

Fakeeh College for Medical Sciences e-Learning Manual



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Introduction

The Fakeeh College for Medical Sciences (FCMS) E-Learning Manual outlines the procedures and standards required to verify the availability, quality, and appropriate environment for the e-learning model across its programs and courses. This manual aligns with the institution's mission to provide top-tier education and meets the standards of regulatory bodies. FCMS' E-Learning Manual is a comprehensive guide designed to support faculty, students, and administrative staff in effectively navigating and utilizing the college's e-learning environment. As part of FCMS's commitment to providing high-quality medical education, this manual outlines the policies, procedures, and best practices for developing, delivering, and managing e-learning courses in alignment with the institution's academic standards and goals.

Purpose of the Manual

The FCMS E-Learning Manual serves as a key resource for ensuring that all stakeholders are equipped with the knowledge and tools required to engage in online education successfully. This manual has been developed to:

- **Guide faculty members** in the creation and facilitation of e-learning courses that maintain academic rigor and student engagement.
- **Support students** in navigating the digital learning environment, ensuring equitable access to resources and tools needed for success.
- **Assist administrative staff and technical teams** in maintaining a seamless e-learning infrastructure that meets the operational and technical requirements of the institution.

Aim

FCMS aims to create an e-learning environment that not only supports the traditional academic model but also enhances it through the use of innovative technologies. By

integrating digital resources, flexible learning opportunities, and cutting-edge tools, FCMS ensures that students receive a dynamic education that prepares them for success in the healthcare sector.

Key Objectives

The objectives of the FCMS e-learning provisions are to:

- **Ensure high-quality education:** Provide flexible, accessible, and effective learning opportunities for students, ensuring that online courses are equivalent in quality to face-to-face programs.
- **Promote student engagement and success:** Utilize interactive and multimedia tools to keep students engaged and foster active learning.
- **Support professional development:** Equip faculty members with the knowledge and skills to deliver impactful e-learning courses while staying up-to-date with educational technologies.
- **Maintain academic integrity and quality assurance:** Implement policies and procedures to ensure fairness, transparency, and continuous improvement in all e-learning initiatives.

Scope of the Manual

This manual covers all aspects of e-learning at FCMS, including:

- E-learning course development and delivery processes.
- The roles and responsibilities of faculty, students, and administrative staff in the e-learning environment.
- Technological infrastructure and support services, including the Learning Management System (LMS), Speedwell eSystem, digital libraries, and other key platforms.

- Policies and procedures for assessments, attendance monitoring, academic advising, student evaluation, and quality assurance.

Target Stakeholders

The FCMS E-Learning Manual is intended for:

- **Faculty members** developing and teaching e-learning courses.
- **Students** participating in online courses.
- **Administrative and technical staff** supporting the e-learning system.
- **Supervisory staff** responsible for ensuring compliance with e-learning standards and maintaining the institution's digital infrastructure.

Alignment of FCMS Blended Teaching and Learning Strategy with Strategic Goal 2

FCMS Strategic Goal 2: Invest in innovative and effective technologies to advance academic performance.

The **blended teaching and learning strategy** at FCMS align closely with this strategic goal by integrating modern technologies and pedagogical approaches to enhance academic performance and foster a high-quality educational environment. The alignment is evident in several areas:

1. Utilization of Innovative Learning Technologies

- The **Learning Management System (LMS)** and **Speedwell eSystem** are integral parts of the blended learning strategy, enabling effective course delivery, assessments, and performance tracking. These platforms provide interactive, digital environments for students to access learning materials,

complete assignments, and engage with instructors and peers, contributing directly to enhanced academic outcomes.

- **Digital libraries** and e-learning resources offer students access to a wide range of academic materials, supporting research, self-study, and advanced learning beyond traditional textbooks.

2. Flexible and Engaging Learning Environment

- The blended learning model leverages **online resources** and face-to-face instruction to create a flexible learning environment that meets diverse learning needs. This approach allows students to learn at their own pace, engage with interactive multimedia, and participate in discussions and problem-solving activities that are designed to deepen their understanding.
- **Flipped classroom techniques**, part of the blended learning strategy, utilize online learning before in-person sessions to maximize classroom time for practical, higher-level learning activities, enhancing students' academic performance through active engagement.

3. Support for Continuous Improvement in Teaching

- Faculty members at FCMS are trained in the use of **innovative technologies** to deliver blended courses. This ensures they are equipped to utilize modern tools effectively in the classroom, facilitating high-quality teaching that aligns with academic goals.
- **Continuous professional development** is offered to ensure faculty members stay current with emerging educational technologies, fostering an ongoing improvement in the quality of teaching and learning, and thereby advancing academic performance.

4. Data-Driven Decision Making

- By incorporating data analytics within the LMS and other e-learning systems, FCMS can monitor student performance, track engagement levels, and use this data to inform decisions on course improvements. These insights enable the institution to continuously refine its teaching strategies to better support student success and academic achievement.

5. Enhanced Student Experience

- The blended learning strategy supports a student-centered approach by providing access to **24/7 online resources**, virtual collaboration spaces, and personalized learning pathways. These technologies promote academic success by offering students greater control over their learning experience, enhancing engagement, and ensuring accessibility.

By implementing a blended teaching and learning strategy, FCMS effectively aligns with **Strategic Goal 2**, investing in **innovative and effective technologies** that advance academic performance. This strategy not only leverages cutting-edge digital tools to enrich the educational experience but also supports continuous improvement in teaching and learning outcomes, ensuring that FCMS remains at the forefront of academic excellence in medical sciences.

Section-I

FCMS e-Learning

Model

The e-learning model at FCMS is designed to provide a robust, flexible, and engaging educational experience that leverages technology to support the institution's mission and strategic objectives. By integrating innovative e-learning practices with a strong support infrastructure, FCMS aims to enhance student learning and academic success in a digital age.

1.1 E-Course Content Development Policies at FCMS

FCMS has established comprehensive policies to ensure the development of high-quality, engaging, and pedagogically sound e-learning course content. These policies aim to create a consistent, student-centered learning experience while adhering to institutional standards and best practices in online education.

1. Alignment with Institutional Standards

- All e-learning course content must align with FCMS's mission, strategic goals, and educational philosophy.
- Content development should comply with the National Qualifications Framework (NQF) and relevant academic standards to ensure the courses meet the educational requirements for each program.

2. Clear Learning Objectives

- Each e-course must be developed with clear, measurable learning objectives that are aligned with the overall course outcomes.
- Learning objectives should be student-centered, focused on knowledge acquisition, practical application, and critical thinking.

3. Content Structure and Design

- E-courses topics must be structured logically and organized into modules or units to facilitate a coherent learning journey.

- Multimedia elements (videos, interactive exercises, quizzes) should be incorporated to engage learners and support diverse learning styles.

4. Accessibility and Inclusivity

- Course content should be accessible to all students, including those with disabilities, and ensure that materials are usable on multiple devices (e.g., desktop, mobile, tablet).
- Content should be presented in clear, concise language, with appropriate visual aids and interactive elements to enhance understanding.

5. Quality Assurance and Review

- E-course content must undergo regular reviews for accuracy, relevance, and alignment with learning outcomes before being made available to students.
- Evaluate the content for academic rigor, pedagogical quality, and compliance with institutional standards.
- Peer reviews and subject matter expert (SME) input are encouraged during the development phase to ensure content validity.

6. Intellectual Property and Copyright

- All course materials must respect copyright laws and intellectual property rights. Instructors and developers must ensure that any third-party content used (e.g., articles, videos, images) is appropriately licensed and cited.
- Original content created by faculty members for e-courses remains the intellectual property of FCMS.

7. Integration of Technology

- Course content should leverage available technologies at FCMS(e.g., LMS, Speedwell, Blackboard) to enhance interactivity and engagement.

- Developers must ensure that content is compatible with the chosen Learning Management System (LMS) and other e-learning platforms used by FCMS.
- The use of simulations and other interactive digital tools is encouraged to provide a more immersive learning experience.

8. Student Feedback and Continuous Improvement

- Mechanisms for collecting student feedback on course content is built into the course delivery process.
- Feedback data is used to refine and enhance e-learning materials on an ongoing basis, ensuring continuous improvement.
- Faculty members are encouraged to update their e-course content regularly to reflect advancements in their field of study.

9. Assessment and Evaluation Integration

- E-course content includes appropriate formative and summative assessments aligned with the course's learning objectives.
- Assessments are varied (e.g., quizzes, essays, projects) and designed to measure student progress and comprehension effectively.
- Integrating automated assessment tools within the LMS is considered to streamline evaluation processes.

10. Collaboration and Faculty Development

- Faculty members responsible for e-course development collaborate with IT specialists and subject matter experts to ensure high-quality content.
- FCMS provides faculty training on e-learning pedagogies, content development tools, and best practices for online course delivery.

The e-course content development policies at FCMS are designed to ensure that online courses are consistent, engaging, and aligned with the institution's educational standards. By adhering to these policies, FCMS ensures that students receive a high-quality online learning experience that meets their academic needs and prepares them for professional success.

11. Compliance with Standards

- All e-learning courses offered at FCMS comply with the National Qualifications Framework (NQF), Saudi Standard Classification of Educational Levels and Disciplines, and other relevant international standards.

1.2 Electronic Services for E-Learning

1.2.1 Blackboard -Learning Management System (LMS)

The Blackboard Learning Management System (LMS) at FCMS is a comprehensive platform for delivering, managing, and enhancing e-learning experiences. It offers a user-friendly interface facilitating course content delivery, online assessments, and interactive tools such as discussion forums and real-time communication. The system supports accessibility for diverse learners, ensuring an inclusive environment. With built-in analytics, Blackboard allows instructors to track student performance and engagement while students benefit from easy access to resources, assignments, and feedback, all aligned with FCMS's academic and quality standards. FCMS' Blackboard Operations Handbook and Blackboard General Use Policy[INR-12] provide more insight into details of procedures to be followed while using the Blackboard.[\[see Annxeures-1&4\]](#)

- The LMS has the following features:
 - User-friendly interface for students and instructors.
 - Accessibility support for students with disabilities.

- Built-in communication tools (e.g., forums, messaging).
- Integration with assessment tools (e.g., quizzes, assignments).

The benefits of using the Learning Management System (LMS) include:

1. **Centralized Learning Platform:** Provides a single, user-friendly platform for managing course materials, assessments, and communications, accessible anytime and anywhere.
2. **Enhanced Student Engagement:** Features interactive tools such as discussion forums, video conferencing, and group activities to promote active learning and collaboration.
3. **Flexible Learning Environment:** Supports both synchronous and asynchronous learning, allowing students to engage with content at their own pace and convenience.
4. **Seamless Content Delivery:** Facilitates easy access to course resources, assignments, and multimedia content, ensuring a smooth and organized learning experience.
5. **Efficient Assessment and Feedback:** Offers tools for creating and grading quizzes, formative assessments, and assignments, with immediate feedback to students for continuous improvement.
6. **Progress Tracking and Analytics:** Enables instructors to monitor student performance, track progress, and identify areas needing support through built-in analytics.
7. **Accessibility and Inclusivity:** Designed to accommodate diverse learners, providing accessibility features such as screen readers and adjustable settings for students with disabilities.
8. **Integration with Other Systems:** Integrates with other digital tools like Speedwell and the Digital Library, offering a cohesive and comprehensive e-learning environment at FCMS.

- Platform Availability and Maintenance
- The LMS has a 99% uptime to ensure uninterrupted learning.
- Regular system checks and updates are scheduled to avoid downtime during peak usage.
- A dedicated technical support team is available 24/7 for troubleshooting.

1.2.2 Digital Library and e-Learning Resources

The Digital Library (DL) and E-Learning Resources at FCMS provide students and faculty access to a vast collection of academic materials, including e-books, journals, research papers, and multimedia resources. These digital tools are integrated with the e-learning system to support course content, enhance learning experiences, and foster research. Regularly updated and easily accessible, the digital library ensures that students can utilize essential academic resources anytime, anywhere, aligning with FCMS's commitment to providing a robust and dynamic learning environment. The 'Acceptable use of electronic information Resources within the Library Policy'[INR-07] guides the users on the efficient utilization of digital library resources [\[see Annexure-5\]](#).

- FCMS ensures access to a comprehensive electronic library (e-library) with resources tailored to various programs offered at the college.
- The e-library provides access to textbooks, research papers, and multimedia resources necessary for academic success.
- Continuous updates ensure the e-library stays current with academic advancements.

1.2.3 Speedwell eSystem

Speedwell eSystem at FCMS is an advanced assessment and examination management system designed to streamline the creation, delivery, and evaluation of

tests. It allows faculty to develop high-quality, secure exams, including multiple-choice and written assessments, with features for automated marking and detailed analytics on student performance. Speedwell ensures accuracy, consistency, and efficiency in the assessment process, providing valuable insights into learning outcomes while supporting FCMS's commitment to maintaining rigorous academic standards. The Utilization of Speedwell eSystem Policy [LAT-32] guides the use of Speedwell eSystem at FCMS [\[see Annexure-6\]](#).

The benefits of using the Speedwell eSystem include:

1. **Efficient Exam Management:** Streamlines the creation, delivery, and marking of exams, saving time for faculty staff.
2. **Automated Grading:** Provides fast, accurate grading for multiple-choice and other question types, reducing manual workload.
3. **Detailed Analytics:** Offers in-depth performance insights, allowing faculty to analyze student outcomes and identify areas for improvement.
4. **Secure Testing Environment:** Ensures the integrity of exams with robust security features, preventing cheating and unauthorized access.
5. **Customizable Assessments:** Allows flexibility in creating different types of exams, including written and practical assessments, aligned with course objectives.
6. **Immediate Feedback:** Enables students to receive quick feedback on their performance, enhancing learning and understanding.
7. **Integration with LMS:** Seamlessly integrates with FCMS's Blackboard LMS, allowing for centralized management of course materials and assessments.

1.3 Developing E-Learning Courses at FCMS

1. **Needs Assessment and Course Planning:**
 - Identify the learning objectives and target audience.

- Determine how the course fits into the overall curriculum and aligns with institutional goals.
- Conduct a needs assessment to define required content, technology, and resources.

2. Design Course Content:

- Develop a detailed course outline, including learning outcomes, key topics, and assessments.
- Design instructional strategies that suit the e-learning environment, incorporating multimedia, interactive content, and student engagement activities.
- Align the course with the National Qualifications Framework (NQF) and FCMS standards.

3. Review and approval:

- The Department Council assigns a task force team to review the course content and materials and their appropriateness. This task force includes the faculty member responsible for the course, subject matter experts, and IT team members.
- The responsible faculty member initially prepares the course specification and study guide and specifies the e-course contents and various teaching strategies and assessment methods adopted to enhance the achievement of the learning outcomes.
- The task force team reviews and submits the course specification study guide and presents it in the Department Council(DC) meeting for feedback and approval.
- After DC approval, the Medical Education Department(MED) and the institutional Curriculum Review and Monitoring Committee(ICRMC) review and approve the course specification and study guide. This involves a thorough review of the course content, learning outcomes,

assessment methods, and alignment with the overall academic program. The ICRMC also considers input from relevant stakeholders, such as faculty members and student representatives, to ensure a comprehensive evaluation process.

- Finally, the College Council (CC) will approve this. The CC evaluates the course specification and study guide by taking into consideration the course's merit, standards, conformity and coherence with other courses, its feasibility, and needs.

4. Content Development:

- Faculty members who are specifically assigned to the course are responsible for developing high-quality educational materials, which include comprehensive lecture videos, supplementary reading materials, interactive quizzes, and challenging assignments. These materials are designed to ensure a rich learning experience for the students. The Program Curriculum Review and Monitoring Committee, comprising experienced faculty members, regularly evaluates the quality and relevance of the educational materials. Additionally, the Program Assessment Committee, consisting of education experts, monitors and reviews the effectiveness of the teaching materials and methods to ensure that they align with the educational objectives and standards of the program.
- Use multimedia elements such as animations, simulations, and interactive exercises to enhance learning.
- The E-learning Unit is committed to ensuring that all educational content is accessible to all students, regardless of their individual needs and learning styles to provide an inclusive learning experience for diverse learners.

