENGLIT 109: Reading Local Literature</td>
<td>Course</td>
<td>Optional</td>
<td>0000001583</td>
</tr>
<tr>
<td></td>
<td>- - - - - - - - - - - - - - - - ENGLIT 100: Academic Skills for English</td>
<td>Course</td>
<td>Optional</td>
<td>0000001589</td>
</tr>
<tr>
<td></td>
<td>- - - - - - - - - - - - - - - - - and BA (Hons) English Year 2</td>
<td>Year</td>
<td></td>
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<td>- - - - - - - - - - - - - - - - - - BA (Hons) English Year 2, Semester 1</td>
<td>Semester</td>
<td></td>
<td>0000001592</td>
</tr>
<tr>
<td></td>
<td>- - - - - - - - - - - - - - - - - - - ENGLIT 118: Seventeenth-Century Literature</td>
<td>Course</td>
<td>Mandatory</td>
<td>0000001577</td>
</tr>
<tr>
<td></td>
<td>- - - - - - - - - - - - - - - - - - - - ENGLIT 110: Modernism</td>
<td>Course</td>
<td>Optional</td>
<td>0000001588</td>
</tr>
<tr>
<td></td>
<td>- - - - - - - - - - - - - - - - - - - - - - ENGLIT 119: Theatricality and Modernism</td>
<td>Course</td>
<td>Optional</td>
<td>0000001589</td>
</tr>
<tr>
<td></td>
<td>- - - - - - - - - - - - - - - - - - - - - - - ENGLIT 112: African and Caribbean Voices</td>
<td>Course</td>
<td>Optional</td>
<td>0000001590</td>
</tr>
<tr>
<td></td>
<td>- - - - - - - - - - - - - - - - - - - - - - - - ENGLIT 122: The Radiant Hour</td>
<td>Course</td>
<td>Optional</td>
<td>0000001591</td>
</tr>
<tr>
<td></td>
<td>- - - - - - - - - - - - - - - - - - - - - - - - - ENGLIT 121: The Nineteenth Century Novel</td>
<td>Course</td>
<td>Optional</td>
<td>0000001592</td>
</tr>
<tr>
<td></td>
<td>- - - - - - - - - - - - - - - - - - - - - - - - - - ENGLIT 116: Modern European Fiction</td>
<td>Course</td>
<td>Optional</td>
<td>0000001593</td>
</tr>
<tr>
<td></td>
<td>- - - - - - - - - - - - - - - - - - - - - - - - - - - - - and BA (Hons) English Year 2, Semester 2</td>
<td>Semester</td>
<td></td>
<td>0000001598</td>
</tr>
<tr>
<td></td>
<td>- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - ENGLIT 114: Critical Theory II</td>
<td>Course</td>
<td>Mandatory</td>
<td>0000001578</td>
</tr>
<tr>
<td></td>
<td>- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - ENGLIT 111: Advanced Research Skills</td>
<td>Course</td>
<td>Optional</td>
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</tr>
<tr>
<td></td>
<td>- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - ENGLIT 113: Contemporary Women's Writing</td>
<td>Course</td>
<td>Optional</td>
<td>0000001590</td>
</tr>
<tr>
<td></td>
<td>- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - ENGLIT 123: Creative and Cultural</td>
<td>Course</td>
<td>Optional</td>
<td>0000001591</td>
</tr>
<tr>
<td></td>
<td>- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - ENGLIT 120: The Art of Crime</td>
<td>Course</td>
<td>Optional</td>
<td>0000001592</td>
</tr>
<tr>
<td></td>
<td>- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - ENGLIT 117: Romantic Period Poetry</td>
<td>Course</td>
<td>Optional</td>
<td>0000001593</td>
</tr>
<tr>
<td></td>
<td>- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - ENGLIT 116: Modernism</td>
<td>Course</td>
<td>Optional</td>
<td>0000001594</td>
</tr>
</tbody>
</table>
The AIR Tree provides a view of the student’s program requirements as they are defined in the Academic Item Registry. All of the academic items attached to the student’s academic program item are rendered in a view that represents both the program structure and its content. The AIR Tree provides a view of the overall program structure within AIR and will always be available for viewing in the APT component, allowing users to compare actual student choices of courses and requirements against overall program requirements.

An example of one of the major benefits of the APT for an institution is that it will enable the seeding or populating of a student’s APT with all of their mandatory courses for an academic item, for example, semester, requirement or year of program. As the student must take all mandatory courses in this example they can be populated to the student’s APT either as ‘planned’ or as ‘enrolled’ (planned for future release). It is also possible to identify other courses or requirements that should be populated to the student’s APT based on institutional configuration. Another benefit for an institution is that it allows them to decide the level at which the student can start planning and selecting their courses, for example, semester, year of program.

The Planning level of the APT indicated by the icon on the Year Academic Item Type in this example is set at the Year level, for example, students will plan their courses by Year of Study.
As students (or administrators on the student’s behalf) commence planning and making their course and requirement choices in future releases, the APT Tree provides a view of those choices that have been made. In this release institutions can simulate those student or administrators choices using the APT user interface displayed above. As part of the setup and configuration within AIR, institutions will indicate (via the Program Format) at what level students are required to undertake their planning of courses and requirements. In addition, institutions will also have indicated whether courses or requirements are Mandatory, Prescribed or Optional for example, and whether they should be automatically seeded or populated within the APT.

Courses can be categorized within each separate program structure using Enrollment Categories, which are user defined (for example, Mandatory, Optional, Electives, Prescribed, Core). These Enrollment Categories will help to control the selection of courses (for example, which course must be taken by the student and which courses are optional or electives). These Enrollment Categories will also help to identify which courses can be dropped, swapped by students (planned for future release). It is anticipated that in future releases the identification of courses by Enrollment Category can also be used in rules (for example, the student must complete and pass all Mandatory Courses). An additional benefit is that courses can have different enrollment categories depending on their association with
the program (for example, be ‘Mandatory’ in one Program Structure, but be ‘Optional’ in another). Additional Features April 2012 included the ability to attach enrollment categories to other academic items (for example, Specializations), enabling these items to be automatically seeded to the student’s APT if required.

