Oracle Talent Management Cloud
Implementing Learning

19C
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Preface

This preface introduces information sources that can help you use the application.

Using Oracle Applications

Using Applications Help

Use help icons ? to access help in the application. If you don’t see any help icons on your page, click your user image or name in the global header and select Show Help Icons. Not all pages have help icons. You can also access Oracle Applications Help.

Watch: This video tutorial shows you how to find help and use help features.

You can also read Using Applications Help.

Additional Resources

- **Community:** Use Oracle Cloud Customer Connect to get information from experts at Oracle, the partner community, and other users.
- **Guides and Videos:** Go to the Oracle Help Center to find guides and videos.
- **Training:** Take courses on Oracle Cloud from Oracle University.

Conventions

The following table explains the text conventions used in this guide.

<table>
<thead>
<tr>
<th>Convention</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>boldface</strong></td>
<td>Boldface type indicates user interface elements, navigation paths, or values you enter or select.</td>
</tr>
<tr>
<td><strong>monospace</strong></td>
<td>Monospace type indicates file, folder, and directory names, code examples, commands, and URLs.</td>
</tr>
<tr>
<td>&gt;</td>
<td>Greater than symbol separates elements in a navigation path.</td>
</tr>
</tbody>
</table>

Documentation Accessibility

For information about Oracle’s commitment to accessibility, visit the Oracle Accessibility Program website.

Videos included in this guide are provided as a media alternative for text-based help topics also available in this guide.
Contacting Oracle

Access to Oracle Support
Oracle customers that have purchased support have access to electronic support through My Oracle Support. For information, visit My Oracle Support or visit Accessible Oracle Support if you are hearing impaired.

Comments and Suggestions
Please give us feedback about Oracle Applications Help and guides! You can send an e-mail to: oracle_fusion_applications_help_ww_grp@oracle.com.
1 Overview

Overview

Implementing Learning: Overview

This guide describes the setup and implementation tasks for the Oracle Learning Cloud. Using these tasks, you can implement and maintain Oracle Learning Cloud so that learning can be created, assigned, and consumed.

To start an implementation of Learning Cloud, a user with the Application Implementation Consultant role (ORA_ASM_APPLICATION_IMPLEMENTATION_CONSULTANT_JOB) must opt into the offerings applicable to your business requirements.

Before You Begin

Before setting up Oracle Learning Cloud you must implement either:

- Global HR Cloud
- Talent Management Cloud

Setting Up Oracle Learning Cloud

The following table describes the basic setup tasks that you must perform. Relevant chapters included in this guide cover the details of these tasks.

<table>
<thead>
<tr>
<th>Task</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up security for Oracle Learning Cloud.</td>
<td>Security</td>
</tr>
<tr>
<td>Set up locations for use as classrooms.</td>
<td>Location Management</td>
</tr>
<tr>
<td>Set up or manage scheduled processes.</td>
<td>Scheduled Processes</td>
</tr>
<tr>
<td>View and edit lookup values.</td>
<td>Lookup Values</td>
</tr>
<tr>
<td>Set up Learning Cloud Descriptive Flexfields</td>
<td>Descriptive Flexfields</td>
</tr>
<tr>
<td>Set up or manage learning outcomes.</td>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>Set up or manage prerequisites</td>
<td>Prerequisites</td>
</tr>
</tbody>
</table>
## Chapter 1

### Overview

<table>
<thead>
<tr>
<th>Task</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up or manage Learning Cloud profile options</td>
<td>Select Learners Analysis Object</td>
</tr>
<tr>
<td>Create questions, templates, and questionnaires for assessments,</td>
<td>Assessments</td>
</tr>
<tr>
<td>configure assessments in the resource catalog, and add them to</td>
<td></td>
</tr>
<tr>
<td>learning activities.</td>
<td></td>
</tr>
<tr>
<td>Create questions, templates, and questionnaires for evaluations,</td>
<td>Evaluations</td>
</tr>
<tr>
<td>configure evaluations in the resource catalog, and add them to</td>
<td></td>
</tr>
<tr>
<td>learning activities.</td>
<td></td>
</tr>
<tr>
<td>Create workflow conditions and rules for approval policies.</td>
<td>Approvals</td>
</tr>
<tr>
<td>Learn about social collaboration.</td>
<td>Social Collaboration</td>
</tr>
<tr>
<td>Author and publish social learning items.</td>
<td>Social Learning Items</td>
</tr>
<tr>
<td>Configure external providers (YouTube, WebEx, and Skillsoft).</td>
<td>External Providers</td>
</tr>
<tr>
<td>Create deep links.</td>
<td>Deep Links</td>
</tr>
<tr>
<td>Enable mobile options.</td>
<td>Mobile</td>
</tr>
</tbody>
</table>

### Additional Reading

It is also recommended that you read additional Oracle Learning Cloud white paper documents located on support.oracle.com.

- Search for Document ID 1504483.1, and navigate to the section called "Learning (Oracle Learning Cloud)".
Standard Application Users for Oracle Learning Cloud: Overview

The application users are defined using security roles and privileges that they are granted. It enable users to perform various tasks in the application.

The following are the standard user roles:

- Learning Administrator
- Learner
- Learner Manager

Learning Administrators

The Learning Specialist job role provides the reference security definition for a standard learning administrator. It contains all the necessary functional and aggregate privileges to enable administrator functionality in Oracle Learning Cloud. You can use this job role but must not grant directly to users. You must create a data role in Workforce Structures> My Workforce. The data role will instantiate the Oracle Learning Cloud data security policies contained in the aggregate privileges in the job role. The initialization of the data security policies is based on the Person Security Profiles defined in the data role and is what grants users their access to the data within the Oracle Learning Cloud application.

Learners and Learner Managers

The Employee and Line Manager abstract roles provide the reference security definitions for learners and learner managers, respectively. They contain all the necessary functional and aggregate privileges to enable all learning self-service functionality in Oracle Learning Cloud, among others. You should not use the abstract roles directly. You should copy the abstract role to create your own custom versions. This protects you from further additions to these abstract roles over time and avoids unwanted additional features being enabled automatically for your users.

The learning administrator data role requires additional manual data policy setup tasks to complete the configuration. Some of the administrator data policies don't depend on the Person Security Profiles, and therefore you must create them manually. To do this, you must modify the data policies of this data role in the security console and define additional data policies.

For both custom abstract roles, you must initialize data policies in Workforce Structures > My Workforce. The security profiles will instantiate the Oracle Learning Cloud data security policies contained in the aggregate privileges in the custom employee and line manager abstract roles.
Granting Roles to Users

After setting up the data role or abstract role, you must grant the data roles to users by doing one of the following in the security console:

- Edit the user account and add the data role
- Edit the data role and add users to it

For the standard user set up, you must grant the following roles to the users:

<table>
<thead>
<tr>
<th>Users</th>
<th>Granted Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee</td>
<td>Custom employee abstract role</td>
</tr>
<tr>
<td>Line Manager</td>
<td>Custom employee abstract and custom line manager abstract roles</td>
</tr>
<tr>
<td>Administrator</td>
<td>Custom employee abstract role, Learning Administrator data role, and custom line manager abstract role (if the administrator is also a line manager)</td>
</tr>
</tbody>
</table>

The standard roles can be replaced by custom roles or as required. After granting the data roles to users, users are ready to access Oracle Learning Cloud and its features. For more restricted capabilities, you can replace standard roles with custom roles.

Related Topics
- Role Types

Standard Learning Administrators: Explained

The Learning Specialist role enables a user to manage catalog learning items, self-paced online offering content, training resources, assignments, initiatives and setup in the Administration work area.

The following table describes functional privileges required to create questionnaires that can then be used in the application for evaluations. These privileges are normally granted for other HCM roles such as Human Resources Specialist. Therefore you can add it to the Learning Administrator role, if no other role containing them is granted to the user already.

<table>
<thead>
<tr>
<th>Role Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage Questionnaire Templates</td>
<td>Allows creating, updating, and deleting of questionnaire templates</td>
</tr>
<tr>
<td>Manage Questionnaires</td>
<td>Allows creating, updating, and deleting of questionnaires</td>
</tr>
<tr>
<td>Manage Questions</td>
<td>Allows creating, updating, and deleting of questions that will be included in the library</td>
</tr>
</tbody>
</table>
Standard Learners: Explained

The employee abstract role contains all necessary privileges enabling users to consume and contribute learning in Oracle Learning Cloud.

The standard Learner users can perform the following relevant tasks:

- Access the **Current Learning** page
- Access the **My Learning** page and the learning profile of their peers
- Search and view learning items
- View and complete their voluntary and required learning assignments
- View and complete learning evaluations
- Voluntarily enroll into learning items
- Join and participate in learning communities as a member or manager
- View recommendations they have received
- Publish videos
- Author tutorials
- Create and manage learning communities
- Recommend learning items to other learners
- Access mobile Web features

Data Security Policies and Security Profiles

A learner’s data policies are driven in part from the Person Security Profile which define the set of people and their learning items visible to them in the application.

The following table describes the person and public person security profile for a standard learner:

<table>
<thead>
<tr>
<th>Security Profile</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Profile</td>
<td>View Own Record</td>
<td>Grants access to their own learning assignments and to manage self-service learning items they created</td>
</tr>
<tr>
<td>Public Person Profile</td>
<td>View All People</td>
<td>Grants access to everyone in the application and the ability to view their self-service learning contributions, and add them to learning communities as members or managers</td>
</tr>
</tbody>
</table>
Standard Learner Managers: Explained

The Learner Manager abstract role contains necessary privileges enabling users in Oracle Learning Cloud to assign learning and track progress of that learning for the people they manage.

The Learner Manager can perform the following relevant tasks:

- View, create and manage required learning assignments for their employees
- View, create and manage voluntary learning assignments for their employees
- View recommendations their employees receive
- View recommendations they have received
- Access the learning profile page
- Recommend learning items to other learners
- Search and view learning items
- Join and participate in learning communities as a member or manager
- Publish videos
- Author tutorials
- Create and manage learning communities
- Create and manage required members in learning communities
- Create and manage required learning assignments in learning communities
- View learning items contributed by other learners in their learning profile
- Access mobile Web features

**Note:** For a learner manager to consume learning, you must grant the privileges in the employee abstract role.

Data Policies and Security Profiles

A learner manager’s data policies are driven in part from the Person Security Profile which define the set of people, their learning items and their learning assignments visible to the learner manager in the application. The following table describes the person and public person security profile for a standard learner manager.

<table>
<thead>
<tr>
<th>Security Profile</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Profile</td>
<td>View Manager Hierarchy</td>
<td>Grants access to the learning assignments and learning items of people below them in the management hierarchy</td>
</tr>
<tr>
<td>Public Person Profile</td>
<td>View All People</td>
<td>Grants access to everyone in the application and the ability to view their self-service learning contributions, and add them to learning communities as members or managers</td>
</tr>
</tbody>
</table>
Custom Learning Administrators: Explained

The standard roles outline how to setup the Learning Administrator role enabled for the Oracle Learning Cloud administrator functionality. You can hide certain features from the administrator by creating custom roles. Each privilege pertains to a specific capability within the application that you can hide from the user. This topic describes common groupings of privileges that is typically granted to a learning administrator.

The following application users for the Learning Administrator role can be defined in the application:

- Core Learning Administrator
- Learning Content Administrator
- Resource Administrator
- Catalog Manager
- Learning Assignment Administrator
- Learning Initiative Administrator
- Learning Implementor

Core Learning Administrator

Core Learning Administrators can view the administration dashboard and view catalog items. No additional functional privileges are necessary.

The following table describes the aggregate privileges granted to a user enabling them as a core learning administrator:

<table>
<thead>
<tr>
<th>Role Names</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access Learning Common Components</td>
<td>Access common learning components</td>
</tr>
<tr>
<td>Access Learning Administration</td>
<td>Access to the learning administration work area</td>
</tr>
<tr>
<td>View Catalog Learning Communities</td>
<td>Allows searching and viewing communities in the administrator work area</td>
</tr>
<tr>
<td>View Catalog Learning Courses</td>
<td>Allows searching and viewing courses in the administrator work area</td>
</tr>
<tr>
<td>View Catalog Learning Offerings</td>
<td>Allows searching and viewing offerings in the administrator work area</td>
</tr>
<tr>
<td>View Catalog Learning Specializations</td>
<td>Allows searching and viewing specializations in the administrator work area</td>
</tr>
</tbody>
</table>

*Note:* Any one of the View privileges for the catalog learning courses, offerings, specializations, or communities may be granted to the user.

Learning Content Administrator

Content administrators can search, view, and manage content for self-paced online offerings in the Administration work area.
The following table describes the additional aggregate privileges granted to a user enabling them as a content administrator:

<table>
<thead>
<tr>
<th>Application Users</th>
<th>Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage eLearning Content</td>
<td>Allows administrators access the catalog resources area, and to create and manage eLearning content for self-paced offerings</td>
</tr>
</tbody>
</table>

\[\textbf{Note:}\] No additional functional privileges are necessary.

**Resource Administrator**

Resource administrators can search, view, and manage learning resources for self-paced online offerings in the Administrator work area. The following table describes the additional aggregate privileges granted to a user enabling them as a resource administrator:

<table>
<thead>
<tr>
<th>Role Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage Training Resources</td>
<td>Allows administrators access the catalog resources area, and to create and manage resources for self-paced offerings</td>
</tr>
</tbody>
</table>

\[\textbf{Note:}\] No additional functional privileges are necessary.

**Catalog Manager**

Catalog managers can access content items and learning resources for offerings and manage catalog courses, offerings, specializations, and communities.

The functional privilege granted to the catalog manager:

<table>
<thead>
<tr>
<th>Privilege Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage Learning Community Members using OTBI</td>
<td>Allows adding members to communities using OTBI analysis objects</td>
</tr>
<tr>
<td>Manage Catalog Learning Item Access</td>
<td>Allows management of catalog learning items access</td>
</tr>
<tr>
<td>Manage Catalog Learning Item Access Group</td>
<td>Allows management of catalog learning items access groups</td>
</tr>
</tbody>
</table>

The following table describes the additional aggregate privileges granted to a user enabling them as a catalog manager:

<table>
<thead>
<tr>
<th>Role Names</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage Catalog Learning Courses</td>
<td>Allows administrators to create and manage learning catalog courses</td>
</tr>
</tbody>
</table>
Role Names

<table>
<thead>
<tr>
<th>Role Names</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage Catalog Learning Offerings</td>
<td>Allows administrators to create and manage learning catalog course offerings</td>
</tr>
<tr>
<td>Manage Catalog Learning Specializations</td>
<td>Allows administrators to create and manage learning catalog specializations</td>
</tr>
<tr>
<td>Manage Catalog Learning Communities</td>
<td>Allows administrators to create and manage learning catalog communities</td>
</tr>
<tr>
<td>Manage Learning Community Required Members</td>
<td>Allows adding required members to a community</td>
</tr>
<tr>
<td>View Catalog Learning Item Access</td>
<td>Allows administrators to view learner access details on catalog learning items</td>
</tr>
<tr>
<td>Manage Global Access Groups</td>
<td>Allows administrators to manage global access groups.</td>
</tr>
<tr>
<td>View Global Access Groups</td>
<td>Allows administrators to view global access group details.</td>
</tr>
</tbody>
</table>

Catalog Manager data policies are driven in part by the Person Security Profile which define the set of catalog learning items manageable by the catalog manager in the application. The following table describes the person and public person security profile for a catalog manager.

