

e-Learning Manual

UBT - 00

Document Ownership:
Department of e-Learning



1 Table of Contents

Document Control Sheet.....	5
Abbreviations and Definitions.....	6
Chapter 1:.....	9
1 Development of e-Learning Course.....	9
1.1 Purpose.....	9
1.2 Policies.....	9
1.2.1 Development of e-Course (Inhouse).....	9
1.2.2 Development of e-Course (Outsourced).....	10
1.2.3 Modification of e-Course.....	10
1.3 Procedures.....	10
1.3.1 Development of e-Course (Inhouse).....	10
1.3.2 Development of e-Course (Outsourced).....	12
1.3.3 Modification of e-Course.....	12
1.4 Process Flows.....	14
Chapter 2:.....	16
2 Delivering e-Learning Course.....	16
2.1 Purpose.....	16
2.2 Policies.....	16
2.2.1 Presenting and Delivering e-Course.....	16
2.2.2 Quality of Educational & Training Media.....	17
2.2.3 Open Educational Resource.....	17
2.3 Procedures.....	18
2.3.1 Presenting and Delivering e-Course.....	18
2.3.2 Quality of Educational & Training Media.....	19
2.3.3 Open Educational Resource.....	19
2.4 Process Flows.....	20
Chapter 3:.....	22
3 Training & Development.....	22
3.1 Purpose.....	22
3.2 Policies.....	22
3.2.1 Training for Students.....	22
3.2.2 Training for Faculty Members.....	22
3.3 Procedures.....	23
3.3.1 Training for Students.....	23
3.3.2 Training for Faculty Members.....	24
3.4 Process Flows.....	25

Chapter 4:	26
4 e-Learning Administration	26
4.1 Purpose.....	26
4.2 Policies.....	26
4.2.1 Online Admission and Registration.....	26
4.2.2 Student Orientation.....	27
4.2.3 Student Access to Online Course.....	27
4.2.4 Attendance.....	27
4.2.5 Academic Advisory.....	28
4.2.6 Minimum Level of Knowledge, Technical Skills and Competencies Required.....	28
4.2.7 Interaction and Communication with Students.....	29
4.2.8 Administration, Technicians and Supervisory Staff for e-Learning Environment.....	30
4.3 Procedures.....	30
4.3.1 Online Admission and Registration.....	30
4.3.2 Student Orientation.....	31
4.3.3 Student Access to Online Course.....	31
4.3.4 Attendance.....	31
4.3.5 Academic Advisory.....	32
4.3.6 Minimum Level of Knowledge, Technical Skills and Competencies Required.....	33
4.3.7 Interaction and Communication with Students.....	33
4.3.8 Administration, Technicians and Supervisory Staff for e-Learning Environment.....	34
4.4 Process Flows.....	35
Chapter 5:	40
5 Evaluation & Assessment	40
5.1 Purpose.....	40
5.2 Policies.....	40
5.2.1 Faculty Members Evaluation.....	40
5.2.2 e-Course & Program Evaluation.....	42
5.2.3 Students Assessment and Evaluation.....	43
5.2.4 Students Measuring Progress.....	44
5.2.5 e-Learning Survey.....	44
5.3 Procedures.....	45
5.3.1 Faculty Members Evaluation.....	45
5.3.2 e-Course & Program Evaluation.....	45
5.3.3 Students Assessment and Evaluation.....	47
5.3.4 Students Measuring Progress.....	48
5.3.5 e-Learning Survey.....	48
5.4 Process Flows.....	49
Chapter 6:	52

6	e-Learning Management System	52
6.1	Purpose.....	52
6.2	Policies.....	52
6.2.1	Management of e-Courses	52
6.2.2	Notification System	53
6.2.3	Electronic Assignments	53
6.2.4	Technical Support.....	53
6.2.5	Verification of Identity of Beneficiary	54
6.2.6	Requirements of System	54
6.2.7	Discussion Forums.....	54
6.2.8	Accessible Technology and Tools	55
6.3	Procedures.....	56
6.3.1	Management of e-Courses	56
6.3.2	Notification System	56
6.3.3	Electronic Assignments	56
6.3.4	Technical Support.....	57
6.3.5	Verification of Identity of Beneficiary	58
6.3.6	Requirements of System	58
6.3.7	Discussion Forums.....	58
6.3.8	Accessible Technology and Tools	59
6.4	Process Flows.....	60
	Chapter 7:.....	64
7	General Guiding Principles	64
7.1	Purpose.....	64
7.2	Policies.....	64
7.2.1	Review of Digital Content	64
7.2.2	Data Protection of Beneficiaries	64
7.3	Procedures.....	65
7.3.1	Review of Digital Content	65
7.3.2	Data Protection of Beneficiaries	66
7.4	Process Flows.....	69
	ANNEXURES	70

Document Control Sheet

This document is controlled by the Director e-Learning.

SCOPE

The following outlines the information related to e-Learning manual:

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REVISION STATUS

Each document has an individual record of amendments. The current amendments are listed below. The amendment history is available from the document control system. On issue of revised or new pages, each controlled document should be updated by the copyholder.

Amendment Number	Date	Version No Discarded	Insert Version No	Page	Section(s) Involved	Amendment
1.						
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Abbreviations and Definitions

Academic Integrity	Academic integrity is built on shared values and norms of behavior, including honesty, fairness, trust, respect and responsibility. Academic Integrity means putting these values into practice by being honest in the academic work students do during e-Learning, being fair to others, and taking responsibility for learning.
Accessible Technology	Accessible Technology is any item, piece of equipment, or technology that assists the students with special need in their learning and improve their functional capabilities.
Asynchronous	Asynchronous activities are time independent. A self-paced course is an example of asynchronous e-Learning because online learning takes place at any time. E-mail or discussion forums are examples of asynchronous communication tools.
Brand	A type of product manufactured by a company under a particular name.
CBA	College of Business Administration
CDC	Curriculum Development Committee
CE	College of Engineering
CIT	Communication & Information Technology
CL	College of Law
CLO	Course Learning Outcome
Copyright	Copyright gives the creator of a work the sole right to publish and sell their work. They have the control of the reproduction of that work.
Investor	A UBT faculty /Staff or student who created or discovered an invention.
Departmental Council	Departmental Council consists of HOD and faculty members from relevant department of the University.
DEL	Department of e-Learning
Discussion Forum	Discussion Forum is a place where students and teachers/ faculty members can interact and exchange ideas and opinion about any topic or queries.
e-Learning	Teaching and learning provided through the use of electronic technologies (as per NELC)
CBC	Capacity Building Center
HOD	Head of Department
Invention	Tangible result of an innovation work
IPR	Intellectual Property Rights

JCA	Jeddah College of Advertisement
CC	College Council forms up with the members participating from four different colleges i.e., College of Business Administration, Jeddah College of Advertising, College of Engineering, and College of Law. CC consists of members from different colleges which includes - Academic Affairs Specialist, Deans, Vice Deans, HODs, and any other member considered necessary.
LMS	Learning Management System
MOE	Ministry of Education
NCAAA	National Commission for Academic Accreditation and Assessment
NELC	National e-Learning Center
Notification System	Notification System is a framework for the delivery of notifications to LMS users via LMS platform/ emails/ app notification.
OER	Open Educational Resource are materials used to support education that may be freely accessed, reused, modified, and shared by anyone. OER are digital resources that are used in the context of teaching and learning (e.g., course material, images, video, multimedia resources, assessment items, etc.), which have been released by the copyright holder under an open license permitting their use or re-purposing (re-use, revision, remixing, redistribution) by others.
Patent	A Patent is an exclusive protection for an invention.
Plagiarism	Plagiarism includes, but is not limited to, copying, writing, or presenting another person's or entity's information, ideas, graphics or phrasing without properly acknowledging the true source via appropriate citation format.
PLO	Program Learning Outcome
QAD	Quality Assurance Department
Self-plagiarism	Self-plagiarism may include submitting work or parts of work for a course that was created by the student for another course or for the course student is repeating.
Synchronous	Synchronous activities take place in real time. Synchronous communication between two people requires them to both be present at a given time. Examples of synchronous activities are chat conversations and audio/video conferencing.
Technical Support	Technical support services are any services that the technical support team of UBT provides to the users of the system.
Third Party Material	Third Party Material is when the material used is owned by someone else than the creator or the user of that material
Trademark	Symbol(s) or word(s) that are registered or established by use as representing a company or a product

TTS	Text to Speech
Two-factor Authentication	Two-factor authentication is a security process in which users provide two different authentication factors to verify themselves. This process is done to protect both the user's credentials and the resources the user can access.
UBT	University of Business & Technology
VD	Vice Dean
VPAA	Vice President Academic Affairs

Chapter 1:

1 Development of e-Learning Course

1.1 Purpose

e-Learning course development is the process of creating relevant course material, which complements strategic learning objectives of UBT.

The purpose of this manual is to develop e-Learning course ensuring following:

- Setting clear objectives for the e-Content;
- Formulating the course assisting the users efficiently;
- Adhering to the principles of intellectual property rights and copyrights;
- Following fixed standard designs and structure for all units and pages; and
- Engaging users and ensuring effective learning.

1.2 Policies

1.2.1 Development of e-Course (Inhouse)

- i) UBT establishes clear goals and objectives for e-Course/e-Content developed by UBT for delivering the education to the students using LMS.
- ii) UBT ensures that objectives of e-Course/e-Content are in line with mission, vision and charter of UBT.
- iii) Objectives of e-Course/e-Content are also mentioned in all the courses under e-Learning programs.
- iv) Standard design and structure are established for all the e-books/ presentation slides/ notes/ assessments or other e-Content developed by UBT for any course.
- v) During the stage of development of e-Content, UBT ensures that design of e-Content is in compliance with Experience API (xAPI) standards.
- vi) Following minimum factors are considered while establishing standard design and structure of all the units and pages of e-Content:
 - Appropriate content font type;
 - Proper content font size;
 - Appropriate font color;
 - Good color scheme;
 - Attractive page layout;
 - Page numbering;
 - Adequate page margins;
 - Headers and footers; and
 - Standard bulleting.
- vii) For presentation slides, it is necessary not to contain excessive text and presentation of information in slides are properly linked.
- viii) e-Content developed internally is visually presentable, eye catching and easy to read for the users.
- ix) All the courses are presented in various forms e.g., text, numbers, pictures, charts, tables, signs, etc.

- x) e-Content developed internally is capable of being used for future purpose as well by applying minimum changes where required or considered necessary.
- xi) All the e-Courses to be taught at UBT are initially identified by CDC and on a later stage approved by CDC at the time of development of e-Course.
- xii) A new course is required to be developed at least two months prior to the start of the term in which it is to be delivered.

1.2.2 Development of e-Course (Outsourced)

- i) In case of use of e-Content developed by third-party, UBT ensures that design and structure of all the units and pages of e-Content provided by such third-party is appropriate as per the policy of UBT.
- ii) At the time of agreement with third-party for procurement of e-Content, UBT makes sure that design of e-Content is in compliance with Experience API (xAPI) standards.
- iii) e-Content obtained from third-party under an agreement, is required to be visually presentable, eye catching and easy to read for the users.
- iv) e-Content obtained from third-party, is required to be capable of being used for future purpose as well by applying minimum changes where required or considered necessary.

1.2.3 Modification of e-Course

- i) The Departmental Council is responsible for ensuring any changes to be made to the e-Course.
- ii) Changes may be identified by:
 - Receipt of direct recommendation from faculty or students; or
 - Obtaining feedback on feedback form from faculty, and from students regarding the e-Course material.

1.3 Procedures

1.3.1 Development of e-Course (Inhouse)

- i) A meeting is conducted by Departmental Council for planning and formulation of e-Course in which a Proposal for Development of e-Course is raised by relevant personnel and approved as per designated authority of UBT. Template for Proposal for Development of e-Course is given in Annexure-E-01.
- ii) Departmental Council decides the Responsible Person (teacher/ faculty member) for the development of e-Course specification as well as the e-Course syllabus.
- iii) Any faculty member may also volunteer for the development of e-Course specification as well as the e-Course syllabus with the approval from Departmental Council.
- iv) Responsible Person identifies the strategic educational objectives that e-Learning course should achieve while adhering to the principles that should be followed during the development of e-Content including principles of Universal Design for Learning.
- v) Responsible Person develops the detailed e-Course specification and e-Course syllabus related to relevant subject using the recommended templates by NCAAA. Templates for e-Course Specification and e-Course Syllabus are given in Annexure-E-02 and Annexure-E-03.

- vi) Following are the basic requirements of identified strategic educational objectives that e-Learning course achieves for effective learning through LMS:
- Specific: Language to be used while creating the e-Content is clear and direct explaining what user will learn or need to do.
 - Measurable: The objective that e-Content shall achieve are measurable so that the user can see that the information or skill was learned.
 - Attainable: e-Course is designed in a way so that there is a chance for the user to reach the objective. This involves considering the users' existing skills and knowledge in the relevant circumstances.
 - Relevant: The information presented in the e-Course should be relevant to the goal of e-Learning. It should be communicated as to why the information or skill being taught is important.
 - Time Focused: This involves, “By when does the objective have to be met?” This can be something as simple as stating that the objective will need to be met by the end of the section.
- vii) During the development of content of the e-Course, Responsible Person ensures that following elements are covered:
- Introduction of the course;
 - Objective of the course;
 - Total credit hours of the course;
 - Course description;
 - Topics to be covered;
 - Intended learning outcomes;
 - Teaching and learning methods;
 - Student assessment methods and schedules;
 - Facilities required for teaching and learning;
 - A list of books and references;
 - Reusability of content;
 - Course evaluation and improvement processes; and
 - Any other factor/ element deemed necessary.
- viii) e-Course specification and e-Course syllabus developed by the Responsible Person is presented to Departmental Council for review of the same.
- ix) Departmental Council, after reviewing the e-Course specification and e-Course syllabus, may recommend some changes to be incorporated in e-Course.
- x) e-Course specification and e-Course syllabus is presented to CC for their approval. CC evaluates the e-Course specification and syllabus by taking into consideration the course's merit, standards, its conformity and coherence with other courses and its feasibility and need. CC forms up with the members participating from four different colleges i.e., College of Business Administration, Jeddah College of Advertising, College of Engineering, and College of Law.
- xi) After approval of CC, Vice Rector of Academic Affairs approves the e-Course specification and e-Course syllabus.
- xii) e-Course specification and e-Course syllabus is shared with CDC for further scrutinizing and review of its adherence to local and international standards and after their approval, the approved documents are shared with University Rector (in University Council Meeting) who shall approve the developed e-Course.
- xiii) e-Course is presented to Board of Trustees for their final approval.
- xiv) Upon approval from Board of Trustees, e-Course with all related documents such as e-Course syllabus and e-Course specifications, are escalated to MOE/NCAAA approval by raising a proper

application for approval of e-Course. (At instances, MOE may request the applying UBT to contact another university for the same e-Course) for which the other university was previously accredited by MOE.

- xv) Once UBT is notified of MOE approval, UBT decides on when to start the implementation of e-Course.
- xvi) Proper announcements will be made internally and externally by the Public Relation department regarding the initiation of e-Course through learning management system.

1.3.2 Development of e-Course (Outsourced)

- i) Departmental Council is responsible to take the decision regarding the development of e-Course using the services of third-party content developer/ content creator (supplier of e-Content) with the approval of Vice Rector of Academic Affairs. Departmental Council identifies the responsible person who shall undertake the responsibility of hiring such outsourced party and liaising with them.
- ii) An agreement is finalized between Content Developer/ Content Creator and UBT for developing and providing e-Course for the relevant subjects.
- iii) Content Developer/ Content Creator shares the sample layouts for development of e-Learning course with the responsible person.
- iv) Layout of the e-Learning course is decided and agreed between both the parties.
- v) Content Developer/ Content Creator initiates building the content for the subjects mentioned in the scope or agreement.
- vi) Relevant process owners of the subjects for which the content is being created, provides the support to Content Developer/ Content Creator.
- vii) Content Developer/ Content Creator shares the content created with the responsible person as per the agreed layout of the e-Course.
- viii) Responsible person, after reviewing the e-Course critically for its accuracy, appropriateness, and quality, submits the same to Departmental Council. Relevant process owner shall also be the part of the reviewing the content created by Content Developer/ Content Creator in case such process owner is not the responsible person.
- ix) e-Course is routed through same channel for approval as mentioned above in section 1.3.2 Development of e-Course (Inhouse).
- x) Any changes that need to be made in the content will be recommended by the relevant committee to the Content Developer/ Content Creator.
- xi) Content Developer/ Content Creator revises the content by adding or deleting the content as guided by UBT Management.

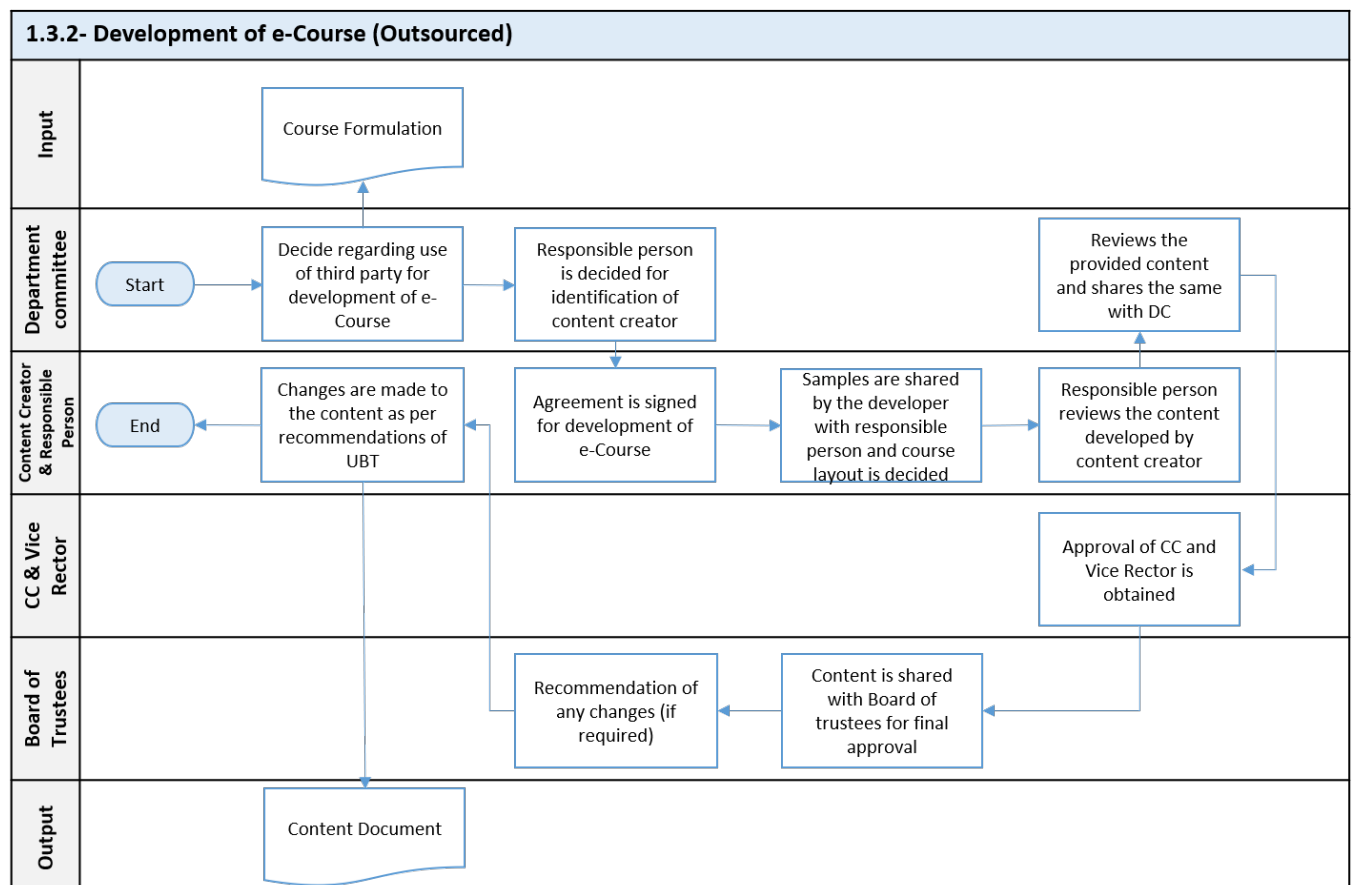
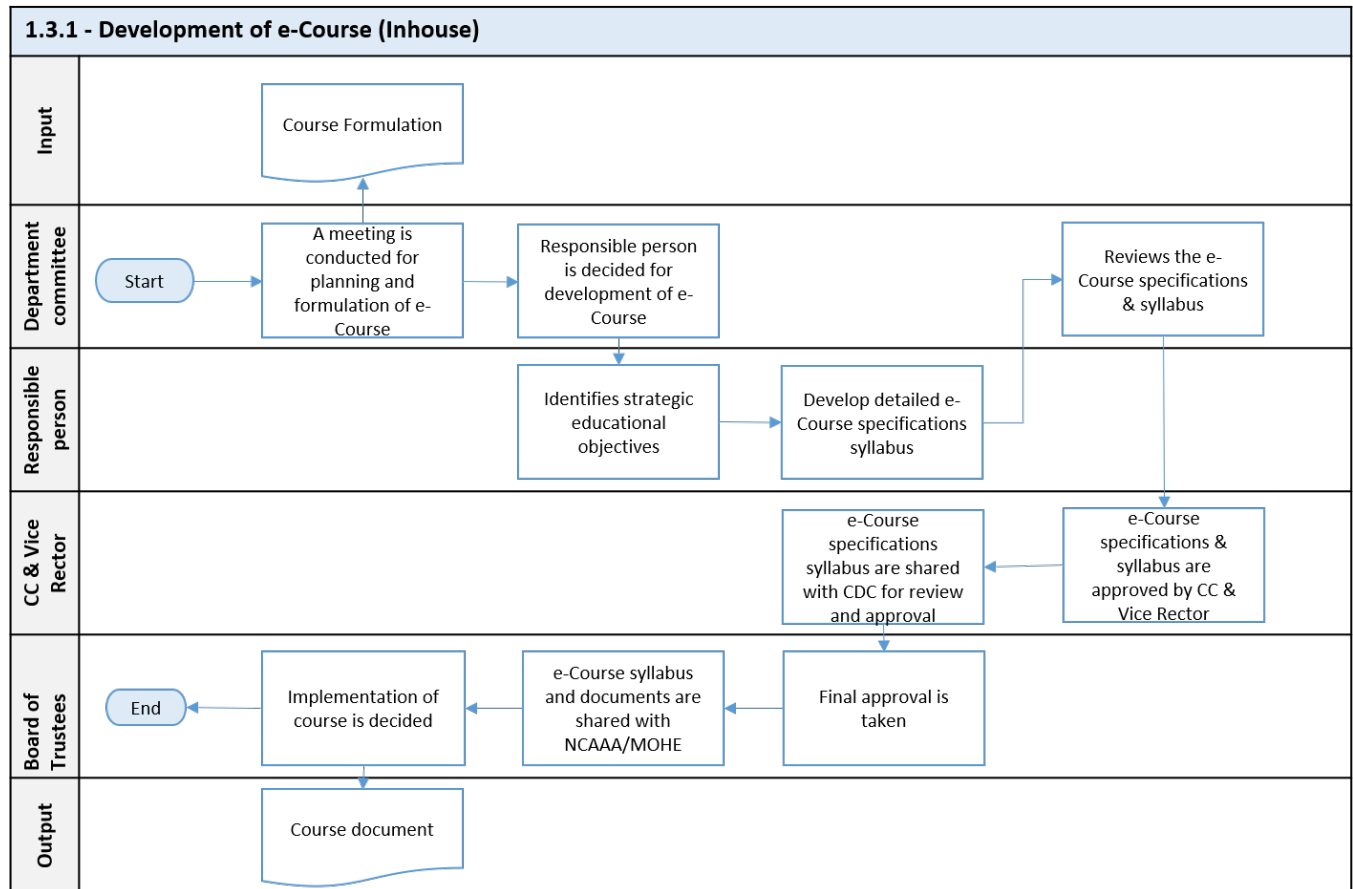
1.3.3 Modification of e-Course

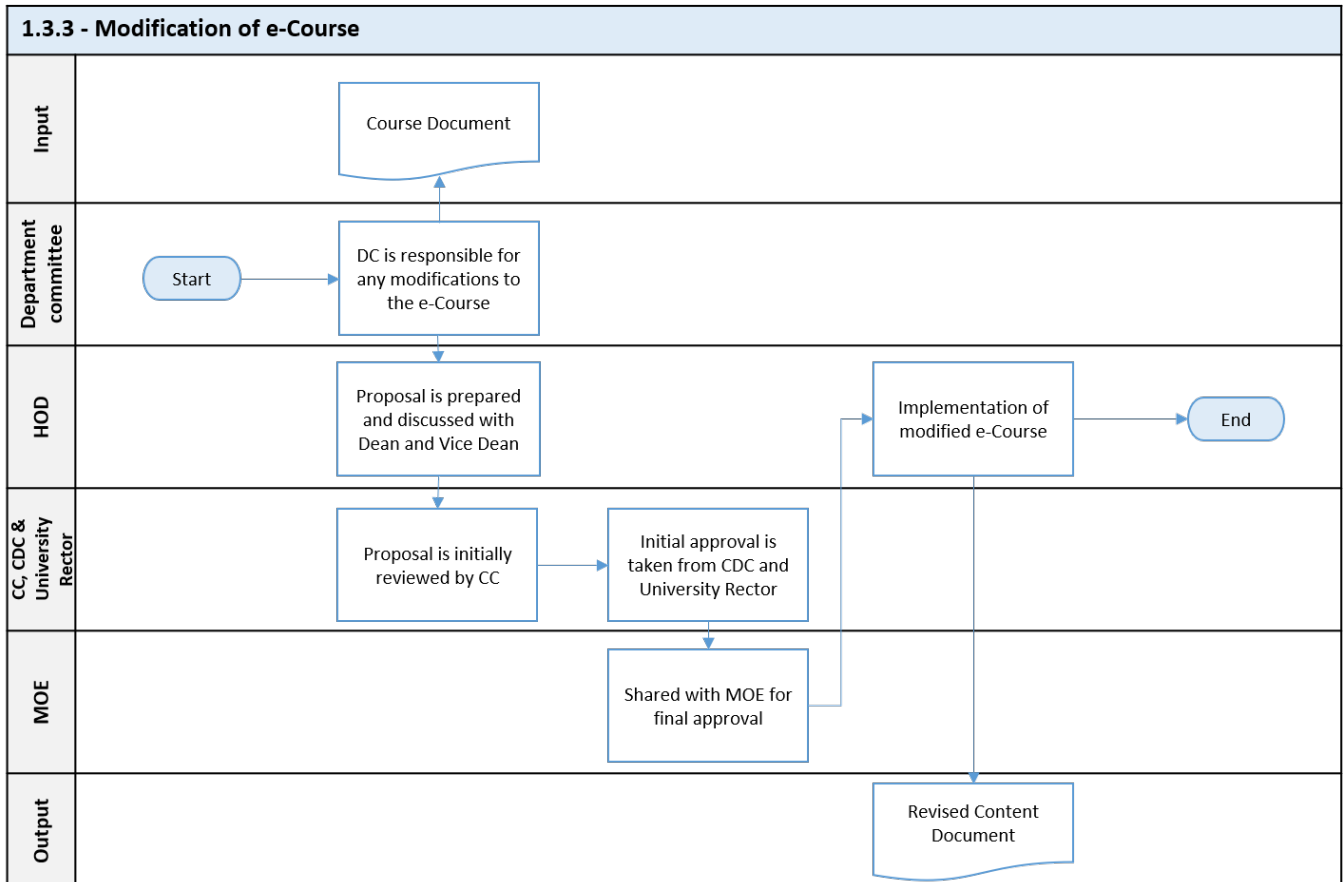
- i) HOD prepares a Proposal to Change e-Course and discusses it with the Dean and Vice Dean. Template for Proposal Change e-Course is given in Annexure-E-04.
- ii) HOD presents it to the Departmental Council and CC meeting for approval.
- iii) Once approved by CC, it is submitted to the CDC and University Rector for approval, and finally

is approved from MOE.

- iv) Once approved by MOE, the department takes steps to implement the e-Course changes that may impact any or all the following:
- Textbook selections;
 - e-Course specifications;
 - e-Course syllabus;
 - e-Course planning and scheduling;
 - Updating website;
 - Update college Guides and other published documents;
 - Marketing brochures; and
 - Update opera system.