It is likely that institutions will want to populate or seed the student's APT with any courses that a student must take or attempt, for example, Mandatory, Prescribed, Core courses. In the case of courses these may be seeded as planned or enrolled (planned for future release). The planning level indicated above is set in this example at the Year of Program node but it could also be semester, phase, or other levels within the program structure. Selection of the Planning icon for Year 1 in this example will move all courses that are designated as Mandatory (courses a student must take or attempt) over to the students APT planning record - the APT Tree. This is because the Enrollment Category of the courses is set to ‘move courses to APT.’

An example of the student’s APT Tree is shown below.

The student’s APT Tree provides a view of all the academic items within a particular instance, and the status of those items, for example, completed or not completed, and the relationship between them. While the data in the APT is sourced from AIR initially it is possible that these relationships can be changed once they exist in the APT. An example may be that a course may be moved from one semester or academic year to another or a student may be authorized to undertake an individual plan of study. The student’s APT program tree structure will
ultimately be used to calculate or store results at various levels within the program of study, for example, Program, Year, Semester, Phase, and Course.

In the above example all of the Mandatory courses the student must take for year 1 of their program of study have been seeded to the student’s APT. All of the courses seeded to the student’s APT are only planned at this stage of the process. It provides institutions with the flexibility to decide on whether all Mandatory courses in this example should be seeded for just Year 1 of the Program or for the full three year program of study. It also permits students to also plan their optional courses or requirements for future years of study. It is also possible to seed other non-enrolled academic items within the APT, for example, Placements, Specializations.

In the above example as the student (or administrator on their behalf) commences the selection of their Optional course choices these will also be added to the student’s APT. The AIR Tree not only displays a view of the AIR structure but also those courses that have been added to the APT Tree.

An example of the AIR Tree showing courses (in red) that have been seeded to the APT Tree is shown below.
As the student or administrator (in future releases) selects the Optional choices these will be moved to the APT. The ‘Super User’ within this user interface can replicate the student selection choice by selecting the Optional courses (those indicated in the blue box) from each semester or year in this example, depending on how far in advance the institution wants the student to make these ‘planning’ selections. Students may also have to choose a specific number of optional courses, for example, take 2 from 4. An example of the APT Tree following Optional selections for Semester 1 & 2 in Year 1 is shown below:
The final tab on the student’s APT is APT Items, which provides a view of all academic items for example, course, semester, year in the student’s APT instance.

An example of all the different academic items stored in the APT Items page that have been brought through from the APT Tree is shown below. Each item stored in the APT Tree will have an appropriate entry in this record. In the BA English example this will include the Year of Program, Semester 1, Semester 2, Courselists, Courses.
An example of one of the Course Academic Items and its associated different item levels is shown below.
Each academic item within the APT items page has three levels at which data is stored as follows:

- The Item level holds the high level data such as the weight and overall status (for example, satisfied) of the item itself. Note the new Exam Only check box (Additional Features April 2012) on the APT Item above will be discussed within the Activity Management section.

- The APT Academic Item Attempt Schedule allows the institution to track exactly where the student is within their program of study for example, Semester 1, Year 1, 2011/12 and which requirements and courses they have taken, completed, and which they still have to take. This provides institutions with the ability to monitor students' rate of progression through their program of study and be able to produce and monitor progression and graduation rates. The APT also supports a key institutional requirement of being able to track which academic items for example, course,
semester, year are eligible to be retaken by students should they fail their first attempt. The APT also provides the institution with the ability to control the maximum number of attempts a student can retake a particular academic item, for example, a student is unable to retake the course, semester or academic year more than once during the whole program of study (process to support this feature is planned for future release)

- The Item Attempt level provides institutions with the ability to record both the original attempt for an academic item, for example, course, and any further attempts due to any retakes/repeats permitted by the institution should the student either fail or be permitted a further attempt to improve their marks or grades. Recording further attempts does not mean that the program structure needs to be amended. For example, a first year course can be retaken during the student’s second year of study, but the outcome and results can apply to either the new attempt or back to the original attempt within the first year but be recorded as a second attempt.

- The Academic Item Results section provides the ability for the institution to define their own result profiles and the type of results data they want to track, calculate and evaluate (planned for future releases). It also permits the institution to be able to store multiple instances of the same result. It also supports the ability to track different versions of results, for example, where the result may need to be approved by multiple assessment or examination boards each of which could possibly amend/override the original result. The APT will also provide institutions with the ability to support multiple attempts of the academic item, for example, course, semester, year and to record and keep each result attempt within the APT. More importantly it will also provide institutions with the ability to tie back the result attempt to the original academic item within the program structure. An example being that a student retakes a course within the next academic period (for example, Semester 2 or Year 2) but the new result attempt and actual result should still be shown against the academic item in Semester 1 or Year 1, albeit with a new attempt date and row. The Administrative and Audit tabs on the APT Academic Item Attempt Results will also provide institutions with the ability to hold notes and an audit history of any changes made to results on the student’s APT.

An example of a course being shown as completed in the Student’s APT is shown below
Program Enrollment and Activity Management

As each of the academic items are completed and satisfied by the student a green tick is displayed against the academic item (course in this example) indicating that this requirement has been satisfied by the student.

It is often the case that a course or a specialization may need to be substituted for a particular student usually based on academic grounds (for example, substitute BIOL 101 with PHYS102). The substitution of the course in this particular example may even be a course that is part of a different program of study. The Process Substitution feature was added to the structure of APT in Additional Features April 2012. Although the substitution process will usually involve the replacement of one course for another, it is possible to substitute different types of academic items, as well as the substitution of one academic item with many items. Institutions can also replace an item of one type with another. It should be noted that not all academic items can be substituted and further information can be found in the Program Enrollment and Activity Management documentation on My Oracle Support: ID 1400723.1.

