Excerpt from:
Social Work Mahara
Pilot Evaluation 2018
V1.1 24/07/18

University of Brighton

Katie Piatt

k.piatt@brighton.ac.uk

eLearning Service Manager

Tel: 01273 642412

Fiona MacNeill

f.macneill@brighton.ac.uk

Learning Technologies Adviser

Tel: 01273 641509

USER FEEDBACK – USABILITY

The baseline value for a system to be usable is an overall usability score of 50% or more. The main difference between the University of Brighton and the University of Sussex students is that the Sussex students received more programmed in-person training.

| All Users	
Overall Possible Total	42
Overall Usability Score	24
Overall Usability %	58%
Total of Populations	220
Total Respondents	40
Response Rate	18%
Margin of Error	12%

Perceived usability per user group

This data is included with the caveat that the response rates were extremely low and therefore these values cannot be considered as truly presentative of each user group.

Brighton Students		Sussex Students		Sussex Staff		Brighton Staff and Externals*	
Overall Possible Total	42	Overall Possible Total	42	Overall Possible Total	56	Overall Possible Total	70
Overall Usability Score	21.10	Overall Usability Score	24.29	Overall Usability Score	36.33	Overall Usability Score	42.15
Overall Usability %	50%	Overall Usability %	58%	Overall Usability %	65%	Overall Usability %	60%
Total Students	43	Total Students	41	Total Staff	6	Total Externals*	130
Total Respondents	10	Total Respondents	14	Total Respondents	3	Total Respondents	13
Response Rate	23%	Response Rate	34%	Response Rate	50%	Response Rate	10%
Margin of Error	23%	Margin of Error	18%	Margin of Error	37%	Margin of Error	22%

*Please note that Brighton and External staff are merged as the same survey link was used.

* Those who have logged in and interacted with the system.

Overall Usability
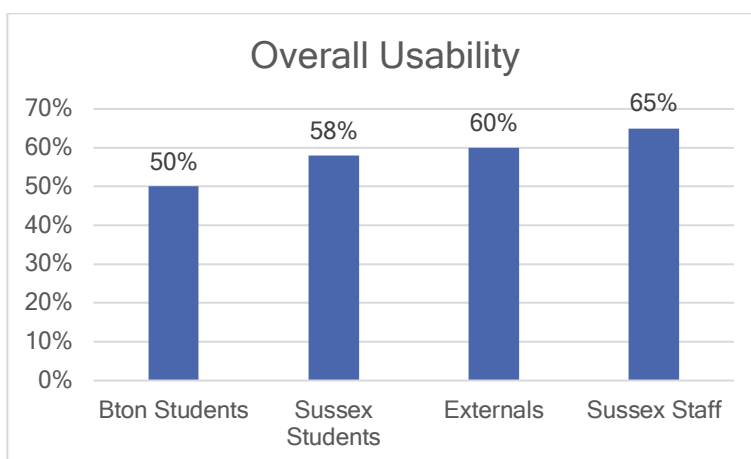
Staff and External Verdict

Sussex Staff - Based on small response numbers (n=3).

EE *Q11. I think that we should continue with ePortfolios via the Mahara Social Work site beyond the pilot*

Strongly Disagree (1)	2	3	4	5	6	Strongly Agree (7)
1 person				1 person	1 person	

Average: 4

Externals - Based on small response numbers (n=13).

Q11. I think that we should continue with ePortfolios via the Mahara Social Work site beyond the pilot

Strongly Disagree (1)	2	3	4	5	6	Strongly Agree (7)
2 people	1 person		6 people		3 people	1 person

Average: 4.08

Related free comments

"RE: Q11 - only if we increase its functionality, so we can add to and work on uploaded documents."

"This was a difficult platform to use. Just adding a comment didn't feel like I was assessing any work. The order was confusing, some sections were missing. Not recommended for future use."

USER FEEDBACK - GENERAL

Student-only questions – Both Universities

Q3: I used the Mahara Social Work site to communicate with my peers/colleagues

Strongly Disagree (1)	2	3	4	5	6	Strongly Agree (7)
21 people	2 people		1 person			

Average: 1.20

This result supports the decision to remove the PEC and PE groups as there is no added value. The tool was used for ePortfolio's and the additional functions are not relevant at this time. This does not prevent us from using the peer communication tools in future if they are needed.

Q5: I found it easy to submit my midway/final portfolio to the Mahara Social Work site

Strongly Disagree (1)	2		3	4	5	6	Strongly Agree (7)
1 person	4 people		4 people	4 people	6 people	4 people	2 people

Average: 4.4

Q7: The workshop sessions were useful, and helped me to learn how to use the Mahara Social Work site

Strongly Disagree (1)	2	3	4	5	6	Strongly Agree (7)
	1 person	1 person	8 people	5 people	5 people	2 people

Average: 4.8

Workshop sessions were generally considered to be helpful.