1.4 Process Flows





Chapter 2:

2 Delivering e-Learning Course

2.1 Purpose

The purpose of this manual is to ensure the delivery of e-Course/ e-Content developed and/or purchased from the third-party to the students.

This manual aims to achieve the following:

- Delivery of e-Content in the most efficient way using technology;
- Adapting the mode of delivery that engages the student into the subject;
- Understandability of the course material for the students; and
- Providing adequate percentage of e-Course content as OER.

2.2 Policies

2.2.1 Presenting and Delivering e-Course

- i) Management of the University ensures the availability of e-Content needed to be delivered to all the students of the University in different forms.
- ii) Following are the forms in which students may be able to obtain the e-Content material for study as well as practice assessments:
 - e-Content in the form of text (e-book);
 - e-Content in the form of audio lectures (live or recorded);
 - e-Content in the form of video lectures (live or recorded);
 - e-Content in the form of visual presentation (slides);
 - Web based assessments; or
 - Any other mode which may be considered necessary and falls under the definition of delivering the e-Content.
- iii) All students of the University enrolled in different e-Courses are given full access of the e-Courses for which they have enrolled, and these e-Courses are provided in more than one delivery mode for better understanding on part of the students.
- iv) UBT is responsible to provide all the students full access of e-Course for which they have enrolled and these e-Courses are provided in more than one delivery mode for the development of better understanding on part of the students.
- v) Every student is provided with the schedule and timetable built in syllabus (for each unit) through LMS.
- vi) Using the timetable and schedule for each unit of e-Content, students can track and measure the progress of the syllabus and organize/prioritize their assignments/tasks.
- vii) Design and presentation of e-Content is one of the important aspects of delivering the e-Content to the student virtually. Different formatting designs along with the visual presentations (i.e., pictures, signs, etc.) are considered while developing the e-Content to make the e-Content eye-catching and easily readable.

- viii) For e-books, whether inhouse development or purchasing from third-party, following minimum factors are considered in terms of formatting and presentation of content:
 - Colorful text;
 - Appropriate font type;
 - Different font sizes;
 - Equal adequate page margins;
 - Properly aligned text; and
 - Visual material (where necessary).
- ix) For presentation slides, whether inhouse development or purchasing from third-party, following minimum factors are considered in terms of formatting and presentation of text:
 - Colorful text;
 - Appropriate font type;
 - Different font sizes;
 - Precise text;
 - Easily readable text (proper usage of contrasting colors);
 - Organized text;
 - Visual material (where necessary);
 - Capitalizing and underlining text where necessary; and
 - Graphs and charts (where required).
- x) e-Content presented/displayed in LMS supports easy accessibility of information for every user and interface of elements of LMS are user friendly.
- xi) All the functions needed to support the easy accessibility of content are incorporated in the LMS.
- xii) Content displayed is organized and presented in such a way that supports the basic standards for design.

2.2.2 Quality of Educational & Training Media

- i) UBT is committed to offer specialized, professional and multi-disciplinary academic programs of the highest quality, covering a comprehensive platform of disciplines and fields of study.
- ii) Quality Assurance Department is responsible for ensuring that the development and delivery of e-Learning education through LMS is in compliance with quality standards of education as described by NELC or NCAAA or other relevant bodies.
- iii) All the content, whether purchased from third-party or developed during e-Learning program by faculty/employee, meets the required basic and specific quality standards of education.

2.2.3 Open Educational Resource

- i) UBT shares the digital content as OER is not less than 15% of the e-Content owned by UBT during the e-Learning processes. Such content may be used, reused, revised, or updated by anyone at any time.
- ii) Digital content is shared on an online OER platform known as “SHMS” established by NELC where students and faculty members can easily access to such digital content free of cost.
- iii) UBT encourages staff and students to use and create OERs to enhance the quality of the student experience, provided that the resources are fit-for-purpose and relevant.
- iv) UBT ensures that during sharing of digital content as OER, policy on Intellectual Property Rights (IPR) is not violated.

- v) UBT reserves the right to remove resources that do not comply with its policies, and/or request removal of resources from external repositories/sites.

2.3 Procedures

2.3.1 Presenting and Delivering e-Course

- i) Upon development of the e-Course or the purchase of the same from third-party and its approval from relevant authority, Vice Rector of Academic Affairs contacts all the colleges (CBA, JCA, CL & CE) to prepare the schedule for the delivery of the e-Course to the students through LMS. Template for Delivery Schedule is given in Annexure-E-06.
- ii) Dean of every college sends the guidelines to all HODs in the college to initiate the preparation of comprehensive schedule for the delivery of e-Course to the students.
- iii) All the HODs start preparing the delivery schedule by keeping in mind the following important factors:
 - Academic Calendar;
 - Timing of all the virtual lectures in respect of all the courses offered;
 - Coverage of all the courses offered;
 - Course objectives; and
 - Student work activities/ due dates
 - Quizzes;
 - In class discussion (Asynchronous, Synchronous or Both)
 - Case studies; and
 - Any other activities.
- iv) After the schedule for the delivery of e-Course to students has been developed, Dean of each college approves the delivery schedule.
- v) Approved delivery schedule is shared with Vice Rector of Academic Affairs for approval.
- vi) Every college may be asked to make some changes to the schedule where Vice Rector of Academic Affairs deems necessary.
- vii) Vice Rector of Academic Affairs presents the delivery schedule to Deanship of the University for approval.
- viii) Approved delivery schedule is uploaded in the system (Opera) by the Communication and Information Technology (CIT) Department.
- ix) All the e-Courses developed and/or purchased are uploaded in Opera.
- x) During the delivery of online lectures or presentations to students, instructors/teachers are responsible to comply with the policy of Presenting and Delivering Content section of this manual.

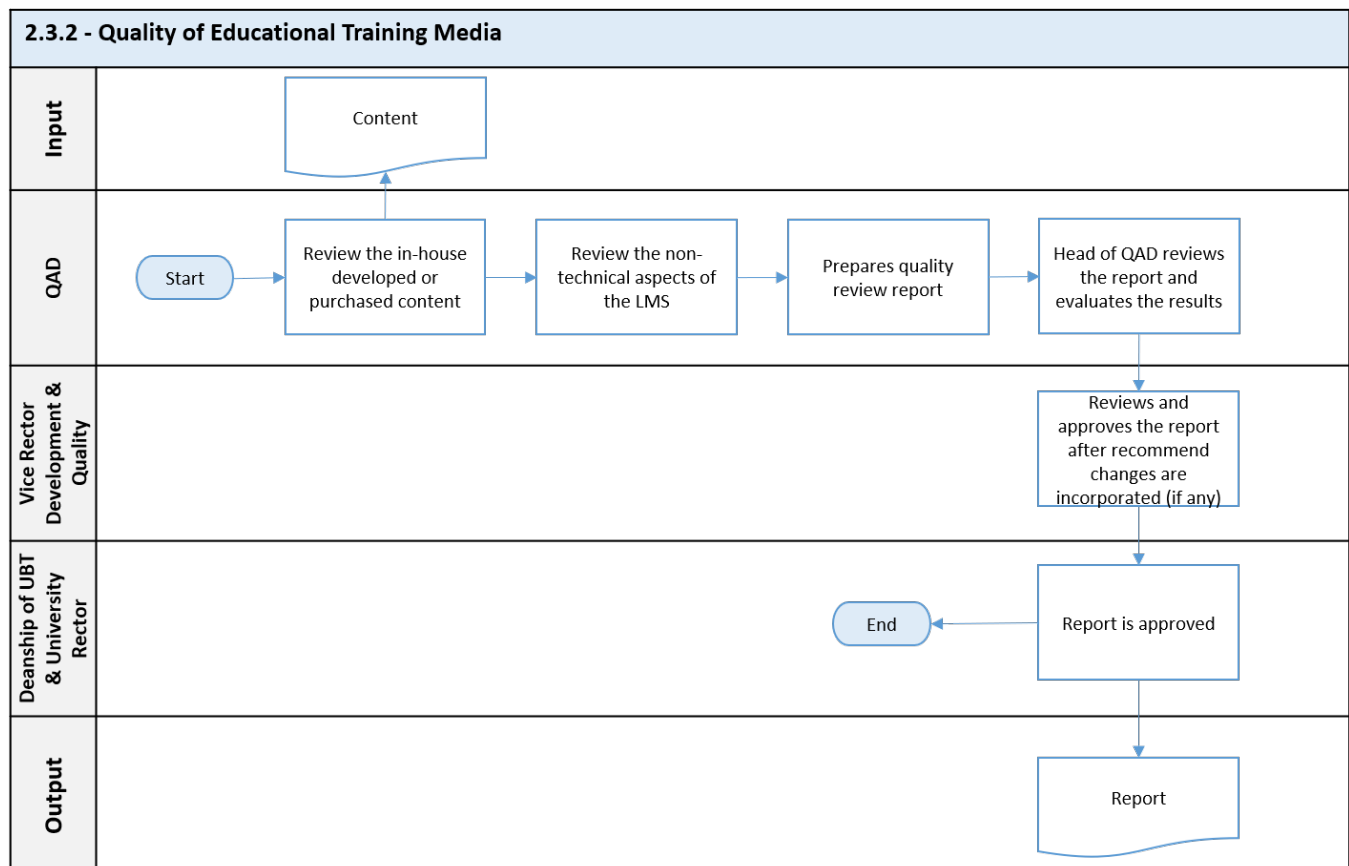
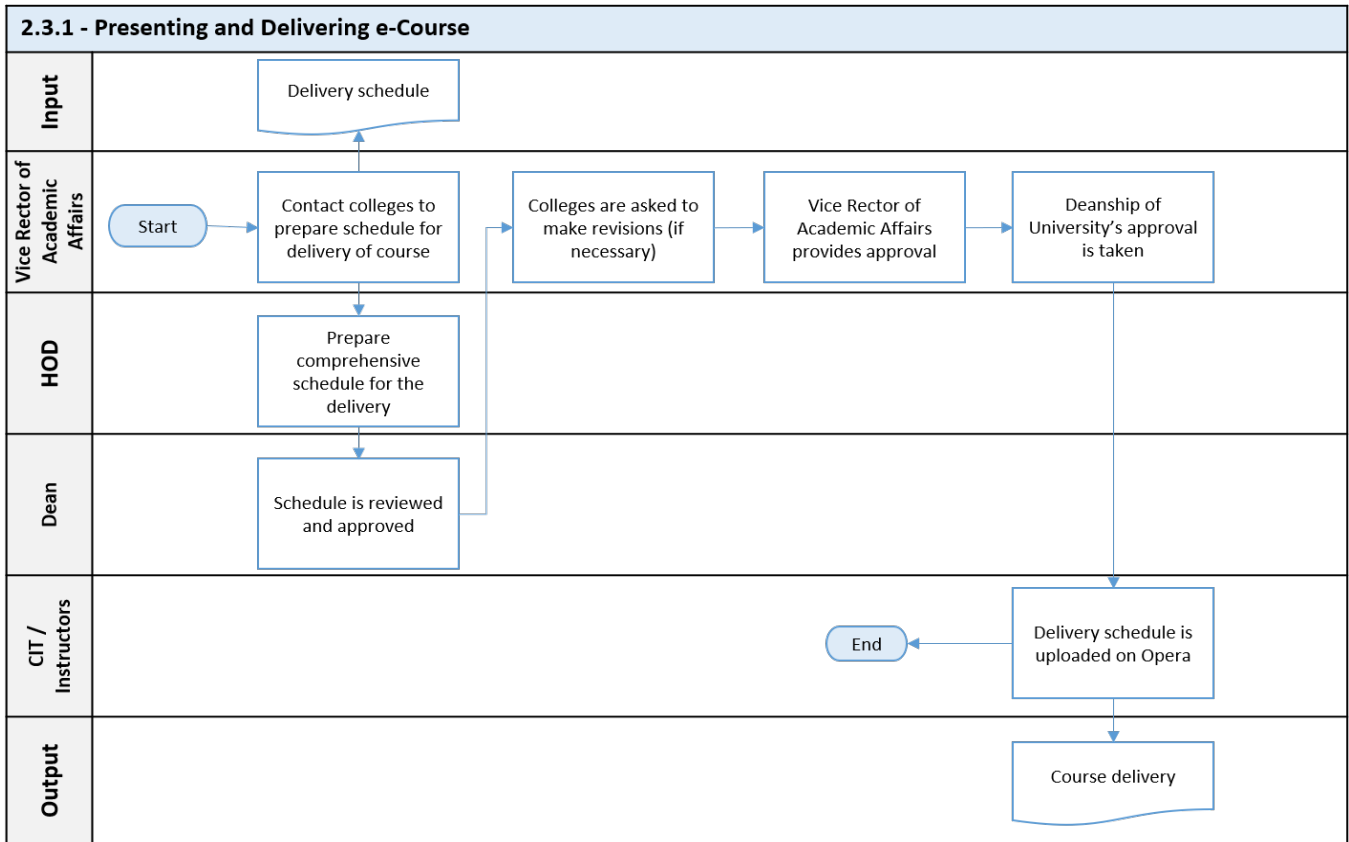
2.3.2 Quality of Educational & Training Media

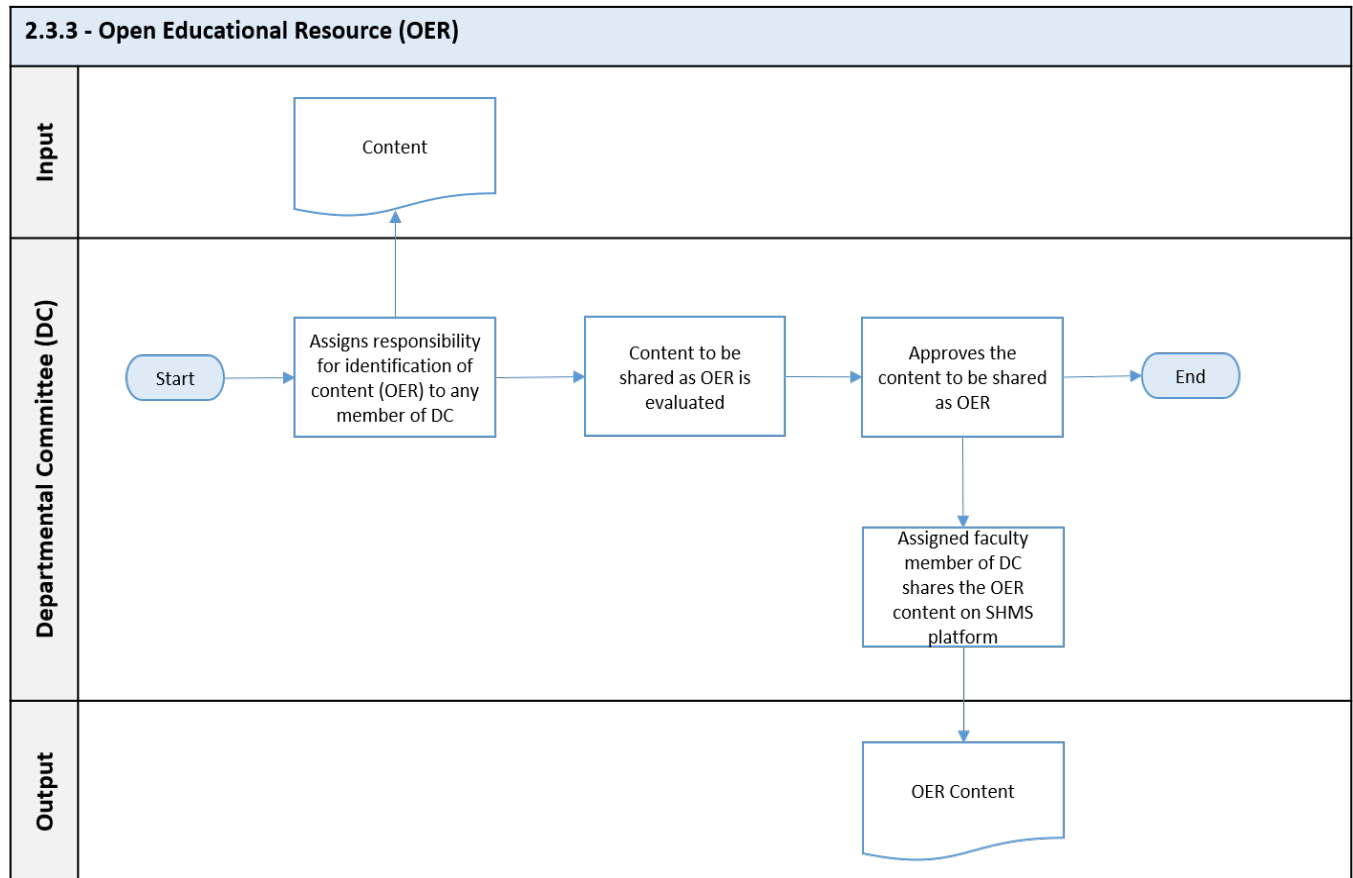
- i) QAD is responsible to review the inhouse developed content or purchased from third-party and the training material that will be delivered to the students or faculty. QAD reviews such material on semi-annually basis ensuring the delivery of effective and good quality content.
- ii) QAD also reviews the non-technical aspects of LMS, whether online education provided through LMS is delivered effectively and efficiently while ensuring relevant quality standards.
- iii) Quality review of e-Learning courses is performed to ensure compliance with section 2.3.1 Presenting and Delivering e-Courses considering the following:
 - Content developed or purchased.
 - Minimum requirement of system;
 - Responses from students and faculty as feedback; and
 - Other factors deemed necessary.
- iv) QAD personnel may, during the quality review, use and adapt various methods/techniques, standards and tools established for reviewing the quality of the content.
- v) QAD personnel prepare the review report after carefully reviewing the content. QAD personnel ensure that content is properly reviewed, and result of the quality review are properly incorporated in report.
- vi) Head of QAD reviews the report and evaluates the results mentioned in it for its completeness and accuracy. In case changes are required, after incorporating the changes by QAD personnel, it is shared with Vice Rector for Development & Quality.
- vii) Vice Rector for Development & Quality also reviews the report and approves it if no changes are required.
- viii) Report is presented to Deanship of the University and the University Rector for their approval.
- ix) QAD personnel is responsible to maintain all the records collected during the quality review of the various content.

2.3.3 Open Educational Resource

- i) Departmental Council identifies the digital content to be designated as OER considering 15% threshold defined by NELC.
- ii) Departmental Council may assign this responsibility for the identification of OER designated digital content to any of its member.
- iii) Departmental Council evaluates the content and takes the decision whether it should be shared as OER or not.
- iv) Upon approval, digital content is shared as OER on SHMS platform by the assigned faculty member.
- v) Departmental Council may impose any restriction on uploading of digital content as OER if such digital content is considered private, confidential, inappropriate, or irrelevant under circumstances.

2.4 Process Flows





Chapter 3:

3 Training & Development

3.1 Purpose

The purpose of this manual is to ensure that all students & faculty members are provided with adequate training with respect to e-Learning and it also involves following:

- Providing an orientation program to equip the learner with technological and training skills in online learning environments;
- Ensuring that faculty receives adequate training in technology usage, e-content development, and online teaching skills;
- Providing clear instructions on technical support for the learners and faculty and how to access it;
- Ensuring that all faculty members undergo continuous training for process improvement in their respective departments.

3.2 Policies

3.2.1 Training for Students

- i) DEL is responsible to make sure that all students are provided with training for updates & new features added to LMS and is covering all relevant features in LMS.
- ii) Training plan is prepared for students which includes the number of trainings to be provided, content of training, material of training and the particulars of training provider.
- iii) Training is conducted for students in both campuses, male and female.
- iv) The training content for students includes at minimum:
 - Recorded training videos;
 - Tutorials;
 - Presentation; and
 - Workshops.
- v) Students are notified regarding training through email, text message, LMS and website.
- vi) The students are provided with access to portal that includes manuals, support and training in all online delivery models. The portal also includes the recorded session and tutorial for LMS.

3.2.2 Training for Faculty Members

- i) Training plan is prepared for faculty members which includes the number of trainings to be provided, content of training, material of training and the particulars of training provider.
- ii) At least two faculty members are selected to attend the workshop provided by CBC on e-Learning, development of e-Course and online teaching skills.
- iii) The Dean of each college is responsible to make sure that their faculty members are attending at minimum three workshops per semester on e-Teaching.
- iv) On regular basis (every Thursday), Capacity Building Center is providing training & workshops to faculty members regarding online teaching strategies.

- v) Each faculty member is responsible to participate in the required workshops to learn:
 - Online teaching strategies;
 - How to utilize the LMS to achieve the course outcomes;
 - Conduct student assessment activities; and
 - Manage the course.
- vi) All faculty members that are new to teaching online and/or new to the LMS are provided with full support by DEL in developing an online course and teaching an online course in their first semester.
- vii) The faculty members are provided with access to portal that includes manuals, support and training in all online delivery models. The portal also includes the recorded session and tutorial for LMS.
- viii) Technical & Educational support throughout e-Learning program includes the following:
 - Technical support team is available for technical assistance related to LMS;
 - Contact details (email & phone number) of technical support team should be made available and guide on how to contact them; and
 - Guidelines & tutorial videos will be provided for LMS.

3.3 Procedures

3.3.1 Training for Students

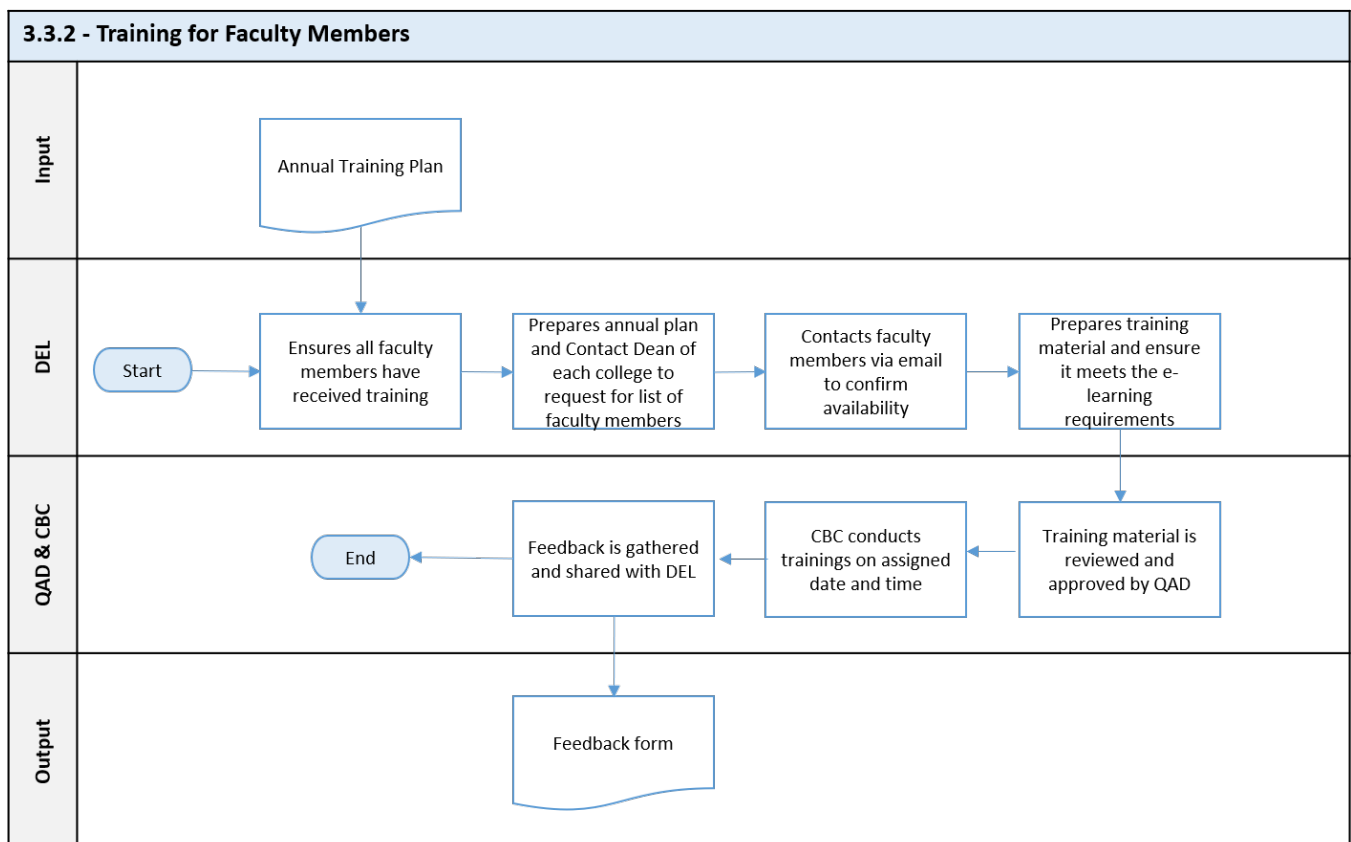
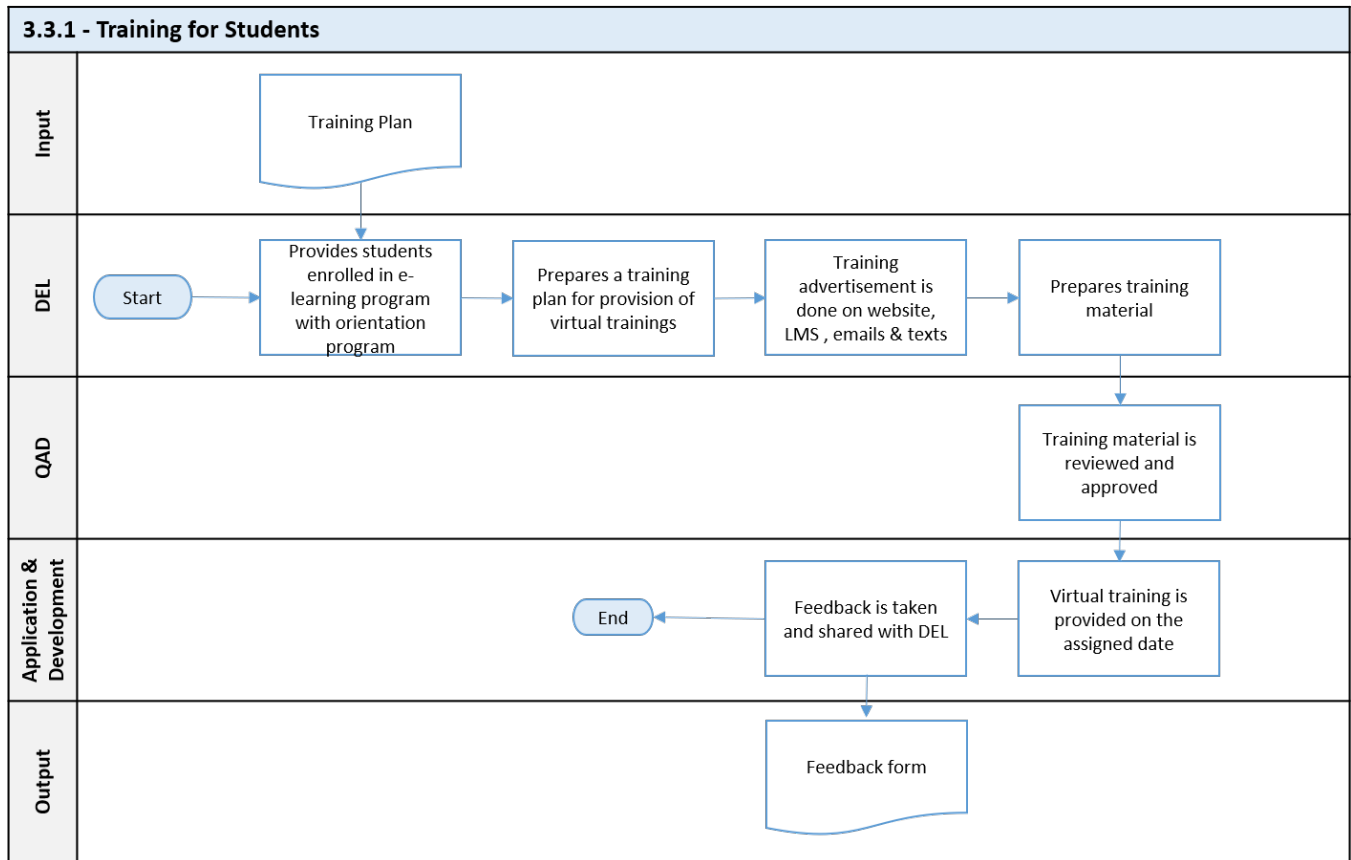
- i) DEL is responsible to make sure that all students enrolled for e-Learning program are provided with orientation program which includes training for LMS on how to use & access it.
- ii) At the beginning of each semester a training plan is prepared by DEL for the virtual trainings to be provided to students on LMS and e-Learning.
- iii) At least one week before the start of training, DEL publishes training posters on UBT website, sends text message, posts announcement on LMS and sends email to students for upcoming trainings.
- iv) The training poster, announcement, text message and email include the following at minimum:
 - Date and time of training;
 - Type of training;
 - Agenda for the training; and
 - How to access the training.
- v) DEL is responsible to prepare the material for upcoming training for students and ensure that the material is meeting the requirement of LMS and e-Learning.
- vi) The training material is shared with the QAD for their review and approval.
- vii) Once training material is reviewed and approved by the QAD, the material is shared with Capacity Building Center (CBC).
- viii) CBC is responsible to provide the virtual training on the assigned date to the students and will cover the following at minimum:
 - Instruction on how to use LMS;
 - Overview of e-Learning;
 - Details of all features related to students' interface;
 - Quizzes and assignments;
 - How to see results; and

- How to contact e-Classes.
- ix) Once the training is completed, trainer provides a Feedback Form to attendees to obtain feedback. *Template of Faculty Members Evaluation is given in Annexure-E-07.*
- x) Feedback Forms are shared with DEL for continuous improvement and evaluation.