5. LMS Integration:

- Faculty members upload course materials into the Learning Management System (Blackboard).
- Organize content logically, ensuring ease of navigation for students.
- Set up interactive tools like discussion boards, real-time sessions, and group activities.

6. Assessment and Feedback Design:

- Develop assessment methods that accurately measure student achievement, including quizzes, exams, assignments, and projects.
- Ensure that automated feedback is used where applicable and design processes for personalized instructor feedback.

7. Instructor Training and Support:

- Staff Development Unit, in coordination with the MED, arranges sessions to train faculty on best practices for delivering e-learning courses, including using the LMS, Speedwell, and digital resources.
- Faculty members are given ongoing technical and instructional support to ensure smooth course delivery.

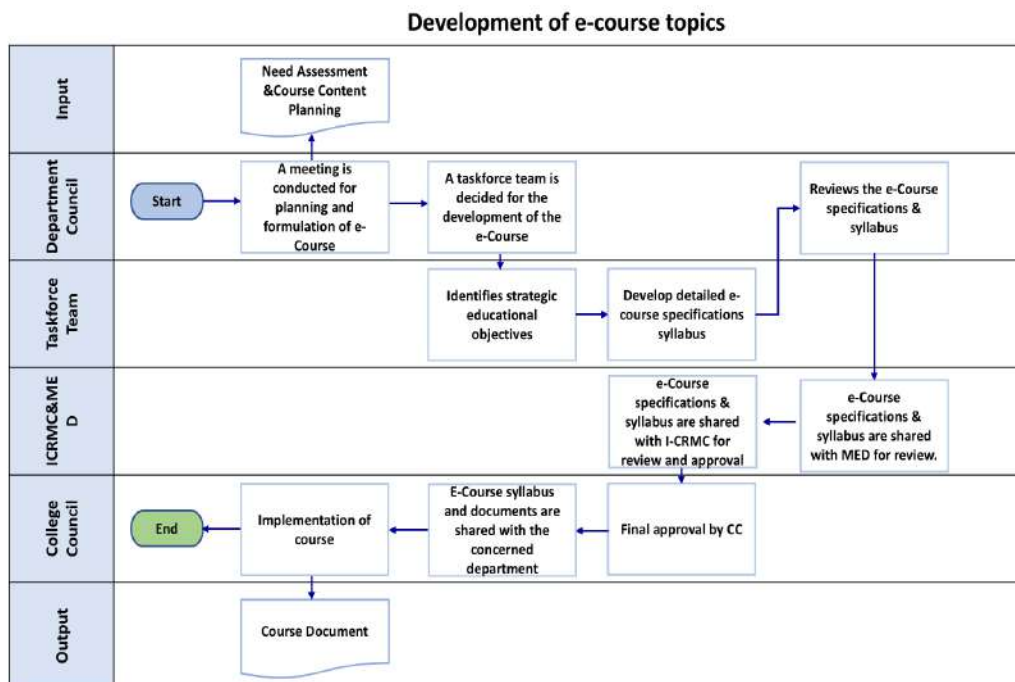
8. Student Training and Support:

- Provide orientation and technical support to students for navigating the e-learning platform.

9. Monitoring and Continuous Improvement:

- DC regularly monitors student progress, engagement, and performance through LMS analytics and feedback mechanisms.
- Use student feedback and performance data to adjust content, delivery methods, or assessments.
- Conduct course reviews after completion to ensure alignment with FCMS quality standards and objectives.

Process Flow Chart: e- Course Content Development and Approval



1.4 Delivering E-Learning Courses at FCMS

1. Course Launch and Orientation:

- The Online Teaching and Learning Policy guides the teaching and learning process in the e-learning sessions [LAT-30] at FCMS [\[see Annexure-7\]](#).
- Begin with a virtual orientation session to familiarize students with the course structure, objectives, and the Learning Management System (LMS) tools (Blackboard).
- Provide clear instructions on accessing resources, assignments, and assessments.

2. Content Delivery:

- Use the LMS to release course materials, such as lecture videos, reading materials, quizzes, and discussion forums, according to a defined schedule.

- Ensure a balance between synchronous (live video lectures, webinars) and asynchronous (pre-recorded lectures, self-paced modules) learning.
- Incorporate interactive elements like multimedia presentations, case studies, and simulations to enhance engagement.

3. **Student Engagement:**

- Foster active student participation through discussion boards, group projects, and virtual office hours.
- Utilize Blackboard's communication tools to encourage peer interaction, provide support, and answer student inquiries.
- Encourage regular check-ins via announcements and messaging to keep students on track.

4. **Assessment and Feedback:** The following policies guide the student assessment process in e-learning:

- Online assessment process and management Policy[LAT-31] [\[see Annexure-8\]](#)
- Blueprint for Written Examination Policy for Online Courses[LAT-34] [\[seeAnnexure-9\]](#)
- Formative Assessment Policy for Online Courses[LAT-36] [\[see Annexure-10\]](#)
- Assessment Process and Management Policy for Online Courses [LAT-37] [\[see Annexure-11\]](#)
- Examination Policy for Online Course [LAT-38] [\[see Annexure-12\]](#)
- Conduct assessments through the LMS and Speedwell systems, including quizzes, exams, assignments, and interactive projects.

- Use automated and instructor-led feedback mechanisms to provide timely, constructive feedback on student performance.
- Encourage self-assessments and peer reviews to promote reflective learning and critical thinking.

5. Monitoring Student Progress:

- Leverage the LMS's built-in analytics to track student progress, monitor attendance in virtual sessions, and evaluate participation in discussions.
- Identify students who may need additional support and intervene with targeted guidance or personalized feedback.

6. Technical Support and Accessibility:

- Provide continuous technical support to resolve any issues students face with the LMS or digital tools.
- Ensure all materials are accessible to all students.

7. Continuous Communication:

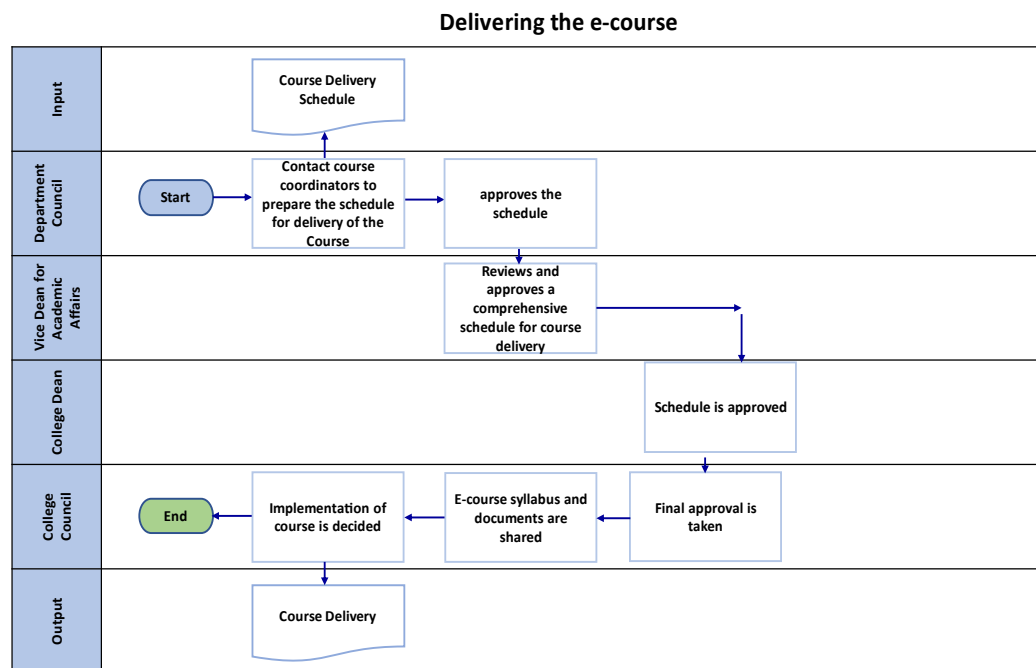
- Course instructors maintain open communication with students through multiple channels (email, forums, video chats) to answer questions, clarify assignments, and provide motivation.
- Offer regular updates on course progress, deadlines, and any changes in the schedule or assessments.

8. Course Evaluation and Feedback:

- At the end of the course, collect feedback from students through online surveys to assess course quality, content relevance, and teaching effectiveness.

- Analyze the feedback to identify areas for improvement and make necessary adjustments to future course deliveries.

Process Flow Chart: e- Course Delivery Schedule Development and Approval



1.5 Training & Development for Faculty Members and Students on E-Learning Course Delivery at FCMS

1. Faculty Training and Development

1. E-Learning Pedagogy:

- Provide faculty with training on best practices in online teaching and learning, focusing on instructional design for e-learning, student engagement techniques, and fostering interaction in a virtual environment.
- Train faculty on balancing synchronous (live) and asynchronous (self-paced) content delivery to optimize learning outcomes.

2. LMS and Technology Training:

- Offer training on using Speedwell for exam creation, delivery, and automated grading.
- Introduce faculty to digital tools and multimedia creation (e.g., video recording, interactive content) to enhance e-learning experiences.
- Conduct hands-on workshops for faculty on using the Blackboard Learning Management System (LMS) effectively, including uploading course materials, creating quizzes, managing discussion boards, and tracking student progress.

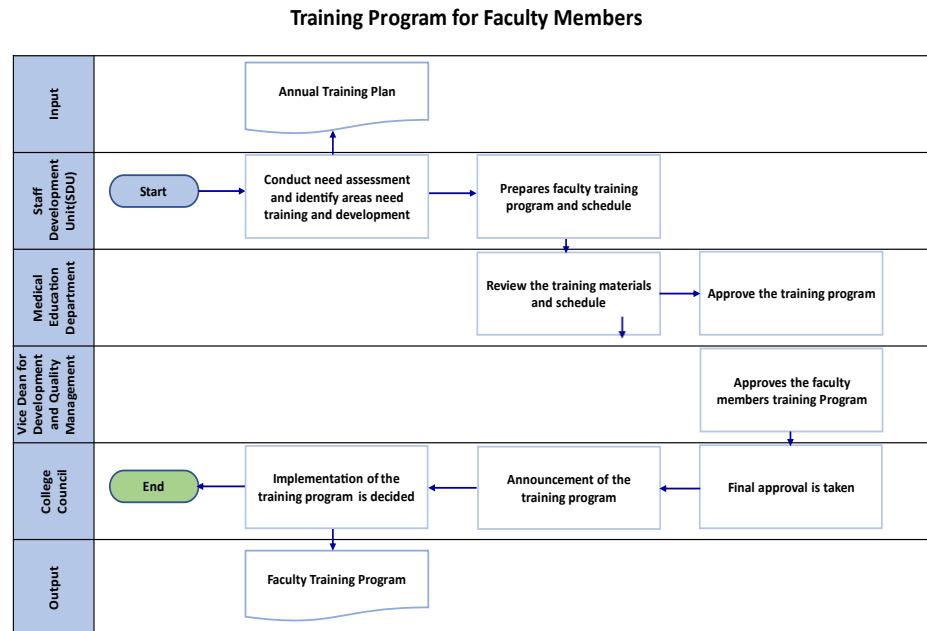
3. Assessment and Feedback in E-Learning:

- Train faculty on designing assessments for online environments, including creating formative and summative assessments and using digital tools for grading.
- Guide delivering constructive feedback to students in an online format, including using automated feedback tools and personalized comments.

4. Support and Continuous Development:

- Provide ongoing professional development opportunities through advanced e-learning workshops, webinars, and certifications on new e-learning technologies.
- Establish a mentorship program where experienced faculty can guide others in effective online teaching methods.

Process Flow Chart: e-Learning Training Program for Faculty Members



1.6 Student Training and Development

1. LMS Orientation:

- Conduct an introductory session for students on how to navigate the Blackboard LMS, access course materials, submit assignments, participate in discussions, and complete assessments.
- Provide training on using digital resources such as the FCMS digital library and Speedwell for online exams.

2. Time Management and Self-Learning Skills:

- Offer workshops on time management, self-directed learning, and staying organized in an online learning environment.
- Teach students strategies for managing their workload, staying motivated, and meeting deadlines in a flexible learning environment.

3. Technical Skills and Troubleshooting:

- Provide students with tutorials on the technical aspects of e-learning, including basic troubleshooting for common issues with accessing the LMS or online content.
- Ensure students understand how to use multimedia tools for presentations, group projects, and other interactive tasks.

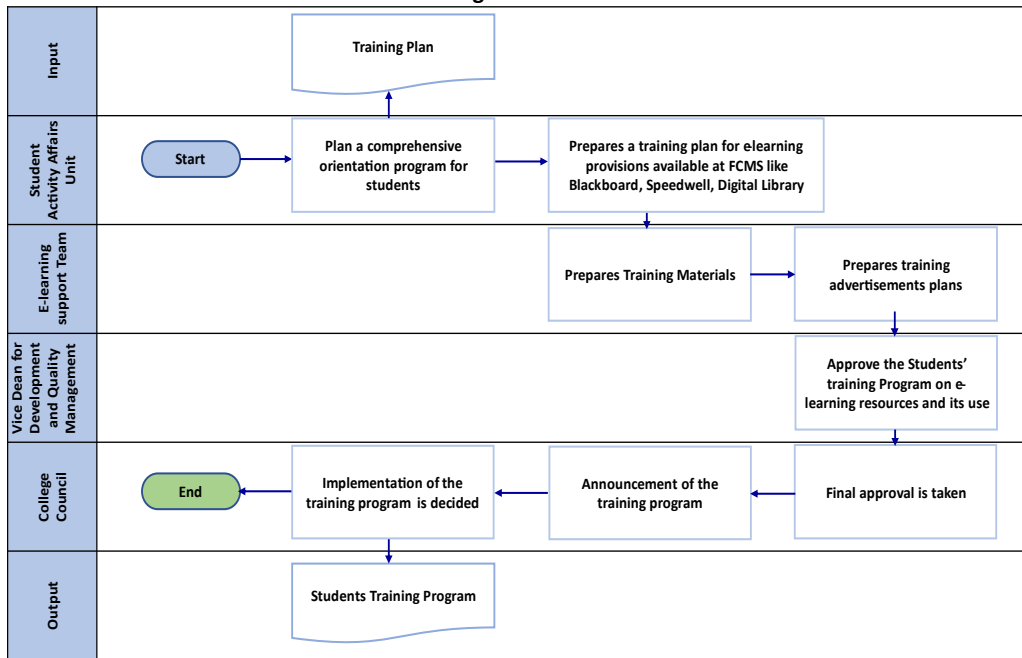
4. Support and Continuous Development:

- Offer ongoing technical support through help desks, live chat, or tutorials to ensure students can easily resolve technical challenges.
- Provide access to online self-paced resources, such as video tutorials and user guides, to help students continuously develop their e-learning skills.

By providing comprehensive training and ongoing support, FCMS ensures that both faculty members and students are well-equipped to deliver and participate in e-learning courses effectively, enhancing the overall online education experience.

Process Flow Chart: e-Learning Resources Training Program for Students

E-Learning Resources at FCMS-Training Program for Students



1.7 E-Learning Administration at FCMS

Effective e-learning administration at Fakeeh College for Medical Sciences (FCMS) involves overseeing the development, delivery, support, and continuous improvement of the institution's e-learning programs. Key components of e-learning administration include:

1. E-Learning Governance and Policies

- **Policy Development:** Establish clear guidelines and policies governing e-learning practices, such as content development, assessment methods, and quality assurance.
- **Compliance:** Ensure that all e-learning programs align with national accreditation standards (e.g., NCAAA) and the Saudi National Qualifications Framework (NQF).

- **Strategic Planning:** Integrate e-learning into FCMS's strategic plan (Strategic Goal-2), ensuring it supports institutional goals, particularly in enhancing student learning experiences and expanding access.