The Process Substitution process action button is shown below on the student’s APT:
The Process Substitution button once selected displays the ‘Look Up Item ID’ search box which will provide users with the ability to search for the specific academic item type in the Academic Item Registry (for a course that will replace Reading American Literature in this example.)
Once the original course is substituted it is referenced against the new course academic item, in addition to being added to the Student’s APT.
The new course 'The Pursuit of Perfection' is built out in the student’s APT as the replacement course for 'Reading American Literature as shown below.
The reasons for changes made to a student’s APT (for example, course substitution) can be recorded in the notes page which can be accessed directly from the Academic Item within the APT itself as shown above.

An example of the rich text editor where APT notes can be stored is shown below.

In future releases the APT will provide a basis for institutions to require a student to gain approval from their advisor for courses they have chosen for a particular year, semester or phase of their program of study before they can enroll. This is a key requirement in a number of countries/regions and the processes surrounding this will be delivered in planned future releases. In addition, it will also be possible for students to request a course substitution which again will use the APT as the foundation structure for this change (planned for future release).

The APT will also serve as a basis and structure for building out user interfaces for administrative staff and self-service users, for example, student, faculty and advisors in planned future releases.
Activity Management

Activity Management provides the ability for institutions to define the learning content of a course, which can be organized into a hierarchical structure, where grading/mark options, examinations, examination attributes, and assessment items can be defined and associated to various types of academic content.

Activity Management

Let’s take a look at the key features and benefits delivered in Activity Management released as part of the Additional Features up to and including July 2012.

Activity Management Benefits

- Configurability – this allows institutions to establish the basic course structure and its attributes as well as to define the result structure that maps marks, grades and outcomes that are applicable to an institution.
- Reusability – allows institutions to use the Activity Registry as a template that is associated to multiple courses. There are also extensive copy features within the registry to enhance data entry.
- Extensibility – institutions can define institution or country specific requirements using the Common Attribute Framework which has been adopted by Activity Management.

Examples of these benefits are included below.

Activity Registry

The main focus of Activity Management is the Activity Registry, where the contents of a course from a student learning perspective can be flexibly defined by an institution.

The Activity Definition page defines how the Activity Registry will function, and indicates which content types and definitions are available for the content tree and how those content types will operate in the Activity Registry. The delivered activity definition to support Marks and Exams is Coursework.
Activity Definition

An Assessment Item can represent any non-examination piece of learning content (for example, coursework) that has its own characteristics (for example, Late Penalty Options for the late submission of work), and the ability to store the Actual Due and Grading Dates of assessment items. The Assessment Item can also be attached to its own result scale, hold the minimum pass mark/grade and the weighting of the assessment item in relation to the overall course, and will provide the foundation for holding results and grades planned for future releases. A Class Test for example should be created as an assessment item content type and not an examination.

An Examination can be identified as a specific exam type (for example, Open Book, Closed Book, Written or Oral Exam) and can also be attached to its own result scale if required. It also has many characteristics - for example, staffing requirements for the examination, devices allowed, such as calculators, and forms of identification required to enter the examination hall. It also permits institutions to store the workload hours examination details, and the ability to provide instructions to examination staff or students by the way of notes or instructions using the rich text editor. It also supports a number of the same characteristics of the assessment item (for example, holding the minimum pass mark/grade and the weighting of the exam item in relation to the overall course) and will also provide the foundation for holding results and grades planned for future releases. The ability to indicate that an examination is an Exam Only course was also added to the Activity Registry in Additional Features April 2012 and the concept will be discussed in more detail later.
The Attendance content type is purely informational, although an attendance mark can be stored and used in future calculations with other content items to calculate a parent result - for example, course (planned for future releases).

The Exam Section content type is used to build out the examination details and schedule the exam in the Activity and Section Manager, and is automatically associated on the choice of the examination content item.

The content types will be used to create a hierarchical structure that is specific to a Course ID. This hierarchy is created in the Activity Registry. Few restrictions are programmed into the creation of a course registry – parent/child relationships are enforced (for instance, an exam cannot be a parent of a course), but institutions can design the structure out to numerous levels where Assessment Items can be parents to other Assessment Items and multi-level examinations can exist. The hierarchical structure created in the Activity Registry will ultimately be used in grading, where marks are entered at the lowest level of the structure and calculated upwards, ultimately resulting in an overall course result.

The course hierarchy reflects the grading structure of the course, which is not necessarily the structure defined in the Course Catalog. While a course will have components associated to it in the Course Catalog, these components are not required to be created in the Activity Registry if results for the components are not required. Content items can be added to the structure for organizational purposes only, that is, to categorize a grouping of assessment items for instance. Courses with multiple course offerings and/or topics can share the same Activity Registry or multiple registries can be created if the learning content among the offerings/topics differ. Each content item defined in the registry has standard characteristics that can be associated to it such as a Result Scale (what scores, marks, grades and/or outcomes are applicable to the content item), Weighting Multiplier (what is the weight of the given content item when the mark is used to calculate up to a parent item result), Content Messages (specific student and/or faculty notes specific to the content item), and Standardized Units (to capture units for a specific content item, for example ECTS units in the EMEA market). Each content item also has content type specific characteristics that can appear in the Registry.
An example of the Registry Item details or characteristics for an Assessment Item

These characteristics and several more are defined at the Registry (Course ID) level, but can be overridden by administrative staff at the class or exam schedule level. Throughout Activity Management the structure created in the Activity Registry is visually represented where the full learning requirements for a course can be viewed and the parent/child relationships can be verified. While the Registry is associated to a specific Course ID the structure can also be associated with other courses that share the same learning content requirements. As of July Additional Features 2012, Activity Management incorporates the Common Attribute Framework, which will provide institutions with the ability to add institution or country specific requirements into the Activity Registry hierarchy.

One of the major benefits of defining the course content in a tree like structure is that it helps to establish a results calculation structure. The overall course mark is calculated from a ‘bottom-up’ approach, from the lowest level of the structure using child/parent relationships. Irrespective of the number of levels that sit below the course, they can all be combined to calculate a course mark (planned for future releases).