3.3.2 Training for Faculty Members

- i) On a yearly basis, DEL is responsible to prepare an annual plan for the virtual trainings to be provided for all faculty members on the following areas at minimum:
 - How to use LMS;
 - How to conduct classes through LMS;
 - e-Content development; and
 - Online teaching skills.
- ii) DEL is responsible to ensure that all faculty members have received adequate training which includes usage of LMS, development of e-Learning course, delivery of e-Learning course, and training is provided to the current & newly hired faculty members.
- iii) DEL contacts Dean of each college and request for the list of all current and newly joined faculty members.
- iv) Upon receiving the list, DEL contacts each faculty member through email confirming their availability for the upcoming training session.
- v) Once the faculty members confirm their availability for the trainings, DEL prepares training material and ensures that the training material meets the requirement of e-Learning, development of e-Course and online teaching skills and also aligned with the objectives, mission and goals of UBT.
- vi) The training material is shared with QAD for their review & approval.
- vii) Once the training material is approved by QAD, material is shared with CBC by QAD personnel in order to conduct training.
- viii) CBC is responsible to conduct the training on assigned date and ensure that the relevant features of LMS are covered and includes the following at minimum:
 - How to create announcement;
 - How to find grade book;
 - How to contact students;
 - How to create quizzes and assignments;
 - How to conduct virtual classes; and
 - How to upload material on LMS.
- ix) Once the training is completed, CBC provides a Feedback Form to attendees to obtain feedback.
- x) Feedback Form are shared with DEL for continuous improvement and evaluation.

3.4 Process Flows



Chapter 4:

4 e-Learning Administration

4.1 Purpose

The purpose of this manual is to ensure following:

- Ensuring concurrent online attendance through virtual classes as equivalent to regular attendance;
- Providing adequate instructions on how to start using the e-course, overviewing the communication policy, and defining the main sections and starting point;
- All members of faculty, administrative and technical staff contributes fully to the e-learning environment; and
- Determining the minimum level of knowledge, technical skills, and competencies required of learners and faculty.

4.2 Policies

4.2.1 Online Admission and Registration

- i) Students are registered/ enrolled for the relevant e-Course(s) as per admission regulation established by UBT and they are provided with user's Login ID and Passwords of Office 365 at the time of registration/ enrollment.
- ii) The student receives an email from Admission Office containing the instructions on how to access the LMS and the login details.
- iii) Maximum and minimum limit of student enrollment is also taken into account during enrollment of student in all the e-Courses by Admission Office.
- iv) All the e-Courses can easily be accessible using the LMS which is integrated with OPERA.
- v) Students are provided access to e-Course(s) in LMS one week prior to the official start of the term.
- vi) Students use Login ID and Password of Office 365 that they are provided through email by Application and Development Department at the time of registration to access the enrolled e-Course(s).
- vii) After entering the login details in the LMS, student will be required to verify their identity through two-factor authentication process. Details of Two-factor authentication are discussed in section 6.2.5 of e-Learning Management System.
- viii) After verification of student identity, students will be able to perform multiple functions, including but not limited to:
 - Access to virtual lectures;
 - Access to digital content for the relevant courses;
 - Access to scheduling of classes;
 - Measuring the progress of courses;
 - Participating in discussion forums;
 - Contacting with technical and non-technical support team; and
 - Attending assessments and submitting assignments, etc.

- ix) Students are enrolled as per the following limit:
- Minimum participants for an e-Course module are six (6) students; and
 - Maximum participants for an e-Course module are 15-30 students, depending on the course.

4.2.2 Student Orientation

- i) Orientation session for new students is arranged every semester in respect of e-Learning program providing full understanding of the types of services and facilities available to the students and their rights and responsibilities with respect to the e-Learning.
- ii) Orientation session may include the details, including but not limited to:
- Introduction of UBT;
 - Introduction to e-Learning program;
 - Learning outcomes;
 - Brief introduction to the course;
 - Guide to use LMS;
 - Course covering plan;
 - Available support services;
 - Student assessments and grading;
 - Student evaluation;
 - Rights and responsibility of faculty and students;
 - Learning resources;
 - Code of ethics (Academic Integrity); and
 - Other details deemed necessary.
- iii) All the newly enrolled students are required to attend the orientation in respect of the e-Learning program.
- iv) Students may also attend the on-going e-Learning orientation throughout the semester.

4.2.3 Student Access to Online Course

- i) The online courses are open one week prior to official start of the term (“Go live”). A “Go live” window of one week prior to the official start of the course will be utilized across the UBT:
- “Go live” allows students to view and test drive the course and educational technology, gaining confidence and competence in the LMS;
 - Help students to get adjusted to the e-Learning environment before the start of online classes;
 - Faculty members are able to take corrective action if there are technology issues; and
 - Students are able to drop the course before tuition liability occurs.
- ii) There are no grading or attendance being recorded during “go live week” and the information regarding “go live” is available on the website and shared to students through email.
- iii) DEL is responsible for providing all the necessary e-Course material and access to LMS. In addition, students may be provided access to various library resources.

4.2.4 Attendance

- i) Online attendance mechanism is considered equivalent to regular attendance.
- ii) The attendance for all virtual classes is taken through OPERA.
- iii) The attendance is readily monitored and documented through LMS and OPERA.

- iv) The attendance is recorded as student login to the e-Course and by participating in virtual class or otherwise engaging in an academically related activity. Examples of such activity include but are not limited to:
 - Contributing to an online discussion forum;
 - Submitting an assignment or final project;
 - Taking a quiz, test or exams;
 - Viewing and/or completing a tutorial; and
 - Initiating contact with a faculty member to ask a course-related question.
- v) In case the student has missed over 25% of online classes, the OPERA system changes the final grade of the student enrolled in an online course to a “DN” grade.
- vi) The students are informed about the attendance policy for virtual classes through orientation and syllabus entailing following at minimum:
 - Number of online classes to be taken;
 - Action to be taken for excessive absent; and
 - If a student fails to meet the attendance requirements, he or she may be recommended for withdrawal from the course.
- vii) The students are required be online and active during the online class timing and the students will be marked present only if they are online. The official UBT classes timing is 8:30 am – 4:30 pm from Sunday – Thursday.

4.2.5 Academic Advisory

- i) Students are provided with the academic advisory (Initial/Ongoing) by the qualified faculties with respect to their course(s) in which they are enrolled.
- ii) Academic Affairs makes sure that all the students are provided with academic advisory by the advisors at UBT as per the timelines defined in the procedures.
- iii) Students may obtain academic advice and other support services by phone, e-mail, online meeting or in-person (if necessary).
- iv) Academic Affairs makes sure that students enrolled in e-Courses have access to academic support, library services, advising, course registration, and financial aid assistance, appropriate for e-Learning students (i.e., distance learning students will not be required to come to campus in order to obtain these services).
- v) Faculty who teaches online courses hold and report office hours via various communication channel e.g., email, LMS, website, discussion forum, etc.

4.2.6 Minimum Level of Knowledge, Technical Skills and Competencies Required

- i) Faculty and students comply with minimum level of knowledge, technical skills and competencies developed by UBT.
- ii) Following minimum factors are considered while setting the minimum criteria before the induction of faculty or students in the e-Learning program of UBT:
 - Education;
 - Experience;
 - Additional certifications;
 - Relevant Skills
 - Gender;

- LMS expertise and experience;
- Internet availability;
- Internet speed level;
- System (Laptop/ PC/ Cell Phone) requirements; and
- Any other requirement considered necessary.

4.2.7 Interaction and Communication with Students

- i) UBT is committed to ensure that communication between the University and its students is reliable, timely, efficient and effective.
- ii) Following are the categories for which students may be communicated, including but not limited to:
 - Learning and teaching communication;
 - Communications relating to administrative processes and support services e.g., enrolment, and final examination results, health and disability support information;
 - Serious incident or emergency communications, e.g., relating to a natural disaster or to a critical incident involving an individual student or students;
 - Service communications to individuals, i.e., where a support service needs to contact an individual student; and
 - General communications on matters of interest to the students, not related to their academic study.
 - Responding to students inquiries that are related on unrelated to course activities.
- iii) Students may be communicated by relevant authority of UBT at different levels using various modes of communication as entailed:
 - Email;
 - Telephone;
 - Text;
 - LMS;
 - UBT app;
 - Printed material (Letter, etc.);
 - Social media; or
 - Any other suitable channel.
- iv) Communication to be made to students is required to be accurate, complete, clear, and appropriate in circumstances.
- v) Any communication that requires approval(s) from senior management of UBT, such communication is required to be made with proper approval mechanism.
- vi) Communication of significant nature may be made through a printed letter to a student's provided physical address. This may also be supported by emailing a scanned copy of the letter to the student's University-provided email address.
- vii) Depending upon the nature of the communication, some communications may be classified as records and may need to be retained under record-keeping requirements, as per UBT's Records Control Manual.
- viii) Students are also required to check the main channels of communication (email, LMS) regularly (at least weekly) and preferably on each weekday during teaching and examination periods) and to respond in a timely manner, where necessary.
- ix) Any student requesting personal or academic information by email is required to do so via their student email address.

- x) University does not accept responsibility for communications not being received by students where such communications are sent:
 - Via main channels of communication;
 - To a student-provided alternative email address; or
 - As a physical letter to a student's stated current address.
- xi) Students are required to provide accurate and up-to-date contact details to UBT, including their current physical address and next of kin/emergency contact details.

4.2.8 Administration, Technicians and Supervisory Staff for e-Learning Environment

- i) DEL is responsible to make sure that admin team is available to facilitate students and faculty members throughout the e-Learning course.
- ii) HR department identifies and circulates the roles and responsibilities of Admin and Technical support team.
- iii) Admin team is responsible to assist and facilitate students and faculty members related to administration related matters encountered during registration, admission, attendance, online access, exams etc.
- iv) UBT is responsible to make sure that technical support team is available to facilitate students and faculty members throughout the e-Learning course.
- v) Technical support team of UBT facilitate the users of the system to resolve any issue encountered during delivery of e-Learning program and enhance to users' experience ensuring the continuous delivery of e-Learning program.
- vi) The Vice Rector of Academic Affairs is responsible to supervise the overall e-Learning environment.

4.3 Procedures

4.3.1 Online Admission and Registration

- i) To enroll online in UBT, the students visit UBT website and proceed to admission section where the students can read the terms and condition of online admission before applying.
- ii) Student apply directly through UBT website where he/she is responsible to scan all required documents and upload it as JPG or PDF.
- iii) Student receive a reply within 3 business days from Admission Officer to sign for an appointment.
- iv) Once the students receive a reply from Admission Officer, students visit the campus where he/she is responsible to authenticate the required original documents and get their ID number. With the ID number the student will pay the admission fee (non-refundable).
- v) After paying the fee and all documents are authenticated, student receive a voucher as evidence that all his/her documents have been submitted and receive another voucher for the medical center for the check-up.
- vi) Admission Officer directs the student to visit Medical Center to have a check-up with recommended doctor.
- vii) After examining the students, doctor prepares the medial report and sign the report with his note of recommendation, if any.

- viii) Medical report is shared with Admission Officer and Admission Director approves the report.
- ix) After approval, students receive a voucher to take a photo and get his/her student ID card and Opera username and password.
- x) Student use his/her ID number and password for the OPERA system to start the registration process.
- xi) Student pay the related registration fees for the e-Course(s) he/ she wish to enroll.
- xii) Once the student is registered, he/she receives an email to access the LMS and guide on how to start the course.

4.3.2 Student Orientation

- i) Student Affairs office is responsible to develop the orientation material to be presented in student orientation in consultancy with representative of relevant department (instructor, assistants of instructor, HOD or other support staff).
- ii) Orientation material is approved from relevant HOD and then it is shared with Departmental Council for its approval.
- iii) Approved orientation material is also shared with QAD for reviewing the content to be communicated to students.
- iv) In the orientation session, new and current students (and their parents, if they wish to participate) are invited by the Student Affairs office using suitable communication channel to learn more about the educational opportunities and student services available at UBT.
- v) Student Affairs provides the orientation to all the students in the session. Representatives from each Academic department or HODs will be available to speak with students to advise and provide them with all required academic information in the session or throughout the year on an individual basis.
- vi) Student Affairs prepares a special program including a tour to visit the inside of UBT campus and its facilities, a presentation, a meeting with UBT administrators, faculty, staff, and Academic advisors.

4.3.3 Student Access to Online Course

- i) DEL is responsible to provide with access to students for online courses via email.
- ii) DEL forwards the email to students which includes the steps to access online, URL, username and password for LMS.
- iii) Students are provided with the access to online courses two weeks prior to the official start of the term.
- iv) During 'go live' week the students will access the online course and are required to go through the LMS to view and test the online course.
- v) In case if the students face any technical or non- technical issue in LMS, DEL & CIT support team will be available to students via electronic means (email, call, virtual office hours, etc.) and to respond to student inquiries within 3 business days (72 business hours).

4.3.4 Attendance

- i) At the beginning of each session, faculty member records the attendance of students using OPERA attendance program. The faculty member marks absent students as either absent, absent with excuse

or late according to each student's status.

- ii) Faculty member is responsible to verify the attendance from the list of registered students for that particular course and the name of each student shall also be called out verbally for attendance during online classes.
- iii) As a component of attendance, student email, course announcements and discussion forums are checked frequently by faculty members to ensure the attendance of students.
- iv) Once the attendance is marked by the faculty member, the students and faculty members can check the attendance status through OPERA.
- v) Each faculty member is monitoring the attendance of students on regular basis in order to ensure that the students are attending online classes regularly.
- vi) The attendance along with final grade is shared with HOD and College at the end of the semester or when required.

4.3.5 Academic Advisory

Initial Academic Advisory

- i) At the beginning of each semester, an Academic Affairs' representative distributes the freshman students between the faculties (advisors) according to their majors. This will be done using the Opera system.
- ii) On the 9th week (before the early advising period) the Academic Affairs' representative sends the list of advice to each advisor via e-mail (advisor can find his/her list through the grading system).
- iii) On the 10th week, the Head of the Academic Affairs conducts an online meeting with the advisors to orient them about the advising procedure, and receive feedback of issues pertaining to registration such as course levels and pre-requisites.
- iv) On the early advising period (11th week) the student books an appointment through email and after its confirmation from the advisor, student meets with his/her advisor in an online meeting for pre-registration according to the advising guide or other matter as mentioned in the email while booking appointment.
- v) After conducting advisory session with the required number of students as provided by Academic Affairs initially, all the advisors update the status of list of advice in Opera system confirming that advisory session has been conducted including detail of any session that could not be conducted due to valid reasons.
- vi) For registration, the student contacts his/her advisor again through phone/ email or online meeting during the registration week to confirm his/her schedule for the next semester, after which, the student proceeds with the registration at the registration department.
- vii) If the registrar has comments on the advising process or content, he would escalate the issue to the involved college's Vice Dean for Academic Affairs.

Ongoing Academic Advisory

- i) Student approaches to the relevant faculty (advisor) in case they are in need of academic advisory during the semester anytime as per the online office hours.
- ii) Student can approach to the advisor using various means e.g., phone call, LMS, email, online meeting or in person meeting, if necessary, in the circumstances.

- iii) Concerned advisor facilitates the student by providing him/her the valuable advice with regard to the subject matter that student discussed with advisor as per the online office hours.
- iv) Advisor updates details of such additional advising session conducted with student in Opera system.
- v) All the faculty members who teaches online courses and hold and report in their e-Course syllabus regularly shall schedule their online office hours as part of their instructional workload in accordance with the following:
 - For summer season, minimum online office hours in a week are 2 hours for each course being taught by the faculty.
 - For Winter season, minimum online office hours in a week are 1.5 hours for each course being taught by the faculty.

4.3.6 Minimum Level of Knowledge, Technical Skills and Competencies Required

- i) All the HODs establish the minimum requirements for faculty as well as students in respect of each program to be offered virtually through LMS.
- ii) With regard to the faculty, HODs may consider following factors for setting minimum requirements:
 - Level of qualification;
 - Teaching skills;
 - Communication skills;
 - Other interpersonal skills;
 - Level of in-depth technical knowledge related to particular program or subject;
 - Other necessary certifications;
 - Ability to deliver lectures virtually through computer using LMS; and
 - Any other requirement deemed necessary.
- iii) With regard to the students, HODs may consider following factors for setting minimum requirements for inducting the students to e-Learning program of UBT:
 - Level of qualification;
 - Certification requirement;
 - Grading requirement;
 - Operating system and other system requirements for attending lectures through LMS;
 - Passing entry test; and
 - Any other requirement considered necessary.
- iv) After establishing the minimum requirements for both faculty as well as students, HODs present these requirements to Deans & CC for review.
- v) Deans & CC after carefully evaluating the set requirements approve it and the same is also approved by Vice Rector and University Rector. However, changes may be recommended at any level and it will be approved after incorporating such changes.
- vi) A notification is issued regarding set requirements to all the relevant stakeholders.

4.3.7 Interaction and Communication with Students

- i) For communication purposes, relevant personnel initiate the process for communicating the matter with students. For example:
 - Academic department for teaching and learning related matters.
 - Student Affairs, Application & Development and Admin department for matters related to

- orientation, enrollment, examination, student support services and other related matters;
 - DEL for e-Learning related matters;
 - HR departments for matters pertaining to evaluation, feedback, academic record or other related matters; and
 - CIT and DEL for queries related e-Learning program.
- ii) Relevant authority as designated by UBT approves the matter and the matter is communicated to the student(s) using appropriate formal channel.
- iii) Responding to students inquiries must be done through official UBT communication channels (UBT Email, LMS messaging system, LMS Discussion, LMS virtual classroom).
- iv) Record is also maintained for such communication considered important by relevant personnel.

4.3.8 Administration, Technicians and Supervisory Staff for e-Learning Environment

Administrative Team

- i) Admin team assists the students and faculty members in case they are having any inquiry related to registration, admission, attendance, online access, exams etc.
- ii) The students and faculty members contact the administrative team directly through email, call or LMS (chat) in case they are having any inquiry or issue to be resolved.
- iii) Admin team analyzes the inquiry and respond the relevant party immediately through email, call or LMS (chat) during the working hours of UBT.

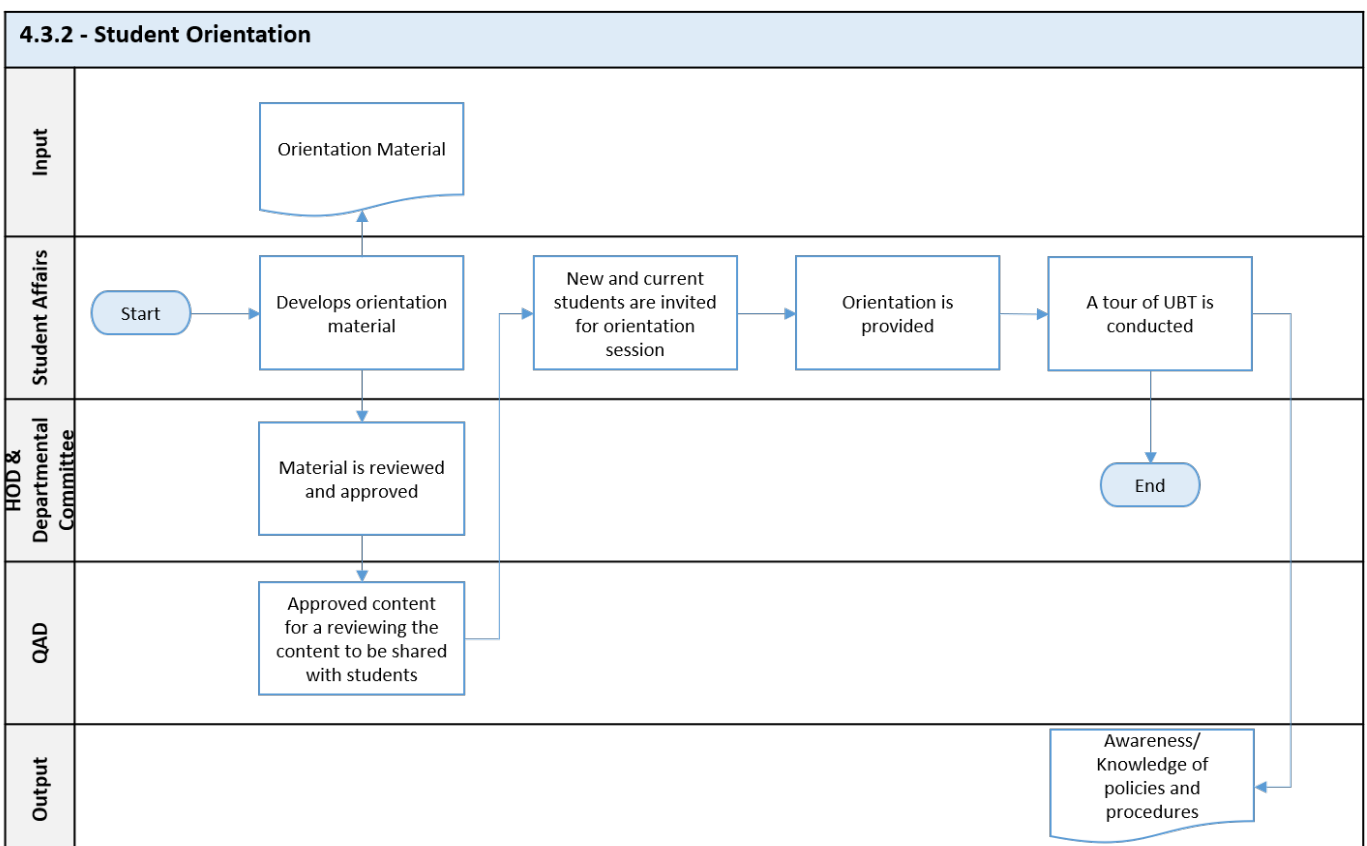
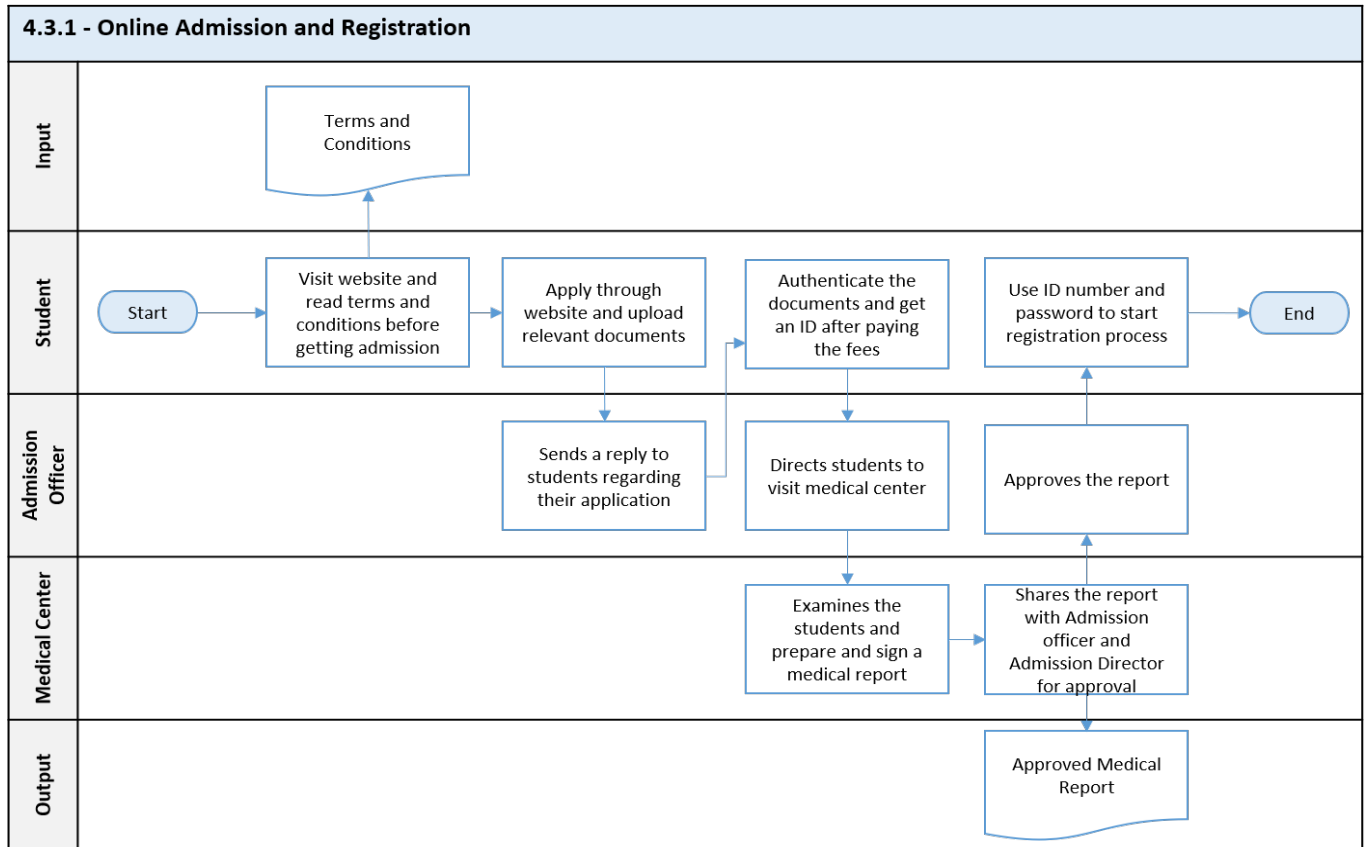
Technical Support Team