2. FCMS has established an E-learning Unit under the supervision of the Vice Deanship for Development and Quality Management (VDDQM)

Primary Functions of the E-learning Unit include:

- Advises on processes to ensure the effective delivery of E-learning strategies within FCMS.
- Encourages students and staff to explore advanced technologies for learning, communication, and support purposes.
- Analyses and reports on the financial, legal, technical, and security aspects of the delivery of e-learning.
- Recommends models of success and application for future technology implementation.
- Leads research-led innovation in teaching through Virtual Learning Environments.
- Develop a communication plan and use new channels to ensure that all staff are informed about and involved in the implementation of the e-learning strategy.
- Advises on the provision of specialized support for students who are facing difficulties related to the use of e-learning resources.
- Recommends staff names for special rewards to promote e-learning culture within FCMS.
- Ensures that the students are thoroughly briefed on the range of e-services and that these services are effectively communicated to students.
- Monitors the effectiveness and quality of e-learning strategies through various measures and reports on a periodic basis.
- Ensures that all requests and practices are fulfilled in relation to the development and implementation of e-learning educational tools.
- Conducts training sessions and orientations for staff and students on using e-learning resources.
- Prepares user manuals and communicates this to staff and students.
- Prepares and implements an operational plan of the unit and contributes to the achievement of the mission and goals of the college.
- Prepares and compiles annual reports on its achievements.

1.8 Learning Management System (LMS) Oversight

- **Course Enrollment and Access:** The IT support team manages student enrollment in e-learning courses, ensuring all students and faculty have appropriate access to course materials, assessments, and support tools.
- **LMS Management:** Black Board administrator ensures smooth operation, regular updates, and integration with other digital tools like Speedwell.
- **Technical Support:** The IT support team provides continuous technical support for faculty and students, offering help desks, user guides, and troubleshooting services.

1.9 Faculty and Student Support Services

- **Faculty Development:** The Staff Development Unit oversees ongoing training and professional development for faculty to ensure they are skilled in delivering high-quality online education.
- **Student Orientation and Support:** Student training programs are organized to familiarize them with e-learning tools and best practices, as well as provide ongoing access to technical and academic support.
- **E-Learning Helpdesk:** A dedicated support team is assigned to assist faculty and students with issues related to online platforms, including troubleshooting, login problems, and course access.

1.10 Quality Assurance and Evaluation

- **Course Quality Reviews:** The Institutional Curriculum Committee and the Department Councils are keen to implement regular reviews of e-learning courses to ensure alignment with institutional and program standards, as well as national accreditation requirements.

- **Student Feedback:** Student feedback on the e-learning experience is collected and analyzed to identify areas for improvement through surveys and focus group sessions.
- **Performance Metrics:** LMS analytics are used to monitor student engagement, completion rates, and learning outcomes to ensure the effectiveness of e-learning programs.

1.11 Data Security and Privacy

- **Data Management:** The student and faculty data, including grades and assessments, are securely stored and protected in compliance with the data management regulations of FCMS.
- **Access Control:** Strict access controls within the LMS and other e-learning platforms to safeguard sensitive academic information.

1.12 Continuous Improvement and Innovation

- **Technology Upgrades:** The IT team and Blackboard administrator regularly review and upgrade e-learning technologies and tools to keep pace with emerging trends and advancements in online education.
- **Innovation in Learning:** FCMS explores and introduces innovative e-learning methods, such as blended learning, mobile learning, and virtual simulations, to enhance student engagement and outcomes.
- **Faculty and Student Involvement:** Engage faculty and students in decision-making processes related to e-learning, ensuring their input shapes the future of online education at FCMS.

1.13 Student Access to Online Course Materials at FCMS

1. LMS Login and Credentials:

- Students receive their login credentials to access the Blackboard Learning Management System (LMS) upon enrollment. This includes a unique username and password.
- Access to the LMS can be done from any internet-enabled device (laptop, tablet, smartphone), ensuring flexibility and convenience.

2. Navigation and Orientation:

- A comprehensive student orientation program is provided at the start of each semester to guide students on how to navigate the LMS, access course materials, participate in discussions, and submit assignments.
- Video tutorials and user guides are made available to help students familiarize themselves with the platform's features.

3. Course Enrollment:

- Students are automatically enrolled in the relevant courses through the LMS once they register for their academic programs.
- Each course has a dedicated space within Blackboard, where students can find all relevant materials, such as the course specification, syllabus, lectures, assignments, and schedules.

4. Access to Course Materials:

- Course materials, including lecture videos, reading materials, assignments, and multimedia content, are uploaded by instructors and are accessible anytime.
- Modules are usually released according to the academic calendar or course schedule, allowing students to follow a structured learning path.

5. Communication Tools:

- Students can communicate with instructors and peers through Blackboard's messaging system, discussion forums, and virtual office hours.
- Announcements regarding course updates, deadlines, and important information are posted regularly to keep students informed.

6. Assessment and Submission:

- Assignments, quizzes, and exams are administered through the LMS, where students can submit their work directly.
- Online assessments are managed using secure tools, ensuring integrity and preventing academic misconduct.

7. Support and Troubleshooting:

- If students encounter issues accessing online courses or content, technical support is available via help desks, live chat, and email.
- E-learning support teams are on hand to assist students with login issues, content access, or any other technical difficulties.

8. Mobile Access:

- The Blackboard LMS is also available via a mobile app, allowing students to access course materials, submit assignments, and stay connected with their instructors and peers.

9. Digital Library and Resources:

- In addition to course content, students have access to the FCMS Digital Library through the LMS, offering a wide range of academic journals, e-books, and other learning resources to supplement their studies.

By providing flexible and comprehensive access to online course contents, FCMS ensures that students can engage with their academic programs efficiently, supporting both their personal and professional development.

By following these steps, FCMS ensures the development of high-quality e-learning courses that meet the needs of students and align with institutional standards.

1.14 Student Attendance Monitoring in E-Learning Sessions at FCMS

Monitoring student attendance in e-learning sessions is crucial for ensuring active participation and academic accountability. At FCMS, a structured system is in place to track and manage student attendance in online courses.

1. Automated Attendance Tracking in Live (Synchronous) Sessions:

- **Learning Management System (LMS) Integration:** FCMS uses Blackboard to manage live virtual sessions through tools like Blackboard Collaborate. This tool automatically tracks student log-ins and log-outs during live classes.
- **Attendance Recording:** The system records the time students join and leave the session, generating an attendance report that instructors can review.
- **Active Participation:** Instructors can also monitor participation during live sessions, such as student engagement through chat interactions, answering polls, or participating in discussions.

2. Asynchronous Learning Attendance:

- For courses delivered asynchronously (pre-recorded lectures, self-paced modules), student attendance is tracked based on their interaction with course content.

- **Content Access Logs:** The LMS tracks when students access recorded lectures, download materials, or complete modules, providing instructors with data on student activity.
- **Engagement Metrics:** Participation in online discussion boards, forums, and completing tasks such as quizzes or assignments also counts towards attendance.

3. Attendance Reports:

- **Automated Reporting:** Blackboard generates detailed attendance reports, showing when students attended sessions, how long they stayed, and their participation levels.
- **Instructor Review:** Instructors can access these reports to monitor students who are consistently absent or unengaged. These reports can also be used for grading attendance or participation.

4. Notifications and Alerts:

- **Absence Alerts:** If a student misses multiple sessions or does not access the course materials, the system sends automatic alerts to the student, reminding them of their obligations.
- **Faculty and Advisor Interventions:** In cases of poor attendance, instructors or academic advisors can intervene by reaching out to the student to discuss challenges and provide support.

5. Attendance Policies:

- **Clear Guidelines:** FCMS communicates clear attendance policies to students at the start of each course, outlining expectations for both synchronous and asynchronous participation.

- **Minimum Attendance Requirement:** There are specific thresholds that students must meet to pass the course, especially in courses where attendance directly impacts participation grades.

6. Technical Issues and Attendance Consideration:

- **Flexibility for Technical Difficulties:** Students experiencing technical issues, such as poor internet connection, can report the issue to the technical support team or their instructors. Documented technical problems are often considered when evaluating attendance.
- **Recording of Live Sessions:** Recorded live sessions are made available for students who may miss a session due to legitimate reasons, ensuring they can catch up on the missed content.

7. Ongoing Support:

- **E-learning Support:** Students have access to technical support teams to help resolve any issues related to logging in, accessing materials, or joining live sessions, ensuring minimal disruption to their attendance records.

Through a combination of real-time monitoring, detailed reporting, and proactive communication, FCMS ensures that student attendance in e-learning sessions is effectively managed, promoting consistent engagement and academic success.

1.15 Managing Academic Advising in E-Learning Sessions at FCMS

Managing academic advising in an e-learning environment at FCMS is a structured process aimed at supporting student's academic progress and personal development, even in a virtual setting. Effective academic advising ensures that students are provided with the necessary guidance and support, helping them navigate their academic journey while maintaining strong engagement in online learning.

1. Virtual Advising Sessions

- **Scheduled Online Meetings:** Academic advising sessions are conducted through virtual platforms integrated into the Learning Management System (LMS) such as Blackboard Collaborate. Advisors schedule one-on-one or group meetings with students to provide personalized guidance.
- **Accessibility:** Students can book appointments with their advisors through the LMS or a dedicated academic advising portal. This ensures flexibility for both students and advisors, especially in an e-learning setting.
- **Follow-Up and Availability:** Academic advisors maintain regular communication with students, offering additional follow-up sessions as needed to address academic challenges, career planning, and course registration.

2. Digital Communication Tools

- **Email and Messaging Systems:** FCMS uses email and built-in messaging systems in the LMS for ongoing communication between advisors and students. This allows for quick responses to questions and updates on academic progress.
- **Discussion Boards and Forums:** Advisors can also set up discussion boards or forums within the LMS to address common concerns or provide general academic advice to groups of students.

3. Monitoring Academic Progress

- **LMS Data and Analytics:** Academic advisors have access to student progress reports via the LMS. This includes tracking attendance, performance in quizzes and assignments, and overall course engagement.

- **Early Warning Systems:** The LMS can flag students who are at risk academically (e.g., poor attendance, low grades), allowing advisors to intervene early with appropriate guidance and support.

4. Personalized Academic Plans

- **Customized Advising:** Each student is guided to create a personalized academic plan that aligns with their program goals, career objectives, and personal interests. Advisors use virtual sessions to discuss course selections, significant decisions, and academic performance.
- **Advising Portals:** Students can access their academic plans, advising history, and progress reports through dedicated advising portals linked to the LMS. This helps them track their academic journey and see the advisor's recommendations.

5. Addressing Challenges in E-Learning

- **Time Management and Study Skills:** Advisors provide students with resources and guidance on managing time effectively and developing good study habits tailored for an e-learning environment.
- **Support for Academic Difficulties:** If students face challenges in keeping up with e-learning courses, advisors recommend resources such as tutoring services, workshops on online learning strategies, or adjustments to course loads.

6. Career and Personal Development

- **Career Advising in E-Learning:** Advisors help students explore career paths and opportunities relevant to their academic programs. Virtual career workshops, resume-building sessions, and interview preparation webinars are offered to enhance employability.

- **Well-Being and Support:** Advisors also focus on the well-being of students, encouraging a balance between academic responsibilities and personal life. In cases of stress or anxiety related to online learning, students are directed to available mental health support or counseling services.

7. Feedback and Continuous Improvement

- **Student Feedback:** After each advising session, students are encouraged to provide feedback on their experience. This feedback helps refine the academic advising process to meet student needs better in an online format.
- **Advisor Training:** Academic advisors are provided with ongoing training in online advising techniques, ensuring they are equipped to support students effectively in a virtual learning environment.

8. Integration with Other E-Learning Services

- **Collaboration with Faculty:** Academic advisors collaborate with course instructors to ensure a holistic approach to student support. Advisors are informed of academic concerns that may arise within courses and work with faculty to address student needs.
- **Access to Digital Resources:** Advisors ensure that students are aware of and can access the digital library, e-learning resources, and other academic support tools offered by FCMS.

Through these comprehensive and student-centered strategies, FCMS ensures that academic advising in e-learning sessions remains effective, providing students with the necessary support to succeed academically and professionally.

1.16 Interaction and Communication with Students in E-Learning Sessions at FCMS

Effective interaction and communication are key to successful e-learning at FCMS, fostering engagement, collaboration, and academic support. The institution uses a variety of digital tools and strategies to ensure smooth communication between students, faculty, and peers in online courses.

1. Virtual Classrooms and Live Sessions

- **Synchronous Interaction:** FCMS uses Blackboard Collaborate to host live virtual classes where students can interact with instructors in real-time. These platforms offer features like chat, hand-raising, and breakout rooms, promoting active participation.
- **Live Q&A and Discussions:** Instructors facilitate live Q&A sessions, group discussions, and presentations during these virtual classes, ensuring students have opportunities to ask questions and engage with the course content.
- **Interactive Tools:** Polling, quizzes, and shared whiteboards are used during live sessions to increase student interaction and engagement with the material.

2. Asynchronous Communication

- **Discussion Boards and Forums:** Asynchronous interaction is encouraged through the use of discussion boards in the Learning Management System (LMS), where students can engage in topic-based discussions, share ideas, and collaborate on group projects at their own pace.
- **Instructor Feedback:** Instructors provide ongoing feedback on assignments, quizzes, and discussion participation through the LMS. This helps maintain communication and provides students with guidance on their academic progress.

- **Peer-to-Peer Interaction:** Students can engage with each other in group forums or collaborate on projects through shared documents and discussion threads, fostering a community-like environment.

3. Email and LMS Messaging

- **Direct Communication via LMS:** The built-in messaging system within Blackboard allows instructors and students to communicate directly about course-related questions, feedback, or announcements.
- **Email Notifications:** Important updates and announcements are regularly sent via email, ensuring students are always informed about deadlines, changes to the syllabus, or upcoming sessions.

4. Regular Announcements

- **Course Updates:** Instructors use the announcement feature in Blackboard to provide regular course updates, reminders, and key information about assignments, exams, and projects.
- **Video Announcements:** To create a more personal connection, some instructors use short video announcements to introduce weekly topics or explain upcoming tasks.

5. Feedback on Assignments and Exams

- **Timely Feedback:** FCMS emphasizes the importance of timely and constructive feedback. Instructors use rubrics and comments to provide detailed feedback on student submissions, allowing for clear communication on areas of improvement.
- **Speedwell Assessment Tool:** FCMS uses Speedwell to manage assessments, allowing students to receive prompt and clear feedback on their performance in quizzes, exams, and other assessments.

6. Virtual Office Hours

- **Scheduled Office Hours:** Instructors hold virtual office hours through platforms like Blackboard Collaborate, where students can drop in for one-on-one discussions or ask questions outside of class time.
- **Individual and Group Support:** These sessions can be tailored to individual needs or offered to small groups for collaborative problem-solving or clarification on course topics.

7. Engagement Through Collaborative Tools

- **Breakout Rooms for Group Work:** During live sessions, instructors use breakout rooms to split students into smaller groups, encouraging peer interaction and collaborative learning.
- **Shared Documents and Online Collaboration:** Tools like Google Docs allows students to work together on group projects, share ideas, and communicate in real time.

8. Mobile Access

- **Mobile-Friendly LMS:** The Blackboard LMS is available on mobile devices, allowing students to access content, participate in discussions, and communicate with instructors and peers on the go.
- **Push Notifications:** The Blackboard mobile app provides push notifications, ensuring that students are immediately alerted to any updates, assignment deadlines, or instructor communications.

9. Student Support and Help Desks

- **Technical Support:** A dedicated technical support team is available to help students troubleshoot any issues related to logging into sessions, accessing materials, or using communication tools.
- **E-learning Support:** Additional support is provided through e-learning coordinators or advisors who assist students with maximizing their interaction and communication in the online environment.

10. Encouraging Active Participation

- **Participation Grades:** FCMS courses often include a participation component as part of the overall grade. This encourages students to actively engage in live sessions, contribute to discussions, and ask questions.
- **Incentives for Engagement:** Instructors use rewards like bonus points and recognition for those who demonstrate active and meaningful engagement in online discussions or group work.

Through these interactive and communication methods, FCMS ensures that students are actively engaged in the learning process, even in an online environment. This fosters a connection between students and faculty, promoting a supportive and collaborative learning community.

1.17 Students Evaluation & Assessment in E-Learning Courses at FCMS

Evaluation and assessment in e-learning courses at FCMS are designed to measure students' knowledge, skills, and competencies while maintaining academic integrity and aligning with the course learning outcomes. The institution employs various tools and strategies to ensure fairness, transparency, and rigor in the online assessment process.