<table>
<thead>
<tr>
<th>Security Profile</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Profile</td>
<td>View All People</td>
<td>Allows catalog courses, offerings and specializations created by anyone to be edited</td>
</tr>
<tr>
<td>Public Person Profile</td>
<td>View All People</td>
<td>Not used for catalog management</td>
</tr>
</tbody>
</table>

Learning Assignment Administrator

Learning assignment administrators can perform one or more of the following for employees they are responsible for:

- View the progress of existing required or voluntary learning assignments on catalog learning items
- View existing administrator recommendations on catalog learning items
- Manage existing required or voluntary learning assignments on catalog learning items
- Manage existing administrator recommendations on catalog learning items
- Create required, voluntary, or recommendation assignments on the catalog learning items

The following table describes the additional functional privileges granted to a user enabling them as an assignment administrator:

<table>
<thead>
<tr>
<th>Privilege Names</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create Recommended Learning Assignment by Administrator</td>
<td>Allows creation of recommended learning assignments in the learning administration work area</td>
</tr>
</tbody>
</table>
Privilege Names | Description
--- | ---
Create Required Learning Assignment by Administrator | Allows creation of required learning assignments in the learning administration work area
Create Voluntary Learning Assignment by Administrator | Allows creation of voluntary learning assignments in the learning administration work area
Manage Recommended Learning Assignment Records by Administrator | Allows managing recommended learning assignments in the learning administration work area
Manage Required Learning Assignment Records by Administrator | Allows managing required learning assignments in the learning administration work area
Manage Voluntary Learning Assignment Records by Administrator | Allows managing voluntary learning assignments in the learning administration work area

The following table describes the aggregate privileges:

<table>
<thead>
<tr>
<th>Role Name</th>
<th>Description</th>
</tr>
</thead>
</table>
| View Learning Assignments by Administrator | Allows searching and viewing learning assignments in the administrator work area

Learning assignment administrator data policies are driven by the Person Security Profile which define the set of people to whom the administrator can assign learning in the application. The following table describes the person and public person security profile for a learning assignment administrator.

<table>
<thead>
<tr>
<th>Security Profile</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Profile</td>
<td>View All People</td>
<td>Grants the ability to assign required and voluntary learning to everyone from within the administration work area</td>
</tr>
<tr>
<td>Public Person Profile</td>
<td>View All People</td>
<td>Grants the ability to assign recommended learning to everyone from within the administration work area</td>
</tr>
</tbody>
</table>

Learning Initiative Administrator

Learning initiative administrators can perform one or more of the following tasks for the employees they are responsible for:

- View the progress of existing required or voluntary learning assignments on catalog learning items
- View the existing administrator recommendations on the catalog learning items
- Create and manage required, voluntary or recommendation learning initiatives on catalog learning items

The following table describes the additional functional privileges granted to a user enabling them as an initiative administrator:
<table>
<thead>
<tr>
<th>Privilege Names</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage Required Learning Initiative by Administrator</td>
<td>Allows creation and management of required learning initiatives in the learning administrator work area</td>
</tr>
<tr>
<td>Manage Recommended Learning Initiative by Administrator</td>
<td>Allows creation and management of recommended learning initiatives in the learning administrator work area</td>
</tr>
<tr>
<td>Manage Voluntary Learning Initiative by Administrator</td>
<td>Allows creation and management of voluntary learning initiatives in the learning administrator work area</td>
</tr>
<tr>
<td>View Learning Assignments by Administrator</td>
<td>Allows searching and viewing learning assignments in the administrator work area</td>
</tr>
</tbody>
</table>

The following table describes the aggregate privileges:

<table>
<thead>
<tr>
<th>Role Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>View Learning Assignments by Administrator</td>
<td>Allows searching and viewing learning assignments in the administrator work area</td>
</tr>
</tbody>
</table>

Learning initiative administrator data policies are driven by the Person Security Profile which define the set of people to whom the administrator can assign learning in the application. The following table describes the person and public person security profile for a learning initiative administrator:

<table>
<thead>
<tr>
<th>Security Profile</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Profile</td>
<td>View All People</td>
<td>Grants the ability to manage required and voluntary learning initiatives to everyone from within the administration work area</td>
</tr>
<tr>
<td>Public Person Profile</td>
<td>View All People</td>
<td>Grants the ability to assign recommended learning initiatives to everyone from within the administration work area</td>
</tr>
</tbody>
</table>

**Learning Implementor**

Learning implementors perform Learning Setup tasks in the Administration work area and manage learning configurations such as:

- External Providers
- Oracle Social Network Setup
- Evaluations

The following table describes the additional functional privileges granted to a user enabling them as a learning implementor:

<table>
<thead>
<tr>
<th>Privilege Names</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage Learning Setup</td>
<td>Allows access Learning Administration settings</td>
</tr>
<tr>
<td>Privilege Names</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Manage Learning Media Platform</td>
<td>Allows access to provisioning the media platform</td>
</tr>
</tbody>
</table>

**Note:** No additional aggregate privileges are necessary.

In addition to the above functional privileges, the following table describes functional privileges required to create questionnaires that can then be used in the application as evaluations. These privileges are normally granted in other HCM roles such as Human Resources Specialist and therefore only need to be added to the Learning Administrator role if no other role containing them is granted to the user already.

<table>
<thead>
<tr>
<th>Privilege Names</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage Questionnaire Templates</td>
<td>Allows creating, updating, and deleting of questionnaire templates</td>
</tr>
<tr>
<td>Manage Questionnaires</td>
<td>Allows creating, updating, and deleting of questionnaires</td>
</tr>
<tr>
<td>Manage Questions</td>
<td>Allows creating, updating, and deleting of questions that will be included in the library</td>
</tr>
</tbody>
</table>

**Note:** No additional aggregate privileges or data policies are necessary.

### Custom Learners: Explained

The standard roles outline how to setup a Learner role enabled with the Oracle Learning Cloud employee self-service functionality. You can hide certain features from the Learner role by creating custom roles. Each privilege pertains to a specific capability within the application that you can hide from the user. This topic describes common groupings of privileges that is typically granted to the Learner role.

The following application users are defined for the Learner role:

- Core Learner
- Peer-to-Peer Learner
- Recommendation-Oriented Learner

### Core Learner

To consume learning in Oracle Learning Cloud, all learners must at least be defined as a Core Learner in the application. They can perform the following tasks:

- Search and view learning items
- Voluntarily enroll into learning items
- View and complete their voluntary and required learning assignments
- Join and participate in learning communities as a member or manager
• View recommendations received from others
• Access mobile Web features

The following table describes the functional privileges granted to a user enabling them as a core learner:

<table>
<thead>
<tr>
<th>Privilege Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access Learner Self-Service Work Area</td>
<td>Access to the My Learning page from the Learning Self-Service work area</td>
</tr>
<tr>
<td>Create Noncatalog Learning Requests by Learner</td>
<td>Allows a noncatalog learning request to be initiated by learner</td>
</tr>
</tbody>
</table>

The following table describes the aggregate privileges granted to a user enabling them as a core learner:

<table>
<thead>
<tr>
<th>Role Names</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access Learning Common Components</td>
<td>The core learner can access Learning common components and perform related tasks.</td>
</tr>
<tr>
<td>Manage My Voluntary Learning</td>
<td>Allows learners to join and manage their voluntary learning assignments</td>
</tr>
<tr>
<td>View Learning Communities</td>
<td>Allows learners to view their learning communities, in which they are members</td>
</tr>
<tr>
<td>View My Recommended Learning</td>
<td>Allows learners to view learning items recommended to them</td>
</tr>
<tr>
<td>View My Required Learning</td>
<td>Allows learners to view their required learning assignments</td>
</tr>
</tbody>
</table>

Peer-to-Peer Learner

In addition to the core learner capabilities, the peer-to-peer learner has the ability to contribute learning by performing one or all the following tasks:
• Publish videos
• Author tutorials
• Create and manage learning communities
• Recommend learning items to other learners
• View learning items contributed by other learners in their learning person profile

The following table describes the additional aggregate privileges granted to a user enabling them as a peer-to-peer learner. These can be granted independently if necessary.

<table>
<thead>
<tr>
<th>Role Names</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage Learning Communities</td>
<td>Allows learners to create and manage learning communities</td>
</tr>
<tr>
<td>Manage Learning Self-Service Tutorials</td>
<td>Allows learners to author and publish tutorials</td>
</tr>
</tbody>
</table>
Role Names | Description
---|---
Manage Learning Self-Service Videos | Allows learners to publish videos and manage them
Manage Recommended Learning | Allows learners to recommend learning
View Learner Contributions | Allows learners to view the learning contributions of a person
View Public Learning Communities | Allows users to view the learning communities a person is a member of.

**Note:** No additional functional privileges are necessary

**Recommendation-Oriented Learner**

In addition to the core learner capabilities, the recommendation-oriented learner can access the Current Learning page and view the learning items in the following cards:

- Required Learning card
- Voluntary Learning card
- Recommended Learning card

The following table describes the additional functional privileges granted to a user enabling them as a recommendation-oriented learner:

<table>
<thead>
<tr>
<th>Privilege Names</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access Current Learning</td>
<td>Allows access to the Current Learning page in learning self-service work area</td>
</tr>
</tbody>
</table>

**Note:** No additional aggregate privileges are necessary.

**Data Policies and Security Profiles**

A learner’s data policies are driven in part from the Person Security Profile which define the set of people and their learning items visible to them in the application. The following table describes the person and public person security profile for a standard learner.

<table>
<thead>
<tr>
<th>Security Profile</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Profile</td>
<td>View Own Record</td>
<td>Grants access to their own learning assignments and to manage self-service learning items they created</td>
</tr>
<tr>
<td>Public Person Profile</td>
<td>View All People</td>
<td>Grants access to everyone in the application and the ability to view their self-service learning contributions, recommend learning</td>
</tr>
</tbody>
</table>

---

Oracle Talent Management Cloud
Implementing Learning
Chapter 2
Security
Custom Learner Managers: Explained

The standard roles outline how to setup the Learner Manager role enabled with the Oracle Learning Cloud manager self-service functionality. You can hide certain features from the learner manager by creating custom roles. Each privilege pertains to a specific capability within the application that can hide from the user. This topic describes common groupings of privileges that is typically granted to a learner manager.

The following application users are defined for the Learner Manager role:

- Core Learner Manager
- Learner Manager with Assignment Privileges
- Peer-to-Peer Learner Manager
- Business Line Learner Manager

Core Learner Manager

A Core Learner Manager can view the following learning assignments for the people they manage:

- View and track progress of required assignments in the My Team and learning profile (My Learning) pages
- View and track progress of voluntary assignments in the My Team and learning profile (My Learning) pages
- View their recommended learning items in their learning profile (My Learning) page

The core learner manager can also perform the following tasks:

- Search and view learning items
- Join and participate in learning communities as a member or manager
- View recommended learning items from others
- Access mobile Web features

⚠️ Note: A core learner manager can’t voluntarily enroll in catalog learning items such as offerings or specializations unless the core learner manager is granted the core learner privileges.

The following table shows the aggregate privileges granted to enable the core learner manager capabilities:

<table>
<thead>
<tr>
<th>Role Names</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access Learning Common Components</td>
<td>Access common learning components</td>
</tr>
<tr>
<td>View Learning Communities</td>
<td>Allows Learners to view learning communities in which they are members</td>
</tr>
<tr>
<td>View Recommended Learning by Learner Manager</td>
<td>Allows managers to view recommendations received by people in their person security profile, and learning items recommended for people in their public person security profile</td>
</tr>
</tbody>
</table>
Role Names | Description
---|---
View Required Learning by Learner Manager | Allows managers to view required learning assignments assigned to people in their person security profile
View Voluntary Learning by Learner Manager | Allows managers to view voluntary learning assignments assigned to people in their person security profile

The following table describes the functional privileges granted to a user enabling them as a core learner manager.

Privilege Names | Description
---|---
Access Learner Manager Self-Service Work Area | Allows access to the My Team page in the Learning self-service work area

Learner Manager with Assignment Privileges

In addition to the core learner manager capabilities, the learner manager has the ability to perform one or all of the following tasks:

- Create and manage required learning assignments for their employees
- Create and manage voluntary learning assignments for their employees

The following tables describes the additional aggregate privileges granted to a user enabling them as a learner manager:

Role Names | Description
---|---
Create Noncatalog Learning Requests by Learner Manager | Allows a noncatalog learning request to be initiated by a learner manager
Manage Learning Requests by Learner Manager | Allows managers to manage learning requests they receive
Manage Required Learning by Learner Manager | Allows managers to create and manage required assignments
Manage Voluntary Learning by Learner Manager | Allows managers to create and manage voluntary assignments

**Note:** No additional functional privileges are necessary.

Peer-to-Peer Learner Manager

In addition to the core learner manager capabilities, the peer-to-peer learner manager has the ability to contribute learning by performing one or all the following tasks:

- Publish videos
• Author tutorials
• Create and manage learning communities
• Recommend learning items to other learners
• View learning items contributed by other learners in their learning person profile

The following table describes the additional aggregate privileges granted to a user enabling them as a peer-to-peer learner manager:

<table>
<thead>
<tr>
<th>Role Names</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage Learning Self-Service Tutorials</td>
<td>Allows learners to author tutorials</td>
</tr>
<tr>
<td>Manage Learning Self-Service Videos</td>
<td>Allows learners to publish and edit videos</td>
</tr>
<tr>
<td>Manage Recommended Learning</td>
<td>Allows learners to recommend learning and view recommendations received</td>
</tr>
<tr>
<td>View Learner Contributions</td>
<td>Allows learners to view a person’s learning contributions.</td>
</tr>
<tr>
<td>View Public Learning Communities</td>
<td>Allows learners to view the learning communities in which they are members</td>
</tr>
</tbody>
</table>

Note: No additional functional privileges are necessary.

Business-Line Learner Manager

In addition to the core learner manager capabilities, a business-line learner manager can perform one or more of the following tasks:

• Create and manage learning communities
• Create and manage required members in the learning community
• Create and manage required learning assignments in the learning community
• Publish videos in the learning community and publish videos as themselves
• Publish tutorials in the learning community
• View learning items contributed by other learners in their learning profile

The following table describes the additional aggregate privileges granted to a user enabling them as a business-line learner manager:

<table>
<thead>
<tr>
<th>Role Names</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage Learning Communities</td>
<td>Allows learners to create learning communities</td>
</tr>
<tr>
<td>Manage Learning Self-Service Tutorials</td>
<td>Allows learners to author tutorials</td>
</tr>
<tr>
<td>Manage Learning Self-Service Videos</td>
<td>Allows learners to publish and edit videos</td>
</tr>
</tbody>
</table>
Role Names | Description
--- | ---
Manage Learning Community Required Members | Allows adding required members to a community

View Learner Contributions | Allows learners to view a person’s learning contributions

View Public Learning Communities | Allows learners to view the learning communities in which they are a member

The following table describes the additional functional privileges granted to a user enabling them as a business-line learner manager:

<table>
<thead>
<tr>
<th>Privilege Names</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage Learning Community Members using OTBI</td>
<td>Allows adding members to communities using OTBI analysis objects</td>
</tr>
</tbody>
</table>

| Manage Learning Community Required Members | Allows adding required members to a community |

Data Policies and Security Profiles

A learner manager’s data policies are driven in part from the Person Security Profile which define the set of people, their learning items and their learning assignments visible to the learner manager in the application. The following table describes the person and public person security profile for a standard learner manager:

<table>
<thead>
<tr>
<th>Security Profile</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Profile</td>
<td>View Manager Hierarchy</td>
<td>Grants access to the learning assignments and learning items of people below them in the management hierarchy</td>
</tr>
</tbody>
</table>

| Public Person Profile | View All People | Grants access to everyone in the application and the ability to view their self-service learning contributions, recommend learning to others, and add them to learning communities as members or managers |

Custom Learning Moderators: Explained

The Learning Moderator role enables a user to approve, suspend, and delete learning items from human task notifications.