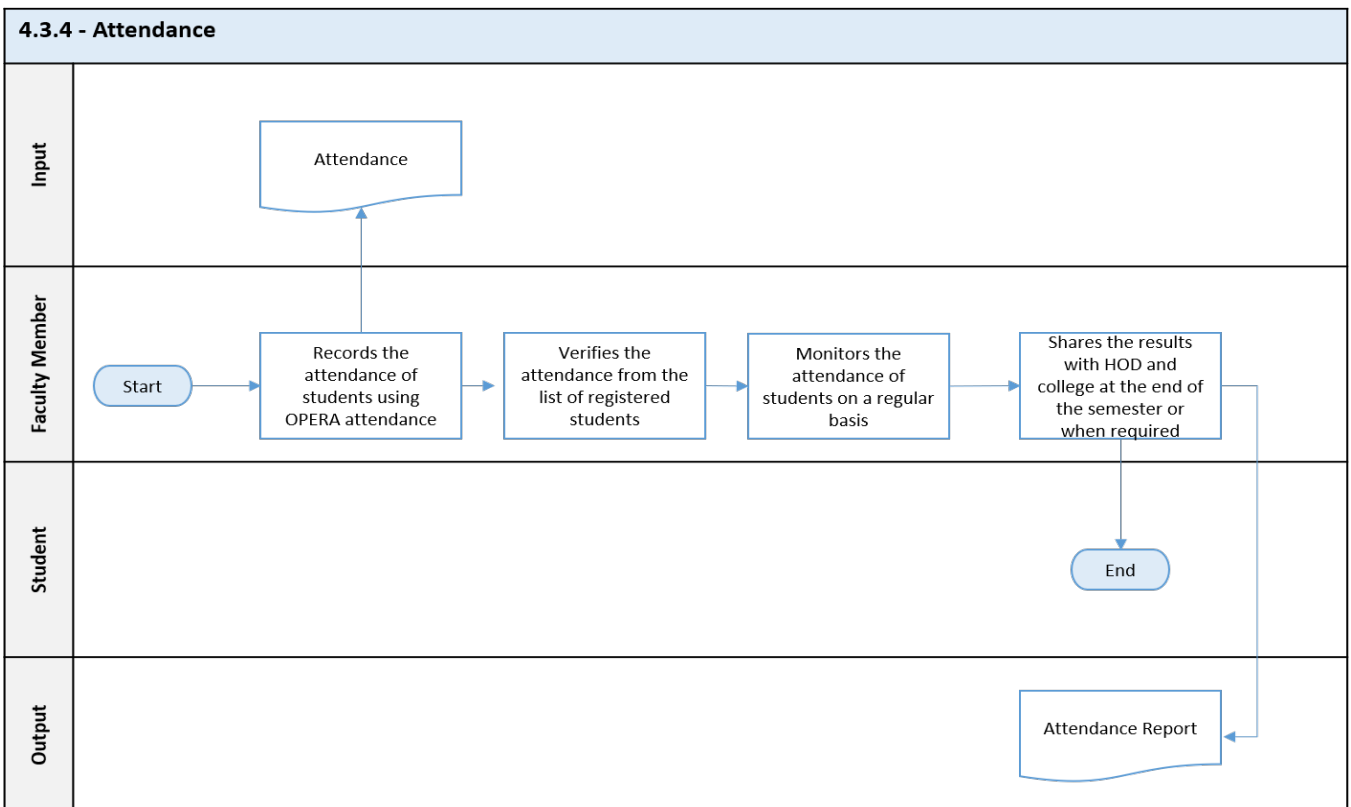
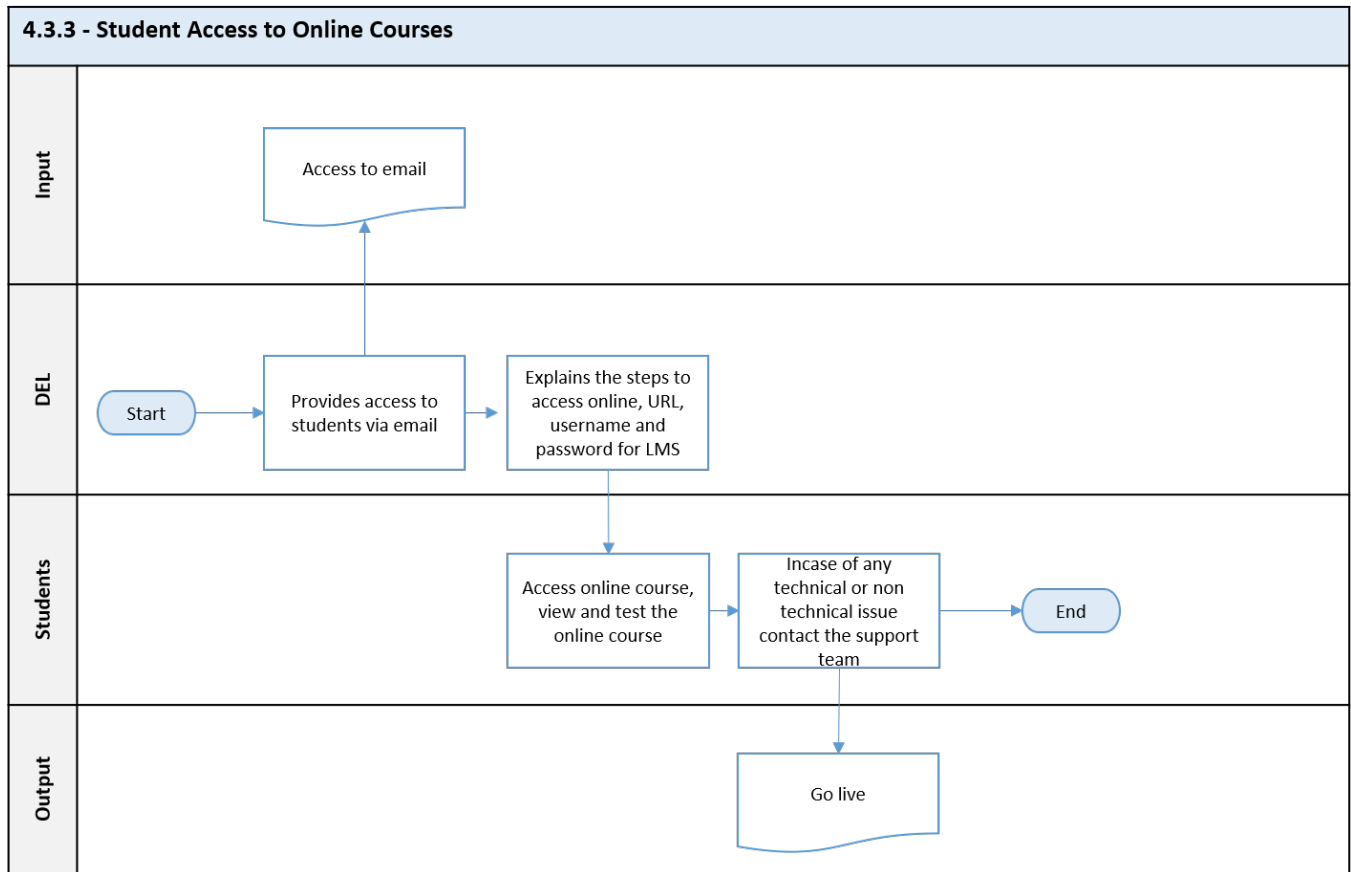
- i) Technical support function assists the users of the system in case they are encountering any issue/ glitch with the system.
- ii) For LMS, DEL is responsible for providing the technical support to the users whosoever is encountering the issue with LMS before, during or after the virtual class.
- iii) In case of identification of issue, user may contact the relevant personnel in DEL through email or cell phone or meeting them in person and DEL shall provide the support to the users.
- iv) DEL reviews the issues/queries of users related to e-Learning program to make sure that all the users are provided with the required technical support in timely manner.

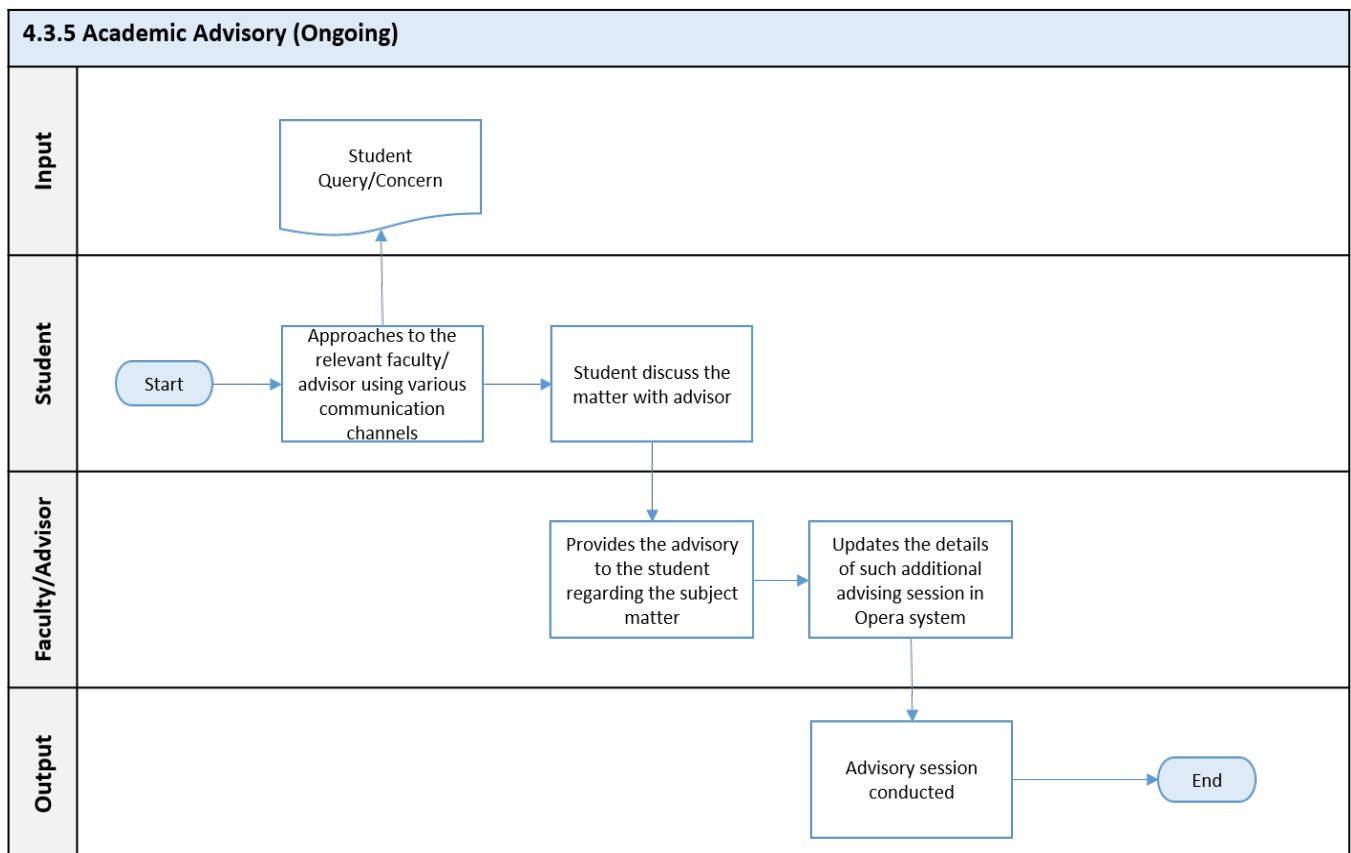
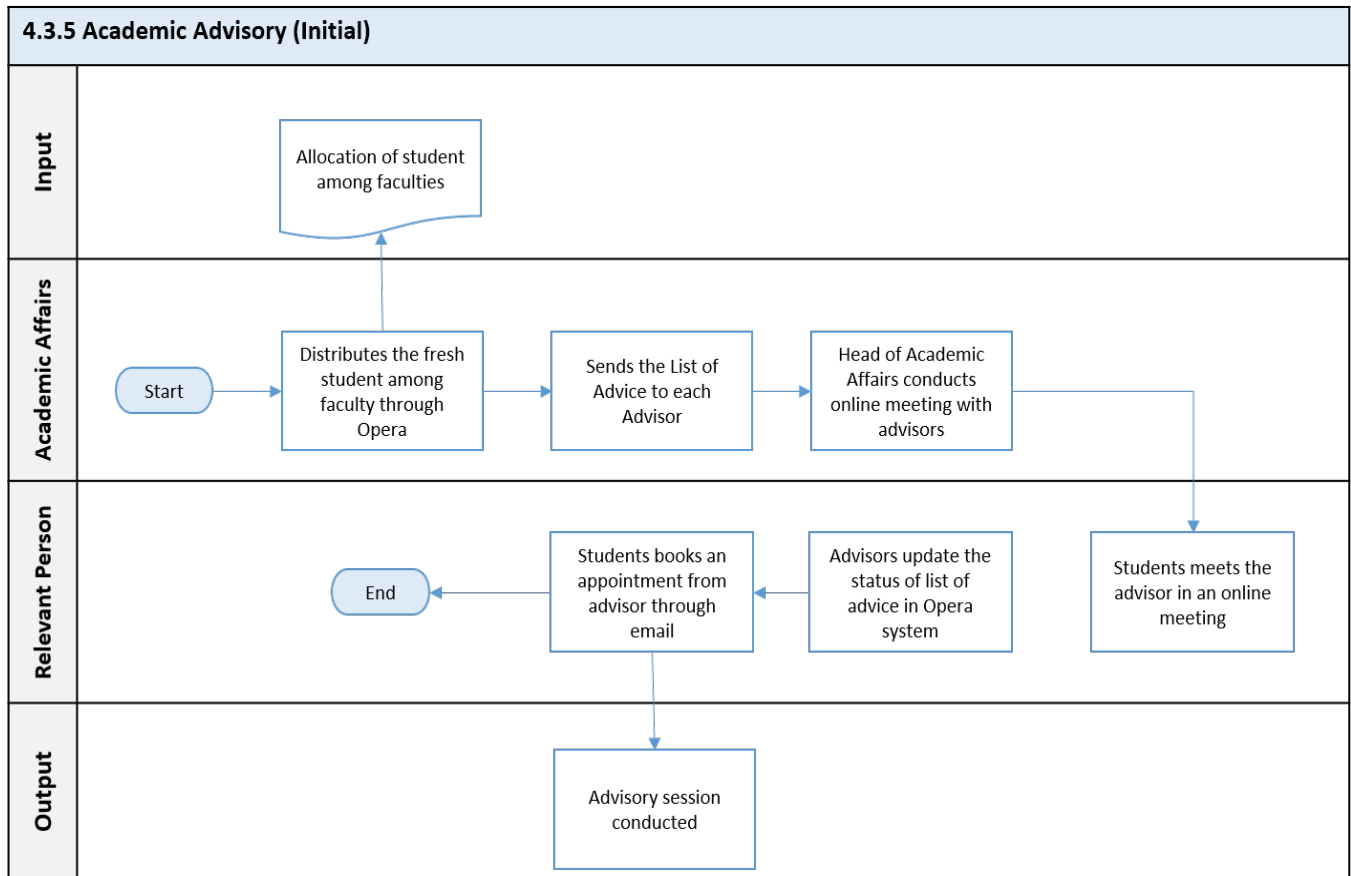
Supervisory Staff for e-Learning Environment

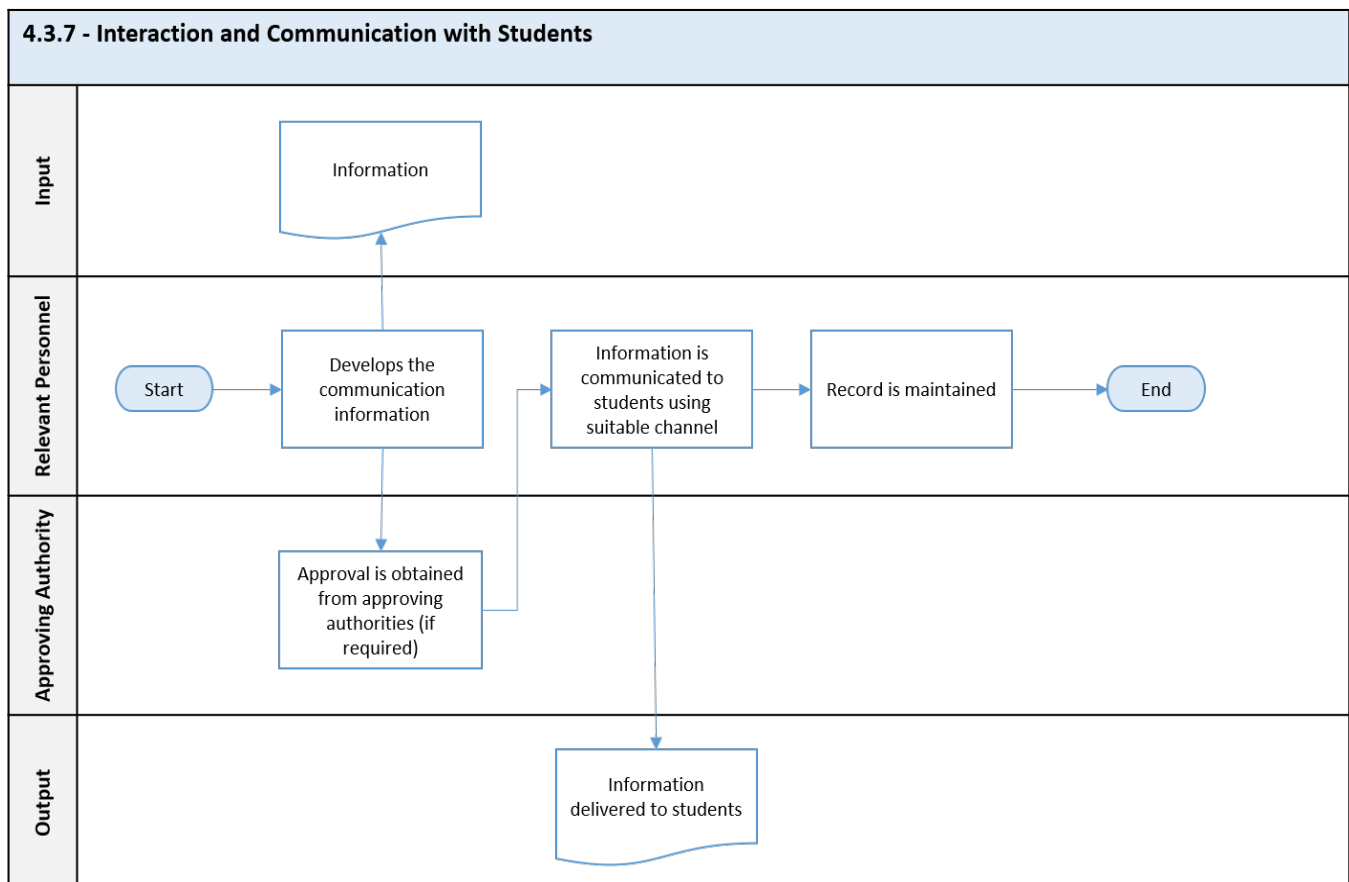
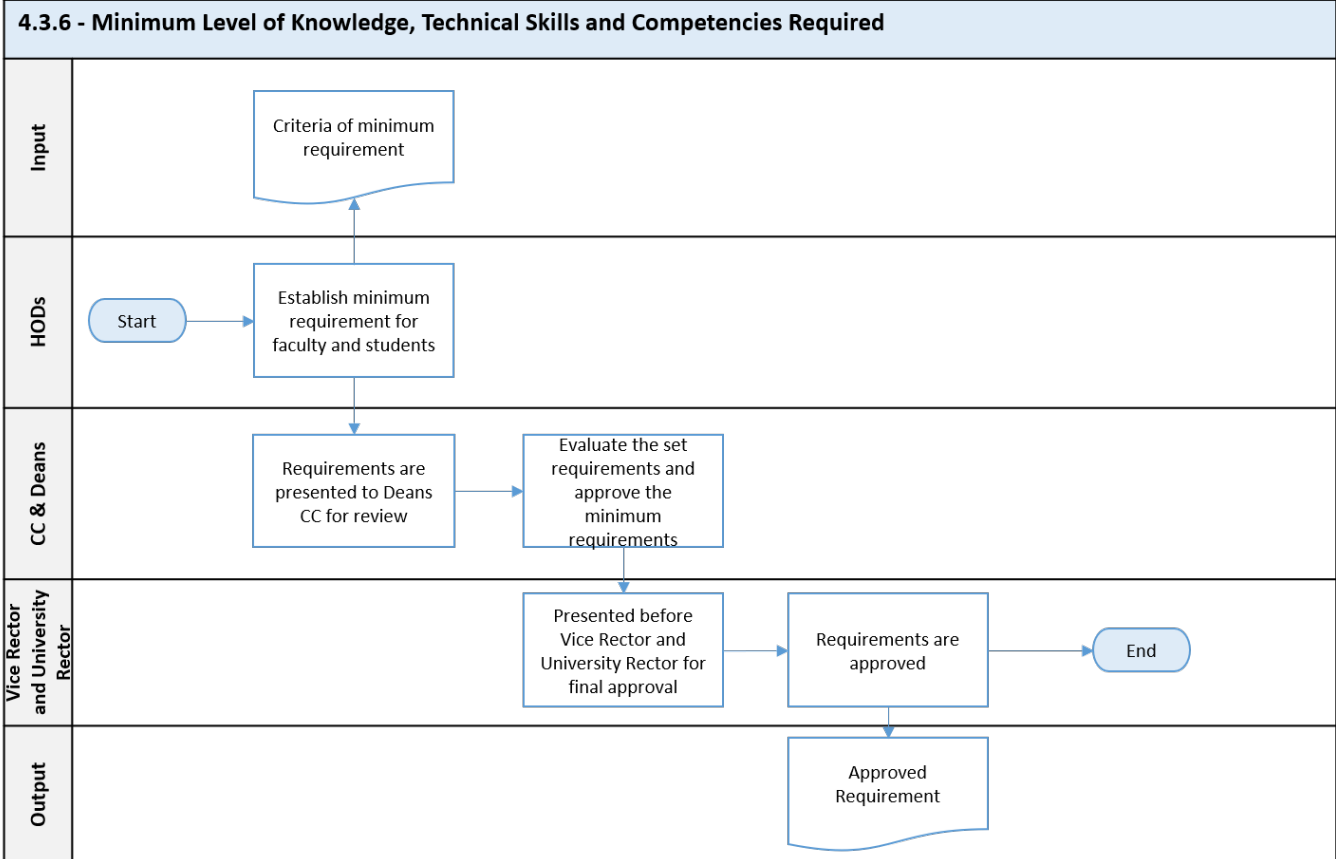
- i) The Vice Rector - Academic affairs is responsible to make sure that all the e-Learning classes and activities are conducted in appropriate manner and are aligned with UBT policy and procedures.
- ii) The Vice Rector performs surprise visit in online classes through LMS in order to ensure that the classes are conducted in appropriate manner.
- iii) In case the Deans or Vice Deans are facing any issues in e-Learning environment, they will directly contact the Vice Rector – Academic affairs either through email, call or face-to-face meeting.

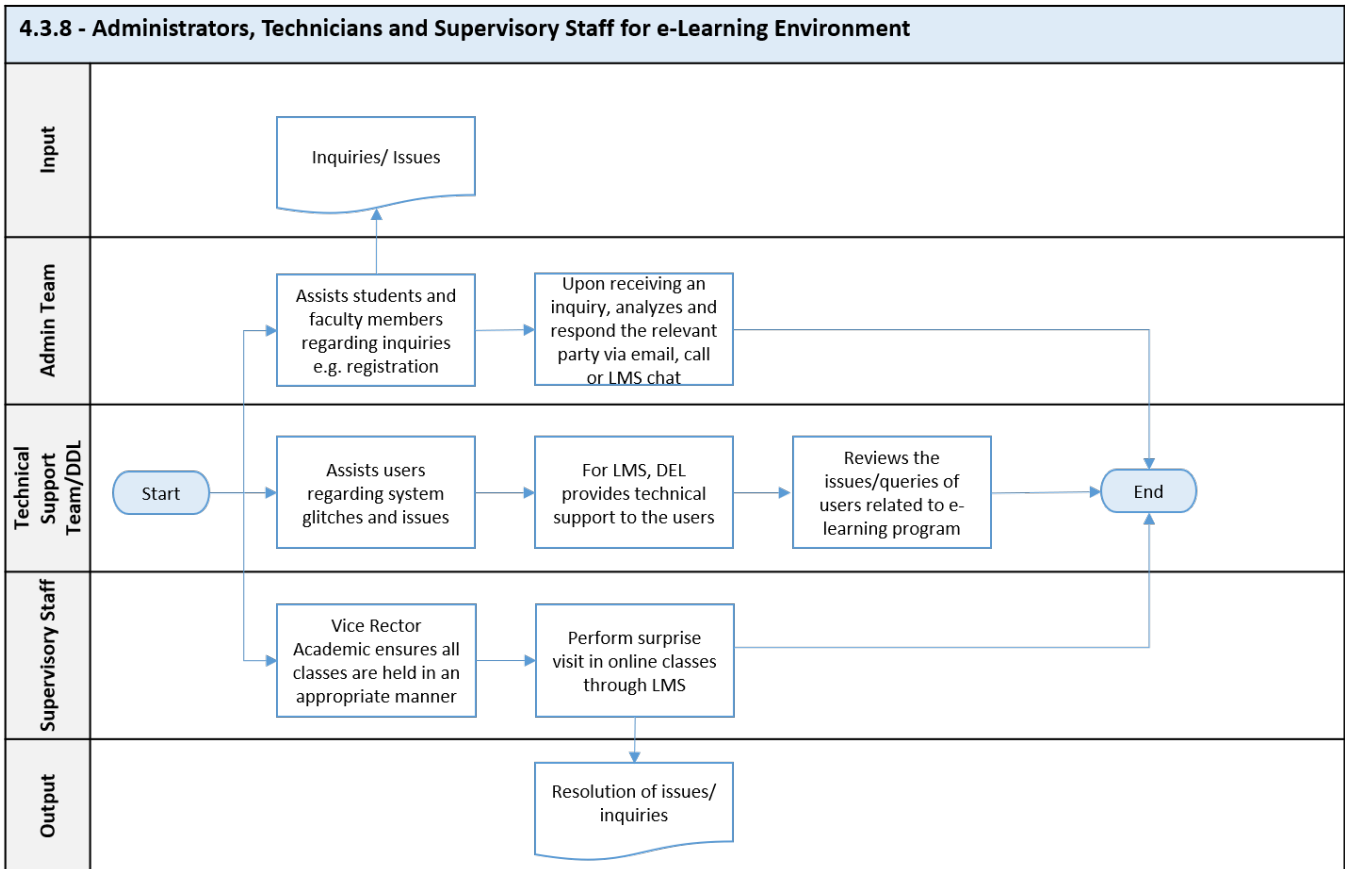
4.4 Process Flows











Chapter 5:

5 Evaluation & Assessment

5.1 Purpose

Evaluation is the process of assessing and reviewing the performance of the faculty members and students with respect to e-Learning courses. It also involves evaluating the e-Learning courses and program delivered to student as part of e-Learning.

The primary purpose of this manual is described as follows:

- Facilitating the management in carrying out the appraisal process of faculty members and students to evaluate their performance;
- Specifying evaluation policy relating to e-Course and program;
- Providing multiple assessment tools that are appropriate for the learning activities being evaluated;
- Providing a self-assessment that enables the learners to check their progress in learning and to offer feedback; and
- Conducting online survey to measure e-Learning satisfaction of students and faculty members.

5.2 Policies

5.2.1 Faculty Members Evaluation

- i) The Performance Appraisal reports are used as a driver for development, training and promotions.
- ii) Performance Appraisal in respect of e-Learning is performed by the third week of the FALL semester for all the faculty members of UBT.
- iii) The assessment is divided into 7 parts i.e. A to G, and is intended for faculty's annual evaluation.
- iv) The table below explains the information required in each section for the purpose of Performance Appraisal in respect of e-Learning:

Section	Information to be filled
A	Personal Information: e.g., Faculty name, Nationality, ID number, College & department etc.
B	Teaching activities: This section is divided into three further sub-sections i.e., B1-B3. B1: Courses that have been taught by the faculty member. B2: Data regarding other activities. B3: Advisory sessions to students.
C	Research/ Scholarly Activities/ Consultations: This section is divided into six further sub-sections i.e., C1-C6. C1: Publications C2: Research Projects C3: Dissertations, thesis and master report supervision C4: Professional consultation/ Real-time creative projects C5: Seminars and Presentations C6: Other professional Activities
D	Committee and Administrative Work: This section is divided into three further sub-sections i.e., D1-D3 D1: Committee work D2: Administrative Work / Block D3: Community engagement

E	Learning & Development: this section requires information regarding participation of faculty member in workshops, conferences and seminars.
F	Evaluation: this section evaluates the performance of the faculty members based on a defined criterion i.e., teaching & research assessment, research activities, and services & interpersonal skills.
G	Plan for improvement

- v) Discussion on the performance appraisal in respect of e-Learning are held during counselling session with the faculty member. In addition to discussing performance, counselling sessions are also intended to provide an opportunity for faculty member to discuss work-related issues and self-development ideas with their HOD.
- vi) Faculty member performance appraisal documents are stored for record purposes.
- vii) UBT ensures the development of SMART performance goals. The following SMART guideline is designed to ensure that essential components of performance goals are accurately reflected:

Specific	Targets expresses the actions and results required.
Measurable	The measure is defined clearly, objectively, & expressively.
Achievable	Targets are accomplished with success to an acceptable level.
Realistic	The targets are relevant to the level at which the individual is at their career.
Time Bound	Targets have clear time frames.

- viii) In order to set good quality goals, it is helpful for both (HOD and faculty member) to explore:
 - The goals of UBT and the department and how the faculty member will contribute to these goals;
 - Individual strengths and areas for development – particularly in terms of the skills and behaviors; and
 - Career aspirations, both in the short and long term.
- ix) Final appraisal in respect of e-Learning is conducted on annual basis to ensure the following:
 - Each faculty member has the right to review and discuss the appraisal with his/her evaluator and to express his/her opinion on all points stated;
 - Comments based on the facts and figures are presented ensuring objectivity;
 - The faculty member who achieves high-performance rating are commended, recognized and rewarded; and
 - Availability of all necessary means to raise the performance level of its faculty member, including learning and development.
- x) Effective communication of feedback to faculty members is important to achieve goals, skill development of faculty member and improve faculty members' performance in future.
- xi) Results of the evaluation are shared with the faculty members via different mediums i.e., email, annual meeting, and face-to-face meeting etc.
- xii) In case of face-to-face meetings, date, time & location are decided after confirming availability of the faculty member. A formal email is also sent to faculty members to communicate about the session.
- xiii) HODs are required to appreciate the employee for good performance, and also recognize how to convey negative feedback or areas of improvement.

