



POLICY AND REGULATIONS
FOR
ONLINE CLASSES SPRING 2020



**NATIONAL COLLEGE
OF BUSINESS ADMINISTRATION
& ECONOMICS**

- ❖ **Version:** **Version 1**
- ❖ **Date prepared:** **3rd April, 2020.**
- ❖ **Prepared By:** **Ms. RaziaGhulamRasool (Director QEC)**
- ❖ **Edited By:** **Director QEC**
- ❖ **Approved By:** **Prof. Dr. Ijaz A. Qureshi (Rector NCBA&E)**
- ❖ **Copy Rights:** **QEC Department, NCBA&E.**

NCBA&E

DEFINITION

1. **Online learning** is e-Learning, with mandatory participation in a digital network where the student must also access part of the learning materials and services. Online learning refers to networked teaching and learning that allows students to interact more with classmates, teachers and other students.
2. **Information and communication technology (ICT)** refers to the various technologies and tools used to generate, store and communicate information and knowledge.
3. **Learning Management System (LMS)** It refers to a course management system or straightforward learning environment, and is a web-based computer system that helps teachers manages courses and provides online classes. Supporting the management, monitoring and reporting of reports.
4. **Learning Object:** Any entity that can be used, reused or referred to in the study of supported technologies, digital or non-digital.
5. **Open Educational Resources (OER)** "Adopting and restricting the use of teaching, learning and access to any media, digital or otherwise, research that allows free transportation to another person for free or open license provided by the public agency.

1. SCOPE OF POLICY

The scope of this document is to provide broad political provisions to institutions. This policy is expected to assist in the development of new distance learning programs, in accordance with the provisions provided. An important part of this document highlights the quality assurance features in distance education programs in Pakistan.

2. VISION

To provide all education seekers an equal opportunity to access quality education from tertiary to higher education level through Online Learning.

3. MISSION

To develop a standard mechanism for Institution offering Online Learning, for providing affordable and flexible educational opportunities that may open doors for all learners to explore their potential and lead a productive and responsible professional life.

GUIDING PRINCIPLES

1. In the Online program, coherence with educational structures and standards is developed at all levels of higher education.
2. Openness in the true spirit to remove all obstacles to education for all segments of society.

3. Flexibility in the provision of education in the form of exceeding the physical limits of the institution to guarantee access.
4. Necessary due to changes in community demands and students' needs.
5. Become more inclusive by using the technological resources available and available in the future efficiently.
6. Contextualizing education without compromising global standards.
7. Network, collaboration and partnerships at local, national and international levels for the development and implementation of Online Learning.
8. Design, develop and use online programs efficiently, effectively and sustainably.

POLICY PROVISIONS

1. CURRICULUM AND INSTRUCTIONAL DESIGN

- a. All curricula must comply with the guidelines approved by the HEC.
- b. Each program must have a suitable curriculum plan for each of the ONLINE LEARNING programs. There must be a balance between formality and flexibility in the program structure. This credit scheme needs to be developed formally; however, the duration of the program can be flexible.
- c. Online courses must have the same goals and learning outcomes as traditional courses.
- d. Each school / college must develop and apply the instructional design specified for each online learning program, which includes the development of program plans, details in the form of study schemes, course plans describing face-to-face interactions and components, and programmed teaching material in the form of some media content. And Instructional design may include digital material, tutorial support systems and use of audio / visual technology. In the above learning mode, innovative projects can be adopted without reducing the quality and accuracy of the program.
- e. Specific changes in the learning design must be approved by the university's legal entity.
- f. Online design and e-learning must be incorporated into approved credit schemes without compromising the course / program prerequisites.
- g. The design of online learning requires specific changes to programs and programs of study. Especially face-to-face and alternative laboratory components can be in the form of online classroom simulations / environments, when approved by the relevant University Statutory bodies.
- h. Institutions must ensure the availability of the necessary infrastructure and technology resources at the institution and on the user side.