Aggregate Privileges

The following table describes the aggregate privileges granted to a user enabling them as a learning moderator:
Oracle Talent Management Cloud
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<table>
<thead>
<tr>
<th>Role Names</th>
<th>Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderate Administrator Generated Learning</td>
<td>Allows access to moderate catalog learning items</td>
</tr>
<tr>
<td>Moderate User-Generated Learning</td>
<td>Allows access to moderate and approve self-service learning items</td>
</tr>
</tbody>
</table>

Note: No additional functional privileges are necessary.

Data Policies and Security Profiles

A Learning Moderator data policies are driven from the Person Security Profile which define the set of people they can moderate.

The following table describes the person and public person security profile for a standard learning moderator:

<table>
<thead>
<tr>
<th>Security Profile</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Profile</td>
<td>View All People</td>
<td>Grants access to the contents of human tasks for approval and moderation of learning items created by everyone</td>
</tr>
<tr>
<td>Public Person Profile</td>
<td>View All People</td>
<td>Not used by the application</td>
</tr>
</tbody>
</table>
3 Location Management

Location Management for Learning Cloud: Explained

In Learning Cloud, locations are used with classrooms. A classroom is a physical location in which an instructor delivers training to a group of learners. A classroom can be associated with instructor led training or a virtual instructor led training activity.

You define locations in the Workforce Structures work area, and associate it with a location set. A location set is a way to define what users have access to those locations. The Common Location set allows all users to access the location.

Once you have created locations in the Workforce Structures work area, they are available for selection from the Select Named Location link when creating classrooms in Learning Cloud.

Related Topics

- How Geography Structure, Hierarchy, and Validation Fit Together
- Locations
- Creating a Classroom: Procedure
4 Scheduled Processes

Processes in Oracle Learning Cloud: Explained

There are three types of processes for Oracle Learning Cloud.

- Scheduled - jobs you need to schedule at recommended intervals.
- On Demand - jobs you can run as needed.
- Automatic - those that run automatically based on certain user-initiated actions.

To access these processes, go to the Scheduled Processes work area available under Tools in the Navigator menu.

Jobs You Need to Schedule

Configure scheduled processes to manipulate a set of records for a specific business need, or to get printable output with information about certain records. Scheduled processes are predefined, but not preconfigured. This table lists the Oracle Learning Cloud Jobs that you need to schedule.

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Recommended Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deploy Required Viewing to Targeted Users</td>
<td>This job processes the required viewings created by a manager, and deploys them to the targeted users. For example, it deploys them to members when an organization is the target.</td>
<td>Hourly.</td>
</tr>
<tr>
<td>Evaluate Person IDs for Assignment Rule</td>
<td>Used to reconcile dynamic assignments. This job synchronizes or reconciles initiatives, access groups, community required assignments, and other dynamic assignments. It evaluates all the destinations for these dynamic assignments and populates a table so that it is ready for the Reconcile Dynamic Assignments scheduled process. This is the first of two jobs that you need to run to fully reconcile these areas. The second is Reconcile Dynamic Assignments.</td>
<td>Daily. (Part 1 of Reconciliation)</td>
</tr>
<tr>
<td>Reconcile Access Groups</td>
<td>Used to reconcile local and global access groups.</td>
<td>Daily.</td>
</tr>
<tr>
<td>Reconcile Dynamic Assignments</td>
<td>Used for initiatives, community assignments, and other dynamic assignments. It reads from the table populated by the Evaluate Person IDs for Assignment Rules Scheduled Process, and uses it to calculate the set of assignments that need to be added or withdrawn. This is the second of two jobs that you need to run to fully reconcile these areas. The first is Evaluate Person IDs for Assignment Rule.</td>
<td>Daily. Run one hour after Evaluate Person IDs for Assignment Rule (above). (Part 2 of Reconciliation)</td>
</tr>
<tr>
<td>Name</td>
<td>Description</td>
<td>Recommended Frequency</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Load and Synchronize Skillsoft Course Data</td>
<td>Used with the Skillsoft Integration. This job is responsible for loading the available courses from Skillsoft into Oracle Learning Cloud, so that they are available for import. It loads the metadata to allow for search. It loads the sync status from Skillsoft.</td>
<td>Daily. Can also be run manually as needed if force synchronization is required.</td>
</tr>
<tr>
<td>Optimize Learning Item Keywords Index</td>
<td>Used with Search. This job optimizes the xml keywords index on learning items table search. Use the <strong>Recreate Index</strong> drop-down list to indicate whether you want to rebuild your index rather than using the optimize process. Recreate Index mode enables you to update your learning item keyword index in less time than it takes to use Optimize mode. The Optimize processing can take much longer than the Recreate Index processing, depending on the number of fragmented token you have. <strong>Note:</strong> Recreate Index mode makes your search functionality temporarily unavailable during the rebuild process. Optimize mode does not.</td>
<td>Weekly</td>
</tr>
<tr>
<td>Process Learning Alerts</td>
<td>Used for ILT, VILT and alerts. This job calculates which learning alerts need to be processed and sent to learners or instructors.</td>
<td>Twice daily.</td>
</tr>
<tr>
<td>Recalculate Learner Wage Rates</td>
<td>Used for planning. This job recalculates the learner wage rates and currencies based on the configured Fast Formula.</td>
<td>Daily.</td>
</tr>
<tr>
<td>Recalculate Learning Item Rating</td>
<td>Used with ratings. This job runs when a learning item is rated by a learner. It calculates and populates the ratings on the learning item.</td>
<td>A few times daily.</td>
</tr>
</tbody>
</table>
| Reconcile Learning Assignment Status | Used for assignments. This job updates the learning assignment status based on the application changes. It is used in three use cases by selecting appropriate value in the schedule process:  
1. Reconcile Pending Prerequisite assignments with talent profile of the Assignee. This job checks if a person achieves prerequisite in talent profile, assignment will be moved to next applicable status.  
2. If a learner did not achieve prerequisites in a certain time | Daily. |
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Recommended Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>frame (based on the expiry rule for prerequisites) the learner's assignment is automatically withdrawn.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. If a learner's assignment is in pending payment status beyond the rules, the learners are automatically withdrawn.</td>
<td></td>
</tr>
<tr>
<td>Virtual Classroom Attendance Report Job</td>
<td>Used with the WebEx integration. This job downloads the attendance report from the virtual classroom provider and attaches it to the activity.</td>
<td>Daily. Note: Oracle Learning Cloud is dependent on WebEx to generate its daily report before it can be pulled into Oracle Learning Cloud.</td>
</tr>
</tbody>
</table>

### Important Automation Information

After an initial set of access groups or initiatives are created using dynamic learner selection criteria (Analysis Object, Org Group, Dynamic Learner Criteria, Other Learning Items), Oracle Learning Cloud automates the maintenance of the records as the learning populations change. This automation is achieved through two jobs:

- **Evaluate Person IDs for Assignment Rules**: looks at each destination in an access group, initiative, or followed learning item. It then populates a compare table in the database with the actual person records for each destination.
- **Reconcile Dynamic Assignments**: reconciles initiatives, community assignments, and other dynamic assignments.
- **Reconcile Access Groups**: reconciles both local and dynamic access groups.

Run the Evaluate Person IDs for Assignment Rules Job to completion before you run the Reconcile Dynamic Assignments Job. This means you need to estimate the amount of time the first job takes, and schedule the second job to begin after the first one completes. If you have learning items that are following one another, you need to run the Evaluate Person IDs for Assignment Rules Group Job and the Reconcile Dynamic Assignment job twice to fully true up the differences.

For a followed learning item, the learning item following it behaves as if it is an access group. This means you must analyze deltas for, and process the parent learning item first before the child learning item can pick up these changes. For example, if there is a specialization that has an access group, with one analysis object destination, and one course that follows this specialization, the first time the jobs run they will true up the access group on the specialization. The second time they run, they true up the changes for the access group on the course based on the followed specialization. Once both jobs run twice, the changes for the specialization and course are aligned.

### Jobs You Can Run On Demand

The following table lists jobs you can run on demand. These are jobs that do not need to be scheduled, but can be manually run as needed.

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn Assignment Migration Job</td>
<td>Used for Assignments. This job executes the migration script that validates and transforms the learn assignment data. It performs the following:</td>
</tr>
<tr>
<td></td>
<td>• Removes duplicate active assignments for the same learner and learning item.</td>
</tr>
<tr>
<td></td>
<td>• Removes duplicate active offering assignments in different offerings for the same course.</td>
</tr>
<tr>
<td></td>
<td>• Creates course assignments for orphan offering assignments.</td>
</tr>
<tr>
<td></td>
<td>• Defines the primary offering assignment in the case of multiple assignments associated to a course assignment.</td>
</tr>
</tbody>
</table>
### Jobs that Run Automatically

The following table lists jobs that run automatically.

> **Note:** This is for informational purposes only. Do not manually run these jobs. They run automatically when users perform certain actions.

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebuild Learning Item Indexes</td>
<td>Used for search and HDL. This job runs automatically whenever the attributes by which a learning item may be searched are modified. It rebuilds indexes to provide search results for learning items in Oracle Learning Cloud. It may also be run manually. Oracle recommends that you run this process manually after HDL loads.</td>
</tr>
<tr>
<td></td>
<td><strong>Note:</strong> Do not schedule. Run only after HDL loads and Skillsoft imports.</td>
</tr>
<tr>
<td>Generate Video Thumbnail</td>
<td>Used with videos. This job generates thumbnails for encoded videos.</td>
</tr>
<tr>
<td>Generate a List of People from Analysis Report</td>
<td>Used for assignments by analysis. This job expands the list of recipients defined by an OTBI analysis report that is used as the source of recipients of the learning assignment.</td>
</tr>
<tr>
<td>Import Skillsoft Learning Content</td>
<td>Used with the Skillsoft integration. The job is called when the Skillsoft Administrator performs an import action in the UI. It handles both Import All and Selective Import.</td>
</tr>
<tr>
<td>Invokes VILT Classroom Self Services Job</td>
<td>Used with the WebEx integration. The job is called programmatically upon self-service actions, such as adding and removing a meeting attendee. Depending on the operation performed, the action is either performed synchronously, or delegated to this job to be performed asynchronously.</td>
</tr>
<tr>
<td>Invokes VILT Services Job</td>
<td>Used with the WebEx integration. The job is called programmatically when an instructor or administrator creates or modifies meetings. Depending on the operation performed, the action is either performed synchronously, or delegated to this job to be performed asynchronously.</td>
</tr>
<tr>
<td>Learning Item Assignment Changes</td>
<td>Used for Assignment Completion. This job runs automatically when the definition of a hierarchical learning item is modified. This is done to re-evaluate learner completion. For instance, this could happen if a section is removed from a specialization, resulting in a learner having completed all remaining sections, and therefore the learner will be marked as complete.</td>
</tr>
<tr>
<td>Oracle Learning Cloud Bulk Processing</td>
<td>Used for mass actions. This job is initiated when an administrator performs a mass action on a group of assignments. The job determines what needs to be done with the assignments based on the mass action that has been performed.</td>
</tr>
<tr>
<td>Recommended Learning Details Notification</td>
<td>Used with recommendations. This job runs when a video is shared with users. It retrieves the relevant video data and pushes the necessary information through notification to the targeted employee.</td>
</tr>
</tbody>
</table>
### Scheduled Processes

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCORM Upload Job</td>
<td>Used for self-service video uploads. This job runs automatically to asynchronously process uploaded eLearning packages.</td>
</tr>
<tr>
<td>Video Ready Job</td>
<td>Used for videos. This job generates thumbnails from encoded video.</td>
</tr>
</tbody>
</table>

**Related Topics**

- Overview of Scheduled Processes
- Statuses of Scheduled Processes
- Submit Scheduled Processes and Process Sets
- Submitting a Scheduled Process
5 Lookup Values

Lookup Values for Learning Cloud: Explained

You can view and edit several lookup tables used in Oracle Learning Cloud. These lookup tables comprise the valid values a user can select when completing specific fields. For example, the Assignment Attribution Type table contains the values available to select when designating who is giving an assignment to a learner.

You manage lookup tables for learning using the Manage Common Lookups task in the Setup and Maintenance work area. Enter "Learning" as the Module.

<table>
<thead>
<tr>
<th>Lookup Type Name</th>
<th>Lookup Type</th>
<th>Description</th>
<th>Where Lookup Is Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORA_WLF_ASSIGN_ATTR_LOOKUP</td>
<td>Assignment Attribution</td>
<td>Defines who is giving an assignment to a learner. Default values include: Self, Office of the CEO, Legal Department, and Security Team.</td>
<td>Assignments</td>
</tr>
<tr>
<td>ORA_WLF_COMPLT_RSN_EVAL</td>
<td>Specialist Initiated Completion</td>
<td>A specialist uses this to indicate the reason for marking an evaluation as complete for a learner.</td>
<td>Manage Activities</td>
</tr>
<tr>
<td>ORA_WLF_COMPLT_RSN_OFFLINE_SP</td>
<td>Specialist Initiated Completion</td>
<td>A specialist uses this to indicate the reason for marking a self-paced, offline activity as complete for a learner.</td>
<td>Manage Activities</td>
</tr>
<tr>
<td>ORA_WLF_COMPLT_RSN_ONLINE_IL</td>
<td>Specialist Initiated Completion</td>
<td>A specialist uses this to indicate the reason for marking an instructor-led, online activity as complete for a learner.</td>
<td>Manage Activities</td>
</tr>
<tr>
<td>ORA_WLF_COMPLT_RSN_ONLINE_SP</td>
<td>Specialist Initiated Completion</td>
<td>A specialist uses this to indicate the reason for marking a self-paced, online activity as complete for a learner.</td>
<td>Manage Activities</td>
</tr>
<tr>
<td>ORA_WLF_COMPLT_RSN_ONSITE_IL</td>
<td>Specialist Initiated Completion</td>
<td>A specialist uses this to indicate the reason for marking an instructor-led, on-site activity as complete for a learner.</td>
<td>Manage Activities</td>
</tr>
<tr>
<td>ORA_WLF_COMPLT_RSN_SPEC</td>
<td>Specialist Initiated Completion</td>
<td>A specialist uses this to indicate the reason for marking an assignment as complete for a learner.</td>
<td>Manage Activities</td>
</tr>
<tr>
<td>ORA_WLF_CONTEXT_SOURCE_TYPE</td>
<td>Context Source Type</td>
<td>A configuration parameter in the contextual learning components</td>
<td>Contextual Learning</td>
</tr>
<tr>
<td>Lookup Type Name</td>
<td>Lookup Type</td>
<td>Description</td>
<td>Where Lookup Is Used</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>ORA_WLF_LEARN_DURATION_UOM</td>
<td>Learn Duration Unit</td>
<td>Units of measure that are used for the duration associated with learning items</td>
<td>Learning Items</td>
</tr>
<tr>
<td>ORA_WLF_LEARN_EFFORT_UOM</td>
<td>Effort Unit of Measure</td>
<td>Units of measure that are used for the actual effort associated with learning items</td>
<td>Learning Items</td>
</tr>
<tr>
<td>ORA_WLF_LEARN_INCIDENT_TYPE</td>
<td>Content Incident Reason</td>
<td>The reason type for reporting an incident with the content.</td>
<td>Self-Service Incident Reporting</td>
</tr>
<tr>
<td>ORA_WLF_PRICING_TYPE</td>
<td>Learn Pricing</td>
<td>The lookup field for pricing type.</td>
<td>Pricing</td>
</tr>
<tr>
<td>ORA_WLF_REC_DELETE_RSN_SPEC</td>
<td>Assignment Deletion</td>
<td>A specialist uses this to indicate the reason for deleting an assignment for a learner. Deletion is defined as withdrawn, and is not included in the transcript.</td>
<td>Assignments</td>
</tr>
<tr>
<td>ORA_WLF_WITHD_RSN_SPEC</td>
<td>Specialist Initiated Withdrawal</td>
<td>A specialist uses this to indicate the reason for withdrawing a learner from an assignment. This information is included in the transcript</td>
<td>Assignments</td>
</tr>
<tr>
<td>ORA_WLF_WITHD_RSN_SS</td>
<td>Self-Initiated Withdrawal</td>
<td>Learners can use this to indicate the reason why they are withdrawing from an assignment.</td>
<td>Assignments</td>
</tr>
</tbody>
</table>

**Related Topics**

- Overview of Lookups
## 6 Descriptive Flex Fields

### Descriptive Flexfields for Oracle Learning Cloud

You can use descriptive flexfields to add company-defined attributes for Oracle Learning Cloud entities, such as courses, offerings, specializations, learning requests, catalog resources, and learning items.