1. Online Assessment Methods

- **Formative Assessments:** Used throughout the course to monitor student learning, provide timely feedback, and guide further learning. Examples include quizzes, online discussions, peer reviews, and short assignments.
- **Summative Assessments:** These are high-stakes evaluations, including midterm exams, final exams, and comprehensive projects, used to determine students' mastery of the course material at the end of a unit or course.
- **Continuous Assessment:** Students are evaluated on a rolling basis, with assignments, participation in discussions, and quizzes contributing to the final grade. This encourages consistent engagement with the course material.

2. Online Exams and Quizzes

- **Automated Quizzes and Tests:** The Blackboard Learning Management System (LMS) is used to administer quizzes and exams. These assessments can be multiple-choice, short answer, true/false, or essay-based, with automated grading available for objective-type questions.
- **Timed Exams:** To ensure fairness, online exams are often timed, and access is restricted to specific time windows, preventing students from seeking outside help during the exam period.
- **Randomized Question Banks:** For multiple-choice or short-answer exams, FCMS uses randomized question banks. This ensures that each student receives a different set of questions, reducing the risk of academic dishonesty.
- **Proctored Exams:** For high-stakes assessments, FCMS uses online proctoring tools or requires video monitoring to ensure exam integrity. Proctoring software monitors students' behavior during the test to prevent cheating.

3. Assignments and Project-Based Evaluations

- **Individual and Group Assignments:** Students are assigned various individual and group tasks, which may involve research, practical applications, or case studies. These assignments are submitted through the LMS for grading.
- **Project Submissions:** E-learning courses often include capstone projects or research-based assignments encouraging students to apply their learning in real-world contexts. These are typically evaluated based on rubrics, ensuring transparent and fair assessment.
- **Peer Review:** Peer evaluations are incorporated into group projects or assignments, allowing students to critique each other's work and promote collaborative learning.

4. Participation and Engagement

- **Discussion Boards:** Participation in online discussions is often a graded component of the e-learning courses. Instructors assess students' contributions to forum discussions based on the relevance, depth, and quality of their input.
- **Group Work and Collaboration:** FCMS encourages collaborative learning through group projects, which are assessed not only on the final product but also on individual contributions and teamwork. Peer evaluations may also be used to assess group dynamics.

5. Rubrics and Transparent Grading

- **Rubrics for Assignments:** Detailed rubrics are provided for all assignments and projects. This ensures transparency in grading, as students are aware of the specific criteria against which their work will be evaluated.
- **Instructor Feedback:** Instructors provide detailed feedback on assignments, quizzes, and exams through the LMS, allowing students to understand their strengths and areas for improvement. This helps students focus on key concepts for future assessments.

6. Use of Technology in Assessments

- **Speedwell Assessment Tool:** FCMS uses the Speedwell system to manage online exams and assessments. Speedwell offers robust features for creating, delivering, and grading exams, ensuring efficiency and accuracy.
- **Turnitin for Plagiarism Detection:** All written assignments submitted through the LMS are screened for plagiarism using Turnitin. This ensures academic integrity and encourages original student work.
- **Interactive Tools:** Instructors use interactive tools such as polls, real-time quizzes, and simulations during live sessions to assess student understanding and engagement.

7. Self-Assessment and Reflective Practices

- **Self-Assessments:** FCMS often includes self-assessment quizzes that allow students to evaluate their understanding of the material. This is a low-stakes assessment designed to encourage independent learning.
- **Reflection Journals:** Some courses require students to maintain reflective journals, where they document their learning experiences and insights. These journals are evaluated to assess the student's critical thinking and self-awareness.

8. Ensuring Academic Integrity

- **Honor Code and Academic Integrity Policies:** Students are required to adhere to FCMS's strict academic integrity policies, which are reinforced during online assessments. Clear guidelines on academic honesty and plagiarism are provided at the beginning of each course.
- **Proctoring and Monitoring Tools:** For critical assessments, online proctoring systems monitor student activity and ensure a fair assessment environment.

9. Adaptive and Inclusive Assessments

- **Accommodations for Special Needs:** FCMS ensures that all students, including those with disabilities, are given equal opportunities for assessment. Adjustments such as extended time for exams or alternative assignment formats are provided based on individual needs.
- **Adaptive Assessments:** Some courses may use adaptive learning technologies that adjust the difficulty of quizzes or assignments based on student performance, providing a personalized learning experience.

10. Feedback and Continuous Improvement

- **Post-Assessment Feedback:** Instructors provide prompt feedback after each assessment, helping students to reflect on their performance and improve in future tasks.
- **Surveys and Evaluations:** Students are encouraged to complete surveys on the assessment process at the end of the course. Feedback is collected to refine and improve future e-learning assessments.

By employing a comprehensive and diverse set of assessment strategies, FCMS ensures that students in e-learning courses are evaluated fairly and thoroughly, fostering an environment of continuous learning and academic integrity. These assessments are designed to reflect real-world applications, encouraging critical thinking, collaboration, and the development of practical skills.

1.18 Administration, Technicians, and Supervisory Staff for E-Learning Environment at FCMS

To ensure a well-functioning and effective e-learning environment, FCMS relies on a dedicated team of administrative, technical, and supervisory staff. These teams work

collaboratively to support students, faculty, and the e-learning infrastructure, ensuring smooth operations and continuous improvement in the delivery of online education.

1. E-Learning Administration Team

- **E-Learning Unit Director:** Oversees the strategic planning, implementation, and management of e-learning programs. The director ensures that the e-learning initiatives align with FCMS's institutional goals and that the platform meets educational standards.
- **E-Learning Coordinator:** Acts as a liaison between the academic departments and the e-learning team. The coordinator manages day-to-day operations, schedules training sessions, and oversees the implementation of new e-learning courses.
- **Course Developers:** Specialist faculty members who design and develop online courses. They ensure that the courses are interactive, meet learning objectives, and are aligned with the institutional standards for quality.

2. Technicians and IT Support Team

- **Technical Support Specialists:** Provide support for both faculty and students, addressing technical issues related to the LMS, such as login problems, course access, and platform navigation. They are the first line of defense for resolving technical difficulties during e-learning sessions.
- **LMS Administrators:** These professionals are responsible for maintaining the Blackboard LMS, ensuring it operates smoothly. They manage course setups, access permissions, system updates, and integration with other digital tools (e.g., Speedwell, digital library).
- **Network and Systems Administrators:** Manage the technical infrastructure required to support e-learning, including servers, networks, and security.

systems. They ensure that the e-learning platform remains accessible, secure, and free from disruptions.

- **Multimedia and AV Technicians:** Support faculty in developing multimedia content, including videos, graphics, and interactive elements for e-learning courses. They also ensure that virtual classroom tools (e.g., Blackboard Collaborate) function smoothly during live sessions.

3. Supervisory Staff

- **Subject matter Specialists:** Responsible for overseeing the quality and effectiveness of the e-learning environment. They monitor courses to ensure they meet institutional standards, assess student and faculty satisfaction, and implement improvements based on feedback.
- **Assessment and Evaluation Specialists:** Ensure that the e-learning courses are effectively evaluated for outcomes. They oversee the administration of online assessments, ensure the integrity of testing environments, and provide analytics on student performance.
- **Quality Specialists:** Ensure that the e-learning environment meets external accreditation standards, data privacy laws, and internal policies. They ensure that FCMS adheres to the guidelines set by relevant educational authorities and accreditation bodies.

4. E-Learning Support Team

- **Faculty Trainers:** Provide professional development and training for faculty members on how to effectively use the e-learning tools and platforms. They conduct workshops, create instructional guides, and offer ongoing support to faculty in course design and delivery.

- **Student Support Advisors:** Dedicated to assisting students in navigating the e-learning platform. They provide orientation on how to use the LMS, submit assignments, participate in discussions, and utilize digital resources effectively.
- **Content Moderators:** Review online discussion boards, forums, and collaborative spaces to ensure academic and institutional guidelines are followed. They also help maintain an engaging and respectful learning environment for students.

5. E-Learning Governance Committees

- **Institutional Curriculum Review and Monitoring Committee:** This committee provides strategic guidance on the integration of technology with FCMS academic programs and the development of e-learning programs. They evaluate technological advancements, recommend improvements, and ensure alignment with the institution's long-term goals.
- **Department Council:** The council is responsible for evaluating and revising the curriculum to ensure that e-learning courses align with the educational objectives and standards. This includes integrating digital tools and technologies that enhance student learning outcomes.
- **Program Quality Assurance Committee:** This committee ensures that e-learning courses meet internal quality standards and external accreditation requirements. This involves reviewing course content, delivery methods, and student performance metrics to ensure they align with FCMS's quality expectations.
- **Program Curriculum Development and Monitoring Committee:** Works closely with the e-learning administration to ensure that course content delivered online meets the educational standards of FCMS. They focus on academic quality, consistency, and integrating online courses with traditional programs.

6. Continuous Improvement and Development

- **Ongoing Training Programs:** The administration regularly conducts training for both staff and faculty on new e-learning tools, updates, and best practices for online education. This ensures that everyone involved in e-learning is up-to-date with the latest developments.
- **Feedback Loops:** Regularly collect feedback from students and faculty on their e-learning experiences. This feedback is used to make necessary adjustments, whether technical, pedagogical, or administrative, to enhance the overall e-learning environment.

By organizing the e-learning environment into these well-defined roles and responsibilities, FCMS ensures that its online education programs are effectively managed, supported, and continuously improved. This holistic approach promotes a seamless and engaging learning experience for all participants in the e-learning system.

1.19 Faculty Members Performance Monitoring and Evaluation in E-Learning Sessions at FCMS

At FCMS, the performance of faculty members in e-learning sessions is closely monitored and evaluated to ensure the quality of teaching and the effectiveness of the e-learning experience. This process involves a combination of tools, metrics, and feedback mechanisms designed to maintain high standards in online education.

1. Key Performance Indicators (KPIs)

FCMS uses a set of predefined KPIs to monitor the effectiveness of faculty members in delivering the e-learning courses. These indicators help in measuring various aspects of online teaching, including:

- **Student Engagement:** Evaluating how well faculty members engage students during online sessions, including responsiveness to questions, fostering discussions, and facilitating interactive learning.
- **Content Delivery:** The clarity, organization, and structure of the course content delivered by faculty members during live sessions and through the LMS.
- **Timeliness and Availability:** Faculty members are assessed on their availability to students during virtual office hours and their promptness in responding to student inquiries, grading assignments, and providing feedback.

2. LMS Analytics and Usage Monitoring

- **Tracking Engagement Metrics:** The Blackboard Learning Management System (LMS) offers detailed analytics on faculty engagement with the platform, including the frequency of course updates, assignment postings, and student interaction in discussion forums.
- **Student Performance Data:** The performance of faculty members is indirectly evaluated through the performance of their students. Faculty can be assessed based on student outcomes, including grades, dropout rates, and participation levels in e-learning activities.
- **Classroom Management in Virtual Settings:** Faculty performance in managing virtual classes is monitored through tools that track participation, attendance, and interactive features like polls, quizzes, and breakout sessions.

3. Peer and Administrative Observations

- **Peer Reviews:** Faculty members participate in peer evaluations where colleagues observe their e-learning sessions to provide constructive feedback on teaching methods, communication, and the online learning environment.
- **Administrative Observations:** The e-learning administration team, including instructional designers and academic supervisors, also observes e-learning

sessions to assess the effectiveness of course delivery, the use of technology, and the engagement of students.

4. Student Feedback and Surveys

- **Student Course Evaluations:** At the end of each e-learning course, students are asked to provide feedback on their experience, including the quality of teaching, clarity of instruction, and the responsiveness of the faculty member. This feedback is a crucial component in evaluating faculty performance.

5. Quality of Course Materials

- **Content Alignment with Learning Outcomes:** Faculty members are evaluated based on how well their e-learning content aligns with the course learning outcomes. This includes the relevance, accuracy, and timeliness of the materials provided.
- **Multimedia and Interactive Content:** The use of multimedia resources, such as videos, simulations, and interactive assessments, is also assessed. Faculty members are encouraged to use varied content formats to enhance student engagement.

6. Professional Development and Training

- **Participation in Training:** FCMS offers regular training sessions on e-learning tools and best practices. Faculty members are monitored for their participation in these training programs, which are essential for improving their online teaching capabilities.
- **Implementation of Best Practices:** Faculty members are expected to apply the skills learned from professional development sessions to their e-learning courses. The administration evaluates the degree to which these best practices

are implemented, such as using formative assessments, creating engaging content, and utilizing the full features of the LMS.

7. Self-Reflection and Improvement Plans

- **Self-Assessment:** Faculty members are encouraged to engage in self-assessment exercises, where they reflect on their performance in e-learning sessions. This allows them to identify areas for improvement and set goals for future teaching.
- **Performance Improvement Plans (PIPs):** Based on evaluations, faculty members must develop Performance Improvement Plans (PIPs) to address specific areas where their teaching may need enhancement. This is done in consultation with academic supervisors.

8. Technology Proficiency

- **LMS Proficiency:** Faculty members are evaluated on their proficiency in using the LMS and other e-learning technologies. This includes their ability to manage online classes, create and upload materials, administer assessments, and facilitate discussions.
- **Integration of Technology:** The effective integration of technology into the learning process is also a key metric. Faculty members are assessed on how they use technology to enhance learning outcomes, such as by incorporating simulations, virtual labs, or real-time polling tools.

9. Alignment with E-Learning Standards

- **Compliance with E-Learning Policies:** Faculty members are monitored for their adherence to FCMS's e-learning policies and guidelines, including academic integrity, assessment standards, and instructional quality.

- **Consistency with Institutional Goals:** Faculty performance is also evaluated based on how well their teaching aligns with the broader educational objectives and strategic goals of FCMS, ensuring that the online courses maintain academic rigor and institutional standards.

10. Continuous Monitoring and Feedback

- **Regular Monitoring:** Faculty performance is continuously monitored through a combination of automated tools (such as LMS analytics) and manual observations by supervisors. This ensures that issues can be identified and addressed in real-time.
- **Ongoing Feedback:** Faculty members receive ongoing feedback from the administration, peers, and students. This feedback loop allows them to adjust their teaching methods, improve course content, and better engage with students throughout the course.

By implementing a multi-faceted evaluation system that incorporates student feedback, peer reviews, and data-driven analytics, FCMS ensures that its faculty members deliver high-quality e-learning experiences. Continuous monitoring and professional development opportunities further contribute to maintaining excellence in online education at FCMS.

Section-II: Guiding Principles for Delivering Online Courses at FCMS

2.1 General Guiding Principles of E-Learning Provisions at FCMS

The e-learning provisions at FCMS are designed to support the institution's mission of delivering high-quality medical education while fostering innovation, flexibility, and inclusivity in the learning process. The following guiding principles ensure that e-learning courses meet the highest standards of academic excellence, student engagement, and technological advancement.

2.1.1 Student-Centered Learning

- **Flexibility and Accessibility:** E-learning at FCMS is designed to provide students with flexible access to course materials, allowing them to learn at their own pace while meeting deadlines. This promotes a personalized learning experience that caters to diverse student needs and learning styles.
- **Engagement and Interaction:** The e-learning environment encourages active student participation through interactive content, discussion boards, and virtual collaboration tools. The focus is on creating a dynamic learning experience that keeps students engaged and motivated.

2.1.2 Course Design

- **Alignment with Learning Outcomes:** All e-learning courses are designed to align with specific course learning outcomes, ensuring that students acquire the necessary knowledge and skills. The content is structured to promote mastery of core competencies in each discipline.
- **Consistency and Structure:** E-learning courses follow a consistent structure that includes clear objectives, organized materials, and a well-defined assessment process. This helps students navigate the courses more effectively and enhances their overall learning experience.

2.1.3 Integration of Technology in Teaching

- **Innovative Use of E-Learning Tools:** FCMS encourages the use of various e-learning technologies such as multimedia, simulations, interactive assessments, and virtual labs to enrich the online learning experience. These tools help bridge the gap between theory and practice, especially in medical education.
- **Learning Management System (LMS) Integration:** The Blackboard LMS is the central hub for all e-learning activities, ensuring seamless access to course materials, communication tools, assessments, and feedback. Faculty and students utilize this platform to manage learning effectively.