Students - Three positive things (selected)

- "everything is in one place"
- "notification via email when practice educator had commented"
- "tutors helpful in navigating Mahara"
- "Straightforward to use"
- "Able to keep forms in one place…can't loose [sic] the forms"
- "Convenient file storage"
- "Easy to ask for help when stuck"
- "Allows for changes to be made without wasting paper"
- "Amazingly swift response on helpline"
- "reduces confusion of paperwork/lost papers"
- "when understood, if all relevent professionals use it- it makes file sharing far easier and in one relevant area"
- "actions are very simple and clear, have clear understanding of using Mahara in terms of uploading, submitting and using it alongside my PE"

Students - Three negative things (selected)

- "The fact this is a paper portfolio into an online method, no paper proforma has been changed to fit the electronic system"
- "Seems complicated at first"
- "Too time consuming to move between pages."
- "Had to print everything out anyway"
- "Confusing help videos"
- "Index of Evidence was inconvenient to edit"
- "To [sic] much information guidance scattered: use a separate area"
- "Time consuming"
- "did not work well on work computers where access is through IE only"
- "Constantly lost and not easy to find my way out"

Staff/professional comments (uni and externals)

Three positive things (selected)

- "environmentally friendly"
- "Flexible-students can upload and store as and when they want"

- "able to assess remotely (away from the office)"
- "greater confidentiality for students"
- "mirrors workplace expectations"
- "straight forward and easy to use"
- "assistance/help is good when problems are encountered"
- "can access students' work as soon as it's ready"
- "all the portfolios are accessible from the same place"
- "It might help to prevent things getting lost"

Three negative things (selected)

- "Time-consuming to use (especially when scrutinising portfolios)."
- "Can the our sign in not act as an electronic signature - with a statement such as: 'I have seen and read...'"
- "Unnecessarily stressful for students & practitioners."
- "Poor engagement from users (students and PEs)"
- "boxes to make comments not always visable and not clear which boxes should be used"
- "boxes to make comments not always visable and not clear which boxes should be used"
- "once submitted tricky to make amendments"

TECHNICAL CONSIDERATIONS

This section outlines specific feedback related to technical requirements and actions that will be taken to address each point.

ACTION - please consider sharing the student tables or a form of this report (minus financials and logistics) with your students who are continuing to the second placement. It would be good to demonstrate what is being done to address their feedback. All students consented for their comments to be included in this report. – AGREED

Pros

Request	Action/Response
Some attendees found it much better on computer as they could enlarge the font	This will be addressed through the use of the PDF viewer block which has a built-in zoom function.

Cons

Request	Action/Response
Too much downloading and clicking	Redesign ePortfolio as one page with in-page PDF viewer blocks.
Need a one-click where everything can be viewed, rather than the constant downloading	As above.
Midway reader's form not uploaded	ACTION UoS - AGREED: consider more in-page guidance/checklist. R&D ACTION - AGREED: A competency framework with sign-offs. Fiona needs to learn a new coding language to do this, but it would provide what the students want. It would also require thorough testing prior to rollout (tentative intro. 2019/2020).

Lots of issues with signatures	• ACTION UoB and UoS: consider clarifying guidelines on signatures due to inconsistencies. • ACTION UoB: encourage students to use OneDrive app which now scans to multiple page PDF.

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Staff Suggestions

Request	Action/Response
Own log in for PAP attendees	Yes – this is doable as long as a clear timeframe for access is provided. The same is true of external examiners.
No tutor signatures at all – perhaps need to have something that states they have seen all documents etc.	This is a very good idea. A type of final sign-off. This could be facilitated through a textbox area – AGREED – the bottom comments box on each page can be used for sign-off.
UoS specific: is there a way to prompt students to only upload what is necessary – at the midpoint and final submission points	I suggest a checklist on the template page itself – AGREED.
UoS specific: The midway feedback form was not uploaded by many students, so perhaps need to add an additional bit for this	Agreed – this can be added to the UoS template.

Student Suggestions Brighton

Request	Action/Response
I think it is important for everything to be on the site (service user feedback)	This was an accidental omission and will be added to the next version of the template for students.
Some of the videos were very long to watch.	We will streamline the ePortfolio skills and will emphasise file management.
I really enjoyed the idea of mahara saving paper, however I had to print everything out for my practice educator anyway to sign as she does not do online signatures. Therefore I feel it would've been easier just to have a paper portfolio.	Based on feedback from our council-based stakeholders they want students to learn the workflow of paper-to-PDF while we reside in the in between. This is a necessary aspect of the workflow for now where PEs will not use the signature option. **ACTION for all and external stakeholders:** Ongoing work is needed to encourage use of the system by supervisory partners.
- Mahara is extremely hard to use with signatures and seems to be a bit of a waste of time as we have printed documents anyway. My Practice Educator refuses to use e-signatures where it is not secure, therefore having to print every document, sign then scan to upload used a lot of my time. A way this could be improved is by uploading documents then each registered user (ie, student, supervisor, PE and tutor) can log on and submit a written signature, a bit like an online tenancy rental contract. - It would be helpful to have an easier way to sign off pages from the portfolio, such	~~Suggestion: could we add a comment area for a signature under each document block?~~ A clear policy on electronic signatures is needed. The comments box at the bottom of the page should be used.

as the Practice Educators's comment on the Front Page and Index of Evidence which is time stamped.	
The Index of Evidence would be easier to use if it was an uploaded document like the other pages as the edit box is very small, even if you resize it.	**Recommendation:** Index of Evidence should be a word document until the final version which should be saved as PDF – AGREED.
It would also be reassuring to have an automatic email when the portfolio is submitted.	Not possible at this time – Fiona will put in a feature request to Mahara/Catalyst.