Let’s take a look at some examples of the different types of course content structures that can be created within the Activity Registry.
Example 1 – Activity Registry (Assessment Items and Exams) without Campus Solutions Components

Example of Course set-up without using Campus Components – the Assessment Items and Exams roll up directly to the course, and the course result

Example 2 – Activity Registry with Campus Solutions Components
This course structure example shows Assessment Items rolling up to a component, that is, Practicum Workgroup, before rolling up to the course root itself.

Example 3 – Activity Registry with Campus Solutions Components – Extended number of levels in the Hierarchy
Using Extended Activity Hierarchies; Example of Activity Registry Course Multiple Choice Examination, including Questions and Answers

The delivered content types for the Coursework Activity Definition are: Course, Component, Category, Exam, Exam Section, Attendance and Assessment Item. These are delivered with associated functionality. Institutions should be able to support other levels with the existing content types- for example, questions can be supported by using the Assessment Item content type.
Assessment Item flagged as a question in the Activity Registry

There are no restrictions on the number of levels that can be added. As discussed it is possible to build out the registry structure to the question level and beyond. In this example, not only have the questions been created as a content type within this structure but also the answers. For example, a multiple choice examination paper where each of the answers could have a weighting and mark, which could be calculated up to an overall examination result or score (planned for future releases). Please note that this is the administrative structure, with the idea being that only the questions would be displayed to students via self-service (planned for future releases), and not the answers!

It should be noted that the Activity Registry can also support a mixed model, where it is possible to build down to numerous levels (for example, questions for an examination academic content item), but have a single level in the structure for the Assessment Item Academic Content Item (for example, Coursework). Alternatively, one examination may be built out to the question level while another may not.

After the Activity Registry structure has been built out, it is possible to leverage the data within this framework for other purposes. In the above example, where the Activity Registry has been built out to the question level, an institution may want to publish a multiple choice examination paper for this course from the Activity Registry.

Please note that there are no delivered reports or tools provided to extract this data from the Activity Registry.

The example below has been created using Oracle’s BI Publisher (XMLP) to extract the data and create a multiple choice examination paper.
Example of a printable Multiple Choice Examination paper generated from the Activity Registry information above using XMLP

Example 4 – Exam Only Course

Many institutions offer courses which are assessed by examination only, and in some cases the student does not need to attend lectures or seminars but is required to sit for the examination only, In Additional Features April 2012 the concept of the Exam Only Course was introduced and a new check box was added to the Activity Registry as shown below.
Beginning with Additional Features July 2012, the Exam Only Course check box is defaulted from the setup on the Course Catalog Offering page.
The exam is built out within the Activity Registry and can be tied directly to the course as can be seen below. In future releases it is intended that students can be enrolled in examinations without the need to be enrolled in a class section. This provides a more streamlined process for those students who are not required to attend or need to be scheduled for lectures, seminars or tutorials.

It is often the case that students may be given a choice of which essays or examinations they are required to take as part of their course requirements. Institutions can use the Content Conditions tab in the Activity Registry below to build out these choices using the ‘and’ or ‘or’ connectors provided on content items (for example, Essay 1 and Essay 2 or Essay 3). It is anticipated that the choice of academic content items will be made available for student selection in future releases. The Content Conditions structure was introduced in Additional
Program Enrollment and Activity Management

Features April 2012 to the Activity Registry. It became available in the Activity Manager in Additional Features July 2012.

In Additional Features July 2012 Activity Management also adopted the Common Attribute Framework, as mentioned in the Program Enrollment section above. This provides institutions with the ability to record additional user defined institutional or country specific information that is not delivered as standard within the feature. One example of a user defined field is the ability to capture the language in which an examination is offered. An example of a country specific field is perusal time for examinations, where students are given 10/15 minutes to read the examination paper before the actual examination commences. These can both be added as additional user defined fields using the Common Attribute Framework pre-delivered with the Activity Registry.

The Attributes link calls a secondary page where the user defined fields can be displayed in context with the initial page:
Activity Management also provides institutions with the ability to create their own user defined values for various data items within the Activity Registry. For example:

- **Content Devices** – what items are needed for a content item; for instance, which items may be taken into an examination hall to be used during an examination (calculators, dictionaries and so on).

- **Forms of Identification** – the form of identification a student may be required to present to enter the examination hall (for example, exam entry number/form, Student ID Card, Driving License, Passport and so on).

- **Exam Type** – the type of examination the student is expected to take (for example, Open Book, Closed Book, Oral or Written Exam and so on).

- **Results Scale** – the ability to create institutionally defined result schemes and the option to map marks to grades and vice versa.

Example of user defined data item setup page:
Activity Management also provides the ability for institutions to define their own instructions or notes for display to examination staff or students. These are ‘Content Messages’. The messages can be attached to any academic content item - for example, Course, Examination or Assessment Item, and in future releases are planned to provide instructions to examination staff and/or students via self-service. These instructions can be specific to a particular exam within a course. An example of the Content Message for an Examination Academic Content Item is shown below:
Institutions require the ability to link individual examinations to an institutionally defined examination period (for example, semester 1 examinations, resit examinations and so on) for the purposes of preparing examination schedules, reporting and identification by a third party examination scheduler. In order to support this requirement the Academic Period provides an institutionally defined time period that can be associated with examinations in the Activity Generator, Activity Manager and the Section Manager. These time periods can also have associated enrollment and fee attributes, as well as provide the ability to tie the time period to existing academic structures. This configuration page was delivered in Additional Features April 2012.
### Academic Period Table

**Academic Institution:** PSGBR  
**Academic Period ID:** 2012 SEM 1  
**Enrollable Period**

#### Period Details

- **Description:** Semester 1 - 2011/12 Exam Pd
- **Period Type:** Exam Period
- **Last Section Nbr:** 14

#### Period Dates

- **Start Date:** 15/01/2012
- **End Date:** 03/02/2012

#### Period Enrollment Attributes

- **Open Enrollment Date:** 25/10/2011
- **Enrollment Fee:**
- **Late Enrollment Date:** 03/12/2012
- **Late Fee:**
- **Service Impact:**
- **Resit Fee:**

#### Exam Period Attributes

- **Exam Period Type:** Regular

#### Related Periods

<table>
<thead>
<tr>
<th>Related Period ID</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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#### Academic Period Attributes

<table>
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<tbody>
<tr>
<td>Acad Year</td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td></td>
</tr>
<tr>
<td>Session</td>
<td></td>
</tr>
<tr>
<td>Acad Org</td>
<td></td>
</tr>
</tbody>
</table>
Another key feature provided by Activity Management is the ability to create an Attendance Academic Content Item, as part of the course structure within the Activity Registry, which, in future releases, is planned to hold a result and grade. In addition, the registry also provides the ability to record the attendance tracking options available as part of the setup - for example, track using: number of classes attended, percentage of classes attended and number of allowed absences - which may be used in rules in future releases.