2.1.4 Inclusivity and Accessibility

- **Equal Access for All Students:** E-learning provisions at FCMS are designed to ensure equal access for all students, including those with disabilities or special needs. The institution is committed to making sure that all students have the necessary tools and resources to participate fully in online courses.
- **Cultural Sensitivity:** E-learning content is developed with consideration for cultural differences, ensuring that the diverse student body feels included and represented. The materials are crafted to promote cultural competence and respect for diversity.

2.1.5 Ongoing Faculty and Student Development

- **Professional Development for Faculty:** FCMS supports its faculty members through continuous professional development programs that focus on the effective use of e-learning tools, online pedagogy, and best practices in digital education. This ensures that instructors are well-prepared to deliver high-quality e-learning courses.
- **Student Training and Support:** Students receive training on how to navigate the e-learning platforms and utilize the digital tools available to them. Ongoing

technical support is provided to ensure that students can effectively participate in the online learning environment.

2.1.6 Academic Integrity and Ethical Standards

- **Upholding Academic Integrity:** E-learning provisions at FCMS are designed to uphold the highest standards of academic integrity. This includes the use of plagiarism detection tools (e.g., Turnitin) and proctored exams to ensure fairness and honesty in assessments.
- **Ethical Use of Technology:** Both faculty and students are encouraged to use e-learning technologies in an ethical manner. This includes respecting privacy, intellectual property, and data security in all online interactions.

2.1.7 Continuous Quality Assurance

- **Evaluation and Feedback Mechanisms:** FCMS employs a continuous feedback loop to evaluate the effectiveness of e-learning provisions. Student feedback, faculty performance reviews, and course assessments are used to make data-driven improvements to the e-learning experience.
- **Adherence to Standards:** E-learning courses at FCMS are designed and delivered in accordance with the National Qualifications Framework (NQF) and other academic accreditation standards. This ensures that the institution's e-learning offerings meet both national and international benchmarks for quality.

2.1.8 Collaboration and Community Building

- **Fostering Collaboration:** The e-learning environment at FCMS encourages collaboration among students, faculty, and external partners. Group projects, peer discussions, and interdisciplinary activities are integrated into the curriculum to promote teamwork and a sense of community online.

- **Supportive Learning Community:** FCMS is committed to building a supportive e-learning community where students feel connected to their peers, instructors, and the institution. This is facilitated through regular communication, virtual office hours, and forums where students can seek guidance and support.

2.1.9 Data-Driven Decision Making

- **Use of Analytics for Improvement:** FCMS leverages learning analytics to monitor student performance, engagement, and overall satisfaction in e-learning courses. This data is used to identify areas for improvement, tailor support for individual learners, and enhance the overall learning experience.
- **Continuous Course Evaluation:** Courses are regularly reviewed and updated based on feedback, performance data, and changing industry standards. This ensures the e-learning content remains relevant, up-to-date, and aligned with the institution's strategic goals.

2.1 10 Sustainability

- **Sustainable E-Learning Practices:** The institution promotes the use of sustainable e-learning practices by minimizing paper-based resources and encouraging the use of digital tools that reduce the institution's environmental impact.

By adhering to these guiding principles, FCMS ensures that its e-learning provisions are effective, inclusive, and aligned with the institution's educational goals. These principles support a high-quality learning experience that meets the evolving needs of students, faculty, and the medical education community.

2.2 E-Learning Course Delivery Policy

2.2.1 Faculty Roles and Responsibilities

- Faculty members are required to facilitate e-learning courses actively by posting content, leading discussions, responding to student inquiries, and providing timely feedback on assignments and assessments.
- Faculty must ensure the availability of course materials prior to the start of the semester and update content regularly.
- Virtual office hours must be held to provide students with real-time interaction opportunities. These office hours should be communicated clearly in the course syllabus.

2.2.2 Student Engagement and Participation

- Students are expected to participate actively in all online activities, including discussion forums, group work, and other interactive components of the course.
- Attendance in synchronous sessions is mandatory and monitored through the LMS. Students are responsible for catching up on missed content by reviewing recorded lectures and materials.

2.2.3 Timely Communication

- Faculty members must respond to student inquiries within 48 hours during working days, and feedback on assessments must be provided within a designated timeframe outlined in the policy.
- Students are expected to communicate professionally and respectfully in all interactions within the e-learning environment.

2.3 E-Learning Quality Assurance Policy

2.3.1 Course Evaluation and Feedback

- E-learning courses undergo continuous evaluation based on student feedback, faculty peer reviews, and administrative oversight. Focus group discussions and surveys are conducted at midpoints and after course completion.
- Course materials are updated regularly to incorporate feedback and maintain relevance in the curriculum.

2.3.2 Compliance with Accreditation Standards

- E-learning courses must comply with national and international accreditation standards, including the National Qualifications Framework (NQF) and specialized academic accreditation requirements.
- The e-learning department ensures that all courses meet these standards and provides faculty with support to align their courses accordingly.

2.4 E-Learning Assessment and Evaluation Policy

2.4.1 Assessment Integrity

- FCMS ensures academic integrity in online assessments by using proctored exams, plagiarism detection tools (e.g., Turnitin), and time-bound assessments. Faculty members are responsible for adhering to institutional policies to maintain academic integrity.
- Assessments should be diverse and include formative and summative components to allow students to demonstrate their knowledge and skills through various methods (e.g., quizzes, assignments, projects, exams).

2.4.2 Grading and Feedback

- Grading policies for e-learning courses follow institutional guidelines, ensuring fairness and transparency. Grading rubrics should be communicated to students before assessments are administered.

- Faculty members must provide timely and constructive feedback on all assessments to help students improve their performance throughout the course.

2.5 E-Learning Technology and Support Policy

2.5.1 LMS and Digital Tools Support

- FCMS provides technical support for both faculty and students in using the LMS and related digital tools. The e-learning helpdesk is available to troubleshoot issues related to course access, submission problems, and virtual classroom participation.
- Faculty are trained regularly on the effective use of the LMS, including tools for grading, discussion management, and tracking student engagement.

2.5.2 Digital Library and Learning Resources

- Faculty and students have access to the digital library and other online learning resources, which provide a wide range of materials, including e-books, research databases, and multimedia content that can be integrated into e-learning courses.
- Faculty are encouraged to utilize these resources to enhance the learning experience and supplement course content.

2.5.3 Data Privacy and Security

- FCMS maintains strict data privacy policies to ensure that all student and faculty data are protected within the e-learning environment. Personal information, grades, and other sensitive data are stored securely in compliance with institutional and regulatory standards.

2.6 E-Learning Attendance and Academic Advising Policy

2.6.1 Attendance Monitoring

- Attendance for synchronous sessions is recorded through the LMS, and students are required to attend all scheduled live sessions unless otherwise noted. Attendance in asynchronous sessions is tracked through activity logs and participation in discussions.
- Faculty must report student absences and monitor student participation to ensure that students stay engaged in the course.

2.6.2 Academic Advising in E-Learning

- Faculty members provide academic advising to students during e-learning courses through virtual meetings, discussion forums, and direct messaging. Faculty are expected to be proactive in identifying students who may need additional support.
- A formal system for academic advising ensures that students receive the guidance needed to succeed in their online courses.

2.7 E-Learning Training and Development Policy

2.7.1 Faculty Training on E-Learning Delivery

- Faculty are required to undergo periodic training on e-learning delivery, covering the use of the LMS, instructional design principles, and best practices for engaging students in online courses.
- Training workshops and webinars are held throughout the academic year to update faculty on the latest tools and trends in e-learning.

2.7.2 Student Orientation and Support

- FCMS provides orientation sessions for students on how to navigate the LMS, use digital resources, and participate in online classes. This ensures that students are well-prepared for the demands of e-learning.
- Continuous technical support is available throughout the semester to address student queries and challenges related to e-learning.

2.8 E-Learning Supervision and Administration Policy

2.8.1 Administrative Oversight

- The e-learning department at FCMS provides ongoing administrative support to ensure that courses are running smoothly and that both students and faculty have access to the resources they need.
- The department regularly monitors the performance of e-learning courses, gathers data on student success, and reports findings to the academic leadership for further action.

2.8.2 Technicians and Supervisory Staff

- A dedicated team of technicians and e-learning supervisors is responsible for maintaining the technological infrastructure that supports online courses. This includes managing the LMS, troubleshooting technical issues, and ensuring system uptime and performance.

By implementing these policies and procedures, FCMS ensures that its e-learning courses maintain the highest standards of academic quality, student engagement, and technological innovation. This framework supports a thriving e-learning environment that benefits both students and faculty.

Section III: Quality Assurance and Continuous Improvement Process

3.1 Quality Assurance for E-Learning

3.1.1 Course Development and Review

- E-learning courses undergo rigorous development processes, including:
 - Instructional design strategies.
 - Clear learning outcomes aligned with program goals.
 - Multimedia learning tools and interactive content.
- Each course is reviewed annually by the quality assurance team and subject matter experts to ensure alignment with FCMS's academic standards.

3.1.2 Instructor Training and Support

- Faculty involved in e-learning must undergo training on:
 - Effective online teaching methods.
 - Use of digital tools and interactive technologies.
 - Best practices for engaging and assessing online students.
- Continuous professional development is offered to adapt to new e-learning technologies and methodologies.

3.1.3 Student Feedback and Course Evaluation

- At the end of each e-learning course, students are required to complete feedback surveys on course content, instructor performance, and technical support.
- Feedback results are analyzed to improve course delivery, content, and overall student experience.

3.2 E-Learning Environment

3.2.1 Accessibility and Inclusivity

- All e-learning content is designed to meet the needs of diverse learners, including those with disabilities.
- The LMS supports screen readers, captioning for multimedia, and adjustable font sizes for better accessibility.

3.2.2 Interaction and Engagement

- E-learning courses are designed to foster interaction through:
 - Real-time video conferencing sessions.
 - Collaborative projects and peer feedback.
 - Discussion forums and group activities.

3.2.3 Assessment and Feedback

- Assessments in e-learning are conducted through secure, reliable digital platforms that support:
 - Automated quizzes and exams.
 - Plagiarism detection tools for assignments.
 - Instant grading and personalized feedback from instructors.

3.3 Infrastructure and IT Support

3.3.1 Technical Infrastructure

- The e-learning environment at FCMS requires:
 - A high-speed, reliable internet connection.
 - Secure data management systems that comply with national and international cybersecurity standards.
 - Regular backups and system redundancies to prevent data loss.

3.3.2 Helpdesk and IT Support

- A dedicated helpdesk is available to assist students and instructors with:
 - Technical issues related to the LMS and other digital tools.
 - Account management and access issues.
 - General inquiries on e-learning services.
- Support channels include email, phone, and live chat, with service-level agreements ensuring timely responses.

3.4 Continuous Improvement

3.4.1 Monitoring and Evaluation

- E-learning programs undergo continuous monitoring through:
 - Key performance indicators (KPIs) for student performance, course completion rates, and satisfaction.
 - Regular audits of LMS data and user experience.
 - Feedback mechanisms for identifying areas for improvement.

3.4.2 Updates and Enhancements

- FCMS will periodically review the technological and educational aspects of e-learning to:
 - Implement new tools and technologies.
 - Update course content and delivery methods.
 - Ensure alignment with changing educational and labor market needs.

Conclusion

FCMS is committed to providing a high-quality e-learning environment that supports students' academic and professional growth. This manual ensures that all programs and courses offered online meet the institution's quality standards, providing learners with the resources and support they need for success.

The FCMS E-Learning Manual serves as an essential guide to ensure the smooth and effective implementation of e-learning at Fakeeh College for Medical Sciences. By adhering to the policies, procedures, and best practices outlined in this manual, FCMS reaffirms its commitment to delivering high-quality education through modern and innovative digital platforms.

The e-learning environment at FCMS is designed to provide flexible, accessible, and engaging learning opportunities that enhance both student and faculty experiences. Through the integration of advanced tools, such as the Learning Management System (LMS), Speedwell eSystem, and the digital library, FCMS ensures that students can achieve their academic goals while maintaining the integrity and rigor of the institution's programs.

As FCMS continues to expand its digital education offerings, this manual will serve as a living document, adapting to new technologies, pedagogies, and institutional needs. By embracing e-learning, FCMS strengthens its mission of preparing future healthcare professionals for success in an ever-evolving world.

ANNEXURES



Blackboard Operations Handbook

For Soliman Fakeeh College for Medical Sciences
Blackboard Service Delivery

Compiled by:
Hani Ahmed
Service Delivery Manager

Annexure-2 Speedwell- Instructor User Guide

Speedwell
delivering knowledge

FAKEEH COLLEGE FOR MEDICAL SCIENCES (FCMS)

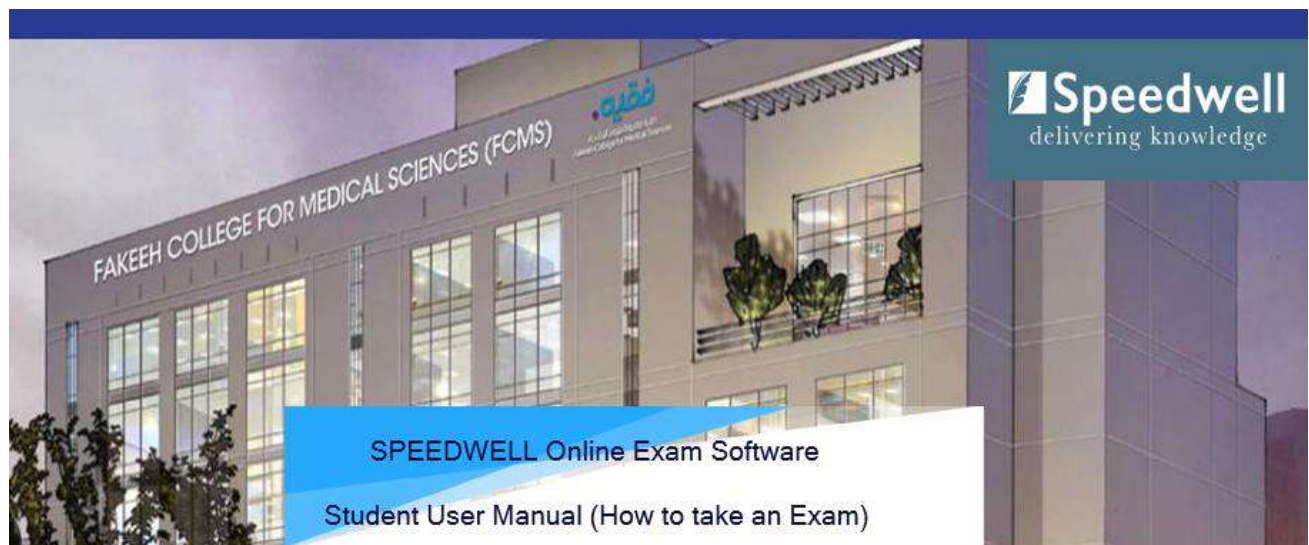
SPEEDWELL Online Exam Software
Instructor User Manual

AIM & AUDIENCE

THIS USER INSTRUCTION MANUAL IS DESIGNED FOR BOTH NEW AND EXPERIENCES SPEEDWELL SYSTEM INSTRUCTOR USERS. HOW TO CREATE, MANAGE QUESTIONS, PUBLISH EXAMS AND PRINT EXAM ANALYSIS RESULT.

System Development & E-Learning Unit
Vice Deanship for Development & Quality
Management

Annexure-3 Speedwell- Student User Guide



AIM & AUDIENCE

THIS USER INSTRUCTION MANUAL IS DESIGNED FOR BOTH NEW AND EXPERIENCED SPEEDWELL SYSTEM STUDENT USERS. HOW TO TAKE ONLINE TESTS AND EXAMS..



System Development & E-Learning Unit
Vice Deanship for Development & Quality
Management

Annexure-4 FCMS Blackboard General Use Policy [INR-12]

Fakeeh College for Medical Sciences	Policy Number: INR-12	
Policy Title: FCMS Blackboard General Use Policy.	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Revised
	Version-1 was Approved on: 12-11-2018	
Applicable to: FCMS faculty and students	Version-3 is Approved on: 21-4-2022	
	To be Reviewed on: 21-4-2027	

1. Statement of the Purpose

- 1.1** To provide a guideline to Fakeeh College for Medical Sciences(FCMS) faculty staff and other stakeholders to maximize the use of Blackboard as an E-learning resource in the college to enhance teaching and learning strategies.