- xiv) Following areas may be discussed in the session but are not limited to:
- Current performance;
 - Improvement areas;
 - Goals for upcoming year;
 - Development and Career growth plans;
 - Any grievances; and
 - Any other matter deemed necessary.

5.2.2 e-Course & Program Evaluation

- i) e-Course learning outcome is assessed for continuous improvement at the end of each semester and for each e-Course there are five to eight CLOs.
- ii) Each CLO is unified across both campuses (Jeddah and Dahban), with CLO results included in the exam approval sheet.
- iii) All CLOs are mentioned in the course syllabus and covered in the final exams, with the same grades decided by faculty members.
- iv) If a faculty member teaches the same course to different sections, he or she prepares one course report and fill out only one CLO that includes all students in each section.
- v) A unified course report is prepared, with the CLO results included in the report. The CLO result is used to complete the e-Course report and provide an action plan.
- vi) In a joint department meeting, the findings of the CLO assessment are presented to faculty members.
- vii) The CLO assessment is used for major areas for each e-Course and covers the following content/criteria:
- Knowledge;
 - Cognitive skills;
 - Interpersonal skills and responsibility;
 - Communication, information technology and numerical; and
 - Psychomotor.
- viii) The results of the PLO assessment are extracted from the CLO file and entered into the PLO assessment excel file.
- ix) An assessment plan requires two or more courses assigned to evaluate the PLO and the faculty member selects the CLOs aligned with the associated PLO.
- x) The assessment plan assesses all PLOs over a four-year cycle for continuous improvements. The PLO assessment will consist of developing and piloting a rubric for the selected PLO.
- xi) Each semester, two PLOs are assessed by using the PLOs assessment tool.
- xii) The focus of PLO assessment is on the courses serving the selected PLOs. The assessment of these courses also includes the surveys analysis results (Opera surveys), and the result ratification report:
- Use the program specification-matrix;
 - Use the course specification; and
 - Use the syllabus.

- xiii) Course specification for the selected courses that covers two PLOs is updated and uploaded in the quality link.

5.2.3 Students Assessment and Evaluation

- i) UBT utilizes various methods to assess the students and ensures that all aspects related to e-Learning are evaluated. The assessment criteria for students attending e-Learning course includes the following:
- Tests and quizzes;
 - Assignments;
 - Discussion board;
 - Presentations;
 - Final year project;
 - Mid-term exam;
 - Final-term exam; and
 - Any other assessment criteria determined by the faculty member (graded or not graded).
- ii) All students are regularly assessed through LMS and will be graded based on the results achieved. The assessments are scheduled as such:
- 7th week of the semester (Mid Term);
 - 9-15th week of the semester (assignment, Quiz, presentation); and
 - 16th week of the semester (Final Exam).
- iii) The total score of the assessment is 100 marks on the following basis:
- 30 marks on the 7th week assessment;
 - 20 marks on the 12th week assessment;
 - 40 marks on the final written examination; and
 - 10 marks assessing students during the semester.
- iv) When crediting the 10 marks to each student to evaluate the performance during the term, the faculty member takes into consideration the attendance, communication skills, homework, assignments and quizzes.
- v) The criteria each faculty member shall follow to credit the 10 marks are:
- Attendance is an evaluating parameter worth a total of 15 points;
 - Homework & assignments are worth 10 points;
 - Quizzes are worth 10 points; and
 - Communication skills are worth 5 points.

(These marks are all summed up and divided by 4 to obtain a mark out of 10)

5.2.4 Students Measuring Progress

- i) Self-assessment of the students assists the students to measure the coverage/ progress of the e-Course and determining the further level of efforts required to reach to the main objective of the e-Course.
- ii) Students may be provided various content to support students' self-assessments using LMS in the following forms:
 - Quiz;
 - Test;
 - Assignment;
 - Presentation; and
 - Homework.
- iii) All faculty members are required to develop such practice assessments and testing material related to each e-Course for all students, that are not graded and are for the self-assessment of the students.
- iv) The faculty members have the authority to determine if these assessments will be graded or not.
- v) Each form of assessment will have its own grading standards, which will be determined by faculty members.
- vi) The students can view their grades and obtain correct answer immediately after the Quiz or Test is submitted.

5.2.5 e-Learning Survey

- i) The aim of developing an e-Learning survey is to collect information from faculty members and students and make sure that above stakeholders are satisfied with the provision of services provided through e-Learning.
- ii) Multiple types of surveys are conducted through LMS in order to provide feedback and opinions of faculty members as well as students.
- iii) The types of surveys are listed below, along with their timelines:
 - Course Evaluation: Conducted once each year for at least one course taught by each instructor;
 - Student Experience: Conducted during second semester of the second year in a four-year program; and
 - Program Evaluation: Conducted before completion of final year classes.
- iv) Feedback on e-Learning is obtained from the faculty members covering the following points at minimum:
 - Tools selected while providing online sessions;
 - Tools that enhanced student's engagement during the online session;
 - Challenges faced during online sessions; and
 - Any other information.

- v) Feedback on e-Learning is obtained from students covering the following points at minimum:
- Methods used to contact the instructor in the online session;
 - Overall rating regarding communication with instructor during the online session;
 - Recommendation to opt online course; and
 - Any other information.

5.3 Procedures

5.3.1 Faculty Members Evaluation

- i) Performance Appraisal memo is circulated to faculty members by HR personnel one month before the appraisal process, reminding them the importance of the performance review process, proposed plans and objectives for the next period in respect of e-Learning.
- ii) Faculty member is responsible to fill the first five sections i.e. A to E of e-Learning evaluation form, whereas HOD would be responsible for section F. Subsequently, HOD and faculty member would be jointly responsible for completion of part G. Template of Faculty Members Evaluation is given in Annexure-E-08.
- iii) HOD reviews and approves all the sections filled by the faculty member.
- iv) HOD includes his overall assessment comments and recommendations in part F of the evaluation form. Moreover, faculty members' own comments shall also be made part of this section regarding their evaluation.
- v) HOD and faculty member are responsible to fill out section G, which includes the areas of improvement, new plan and development opportunities. Consensus shall be reached on areas of improvement.
- vi) HOD and faculty member as an evidence of acknowledgement sign section G.
- vii) Section G is reviewed and approved by the following management personnel;
 - College Vice Dean;
 - College Dean; and
 - Head of Appraisal Committee.
- viii) The above-mentioned management personnel may provide their comments and recommendations in the same section.
- ix) HOD intimates the faculty members regarding the mode of feedback, date, time & location of the feedback session through email.
- x) An appraisal feedback session is carried out between HOD and faculty member for discussion of the results of performance evaluation and results are shared with faculty member regarding their performance.

5.3.2 e-Course & Program Evaluation

- i) Each semester relevant HOD request the faculty members to fill and submit course report. In order to fill the course report as per NCAAA guidelines, the faculty members fill and submit CLO assessment file with their results. The CLO evaluation results is added to section "D" of the course report.
- ii) All faculty members are required to fill the CLO file and upload it to the course file link before the end of semester.

- iii) QAD personnel prepares a template of CLO excel file and upload it to course file link. All faculty members are provided with workshops and presentations from Quality & Control Department on how to fill CLO excel file and prepare course report.
- iv) Before the end of each semester, faculty members access the link where the CLO excel file is uploaded and start filling the CLO excel file.
- v) In order to fill the CLO file, faculty members enter the following details at minimum:
 - Specify if the assessment is mid-term exam, final exam or final project;
 - Enter the question number and include a key word for the question whether it is to explain, clarify, demonstration etc.; and
 - Enter Students ID and their grades achieved.
- vi) The faculty members may use exam approval sheet to enter the results in CLO file sheet and same grades are entered in CLO assessment.
- vii) Once the CLO details, student details and final grades are entered in the CLO file by the faculty member, the excel sheet will automatically calculate the results with achievement of student status and percentage. A target criterion will be set for each CLO and the final result will show if the criteria was met or not.
- viii) In case if the criteria are not met, the faculty member shall be responsible to provide an assessment summary & action plan of each CLO in the excel file.
- ix) After completing the CLO, the faculty member shares the CLO results with the Course Coordinator, who reviews and summarize the result of CLO assessment. Further, HOD also reviews and approves CLO assessment.
- x) CLO excel file is uploaded to course file link by all faculty members. Course Coordinator reviews CLO file and summarize the result of CLO.
- xi) Course Coordinator prepares unified course report after obtaining the information from faculty members. In the unified course report section “D” includes assessment results and comments on assessment results, which will be provided by faculty and entered by Course Coordinator. The assessment results will include the target level/criterion for success and actual level.
- xii) The Academic Documentation Center creates the link for each faculty and Course Coordinator. Access is provided to Course Coordinators, HODs, Vice Deans, Deans and College Quality Coordinator.
- xiii) At the end of semester, Departmental Council members meet at the end of semester and review the results of assessment. Departmental Council sign and approve course report and along with preparation of a course improvement plan.
- xiv) Once the CLO is completed at the end of semester by faculty members, Course Coordinator will have the access of all CLO, and the results of CLO will be extracted and entered in PLO assessment by Course Coordinator and HOD.
- xv) Assessment plan is prepared by HOD in excel sheet and approved by QAD. This plan outlines how two or three PLOs will be tested each year over the next four years, as well as the courses that will be allocated to these PLOs.
- xvi) The HOD and Course Coordinator choose the CLO to be evaluated that is consistent with this PLO, and the HOD completes the PLO evaluation. To complete the PLO assessment, HOD uses the results of the CLO assessment to fill out the PLO assessment excel file.

- xvii) Each excel file represents one PLO with the courses that are planned to assess this PLO. For each PLO, the spreadsheet form is used. Following information is required for the spreadsheet form:
- Assessment Method:
 - The assessment method should be stated;
 - Type of questions should be specified and should be aligned with the learning outcome; and
 - The HOD should review and approve the assessment methods.
 - Assessment Process (All students should be included in the assessment)
 - Results Summary (If the sample suggested that the success criterion is not met, the recommendations should be stated to suggest the action plan to enhance the students' ability whether to demonstrate, identify, apply, or to design, etc.)
- xviii) Course Coordinators & the HOD will use the PLOs assessment report to assess the PLOs that were chosen at the beginning of the term.
- xix) The result provides indication if the program learning outcome is achieved or not. According to PLO results, an action plan will be suggested by College Council. And this will be recorded in Annual Program Report.
- xx) Annual Program Report is prepared by HOD at the end of year which has a section of details for target achieved and action plan.
- xxi) Annual Program Report is discussed in joint meeting and approved by QAD and it is reviewed and approved by College Council.

5.3.3 Students Assessment and Evaluation

- i) The faculty member reviews the e-Course file summary to determine the assessment methods to be used (Test, Quizzes, Assignments, Presentation, Final project, Mid-term exam and Final-term exam).
- ii) The faculty member creates the test, quizzes, exams, etc. through LMS and will set the following criteria before publishing and scheduling the assessment in LMS:
- Due date and time;
 - Grade category (Test, Exam, Quiz, etc.);
 - Attempts allowed; and
 - Grading.
- iii) The students receive a notification on LMS through notification system regarding the assessment that is due.
- iv) Students open the assessment in LMS and perform the assessment within the required duration of time period and submit the same using LMS.
- v) After the submission of the assessment by student, the faculty member reviews and grades the assessment.

- vi) The results of the assessment are uploaded on OPERA and the final grade of the course is reviewed and approved by the HOD and the Vice Dean.
- vii) Once the final grade is approved by HOD and Vice Dean, the grades are posted on LMS for students.

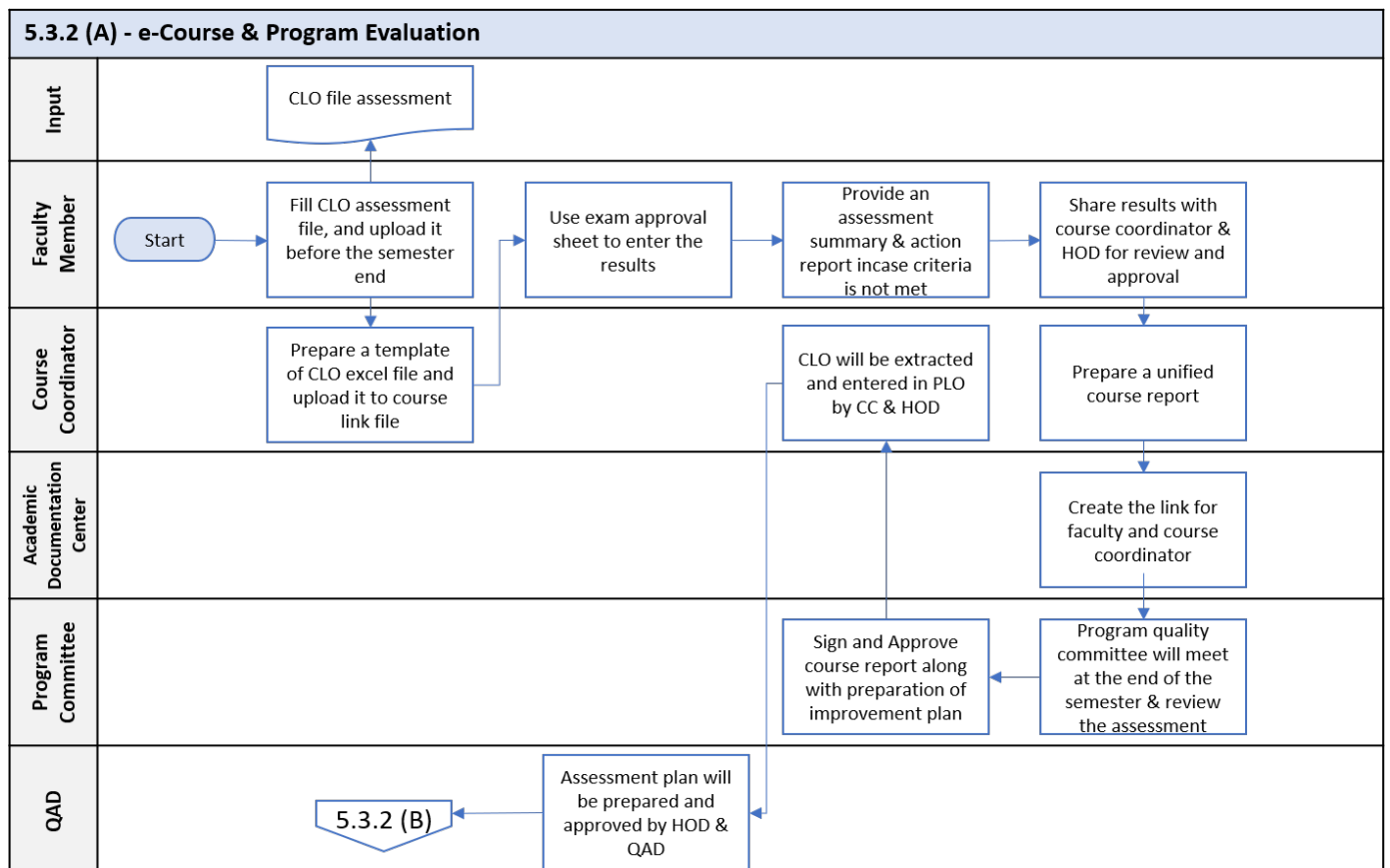
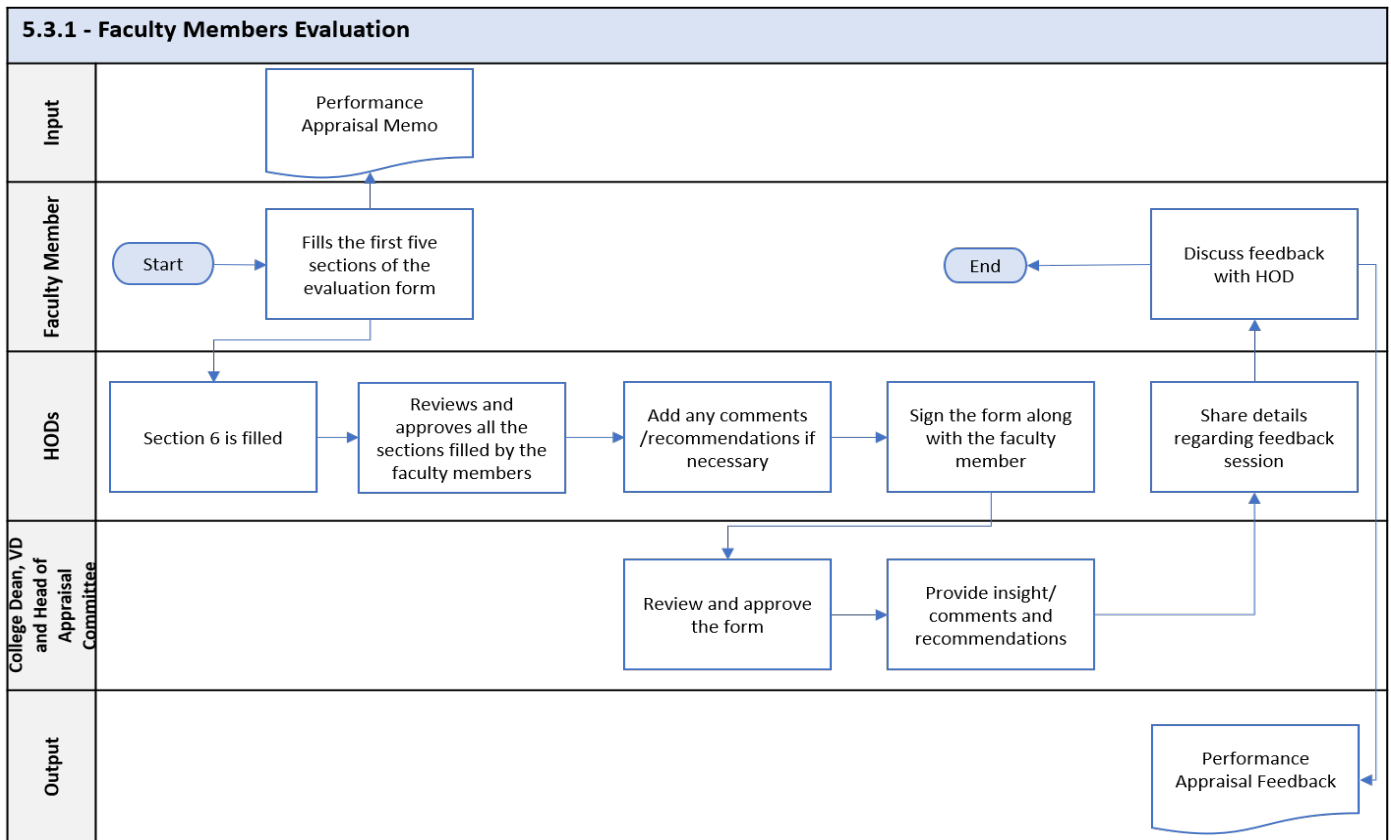
5.3.4 Students Measuring Progress

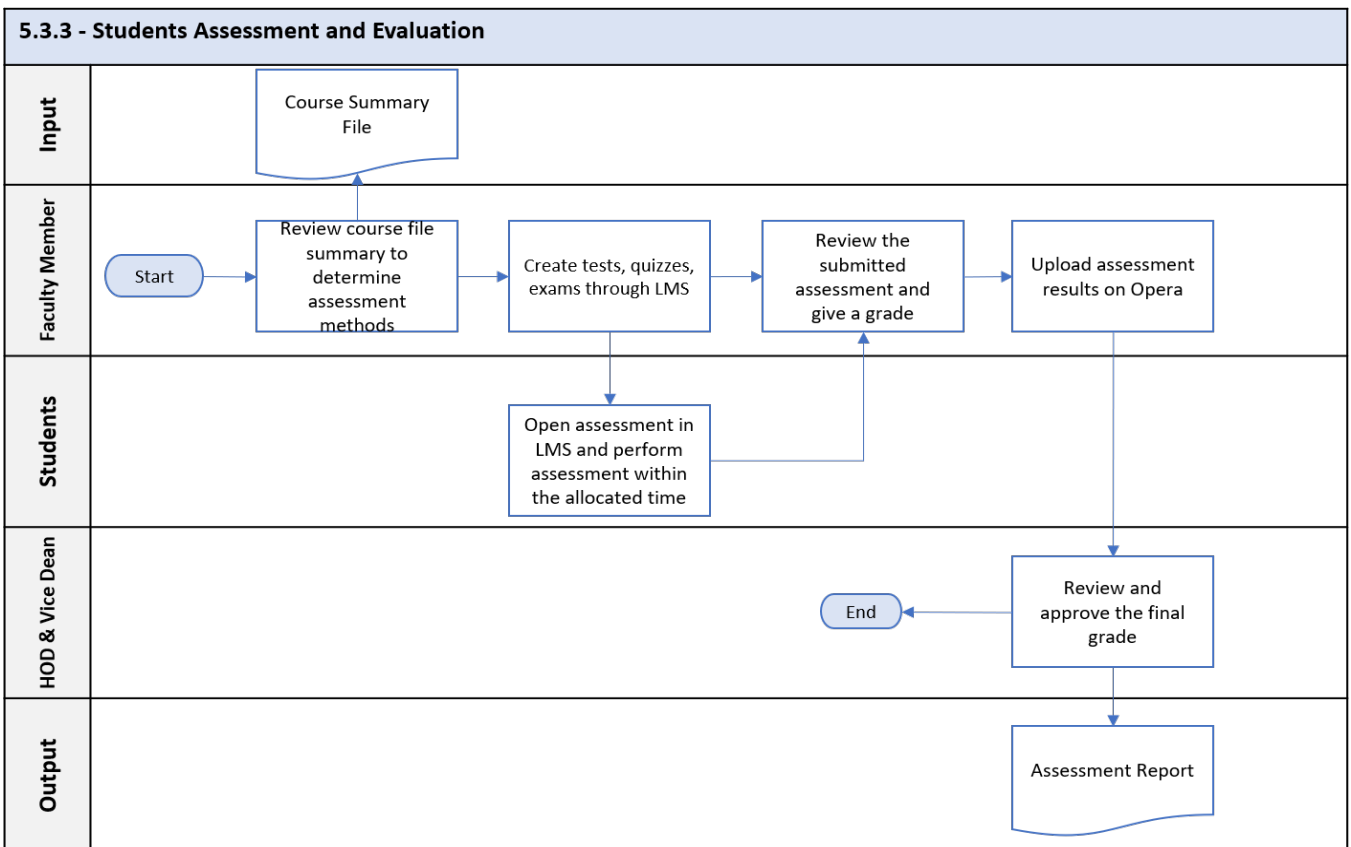
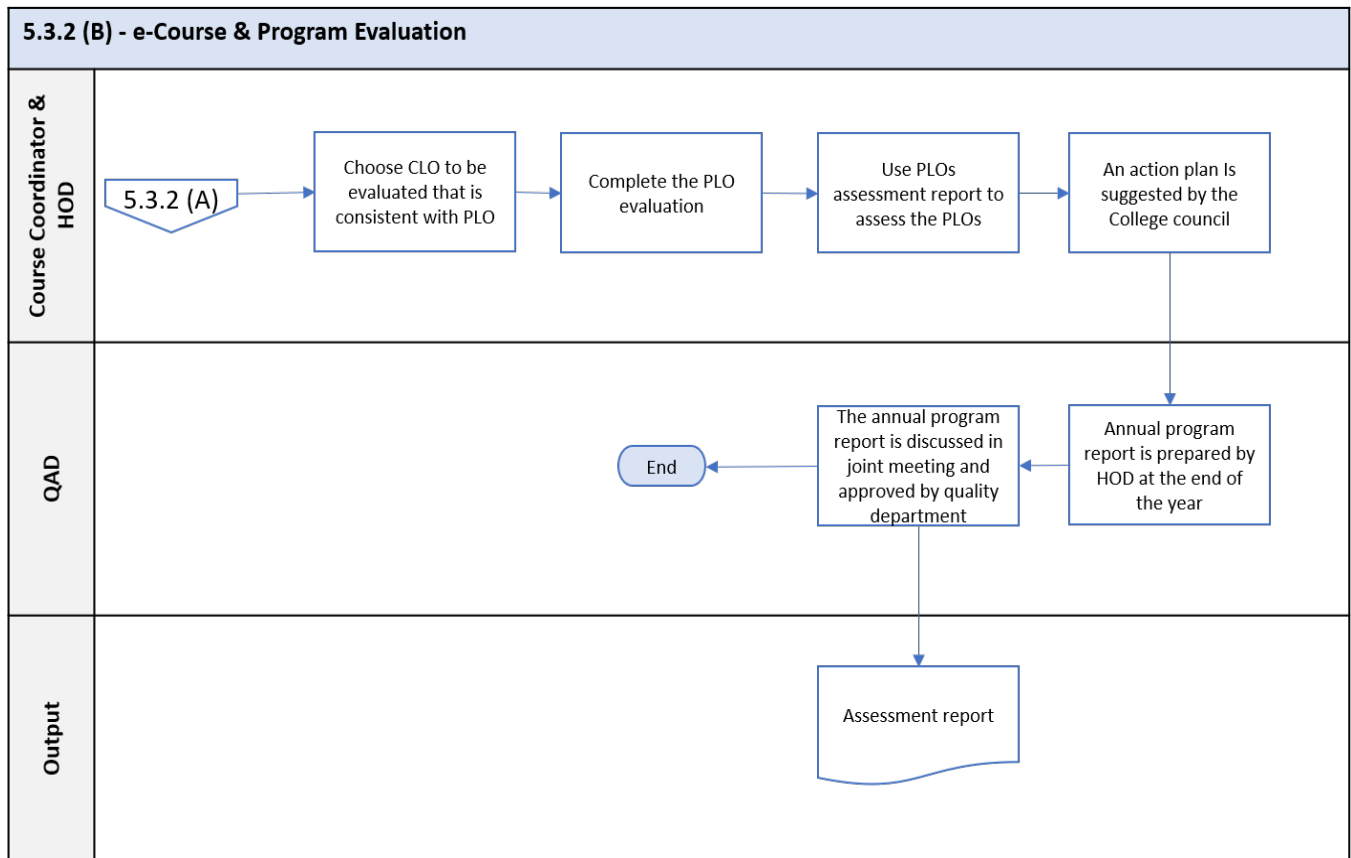
- i) The faculty member creates practice assessments through LMS in the form of quiz or test for students to measure their performance. The assessment may be graded or not graded depending upon the discretion of concerned faculty member).
- ii) Practice assessment may include the following type of questions:
 - Essay question;
 - Fill in the blank question;
 - Matching question;
 - Calculated formula question;
 - Multiple choice question;
 - True and False question; or
 - Any other type of assessment deemed necessary.
- iii) While creating the practice assessment, faculty member may enable the option to display the correct answer, question scores and automated question feedback.
- iv) Students perform practice assessment and LMS automatically saves the responses for the assessments/quiz as it goes on and students may visit back to the review the assessment/quiz during or at the end of the assessment/quiz.
- v) Students use these practice assessments to measure their progress in learning e-Course(s) through LMS.