The Activity Registry provides **late penalty options** which are setup options and attributes to support the 'late submission' of Assessment Items (from students) - for example, coursework or assignments. These can determine what penalty type might be applied to the coursework, and the actual penalty applied, which may depend on how late the piece of work was submitted.

Within the Activity Registry it is possible to set 'landmark' dates for the assessment item (for example, coursework). These dates will indicate when the coursework was handed out to the student, the due dates for submission, and the dates that the coursework will be graded and handed back to the student. These dates can then be used to drive any late penalties for late submission of work as described above.

Once the number of days have been added the projected dates can be viewed or amended by selecting the ‘Review Dates’ hyperlink:
These dates can then adjusted to meet the requirements of an individual class section.

Another Activity Management key feature is that rather than having to create an Activity Registry for every single course, it is possible for courses to share the same registry if their assessment structures are the same.

An example is as follows. English Literature107 (Introduction to the Novel) has one Assessment Item and one Examination, as does English Literature102 (Critical Theory I). As their structures are identical and share the same academic department (organization), it is possible to add English Literature 102 to the same Activity Registry as English Literature 107, rather than having to create the same structure and a new registry ID for English Literature102. They remain individual courses and have separate learning content items and will be displayed as such to students (planned for future releases). There is also a batch process to be able to add multiple courses to the same registry structure, and create the underlying academic content. This means less setup and maintenance for an institution. The details of Assessment Items and Examinations can also be overridden or managed at the Class Section level if required (for example, changing naming conventions – title of Coursework and so on). This Manage Content to Courses process is shown below.
In this example all courses for ENGLIT have been returned in the search results, which will allow an institution to select which courses they wish to add to the same Activity Registry as Introduction to the Novel. Critical Theory 1 shares the same assessment structures as Introduction to the Novel and therefore can be added to the same registry.

Once the course or multiple courses have been selected they can then be moved to the staging table for review by selecting the ‘Stage Selected Courses/Topics’ button as shown below.

Once the course/s have been reviewed they can then be processed by selecting the ‘Process Staged Entries’ button which will attach the course/s to the same Activity Registry as
Introduction to the Novel. Critical Theory I now shares the same Activity Registry as Introduction to the Novel as shown below.

Another useful feature is the ability to move between the Academic Item Registry (AIR) (Program Enrollment), and the Activity Registry (Activity Management) in the following context. After completing the setup of a Course Academic Item in AIR, it is possible to select a link to open the Activity Registry, to create the learning content for the course (for example, Assessment Items, Examinations). There are two options or links available 1) to add a new registry ID for the learning content, or 2) to add the course to an existing registry as discussed previously. This provides institutions with a ‘seamless flow’ of creating all the requirements for a course within AIR and the Activity Registry. An example of the Activity Registry and links are displayed below:
The key features delivered for Activity Management in Additional Features January/April 2012 come under the umbrella of Activity Organization and Management.

Activity Organization and Management

The main focus of Activity Management in January and April 2012 was the Activity Generator, Activity Manager and the Section Manager. In a number of countries and
regions institutions require the ability to manage coursework, across a course as a whole regardless of the number of scheduled class sections. This is particularly relevant for Examination Management where there are multiple scheduled class sections, but all students are required to sit the same examination at the same sitting.

Let’s take a look at the key features and benefits delivered in Activity Organization and Management released as part of the Additional Features for January and April 2012.

Activity Generator, Activity and Section Manager Benefits

- Configurability – institutions can choose how to manage coursework either by streamlining management of coursework at the course level or like current functionality by individual class section.
- Institutions can also configure their individual examination requirements.
- Administrative access to class structure and requirements.
- Ability to support multiple course structures (planned for future release)
- Ability to schedule and manage exam sections including exam only courses.

Examples of these benefits are included below.

Activity Generator

One of the key benefits of Activity Management is that it allows institutions to manage coursework at the overall course rather than section level as is the case in Campus Solutions today. In order to achieve this, institutions will be able to define a course root. The course root (shown below) provides a view of the course with all its associated coursework (for example, Components, Assessment Items, Exams and other assessable learning content).
While Activity Management remains dependant on the class schedule, the Activity Generator provides the ability for institutions to organize class sections within a course root, to provide a view of coursework that makes sense for an institution. For example, an academic member of staff may teach three sections of English 101 in Spring 2012 term. Using the Activity Generator, the class sections can be organized so that the academic or administrator can manage the coursework of all three class sections as one, by organizing the three sections under one course root. Therefore, instead of having to go into three separate sections to change data for a particular coursework item, the academic or administrator could just change it once and it would be applicable to all three sections.

The Activity Generator provides three options to create course roots: by session, by class associations within a session, and by graded section. The option chosen will depend on how the institution manages its curriculum, and further information can be found in Program Enrollment/Activity Management documentation on My Oracle Support. The Activity Generator also provides a mechanism to establish the number of exam offerings for the overall course. Exams can be created by term, by session, or by course root. For example, English 101 is taught twice during Semester 1 once on a Wednesday and once on a Friday and has two class sections. The institution has an option to either create one examination that all students will attend irrespective of which class they attended or create an examination for each.
Once the course root structure is established and exams are defined, institutions will generate an Activity ID for each piece of coursework created in the Activity Registry. The Activity IDs will be the level in which administrators or academics will manage coursework. For example, in future releases the Activity ID’s will be utilized in coursework rosters against which results are entered or calculated for individual student coursework.