2. Definitions:

- 2.1 Blackboard (BB):** is an E-Learning platform that allows faculty to add resources for students to access online. PowerPoint, video, audio, animation, PDF and other applications are created outside of the **BB** and added into **BB** courses for students to enhance teaching and learning practices to help to achieve anticipated learning outcomes.

- 2.2 PS:** PeopleSoft

3. Policy:

- 3.1** The BB system should not be used it in a way that a reasonable person would interpret as:
- 3.1.1** Doing damage to normal access to, materials placed on, or the performance of the system.
 - 3.1.2** Infringing on the privacy of any user of the system.
 - 3.1.3** Infringing on the ownership and intellectual property rights of the FCMS which placed materials on the system through its faculty staff members working for the College.
- 3.2** The administrators of BB will make every effort to:
- 3.2.1** Safeguard the privacy of individuals using the system.

3.2.2 Limit access to materials placed on the system to the individuals specified by faculty staff member who request course sites.

3.3 The course instructor is responsible about the uploading of materials and activity assignment to students throughout the semester in coordination with his/her departmental head.

3.4 Course Backup and Recovery:

3.4.1 Although routine backups of BB will be made, we cannot absolutely guarantee that any of the information placed on BB will not be lost. For this reason, faculty and students are responsible for retaining their own copies of all pieces of information placed on BB system if loss of that information would prove damaging.

3.4.2 The College IT Unit takes a backup copy for all materials uploaded on the BB at the end of every semester and it is the responsibility of the IT Unit Manager, BB administrator and the Vice Dean for Development and Quality Management to ensure the backup and no one else has such back up.

3.5 Course Access Privileges:

3.6 Only approved faculty staff member on record for a course can request the access. Also, access can be given to students who are officially enrolled into the course (or provide access privileges through the administrative tools for their BB course). The faculty staff member making these requests or providing access privileges should be aware that they are thereby limiting our ability to prevent unauthorized access to materials and loss of critical materials from the system.

Warning: Be advised to limit "instructor" access as much as possible to those individuals who are completely competent in using the system.

3.7 Acceptable Use of Blackboard:

Acceptable use of BB is governed by the general policies for acceptable use of computing facilities and other College-wide policies at FCMS.

3.8 Student Information and Privacy:

Faculty staff members and students using the system should be careful to do nothing that might compromise the privacy of users. Also, they should familiarize themselves with the degree of class and public access that various choices in the "Control Panel"

will permit. Specifically, please recognize that granting guest access will allow non-enrolled students access to many of the course materials. Care needs to be taken so that no student information is posted in a way that other members of the class can access it.

3.9 Copyright and Fair Use

3.9.1 Rights of Authors:

The Faculty staff member and student authors of materials do not give up any rights to their ownership of such materials by posting them on BB.

Users of BB must adhere to the copyright laws in posting materials for which they do not own the copyright.

3.9.2 General Copyright Policy of FCMS:

All educational materials related to the approved curriculum is owned by FCMS only.

3.9.3 Fair Use:

3.9.4 The "fair use" standards of the FCMS copyright laws allow the use of copyrighted materials for certain educational purposes. The BB system helps to enforce fair use practices by limiting access to materials that you post to members of a class.

Fair use guidelines require more than limiting access to a class. The way in which you use materials is important. It is important that you adhere to the fair use guidelines in using any copyrighted materials owned by FCMS.

3.10 Intellectual Property:

Materials Placed on Blackboard

3.10.1 All materials placed on the BB servers by faculty staff members and students are governed by the general intellectual property policy of FCMS and it is solely owned by FCMS.

3.10.2 The BB system is intended solely for support for teaching and learning at the FCMS.

3.10.3 No use will be made of any materials posted by faculty staff members and students on these servers other than those intended by the faculty member teaching the course.

3.10.4 The faculty staff member teaching the course is responsible for informing students about the use he/she will make of materials that students post on the system.

4. Procedure:

Procedure steps	Responsibility
4.1. At the beginning of every semester, all the courses defined and approved in the College curriculum of the Student Information System (PeopleSoft), will be migrated to BB through the integration process between PS and BB.	BB Administrator
4.2. The courses will be defined as subject code NURS/CLS/MED/..) plus course catalog number (101/201/304/..) and the semester code (i.e. NURS101_2301)	BB Administrator
4.3. After scheduling the courses in PS, the faculty staff members are assigned to their courses on the BB for materials uploading through the integration process between PS and BB.	BB Administrator
4.4. Every student completed his/her course enrollment in PS will be updated on BB through the integration process and be given access to the appropriate course materials.	BB Administrator

5. Forms/Attachments: N/A

Annexure-5 Acceptable use of electronic information Resources within the Library Policy [INR-07]

Fakeeh College for Medical Sciences	Policy Number: INR-07	
Policy Title: Acceptable use of electronic information Resources within the Library	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Revised
	Version-1 was Approved on: 12-10-2016	
Applicable to: FCMS	Version-2 is Approved on: 21-4-2022	
	To be Reviewed on: 21-4-2027	

1. Statement of the Purpose:

- 1.1. To describes the expectations for the use of electronic information resources at the Library within the FCMS.

2. Definitions:

- 2.1. **Electronic information resources** include any hardware or software utilized for the storage, transmission, use of information and the digital content files to be achieved, transmitted, or used with hardware or software. This includes: electronic mail, local databases, externally accessed databases, CD-ROMs, DVDs, videos, recorded magnetic media or photography files, or other forms of digitized information. This also includes other forms of technology used in transmitting electronic communications, any computer facilities and related electronic equipment stores such communications.

- 2.2. SDL – Saudi Digital Library

3. Policy:

- 3.1. This policy applies to faculty/staff members and other visitors who use the electronic information resources within FCMS. This policy applies to all departments and the FCMS facilities.
- 3.2. The Library services within FCMS provides electronic information resources to students, faculty/staff member and others to support education, research and other related scholarly activities.
- 3.3. The FCMS encourages respect for all users of Library services to create inclusive and open environment that will impact positively on the library environment.

4. Procedure:

Procedure steps	Responsibility
4.1. Ensure that only FCMS registered students, faculty/staff members and those eligible are allow using the electronic information resources.	ITU
4.2. The users must sign the required form for using digital library and return the form to librarian.	Librarian
4.3. The digital library users have the right to confidentiality and privacy in the use of electronic information to the extent possible.	ITU
4.4. Electronic information resources must only be used by authorized users through the college network and it is limited for academic teaching and research purposes.	ITU
4.5. The college provides computer labs in both male and female sections, in addition to the computers available in the library to facilitate access for using SDL.	ITU
4.6. Systematic and/or excessive downloading or printing of content is not allowed: this covers printing of whole journal issues and /or complete electronic textbook.	Librarian
4.7 Access to information resources is often with the anticipation that such resources are within the framework of ethics and the law. Users will employ electronic information resources consistent with the requirements of the policies published by the FCMS. Users are expected to use resources appropriately and maintain the integrity of the electronic information resources, as well as the privacy, confidentiality, and/or security of such resources.	Library Users
4.7 Users should respect the rights of copyright of information resources available within the FCMS Library.	Library Users

4.8 Electronic resources within the FCMS must not be used to engage into any illegal, threatening, or bullying conduct and other deliberately destructive manner.	Users of electronic resources
4.9 The electronic information resources within the FCMS are considered to be part of the privately owned facilities has the responsibility to maintain, monitor and ensure the proper use of such resources. Although the FCMS supports a climate of trust and respect by users of the Library services within the framework of the Law within Saudi Arabia. When the FCMS administration believes user may has been violating the use of electronic information resources in contract to the published policies and procedures, legal actions will be taken through the appropriate legal authority.	FCMS
4.10 All users within the FCMS have the responsibility and obligation to report any discovered unauthorized access attempts or other improper usage of the information resources available within the Library. They should notify the Librarian or the office of the Vice Dean for Academic Affairs (VDAA).	Users of electronic resources
4.11 If a user feels that actions taken under this policy have been inappropriate, an official request is forwarded to the office of the VDAA to the decision made. If after the review there is still a disagreement with the decision, appeals should be directed to the office of the Dean of the college to take appropriate actions, as per policy within the FCMS accordingly.	Users of electronic resources

5. Forms/attachments: N/A

Annexure-6 Utilization of Speedwell eSystem Policy [LAT-32]

Fakeeh College for Medical Sciences	Policy Number: LAT-32	
Policy Title: Utilization of Speedwell eSystem	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Revised
	Version-1 was Prepared on: 5-06-2020	
Applicable to: FCMS	Version-2 is Approved: 21-4-2022	
	To be Reviewed on: 21-4-2027	

1. Statement of the purpose:

- 1.1 This policy is developed to set out the rules and regulations governing the use of Speedwell eSystem.
- 1.2 This policy is developed as a guide to assist the faculty staff members in development of exam questions, creating questions bank, building up Blueprint and checking the psychometric properties of questions using Speedwell eSystem.
- 1.3 This policy is considered as a guideline for faculty staff members in development and scoring of OSCEs and other practical examinations.

2. Definitions:

- 2.1 **Assessment:** Assessment is the process of evaluating students' performance to ascertain the extent to which they have met the prescribed learning outcomes of the task (and thus contribute to the achievement of the learning outcomes of the course). Assessment enables students to monitor their progress and determines the academic results in a unit of study.
- 2.2 **Online assessment** is the use of the internet to conduct tests/assessments, where the students are evaluated on a fully automated platform.
- 2.3 **Online Examination:** Examination distributed and written/completed in electronic format
- 2.4 **Speedwell eSystem:** This is online system for undertaking Multiple Choice Questions (MCQs) and other similar variants of questions e.g. Extended Matched Questions (EMQs) etc. The eSystem allows full exam construction, test taking, scoring and psychometrics for examinations as well as assessments of practical skills such as Objective Structured Clinical Examinations (OSCEs), Objective Structured Practical Examinations (OSPEs) and other practical exams.

3. Policy:

This policy is developed to outline the principles that underpin the approach for the development of examinations, exam taking, grading and announcement of marks to students.

4. Procedure:

Procedure steps	Responsibility
4.1 Planning: <u>Students and Faculty Staff Members Orientation:</u>	
4.1.1 Training of students on Speedwell eSystem.	IT Unit
4.1.2 Developing and publicizing “User Guide” to help students for accessing the Speedwell eSystem.	IT Unit
4.1.3 Communicating the following information by the Course Coordinators to the students before accessing the Speedwell eSystem: <ul style="list-style-type: none">• The format of the assessment.• The number and type of questions to be used.• The scoring rules for individual questions and the overall assessment.• The contribution the assessment makes to an overall course/ module.• How the questions are selected for the assessment (Exam blueprint).• The question time limit.• Feedback provided to students (including timescales and their marks if appropriate).• Details of the appeals procedure available to students.	Course Coordinators
4.1.4 Training of faculty staff members on the effective use of Speedwell eSystem and feedback technologies.	IT Unit
4.1.5 Developing and publicizing “User Guide” to help staff for using the Speedwell eSystem.	IT Unit

<p>4.1.6 The Program Directors should distribute the following instructions to the students before accessing the Speedwell eSystem</p> <ul style="list-style-type: none"> • Student should log in Speedwell Platform from (Student) portal. • Student should use his or her ID for both username and password. • Student has to make sure of his name and ID written at the upper right corner of the exam page. • For MCQs, student needs just to select the most appropriate answer. • Student should use (next) and (previous) buttons at the lower left corner of the exam page to navigate between questions. • Student can follow the automatic timer at the upper left corner of the exam page. • Don't use (forward) or (back) buttons of the browser's page. • Don't (refresh) the browser's page to avoid deniable re-log in as per security of the exam. • Student should (finish) and (submit) his answer at the end of the exam. • If any error, just tell the invigilator to take the appropriate action. • After the exam, students should log out their account in speedwell system. • After the exam, Complete the survey on students' satisfaction of 'Speedwell eSystem'. 	Program Director
<u>Accessing the Speedwell eSystem:</u>	
<p>4.1.7 The IT Unit creates usernames and passwords for each course coordinator to access the Speedwell eSystem.</p>	IT Unit
<p>4.1.8 The IT Unit creates "Q Bank" for each course.</p>	IT Unit
<p>4.1.9 The IT Unit arranges the topics under each course (according to the course specification).</p>	IT Unit

4.1.10 The IT Unit arranges the Learning outcomes (LOs) under course (According to the course specification).	IT Unit
4.1.11 The course coordinator can access Speedwell eSystem on a PC, Mac, Apple device (iOS) or Android devices.	IT Unit
4.1.12 The course coordinator can use any browser to access Speedwell eSystem.	IT Unit
<u>Security of the Speedwell eSystem:</u>	
4.1.13 The course coordinator can change the username and password any time to ensure the security of accessing the eSystem.	IT Unit
4.1.14 Each course coordinator accesses only the “Q Bank” related to his/her course.	IT Unit
4.1.15 Students can use the College PCs/tablets because of the browser lock down feature which prevents access to other files on the device during the examination.	IT Unit
4.1.16 The examinations software could shuffle the questions and the choices. So, the students are answering the questions in a different sequence or with a different sequence of response choices.	IT Unit
4.1.17 Speedwell eSystem uses the Safe Exam Browser to securely delivery exams. It is a locked-down application designed to provide a secure environment in which high stake exams can be taken on Windows, macOS or iOS (iPads). Delivering exams via the Safe Exam Browser can help significantly reduce the risk of cheating. A password will be assigned to open the exam by the student	IT Unit
<u>Exams and Questions Creation:</u>	
4.1.18 The course coordinator can only add questions or modify his/her own “Q Banks”.	Course Coordinator

4.1.19 The course coordinator creates questions by adding the question text, choices, and question code and title.	Course Coordinator
4.1.20 The course coordinator ticks the correct answer box to indicate the correct answer (if creating a Single Correct Answer or Extended Matching Questions). If creating a Short-Written Answer or Essay question, course coordinator states the “model” answer.	Course Coordinator
4.1.21 The course coordinator can write comments or explanations for each question.	Course Coordinator
4.1.22 Map the question with the related learning outcomes (LOs) and topic to create the “Bank Blueprint”.	Course Coordinator
4.1.23 The course coordinator can identify the history for each question (date and time for question creation or modification) through “Audit Tab”.	Course Coordinator
4.1.24 The course coordinator creates the format of Bank Blueprint by selecting the name of the course in the rows group and selecting the LOs at the columns group.	Course Coordinator
4.1.25 The course coordinator creates the exam by adding in questions, candidates (students), timing, as well as other exam settings.	Course Coordinator
4.1.26 Based on the Test Blueprint developed by the course coordinator and revised by the Assessment Center representative, course coordinator selects the questions from his/her own eSystem “Q Bank”.	Course Coordinator
4.1.27 Once the exam created, the course coordinator changes the exam status to “Approve” which prevents any further changes to the exam, but the exam is not published at this point. This allows for a final review to take place.	Course Coordinator

4.1.28 The Assessment center representative revise the exam according to the guidelines and rules that are identified by the Assessment center (using approved checklist).	Assessment center representative
4.1.29 The Head of Department (HOD) revise and approve the exam.	HOD
4.1.30 The test must be ready at least 10 days before the scheduled date of examination.	Course Coordinator
4.1.31 Once the exam is ready to publish, the course coordinator changes the exam status to "Publish". So, the student can "log" into the delivery section as a candidate and take the exam.	Course Coordinator
4.1.32 The course coordinator changes the status to "Complete" to be able to create an exam report or mark "Essay/Short Written Answer" exams	Course Coordinator
4.1.33 Course coordinator selects type of exam report (Absentees, candidate listing, item analysis, candidate feedback, exam summary or challenged questions).	Course Coordinator
4.1.34 For practical examination (OSCE/OSPE), the course coordinator creates the checklist for each station aligned with the related psychomotor learning outcome and related topic (as mentioned in the course specification).	Course Coordinator
4.2 Implementation (During Examination)	
4.2.1 Online Formative Assessment:	
4.2.1.1 All Formative assessment sessions are conducted through Speedwell eSystem according to the schedules that are announced to students.	Course Instructors
4.2.1.2 Different varieties of assessment are used (MCQs, EMQs, Essays or others).	Course Instructors
4.2.1.3 Online immediate, descriptive and constructive feedback are sent.	Course Instructors