Student Suggestions Sussex

Request	Action/Response
I think it is important for everything to be on the site (service user feedback)	This was an accidental omission and will be added to the next version of the template for students.
- I think all the information we needed should have been completed before showing us Mahara to ensure we were not waiting on how to do certain things if we wanted to look ahead and stay organised. - I did not use mahara until i needed to upload my portfolio near submission	**FOR CONSIDERATION:** I agree with the student that Mahara might have been covered too early and that starting off on paper until they are more settled might be better. Mahara is essentially a compilation and eSubmission tool so it might be better to address it later on – <mark>TAKEN AWAY FOR FURTHER CONSIDERATION</mark>
- The index of evidence was difficult to use and would be easier if we could edit and upload the grid from a word document. - The online index of evidence is far too fiddly to use, especially to do as you go along as internet on placement is often through internet explorer	**Recommendation:** Index of Evidence should be a word document until the final version which should be saved as PDF – AGREED. Internet Explorer will continue to be a problem until it is replaced by more up-to-date web browsers. As it is no longer

	supported by Microsoft, we can hope that this happens soon. If we can communicate this to partner organisations, this might help our students (in the NHS they can install Chrome on request for example).
…practice educators and practice supervisors not knowing how to use it and being avoidant…	**ACTION for all and external stakeholders:** Ongoing work is needed to encourage use of the system by supervisory partners.
- …I felt like uploading documents to mahara was more complicated than it needed to be. It does not show the full portfolio as a whole unless you tap through each heading and check the attachments… - It feels over-complicated; we only really need 3 things - a guidance page, a page with templates to download, a page where you upload everything.	**FOR CONSIDERATION:** Will redesign the ePortfolio template as one page featuring PDF viewer blocks – AGREED.
- I have found websites such as the UCAS and HMRC really easy to use when there is a menu at the side that ticks off all the sections you have completed. Also Gov.uk websites etc are very simple and clear with only a bit of information on the screen at once. - A lot of the requirements on Mahara are different to those in the handbook (eg professional feedback, and service user feedback) - …the pages of the portfolio on Mahara are in a different order to the contents checklist.	**Recommendation:** the information page is bloated and replicates the handbooks/pro forma. Recommend that these are removed and the handbook/proforma is linked to in the template – AGREED. Unfortunately, Mahara will never be as swish as the .gov sites as they have a team of very expensive user experience designer and programmers working for them. We can however, simplify things further.
Video guidance on placement is not always the best medium as you are often in a	We did have written guidance, but nobody seemed to look at it. **Recommendation:** link

shared space without headphones or decent internet.	to main help guides from checklists in ePortfolio. Create fewer videos based on viewing figures from this year – AGREED.
- Not having an overview to be able to see all documents before you submit is unsettling. - There could also be a button to show everything you've uploaded to the sections in a list rather than having to move between the pages. - In readiness for either midway or final submission it would be incredibly helpful to have a table next to the submit button to show what documents you are actually submitting.	**R&D ACTION:** A competency framework with sign-offs and traffic-light labelling could be built in JSON. Fiona needs to learn a new coding language to do this, but it would provide what the students want. It would also require thorough testing prior to rollout – AGREED (tentative intro. 2019/2020).
The menus need to be clearer on what they're links to (on the right hand side of the home page)	**ACTION:** UoB added the word templates to the main university group area. **Recommendation:** areas are relabeled as UoS or UoB Templates and Guidance. **AGREED – ACTION:** 00 Ask for Help 01 Practice Learning Templates (US) or (UoB) (US only) 02 Submission - Midway and Final 02 Submission Point (UoB)

Sussex staff

Request	Action/Response
- It would be extremely helpful if each piece of the portfolio could be viewed together as one document. I found	**FOR CONSIDERATION:** Will redesign the ePortfolio template as one page featuring PDF viewer blocks – AGREED.

having to click through- and click back- for each piece of the portfolios both time consuming and complicated.

- I would be happier using it if the portfolio had all its content in one file: far easier to use, less time consuming, and far more able then to offer a proper overview

External staff and Brighton Staff

Request	Action/Response
- It was often hard to locate items on Mahara. Sometimes one person could see them when other people couldn't, leading to confusion and duplication…when scrutinising portfolios there was no way of flipping backwards and forwards in order to check information was there without coming out of one document and into another.	**FOR CONSIDERATION:** Will redesign the ePortfolio template as one page featuring PDF viewer blocks - AGREED.
Sometimes comments seemed to disappear from the system;	This was not reported. However, I will work with a colleague to make sure that we introduce a function where comments cannot be deleted.
I would say that scrutiny of each portfolio took about **twice as long as usual** - even though I was confident with using the system; - I cannot see how, given the above, we could scrutinise final year portfolios in a meeting (as we currently do).	**QUESTION:** how did the review process go? If all the documents were visible on one page then would this be improved? – **ANSWER:** Yes, the process would improve. Redevelopment of the template approved as an action. The template will be reviewed by staff at each university.