- i. The curriculum and teaching design must not only be approved by the university's statutory body, but must also comply with the national curriculum structure and quality assurance standards, as determined by HEC.

2. CONTENT AND MATERIAL DEVELOPMENT/SELECTION

- a. Electronic / digital / multimedia content must be developed or selected according to the needs of the program / course.
- b. In general, content development / selection must ensure alignment with objectives; Localized / contextual content; Feasibility of use; Coherence between courses.
- c. The content of distance education must be interesting, possible, progressive and transformational.
- d. Credit hours will be distributed in: self-study material; self-assessment activities; lots of media content, face-to-face / online tutorials and workshops.
- e. The amount of material taught must correspond to the example and Small Learning Objects (OA) must be developed / organized in accordance with international e-learning standards.
- f. The use of Open Educational Resources (OER) under a Joint Creative License must be adopted in the existing course material.

3. INFORMATION SHARING PROCESS

- a. Two-way communication must be guaranteed.
- b. Information about offers and acceptance of programs must comply with the disclosure and disclosure policy.
- c. Decision making based on information at the time of enrollment in the program must be guaranteed.
- d. Any change in policy or procedure must be communicated through various modes of communication.
- e. Students will have several options to contact the institution.
- f. Transparency and confidentiality must be maintained by the institution.
- g. Various contemporary digital methods and tools should be used to communicate information between students, teachers and parents.
- h. The training manual must be developed by the institution offering the program and distributed to students and teachers.

4. ONLINE LEARNING DELIVERY MECHANISM

- a. ONLINE LEARNING requires special and special ways and mechanisms to send information, materials and instructions.
- b. The provision of appropriate and appropriate infrastructure will be the responsibility of IES.
- c. All technological facilities and human resources must be available and guaranteed before the program starts.

- d. Learning management systems (LMS) must be purchased / developed / adjusted to host the delivery of instructional academic material and Web portals should be developed for networking and information sharing.
- e. A mechanism should be designed to ensure the privacy and confidentiality of institutional and individual data.
- f. Registration and tracking A complaint mechanism should be developed to handle online requests.
- g. Communication systems must be regulated / provided using technology and devices available through public network services, for example, web-based, cell phones and others.

5. STUDENT SUPPORT SERVICES

- a. In-person or online consultation services should be available for student guidance and counseling.
- b. In-person or online tutorial support for academic guidance should be organized accordingly.
- c. The provision of financial assistance and scholarships for students of ONLINE LEARNING must be equivalent to similar facilities for students of regular programs.
- d. An online admission and counseling system must be established to handle online admission requests.
- e. Online technical support must be available and synchronous and asynchronous support must be provided

6. EVALUATION AND ASSESSMENT MECHANISMS

- a. Student assessments should consist of various types of assessments at various transition points.
- b. Various forms of assessment should include, among others, course assignments, questionnaires, face-to-face / online participation and scheduled exams.
- c. The analysis must be maintained for the analysis of the evaluation records.
- d. The exam for ONLINE LEARNING programs must remain consistent / comply with the institution's semester exam policy.
- e. Confidentiality, security and identification procedures must be transparent and informed to students in advance.

7. HUMAN RESOURCE

Human Resource of ONLINE LEARNING institution mainly comprises of three categories-Academics, Instructional Designers, and Non-Academics.

Following a set of professional expertise is to be developed through professional development programs:

7.1. Academics:

- a. An Expertise in course/program content development.
- b. An Expertise in writing programmed instructions and developing evaluation tools
- c. Communication and collaboration with distant instructors, coordinators, and students.

7.2. Instructional Designers:

- Expertise in course design, development and delivery mechanism.
- Expertise in Multiple Media Content Development using ICT.

7.3. Non-Academic:

Managementskills which are specific to ONLINE LEARNING/Leadership/Good Governance/Expertise in ICT operations.