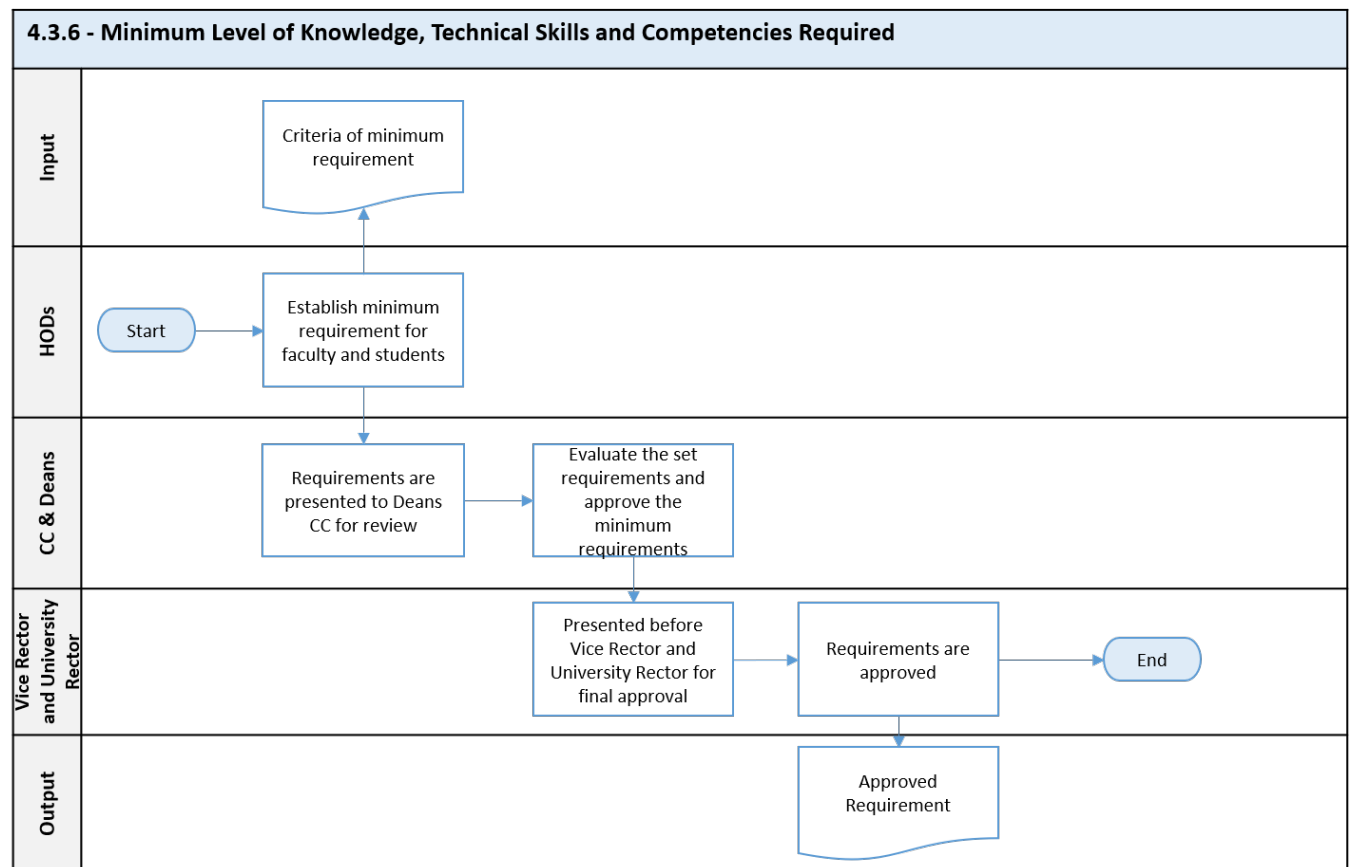
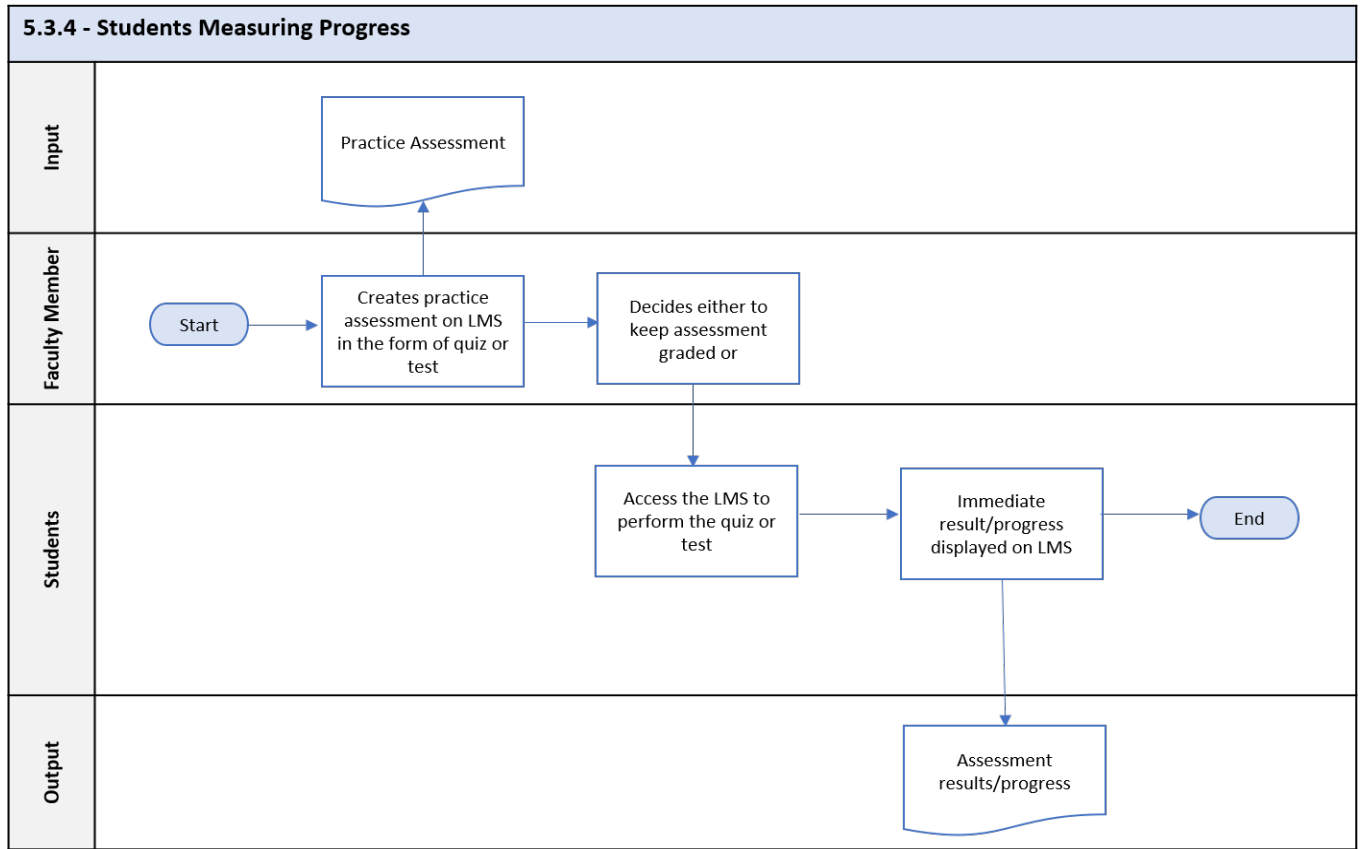
5.3.5 e-Learning Survey

- i) HOD is responsible to prepare survey form as per defined timelines with respect to e-Learning courses.
- ii) HOD forwards the survey forms to DEL to upload the forms on LMS before the end of each semester.
- iii) Students and faculty members fill out the surveys within defined timelines. Students, are required to fill the survey in order to view their final results.
- iv) DEL receives the outcomes of survey and evaluated these outcomes for continuous improvement in e-Learning.

5.4 Process Flows







Chapter 6:

6 e-Learning Management System

6.1 Purpose

LMS is an integral part of e-Learning which ensures high standards for e-Learning education as well as training and also establishes framework for e-Learning in respect of development, delivery, training, administration and evaluation of e-Courses and its related aspects.

The primary purpose of this manual is described as follows:

- Providing the necessary technical infrastructure to implement the online learning programs;
- Providing guidance on the usage of LMS and essential features or functions of LMS;
- Providing an ongoing electronic alert system to notify the learner of the required tasks;
- Conducting virtual classes, assignments and electronic tests;
- Providing technical support during the e-Learning process;
- Providing accessible technology and tools for special students; and
- Ensuring smooth running of LMS without interruptions or glitches.

6.2 Policies

6.2.1 Management of e-Courses

- i) UBT provides LMS as a platform for interaction of instructors and students, to assist in delivering e-Learning courses.
- ii) There are 4 main types of LMS users who are engaged in performing/using different functions of LMS:
 - **Students:** Students have access to the materials and activities made available on the site/platform and availing other facilities related to e-Learning program;
 - **Teachers:** Teachers, (also known as professors, instructors, lecturers or evaluators) are responsible for developing e-Learning content and delivery of the same to the students. There may be some teachers who will be provided with full rights to run the course including changing the content/activities and grading of students while on the other hand there may be some teachers who will be able to teach in courses and grade students, but will not have access to alter any content or other material or activities;
 - **Administrator:** Administrator is responsible for system functionality and administers access rights, keys, passwords, courses that are created, etc.; and
 - **Guests:** Users other than mentioned above will be termed as guests. Such users have minimal privileges and usually cannot enter text anywhere.
- iii) Number of users (including faculty members) that can attend a class of one e-Course are as follows:
 - Maximum of 200 users for a regular class; and
 - Maximum capacity is 500 users in case of particular circumstances.
- iv) DEL is responsible to monitor and manage all the e-Courses created or uploaded in LMS.
- v) All the data/ information pertaining to e-Learning are stored in a cloud-based storage. UBT has following storage capacity for storing all the information in its cloud-based storage:
 - LMS Learn LMS: 1 TB (for 1 Year); and
 - LMS Collaborate-Virtual Sessions Recordings Storage: 500 GB (for 1 Year).

6.2.2 Notification System

- i) At the time of creation of any event in LMS i.e., an assignment is created or a test/task is overdue, the Notification System informs all the users by using one or more of available notification methods.
- ii) Students may be notified regarding the assignments created and needed to be performed by students by using following different notification methods:
 - Generating announcement;
 - UBT app;
 - Calendar in LMS;
 - Sending notification through email or LMS; or
 - Other distribution method considered suitable.

6.2.3 Electronic Assignments

- i) Electronic Assignments are the work that the students will perform at the instruction of the instructor/teacher as part of e-Learning, and it might include:
 - Homework;
 - Assignments;
 - Presentations; and
 - Assessments (mid-term and final), quizzes, or tests.
- ii) All the assessments/ tests/ quizzes are conducted electronically using the LMS except the circumstances where in person attendance of the students is required e.g., lab assignment.
- iii) All the assignments are conducted and performed under controlled environment as per UBT policy and guidelines.

6.2.4 Technical Support

- i) Technical support team of UBT facilitates the users of the system to resolve any issue encountered during delivery of e-Learning program and enhance to users' experience ensuring the continuous delivery of e-Learning program.
- ii) Users may reach out the support guidance material available on UBT website, in case any user encounters with any sort of issue related to LMS or other technical issue. Detailed guidance is provided to support any regular, recurring or potential issue that the user may face while using the LMS during the e-Learning education process.
- iii) Below are the main technical issues that users of the LMS may encounter:
 - Login issues;
 - Changing password;
 - Audio/Video issues;
 - Not able to download documents;
 - Not able to upload documents;
 - Lagging video;
 - Online payment related issues;
 - Editing details in profile;
 - Registration issue;
 - Website related issues; and
 - Any other technical issue that the user may encounter.

6.2.5 Verification of Identity of Beneficiary

- i) UBT provides two-factor authentication protocols that delivers a higher level of security than authentication methods that depend on single-factor authentication in which the user provides only one factor - typically, a password or passcode. Two-factor authentication methods rely on a user providing a password, as well as a second factor, usually either a security key or a biometric factor, such as a fingerprint or facial scan.
- ii) UBT makes sure that the student who registers for an online education course or program is the same student who participates in and completes the course or program and receives academic credit.
- iii) All the students can access content in LMS after verification of their identity using two-step verification method.
- iv) In order to identify the identity of the students, UBT makes sure that geolocation feature in Microsoft 365 is enabled and UBT can easily trace the location of the students who have logged into the LMS for online classes or assignments.

6.2.6 Requirements of System

- i) Following are the basic requirements to support effective and efficient utility of LMS:
 - A system (PC, laptop, smart phone (windows, android, iOS or other), tablet, etc.) with an internet browser such as Mozilla Firefox, Microsoft Internet Explorer, Google Chrome, Safari, etc.;
 - A stable Internet connection;
 - Cookies activated;
 - Java and JavaScript enabled;
 - Pop-up windows enabled;
 - MS Office;
 - Sufficient memory to download and open web content such as images and videos;
 - Adobe Reader to open files in PDF format; and
 - Any other necessary requirement.
- ii) UBT provides all IT facilities, high-speed internet, LMS, and other technical assistance for all e-Learning courses offered by the University.

6.2.7 Discussion Forums

- i) Discussion forums are especially valuable from a student point of view as they are highly focused in their content and provide a clear picture of the topic being discussed. The content may often be unstructured in nature but may contain various information related to different e-Courses that can be leveraged into provision of better and quick services to students through LMS.
- ii) Different kind of forums may be used for responding to the queries of students or to conduct a discussion with students and teachers on a certain topic as part of the process for providing education through LMS:
 - Single Simple Discussion Forum: This forum is used to discuss a specific topic set by the teacher. There will be only one topic and one discussion thread where the students and teacher can interact and exchange information regarding the set topic; and
 - Standard Forum for General Use: This forum is used for discussions of more general and open-ended topics in which topics arise over the duration of the e-Course. It allows multiple discussions without restriction and is the most common type. Student may ask their queries related to any subject in this forum and other students and teachers may respond to such queries.

- iii) Other than the forums, students may contact their teachers through cell phone or email to raise their concern regarding the subject or any technical issue encountered during the course of e-Learning process.
- iv) Teachers are responsible for responding to the queries of the students not more than 2 days of raising the queries.

6.2.8 Accessible Technology and Tools

- i) Any adaptive device or service that increases participation, achievement or independence for a student with a disability may be considered Accessible Technology.
- ii) UBT ensures that installation or implementation of various technological features within LMS to assist the students with special needs for e-Learning program. Examples of Accessible Technology and Tools which should be installed or implemented within LMS are as follows:
 - Text to speech (TTS) assistive tools;
 - Talking spell checkers;
 - Picture dictionary graphics;
 - Text magnification;
 - Tools for test talking; and
 - Any other tools considered critical to improve learning experience.
- iii) During development of e-Content, UBT ensures that content developed/purchased is interactive, attractive and engaging not only for regular users but also ensuring its accessibility to reach users with special needs.
- iv) Students with special needs shall be provided following assistance by UBT to offer equal and effective opportunity to learn:

Format	Barrier	Accessible Tools
Printed Text (paper)	Incompatibility with screen readers used by blind/low vision students and students with learning disabilities.	Providing an electronic copy of text with audio input using TTS.
Audio	Hearing impaired students not able to hear it.	Providing electronic copy of text and class presentation.
Video and Picture	Blind/Low vision student not able to see the learning material.	Providing description, captions or written transcript with or without TTS.
Synchronous (real time discussion)	Students with disabilities with medical/ physical/ physiological disabilities facing difficulty in learning, e.g., lab related matters or other matters where physical presence is mandatory	Using asynchronous format (online)
Tests/Quizzes	Many students with disabilities have slower processing speed impacting their performance	Providing extended time or supplement with audio or providing large text size option using text magnification tools

6.3 Procedures

6.3.1 Management of e-Courses

- i) For creation of new e-Course in LMS, Responsible Person (teacher/ faculty member), raises a Request to Create e-Course in LMS to DEL after all the processes have been followed as defined in Chapter 1 “Development of e-Learning Course”. Request to create the e-Course is approved by relevant HOD. Template for Request to Create e-Course is given in Annexure-E-09.
- ii) Responsible Person also provides the list of the students to be allowed to access the particular e-Course in LMS along with their personal details e.g., full name, registration number, email id, cell phone number, etc.
- iii) DEL makes sure that all the information required to create the course has been provided on the approved request. Following are the particular information that should be mentioned on the request:
 - Name and description of the e-Course;
 - e-Course format (i.e., weekly or by topic);
 - Number of weeks or topics; and
 - Dates on which it will be opened.
- iv) Department of e-Learning, after reviewing the details, creates e-Course in LMS and LMS automatically assigns a course code to the new course.
- v) Relevant department(s) and students are intimated regarding the creation or updating of the e-Course in LMS through email by DEL support staff.

6.3.2 Notification System

- i) At the time of creation of assignment in LMS by teachers/ faculty member, students are notified of the assignment or task needed to be performed. Notifications are sent to all the relevant students automatically by the system containing the relevant information including due dates of performing an assignment, where relevant.
- ii) As soon as the students receive the notification regarding the assignment, students are required to perform the assignments or tasks within the duration as set by the / faculty member initially or such extended duration allowed by the teacher/ faculty member as mentioned in the notification.
- iii) Student may also be notified regarding the course creation, updating of topical course discussion forum, any updates, enrollment of students, or other necessary information through notification system.

6.3.3 Electronic Assignments

- i) Instructor creates the assignment in LMS and also schedules the assignment in LMS as per the semester delivery schedule.
- ii) Instructor sets the guidelines while creating the assignment such as:
 - Detailed instructions of assignment;
 - Submission date and timing;
 - Duration of assignment;
 - Possible extension in due dates of assignment;
 - Feedback/result students will receive upon submission; and
 - Any other information considered necessary.

- iii) Students are notified regarding their assignments in LMS using the notification system.
- iv) Students open the assignments in LMS and perform the assignment within the required duration of time period and submit the same using LMS. In order to gain access to material in LMS or to perform assignments through LMS, students are responsible to make sure that their system and internet facility is in accordance with the minimum requirements of system as established by UBT.
- v) LMS automatically saves the responses in case of online assessments/quiz as it goes on and students may visit back to the review the assessment/quiz during or at the end of the assessment/quiz.
- vi) Students may ask the teachers regarding any queries related to assignment using the LMS discussion forum or through direct communication (email or cell phone).
- vii) After the submission of the assignments, students can see result of the assignments after a certain period of time as management of UBT decides. Students may also be notified regarding their results using LMS, UBT app or email.
- viii) All such assignments submitted by students are stored in cloud storage of UBT for record purpose.

6.3.4 Technical Support

- i) Technical support function assists the users of the system in case they are encountering any issue/ glitch with the system.
- ii) For LMS, DEL is responsible for providing the technical support to the users whosoever is encountering the issue with LMS before, during or after the virtual class.
- iii) In case of identification of issue, user may contact the relevant personnel in DEL through email or cell phone or meeting them in person and DEL shall provide the support to the users.
- iv) However, if the issue involves such technicality that is not the area of expertise of DEL, CIT shall be contacted to resolve such technical issue.
- v) For system(s), other than LMS i.e., Opera, CIT Department is responsible for resolving any issue that a user may face before, during or after the virtual class.
- vi) Users contacts the CIT Department through email explaining the issue encountered in the system.
- vii) Technical support team is responsible to provide any kind of technical support to users during the working hours of UBT. However, in case of urgency, technical support team or its representative shall provide required assistance to the users.
- viii) After resolving the issue, technical support team intimates the relevant user and DEL as well.
- ix) DEL reviews the issues/queries of users related to e-Learning program to make sure that all the users are provided with the required technical support in timely manner.

6.3.5 Verification of Identity of Beneficiary

- i) To gain access to the content provided in LMS, students verify their identity by providing password as well as a security key forwarded by the system to the contact number or email address provided by students.
- ii) Student identity verification is performed at the time of new registration, during each login to the system and at the time of modification to the accounts of the students e.g., updating personal information, change in passwords, etc.
- iii) Any issue encountered by students in case of two factor authentication, students are required to intimate DEL immediately.
- iv) In case the issue is not resolved by Department of e-Learning, the matter may be communicated to CIT Department to resolve such issue.
- v) CIT Department resolves the issue encountered by student and intimates the concerned student and DEL as well.

6.3.6 Requirements of System

- i) CIT Department identifies the minimum requirement for the system considering the LMS's minimum requirement for system and other relevant technical factors.
- ii) Head of CIT Department approves the identified minimum requirements. As defined in section (i) of 6.2.6.
- iii) DEL is intimated regarding the minimum requirements of system that will enable students and teacher to use LMS and perform all the function for e-Learning program.
- iv) DEL notifies all the faculty of the minimum requirement of system through email. Students are also informed regarding the minimum requirement of system at the time of enrollment by Department of e-Learning.

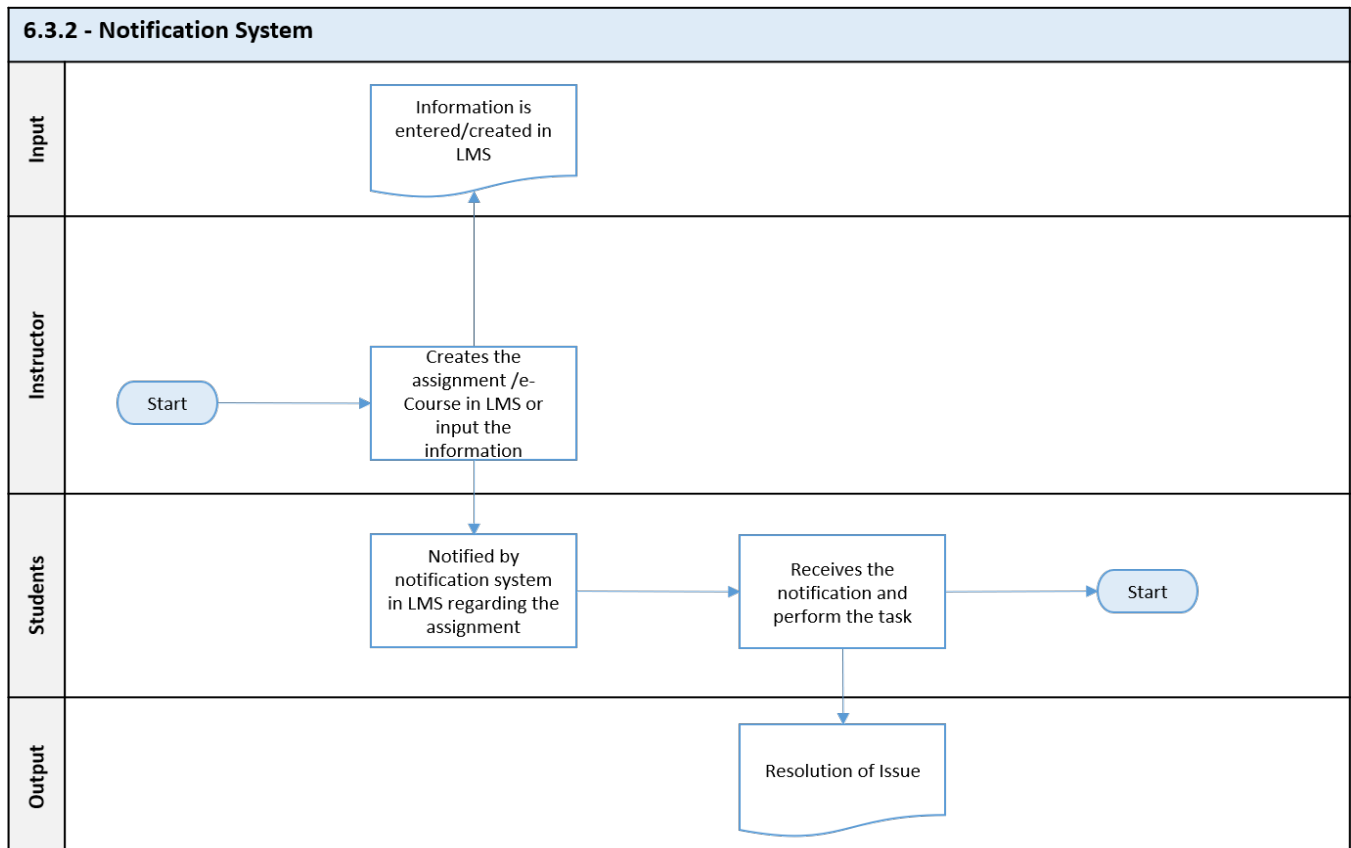
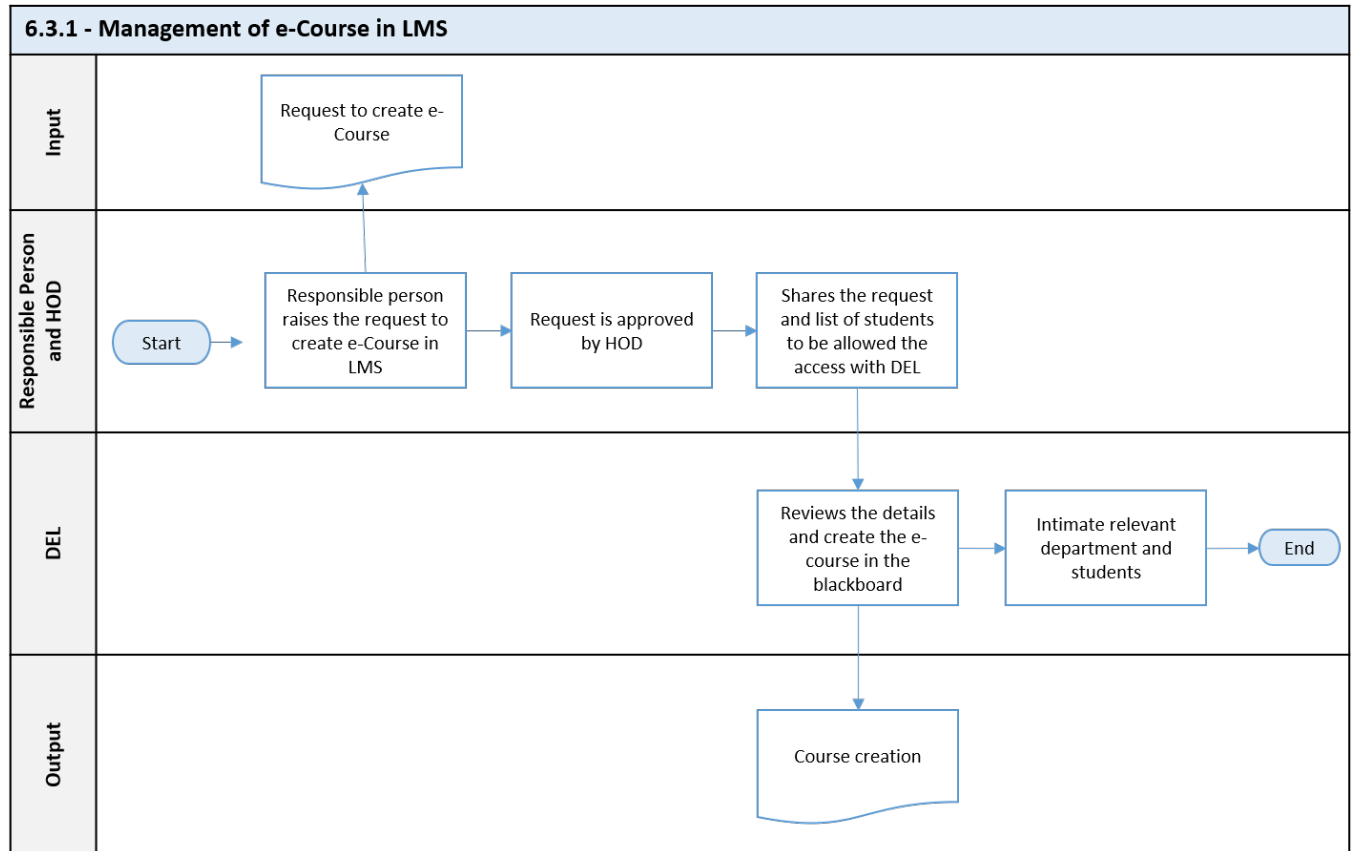
6.3.7 Discussion Forums