I hoped it would be a repository (similar to Dropbox) where we could all have access to a document to comment on, add things, etc. It is not; - the system caused an immense amount of stress for students and practitioners. As a tutor I often found that discussions that should have been about practice or learning were dominated by concerns about the technology.	This is a concern, but I do wonder how widespread this was or whether particular students were more anxious than others.
- …increase its functionality, so we can add to and work on uploaded documents. - It would be preferable to have all forms built in to Mahara rather than these having to be uploaded.	This is not possible at this time. Particularly in light of older IT provisions in partner organisations. If everyone had Adobe Acrobat and up-to-date web browsers we might be able to have interactive forms, but until then it needs to be scanning.
- Would it be possible to use the comments boxes as in the pass/fail for the front page and for the index of evidence as an esignature? - would an e-signature something similar to the comments boxes for pass/fail on the front sheet and on the index of evidence be possible?	**R&D ACTION:** A competency framework with sign-offs and traffic-light labelling could be built in JSON. Fiona needs to learn a new coding language to do this, but it would provide what the students want. It would also require thorough testing prior to rollout.

Excerpt from:
Social Work Mahara Report 2019
V1.0 04/09/19

University of Brighton

Katie Piatt
k.piatt@brighton.ac.uk
eLearning Service Manager
Tel: 01273 642412

Fiona MacNeill
f.macneill@brighton.ac.uk
Learning Technologies Adviser
Tel: 01273 641509

USER FEEDBACK – USABILITY

The baseline value for a system to be usable is an overall usability score of 50% or more.

All Users in 2017/18		All Users in 2018/19	
Overall Possible Total	42	Overall Possible Total	35
Overall Usability Score	24	Overall Usability Score	21
Overall Usability %	58%	Overall Usability %	60%
Total of Populations	220	Total of Populations	449
Total Respondents	40	Total Respondents	38
Response Rate	18%	Response Rate	8.5%

Perceived usability per user group

Responses were very low this year and therefore not representative. The margin of error would be too high (>40%) to warrant per-group analysis.

Staff and External Verdict

Brighton Staff - Based on small response numbers (n=4).

Q11. I think that we should continue with ePortfolios via the Mahara Social Work site beyond the pilot

Strongly Disagree (1)	2	3	4	5	6	Strongly Agree (7)
		2 people			2 people	

Average: 4.5

Sussex Staff - Based on small response numbers (n=4).

Q11. I think that we should continue with ePortfolios via the Mahara Social Work site beyond the pilot

Strongly Disagree (1)	2	3	4	5	6	Strongly Agree (7)
2 people			1 person		1 person	

Average: 3 (2017/18 = 4)

Externals - Based on small response numbers (n=13).

Q11. I think that we should continue with ePortfolios via the Mahara Social Work site beyond the pilot

Strongly Disagree (1)	2	3	4	5	6	Strongly Agree (7)
2 person	1 person	3 people	2 people	4 people	1 person	1 person

Average: 4.08 (no change from 2017/18)

Related free comments

From Brighton Staff:

"I think we should continue with it, but there are some tweaks that would help such as: having a banner on the portfolio once it has been submitted - as this is not clear when you are in the portfolio or when you find it via the shared with me search. For the system to be consistent - sometimes things are not visible, including documents and when comments have been added, sometimes the setting appears to change to withhold it from public view."

From Sussex Staff:

"It's not easy to work on for long hours to meet the marking deadline.Too many sections in one window to navigate. There are some small sub-windows where make it even more difficult to read. The downloading speed is quite slow when it's a large files (e.g. reports)."

"Screen layout and navigation is not user friendly. Students reports unsatisfactorily high levels of problems with uploading (they upload but it is not visible to others). Signatures required on individual documents but no functionality on Mahara to do this. There is no real functionality in terms of providing an integrated view of the portfolio - it is only a repository for various documents so much less value."

"Organisation of materials is not clear or intiuitive. Students seem to have an option to upload files in a variety of ways, which makes some portfolios more difficult to engage with than others (as one needs to download the file to read it, instead of having it available online as a preview file)."

From Externals:

"Was a bit time consuming to add all the verification notes for each student, but a fairly simple process. However I continue to receive prompts from the system following subsequent changes the student/s make after submission/sign off."

"I think the Mahara social work site is excellent in saving time to meet up to sign paperwork, but I don't find it user friendly - I still don't know how to find my students and continue to click the links in my email instead of searching for them or finding my way around the site. I only think I am using a small percentage of what Mahara capabilities. It is a great idea but it is not simple or clear to navigate."