To define segments for descriptive flexfields, navigate to the Setup and Maintenance work area, and search for Manage Descriptive Flexfields.

There are six descriptive flexfields available in Oracle Learning Cloud.

<table>
<thead>
<tr>
<th>Descriptive Flexfield</th>
<th>Lookup Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLF_LEARNING_ITEM</td>
<td>Learning Item Additional Attributes</td>
<td>Fields to capture additional attributes for learning items. They are used on the Courses, Offerings, and Specialization pages. These fields display on the details pages for learners and administrators. They also display in the self-service catalog search. Warning: Global defined flexfields appear on the object details page for existing courses and offering flexfields. Warning: Only the Learning Item flexfields can be used for Approval Transaction customizations.</td>
</tr>
<tr>
<td>WLF_LEARNING_REQUEST_DFF</td>
<td>Learning Request Additional Attributes</td>
<td>Additional attributes for assignments, and learning assignment request details. Use these flexfields to capture additional information on the Learning Request form, and learning assignment details pages. They are visible to learners, managers, and administrators in the Request Details section on the request form.</td>
</tr>
<tr>
<td>WLF_LI_COURSE</td>
<td>Learning Course Additional Attributes</td>
<td>Additional attributes for courses. Appears on the course details page from self service and administrator perspective.</td>
</tr>
<tr>
<td>WLF_LI_OFFERING</td>
<td>Learning Offering Additional Attributes</td>
<td>Additional attributes for offerings. These appear on the Offering page for both the self-service and administrator perspective.</td>
</tr>
<tr>
<td>WLF_RESOURCE_DFF</td>
<td>Custom Attributes for Resource</td>
<td>Custom attributes for catalog resources. These appear for catalog resources such as classrooms, instructors, and training suppliers.</td>
</tr>
<tr>
<td>WLF_LI_SPECIALIZATION</td>
<td>Learning Specialization Additional Attributes</td>
<td>Learning specialization additional attributes. These appear on the Specialization</td>
</tr>
</tbody>
</table>

---

**Oracle Talent Management Cloud**

**Implementing Learning**

Chapter 6

**Descriptive Flex Fields**
Activating Descriptive Flexfields

To activate a descriptive flexfield, you can define lookup codes and value sets along with the descriptive flexfield segment. For more information on using flexfields for company-defined attributes, see the Oracle Applications Cloud Configuring and Extending Applications guide.

Deploying Flexfields

When you’re finished defining the properties for your flexfields, deploy them so they’re available in your environment. To deploy the flexfields, simply click the **Deploy Flexfields** button.

**Related Topics**

- Overview of Descriptive Flexfields
- Overview of Flexfields
7 Learning Outcomes

Learning Outcomes: Explained

Learning outcomes are specific skills, qualities, or qualifications that learners acquire when successfully completing a course or specialization. Learning outcomes are displayed to learners on their self-service page.

Learning outcomes are a combination of the following components:

- Content Types
- Content Items
- Rating Models
- Person Profile

The Learning library has predefined content types such as Languages, Competencies, and Licenses and Certifications. When you configure a predefined content type, the content items, rating model, and task flow associated with that content type are also available.

Content Types

Content types are the skills, competencies, or qualifications that you add as learning outcomes. You select a predefined content type or you create custom content types and configure them as learning outcomes. Use the Manage Content Types task in the Setup and Maintenance work area to create custom content types. Select Learn as the subscriber.

Content Items

Content items are the individual qualities or attributes within the content type. You select a content item when you add the content type. For example, within the Competencies content type Leadership is a content item. Use the Manage Content Items task in the Setup and Maintenance work area to create content items for the content types.

Rating Models

Rating models measure the level of proficiency or skill for the content item. You select a rating model based on the content type you add. For example, choose a rating model that includes reading, writing, and speaking proficiency for the Language content type. Use the Manage Profile Rating Models task in the Setup and Maintenance work area to create rating models.

Person Profile

Person profile includes existing profile data such as learner skills, qualifications, and future job preferences. Learners view learning outcomes when they enroll for a course or specialization. They can see the direct benefits to their profile, job, and future job aspirations. When learners complete a course or specialization, their person profiles are automatically updated to reflect the learning outcomes.

Related Topics

- Profile Types
Content Types for Learning Outcomes: Examples

These examples illustrate how to add and configure predefined content types such as Languages, Competencies, and Certification to an existing course.

Each of the predefined content types contain related fields also called content type properties. You add content types as learning outcomes on the Learning Outcomes tab accessed from the course or specialization page in the Manage Catalog page.

Configuring Competency Content Type

To add the Communication competency to a Marketing Communication course, you select the values shown in the following table.

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency</td>
<td>Communication</td>
<td>Indicates the quality or attribute assessed through the competency.</td>
</tr>
<tr>
<td>Proficiency</td>
<td>Advanced</td>
<td>Indicates the proficiency that is achieved for the competency.</td>
</tr>
</tbody>
</table>

A learner who completes this course acquires Advanced proficiency for the Communication competency.

Configuring Language Content Type

To add the Language competency to the Advanced French Language course, you select the values shown in the following table.

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>French</td>
<td>Indicates the language being assessed through the course.</td>
</tr>
<tr>
<td>Reading</td>
<td>Advanced</td>
<td>Indicates the reading proficiency the learner achieves through the course.</td>
</tr>
</tbody>
</table>
A learner who completes this course acquires Advanced reading, writing, and speaking proficiency in French. The course doesn’t provide the proficiency to translate or teach.

## Configuring Licenses and Certifications Content Type

To add the Certification competency to the Safety Hazards Recognition Program, you select the values shown in the following table.

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Safety Hazards Recognition Program</td>
<td>Indicates the title of the course.</td>
</tr>
<tr>
<td>Renewal Required</td>
<td>Yes</td>
<td>Indicates the certification needs to be renewed one year from the date of completion.</td>
</tr>
<tr>
<td>Renewal in Progress</td>
<td>No</td>
<td>Indicates renewal is not in progress since this is the first time the learner is taking the certification.</td>
</tr>
<tr>
<td>Number</td>
<td>Leave blank .</td>
<td>When left blank indicates there is no previous score or credit earned by the learner for this certification.</td>
</tr>
</tbody>
</table>

Learners who complete the certification will see the issue date, expiry date, and renewal date on their profile.

**Related Topics**

- [Content Items](#)
- [Content Types](#)
Creating a Content Type to Use as Prerequisite or Learning Outcome: Procedure

You can create a content type to use as a prerequisite or learning outcome for a course or specialization. Once the content type is created, it becomes available in the Add Content drop-down list on the Prerequisites tab or Learning Outcomes tab in the Learning Catalog.

To create a content type, complete these tasks:

- Create a content type
- Create a content item
- Add the content type to the content subscriber
- Add the content type to the person profile

Related Topics

- Content Types
- Content Items
- Content Subscribers
- Content Section Properties

Enable Learning Outcomes

Learning outcomes are specific skills, qualities, or qualifications that learners acquire when successfully completing a course or specialization. Learning outcomes are displayed to learners on their self-service page. You must configure learning outcomes before you can begin using them.

Before you begin:

- Review the Overview of Profile Management documentation so that you have a working knowledge of how the Workforce Profiles functionality works.

1. In My Client Groups click Profiles.
2. Click the Tasks icon.
3. Click Content Types.
4. Add or edit the content type that you want to enable for Learning.
   - On the Subscribers tab, add WLFLM - Learning Outcomes as a subscriber.
   - Click Save

Note: Ensure that the content type has been added to the person profile. As learning outcomes are created, they are added to learners’ talent profiles
5. Enable learning outcomes on the Talent Profile if you want them to display on learners talent profiles.

6. Select Manage Content Items to create content items under this content type if none exist.
   
   a. Select the content type for which you want to add content items, and click **Create** to add these items.
   b. Repeat this process for each content item.

7. Configure learning outcomes for a course or specialization. On either a course or a specialization:
   
   a. Click the Learning Outcomes tab.
   b. Click **Add Content**.
   c. Select the type of learning outcome you want to add. For example, Competencies, Languages, Memberships.
   d. Click the plus sign next to the content type.
   e. Complete the fields.
   f. Click **Save**.

   **Note:** Add each content item separately and click **Save** after each is added to ensure all items are saved.

8. Validate that learning outcomes appear to learners in Self-Service, by searching for the courses or specializations as a learner, and viewing the learning outcome information.

**Related Topics**

- Overview of Profile Management
- Overview of Talent Profiles
- Creating a Specialization: Procedure
- Creating a Course: Procedure
8 Prerequisites

Learning Prerequisites: Explained

Learning prerequisites are talent profile items associated to courses or specializations that learners must satisfy before registering to a learning. If prerequisites are not met, learners are prevented from registering into a course or specialization until prerequisites are met.

Examples of prerequisite can be to complete a specific course, to have a specific competency, or to know a specific language.

Specializations can have prerequisites, as can the courses within a specialization. Specialization prerequisites are independent of course prerequisites. For example, Specialization 1 has Prerequisite 1, and contains Course A, which has Prerequisite 2. For the learner to be able to join Specialization 1, he only needs to have obtained Prerequisite 1. However, to start Course A, he must also have obtained Prerequisite 2.

Learners can see prerequisites on the course or specialization details page. They can also see their prerequisite statuses, which can either be achieved or not achieved. When a prerequisite is not achieved, learners cannot start the learning. They can click the Find Learning link to view learning items that are available to fulfill the prerequisite.

Adding Prerequisites to a Course or Specialization: Explained

You add prerequisites to a course or specialization to require learners to have certain skills or qualifications required to take a particular course or specialization.

Prerequisites, like learning outcomes, are content items. They are configured in Talent Management in the Profiles work area. Administrators can use existing content types, or create custom content types and items. The table presents examples of predefined content types and content items.

<table>
<thead>
<tr>
<th>Content Type</th>
<th>Content Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencies</td>
<td>Action Oriented</td>
</tr>
<tr>
<td></td>
<td>Adapting to Change</td>
</tr>
<tr>
<td></td>
<td>Analyze Problems and Issues</td>
</tr>
<tr>
<td>Honors and Awards</td>
<td>Board of Directors Appointment</td>
</tr>
<tr>
<td></td>
<td>Community Service Award</td>
</tr>
<tr>
<td></td>
<td>Honorary Doctorate Degree</td>
</tr>
<tr>
<td>Languages</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>French</td>
</tr>
</tbody>
</table>
Content types appear as sections in the Prerequisites page, just as they do in talent profiles. Content items appear as items within the sections. Typically, you add prerequisites when creating courses or specializations, but you can also add them later.

**Note:** The content sections available are based on the configuration of the Talent Management Job Model profile.

### Adding Prerequisites to a Course: Procedure

You add prerequisites to a course to require learners to have certain skills or qualifications required to take a particular course.

1. On the Learning Catalog page, click the Courses tab.
2. In the Search Results section, select a course.
3. Click **Edit**.
4. On the course page, click the Prerequisites tab.
5. Click **Add Content**.
6. Select content item types such as Competencies, Languages, Licenses and Certifications. A section appears for each content item type you selected.
7. Add content items and complete fields associated to them.
8. Click **Save and Close**.

**Note:** If you add custom content types, the **Required** check box must remain selected for the content type to be displayed to learners. Oracle Learning Cloud only supports required prerequisites. You must select **Required** for both seeded and custom content types. The configuration of the talent management job model profile can be such that the prerequisites are always configured as required during implementation to avoid incorrect configuration when specifying prerequisites.

**Note:** If you add content items with a rating model, you must provide the minimum rating model. An example of a rating model is the proficiency for a competency, such as beginner, advanced, or expert. Rating models and levels are configurable. The maximum proficiency level is not used for learning prerequisites.

### Adding Prerequisites to a Specialization: Procedure

You add prerequisites to a specialization to require learners to have certain qualifications required to take a particular specialization.

1. On the Learning Catalog page, click the Specializations tab.
2. In the Search Results section, select a specialization.
3. Click **Edit**.
4. On the specialization page, click the Prerequisites tab.
5. Click Add Content.
6. Select content item types such as Competencies, Languages, Licenses and Certifications. A section appears for each content item type you selected.
7. Add content items and complete fields associated to them.
8. Click Save and Close.

Note: If you add custom content types, the Required check box must remain selected for the content type to be displayed to learners. Oracle Learning Cloud only supports required prerequisites.

Note: If you add content items having a rating model, you must provide the minimum rating model. For example, if you add a competency, specify the minimum proficiency (minimum rating level). Do not configure the maximum proficiency because it is currently not used.

Waiving Prerequisites: Explained

The ability to waive prerequisites is an administrator capability that bypasses the prerequisite verification when you create an assignment, or manage existing assignments.

Waiving Prerequisites Once a Course is Assigned: Procedure

You can waive prerequisites once a course has been assigned to a learner.

1. On the Learning Catalog page, click the Courses tab.
2. In the Search Results section, click on a course title.
3. Click on the Learners section on the left.
4. In the Learner Results section, select a learner with the status Pending Prerequisites.
5. On the Change Status menu, select Waive Prerequisites.
6. Click Done.