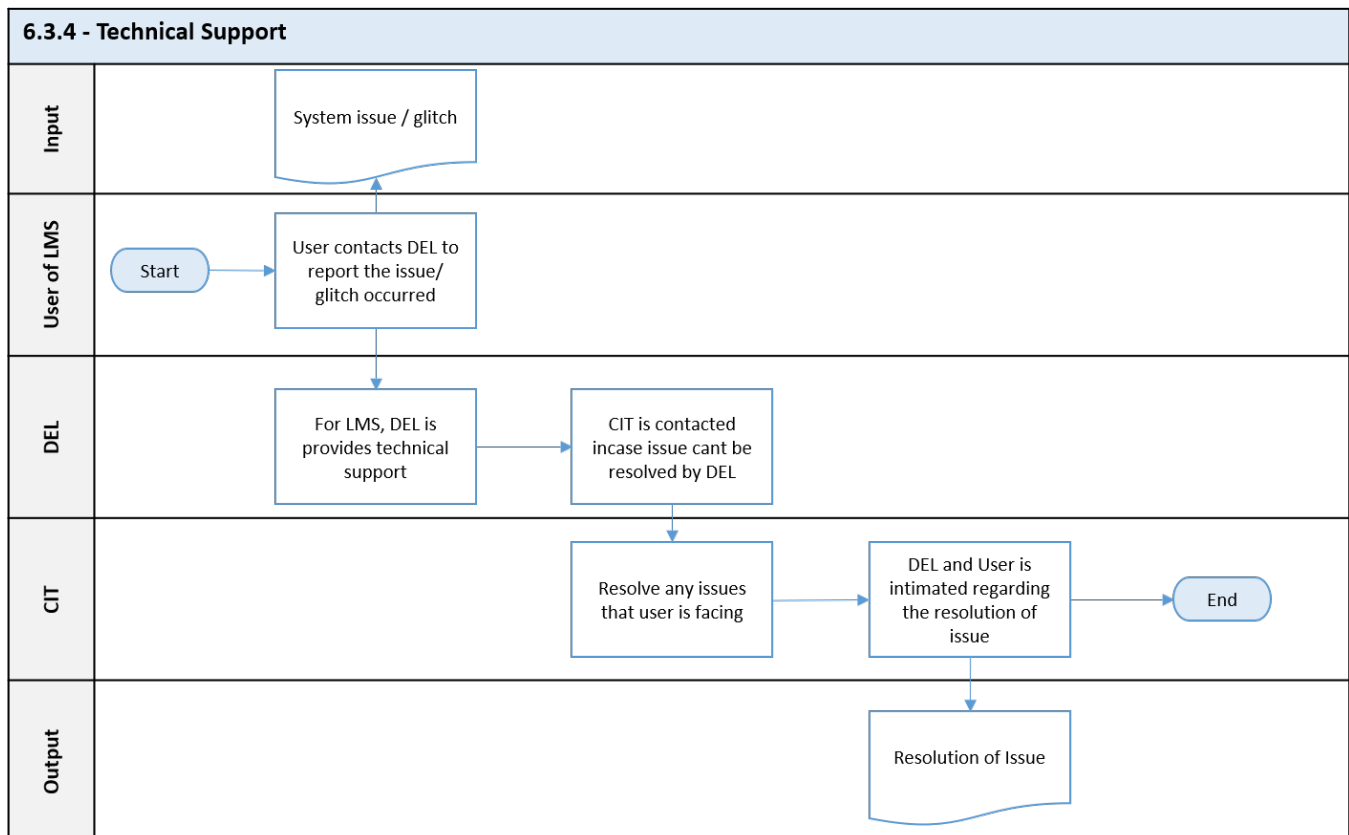
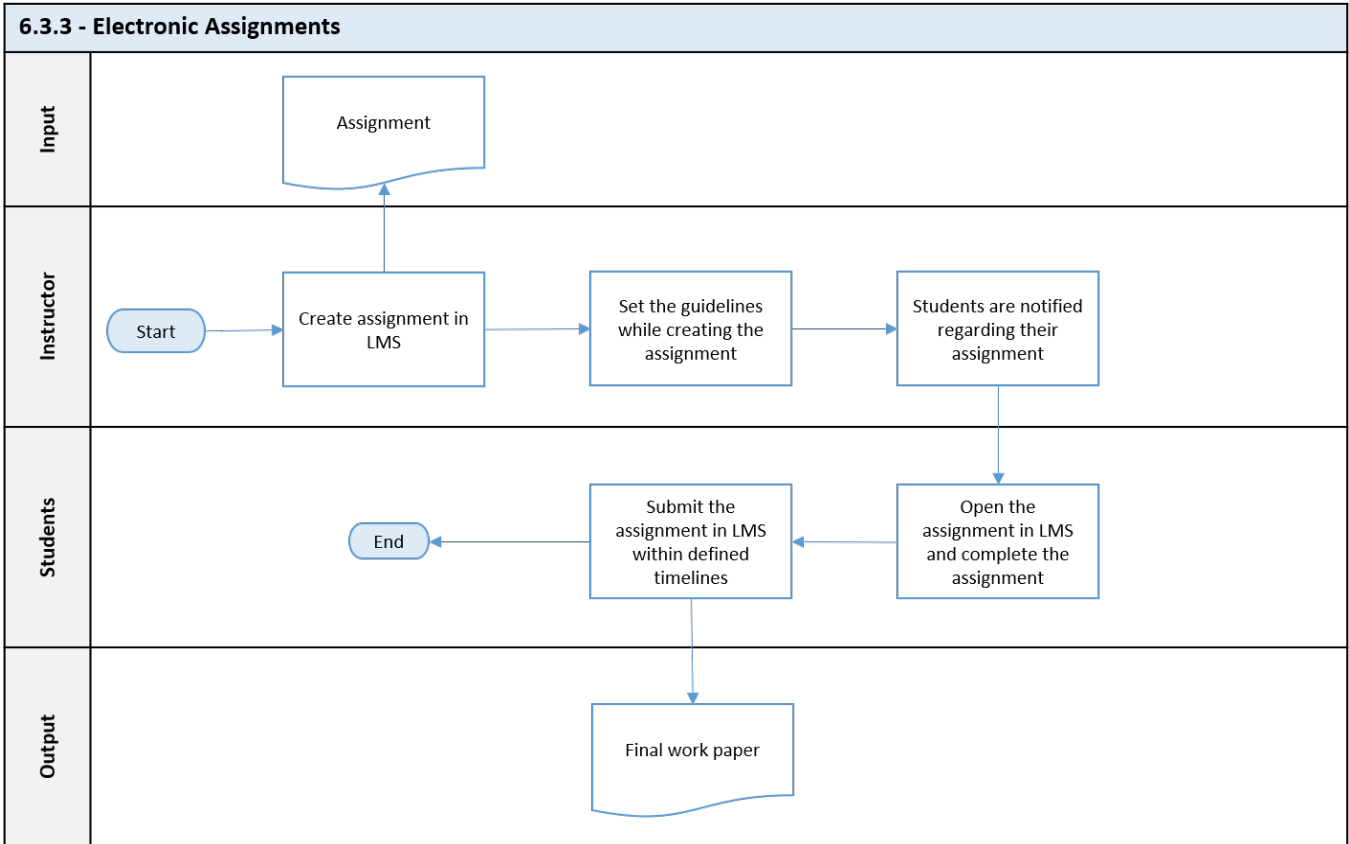
- i) In case student need any clarity regarding any project or assignment, students may ask the teachers/instructors regarding such queries related to assignment using the LMS discussion forum.
- ii) Teachers/Instructors may also create any topic in discussion forum for providing further clarity to the students relevant to the topic and all the students will be encouraged to comment on the topic being discussed.
- iii) Teachers/Instructors respond to the queries of the students not more than 2 days of raising the queries.
- iv) Discussion on the topic is stored in cloud database maintained by UBT for future references.

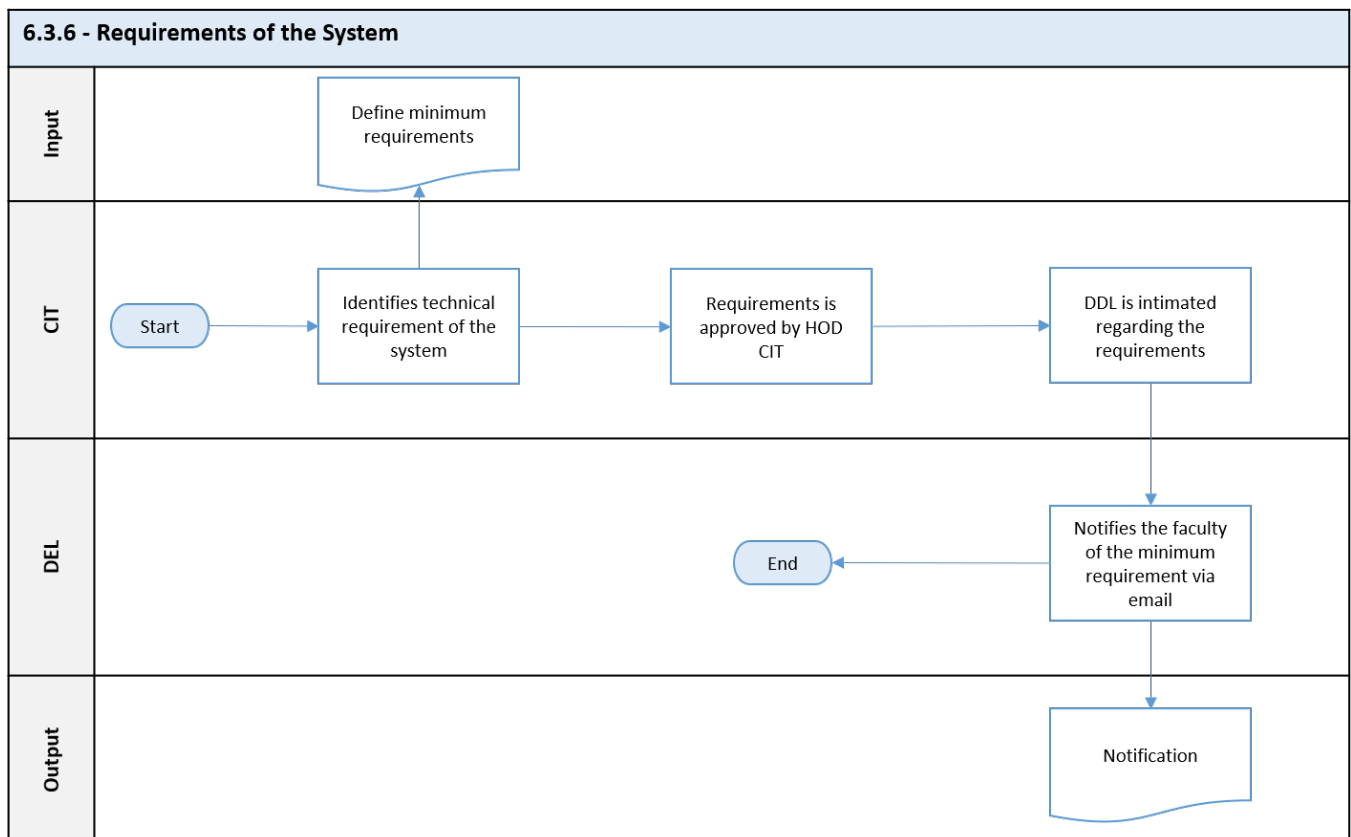
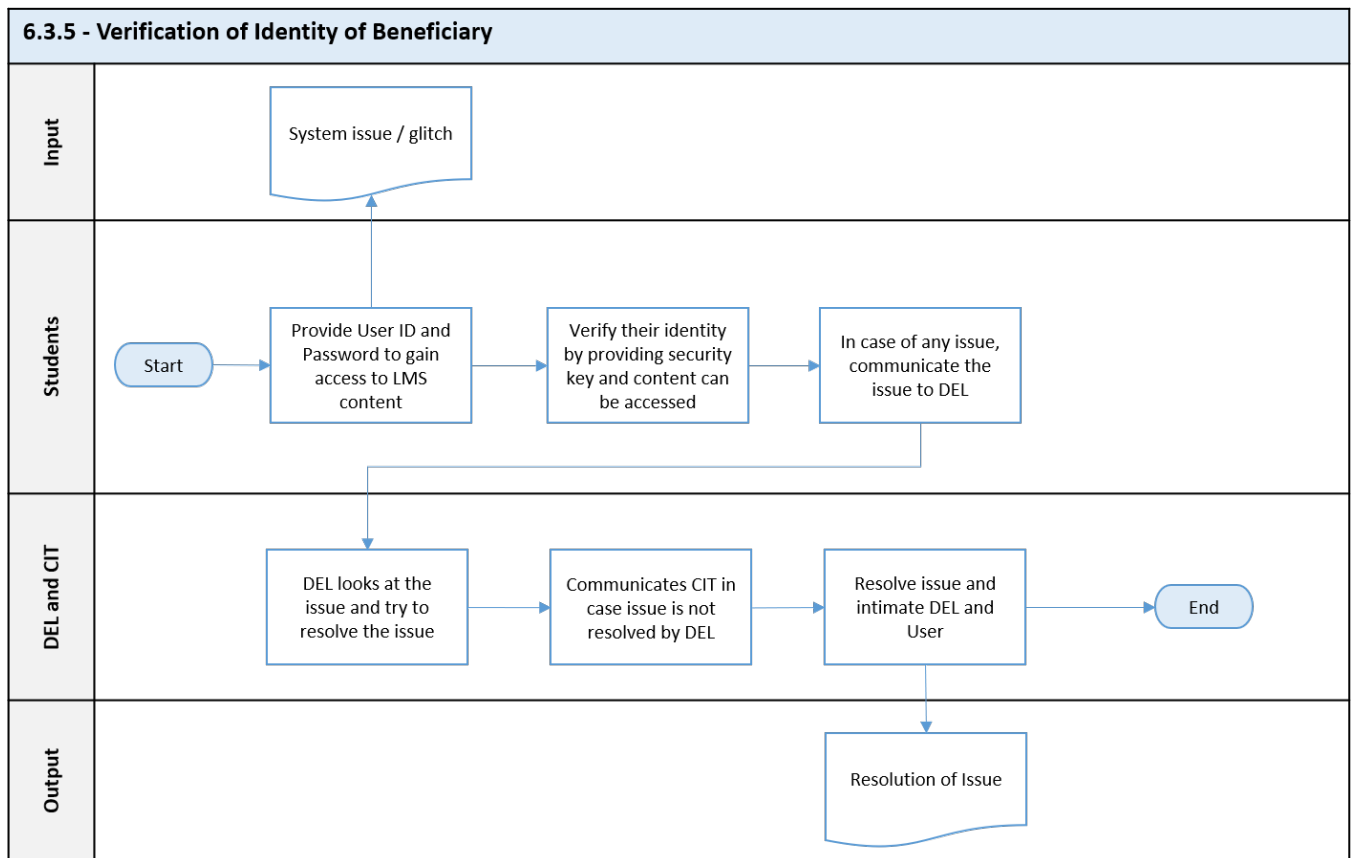
6.3.8 Accessible Technology and Tools

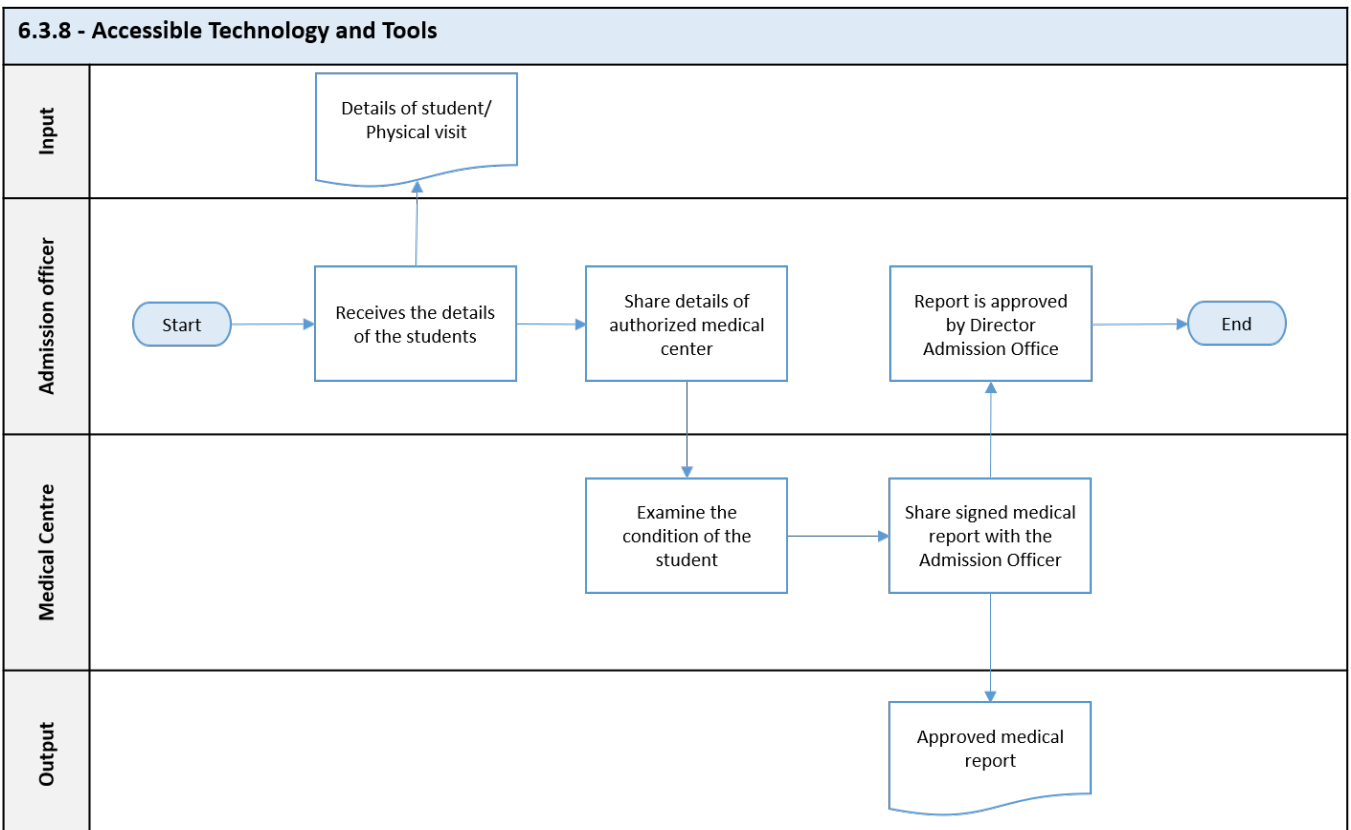
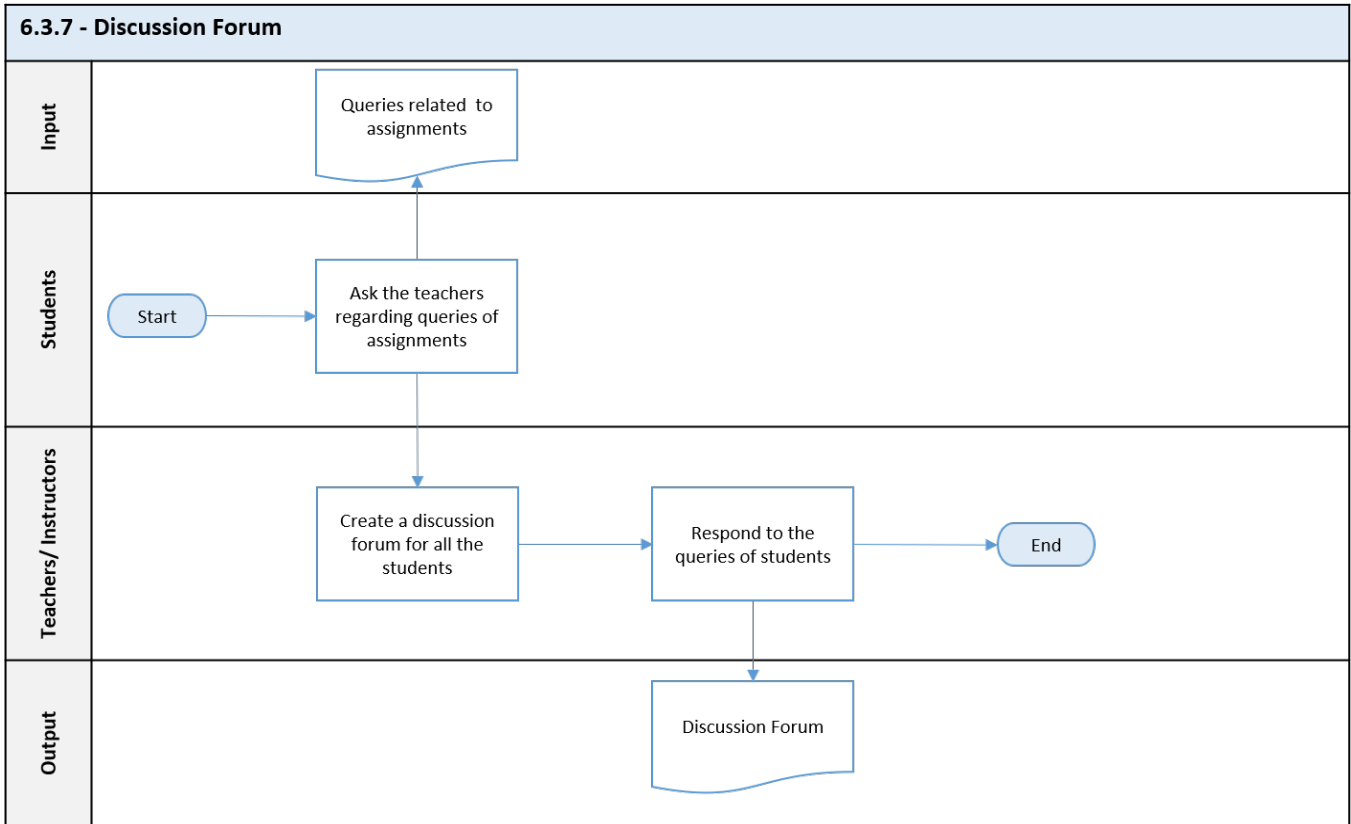
- i) At the time of registration, student with special needs provides the details regarding their special medical condition.
- ii) Admission Officer shares the details with authorized Medical Center and recommends the concerning student to Medical Center to have them evaluated properly.
- iii) Medical Center examines the student physically and mentally and fill the medical report.
- iv) Medical Center shares the signed medical report with Admission Officer and it is approved by Admission Office Director.
- v) After all the other admission requirements, students will be provided with access to LMS with features supporting Accessible Technology and Tools.

6.4 Process Flows









Chapter 7:

7 General Guiding Principles

7.1 Purpose

The purpose of this manual is to describe the basic policies and procedures related to e-Learning. This manual contains the guidelines that are necessary to follow on periodic basis for the effective implementation of e-Learning at every stage and it aims to:

- Ensuring that the electronic content presented in the program is up-to-date and that it does not violate national laws and policies.
- Committing to achieving academic integrity within the online learning environment and preventing fraud and identity theft.
- Ensuring the privacy of the beneficiaries' data through clearly formulated policies and procedures.

7.2 Policies

7.2.1 Review of Digital Content

- i) Departmental Council monitors the process of review of e-Course details and specification for each subject at end of each semester (every six month) to ensure that content provided to the students is high in quality and up-to-date.
- ii) Content included in e-Course does not violate any applicable national laws and are completely in compliance with national laws and regulations of KSA.
- iii) e-Course specification and syllabus is in accordance with NCAAA standards and any other applicable quality standards of education.

7.2.2 Data Protection of Beneficiaries

- i) Data Protection is primarily concerned with safeguarding/protecting the data collected from all of the beneficiaries (students or faculty members of UBT).
- ii) The aim of protecting the beneficiary's data is to ensure that the UBT complies with its obligations related to relevant data protection regulations in KSA and that personal data is controlled and managed by relevant authority in UBT only.
- iii) Following are the main examples of personal data of beneficiaries that the UBT is expected to protect:
 - Name;
 - Date of Birth/ Age;
 - Postal Address;
 - Contact Number;
 - Email Address;
 - ID Numbers/ Passport Numbers;
 - Images of Individuals;
 - IP Addresses;
 - Nationality;
 - Biometric Data;
 - Disciplinary Records;
 - Training Records;
 - Contracts Records;

- Assignments Records;
 - Financial Data; and
 - Any other data/ information considered private and confidential.
- iv) All users of personal data of beneficiaries within the UBT are responsible to make sure that personal data is always held securely and not disclosed to any unauthorized third party either accidentally, negligently or intentionally as failure to comply with such policy may result in legal and financial consequences for UBT as well as employees/faculty.
- v) When personal data is transferred internally, the recipient is required to process the data in a manner consistent with the original purpose for which the data was collected.
- vi) UBT is responsible for ensuring appropriate and proportionate security for the personal data that it holds. This includes protecting the data against unauthorized or unlawful processing and against accidental loss, destruction or damage of the data. Examples of personal data incidents might occur through:
- Loss or theft of data or equipment;
 - Ineffective access controls allowing unauthorized use;
 - Equipment failure;
 - Unauthorized disclosure (e.g., email sent to the incorrect recipient);
 - Human error; and
 - Hacking attack.
- vii) UBT is responsible to make sure that all the personal data collected is stored in an appropriate storage device and access to such data is encrypted or password protected. Further, no person other than the authorized person is allowed to access the data.
- viii) At the time of online payments in respect of e-Course(s), UBT does not store the confidential information used to make online payment to the bank accounts of UBT.

7.3 Procedures

7.3.1 Review of Digital Content

- i) Deans and HODs review the content of e-Course in details for each subject at the end of each semester for its validity, appropriateness(relevance) and completeness. Deans and HODs make sure that content included in e-Course does not violate any applicable national rules and regulations.
- ii) During the review of Deans and HODs, various documents are being reviewed, including but not limited to:
- e-Course reports;
 - Students' feedback on e-Course delivered in the semester; and
 - e-Books of the various subjects.
- iii) Deans and HODs share the details of review conducted and required changes with Departmental Council.

- iv) Departmental Council reviews e-Course specifications and syllabus semi-annually. Departmental Council discusses the changes to current courses based on new developments in the subject, new texts, feedback from external and internal stake holders and identifies changes to the course if found useful for the program.
- v) The relevant department prepares a Proposal to Change e-Course with proposed e-Course specification changes and submits to the CC. Template of Proposal to Change e-Course is given in Annexure-E-04.
- vi) After the approval of CC, CDC reviews the proposed changes and approve the same, if satisfied. In case CDC is not satisfied, changes may be required and the same will be incorporated in the document as recommended.
- vii) Once approved by CDC, relevant department implements, through the Course Coordinator, by adding necessary changes to e-Course specifications and e-Course syllabus.
- viii) Using NCAAA template, course specifications are updated and distributed by the HODs to all the faculty.
- ix) e-Course syllabus is updated by faculty based on the changed e-Course specifications.
- x) e-Course Reports are submitted by each faculty at the end of the semester to HOD and to QAD for maintaining records.
- xi) HOD prepares and submits annual program reports to QAD.