An example of the Activity Generator shown below illustrates how multiple class sections can be grouped together within the same course structure or root. It also shows the generated Activity IDs.
An example of the Activity IDs generated for each content type, for example, essay/exam

As mentioned earlier, Additional Features April 2012 provided the ability for the Exam Only course to be scheduled by the Activity Generator without the need to create a class section for the course. The examination can be managed as its own entity and is tied to an Academic Period (for example, exam period as can be seen above).
An example of the Exam Only course and associated Activity ID’s created by the Activity Generator.

Some institutions may choose to use the Activity Generator – Advanced component which provides additional options to establish the Activity IDs within a course root, most specifically for class components. Further information on the usage of the Activity Generator – Advanced component can be found in Program Enrollment/Activity Management documentation on My Oracle Support.

While the current deliverable addresses generating Activity IDs on a course by course basis, a future release will address generating the IDs in batch so that entire subject areas, programs of student, or academic organization can be generated at once.

In summary, the Activity Generator

- Determines how coursework and exams are managed including exam only courses
- Defines the number of exam sittings that will be required
- Provides a foundation for individual coursework student results
- Sets the basis for examination enrollment planned for future release
Activity Manager

Once the Activity IDs have been generated, approved administrators or academics will have access to the course roots and the underlying coursework structure previously defined in the Activity Registry via the Activity Manager component. Within the Manager, institutions will be able to add, delete or modify the content items, for example add an additional essay or exam to the course structure or amend specific attributes like essay title, provided that they have the appropriate security and access privileges. The icons highlighted below (right lower corner of page) support the ability to amend and redefine the original content structure for a specific term or academic period. This provides institutions with the flexibility of amending course structures for a specific term or period within the Activity Manager, without this affecting the course structure in the Activity Registry for future terms or on an ongoing basis.

An Example of the controls that provide users with the ability to add, delete or restructure the content tree.

As from Additional Features July 2012 the Activity Manager also supports the ability to add individualized coursework, for example, Assessment Items or Exams for a student or groups of students. This can be achieved by creating a new activity (for example, Exam) within the Activity Manager and selecting the Individualized Content check box as shown below.
When this check box is checked the activity becomes eligible to be added to a specific student’s record or for selected students within a class, and can be seen by the student in self-service (targeted for future releases).

The Registry Content Tree hyperlink (highlighted in the previous Activity Manager example page) will display any content items (for example, exams or assessment items) that were previously configured in the Activity Registry with content conditions. They indicate content items where the student may have a choice of an essay or examination they may need to take such as in the example below – Take Essay 1 AND Essay 2 OR Essay 3 AND Essay 4 AND Exam 1 OR Exam 2.

As of Additional Features July 2012, users are able to manipulate the content conditions in the Activity Manager against a given course root. Once again this gives institutions the ability to change the content options for a specific term or period, while leaving the content conditions structures in Activity Registry unchanged for future terms or academic years. The ability to edit content conditions is added into the Activity Management View content tree via the content
conditions icon . Like in the Activity Registry, the selection of the icon opens the Content Connectors in the lower section of the page where users can manipulate the And/Or Parentheses into a sibling level of the content tree.

Selecting the Condition Content icon opens up the Content Connectors page to allow users to use the AND/OR connectors between content items, for example, essays. In this example a student would need to take Essay 1 but has a choice of Essay 2 or Essay 3.
The additional tab views in the Content Tree Activities section provide the user with a quick view of relevant information for each content item, that is, the associated result, the weighting, the passing mark and so on.

One of the benefits of the Activity Manager is that institutions can create generic course structures within the Activity Registry; with generic assessment item and examination descriptions, for example, Exam 1; then in the Activity Manager, administrators or academic members of staff can override the generic descriptions and enter specific titles or descriptions for assessment items or examinations once known, for example, the Essay 1 shown above can become ‘Essay on ‘British Writers 1870-1910 as shown below.’ This is achieved by selecting the Activity ID link on the Activity Management View page, which then permits amendment of various data items.

The Exam Only Course introduced in Additional Features April 2012 can also be managed within the Activity Manager in a similar way, and provides institutions with the ability to update and manage examination details for specific examinations (for example, override generic examination titles with exact examination paper title).
### Activity Detail

- **Course ID:** 667481
- **Academic Institution:** PeopleSoft University UK
- **Period ID:** SEM1 2012
- **Subject Area:** ENGLIT
- **Catalog Nbr:** 122
- **Course Offering Nbr:** 1
- **Exam Only Course:** Yes

### Content Detail

- **Activity ID:** ACT00000632
- **Sort Sequence:** 0100
- **Content Code:** RHEX
- **Description:** The Radiant Hour Examination

### System References

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Term</th>
<th>Session</th>
<th>Period ID</th>
<th>Section</th>
<th>Assoc</th>
<th>Topic</th>
<th>Reference Type</th>
<th>Component</th>
<th>Class Nbr</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 667481</td>
<td>SEM1 2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### System Options

- **Result Scale:** 100% NOGRADE
- **Passing Mark/Grade:** 40
- **Workload (hours):**
- **Workload (minutes):**
- **Weighting Multiplier:** 1.00
- **Service Impact:**
- **Override:**
- **Assessed:**
- **Mandatory Pass Required:**
- **Blind Graded:**
- **Calculate Standardized Units:**

### Exam Options

- **Exam Type:** CLOSED
- **Exam Duration (hours : mins):** 2 : 0
- **Academic Period ID:** SEM1 2012

### General Options

- **Mandatory:**
- **Required by Institution:**
- **Topic Approval Required:**
- **Allow Override or Substitution:**
- **Include for Mid Term Grade:**

### Insufficient Mark Options

- **Mark Option:** Blank Mark - Include
- **Minimum Mark Value:** 0
Recognizing that institutions will want to control what or if coursework structures can be amended once they have been defined in the registry, a number of options have been provided in relation to security. In order to access a course root in the Activity Manager the user’s academic organization must be the same as the one held at the course level. The ability to change content detail is based on standard PeopleTools page security (based on Display or Update/Display options for the page). The ability to edit the content tree structure is controlled by settings in the Activity Definition and Activity Registry pages.