The learner status is changed to Active and the learner can register for any of the course’s offerings.

Waiving Prerequisites Once a Specialization is Assigned: Procedure

You can waive a prerequisite once a specialization is assigned to a learner.

1. On the Learning Catalog page, click the Specializations tab.
2. In the Search Results section, click on a course title.
3. Click on the Learners section on the left.
4. In the Learner Results section, select a learner with the status Pending Prerequisites.
5. On the Change Status menu, select Waive Prerequisites.
6. Click Done.

The learner status is changed to Active and the learner can register for the specialization.

Waiving Prerequisites When Assigning a Course: Procedure

You can waive a prerequisite when assigning a course to a learner.

1. On the Learning Catalog page, click the Courses tab.
2. In the Search Results section, click on a course title.
3. Click on the Learners section on the left.
4. In the Learner Results section, click the Add Learners menu and select a type of learner (Voluntary, or Require).
5. Complete the fields on the Assignment Details page, then click Next.
6. Select learners, then click Next.
7. On the Advanced Rules page, select Waive Prerequisites.
8. Select a reason for waiving the prerequisites.
9. Optionally, indicate the number of days the assignment is in Pending Prerequisite status before withdrawing learners. For example, if you enter 30, learners have 30 days to obtain the prerequisites for the assignment.
10. Click Submit.

The learner status is changed to No Offering Selected (instead of the Pending Prerequisite status).

Waiving Prerequisites When Assigning a Specialization: Procedure

You can waive a prerequisite when you assign a specialization to a learner.

1. On the Learning Catalog page, click the Specializations tab.
2. In the Search Results section, click on a specialization title.
3. Click on the Learners section on the left.
4. In the Learner Results section, click the Add Learners menu and select a type of learner (Voluntary, Require, Recommend).
5. Complete the fields on the Assignment Details page, then click Next.
6. Select learners, then click Next.
7. On the Advanced Rules page, select Waive Prerequisites.
8. Select a reason for waiving the prerequisites.
9. Optionally, indicate the number of days the assignment is in Pending Prerequisite status before withdrawing learners. For example, if you enter 30, learners have 30 days to obtain the prerequisites for the assignment.
10. Click Submit.

The learner status is changed to No Offering Selected (instead of the Pending Prerequisite status).
9 Select Learners Analysis Object

Profile Options for Learning Features: Explained

Use predefined profile options in the Setup and Maintenance work area to review and set the options as required for your organization. By default, all profile options in Oracle Learning Cloud are enabled. Deselect the specific profile option to disable the feature in your application.

You can review profile options in the application using the Manage Administrator Profile Values task in the Setup and Maintenance work area.:

> **Note:** Changes in the profile values take effect for a user on the next sign in.

The profile options used in Learning are explained in the following table:

<table>
<thead>
<tr>
<th>Feature</th>
<th>Profile Option Code</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oracle Social Network</td>
<td>Not Applicable</td>
<td>Enables the use of OSN in your application</td>
<td>Manage Oracle Social Network Objects&gt; Work Life&gt; Learning Item Object&gt; Learning Content Attributes. Verify attributes such as Name, Description, Type of Learning Item</td>
</tr>
<tr>
<td>Mass Assignments</td>
<td>WLF_RBA_BI_FOLDER</td>
<td>Enables you to configure the Shared Folder in OTBI and create the Learning folder in Human Capital Management</td>
<td>Enables you to configure the folder Oracle Learning Cloud should reference when searching for analysis objects for learning assignments. When configuring analysis objects, select the Worker object and the Person ID field. The Person ID must exist in the report for the analysis to work with Learning Assignments. The Person ID attribute is used in mass assignment processing.</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>WLF_ENABLE_LEARNING_OUTCOMES</td>
<td>Enables you to configure Learning Outcomes to a course and specialization.</td>
<td>You must edit the content type for Learning as follows: 1. Go to My Workforce&gt;Profiles&gt;Person Profiles&gt;Manage Content Types. 2. Search for and select the content type and click Edit. 3. Click the Subscribers tab of the content type and add WLFLM Learning Outcomes as the subscriber. 4. Click Save.</td>
</tr>
<tr>
<td>Feature</td>
<td>Profile Option Code</td>
<td>Description</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Learning Evaluations</td>
<td>WLF_ENABLE_QUESTIONNAIRES</td>
<td>Enables you to configure Questionnaires in Learning</td>
<td>Questionnaires are created under the Learn subscriber. Set up default questionnaires to an offering by specifying the options in the Manage Setup page Evaluations tab.</td>
</tr>
<tr>
<td>SCORM Course Player</td>
<td>WLF_LEARN_ELEARNING_FULLSCREEN_ENABLE</td>
<td>Enables SCORM course content to open in a new browser window.</td>
<td>By default, the Learning Cloud SCORM Content Player launches SCORM content in the same navigation window (embedded in the page.) This profile option is useful if you have larger content items that are difficult to use when you embed them on a Learning Cloud page. Note: The setting you choose (embedded or new tab/window) applies to all SCORM course content. Whether learners see a new browser window or tab depends on the settings and version of their individual browsers.</td>
</tr>
</tbody>
</table>

**Related Topics**

- Creating a Course: Procedure
10 Assessments

Learning Assessment: Explained

Add assessments to an offering to test learners' understanding of course material.

Assessments are presented to learners in the form of a questionnaire. Assessments can appear at any point during an offering, but generally they are defined as either the first or last activity of an offering, depending on what you want to test. For example, you define an assessment as the first activity of an offering if you want to test learners' knowledge of a subject prior to starting the course. You define an assessment as the last activity of an offering if you want to see if learner's have met the learning outcome requirements.

To use assessments in offerings, assessment questionnaires must first be created. To create a learning assessment questionnaire, you perform the following tasks:

- Create questions that appear in assessment questionnaires.
- Create an assessment questionnaire template. All questionnaires are based on templates to promote consistency.
- Create an assessment questionnaire.
- Configure an assessment in the Resource Catalog.
- Add an assessment to a learning activity.

Once assessment questionnaires are set up, you add them to the resources catalog and they become available for adding them to a learning activity.

Creating a Question for a Learning Assessment: Procedure

Questions appear in assessment questionnaires to test learners' understanding of course material.

It is recommended to create folders to organize the questions to be used in learning assessments.

1. In the Setup and Maintenance work area, go to the following:
   - Offering: Workforce Development
   - Functional Area: Questionnaires
   - Task: Manage Question Library

2. In the Manage Questions page, select Learning Assessments in the Subscriber field.
3. Click the Plus button to create a folder to organize learning evaluation questions.
4. Click Create. The Create Question page opens.
5. Enter the question.
6. Select the question type. Available choices are:
   - Text: Learners enter their responses in a text field.
   - Single Choice: Learners select one response from several.
   - Multiple Choice: Learners can provide one or more answers.
No Response: Use this question type when no response is required. You can use it to add instructions or information to the section.

7. Select **Score Question** to use the score from the responses to calculate the score of questionnaires that are configured to be scored. This option is only available for single and multiple choice questions.

8. In the Response section, specify the presentation of the response. Choices vary depending on the question type.
   - Response for the text question: Specify if the response is in either plain text or rich text. Select rich text to let learners use formatting, such as bold and underline. Indicate the minimum and maximum number of characters for the response.
   - Response for a single choice question: Specify whether the responses appear in a list or as radio buttons. You can associate a rating model with the response type. You can add response feedback to single-choice questions.
   - Response for a multiple choice question: Specify whether the responses are presented as check boxes or a choice list. You can set both a minimum and maximum number of required responses. As with single-choice questions, you can associate a rating model with the response type. You can add response feedback to multiple-choice questions.

9. For single-choice and multiple-choice questions, click **Add** to add the question responses.

10. Click **Preview** to see how the question appears in the evaluation questionnaire.

11. In the Status field, select **Active**. A question must be saved as active to be available for selection when creating questionnaires.

12. Click **Save and Close**. Once created, the question is displayed in the list under the selected folder.

---

### Creating a Questionnaire Template for a Learning Assessment: Procedure

Assessment questionnaire templates are required to create assessment questionnaires. All questionnaires are based on templates to promote consistency.

Depending on the desired level of control over questionnaires, you can create a generic, mostly blank template to give users the ability to fully control the questionnaire properties and contents when creating the questionnaire. If more control is desired, you can create templates with limited configuration options available at the questionnaire level.

1. In the Setup and Maintenance work area, go to the following:
   - Offering: Workforce Development
   - Functional Area: Questionnaires
   - Task: Manage Questionnaire Templates

2. In the Manage Questionnaire Templates page, select **Learning Assessments** in the Subscriber field.

3. Click **Search** to see existing questionnaire templates for assessments. You can copy the template and edit its content.

4. Click **Create** to create a new questionnaire template. The Create Questionnaire Template page opens.

5. Enter the template name and description.

6. Enter instruction text and help materials (attachments) if desired.

7. Select the option **Allow changes to instructions** if you want to allow the person who requested the assessment to provide additional instructions or notes to learners. These will appear on the questionnaire.

8. Click **Next**.
9. Define the questionnaire properties.
   - Section Order: Select Sequential to display the sections in the order you specified. Select Random to change the section order whenever the questionnaire is accessed.
   - Section Presentation: This option controls how the questionnaire uses sections. Select No Sections to display all questions within one required section. Select Stack Regions to include all sections on one page.
   - Page Layout: Select if the questionnaire is displayed on one or two columns.
   - Maximum Number of Questions per Page: Enter the maximum number of questions that appear on a page.
   - Allowed Response Types: This option identifies the response types that can appear in questionnaires created from the template. Only questions with the selected response types can appear in the questionnaire.

10. Configure the sections.
    - Allow Additional Questions: This option controls whether authorized users can add questions when creating a questionnaire from the template.
    - Question Order: This option controls the default order of questions in a section. Select Vertical for questions to appear in the specified order. Select Random for question order to change randomly when a user accesses the questionnaire.
    - Response Order: This option controls the default order of responses in a section. Select Vertical for responses to appear in the specified order. Select Random for response order to change randomly when a user accesses the questionnaire.
    - Required: Select this option if you want respondents to answer all questions in the section.
    - New Page: Select this option if you want to start the section on a new page. A section may fill more than one page, depending on the number of questions specified in the Maximum Number of Questions per Page field.

11. Add questions from the question library or create new questions. Question properties can be modified from the template creation page. Changing the response type or making a question required/not required only applies to the template being created. If you want to modify other question properties (like the question text or responses), you can create a new version of the question or edit the existing version.

12. Click Next to review the template properties and contents.
13. Click Preview to see how the questionnaire is presented to learners.
14. In the Status field, select Active. A questionnaire template must be saved as active to be available for selection when creating questionnaires.
15. Click Save and Close. The questionnaire template appears in the template list, in the selected subscriber.

Creating a Questionnaire for a Learning Assessment: Procedure

Assessment questionnaires contain questions used to test learners' understanding of course material.

1. In the Setup and Maintenance work area, go to the following:
   - Offering: Workforce Development
   - Functional Area: Questionnaires
   - Task: Manage Questionnaires

2. In the Manage Questionnaires page, select Learning Assessment in the Subscriber field.
3. Click Create to create a new questionnaire. The Create Questionnaire page opens.
4. Enter a questionnaire template ID or name then click Search. All questionnaires are based on templates, which promote consistency. When creating a questionnaire, you must select a template on which to base the
questionnaire. The template can provide default settings, or enforce mandatory requirements such as specific sections and questions that must be in all questionnaires created using the template.

5. Select the questionnaire template from the search results list.

6. Enter the questionnaire name and fill in other basic information fields. Several fields are already filled from the template, but you can modify them for the questionnaire.

7. Enter instruction text and help materials (attachments) if desired.

8. Click Next.

9. Define the questionnaire properties.
   - Section Order: Select Sequential to display the sections in the order you specified. Select Random to change the section order whenever the questionnaire is accessed.
   - Section Presentation: This option controls how the questionnaire uses sections. Select No Sections to display all questions within one required section. Select Stack Regions to include all sections on one page.
   - Page Layout: Select if the questionnaire is displayed on one or two columns.
   - Maximum Number of Questions per Page: Enter the maximum number of questions that appear on a page.
   - Allowed Response Types: This option identifies the response types that can appear in questionnaires created from the template. Only questions with the selected response types can appear in the questionnaire.

10. Configure the sections.
    - Allow Additional Questions: This option controls whether authorized users can add questions in the subscriber application.
    - Question Order: This option controls the default order of questions in a section. Select Vertical for questions to appear in the specified order. Select Random for question order to change randomly when a user accesses the questionnaire.
    - Response Order: This option controls the default order of responses in a section. Select Vertical for responses to appear in the specified order. Select Random for response order to change randomly when a user accesses the questionnaire.
    - Required: Select this option if you want learners to answer all questions in the section.
    - New Page: Select this option if you want to start the section on a new page. A section may fill more than one page, depending on the number of questions specified in the Maximum Number of Questions per Page field.

11. Add questions from the question library or create new questions. Question properties can be modified from the template creation page. Changing the response type or making a question required/not required only applies to the template being created. If you want to modify other question properties (like the question text or responses), you can create a new version of the question or edit the existing version.

12. Click Next to review the questionnaire properties and contents.

13. Click Preview to see how the questionnaire is presented to learners.

14. In the Status field, select Active. A questionnaire must be saved as active to be available for selection.

15. Click Save and Close. The questionnaire appears in the questionnaire list, in the selected subscriber.

Adding an Assessment Questionnaire to the Catalog

Resources: Procedure

Assessments are tests that you add to an offering to test learners' understanding of course material. Assessments are presented to learners in the form of a questionnaire.

Prerequisites: Learning assessment questionnaires must be created.

1. In the My Client Groups work area, click Learning.
2. Click **Catalog Resources**.

3. On the Catalog Resources page, click the **Content** tab.

4. In the Search Results section, click **Add Content**.

5. Select **Add Assessment**.

6. Enter a title for the assessment.

7. Search for and select the questionnaire you want to use for the assessment.

8. Enter a description for the assessment.

9. Indicate the start date and end date for the assessment. These are the dates during which the assessment is available for associating with offerings.

10. Select the **Enable passing score** check box if you selected a questionnaire that has points associated with each question and you want to use them for calculating a passing score.

   a. In the **Mastery Score** field, enter the minimum score required to pass the assessment. If the learner obtains a score below the minimum, the learner is marked as incomplete, and this is rolled up to "incomplete" at the offering and course level.

   b. Indicate whether you want the learning administrator to see learners' scores. Clearing this check box only allows administrators to see that learners have either passed or failed the assessment.

   c. Indicate whether you want learners to see their scores. Clearing this check box only allows learners to see that they have either passed or failed the assessment.

11. Select the **Enable learners to view completed assessments** check box to allow learners to look at their completed assessment. Clear this check box to prevent learners from sharing their correct answers with others.

12. Select the **Enable time limit** check box to indicate a specific amount of time learners have to complete the assessment. You can indicate the time limit in minutes or hours. If you use this setting, learners see a countdown clock in the assessment. Once learners start a timed assessment, they cannot save and close the assessment until they have submitted it or the time has run out. When the time runs out, the assessment is submitted and scored. The score is then compared against the mastery score to determine if learners passed or failed the assessment.

13. Select the **Enable attempts** check box to allow learners to make multiple attempts to pass the assessment, and then indicate the number of times learners can attempt to pass the assessment.

