



# Michelle

## Head of Science



Michelle is the Head of Science at a large secondary school. She is an experienced teacher of Science for 15 years, but has been in her current role for 2 years. Her school has a federation with others in the area, so she can both provide and receive support from her peers in other schools – in addition to other Department Heads internally.

### Responsibilities

- Makes decisions on examining boards across her department
- In charge of department budget
- Supports her staff in their teaching, making sure they are delivering qualifications effectively
- Ensures students are supported, both those with special needs, and high-achievers
- Monitors progress in all areas by continually reporting and reviewing attainment.

### Needs

- Quick-to-find contact details for subject support, email and phone
- Doesn't want to have to find updates and important information; wants them to be displayed clearly and 'pushed' to her through the web site.

### ALSO KNOWN AS

Head of Subject  
Head of Department  
Curriculum Manager

### Teaching Duties – 80%

Often teaches the core Department subject, as well as classes across other Department areas



### Dept. Duties – 20%

Gets 2-3 lessons per week allocated for Department responsibilities, but pre- and after-school is when most work is done

“ I need continuity across my subjects, helping me find resources to support my team. ”



### Computer Competency



1 2 3 4 5  
Competent

- Confident with most computer skills
- Familiar with most site areas due to her broad range of tasks

### Web Interactions

Michelle uses eAQA throughout the year; prints examiner reports on recent papers for students, identifies trends of questions used in papers, accesses controlled assessment materials.

She uses ERA at the start of the year to feed down changes to her team's teaching plans, and at Results time to assess for remarks, and report on overall performance figures.

Externally, Michelle mainly accesses the site at the start of the year; for schemes of work, full specification download, staff training courses.

### Reform Challenges

Needs to know what help a board can provide when switching, e.g. specification changes impacting lesson planning, materials available, costs of retakes, textbooks etc.



**John**

Maths Teacher: AQA



John is a recently qualified Maths teacher, and is working hard to understand all the support and resources available to him to better his teaching of both GCSEs and A Levels. This is his first teaching post, but is familiar with AQA from his own studies and is continuing to use the same qualifications with his students.

### Responsibilities

- Planning and delivering lesson content
- Evaluating student coursework and progress
- Organising assignments, homework, revision resources
- Encouraging students to reach their potential.

### Motivations

- Supporting his students in achieving results they are proud of
- Taking time to attend to students most in need of extra or further help
- Self-improvement in his teaching skills, establishing a good reputation in his team.

“ I want to be kept up-to-date with specification changes and subject events to help me plan my teaching methods. ”

### Needs

- John often uses his tablet computer to access web sites while moving around classrooms and at home, and needs pages to be designed and optimised for touch input
- He needs digestible and discoverable information about specification and exam requirements; he often consults his Exams Officer to find answers, but would prefer to find them himself
- Relies on AQA to provide the resources he needs to effectively teach his the specification, but also to excite his pupils.

### Web Interactions

- John uses the AQA site on a need-to-know basis with a specific task/item he requires, so it needs to be user-friendly and quick to navigate
- Frequently reviews course content
- Past papers are bookmarked for use in lesson time
- Also allocates time to show his students how to find the correct resources on the AQA site for revision at home
- Distributes individual ERA results to students to learn from.

### Reform Challenges

- Begins teaching GCSEs in Year 9, hence needs specification changes early to prepare teaching plans
- Concerned about the overlap of teaching old and new specifications simultaneously
- Worried about teaching much more content across 2 years.



### Computer Competency



1 2 3 4 5

*Fairly competent*

- Confident with general computer skills
- Finds it difficult to keep up-to-date with latest technologies
- Knows the students can find resources themselves, encourages this
- Beginning to contribute to online teaching communities
- Starting to move towards digital textbooks for student use in lessons and at home



**Priya**

English Teacher: Non-AQA



Priya has been teaching English for 10 years and does not use AQA as her awarding body. Although in times of reform, she doesn't see this as a particular time to change boards; she continually assesses whether the current qualifications are right for her students, and would request to change if needs be. Priya used to mark exam papers which helped improve her own teaching, but she and her peers now have no time to fit in the extra responsibility.

“ I need to know the specifications, but I *want* to know what support an exam board can offer me. ”

### Wants and Needs

- To know what she needs to do to change boards
- To see early releases of new specifications to help inform board decisions
- Wants to know services available on top of the core qualification resources
- Interested in case studies of how others use AQA in her subject.

### Reform Challenges

- Head of Department expects Priya to review all board specifications and give preferences
- Worried about how to teach set texts across AS and A Level
- New texts are exciting but she needs to spend time researching resources available to support them.

### Web Interactions

- Priya accesses the AQA site in addition to her own board, to download a breadth of past papers to use in mock exams.