7.3.2 Data Protection of Beneficiaries

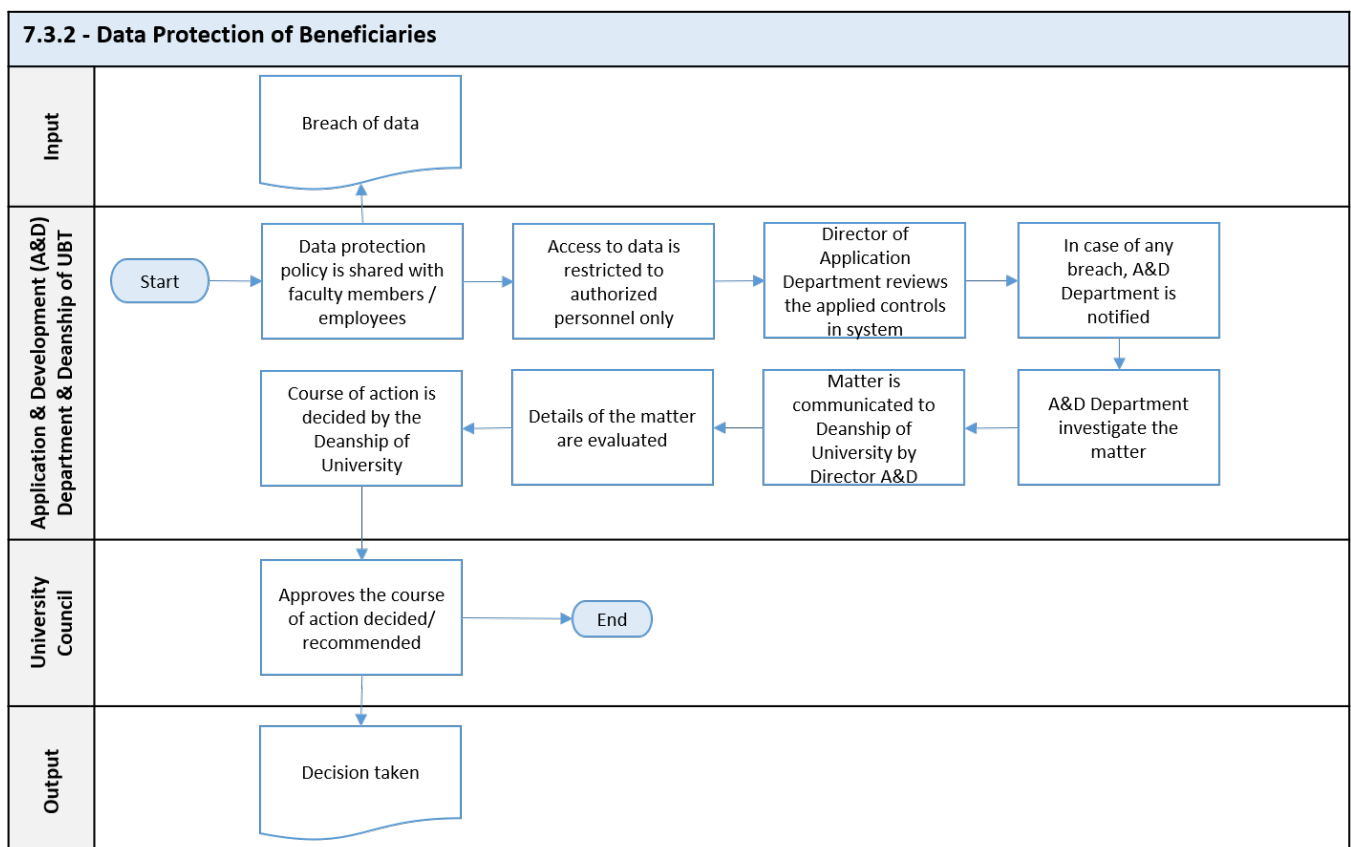
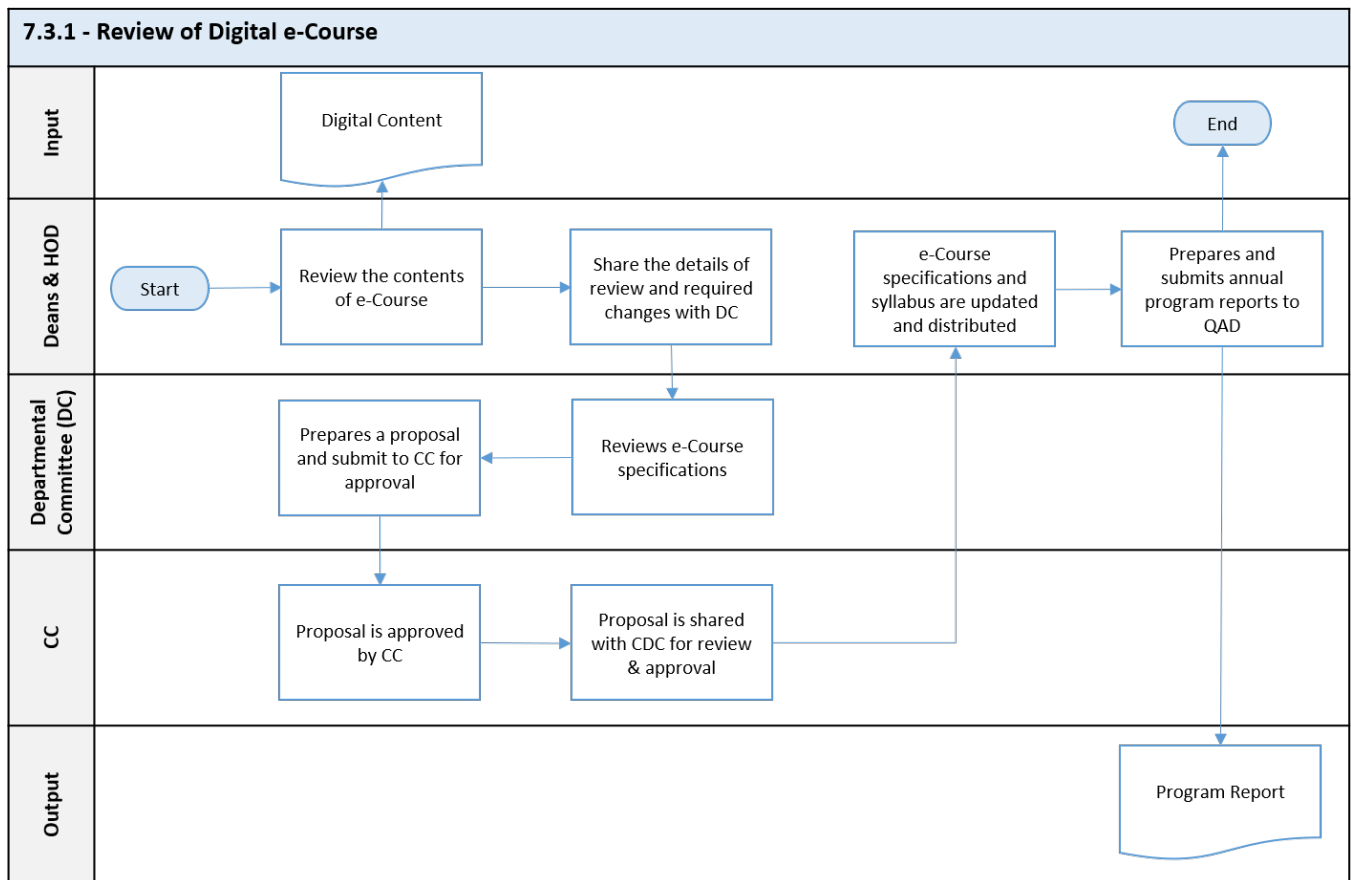
- i) Application & Development Department is primarily responsible to ensure that personal data of beneficiaries is well protected (whether in hard or soft) and secured from any internal or external potential threats.
- ii) Director of Application & Development Department shares the data protection policy with all the employees/faculty of UBT to make sure that all the employees/faculty are aware of the policy.
- iii) Upon receipt of personal data of beneficiaries, Application & Development Department personnel restricts the access to data to only relevant persons in UBT to avoid any misuse of personal data of beneficiaries.
- iv) Director of Application & Development Department, on monthly basis, reviews the controls applied on personal data stored in the system to ensure the data protection of beneficiaries.
- v) In the event of any data protection incident, such incident is brought to the attention of the personnel of the Application & Development Department who will investigate and decide if the incident constitutes a data protection breach.
- vi) In case personnel of Application & Development Department determines that data protection policy has been violated, Director of Application & Development Department must be notified of the violation by the personnel as soon as possible but not later than 48 hours after becoming aware of it
- vii) Director of Application & Development Department conveys the matter (violation) to the attention of Deanship of the University.
- viii) Deanship of the University evaluates the facts of the case and provides an opportunity to the person involved in the violation to present his/her case.

- ix) Deanship of the University decides the course of action after evaluating the details of the violation of data protection policy and. Course of action may include any monetary or non-monetary punishment as decided.

- x) University Council approves the course of action decided/recommended by the Deanship of the University. University Council may, on reasonable grounds, not approve the course of action recommended by Deanship of the University and may suggest any changes to be incorporated in the original decision.

- xi) Deanship of the University has the authority to approve or allow any amendment or necessary change in personal data of beneficiaries. Application & Development Department is responsible to make sure that record for all the changes or amendments (edit logs) are properly maintained in the system.

7.4 Process Flows



ANNEXURES

Proposal for Development e-Course

Course Information:

Course Title:		Course Code:	
Course Prerequisites:		Course Language:	
Course Type:	<input type="checkbox"/> Mandatory courses	<input type="checkbox"/> Elective courses	<input type="checkbox"/> Training courses

Faculty/ Instructor Information:

Name		E-mail:	
ID No.		Ext.:	
College Name			
Department			
Peer Consultants:	1)		
	2)		

Previous Experience:

Has experience developing an e-Course: Yes No

If yes, choose the type of experience: Previous online course teaching Formal training\ workshops

Curriculum Teaching Policies:

Course Format	<input type="checkbox"/> Purely Online	<input type="checkbox"/> Blended	
Degrees Requires This Course	<input type="checkbox"/> Diploma	<input type="checkbox"/> Bachelor/ Master	<input type="checkbox"/> Training Certificates
Teaching Semester		Number of Enrolled Students	

Course Hours:

Credit hours per week:		Practical Hours:	
------------------------	--	------------------	--

Course Outlines:

Course Objectives	
Course Description	

Anticipated Educational Material:

<input type="checkbox"/> e-Book	<input type="checkbox"/> Video	<input type="checkbox"/> Audio	<input type="checkbox"/> Normal and Animated Images
---------------------------------	--------------------------------	--------------------------------	---

Anticipated copyright issues regarding the material used in this course:

--

Assessment Method:		
	Assessment Type	Percentage (%)
<input type="checkbox"/>	Weekly Quizzes	
<input type="checkbox"/>	Midterm Exams	
<input type="checkbox"/>	Final Exams	
<input type="checkbox"/>	Individual Projects and Assignments	
<input type="checkbox"/>	Group Projects	
<input type="checkbox"/>	Case Studies	
<input type="checkbox"/>	Discussion Forums	
<input type="checkbox"/>	Essay/ Research Paper/ Report	
<input type="checkbox"/>	In Person	
	Total	100%

Rational for Proposed e-Course

1) Describe how the proposed e-Course would meet students' needs.

2) What are the problems/obstacles that the e-Course development would address and solve?

3) Which of the following criteria are met by the course you are proposing?

- Lack of classroom capacity;
- Provide flexibility in student scheduling;
- Innovative and creative use of e-course education;
- Increase students' access to course resources easily; or
- Other:

Prepared by

Approved by

e-Course Specification

Course Title	
Course Code	
Program	
Department	
College	
Institution	

A. Course Identification

1. Credit hours	3 Credit Hours		
2. Course type			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input type="checkbox"/>
	Others <input type="checkbox"/>		
b.	Required <input type="checkbox"/>	Elective <input type="checkbox"/>	
3. Level/year at which this course is offered:			
4. Pre-requisites for this course (if any):			
5. Co-requisites for this course (if any):			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		
3	e-Learning		
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	
Other Learning Hours*		
1	Study	
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description
2. Course Main Objective

3. Course Learning Outcomes

CLOs		Aligned-PLOs
1	Knowledge	
1.1		
2	Cognitive Skills	
2.1		
3	Interpersonal Skills & Responsibility	
3.1		
3.2		
3.3		
4	Communication, Information Technology, Numerical	
4.1		
4.2		
5	Psychomotor	
5.1		

C. Course Content

No	List of Topics	Contact Hours
1		
2		
3		
4		
5		
6		
7		
8		
Total		

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1			
1.2			
2.0	Cognitive Skills		
2.1			
3.0	Interpersonal Skills & Responsibility		
3.1			
3.2			
3.3			
4.0	Communication, Information Technology, Numerical		
4.1			
4.2			
5.0	Psychomotor		
5.1			

2. Assessment Tasks for Students

No	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz 1		
2	Quiz 2		
3	Midterm		
3	Assignment		
4	Final Research Project		
5	Final Exam		

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	
Essential References Materials	
Electronic Materials	
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	
Technology Resources (AV, data show, Smart Board, software, etc.)	
Other Resources (Specify, e.g., if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching		
Evaluation of the Course		
Effectiveness of Teaching and Assessment.		

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	

e-Course Syllabus

College:

Program/ Department:

Course Name:

Course Code

Credit Hours

Pre-Requisites

Instructor's Name

Section

Course Schedule

Office Hours

Office #

Email

LMS site:

COURSE DESCRIPTION

Program Learning outcomes addressed by the course*

*Insert the to check the box

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8

Course Learning Outcomes

By the end of this course, the students will be able to:

CLO1:

CLO2:

CLO3:

CLO4:

CLO5:

CLO6:

CLO7:

CLO8:

Teaching schedule*

Week	Topics	Objectives	CLOs ref.	Students Work /due dates

*Objectives and student work: subject to change

Instructor's Teaching Strategies/Methods

Instructions

Attendance

A) Arriving late is not acceptable at all. If it occurred that a student arrived late, he/she should not disturb the lecturer or other classmates.

B) UBT absence Rule:

First warning → 3 absences

Second warning → 3 more absences

The student will acquire absent fail (DN) if absences exceeded 25% of the course's lectures.

Academic Honesty

Students must conduct themselves in professional manner and follow the highest level of ethical standards. Any attempt to plagiarize (copy, cheat, etc.) by a student, or helping someone in this act, is a violation of UBT's policy. Anyone found violating this policy will be subject to severe consequences as per UBT's policy

Cheating includes:

- Copying, or relying upon, another student's answers or submitting another student's work as one's own.
- Using notes, books, or any other unauthorized aids during an examination; or holding an unauthorized discussion of answers during in-class examinations.
- Any similar act.
- These behaviors and alike are unacceptable and will result in a zero grade.

Plagiarism Includes:

Using other people's words or idea's without referring to the main source is considered as an academic dishonesty and will affect the student's mark.

How to avoid plagiarism:

- The use of proper referencing within text and to provide a reference list at the end of your assignment.
- Quotations should be placed between brackets and refer to the main source at the end of the text.
- All written material must be at least 75% original.
- To learn more about APA referencing style search check this website:

<https://dacc.nmsu.edu/library/Citations/styleguide.pdf>

Special Learning Needs and disabilities

UBT is committed to creating an inclusive learning environment for people with physical or mental disability by offering all facilities, services and educational opportunities. Educational Support Center specialists have been designated by UBT to provide any required accommodations. Specialists will serve as contact persons for any accommodations required by students. The Educational Support Center is located in the admin building. For questions, or for scheduling an appointment, please contact the educational Support Center:

Jeddah

Ms. Aseel Alharthy

Phone: 2326646

Email: as.alharthi@ubt.edu.sa

Further instructions for participation, assignments, computer usage, projects, rules, etc.

Quizzes rules

- Dates will be announced in Moodle and in the class
- There will be **no make-up examinations**

LMS discussions and class work:

- Moodle discussion must be submitted by the due date- Late reply to the Moodle discussion will not be accepted
- There is no makeup for class work.

Assignments:

- Assignments must be submitted by the due date through Moodle or as hard copy in the class time.
- Late assignments will not be accepted, and students will earn a zero mark for it.
- If Moodle did not show the students submission, it will not be counted. If you have doubts for the submission, you can submit the hardcopy assignment by the due date in class.

Pop quizzes:

Always except pop quizzes when assignments are due.

There will be **no make-up for the pop quizzes** **Mobile:**

Must be on silent

Calculator

Calculator is essential for homework and exams. Charring calculator is not allowed in the exam. Not allowed to use any mobile for the calculation

Contact me:

Listed at top of syllabus is my contact information. Students are encouraged to email me or stop by in my office hours for any questions or concerns. If you cannot make it to the office hours stated, contact me to schedule an appointment. **Hint: I am best found through LMS messages**, use Moodle messages best

Use of LMS:

- Moodle will be the main communication link for the course.
- Use Moodle to view handouts, article links and help files.
- Very Important:** You are required to check Moodle continuously for your assignments, and any updates to deadlines, messages, class cancellations or news.

Course Material

Textbook:

Other references:

Course Assessment*

Assessment Tools	Weights %	New *Changes
Assignments and cases		
Quizzes (1,2)		
Classwork activities & Moodle discussion		
Pop Quizzes		
Midterm		
Final Examination		
Total Grades	100%	100%

* Subject to change

* new changes due to COVID#19

Course Assessment Plan*

Type	Assessment	CLO 1	CLO 2	CLO 3	CLO4	CLO5	CLO6	CLO7	CLO 8
Direct	Assignments and cases								
	Activities								
	Quiz 1								
	Quiz2								
	Midterm								
	Final Exam								
In-Direct	Course survey								

*Insert the √ to check the box

Proposal to Change e-Course

Date: _____

e-Course Name: _____

e-Course Code: _____

College Name: _____

Program/Department: _____

Academic Year/ Semester: _____

Instructor's Name: _____

Alteration Required:

Rationale for Alteration:

Prepared by

Reviewed by

Approved by

STUDENT APPEAL FORM

This form is to be used for appeals of academic-related decisions.

Note: Prior to submitting an appeal to the Disciplinary Committee, students must ensure that they have followed the prescribed appeal processes within their academic entity. Dissatisfaction with, or ignorance or neglect of University policy or published deadlines is not grounds for an appeal. The appeal should clearly cite the basis of the appeal. Where applicable, provide full and appropriate supporting documentation students think are relevant. Students may continue on a separate sheet if necessary.

Student Information

Student's Name	Student ID Number
Program of Study/ Department	Campus
Appeal Basis: (please mark appropriate)	
<input type="checkbox"/> Prejudice/ Biasness <input type="checkbox"/> Procedural Irregularities <input type="checkbox"/> Other _____	

Type of Appeal (select one)

<input type="checkbox"/> Final Grade in a Course	<input type="checkbox"/> Application of University Regulations
<input type="checkbox"/> Academic Decision	<input type="checkbox"/> Other:

Appeal

Signature	Date

Legal Department: _____

Training Feedback Form

Name of Attendee:

Date:

Training topic:

Instructions: Please indicate your level of agreement with the statements listed below in #1-12

Criteria	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The objectives of the training were clearly defined.					
2. Participation and interaction were encouraged.					
3. The topics covered were relevant to me.					
4. The content was organized and easy to follow.					
5. The materials distributed were helpful.					
6. The trainer was knowledgeable about the training topics.					
7. The training objectives were met.					
8. The time allotted for the training was sufficient.					
9. What did you like most about this training?					
10. What aspects of the training could be improved?					
11. What additional trainings related to e-Learning would you like to have in the future?					
12. Please share other comments or expand on previous responses here:					

CONFIDENTIAL

Faculty Member Performance Appraisal Form

(To be submitted by the third week of the FALL semester)

This evaluation is designed for faculty annual appraisal and is composed of eight sections (from “A” to “H”). The **faculty member** should fill sections **(A, B, C, D, E)** whereas section **(F)** should be filled by the **HOD** and section **(G)** should be filled by the **faculty member and HOD**

Section A: Personal Information

Faculty Name:			
Nationality:			
Faculty ID no:			
College:			
Department:			
Year (Evaluation Period):	Spring-2018	To	Fall-2018
General Major:			
Specific Major:			
Academic Rank:	<input type="checkbox"/> Lecturer <input type="checkbox"/> Assistant Prof. <input type="checkbox"/> Associate Prof. <input checked="" type="checkbox"/> Professor		
Assigned Admin Position:			
No. of years in existing position:			
Employment Date as a Faculty member at UBT:			

Note: All Information entered in this form should only belong to the period specified above.

B 2. Other Activities:

1. New Teaching Methods:

2. Activities to develop a collaborative e-Learning environment:

3. Quality Tasks:

4. Additional Activities related to e-Learning

B 3. Advising:

Number of students assigned	Actual number of students advised	Total Number of advising sessions	Students Evaluation

Fall

Spring

Summer

* We suggest to add a survey in opera system related to students' satisfaction about the academic advisor.

Section C: Teaching Activities

C.1 Publications

Class		Status	Role
JP: Journal Publication	TRP: Technical Reports & Proposals	A = Accept/ Published	A=Author C=Co-author
CP: Conference Publication	PPW: Published Professional Work	S = Submitted	
OP: Other Publications	PTJ: Publication in Trade Journal	UP= Under Preparation	
AP: Authored Books	TW: Translation work		

Please list out by separating into the following:

Class	Publications	Status	Role

Note: There was a discussion whether to include the impact factor, and to give a weight for each class mentioned above

C.2 Research Projects

Research Type	Status	Role
<input type="checkbox"/> Funded Research <input type="checkbox"/> Unfunded Research	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Terminated	<input type="checkbox"/> Principal Investigator <input type="checkbox"/> Co-Investigator

Research Type	Project Title	Funding Agency	Start Date	End Date	Role	Status

Note: Attach evidences

C.3 Dissertation, thesis and master report supervision

Degree	Role

Thesis Report Title	Dept.	Degree	Start Date	End Date	Role

C.4 Professional Consultation/Real Time creative projects

Organization	Nature of Work	Start Date	End Date	Hrs. / Wk.

Note: Attach evidences

C.5 Seminars and Presentations:

Title	Date	Place

C.6 Other Professional Activities (List patents received, works reviewed, etc.)

1. **Editorial Board member** of Amity Journal of Finance (AJF), 25/12/2017 - now
2. **Editorial Board member** of the Journal of Business Science and Management (JBSM), USA, 07/05/2016 – now.

Section D: Committee and Administrative work

D.1 Committee Work

Formed by	Position	Type of Committee
D: Department C: College U: University O: Other (state)	M: Member C: Chairman	S: Standing A: Ad Hoc

Committee Name	Semester	Academic Year	Formed by	Position	Type	Approx. No of meetings Attended

Please state your major activities and contribution to each committee. (Use additional sheets, if necessary)

D.2 Administrative Work / Block:

Types			
Quality Block	Research Block	Admin Block	Other Admin Tasks

Type	Semester	Approx. No of Hrs

D.3 Community Engagement:

Type of Community Service	Date	Place

Note: Attach evidences

Section E: e-Learning and Development

E.1 Type of participation

Types			
Workshop	Conference	Seminar	Others

Title	Type	Date	Place

Note: Attach evidences

Section F: Evaluation

(HOD should fill this section)

Note: The Head of department should review and approve all the sections filled by the faculty member.

Evaluation	Weight %	Evaluation Elements					NA	Score*
		(1)	(2)	(3)	(4)	(5)		
Teaching and Research Assessment								
Average of students evaluation for all courses**	7%							
Commitments to class time and office hours.	7%							
Using new teaching methods, tools and techniques.	7%							
Provide a collaborative learning environment in the online classes structure/content/ Process ***	7%							
Submitting grades (quizzes, mid-term, and final) on time.	7%							
Commitment to quality tasks and reports***	7%							
Participation in department meetings and activities.	7%							
Effectiveness of students advising.	7%							
Compliance with academic rules and regulations	7%							
Participation and commitment to learning and development activities	7%							
Research Activities	10%							
Services & Interpersonal skills								
Services:(committees, community services)	5%							
Cooperation with colleagues and employees.	5%							
Cooperation with superiors	5%							
Communication Skills.	5%							
Total****	100%							

* Multiply item weight by evaluation element.

** Value of students evaluation

*** (check the rubric in the appendix)

****Divide by 5 to get net evaluation score

Percentage	Score	Value
90 % or above	5	Outstanding
80 % to 89 %	4	Exceeds Expectations
70 % to 79 %	3	Meets Expectations
60 % to 69 %	2	Improvement Needed
Less than 60 %	1	Unacceptable

(1)Unacceptable	Work performance is inadequate and inferior to the standards of performance required for the position. Performance at this level cannot be allowed to continue.
(2)Improvement Needed	Work performance does not consistently meet the standards of performance for the position. Serious effort is needed to improve performance.
(3)Meets Expectations	Work performance consistently meets the standards of performance for the position.
(4)Exceeds Expectations	Work performance is consistently above the standards of performance for the position.
(5)Outstanding	Work performance is consistently superior to standards required for the job.
Not Applicable	The employee is not required to perform in a specific rating factor, and it cannot be measured

HOD's Overall Assessment, Comments and Recommendation

Comments by the faculty member regarding his/her evaluation

Section G: Plant for Improvement

(Faculty member and HOD should fill this section)

Area of improvement	New/previous Plan	Development Opportunities	Notes

Faculty Member: Signature: Date :		Approved by the Head of Department: Signature: Date :	
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College Vice Dean's Comments and Recommendation

College Dean: _____ Signature: _____ Date: _____

College Dean's Comments and Recommendation

College Dean: _____ Signature: _____ Date: _____

Head of Appraisal Committee – Comments and Recommendation

Head of Faculty Appraisal Committee: _____

Signature: _____

Date: _____

Structure /content/ process/							
Element	1	2	3	4	5	Score	Comments
Structure: Course Design Framework	No framework for guiding student throughout the course, navigation to course areas is not apparent	Limited framework is apparent – the home page includes beginnings of navigation to course areas	The framework for course delivery is apparent and includes limited guidance for navigation throughout the course	Framework for delivery is apparent The home page is designed to ensure ease of navigation throughout the course	Framework for delivery is apparent The home page is designed to ensure ease of navigation throughout the course A site map is available		
Structure: Learning Resources	No learning resources are posted	Learning resources are minimal	Learning resources exist in different areas but are not clearly articulated and links are not active	Learning resources exist in different areas and are clearly articulated but links may or may not be active	Learning resources and links are comprehensive, clearly articulated, and current/active		
Structure : Context for Learning Community where students interact with one another and the instructor - Discussions - Chat Rooms	No evidence of the establishment of a learning community	Learning community is established via at least two discussion	Learning community is established via at least three discussions	Learning community is established via regular discussions	Learning community is established via regular discussions and virtual classes/chats		

Virtual Classes							
Structure: Use of Technology/ Course Tools, (i.e., Email, Asynchronous Discussions, Synchronous Chat Rooms/ Virtual Classes, Calendar, Gradebook, External Links, Quizzes/Surveys, Group Areas, Student Home Pages and Presentations, etc.)	No course tool is used in course delivery	Only one to two course tools are used in course delivery	Only three course tools are used in course delivery	Only four or five course tools are used in course delivery	More than five course tools are used in course delivery		
Structure : Use of Instructional Media (i.e. Media Presentations, Animated/ Voiceover Presentations, Learning Modules, Notes, Streaming Video, Internet Links, Case Studies, etc.)	No instructional media are is used in course delivery	Only one to two varieties of instructional media are used in course delivery	Only three varieties of instructional media are used in course delivery	Only four or five varieties of instructional media are used in course delivery	More than five varieties of instructional media are used in course delivery		

Content: Knowledge	No expertise evident in presentation of content	Limited expertise evident in presentation of content	Inconsistent expertise in content area evident in presentation of knowledge	Expertise in content area evident in presentation of knowledge throughout the course	Expertise in content area evident in presentation of knowledge and in interactions with students		
Content: Writing Style (Syntax, Grammar, Punctuation & Flow)	Course contains grammatical and sentence structural errors Numerous Typing errors are present	Course contains grammatical and sentence structural has few errors Numerous typing errors are present	Basic principles of grammar and sentence structure are present Numerous typing errors are present	Information within the course follows principles of grammar and sentence structure, and has few typing errors	Information within the course follows principles of grammar and sentence structure, and is without typing errors		
Content: Course Assignments, Readings, Activities and/or Projects	Assignments, activities, readings, and/or projects within the course are not related to learning objectives	Some assignments, activities, readings, and/or projects within the course can be related to the learning objectives	Assignments, activities, readings, and/or projects within the course are related to the learning objectives	Assignments, activities, readings, and/or projects within the course have a discussion of the purpose of the assignment related to learning objectives and are appropriate	Assignments, activities, readings, and/or projects within the course have a discussion of the purpose of the assignment related to learning objectives and are appropriate and manageable		
Process: Interpersonal Interactions Faculty– Student Student– Student	No evidence of interactions student-to-student and student-to- faculty	Minimal interactions are evident in student-to- faculty and no evidence of interactions student-to-student	Minimal interactions are evident in either student-to-student or student-to-faculty exchanges	Both student-to-student and student-to-faculty interactions are present, but exchange of information and generation of ideas are superficial	Dynamic and thoughtful interactions are evident in student-to-student and student-to-faculty interactions, adding to a		

					quality learning experience		
Average score						45/45 * 5	

Rubric for “Commitment to quality tasks and reports “

Commitment to quality tasks and reports							
Element	1	2	3	4	5	Score	Comments
Preparing the course files	No course files are available	Course files are prepared for some of the courses and there is a delay in the submission	Course files are prepared for all the courses but they are not complete and there is a delay in the submission	Course files are prepared for all the courses and are complete on time, but the coordinator files are not complete	Course files are prepared for all the courses and complete on time including the coordinators files		
CLOs Assessment	No CLOs assessments	CLOs assessment are prepared for some of the courses and not unified with the other sections	CLOs assessment are prepared for all the course but are not unified with the other sections. Action plans are not complete	CLOs assessment are prepared for all the courses and unified with the other sections. Action plans are partially completed	CLOs assessment are prepared for all the course and unified with the other sections.		

					Action plans are complete		
Course report	Course reports are not available	Course reports are prepared for some of the courses and the unified course reports are not prepared	Course reports are prepared for all of the courses but are not complete. The unified course reports are not prepared	Course reports are prepared for all of the courses and complete. The unified course reports are prepared but not complete	Course reports are prepared for all the courses and complete with a clear applicable action plan. The unified course reports are prepared and complete with a clear and applicable action plan.		
Quality projects (accreditation project/committees, or tasks.)	Did not work within the accreditation project/committees, or tasks	Has a role in the accreditation projects committees, or tasks but did not complete work by the deadline	Has a role in the accreditation / committees, or tasks and completed the work by the deadline but has many errors	Has a role in the accreditation projects committees, or tasks, and complete it by the deadline but has few errors.	Has a role in the accreditation projects/ committees, or tasks and was committed to the tasks and provided a complete correct work by the deadline.		
Average score						20/20 * 5	

Research activities							
Element	1	2	3	4	5	Score	Comments
Average score							

Community activities							
Element	1	2	3	4	5	Score	Comments

Average score							

Request to Create e-Course

Date: _____

e-Course Name:

College Name:

Program/Department

Credit Hours:

Instructor's Name:

e-Course Description:

Prepared by

Reviewed by

Approved by