14. Change the status to **Active**.

15. Click **Save and Close**.

### Creating an Assessment for an Offering: Procedure

An assessment is a type of an activity and multiple assessment activities can be added to an offering.

**Prerequisites:** Learning assessment questionnaires must be created.

1. In the My Client Groups work area, click **Learning**.

2. Click **Learning Catalog**.

3. On the Learning Catalog page, click the **Offerings** tab.

4. Search for and select an offering.

5. On the offering details page, select the **Definition** tile and click **Edit**.

6. Click the **Activities** tab.

7. Click **Create**.

8. Enter a title for the assessment.

9. Enter a description to provide learners with information about the activity.

10. In the **Offering Content** field, select the assessment you want to add. The Content Type field populates automatically.
11. Enter the expected effort for the activity.
12. Add attachments for other administrators or instructors.
13. Click **Save and Close**.

What's the difference between an evaluation and an assessment?

An evaluation is a questionnaire used to capture feedback from learners about the offering that they completed.
An assessment is a questionnaire used to test learners’ understanding of a course material.
11 Evaluations

Learning Evaluation: Explained

Use evaluations to capture feedback from learners about the offering that they completed. You can use evaluations in self-paced, instructor-led, and blended offerings.

Evaluations are presented to learners in the form of a questionnaire. Learners are automatically taken to the evaluation questionnaire once they complete an offering. In the case of instructor-led training, learners can complete the evaluation questionnaire when they mark the offering as being complete.

To use evaluations in offerings, evaluation questionnaires must first be created. To create a learning evaluation questionnaire, you perform the following tasks:

- Create questions that appear in evaluation questionnaires.
- Create an evaluation questionnaire template. All questionnaires are based on templates to promote consistency.
- Create an evaluation questionnaire.
- Set up default evaluation questionnaire.
- Create an evaluation for an offering.

When you enable an evaluation for an offering, you have two options:

- Use default evaluation: The same evaluation questionnaire is used for all learning content of that delivery type.
- Use another evaluation: You can override the default evaluation questionnaire and associate another questionnaire.

You can configure an evaluation as being required or optional:

- For required evaluations, learners must complete the evaluation questionnaire before the offering is considered complete.
- For optional evaluations, learners are marked as complete after they complete the offering content even though they did not complete the evaluation questionnaire.

You can determine whether an offering has an evaluation and view the results:

- When you are in the Offerings tab of the Learning Catalog, you can filter the list to display offerings that have an evaluation. Click View > Columns then select the Has Evaluation filter.
- When you select an offering in the Offerings tab of the Learning Catalog, go to the Learners info tile. Click Manage Activities. Click the info icon next to the evaluation to check the completion information. In the pop-up window, select View to see learner results.

Related Topics

- Creating a Questionnaire for a Learning Evaluation: Procedure

Creating a Questionnaire for a Learning Evaluation: Procedure

Questions appear in evaluation questionnaires to capture feedback from learners about the offering that they completed.
It is recommended to create folders to organize the questions to be used in learning evaluations.

1. In the Setup and Maintenance work area, go to the following:
   - Offering: Workforce Development
   - Functional Area: Questionnaires
   - Task: Manage Question Library

2. In the Manage Questions page, select **Learning Evaluation** in the Subscriber field.
3. Click the Plus button to create a folder to organize learning evaluation questions.
4. Click **Create**. The Create Question page opens.
5. Enter the question.
6. Select the question type. Available choices are:
   - Text: Learners enter their responses in a text field.
   - Single Choice: Learners select one response from several.
   - Multiple Choice: Learners can provide one or more answers.
   - No Response: Use this question type when no response is required. You can use it to add instructions or information to the section
7. Select **Score Question** to use the score from the responses to calculate the score of questionnaires that are configured to be scored. This option is only available for single and multiple choice questions.
8. In the Response section, specify the presentation of the response. Choices vary depending on the question type.
   - Response for the text question: Specify if the response is in either plain text or rich text. Select rich text to let learners use formatting, such as bold and underline. Indicate the minimum and maximum number of characters for the response.
   - Response for a single choice question: Specify whether the responses appear in a list or as radio buttons. You can associate a rating model with the response type. You can add response feedback to single-choice questions.
   - Response for a multiple choice question: Specify whether the responses are presented as check boxes or a choice list. You can set both a minimum and maximum number of required responses. As with single-choice questions, you can associate a rating model with the response type. You can add response feedback to multiple-choice questions.
9. Specify if attachments can be provided as part of the response.
10. For single-choice and multiple-choice questions, click **Add** to add the question responses.
11. Click **Preview** to see how the question appears in the evaluation questionnaire.
12. In the Status field, select **Active**. A question must be saved as active to be available for selection when creating questionnaires.
13. Click **Save and Close**. Once created, the question is displayed in the list under the selected folder.

### Creating a Questionnaire Template for a Learning Evaluation: Procedure

Evaluation questionnaire templates are required to create evaluation questionnaires. All questionnaires are based on templates to promote consistency.
Depending on the desired level of control over questionnaires, you can create a generic, mostly blank template to give users the ability to fully control the questionnaire properties and contents when creating the questionnaire. If more control is desired, you can create templates with limited configuration options available at the questionnaire level.

1. In the Setup and Maintenance work area, go to the following:
   - Offering: Workforce Development
   - Functional Area: Questionnaires
   - Task: Manage Questionnaire Templates

2. In the Manage Questionnaire Templates page, select Learning Evaluations in the Subscriber field.

3. Click Search to see existing questionnaire templates for evaluations. You can copy the template and edit its content.

4. Click Create to create a new questionnaire template. The Create Questionnaire Template page opens.

5. Enter the template name and description.

6. Enter instruction text and help materials (attachments) if desired.

7. Select the option Allow changes to instructions if you want to allow the person who requested the evaluation to provide additional instructions or notes to learners. These will appear on the questionnaire.

8. Click Next.

9. Define the questionnaire properties.
   - Section Order: Select Sequential to display the sections in the order you specified. Select Random to change the section order whenever the questionnaire is accessed.
   - Section Presentation: This option controls how the questionnaire uses sections. Select No Sections to display all questions within one required section. Select Stack Regions to include all sections on one page.
   - Page Layout: Select if the questionnaire is displayed on one or two columns.
   - Maximum Number of Questions per Page: Enter the maximum number of questions that appear on a page.
   - Allowed Response Types: This option identifies the response types that can appear in questionnaires created from the template. Only questions with the selected response types can appear in the questionnaire.

10. Configure the sections.
    - Allow Additional Questions: This option controls whether authorized users can add questions when creating a questionnaire from the template.
    - Question Order: This option controls the default order of questions in a section. Select Vertical for questions to appear in the specified order. Select Random for question order to change randomly when a user accesses the questionnaire.
    - Response Order: This option controls the default order of responses in a section. Select Vertical for responses to appear in the specified order. Select Random for response order to change randomly when a user accesses the questionnaire.
    - Required: Select this option if you want respondents to answer all questions in the section.
    - New Page: Select this option if you want to start the section on a new page. A section may fill more than one page, depending on the number of questions specified in the Maximum Number of Questions per Page field.

11. Add questions from the question library or create new questions. Question properties can be modified from the template creation page. Changing the response type or making a question required/not required only applies to the template being created. If you want to modify other question properties (like the question text or responses), you can create a new version of the question or edit the existing version.

12. Click Next to review the template properties and contents.

13. Click Preview to see how the questionnaire is presented to learners.

14. In the Status field, select Active. A questionnaire template must be saved as active to be available for selection when creating questionnaires.

15. Click Save and Close. The questionnaire template appears in the template list, in the selected subscriber.
Setting Up a Default Evaluation Questionnaire for an Offering: Procedure

You can set up a default evaluation questionnaire for each type of offering that is, blended, instructor-led, self-paced.

1. In the My Client Groups work area, click **Learning**.
2. Click **Setup**.
3. On the Setup page, click the **Evaluations** tab.
4. Click **Edit**.
5. Select the **Enable evaluation** option.
6. Click **Add Evaluation**.
7. Search for and select an evaluation questionnaire then click **Apply**.
8. Click **Preview** to see the evaluation questionnaire.
9. In the **Required for Completion** field, select **Yes** if you want learners to complete the evaluation questionnaire for the offering to be marked as complete. The offering can be marked complete only after the learners complete the evaluation questionnaire.
10. Click **Save and Close**.

Using the Default Evaluation Questionnaire for an Offering: Procedure

You can use the default evaluation questionnaire for offerings.

1. In the My Client Groups work area, click **Learning**.
2. Click **Learning Catalog**.
3. On the Learning Catalog page, click the **Offerings** tab.
4. Search for and select an offering.
5. On the offering details page, select the **Definition** tile and click **Edit**.
6. Click the **Activities** tab.
7. Select the **Enable evaluation** option.
8. Select the **Use default evaluation** option.
9. Click **Preview** to see the evaluation questionnaire.
10. Click **Save and Close**.

Adding an Evaluation Questionnaire to an Offering: Procedure

Prerequisites: Learning evaluation questionnaires must be created.

1. In the My Client Groups work area, click **Learning**.
2. Click **Learning Catalog**.
3. On the Learning Catalog page, click the Offerings tab.
4. Search for and select an offering.
5. On the offering details page, select the Definition tile and click Edit.

6. Click the Activities tab.
7. Select the Enable evaluation option.
8. Select the Use another evaluation option.
9. Click Add Evaluation.
10. Search for and select an evaluation questionnaire then click Apply.
11. Click Preview to see the evaluation questionnaire.
12. In the Required for Completion field, select Yes if you want learners to complete the evaluation questionnaire for the offering to be marked as complete. The offering can be marked complete only after the learners complete the evaluation questionnaire.
13. Click Save and Close.

What's the difference between an evaluation and an assessment?

An evaluation is a questionnaire used to capture feedback from learners about the offering that they completed. An assessment is a questionnaire used to test learners' understanding of a course material.
Learning Approvals: Explained

Use approvals to require signoff by other people, such as a manager or HR representative, before learners begin using certain learning items. For example, you may want learners to obtain manager approval before taking certain courses.

Oracle Learning Cloud has three Human Capital Management approval transactions:

- Learning Item Contribution Approval - use this transaction to require approvals when a learner contributes self-service learning items to the catalog, such as videos or tutorials. This enables you to approve items before they become available to other learners in the catalog.
- Learning Request Approval - use this transaction in conjunction with the Access Control feature to require approvals before learners can begin using requested learning items.
- Learning Assignment Withdraw Approval - use this transaction to require approvals before learners can withdraw from a course, offering, and specialization assignment.

When you create approval policies for these transactions, you first define the workflow conditions, which are the rules that must be met before an approval routing path is selected. You then define the approval routing path, which is the list of people who approve or deny the request. You can define one person or several people. For example, a manager approves a request, then it moves two levels up in the management hierarchy, and then to an HR manager, or a specific user higher up in your business hierarchy.

You can also create more than one rule for a transaction. The approval routing path taken depends on the rule conditions that are met. For example, you can configure a rule that examines the monetary value entered in a course request form, and routes the approval to different people based on the currency or price. If a learner requests approval for a course that is less than $500, the approval follows the rules defined for a simple workflow, which may just require approval from the learner’s manager. If the course is greater than $500, the approval follows the rules for a different workflow, which may involve obtaining signoff from multiple people, including the learner’s manager, an HR representative, and a director. You can define approval policies using the tasks Manage Approval Transactions for Human Capital Management and Manage Task Configurations for Human Capital Management.

Recommended Reading

Refer to Document ID 2518274.1 on support.oracle.com for an assignment status diagram, which details the workflow of an assignment, and status definitions.

Related Topics

- Defining Approvals for Human Capital Management: Explained
- Defining an HCM Approval Policy: Worked Example
- Access Control: Explained
Chapter 13
Social Collaboration

Social Collaboration with Learning

If the course, specialization, or offering details page has a Social pane, you can invite others to collaborate about the learning item using social collaboration. Conversations remain within the learning item as a historical record.

Examples of collaboration:

- Instructors and learners collaborate on a learning assignment.
- The learner initiates a discussion with other learners to share information about their experience in an offering.
- Community members collaborate and discuss the learning items in the community catalog or assignments.

Collaborating on Learning Items

Tips for collaborating:

- Use the Social pane in the course, specialization, or offering details page. Click Share or click Join if collaboration has already begun.
- Use the Conversations content area in the Communities Details page to watch and participate in community social conversations.
- Click the name of the learning assignment to access its wall and start conversations and add members.
- After collaboration starts for a learning item:
  - Other learners can only participate in conversations after being invited as a member.
  - Learners and instructors can initiate conversations and invite members.
  - On the wall of the learning item, everyone invited can view basic attributes of the learning item and post documents and comments that all members can see.

Social Learning: Examples

Employees can capture, share, and collaborate around best practices using rich media. This topic suggests some scenarios where businesses can benefit from this social learning.

Sharing Solutions

Services engineers are in the field, solving customer problems. To rapidly share knowledge of solutions, an engineer can publish a video demonstrating a fix to a common customer issue. Through recommendations and sharing on Oracle Social Network, the knowledge can immediately be spread throughout the team.
Best Pitch Video Competition

The stars on your sales team can publish recordings of their sales pitches for new products and services. Or why not harness the competitive spirit and encourage the whole sales team to record their pitches for judging by their peers? The video with the most Likes is the winner.

Best Practices

Subject matter experts find the most effective approaches through their experience. You maximize the return on that experience if these experts share their knowledge in an engaging video or tutorial. For example, a field technician might publish a tutorial on installation best practices for a new offering.

Enabling Social Network Conversations in Learning: Procedure

Use the settings in the Social Network Conversations tab on the Manage Setup page to enable social network conversations in learning items. When you enable social network conversations, learners view the Social tile and content area in course, specialization, or offering. They can join, share, and collaborate on the learning item with their peers, other learners, or instructors.

You can restrict the social network conversation to enrolled learners only or open it for not enrolled learners too. This topic details the steps to enable global options so that enrolled learners can view and collaborate on all specialist-created content.

Enabling Social Network Conversations

To enable social network conversations at the course, specialization, or offering level:

1. In the Social Network Conversations tab, click Edit.
2. Select Yes for Show Social Conversations for User Created Content.
3. Select Yes for Show Social Conversations for Specialist Created Content.
4. Click Save and Close.

Restricting Social Network Conversations

To restrict social network conversations from all learners to only enrolled learners in the course, specialization, or offering:

1. In the Social Network Conversations tab, click Edit.
2. Select Enrolled learners for each of the following:
   - View Social Conversations on Specialization
   - View Social Conversations on Course
   - View Social Conversations on Instructor-Led Offering
   - View Social Conversations on Self-Paced Offering
View Social Conversations on Blended Offering

3. Click **Save and Close**.
14 Social Learning Items

Fostering a Collaborative Learning Approach: Critical Choices

Many skills evolve too quickly for formal learning plans to keep pace. To remain competitive, encourage grassroots social learning, to complement your formal learning offerings. Social learning helps you maximize performance by equipping your employees with best practices, newest methods, and latest technologies for their work.

To create a positive environment for employee-to-employee learning, you may need to adjust your organization’s culture. Managers throughout the enterprise can use their leadership to empower and encourage collaboration and knowledge-sharing.