The example below shows the setup in the Activity Definition allowing only content tree updates for the category, attendance, and assessment item content types.
In summary the Activity Manager provides:

- A way in which coursework content items and structures, originally defined in the Activity Registry, can be amended and managed either centrally, or at a devolved level within the institution.

- Allows institutions the flexibility of changing coursework structures and exams for a particular term or academic year for example, making enforced changes prior to the start of the course, or by adding in more detailed information for an assessment item or examination for example titles of essays and examinations at the start of an academic year.

**Section Manager**

The Section Manager released as part of Additional Features April 2012 introduces the concept of examination management within Campus Solutions, and provides an administrative component to manage the scheduling of activities (for example, in this release, a course exam schedule). It provides institutions with the ability to schedule and maintain examination details against a specific examination and examination period.
As mentioned earlier a new content type of Exam Section has been introduced on the Activity Definition, which is later built out within the Section Manager to record the details of the examination. The Activity Registry provides institutions with the ability to indicate the number of times an exam is to be scheduled, and the Activity Generator generates the Activity ID for the Exam Section itself. Once the Exam Section has been generated it can viewed, amended or additional exam sections can be added within the Activity Manager. The Exam Section can then be built out with specific examination details and requirements and scheduled within the Section Manager.

The Section Detail View page also indicates whether the Exam Section has been scheduled and the examination enrollment cap if indicated.
The Exam Section detail can then be accessed and built out by selecting the Activity ID for the examination on the Activity Management View tab. The Section Manager controls the ‘what’, ‘where’ and ‘when’ of the examination itself (for example, what examination, where it is being held and when it is being held).

An example of the different types of examination details that can be recorded against the Exam Section are shown below (for example, the meeting detail, staffing required and examination hall requirements).
## Section Detail

<table>
<thead>
<tr>
<th>Course ID</th>
<th>667472</th>
<th>Course Offering Nbr:</th>
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<tbody>
<tr>
<td>Academic Institution</td>
<td>PeopleSoft University UK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td>2012-2013 Academic Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject Area</td>
<td>ENGLIT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catalog Nbr.</td>
<td>107</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam Only Course:</td>
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</table>

## Section Root

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<tr>
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<th>ACT00000626</th>
<th>Examination</th>
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<tbody>
<tr>
<td>Exam Type</td>
<td>CLOSED</td>
<td>Period ID: SEM1 2012</td>
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</table>

## Content Detail

<table>
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<th>ACT00000627</th>
<th>Sort Sequence:</th>
<th>0100</th>
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<tr>
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<td>ACT00000626</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Type</td>
<td>4500 Exam Section</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registry ID</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Content Item ID</td>
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</tr>
<tr>
<td>Description</td>
<td>Examination Section</td>
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</table>

## Scheduled Section Options

<table>
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<th>1</th>
<th>Event Id: 000021343</th>
<th>Status: Scheduled</th>
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</thead>
</table>

- **Auto Enrollment**
  - Exam Duration (hours : mins): 2 : 0

- **Confirmation Required**
  - Enrollment Cap / Enrollment: 0 / 0

- **Restrict Enrollment to Group**
  - Required Rooms: 1

## Time Slotting Options

- **Enable Time Slotting**
  - Students Per Slot: 0
  - Slot Duration (hours : mins): 0 : 0
The Section Manager provides institutions with the ability to control enrollment dates for an examination where appropriate, and defines the actual examination offerings, dates and other meeting details. Room requirements, enrollment capacities and examination requirements for staffing, required examination devices, and exam hall entrance identification requirements can all be recorded within the Section Manager.
The Section Manager can associate exam sections with a facility, date and time, although these can also be determined and optimized by third party scheduling software. It should be noted that the Section Manager is NOT an Exam scheduler.

The Section Manager is also utilized in exactly the same way for Exam Only courses, but is accessed by Academic Period on the search page, rather than Term as the exam only course does not have a scheduled class section.

As the scheduling and maintenance of examinations is normally restricted within institutions to specific departments or individuals, the ability to set security at the user profile level to allow access to create and maintain specific course exams in the Section Manager has been provided. This is undertaken in the Scheduled Activity Security page as shown below.

Scheduled Activity Security

<table>
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<tr>
<th>User ID:</th>
<th>PS</th>
<th>Name:</th>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>*Acad Org</th>
<th>*Access Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM</td>
<td>Read/Write</td>
</tr>
</tbody>
</table>

In summary the Section Manager provides

- the ability to schedule individual exam sections or offerings including exam only courses
- the ability to store the examination dates, timeslots, meeting details and facilities of the examination
- the ability to manage examinations in the context of an examination period (for example, resits).
Program Enrollment/Activity Management Shared Features

There are two key features that are shared between Program Enrollment and Activity Management, namely Result Type and Results Scale. These two configuration pages are used by both features and are described below.

Result Type

Result Type will provide institutions with the ability to track multiple versions of the same result type, for example, marks or total number of credits, and support a multiple result approval process. For example: An Exam, Assessment Item, Course, Semester or a Year of Program might have a Result Type of 'Weighted Average Mark.' Often institutions want to record the 'initial', 'provisional or 'calculated' mark/grades or credits irrespective as to whether it was calculated by a rules engine, manually entered or uploaded to the system. This is normally the mark/grade or credit that is based on institutional rules in this case the weighted average mark. The initial, provisional or calculated results are 'normally' then reviewed by an assessment board before being approved or amended. In some countries, regions or institutions this may involve the result being considered by multiple assessment or examination boards. The APT provides the ability to hold each of the results confirmed or amended by any of these assessment or examination boards. As multiple results can be recorded for an academic item (that is by results type) institutions will be provided with the flexibility to determine which result types and results are included in the calculation of higher academic item results, for example, Semester, Year or Program. Result Types can be tied to both Program Enrollment Academic Item Types and Activity Management Content Types.