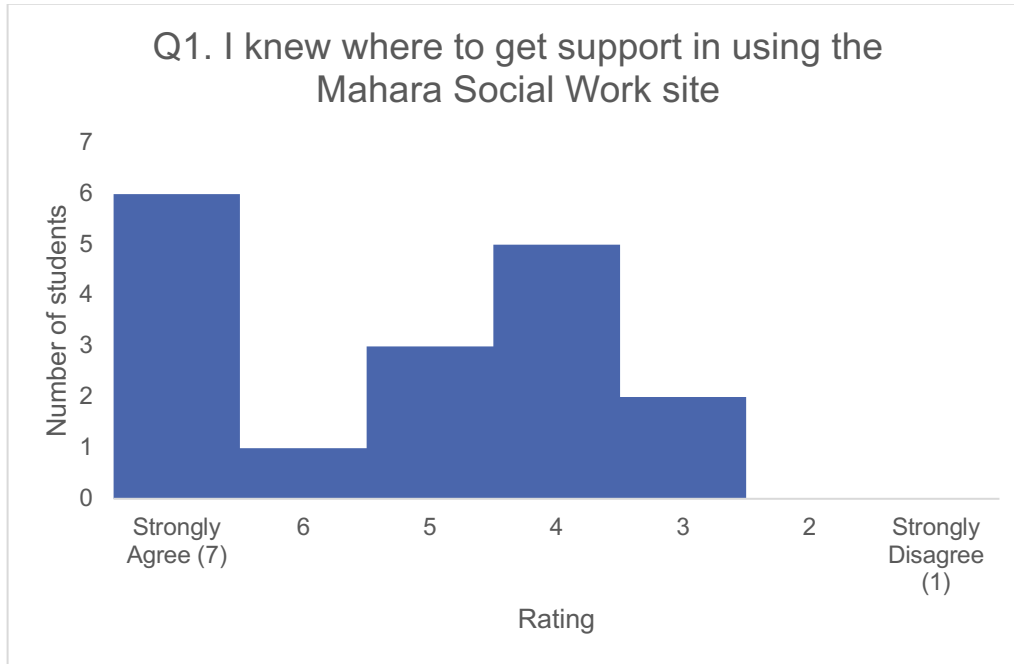"I am not very tech savvy. Without the help of the student I don't think I would have managed."

"For those Practice Educators who are a little older or may not be overly confident in using an ePortfolio the option of a word document may be appreciated."

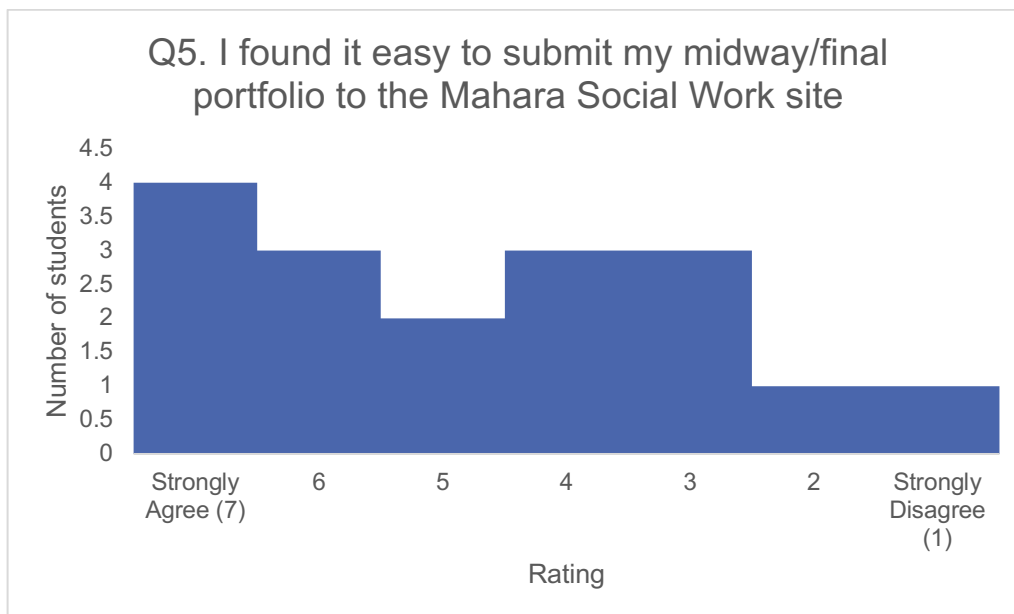"I would like students to upload evidence to Mahara more regularly rather than just at the end of a placement."