4.2.2 Online Summative Assessment	
<u>Theoretical examination</u>	
4.2.2.1 All examinations are taken within the schedules that are announced by the Examination Committee.	Examination Committee
4.2.2.2 Students “login” using their accounts with usernames and passwords to access the exams.	Students
4.2.2.3 The sequence of the exam questions is randomized.	Course Coordinator
4.2.2.4 Back tracking is not allowed.	Course Coordinator
4.2.2.5 Students must complete and submit the test the first time it is launched.	Students
4.2.2.6 The total number of questions in theoretical examination are specified according to the student assessment policy of each program.	Course Coordinator/AC
4.2.2.7 Questions distribution and the time allowed to answer each type of question is defined according to the student assessment policy for each program.	Course Coordinator/AC
<u>Practical examinations:</u>	
4.2.2.8 OSCE and OSPE are conducted through the Speedwell eSystem.	Course Coordinator
4.2.2.9 The course coordinator monitors the planning, implementation and scoring of the exam through the Speedwell eSystem.	Course Coordinator
4.2.2.10 The raters (staff members) can access Speedwell eSystem to evaluate the performance of the students.	Course Coordinator
4.3 Analysis (Post –examination I):	
4.3.1 Internal verification of assessment report is written based on the automated item analysis report exported from the Speedwell eSystem.	Course Coordinator/AC

4.3.2 If the student could not finish the exam due to connectivity issues, students have the right to appeal (refer to the student Academic Appeal Policy).	Students
4.3.3 The concerns from the students are discussed in the Examination Committee.	Examination Committee
4.3.4 Students get immediate and constructive feedback either general for the exam or specific for each question.	Course Coordinator
4.4 Evaluation (Post –examination II):	
4.4.1 Assess student satisfaction of the online exams using Speedwell eSystem by survey developed, distributed, and analyzed by the Quality and Accreditation Unit (QAU).	QAU
4.4.2 Measure the faculty staff members satisfaction on the effectiveness of the Speedwell eSystem by survey developed, distributed, and analyzed by the QAU.	QAU

5. Forms/attachments:

- 5.1** Student satisfaction survey of the Speedwell eSystem.
- 5.2** Faculty staff members satisfaction survey of the Speedwell eSystem.
- 5.3** Students “User Guide” for accessing the Speedwell eSystem/delivery.
- 5.4** Staff “User Guide” for accessing and management of Speedwell eSystem/esystem.
- 5.5** Staff “User Guide” for importing questions bank by batch mode using eSystem/web.

Annexure-7 Online Teaching and Learning Policy [LAT-30]

Fakeeh College for Medical Sciences	Policy Number: LAT-30	
Policy Title: Online Teaching and Learning	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Revised
	Version-1 was Prepared on: 10-03-2020	
Applicable to: All Program	Version-2 is Approved on: 21-4-2022	
	To be Reviewed on: 21-4-2027	

1. Statement of the purpose:

- 1.1 The purpose of this policy is to provide a framework and guidelines for the process of online teaching and learning.

2. Definitions:

2.1 Online Teaching and Learning:

Online learning and learning is education that takes place over the Internet. It is often referred to as “e-learning”. Online education process is flexible, engaging and learner-centered; that encourages interaction (staff–staff, staff–student, student–student), and collaboration and communication. It is one type of “distance learning” -the umbrella term for any learning that takes place across distance and not in a traditional classroom.

2.2 Blackboard Learn:

Blackboard Learn is an application for online teaching, learning, community building, and knowledge sharing. It is open, flexible, and centered on student achievement.

2.3 Virtual Classroom:

A virtual classroom is an online learning environment that allows for live interaction between the tutor and the learners as they are participating in learning activities.

3. Policy:

- 3.1 FCMS uses blended learning as the main instruction mode. It also applies and implements interactive innovative teaching strategies and relies on technology in delivering most of these interactive teaching strategies.
- 3.2 Online teaching and learning in FCMS is well developed and structured through clear specific process.

4. Procedure:

The process of online teaching and learning includes the three main stages:

Procedure steps	Responsibility
4.1. Phase I: Planning stage This stage is the most important stage. It includes the following steps:	
<ul style="list-style-type: none"> Preparation and Hands on training for faculty staff members on virtual classrooms. 	IT Unit
<ul style="list-style-type: none"> Continuous IT support is provided by the College IT team. 	IT Unit
<ul style="list-style-type: none"> Developing and distributing Blackboard guide manual to the staff. 	IT Unit
<ul style="list-style-type: none"> Preparation of student schedule for virtual classrooms with specifying teaching strategies for each session. 	Program Directors/Vice Dean for Academic Affairs (VDAA)
<ul style="list-style-type: none"> Uploading the required teaching and learning material on blackboard for each course. 	Course instructors
<ul style="list-style-type: none"> Conducting training and awareness sessions for students on how to use blackboard and also how to access and interact during the virtual classroom sessions. 	IT Unit/Course instructors
<ul style="list-style-type: none"> Blackboard guide is developed and distributed to the students. In addition to that it is available on the website (http://www.fakeehcollege.edu.sa). 	IT Unit
<ul style="list-style-type: none"> Protected internet WIFI connectivity is available throughout campus. All lecture halls and classrooms are fully equipped with laptops, cameras and microphones. 	IT Unit
4.2. Phase II: Implementation stage	
A. Theory Classes: <ul style="list-style-type: none"> The course instructor logs-in to the system and deliver the planned virtual classroom session using the specified teaching strategies according to the approved schedule. 	Course instructors
<ul style="list-style-type: none"> The students join the session through accessing virtual classroom for specific course. 	Students

<ul style="list-style-type: none"> The sessions are recorded to be accessible for students after the session. 	Course instructors
<ul style="list-style-type: none"> The Head of Department (HOD) monitors delivery of all virtual classroom sessions according to the planned schedule. 	HOD
<ul style="list-style-type: none"> Students' attendance and participation in these sessions are monitored and reported through Bb system. 	Course instructors
B. Laboratory/practical sessions: <ul style="list-style-type: none"> The course instructors video tape the procedures beforehand and upload the videos of procedures according to the laboratory session schedule and students can interact with the course instructors and get clarification about the steps of procedures. 	Course instructors
<ul style="list-style-type: none"> Hands on training on all these procedures is conducted on campus (hands on training) to ensure students competency acquisition. 	Course instructors
C. Clinical sessions: <ul style="list-style-type: none"> Course instructor uploads a video of a consultation to demonstrate history taking or an examination technique, or a written case with pictures (e.g. a rash)/video (e.g. gait)/audio (e.g. heart sounds) to demonstrate a physical sign. 	Course instructors
<ul style="list-style-type: none"> The course instructor can use a virtual patient to help in developing clinical reasoning. 	Course instructors
4.3. Phase III: Evaluation and Monitoring stage:	
<u>First: Evaluation of Online teaching and learning:</u> Evaluation of online teaching and learning follows CIPP evaluation model.	
<u>Evaluate the context</u>	Program Directors/HOD

<ul style="list-style-type: none"> Identifying the important aspects of the context (institutional, social, governmental) that affect the feasibility and effectiveness of online teaching and learning. Assess the college interactions with students, families, personnel, and local and government stakeholders in regards to their needs and problems. 	
<u>Evaluate the Input</u> <ul style="list-style-type: none"> Assess the availability of sufficient technology infrastructure to handle the students' needs of online teaching and learning. Check the availability of support staff that have sufficient capacity to handle the needs of online teaching and learning. Ensure the availability of faculty professional development activities sufficient to enable online teaching and learning. 	Program Directors/HOD
<u>Evaluate the process</u> <ul style="list-style-type: none"> Evaluating the process of online teaching and learning. Documenting and reporting all teaching sessions conducted according to the planned schedule. 	Program Directors/HOD
<u>Evaluate the product</u> <ul style="list-style-type: none"> Assess the achievement of learning outcomes direct and indirect. Assess students' satisfaction about online teaching and learning. Assess staff satisfaction about online teaching and learning. 	Course Coordinator Quality and accreditation Unit (QAU)
<u>Second: Monitoring:</u> Monitoring phase is done through calculating KPIs. The Identifying KPIs are as follows: <ul style="list-style-type: none"> Proportion of number of virtual classes conducted as per the class schedule of the program. 	Program Director and QAU

- | | |
|---|--|
| <ul style="list-style-type: none">• Proportion of students' attendance in virtual classes by program.• Students satisfaction with the virtual classes.• Faculty staff members' satisfaction with the virtual classes. | |
|---|--|

5. Forms /Attachments:

5.1 Student Satisfaction on Virtual Teaching and Learning using Blackboard-Survey

5.2 Faculty Staff Satisfaction on Virtual Teaching and Learning using Blackboard -Survey

Annexure-8 Online assessment process and management Policy [LAT-31]

Fakeeh College for Medical Sciences	Policy Number: LAT-31	
Policy Title: Online assessment process and management policy	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Revised
	Version-1 was Approved on: 10-03-2020	
Applicable to: FCMS	Version-2 is Approved on: 21-4-2022	
	To be Reviewed on: 21-4-2027	

1. Statement of the purpose:

- 1.1** This policy is developed to set out the rules and regulations governing online assessment.

2. Definitions:

- 2.1 Assessment:** Assessment is the process of evaluating students' performance to ascertain the extent to which they have met the prescribed learning outcomes of the task (and thus contribute to the achievement of the learning outcomes of the course). Assessment enables students to monitor their progress and determines the academic results in a unit of study.
- 2.2 Online assessment** is the use of the internet to conduct tests/assessments, where the students are evaluated on a fully automated platform.
- 2.3 Online Examination:** Examination distributed and written/completed in electronic format.

3. Policy:

This policy is developed to outline the principles that underpin the approach to the development, implementation and analysis of online assessment.

4. Procedure:

Procedure steps	Responsibility
4.5 Planning process: (Theory component of the course)	
4.5.1 Preparing the examination schedules and communicating to the students electronically.	Examination Committee

4.5.2 Developing and publicizing User guide to help students for accessing the online examination through 'BlackBoard'.	IT Unit
4.5.3 Training of faculty staff members on the effective use of online assessment and feedback technologies.	IT Unit
4.5.4 Planning for Direct assessment (Multiple Choice Questions will be used according to the blueprint in the mid-term and final exam).	Course Instructor/Assessment Centre (AC)
4.5.5 Preparing the online exam by the course coordinators.	Course Coordinators
4.5.6 Revising the online exam by the assessment members representative.	Assessment Members Representative
4.5.7 Approving of the exam by the Head of Department (HOD).	HOD
4.5.8 Uploading the approved exam on the blackboard by the course coordinator (A finalized [approved] version of the test must be ready at least 10 days before the scheduled date of examination).	Course Coordinator
4.5.9 Planning for the analysis and Report of results (automated reports will be extracted by the Blackboard).	Course Coordinator /AC
4.5.10 Preparation of Indirect Measures of assessment (Google survey will be used to develop and distribute the CLOs surveys).	Quality and Accreditation Unit (QAU)
4.5.11 Developing code of conduct and confidentiality form to be signed by students prior accessing the online exams.	Program Director/QAU
4.5.12 Laboratory component of the course: The 'Assessment center' is making plans to conduct online laboratory session assessment.	AC

4.5.13 Clinical component of the course: Clinical sessions and its assessment will be conducted face to face.	Program Director
4.6 Implementation of assessment (During Examination)	
4.6.1 All examinations must be taken within the schedules that are announced by the examination committee.	Examination Committee
4.6.2 Students will login to their PCs using their accounts to access the exams.	Students
4.6.3 Course coordinator should enter the marks achieved by the students in the result sheets prepared for that purpose.	Course coordinator
4.6.4 Student's semester activity assessment is conducted electronically through BlackBoard using relevant assessment rubric form.	Course coordinator
4.7 Analysis (Post –examination):	
4.7.1 The total of marks for each course must be 100% divided into midterm exams, semester activity and final exams (80% will be for semester assessment and 20% for final Exams according to the MOE guidelines).	Course coordinator/AC
4.7.2 Writing Item analysis and Internal verification of assessment reports.	AC
4.7.3 The Examination committee is responsible for auditing the calculation of the student's grades to ensure the accuracy of its calculation and comparing it with that in Peoplesoft then submitting the verified exam results to the course coordinator.	Examination Committee
4.7.4 Course coordinator should sign the result sheet and approve it from the HOD - after it is discussed and approved in the Departmental Council-, then the results	Course coordinator HOD

are approved by the College Council and released to students through the PeopleSoft.	Vice Dean for Academic Affairs
4.7.5 Indirect assessment (already prepared before) are distributed and analyzed.	QAU

5. Forms/attachments:

5.1 Code of conduct and confidentiality form

5.2 User guide for accessing and management of online examination through 'BlackBoard'

Annexure-9 Blueprint for Written Examination Policy for Online Courses [LAT-34]

Fakeeh College for Medical Sciences	Policy Number: LAT-34	
Policy Title: Blueprint for Written Examination Policy for Postgraduate Online Courses	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Revised
	Version-1 was Prepared on: 30-05-2021	
Applicable to: Postgraduate studies	Version-2 Approved on: 21-4-2022	
	To be Reviewed on: 21-4-2027	

1. Statement of the purpose:

- 1.1. To ensure questions being asked in the examination are covered the content of the course (topics) and aligned to the Course Learning Outcomes (CLOs).
- 1.2. To ensure that there are no questions that are out of syllabus and make assessment fair to the students.

2. Definition:

- 2.1 **Blueprint:** is a map for an assessment that ensure that all aspects of the educational domains are covered by assessment over a specified period of time. It is a chart which shows the placement of each question in respect of the CLOs and the content area that it tests.

3. Policy:

- 3.1. This policy provides a structured framework to ensure the content validity of the test.

4. Procedure:

Procedure steps	Responsibility
4.1 Building test blueprint:	
4.1.1. Outline the content area of the course (Topics).	Course Coordinator
4.1.2 Match topics with the educational domains of CLOs.	Course Coordinator
4.1.3 Determine the contact hour of each topic.	Course Coordinator
4.1.4 Decide on the weight (number of questions) to be given to each topic according to the contact hour and the importance of each topic.	Course Coordinator

4.1.5	Prepare the number of questions in exam according to assessment policy.	Course Coordinator									
4.1.6	Consider appropriate distribution of the exam questions to cover the recall and reasoning domains in the exam, and write the time allocated for the exam.	Course Coordinator									
4.1.7	Use varieties of question types including, MCQs and essay questions as shown in the table below. <table border="1" data-bbox="280 577 1027 756"> <thead> <tr> <th></th><th>Type</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>1.</td><td>MCQs</td><td>80%</td></tr> <tr> <td>2.</td><td>Essay</td><td>20 %</td></tr> </tbody> </table>		Type	Percentage	1.	MCQs	80%	2.	Essay	20 %	Course Coordinator
	Type	Percentage									
1.	MCQs	80%									
2.	Essay	20 %									
4.2 Revision and approval of blueprint:											
4.2.1	The course coordinator submits the blueprint to the program assessment representative for a primary review during the first two weeks of the course.	Course Coordinator									
4.2.2	The reviewed blueprint is submitted to the program director for further review and approval.	Course Coordinator									
4.2.3	The final revised blueprint is approved by the Head of the Department (HOD) and Postgraduate Assessment Committee on or before the 3 rd week of the course.	Program director, HOD and Postgraduate Assessment Committee									

5. Forms/attachments:

5.1 Template of Blueprint

Annexure-10 Formative Assessment Policy for Online Courses [LAT-36]

Policy Title: Formative Assessment Policy for Postgraduate Online Courses	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Revised
	Version-1 was Prepared on: 30-05-2021	
Applicable to: Postgraduate studies	Version-2 is Approved on: 21-4-2022	
	To be Reviewed on: 21-4-2027	

1. Statement of the purpose:

- 1.1 To monitor candidates' learning and provide ongoing constructive feedback that can be used by faculty staff members to improve their teaching strategies and by candidates to improve their learning.
- 1.2 To help candidate identify their strengths and weaknesses and areas that need more improvements.
- 1.3 To improve postgraduate students' achievement in the online courses through monitoring the learning and teaching process by ungraded assessment.
- 1.4 To early identify the areas of improvement where the FCMS faculty can recommend, develop and implement appropriate actions.
- 1.5 To help postgraduate course instructors recognize candidates who are facing challenges and address problems immediately.