The following figure depicts the virtuous circle where social recognition and management encouragement inspire growing involvement in social learning.

Remove Barriers to Publication

The first step is to enable practitioners to publish their knowledge with minimal interference. Long approval chains and demanding standards are likely to dampen enthusiasm and prevent timely publication. With a more hands-off approach, you expose varied points of view on topics and help your enterprise community to self-curate. You can also actively engage subject matter experts to publish their content, ensuring that their expertise is shared first.
Encourage Collaboration

Executives can set an example by actively publishing and sharing insights with your community. Managers contribute by:

- Requiring completion of certain learning items by their teams
- Encouraging peer-to-peer recommended learning
- Assisting workers to find better ways of doing their work using employee-sourced knowledge

By their own example and the expectations they set, managers can foster a sense of communal shared liability for intellectual property.

Recognize and Reward Contributors

Enhanced reputation through Likes and Recommendations of their content will motivate many contributors. But you can assist by recognizing and rewarding your key contributors in other ways, for example at team meetings or events. By surfacing the social credibility of your subject matter experts, you can ensure that the best knowledge rises to the top.

Train on Content Creation

Not everyone has the skills to share their knowledge effectively. If you have experts who are slow to get involved, you can provide training on content creation. As you help employees convey their knowledge in concise and engaging stories, the quality of your learning resources will improve.

Related Topics

- Social Learning: Examples
- Promoting Learning to Your Team: Points to Consider
- Learning Communities: Overview

Authoring a Tutorial: Worked Example

This example demonstrates how to create a tutorial, New Employee Handbook, and recommend the tutorial to various members in the organization. You can assemble multiple pieces of mixed-media content in a tutorial. The sections are specific to the tutorial. You can’t reuse them in other tutorials. The content can be self-authored or authored by others, on a specific topic from various sources:

- Content in Oracle Learning Cloud
- Content on your system
- References to content from external sites
- Videos from YouTube
This example comprises the following four tasks in authoring a tutorial:

- Creating a tutorial
- Creating a section with an external video, such as YouTube
- Creating a section with a Web link
- Creating a section with an internal video

Any employee can author a tutorial. You can recommend it to anyone in your enterprise.

Creating a Tutorial

1. On the home page, click About Me and then Learning to open the Current Learning page.
2. Click Author Tutorial. You can create a tutorial from the Actions menu in the My Learning and My Team pages.
3. In the Author Tutorial page, specify the following attributes:

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>New Employee Handbook</td>
</tr>
<tr>
<td>Description</td>
<td>This is the place to get basic facts about the company, and to learn about how Vision Corporation is dedicated to innovation by simplifying IT.</td>
</tr>
<tr>
<td>Cover Art</td>
<td>Upload an image from your desktop to promote your tutorial.</td>
</tr>
</tbody>
</table>

4. Click Set the Visibility.
5. In the Tutorial Visibility window select Open for anyone to find and view the tutorial. The Create Section tile is in the tutorial table of contents.

Creating a Section with an External Video

1. On the Author Tutorial page, click Add New Section and complete the fields on the Author Section page:

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Welcome to Vision Corporation</td>
</tr>
<tr>
<td>Description</td>
<td>Vision Corporation thrives because of the exceptional talent we have attracted to our team. Our employees are creating the technologies of tomorrow. Executive Chairman and Chief Technology Officer</td>
</tr>
</tbody>
</table>

2. Click Add Video.
3. Click Search YouTube.
4. Search by keywords or title, the New Employee Welcome video and click Select.
5. Verify the details in the section and click Done.
6. Click Save.
You can save a tutorial only after you provide the title, description, visibility option, and at least one section. After you save the tutorial, you can come back to the tutorials and build more sections. You can update a tutorial at any time but can't version it.

Creating a Section with a Web Link

1. On the Author Tutorial page, click Add New Section and complete the fields on the Author Section page:

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Your Vision Corporation Career Comes with Unmatched Benefits</td>
</tr>
<tr>
<td>Description</td>
<td>Vision Corporation not only provides you with the rewarding career development you're seeking, but also with unmatched benefits that help you get the most out of your career and your life.</td>
</tr>
</tbody>
</table>

2. Click Add a Web Link.
3. In the Web Link Selection window enter or copy the Web link.
4. Select a cover art image and upload it from your desktop.
5. Click Done.
6. Click Add an Image
7. In the Image Selection window, specify the image to upload.
8. Click Done and return to the section.
9. Verify the details in the section and click Done.

Creating a Section with an Internal Video

1. On the Author Tutorial page click Add a Section with Video link.
   The Add window appears over the Author Section page.
2. Click Search Learning.
3. Enter a keyword or the video title, Benefits of Working at Vision Corporation and click search.
4. Preview the video and click Select. The video title and description automatically appear in the tutorial section title and description. Review the video title and description and edit them if required.
5. The source link is automatically indicated in the section. Verify the details in the section and click Done.

   Tip: You can reorder the sections in the tutorial table of contents by dragging the tiles.

6. Click Save and Close.
   You have now created a public tutorial. You can verify if the tutorial is listed in the My Learning page. You can recommend the tutorial to the selected people or everyone. Accordingly, the tutorial now shows up in the Contributions and Recommendations content areas of the My Learning page.

Publishing a Video: Procedure

Share your knowledge by publishing learning items. You can upload and publish videos or author tutorials in the Current Learning, My Learning, and My Team pages.
You can publish videos as follows:

1. From the **Current Learning** page, click the **Publish Video** link.
   
   You can publish a video from the Actions menu in the My Learning and My Team pages.

2. In the **Publish Video** window, browse and select the video file. You can also drag and drop the video file.

3. As the video upload process goes on, you can set the options for the video. Enter a **Title** and **Description** of the video.

   The description you enter is displayed in the **About** field on the video card.

4. Specify one of the video **Visibility** options:
   
   - Select **Open** so that anyone can search and view the video.
   - Select **Secret** so that only select people can view the video.

5. If the video is set to **Secret**, select and specify the people who can access the video.

6. Verify the details and click **Publish**.

A message appears that the video is under processing and a notification will be sent to you. You can find the video listed in the **Contributions** content area of **My Learning** page. You can modify the settings of the video later too.

**What's the difference between a video and a tutorial?**

A video is a type of media content that is recommended to other learners.

A tutorial is a collection of multiple pieces of mixed-media content that is specific to a particular topic.

The video tile has a **Play** icon while tutorial has a **View** button.

The video or tutorial content can be self-authored or authored by others.
15 External Providers

External Providers: Overview

Oracle Learning Cloud integrates with external providers to provide you with an enhanced user experience and additional functionality. Oracle Learning Cloud currently integrates with the following providers:

- WebEx
- YouTube
- Skillsoft

There are steps to enable and configure these external provider integrations to work with Learning Cloud.

Configuring YouTube Video Search: Points to Consider

Enable YouTube Video Search so that learners can search for YouTube videos when creating the tutorials. For more details see Google's YouTube Data API Overview.

Configure Parameter Options

You enable and configure YouTube Video Search on the External Providers tab, Manage Setup page in the Administrator work area. The following table explains YouTube configuration parameters options:

<table>
<thead>
<tr>
<th>Parameters</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>YouTube API Key</td>
<td>Enter the unique identifier for your project, which you create on the Credentials page of the Google API Console.</td>
</tr>
<tr>
<td>Video License Type</td>
<td>Select to restrict the videos in search results to a specific license type or to show videos with any license type. YouTube videos can have the Creative Commons license or the standard YouTube license.</td>
</tr>
<tr>
<td>Safe Search Mode</td>
<td>Select to exclude restricted content from search results. The options are:</td>
</tr>
<tr>
<td></td>
<td>• Strict excludes all the restricted content from search results.</td>
</tr>
<tr>
<td></td>
<td>• Moderate excludes content that’s restricted in the user’s locale.</td>
</tr>
<tr>
<td></td>
<td>• None doesn’t filter the search results. Includes all the content.</td>
</tr>
<tr>
<td>Maximum Result Set Size</td>
<td>Enter a number up to 50 to specify the maximum number of search results. The default value is 6.</td>
</tr>
<tr>
<td>Publisher ID Filter</td>
<td>Optionally, enter a channel identifier to restrict search results to videos created by a single channel.</td>
</tr>
<tr>
<td>Region Code Filter</td>
<td>Optionally, enter a region code to restrict search results to videos from publishers in a single region.</td>
</tr>
</tbody>
</table>
WebEx

Virtual Instructor Led Training: Overview

Virtual Instructor Led Training (Virtual Instructor Led Training) is instructor led training conducted via the internet, using conferencing services such as Cisco WebEx.

Oracle Learning Cloud integrates with WebEx Meeting Center and WebEx Training Center. Using this integration, you can create and update WebEx web conferencing events directly in Oracle Learning Cloud. Instructors (hosts) and Learners (attendees) can access training using web conferencing links located within offerings.

Administrator Experience

When you enable WebEx, Administrators can do the following:

- Select a WebEx Account when creating virtual instructor led training activities.
- Create and modify virtual instructor led training activities. When you save an activity, an integration job runs and creates or modifies meetings in WebEx for the Instructors and the Learners assigned to the activity.
- Assign or withdraw learners from virtual instructor led training activities. When you assign learners to an activity, an integration job runs, and they are added as attendees to the associated WebEx meeting. When you withdraw learners from an activity, the job runs, and they are removed as attendees from the associated WebEx meeting.

Learner Experience

When you enable WebEx, learners can do the following:

- Add the virtual classroom information to their calendars from the activity details page prior to the event.
- Join the virtual classroom directly from the activity details page 15 minutes before the event.
- View the recording directly from the activity details page after the event.

Instructor Experience

When you enable WebEx, instructors can do the following:

- Add the virtual classroom information to their calendars from the offering details page.
- Join the virtual classroom directly from the offering details page on the day of the event.
- View the recording directly from the offering details page after the event.
- View the attendance report in the activity details page in edit mode after the event. This report becomes available several hours after the event, because WebEx has to create the attendance report.
Before You Begin

You need to have an account with WebEx before you can enable this feature. WebEx should provide you with the following information:

- Site Code
- Site ID
- Partner ID

This information is required to enable the integration with Learning Cloud.

WebEx Integration Overview

The following are the high-level steps you need to follow to enable and configure WebEx and make it available to users in your Learning Cloud.

1. Create the Delegate Administrator in WebEx.
2. Create meeting templates in WebEx and associate them to each Instructor in WebEx.
3. Create a WebEx Site Account in Learning Cloud.
4. Create a WebEx Account for Instructors in Learning Cloud.
5. Configure ESS Job to Associate Attendance Report in Learning Cloud.

Create a Delegate Administrator in WebEx: Procedure

Create a site level administrator delegate account in WebEx, and assign it to all the instructors in WebEx. The administrator delegate account behaves like an integration user. When you create a Virtual ILT meeting in Oracle Learning Cloud for an instructor, the integration uses the administrator delegate account to create meetings on that instructor’s behalf. Using one account eliminates the need to maintain WebEx credentials for all instructors.

Once you have created the delegate account in WebEx, perform the following steps:

1. Create a WebEx site account in Oracle Learning Cloud. Use the delegate user name and password during the WebEx setup.
2. Ensure that the WebEx delegate has been added as a delegate to all the instructors in WebEx.

Create Meeting Templates and Associate Them to Instructors in WebEx: Procedure

Create at least one template in WebEx for Meeting Center and Training Center. You can do so by creating a meeting, and clicking the Save As Template button. All the meeting options you selected for that meeting are saved to the template, and you can reuse them when creating future WebEx meetings. The templates appear in the WebEx Users profile preferences area. You can select default templates to be part of your profile preference. When you set up an Instructor in Oracle Learning Cloud, you are required to choose a meeting template for the integration. Templates must exist on WebEx Users for each WebEx service.
Create a WebEx Account for Instructors: Procedure

Associate a WebEx account to an instructor.

1. In the My Client Group area, click Learning.
2. Click Catalog Resources.
3. Click **Instructors**.
4. Search for and select the instructor you want.
5. Click **Create**.
6. Enter the account name. This is the display name of the WebEx site. You can associate one account to an instructor at a time.
7. Select one of the following for **Status**:
   - **Active** - to make the account active and available for use for instructors and virtual instructor led training activities.
   - **Inactive** - to make the account inactive and unavailable for use for all instructors associated to the account. You can no longer associate the account to instructors and offering activities.

  **Note:** When you change the status of the account to inactive, you must also remove it from any virtual instructor-led offerings using it.

8. Enter the user name of the instructor. Typically, the instructor user names are in the form of an email address. This field is required so that WebEx can create meetings for this person.

Configure ESS Job to Associate Attendance Report: Procedure

Configure the Virtual Classroom Attendance Report job to run daily. This report pulls the attendance report from WebEx events, and adds them as attachments to the activity details page. Both administrators and instructors can view this report while in edit mode within an activity.

**Note:** Be aware that it can take WebEx several hours to create the attendance report.

**Related Topics**
- Processes in Oracle Learning Cloud: Explained

Create a WebEx Site Account in Learning Cloud: Procedure

Create a virtual instructor-led site account in Learning Cloud to call the proper customer site account.

1. In the My Client Group area, click Learning.
2. Click Setup.
3. Click External Providers.
4. Click **Configure** next to WebEx.
5. Click **Create**.
6. Enter an account name. This is the display name for the WebEx account in Learning Cloud. This is not used in the integration, but is a required field.
7. Enter a description. This field is for informational purposes.
8. Select one of the following for **Status**:
   - **Active** - to make the account active and available for use for instructors and virtual instructor led activities.
   - **Inactive** - to make the account inactive and unavailable for use for all instructors associated to the account. You can no longer associate the account to instructors and offering activities.

   **Note:** When you change the status of the account to inactive, you must also remove it from any virtual instructor-led offerings using it.

9. Enter the site code. You obtain information from WebEx. Typically, the site ID is the same or similar to the company ID in the WebEx URL. For example, the XYZ Company’s WebEx URL is www.XYZ.webex.com and the site code is XYZ. This information is located in the Administrator settings area within WebEx.

10. Enter the site ID. You obtain information from WebEx. This is located in the Administrator settings area within WebEx.

11. Enter the partner ID. You obtain information from WebEx.

12. Enter a name for the administrator who is responsible for the WebEx integration within your organization. This field is for informational purposes only.

13. Enter the user ID for the administrator delegate account used for the integration to create WebEx meetings for instructors.

14. Enter the WebEx password for the delegate account.

15. Click **Validate** to ensure that the configuration parameters are set up correctly. If "Success" displays on the page, the integration has been set up correctly. Two tables also display. The first lists all future offerings scheduled using this WebEx account. The second displays any integration errors that happened when using this account. This is useful to troubleshoot problems, such as why meetings may not have been created in WebEx.

16. Click **Save and Close**.

**Skillsoft**

**Skillsoft: Explained**

Oracle Learning Cloud integrates with Skillsoft, a third party company that produces learning management software content. When you enable this integration, you can import courses from Skillsoft directly into Oracle Learning Cloud. You can import a single course at a time, or bulk load multiple courses. Once imported, an automatic process (Import Skillsoft Content) runs in the background to create courses, offerings, and activities associated with the content.