"not so easy to communicate with other externals who need to sign documents"
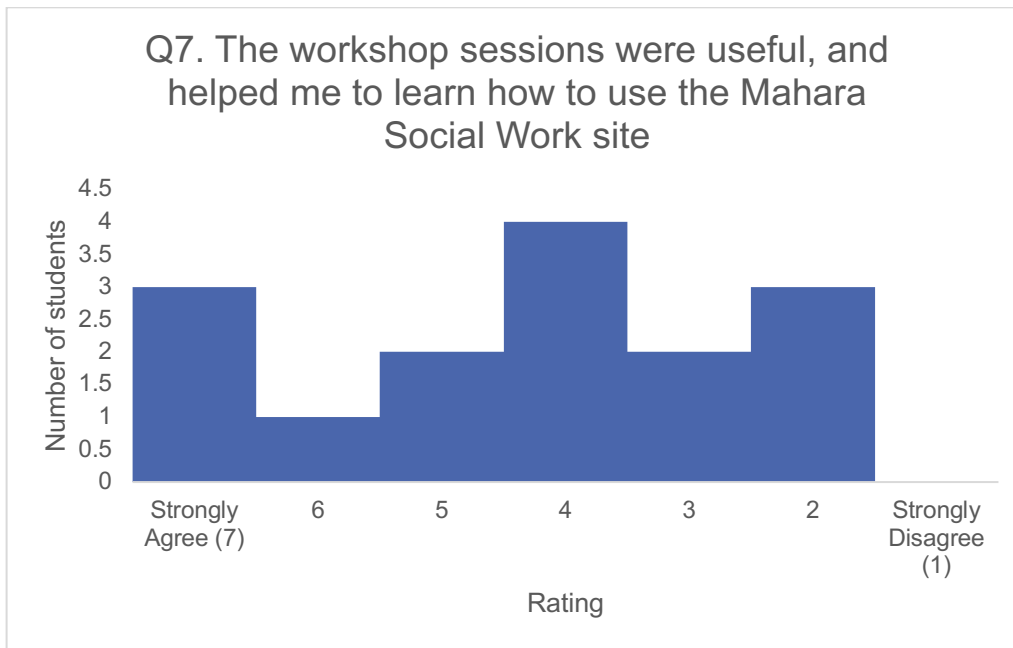
USER FEEDBACK - GENERAL

Student-only questions – Both Universities

Q1. I knew where to get support in using the Mahara Social Work site

Average: 5.2

Q5. I found it easy to submit my midway/final portfolio to the Mahara Social Work site

Average: 4.7 (4.4 in 2017/18)

Q7. The workshop sessions were useful, and helped me to learn how to use the Mahara Social Work site

Average: 4.3 (4.8 in 2017/18)

Student comments (Brighton):

"There were plenty of sessions run to help with Mahara, and once I understood how to use it I found it quite straightforward, but I did have to go to the smaller/extra sessions for more help - which was better. The help service was useful when I accidentally deleted a document. All in all it was pretty user friendly."

"I found Mahara relatively easy to use, however I'm just not sure it has a good flow."

"It took a number of attempts to be able to successfully upload documents."

"I found the site to be confusing and difficult to use."

Student comments (Sussex):

"I may have known who to speak to about Mahara, but this person was not always available - although this person was good at replying to emails and sorting Mahara out, I honestly am quite shocked that Mahara needs this much support from someone on site - I feel this says a lot about how badly mahara is not user friendly. I am a student who gets extensions due to

multiple disabilities. If the person who offers support for Mahara goes on holiday near the deadline, this leaves me in a very anxious position as lots can go wrong with Mahara."

"I preferred the original format (one page per section of the portfolio). It was much easier to navigate and check that everything was uploaded this way"

"I found mahara clunky and messy, it was difficult to use and i found myself feeling frustrated by it frequently."

"I struggled to access portfolio due to main dashboard having many irrelevant sections. Further simplifying it to make it more fit for purpose would be better. The videos and guidance sounded quite patronizing.   Overall it was a useful platform, many thanks!"

"As a university of sussex student, it was confusing having to access university of brighton mahara to log in to my portfolio. this led to confusion between myself and other students who had set up accounts on the university of sussex site primarily."

Students - Three positive things (selected)

- "easy to use - once learnt"
- "the help line"; "Good help section and videos"; "Videos were helpful"
- "Seems like a good place to store and share the portfolio instead of carrying documents around."; "Electronic portfolio is far better than paper".
- "Simple layout"; "changes made comparing with last year"
- "Once completed it was easy to submit (one button)"; "Easy to submit"
- "Easy to upload portfolio evidence"
- "Feedback was clear"
- "Having the templates available is good."; "Good link to blank templates".

Students - Three negative things (Sussex students)

- "Not enough boxes to upload work"
- "Not enough clear guidance at the beginning" – Contrasting view: "lecture type information workshops not useful as you need to be practically using mahara yourself to understand it".

- "It is unclear how to remove documents, and easy to delete an entire section by mistake."; "edit page confusing"; "Mahara is not user friendly. It is very easy to delete whole blocks on there."
- "Previews of documents are not always visable."
- "tutors and practice educators not using the site"; "Educator never needed to use it so was unsure of their input".
- "No confirmation email of submission"
- "The layout (ie all on one page)"; "Confusing layout"; "Messy visually"; "I believe it could be more effectively layed out."
- **GDPR:** I do not trust Mahara with my data. I had access to other students portfolios.
- "Mahara had a 'virus' issue one weekend. I lost a wholea day of work trying to rectify this on my PC, but the issue was with Mahara. This meant my portfolio resubmission was late. I appreciate this was understood by the school, however the stress this caused was not ok."