2. Definitions:

- 2.1 **Assessment:** Assessment is the process of evaluating students' performance to ascertain the extent to which they have met the prescribed learning outcomes of the course (and thus contribute to the achievement of the learning outcomes of the course). Assessment enables instructors and students to monitor their progress and determines the academic results in a unit of study.
- 2.2 **Formative Assessment:** It is also called assessment for learning. It is part of the assessment process which evaluates ongoing teaching/learning process throughout the course. Ongoing feedback provides the student with the opportunity to enhance their performance. Specific recommendations from the course coordinator on strategies for improving student performance will be helpful and should be documented. No Marks are allocated for formative assessment.
- 2.3 **Constructive feedback:** Is a process where judgments about performance contribute to make educational plans to help progress. It is giving useful comments and suggestions that

contribute to a positive outcome, a better process or improved behaviors. It provides encouragement, support, corrective measures and direction to the person receiving it.

3. Policy:

- 3.1** This policy provides a structured framework for planning, implementing and monitoring of formative assessment sessions in postgraduate online courses.
- 3.2** This policy is developed to ensure that each candidate is assessed and provided with ongoing constructive feedback concerning strengths and weaknesses, in a timely and effective manner during each course.
- 3.3** Course coordinator must develop a plan for formative assessment to include a minimum of four sessions per course.
- 3.4** Course coordinator must implement those minimum four assessments in appropriate time periods to be as a following: 1) One before quiz One; 2) One before quiz Two; Two before the final exam; and 4) as needed based on the decision of the course coordinator or student's request.
- 3.5** Course coordinator must identify the strengths and weakness of the students based on the formative assessment and provide appropriate group/individual feedback in a timely and effective manner.
- 3.6** Assessment center, HOD, QAU, Medical Education Department and VDPGSSR must monitor the process of planning, implementation, and evaluation of the formative assessment.
- 3.7** Postgraduate student is required to complete a minimum of three out of four formative assessment.
- 3.8** Postgraduate student, who do not complete three formative assessment or more, will not be allowed to write the final exam.

4. Procedure:

Procedure steps	Responsibility
4.1 Planning phase: 4.1.1 Development of blueprint for formative assessment. 4.1.2 Blueprint is developed by each course coordinator covering learning domains.	Course Coordinator

<p>4.1.3 It is revised by the members of Assessment Center (AC) and approved by the Head of Department (HOD).</p> <p>4.1.4 In the first week of the course during the orientation session, each course coordinator is responsible to inform candidates about the format, date, and time of each formative assessment session.</p> <p>4.1.5 A minimum of four formative sessions are conducted for each course.</p> <p>4.1.6 All courses regardless of duration, provide formative assessment sessions.</p>	<p>AC HOD</p>
<p>4.2 Implementation phase:</p> <p>4.2.1 Different varieties of assessment methods are used (MCQs, short and long essay questions, case application. etc).</p> <p>4.2.2 Developing a bank of formative assessment questions by each course instructor with the assistance of the assessment center.</p> <p>4.2.3 Immediate (maximum within one week), descriptive and constructive feedback are given to candidates.</p>	<p>Course Instructor</p>
<p>4.3 Evaluation phase:</p> <p>4.3.1 HOD ensures that each formative assessment is administered on the specific date and time.</p> <p>4.3.2 The effectiveness of the formative assessment is evaluated by candidates' satisfaction survey.</p> <p>4.3.3 Analyzing candidates' satisfaction survey is performed by the Quality and Accreditation Unit (QAU).</p> <p>4.3.4 Highlighting the areas of strengths and areas of improvements are done by the course coordinator.</p> <p>4.3.5 Recommendations and action plans are developed by course coordinator.</p>	<p>HOD</p> <p>QAU</p> <p>Course Coordinator</p> <p>Course Coordinator</p>

4.3.6 The action plan is monitored by the HOD, Assessment Centre and Vice Dean for Postgraduate Studies and Scientific Research (VDPGSSR) aiming to close the loop of assessment.	HOD, Assessment Centre and VDPGSSR
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5. Forms/attachments:

5.2 Blueprint for formative assessment-form.

5.3 Formative assessment attendance report.

Annexure-11 Assessment process and management Policy for Online Courses [LAT-37]

Fakeeh College for Medical Sciences	Policy Number: LAT-37	
Policy Title: Assessment process and management Policy (Postgraduate Online Course)	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Revised
	Version-1 was Approved on: 6-6-2021	
Applicable to: Postgraduate Short Courses	Version-2 is Approved on: 21-4-2022	
	To be Reviewed on: 21-4-2027	

1. Statement of purpose:

- 1.1 To define the rules and regulations of candidate' assessment for postgraduate short courses (PGSC) program.

2. Definitions:

- 2.1 **Learning outcomes:** Learning outcomes are the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.
- 2.2 **Assessment:** Assessment is the process of evaluating candidates' performance to ascertain the extent to which they have met the prescribed learning outcomes of the task (and thus contribute to the achievement of the learning outcomes of the course). Assessment enables candidates to monitor their progress.
- 2.3 **Assignment:** Means any form of assessment other than examinations.
- 2.4 **Written Examination:** An examination is a formal test of a candidate's knowledge or proficiency in a subject or skill.
- 2.5 **Rubric:** A rubric is a scoring tool that explicitly represents the performance expectations for an assignment or piece of work.

3. Policy:

This policy and its associated procedures apply to all Postgraduate Short Online Courses students and staff enrolled in or involved in the course.

3.1 Assessment Principles:

Assessment must be designed to contribute to high quality student learning and underpin the development, delivery, and quality assurance of courses' assessment

process. Assessment should both help student s learn (learning by assessment) and measure explicit evidence of their learning (assessment of learning).

Assessment:

- a. Must be standards-based and provides evidence of the level of achievement with respect to learning outcomes.
- b. Must be a transparent process carried out with honesty, integrity and confidentiality.
- c. Must comprise a variety of tasks which are reasonably achievable by students; and must be fair, inclusive and equitable for all candidates.

3.2 Types of assessment

3.2.1 Formative Assessment:

It is the part of the assessment process which evaluates ongoing teaching/learning process throughout the course. Ongoing feedback provides the student with the opportunity to enhance their performance. Specific recommendations from the course coordinator on strategies for improving student performance will be helpful and should be documented. No Marks are allocated to formative assessment.

3.2.2 Summative assessment:

3.2.2.1 Summative evaluation provides a graded assessment of student learning at regular intervals of the course; the grade counts toward the final grade.

3.2.2.2 Summative evaluation tasks are graded and weighted based on the course's grading scheme as described in the course specification.

3.3 Forms of Assessment

Forms of Assessment may include:

3.3.1 Online Exam: It may take different form of questions such as: short answer questions, multiple-choice questions, essays and others.

3.3.2 Written Assignments: It may take the form of essays, reports, case studies, reflection and portfolios.

3.3.3 Presentations: These are conducted within group discussion. In these presentations, the students will be delegated topics for research and will be required to present their findings.

4. Procedure:

Procedure steps	Responsibility												
<p>4.1 Notification to the candidates on the Forms of Assessment</p> <p>During the first week of the semester, candidates will be provided with a description of the means of evaluation to be used in the Course which includes:</p> <p>4.1.1 Course Learning outcomes with assessment methods and score distribution.</p> <p>4.1.2 Course activities</p> <p>4.1.3 The evaluation tools</p> <p>4.1.4 The date, time and location of their Assessment tasks.</p>	Course Coordinator												
<p>4.2 Assessment Feedback:</p> <p>4.2.1 Timely feedback to the students throughout the semester is considered an essential component of the teaching and learning process. Feedback will be provided by a variety of methods including discussions in lectures and tutorials, review of individual marked coursework and review of marked examination papers on request.</p>	Course Coordinator												
<p>4.3 Assessment weight and methods of assessment:</p> <p>The weight of assessment in courses will be as the following:</p> <ul style="list-style-type: none">• Final written examination 40 %• Continuous Assessment 60% <p>Component of continuous assessment and candidates' portfolio: the following table include some examples of the components to be included for the continuous assessment.</p> <table><tr><th></th><th>Portfolio 30%</th><th>Continuous Assessment 30%</th></tr><tr><td>1.</td><td>Assignments evaluated using rubrics</td><td>Quizzes</td></tr><tr><td>2.</td><td>Research projects and activities</td><td>TBL or SDL</td></tr><tr><td>3.</td><td>Reflection</td><td>PBL</td></tr></table>		Portfolio 30%	Continuous Assessment 30%	1.	Assignments evaluated using rubrics	Quizzes	2.	Research projects and activities	TBL or SDL	3.	Reflection	PBL	Course Coordinator
	Portfolio 30%	Continuous Assessment 30%											
1.	Assignments evaluated using rubrics	Quizzes											
2.	Research projects and activities	TBL or SDL											
3.	Reflection	PBL											

It is the responsibility of AC to train staff members on writing high quality test.																	
<p>4.5 Grading System:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Numerical</th> </tr> </thead> <tbody> <tr> <td>A+</td> <td>95-100</td> </tr> <tr> <td>A</td> <td>90-less than 95</td> </tr> <tr> <td>B+</td> <td>85-less than 90</td> </tr> <tr> <td>B</td> <td>80-less than 85</td> </tr> <tr> <td>C+</td> <td>75-less than 80</td> </tr> <tr> <td>C</td> <td>70-less than 75</td> </tr> <tr> <td>F</td> <td>Below 70</td> </tr> </tbody> </table> <p>Failed candidates who could not pass the course with 70% will have a reset exam. If the candidate still did not pass the reset exam, the candidate will not gain the course completion certificate.</p>	Grade	Numerical	A+	95-100	A	90-less than 95	B+	85-less than 90	B	80-less than 85	C+	75-less than 80	C	70-less than 75	F	Below 70	<p>Course Coordinator</p> <p>HOD and VDPGSSR</p>
Grade	Numerical																
A+	95-100																
A	90-less than 95																
B+	85-less than 90																
B	80-less than 85																
C+	75-less than 80																
C	70-less than 75																
F	Below 70																

5. Forms:

Annexure-12 Examination Policy for Online Course [LAT-38]

Fakeeh College for Medical Sciences	Policy Number: LAT-38	
Policy Title: Examination Policy (Postgraduate Online Course)	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Revised
	Version-1 was Approved on: 12-6-2021	
Applicable to: Postgraduate Short Courses	Version-2 is Approved on: 21-4-2022	
	To be Reviewed on: 21-4-2027	

1. Statement of the purpose:

- 1.1** This policy has been created to ensure that examinations are organized and conducted during the scheduled period in compliance with the regulations of Ministry of Education (MOE) & Fakeeh College for Medical Sciences (FCMS) bylaws.

2. Definitions:

- 2.1 Make up Examination:** An examination for the candidates who did not attend the scheduled examination due to acceptable reasons approved by the college. The candidate must provide evidence that justifies his/her inability to attend the scheduled examinations such as: Sick leave, difficult circumstances of the death of someone close, or other acceptable causes.

3. Policy:

- 3.1** Ensure examination is prepared and conducted according to requirements of the course, and to what documented in the course specification, which is scheduled within the examination period to evaluate Students' performance in the postgraduate online courses.

4. Procedure:

Procedure steps	Responsibility
4.1 Pre-Examination Period:	
4.1.1 It is the responsibility of the Head of Departments (HOD), Postgraduate Examination Committee (PGEC) and Registration Unit to organize the examinations schedule within the examination period in accordance with the examination regulations of FCMS & MOE.	HOD, PGEC and Registration Unit

4.1.2	A draft schedule for examinations has to be submitted to the PGEC Chairperson at least three weeks before the starting of the course. A student who finds conflict within the schedule of examination, should notify the course instructor and the PGEC by submitting written notes within a week after announcing the schedule.	PGEC
4.1.3	The final examination schedule is to be announced to students before two weeks from the examination period by chairperson of PGEC.	Chairperson of PGEC
4.1.4	The PGEC chairperson shall publicize the schedules to faculty through email.	Chairperson of PGEC
4.1.5	The faculty should submit two sealed exam question papers together with the blueprint to the concerned HOD and Vice Dean of Postgraduate Studies and Scientific Research (VDPGSSR) (Set-1 & Set-2, with key answer) at least 10 days before the scheduled date of examination.	Course Coordinator
4.1.6	PGEC prepares the examination halls for conducting the exam and prepares exams attendance list according to the distribution of students in the exam halls.	PGEC
4.1.7	PGEC prepares schedule of students' distribution in exam halls, prepares the invigilation schedule and photocopies exam papers and ensure preparing the tablets request to be submitted to the IT unit.	PGEC
4.1.8	PGEC prepares control room for correction of exam papers. (No exam paper is corrected out of the control room of the college. All answer sheets to be corrected within the control room (a designated room for answer sheet correction with needed facilities) and the result should be submitted within 48 hours after the exam).	PGEC
4.2 Examination Period:		

4.2.1 PGEC supervises the examination process	PGEC
4.2.2. Ensure the compliance to the following examination rules and regulations: <ul style="list-style-type: none"> • The students are not allowed to enter for examination after 10 minutes of the exam starting time and will not be allowed to leave before half time of the exam. • In case of an emergency or urgent reason for being late more than 10 minutes and not more than 30 minutes the invigilator shall communicate with VDPGSSR for approval. The case should be documented by the invigilator in his/her exam report. • Take the student's signature on the attendance sheet during the exam. 	PGEC
4.3 Post-Examination Period:	
4.3.1 Item analysis for MCQs and EMQs must be done immediately after exam marking on the same day of the exam.	PGEC
4.3.2 It is the responsibility of Assessment Centre (AC) and course instructor in coordination with the respective HOD and PGEC chairperson to take the appropriate actions for test items which show any flaws according to item analysis interpretation.	AC, Course Instructor, HOD and Chairperson of PGEC
4.3.3 PGEC is responsible for preparing a schedule for auditing the marked exam papers.	PGEC
4.3.4 The results will be submitted to HOD then to VDPGSR for approval and then to the Institutional Students Grades Review and Moderation Subcommittee (ISGRMS).	HOD and VDPGSR
4.3.5 Every faculty staff member should enter his/her course results for students (marks) on PeopleSoft (PS) within 48 hours from the end of the final exam.	Course Coordinator

4.3.6 ISGRMS meets within 72 hours after the end of all examinations, prior to the announcement of results.	ISGRMS
4.3.7 ISGRMS is solely authorized to decide if the failing candidate is eligible for grace marks as well as upgrading candidate marks from a grade to another one.	ISGRMS
4.3.8 VDPGSSR reviews all the results (marks) and implements the approved changes by the ISGRMS then the hard copy and a copy from PS results signed electronically to the VDPGSSR to publish (announce) the results for students	VDPGSSR
4.3.9 It is the responsibility of PGEC to keep hard copies of the audited candidates' marks sheets along with a copy from the electronic system which is signed by VDPGSSR in the control room.	PGEC
4.3.10 Once results are published to students, no changes in the marks are permissible except after granting the Dean's approval. The request to change the student mark must be justified and signed by the concerned course instructor and VDPGSR.	VDPGSSR
4.3.11 Candidates will receive the final results within ONE WEEK after the exam ending.	Chairperson of PGEC
4.4 Grade review request by candidates.	
4.4.1 A request for a review must be made in writing within three working days of formal notification of the grade.	Students
4.4.2 The grounds upon which the candidates may request a review of a grade are that the candidate believes that:	
4.4.3 An error has occurred in the calculation of the mark.	Students
4.4.4 The grade is inconsistent with the assessment requirements or assessment criteria.	Students

<p>4.4.5 The PGEC will respond to the request for a review of a grade in writing within ten working days and may confirm or vary the original decision.(For further details refer to ‘Students academic appeal policy-LAT17).</p>	<p>PGEC</p>
<p>4.5 Make up Examination: A make-up final exam will be conducted, for absent students within the first two weeks of the following term after submitting acceptable excuses to the PGEC.</p>	<p>VDPGSSR</p>

5. Forms:

- 5.1 Cover page of exams template
- 5.2 Examination regulations (Arabic)
- 5.3 Examination Procedures Report.
- 5.4 Guidelines for cover page of exams.
- 5.5 Examination Auditing Checklist