### Computer Competency



1 2 3 4 5

*Fairly competent*

- Confident with general computer skills
- Finds it difficult to keep up-to-date with latest technologies
- Knows the students can find resources themselves, encourages this



## Angela Parent



Angela has two daughters; Abbie, studying for her A Levels, and Jessica, for her GCSEs. As she cannot help with subject-specific questions, Angela likes to keep in touch with the school about resources available and revision classes to make sure she helps encourage usage whenever she can.

### Parental Role

- Ensures her children have their own space, are fed well and have the tools they need to complete their studies
- Focuses on making sure they enjoy what they choose to do, but also that they maintain sustainable and practical options for the future.

### Reform Concerns

- Worried about impact of reform changes for her younger daughter
- Added pressure of no resit options
- Worried about introduction of more challenging specification requirements
- Thinks boards could help her daughters more in making informed decisions for their future, and how their qualifications fit into career path options.

“ My job is to provide the tools and environment my children need to complete their studies. ”

### Web Site Usage

- Angela rarely uses the AQA web site, but also isn't aware of the services it can offer her and her children
- She trusts the school to provide what her children need, and themselves in navigating the internet for revision aids
- She has previously used AQA sites to find exam timetables, and understand how GCSE marks are allocated
- If the school did not handle an issue to her satisfaction, she would consider contacting AQA for more help.

### School Relationship and Influence

- Proactively communicates with teachers about revision classes, subject resources and choices
- Receives SMS messages and emails from school teachers with details of out-of-hours exam practice and revision classes
- Trusts the school to make specification decisions and deliver the correct content
- Has previously raised issues with exam marking, requesting for action regarding explanations and remarks.



### Computer Competency



1 2 3 4 5  
*Reasonably competent*

- Reasonably confident with general computer skills
- Finds it difficult to keep up-to-date with latest technologies
- Trusts her children in finding information they need on the internet, but encourages other methods too



# Chris

## Student

Chris is studying for his AS Levels, with subjects spanning across the main examining bodies. He often revises with his group of friends, where they use tablet devices to access past papers, revision web sites and educational games. He draws upon a breadth of sources for his work, and is very confident in finding the information he needs on the internet.

### Responsibilities

- Organise his study time and other commitments to ensure he gets his best academic outcome
- Chris's teachers encourage him to access the AQA site for self-paced revision at home
- Make use of his school's VLE to keep up-to-date with content and assignments
- Draw upon advice from parents, teachers and online to make informed decision on his future.

### Concerns

- Chosen his subjects based on enjoyment and attainment; no clear career path decided
- Unsure of professions he can apply his subjects to, or further study options they open up
- Worried about competition for universities and jobs, and how he should best prepare himself
- Chris has heard teachers speak of reform changes, but isn't sure what they mean to him.

“ I like to use a range of resources to complete my studies and support my revision and exam practice. ”

### Primary Site Tasks

- Uses past papers, mark schemes, language audio clips – both downloaded at home, and hard copies used in lessons for exam condition practice
- Identifies trends in question usage in previous years
- Studies question and answer formats
- Accesses a range of other resources for his own revision, e.g. video tutorials, BBC Bitesize, AQA textbooks
- Has no issue accessing AQA content, but often needs to confirm with his teachers the correct specification codes.

Past Paper Practice

30%

Self-Paced Revision

70%

### Secondary Site Tasks

- Grade boundaries: finding what grade his past paper answers would have achieved
- UMS converters: converting his current marks into grades
- Researches remark processes
- Doesn't use AQA for revision resources; prefers to use dedicated revision sites designed with students in mind
- Doesn't see differences between boards; more interested in the subject itself – however, he does use AQA textbooks for core subjects as he trusts the revision aids and structure for the units required
- Often bypasses other AQA content, as he uses search engines to directly access what he needs.



### Computer Competency

1 2 3 4 5

*Very competent*

- Very confident with computer skills
- Uses PCs during lessons, study periods and at home
- Uses his PC, tablet and phone to access social media daily.



**Alison**

AQA Subject Team Member



Alison is working on the development of the new GCSE Geography specification, set to launch next academic year. She previously worked as a teacher before taking on her Subject Team role within AQA.

### Motivations

- Works to run successful qualifications with accurate exams
- Aims to retain and increase entry figures
- Currently working towards all specification and resource updates to ensure OFQUAL approve her qualification.

### Needs

- Needs to communicate subject-specific messages through her subject site areas
- Organise with her Marketing team how to best promote key events, training and help available
- Needs feedback loops from customer-facing teams to help ensure problems and improvements are addressed quickly.