**Before You Begin**

You need to have an account with Skillsoft before you can enable this feature. Skillsoft should provide you with the following information:

- Skillsoft URL
- Company ID
- Shared Key

This information is required to enable the integration with Learning Cloud.
Skillsoft Configuration Overview

The following are the high-level steps you need to follow to enable Skillsoft and make it available to users in your Learning Cloud.

1. Enable Skillsoft for the appropriate users by granting them the Manage External eLearning Content security permission.
2. Enable the Skillsoft integration for Learning Cloud.
3. Synchronize Oracle Learning Cloud with the Skillsoft library.
4. Import Skillsoft content to the catalog. This import creates Skillsoft content, courses, offerings and activities within the catalog.

Related Topics
- Standard Application Users for Oracle Learning Cloud: Overview

Enable Skillsoft for Learning Cloud: Procedure

You must enable Skillsoft before you can begin using it with Learning Cloud. Once enabled, and you have obtained the Skillsoft security privilege, you are able to see the Import Skillsoft Courses option in the Add Content drop-down list on the Catalog Resources page.

1. In the My Client Group area, click Learning.
2. Click Setup.
3. Click External Providers.
4. Click Configure next to Skillsoft.
5. Select the Enabled check box.
6. Enter the Skillsoft URL. You obtain information from Skillsoft.
7. Enter the Company ID. You obtain this information from Skillsoft.
8. Enter the Shared Key. You obtain this information from Skillsoft.
9. Enter the name of the administrator who is responsible for the integration. You can use this field for informational purposes. Leaving it blank does not affect your ability to enable this integration.
10. Click Save and Close.

Related Topics
- Processes in Oracle Learning Cloud: Explained

Enable Skillsoft for Users: Procedure

The appropriate users must have the Manage External eLearning Content security privilege before they can see the see the Import Skillsoft Courses option in the Add Content drop-down list on the Catalog Resources page.

Related Topics
- Oracle Fusion Applications Security Console: Explained
- Standard Application Users for Oracle Learning Cloud: Overview
Synchronize Learning Cloud with the Skillsoft Library

To ensure that Skillsoft data is up-to-date within Learning Cloud, you must periodically run the Load and Synchronize Skillsoft Content job from the Scheduled Processes work area.

This job is responsible for loading available courses from Skillsoft into the Oracle Learning Cloud staging area so that they are available for import. During the synchronization, Skillsoft metadata and content status information downloads to Learning Cloud so it can be searched in the staging area, and users can see if the content is new or updated content. Oracle recommends that you schedule this job to run daily. You can also run it on demand, if force synchronization is required.

Synchronize Statuses

After you run the Load and Synchronize Skillsoft Content job from the Scheduled Processes work area, a status displays for each course.

- **New** - indicates that this is a new course, and it was not imported.
- **Modified** - indicates that a course has been imported, but has changed on Skillsoft.
- **Current** - indicates a course is in sync with Skillsoft, and has been imported.
- **Removed** - indicates that a course was imported as "Not entitled" from Skillsoft, and that you should remove it.
- **Deactivated** - indicates that a course removal has processed.

**Related Topics**

- Processes in Oracle Learning Cloud: Explained

Import Skillsoft Content: Procedure

Before you can use import Skillsoft content, you must import them to the learning resources catalog.

1. In the My Client Groups work area, click Learning.
2. On the Catalog Resources page, click the Content tab.
3. Click Add Content.
4. Select Import Skillsoft Courses.
5. Search for and select the Skillsoft content you want to import.
6. Click one of the following:
   - **Import** - to import a single item.
   - **Import All** - to import all selected items.
7. When the "You are about to create a course, offering, and activity for this Skillsoft asset. Do you want to continue?" message displays, click Yes.

The courses are imported, and remain in Import Requested status until the import process completes. You can find them by selecting Import Requested from the Import Status drop-down list in the search area. The content remains in this status until the Import Skillsoft Learning Content job completes. This job runs automatically in the background, and creates content, courses, offerings, and activities for the imported Skillsoft content.

Automatic Process for Skillsoft

When you import Skillsoft content on the Catalog Resources page, the Import Skillsoft Learning Content job runs automatically. You cannot schedule this job or run it on demand. This job creates content, courses, offerings, and activities.
for the imported content. This job might create multiple offerings for a course based on the Skillsoft course number naming standards. Skillsoft courses are similar to Oracle Learning Cloud offerings. If a Skillsoft course exists in multiple languages, the import process creates one course, with multiple course translation records, and many offerings for each Skillsoft language item identified.

⚠️ **Note:** Ensure that the Import Skillsoft Courses job is not running at the same time as the Load and Synchronize Skillsoft Content job. Also, only run one instance of the Import Skillsoft Courses job at a time. For example, when you select Import All, this job begins to run. If you then import other items, other instances of this job will also run. Wait for the first job to complete before importing other Skillsoft content.

*Related Topics*

- Processes in Oracle Learning Cloud: Explained
16 Creating Deeplinks

Creating Deep Links in Learning: Procedure

Learning Cloud supports direct access via deep links to the self-service and administrator views of catalog courses, offerings, and specializations. Deep links are URL links that can be distributed outside of Learning Cloud, that allow users to open pages without navigating through a menu structure. For example, you create a deep link to a learning item, then copy and paste that link to an email message or notification. The recipient can use the link to directly access the learning item from the email or notification.

Note: Deep links are bound by the access control rules (self-service access rules for self-service links, functional/date security for administrator links) that are defined for learning items.

You can obtain these direct links from the Learning Item Number link when viewing Learning items and share them with others. An HTML code snippet is also available to embed the self-service details page of an item into other applications or web pages. Learners can access these direct links from the learning item details page action button.

You can create deep links, for both self-service learners and administrators, to the objects shown in this table.

<table>
<thead>
<tr>
<th>Learner Role</th>
<th>Learning Item</th>
</tr>
</thead>
</table>
| Self Service | • Course  
|              | • Specialization  
|              | • Video  
|              | • Tutorial  
|              | • Community  
|              | • Offerings  
|              | • Search Results  
|              | • My Learning  
|              | • What To Learn  
| Administrator | • Specialization  
|              | • Course  
|              | • Offering  
|              | • Community |

To enable visibility of learning item links to learners, use Page Composer to place a direct link to the learning item on a Learning Cloud page.

1. Open Page Composer in Source View mode and select the area in which you want to place a learning item link.
2. Add the HTML element to the page.
3. Edit the HTML element.
4. Select the Expression Builder for the value.
5. Copy and paste the Deep Link Page Composer snippet.
6. Close the configuration window and confirm that the link displays in Source View mode.
7. Close Source View mode and confirm the link displays properly on the page to end users.
Administrators can access shareable links to catalog items from the Learning Catalog page.

1. From the Home page, select **My Client Groups > Learning**.
2. On the Administrator Dashboard, select **Learning Catalog > Offerings, Courses, or Specializations**.
3. Search for a course.
4. In the Search Results, click a link in the **Offering Number, Course Number**, or **Specialization Number** column.
5. In the pop-up window that appears, select one of three options:
   - Self-Service Link: a URL that can be copied and shared, providing direct access to the item’s self-service details page.
   - Embed Code for Self-Service Link: HTML code that can be copied, which wraps the self-service link.
   - Administrator Link: a URL that can be copied and shared, providing direct access to the item’s administrative details page.

尼斯 Note: In all cases, the user accessing these deep link URLs still requires authentication and is bound by the access control (self-service access rules for a self-service link, functional and data security for an administrative link) defined on the learning catalog item.

Related Topics
- Deep Links
- Access Control: Explained

Manually Adding Deep Links to Catalog Items: Explained

You can manually create a URL that directs users to a specific item in the learning catalog. For example, the following URL directs users to a course in Self-Service:

https://<host>/fndSetup/faces/deeplink?objType=WLF_LEARN_SS_VIEW_COURSE&action=NONE&objKey=itemId%3D<learningItemId>

Sample Self-Service Deep Links

You can create your own URL to specific items in the Self-Service area. This table provides you with sample URLs.

<table>
<thead>
<tr>
<th>Catalog Item Type</th>
<th>Sample URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>https://&lt;host&gt;/fndSetup/faces/deeplink?objType=WLF_LEARN_SS_VIEW_COURSE&amp;action=NONE&amp;objKey=itemId%3D&lt;learningItemId&gt;</td>
</tr>
<tr>
<td>Specialization</td>
<td>https://&lt;host&gt;/fndSetup/faces/deeplink?objType=WLF_LEARN_SS_VIEW_SPEC&amp;action=NONE&amp;objKey=itemId%3D&lt;learningItemId&gt;</td>
</tr>
<tr>
<td>Video</td>
<td>https://&lt;host&gt;/fndSetup/faces/deeplink?objType=WLF_LEARN_SS_VIEW_VIDEO&amp;action=NONE&amp;objKey=itemId%3D&lt;learningItemId&gt;</td>
</tr>
</tbody>
</table>
Sample Administrator Deep Links
You can create your own URL to specific items for Administrators. This table provides you with sample URLs.

<table>
<thead>
<tr>
<th>Item Type</th>
<th>Sample URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td><code>https://&lt;host&gt;/fndSetup/faces/deeplink?objType=WLF_LEARN_ADMIN_VIEW_COURSE&amp;action=NONE&amp;objKey=itemId%3D&lt;learningItemId&gt;</code></td>
</tr>
<tr>
<td>Specialization</td>
<td><code>https://&lt;host&gt;/fndSetup/faces/deeplink?objType=WLF_LEARN_ADMIN_VIEW_SPEC&amp;action=NONE&amp;objKey=itemId%3D&lt;learningItemId&gt;</code></td>
</tr>
<tr>
<td>Community</td>
<td><code>https://&lt;host&gt;/fndSetup/faces/deeplink?objType=WLF_LEARN_ADMIN_VIEW_COMMUNITY&amp;action=NONE&amp;objKey=itemId%3D&lt;learningItemId&gt;</code></td>
</tr>
<tr>
<td>Offering</td>
<td><code>https://&lt;host&gt;/fndSetup/faces/deeplink?objType=WLF_LEARN_ADMIN_VIEW_OFFERING&amp;action=NONE&amp;objKey=itemId%3D&lt;learningItemId&gt;</code></td>
</tr>
</tbody>
</table>
My Learning on A Mobile Device: Explained

You can track your learning items and continue to learn on your mobile device when online and offline. Your learning items are tracked separately in three groups:

- Required Learning
- Voluntary Learning
- Recommended Learning

Required Learning

In the My Learning page on your mobile device, you can view your learning summary along with the number of overdue learning items. Under the Required tab, the required learning item cards exist in the order of Overdue and Completed statuses. You can view the following details on each of the cards:

- Person who assigned the learning item
- Name of the learning item
- Learning item type icon, for example, the arrow icon for a video
- The duration to complete the learning item
- The number of days remaining to complete the learning item
- The Play or Play Again or Resume buttons depending on your progress

Voluntary Learning

View your personal learning items cards on the Voluntary tab of the My Learning page on your mobile device. You can view the following details on each of cards:

- Name of the learning item
- Learning item type icon representing the learning item type, for example, the Computer icon for an online course
- Total or remaining duration of the learning item
- The Play, Play Again, or Resume buttons depending on your progress

Recommended Learning

View your recommended learning items on the Recommended tab of the My Learning page. You can view the following details on each of the cards:

- People who recommended the learning item
- Name of the learning item
- Learning item type icon, for example, the View button for a tutorial
- Total or remaining duration of the learning item
- Number of days remaining to complete the learning item
• The Play or Play Again or Resume buttons depending on your progress

Tap the Play button and start learning. To pause, tap Done and return to your learning items.

Offline Learning

Even when you are offline, you can view your leaning items and continue to learn. The application downloads the learning item and facilitates your learning when offline. When you are online next, the learning progress gets synchronized in the cloud. You can view the progress message on your mobile device.

Tip: You can opt to download learning content on WiFi only and set the maximum size for download in the Settings menu of Navigator.

Profile Options for HCM Mobile Application Features: Explained

Use profile options to enable mobile responsive pages in Oracle HCM Cloud. Set the profile option to Y to enable the mobile responsive version of the page or feature in your HCM Cloud application. You perform this setup on the application server on your desktop.

To do this, enable the HCM_RESPONSIVE_PAGES_ENABLED profile option and at least 1 other responsive profile option, such as PER_PERSONAL_INFORMATION_RESPONSIVE_ENABLED, by setting the profile values to Y.

To view profile options, perform the following:

1. In the Setup and Maintenance work area, go to the following:
   o Task: Manage Administrator Profile Values

2. Search for the profile option you want to change.

The following table lists mobile app features, the associated profile options that need to be configured, and the effect of the configuration for users:

<table>
<thead>
<tr>
<th>Feature</th>
<th>Profile Option Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Server Idle Timeout</td>
<td>TAP_SERVER_IDLE_TIMEOUT</td>
<td>• Specify the number of seconds within which users can log back into the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mobile application by authenticating against the security on the device. No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>server connection is needed. If you lose internet connection or close the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mobile app without logging out, the app will log out based on the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>configuration of this profile option.</td>
</tr>
<tr>
<td>Server Session Timeout</td>
<td>TAP_SERVER_SESSION_TIMEOUT</td>
<td>• Specify the number of seconds after which users must re-authenticate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>against the server whether online or offline to get a new valid session.</td>
</tr>
<tr>
<td>Offline Access</td>
<td>TAP_MOBILE_OFFLINE</td>
<td>• Configure authentication required for offline Learn access. This improves</td>
</tr>
</tbody>
</table>
Feature | Profile Option Code | Description
--- | --- | ---
performance during subsequent sign in. Grants the mobile application permission to store data locally between login sessions.

Related Topics
- Overview of Profile Options
- Create and Edit Profile Options
- Search for a Task

What happens if I temporarily lose connection to Oracle HCM Cloud on my mobile device?

All HCM features require you to be connected to the internet. Only Learn supports offline access. If you temporarily lose connection to the Internet or close the Oracle HCM Cloud mobile app without logging out, the app will time out based on the settings configured by your administrator.
Glossary

**abstract role**
A description of a person’s function in the enterprise that is unrelated to the person’s job (position), such as employee, contingent worker, or line manager.

**aggregate privilege**
A predefined role that combines one function security privilege with related data security policies.

**condition**
The part of a data security policy that specifies what portions of a database resource are secured.

**content item**
An individual quality, skill, or qualification within a content type that you track in profiles.

**content type**
An attribute such as a skill, quality, or qualification that is added to a profile.

**data dimension**
A stripe of data accessible by a user. Sometimes referred to as data security context.

**data role**
A role for a defined set of data describing the job a user does within that defined set of data. A data role inherits job or abstract roles and grants entitlement to access data within a specific dimension of data based on data security policies. A type of enterprise role.

**data security policy**
A grant of entitlement to a role on an object or attribute group for a given condition.

**database resource**
An applications data object at the instance, instance set, or global level, which is secured by data security policies.

**descriptive flexfield**
Expandable fields used for capturing additional descriptive information or attributes about an entity, such as a customer case. You may configure information collection and storage based on the context.
**entitlement**
Grant of access to functions and data. Oracle Fusion Middleware term for privilege.

**learning outcome**
A skill, competency, or certification acquired on completion of a learning assignment.

**person profile**
A collection of skills, experience, qualifications, work preferences, and career planning information for a worker.

**rating model**
A scale used to measure the performance and proficiency of workers.

**role**
Controls access to application functions and data.