An example of the Result Type is shown below.
An example of the multiple result types being recorded against a student's APT is show below.

In the above example the provisional result is the initial calculated or evaluated result and the finalised result has been confirmed by the assessment or examination board. In some circumstances the finalised result may be different from the provisional result where academic
judgment is used during an assessment board process and the provisional result is amended due to academic, extenuating or special circumstances.

The utilization of Result Types against a student's record in Activity Management is scheduled for a future release.

Results Scale

The result scale will allow users to define result values that will be used to ‘grade’ student coursework activities and courses. The scale used for ‘grading’ will be identified for each content item defined in an Activity Registry for a course. It can also be used in the Program Enrollment world for the marking or grading various academic item types, for example, Semester, Year, Program of Study. The Result Scale provides institutions with an extremely flexible grading model that can be configured to meet all kinds of academic result criteria. It also provides institutions with the ability to map a mark to a particular grade and vice-versa, or even a three-way mapping between score, mark and grades. An example of this feature is that a mark can be entered by an administrative user which will automatically pull through the grade mapped in the Result Scale. Institutions are also provided with the ability to decide on the number of integer positions required for the mark along with the number of decimal places (up to 9 decimal places supported) as well as the option to round or truncate a mark to a specific number of decimal places.

An example of the Results Scale is shown below.
### Result Scale Table

<table>
<thead>
<tr>
<th>Mark</th>
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<th>Grade</th>
<th>Grade Description</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.00</td>
<td></td>
<td>A-</td>
<td>Outstanding Exceptionally High</td>
<td>Pass</td>
</tr>
<tr>
<td>22.00</td>
<td></td>
<td>A</td>
<td>Excellent in Most Respects</td>
<td>Pass</td>
</tr>
<tr>
<td>20.00</td>
<td></td>
<td>A-</td>
<td>Very Good to Excellent</td>
<td>Pass</td>
</tr>
<tr>
<td>19.00</td>
<td></td>
<td>B+</td>
<td>Very Good Standard</td>
<td>Pass</td>
</tr>
<tr>
<td>18.00</td>
<td></td>
<td>B</td>
<td>Very Good in Most Respects</td>
<td>Pass</td>
</tr>
<tr>
<td>15.00</td>
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<td>B-</td>
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<td>C+</td>
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<td></td>
<td>C</td>
<td>Good in Most Respects</td>
<td>Pass</td>
</tr>
<tr>
<td>12.50</td>
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<td>Pass</td>
</tr>
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<td>D+</td>
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</tr>
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<td>Pass</td>
</tr>
<tr>
<td>10.00</td>
<td></td>
<td>D-</td>
<td>Satisfactory: Minimum Pass Std</td>
<td>Pass</td>
</tr>
<tr>
<td>9.00</td>
<td></td>
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<td>Fail</td>
</tr>
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<td>7.00</td>
<td></td>
<td>MP</td>
<td>Unsatisfactory: Serious</td>
<td>Fail</td>
</tr>
<tr>
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<td></td>
<td>F</td>
<td>Very Poor</td>
<td>Fail</td>
</tr>
<tr>
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<td>F-</td>
<td>Exceedingly Poor</td>
<td>Fail</td>
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<td>Z</td>
<td>Nothing of Merit</td>
<td>Fail</td>
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Conclusion

The functionality we refer to as Program Enrollment and Activity Management demonstrates Oracle’s forward-thinking approach to providing enhanced capabilities and features to our customers, and to provide additional value for our global education community. We expect that the flexible and extensible frameworks that provide the foundation for our Program Enrollment and Activity Management features will give customers greater flexibility and control when defining their program and course structures within Campus Solutions.

As we have seen, Program Enrollment will help institutions ‘drive’ the planning, curriculum selection and enrollment process. It provides a completely flexible and open program structure which is able to support virtually any type of institutional program requirements. This may be from the more ‘lockstep’ or ‘structured’ programs of study, where students normally complete their academic requirements, for example, courses, in a series of phases, years or semesters, and are required to complete their requirements before progressing to the next stage, to a more open and flexible program structure where students may take courses over a number of phases. This will accommodate for more flexible structures and individual student planning against those courses in the structure which are elective.

Activity Management provides the support for complex and flexible academic models for the tracking and assessment of student progress, and provides flexible structures to build out the academic content of a course - for example, Assessment Items, Examinations (for marking/grading). In future phases we plan to provide the foundation for the calculation of results and support for the overall progression process as well as to support examination management.

While we do not expect institutions to be able to deploy the frameworks and foundation structure elements delivered to date we would recommend that institutions start to analyze and evaluate how they may leverage these new features in future releases.

We hope that having taken a high-level look at the initial releases of Program Enrollment and Activity Management within this paper, institutions will be keen to understand these features in much more detail.
The following documentation can be found on ‘My Oracle Support’

Recommended Documentation:

PeopleSoft Enterprise Campus Solutions 9.0 Additional Features July 2011 Pre-Release Notes (ID: 1338863.1)

PeopleSoft Enterprise Campus Solutions 9.0 Additional Features January 2012 Pre-Release Notes (ID: 1389697.1)

PeopleSoft Enterprise Campus Solutions 9.0 Additional Features April 2012 Pre-Release Notes (ID: 1450105.1)

PeopleSoft Enterprise Campus Solutions 9.0 Additional Features July 2012 Pre-Release Notes (ID: 1470613.1)

PEAM Program Enrollment Documentation.pdf and PEAM Activity Management Documentation.pdf (ID: 1400723.1)

“Working with Common Attribute Framework” document delivered in the Campus Community Bundle 26 documentation.

The ID for the PeopleSoft Enterprise Campus Solutions 9.0 Documentation Home Page is 751540.1

We encourage all institutions to take a look at the above documentation, in order to familiarize themselves with the features delivered thus far, and ‘stay tuned’ for further announcements from Oracle, on the subsequent phases for Program Enrollment and Activity Management.