Students - Three negative things (Brighton students)

- "messy front page"; "confusing front page"
- "the final document upload is confusing"; "Work didn't always upload correctly and it wasn't clear why it needed to be in word or pdf"; "Inconsistent to upload documents".
- "Slow to upload documents"
- "Not very customisable i.e. colour etc..."; "Not very intuitive".

Three positive things staff and externals (selected)

- "This year's version easier to navigate"; "The new layout - it's much easier to see the documents and to navigate through them."
- "Comment boxes clearer - could they be set under each block?"
- "Assists students to develop IT skills"
- "Everyone can access the students' work remotely."; "Able to see all students on the system"; "Easy to see students work"; "able to see the all students work clearly"; "Quick exchange"; "Keeps things in one place".

- "Like the ability to type comments"; "Comments for e-signatures"; ability to sign documents online"; "documents can be amended with e-signatures if missed"
- "Ease of logging in"
- "Contact with Student and Tutor"; "Messaging ckear when something is posted".
- "using less paper (saving trees!)"; "Reduces paper" +2.
- "Fiona and [redacted] amazing" – [Thank you! ☺]

Three negative things staff and externals (selected)

- "Finding it hard to remove own comments"; "Not always clear when comments have gone through".
- Usability and accessiblity issues:
  - "Not very easy to read when you have poor eyesight" +3;
  - "navigation around the site is difficult"; "Difficulty of navigation for irregular users (e.g. practitioners and service users at the Practice Assessment Panel)".
  - "not user friendly" +3; "Not easy to use - Time consuming"; "Feels a bit tedious and cumbersome";
  - "Sometimes a bit fiddly to view the documents and they had to be downloaded.";
  - "Another password to remember and system to learn";
  - "Can be confusing for those not fully 'computer literate'".
- "difficult to know which version is being uploaded by student"; "site does not clearly indicate which docs have been uploaded".
- "Accessing student ePortfolios needs a clearer path"; "Sometimes difficult to navigate the pages and find what I'm looking for".
- "Clearer notes for PE/PS needed"
- "Lack of embedded forms for students to complete i.e. everything needs to be uploaded"
- "Light touch scrutiny of portfolios (i.e. to check all documents are signed off) is very time consuming, having to open and close a range of documents and then attempt to check if those that are unsigned have supporting Mahara comments"
- "No system for gathering signatures on documents so process has to be both manual and electronic, resulting in inefficiencies"
- [Compatibility with IT systems at organisations]

- **Forgiveness in the system:** "It is possible to use it badly".

Suggestion:

- "Example ePortfolio could be useful"

TECHNICAL CONSIDERATIONS

This section provides a changelog based on feedback for 18/19.

Changelog Actioned in 2018/19

Request	Action/Response	Audience
Ease of Marking/Use *Too much downloading and clicking*	ACTIONED: Redesign ePortfolio as one page with in-page PDF viewer blocks.	Staff & Student
Signatures *Lots of issues with signatures*	• ACTIONED UoB and UoS: guidelines on electronic signatures were clarified. • ACTIONED UoB: encourage students to use OneDrive app which now scans to multiple page PDF.	Student
Practice Assessment Panels *Login credentials for PAP attendees*	ACTIONED UoB and UoS: feedback for use of temporary automatically expiring logins for PAP attendees has been good.	Staff
Midway ePortfolio Submission *UoS specific: is there a way to prompt students to only upload what is necessary - at the midpoint and final submission points*	ACTIONED UoS: A midway checklist was added to the UoS template.	Staff & Students

Request	Action/Response	Audience
Fields in the templates *- Service User Feedback was missing in 2018* *- UoS: Midway Assessment Report needed to be added to the template.*	ACTIONED: PDF upload blocks were added to both templates for service user feedback. PDF upload block was added to the UoS template for the Midway Assessment Report.	Staff & Students
Tutorial Materials *- Some of the videos were very long to watch… need for headphones.* *- A lot of the requirements on Mahara are different to those in the handbook*	ACTIONED streamlined the ePortfolio skills and emphasised file management. Links were used to central information to minimise information bloat and replication.	Students
Menus *The menus need to be clearer on what they're links to (on the right hand side of the home page)*	ACTIONED e.g.: 00 Ask for Help 01 Practice Learning Templates (US) or (UoB) (US only) 02 Submission - Midway and Final 02 Submission Point (UoB)	Students
Structure to accommodate next placement *This enables us to provide different templates and also allows us to customise the information on the dashboard for each placement group.*	ACTIONED: Brighton has two institutions and Sussex will has 3 (including Step-up).	Students

Request	Action/Response	Audience
Index of Evidence Format The index of evidence was difficult to use and would be easier if we could edit and upload the grid from a word document.	ACTIONED: Index of Evidence was included in the ePortfolio template as a Word Document. For review – suggestion from University of Sussex that all documents in the ePortfolio should be PDFs.	Students & Staff
Use of groups for externals and tutor groups This was deemed to add admin work and to provide no obvious benefits.	ACTIONED: PECs, PEs, supervisors and tutors are now added manually to ePortfolios rather than by their group.	Students, Externals & Staff
Remove first placement pages from quicklinks Remove first placement pages from student personal menus by removing the 'profile' tag.	ACTIONED: This was a one-off task as this will not be an issue from 18/19 onwards	Students
Discontinue promotion of the Mahara app uploading images one-by-one was not helpful	ACTIONED: Tutorial materials referring to the app were removed.	Students.