“ My focus is to continuously deliver successful and accurate qualifications, both to retain and increase exam entries. ”

### Responsibilities

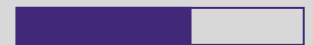
- Management and development of her qualifications
- Ensuring her subject submits to OFQUAL on time and is accredited
- Making sure her team and developers are commissioned and know the subject schedule
- Training new moderators
- To make sure site has a clear and consistent message to schools
- Ensuring site content is kept up-to-date and refreshed frequently.

### Web Site Usage

- Uploads SKM materials and ERA data
- Updates to her site pages need to be a quick and easy process to save time
- Updates content and resources, sometime applicable across all her specifications
- Continually assesses external site for opportunities to update; even where content stays the same, need to portray to users that attention has been given and changes are being made.



### Computer Competency



1 2 3 4 5

*Reasonably competent*

- Doesn't really understand social media
- Happy using MS Office, but struggles with spreadsheet formulae
- Learnt a lot about web sites through developing their landing page and specifications.



**Will**

**AQA Marketing Manager**



As an experienced Marketing Manager, Will works across the suite of English qualifications for GCSEs and A Levels. Will has been active in launching the new English specifications. First teaching is in September later this year, so he is focussing on capturing more sales and supporting customers for the new term.

### Motivations

- To deliver clear and useful information to schools and their staff about reform changes
- Producing compelling information about AQA and AQA qualifications that go on to win and delight customers.

### Needs

- Analytics-driven; wants data around how effective the digital content is at reaching audiences
- Benefits from Digital team advice on how to best fit their content in context to the rest of the web site.

“ I need to have control over how we deliver our strategic messages to both new, current and potential AQA customers. ”

### Responsibilities

- Organise events, exhibitions, campaign initiatives
- Form web site communications of key messages, communicating GCSE and A Level offerings and their interrelation
- Communicate with Product teams to decide upon and coordinate timings and content of key messages
- Work with Digital team to publish content effectively.

### Web Site Usage

- Continually assesses for marketing opportunities through the AQA site
- Works with Product and Digital teams to map the customer journey through the site
- Briefs the Digital team with campaigns for site pages.



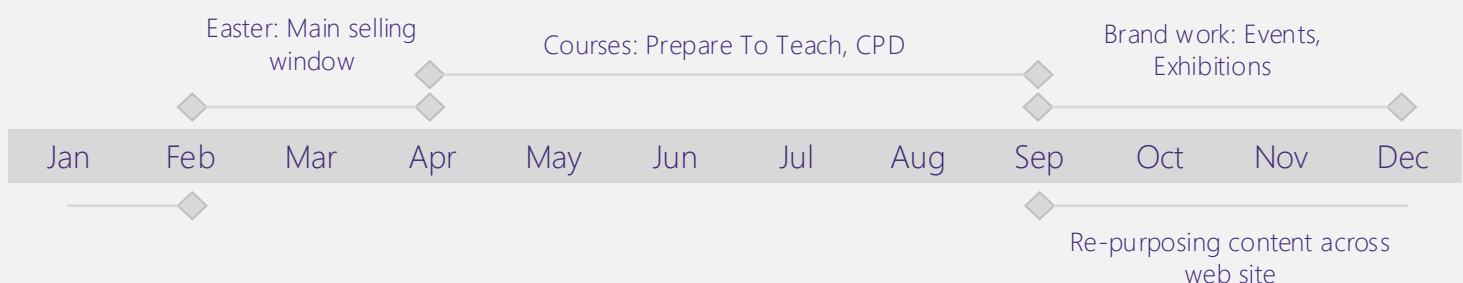
### Computer Competency



1 2 3 4 5  
*Very competent*

- Will loves social media and champions this for English
- Has received external training on how these marketing techniques can be used.

### Core Tasks Timeline





## Mohammed



### AQA Customer Support Manager

Mohammed has worked at AQA for 5 years across various Customer Support roles. He works within the Arts subjects, including Art, Dance, Drama, Music and Performing Arts – requiring him to know details across a large group of subjects.

#### Responsibilities

- Support customers, both new and long-standing in what they need
- Log all contact in Customer Relationship Management database.
- Use external web site and restricted access areas to guide customers to their answers, and educate them for finding information themselves going forward.

#### Needs

- Needs to keep on top of updates to the web site and his qualifications so he is prepared for answering and guiding customers
- Needs a view of restricted areas of the site to have full coverage of the customer journey
- Needs support and training, particularly through reform times, to feel confident in the information he is sharing with customers.

“ My focus is on fulfilling our customer needs; I need access to all resources and contacts to find the answers quickly. ”

#### Reform Challenges

- Now focussed on Customer Support, where before he has previously also been responsible for internal Product team support matters
- Needs to reassure customers that they are supported through reform changes.

#### Motivations

- Mohammed strives to keep customers happy, with their queries answered quickly and fully
- Personally motivated by positive feedback
- Enjoys the team spirit, where useful information is shared between CSAs.