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Changelog GDPR-specific in 2018/19

This section outlines changes that were made in relation to the General Data Protection Regulation (GDPR; May 2018).

Risk/Requirement	Action/Response	Audience
Risk: Downloading digital copies of documents	ACTIONED: Decrease the need to download files by providing on screen PDF viewers. ePortfolio was redesigned one page with collapsible in-page PDF viewer blocks.	Externals & Staff
Requirement: A stricter password policy (inc. lower and uppercase and numbers)	ACTIONED.	Students, Externals & Staff
Requirement: Each university needs to add their own new student users	ACTIONED: specific enrolment dates were highlighted and planned for each institution so that the initial settings were correct, and support was in-place for admin staff.	Students & Staff
Requirement: Each university needs to be proactive about removing student users who are no longer on the courses[2]	ACTIONED UoB: external examiners also need to be removed or have access demoted if they do not require access permanently. This needs to be actioned for this year.	Students & Staff

Risk/Requirement	Action/Response	Audience
Requirement: PECs, PEs and practice supervisors need to be removed from ePortfolios after placement	ACTIONED It has worked well to go through spreadsheets removing permissions per student. Accounts for externals are also set to expire after the assessments end. Check dates.	Externals
External users self sign-up	NO CHANGE We tried self sign-up, but it proved to be unworkable and notified all top-level administrators upon a registration. It has been most effective to manually add external users.	Externals

Not actioned or not technically feasible

This section provides a list of agreed actions which were not completed or were not feasible.

Request	Action/Response	Audience
Email receipt for submission It would also be reassuring to have an automatic email when the portfolio is submitted.	Not technically feasible – Fiona contributed to Mahara/Catalyst forums to vote-up a future feature.	Staff & Student

Request	Action/Response	Audience
Checklist/Traffic Lights tool *There were many requests for a checklist type tool for logging completion of documents.* *A competency framework with sign-offs and traffic-light labelling could be built in JSON.*	Not technically feasible. This was put forward as an R&D action for Fiona. Based on testing with a small program at Brighton, Fiona's assessment is that the competency framework tool is not yet robust enough for scaled up use. It may also potentially add complication which should be avoided.	Student, External & Staff
On-page forms *It would be preferable to have all forms built in to Mahara rather than these having to be uploaded.*	Not technically feasible. Particularly in light of older IT provisions in partner organisations. We found particular issues with IT provisions at West Sussex CC.	Student, External & Staff
Remove functionality to delete comments	Not technically feasible. Fiona suggested this to Catalyst via their forums and they quoted it as a development request with a high cost. It is not something that we can do in-house in a sustainable way.	Student, External & Staff

Request	Action/Response	Audience
Tutors at Sussex – access to in-progress portfolios *Tutors were to be added as admins on the year group areas and will be given access to all in-progress ePortfolios for support reasons.*	NOT ACTIONED: It seems that individual instructors were added to ePortfolios. [Redacted] can clarify this. UoB may also want to take this approach for GDPR reasons.	Staff
A plugin for easier upload from OneDrive or Google Drive	Not technically feasible. The cloud artefact block is the only possibility and it is not supported enough to be used at scale. We would also have to support two different iterations of cloud services (one for UoB and one for UoS).	Students

LOGISTICAL CONSIDERATIONS

This section provides an overview of human factors in practice. For example, process changes in relation to the ePortfolio.

Request	Action/Response	Audience
Tutor/Instructor Sign-offs *No tutor signatures at all - perhaps need to have something that states they have seen all documents etc.*	ACTIONED UoB: the bottom comments box on each page was used for sign-off.	Staff & Students
Signatures *Lots of issues with signatures*	ACTIONED UoB and UoS: guidelines on electronic signatures were clarified. ACTIONED UoB: encourage students to use OneDrive app which now scans to multiple page PDF.	Student, Externals & Staff
Timing of Mahara training *I think all the information we needed should have been completed before showing us Mahara…*	ACTIONED UoB: the timing of Mahara training was tweaked but attendance at sessions seemed low. Emphasis was shifted to consider file organisation, management and storage alongside the ePortfolio. Review: did these strategies help?	Students

Request	Action/Response	Audience
External buy-in *…practice educators and practice supervisors not knowing how to use it and being avoidant…*	**ACTIONED and ONGOING for all and external stakeholders:** continued use of the system by supervisory partners. **Note:** this seems to have improved as compared to the first year, but we did encounter some Practice Educators who seemed to struggle with the system.	Students, Externals & Staff