8. QUALITY ASSURANCE

All ONLINE LEARNING programs shall be duly recognized by HEC and Accreditation Councils (where applicable):

QEC at the university shall adopt audit/evaluation mechanisms for ONLINE LEARNING programs and generate an annual report according to HEC guidelines.

9. CONTENT AND MATERIAL DEVELOPMENT /SELECTION

- Every course shall have a complete instructional material package including e - resources shall be available in the central Learning Object Repository.
- The School/Faculty shall ensure the periodic revision of course material, activities to keep the courses aligned with the demands of the society and learning outcomes. However, refinement and updating of assessment material shall be carried out every semester.
- The HEI shall ensure training of the Subject expert/ Course developer and Instructional Designer.
- Guidelines for managing the developed materials are given below:

Academic Media Format (Learning Objects)	Technology Infrastructure	Delivery Channels
<input type="checkbox"/> eBooks <input type="checkbox"/> Study Guides	<input type="checkbox"/> Content authoring tools <input type="checkbox"/> Digital media warehouse	<input type="checkbox"/> Internet <input type="checkbox"/> Surface mail
<input type="checkbox"/> Webpages <input type="checkbox"/> Digital Books	<input type="checkbox"/> Webpage authoring tools <input type="checkbox"/> Software for conversion of digital copies of books <input type="checkbox"/> Webhosting facilities	<input type="checkbox"/> LMS <input type="checkbox"/> Internet <input type="checkbox"/> PCs and Smart Phones <input type="checkbox"/> Web and media servers
<input type="checkbox"/> Audio/Video Lectures	<input type="checkbox"/> Audio/Video Recording facilities	<input type="checkbox"/> Internet <input type="checkbox"/> LMS <input type="checkbox"/> Electronic storage devices <input type="checkbox"/> Broadcast TV & Radio
<input type="checkbox"/> Live Audio/Video Lectures	<input type="checkbox"/> Audio/Video Conferencing equipment and software	<input type="checkbox"/> Internet



10. GUIDELINES FOR CONDUCT OF ONLINE LEARNING COURSES

Programmed Instruction of 16 weeks coursework including:

- a. One and half hour (90 minutes) of face-to-face or equivalent material of prerecorded lectures/ week/credit hour.
- b. Audio-Visual Or Interactive Learning materials.
- c. An Optional tutorial(s) for students.
- d. At least four graded assignments/credit hour.
- e. Weekly reading materials (01 hours/ week/credit hour).
- f. At least four graded quizzes/credit hour to be conducted online.
- g. Weekly online self-assessment exercises.

11. TECHNOLOGY INFRASTRUCTURE IN MULTIPLE DELIVERY MODES

- a. The technology infrastructure in the multiple delivery model (MDM) is an essential component for the success of ONLINE LEARNING. At this stage, the academic program is conceptualized and different file formats are determined for the delivery channel. The professor consults with specialists in media development. The Instructional Designer makes development decisions about using the right media.
- b. Before launching an online learning program, an office must be dedicated to efficiently accommodating the academic, administrative, technical and support staff. The facility must be easily accessible and must have all modern communication channels available for interaction with students at a distance.
- c. The hardware and equipment services and IT support obtained to assist the ONLINE LEARNING program must consist of computing and communication infrastructure.
- d. The computing infrastructure includes various services, operating systems, communication software, applications and packages that are to be used in teaching and learning content delivery. It also includes storage media and must be distributed in different locations to provide efficient information processing and storage services for ONLINE LEARNING users. You must also have security; an information security plan to prevent data loss and unauthorized access to personal records.
- e. The communication infrastructure is the backbone of the e-learning structure. It must provide unlimited interaction with fast speed between students and teachers, students and university departments (Reception, Examination, Regional Services) between teachers and administration and other stakeholders in education. This communication must be done using different mechanisms to provide synchronous and synchronous activities. This communication system must be fault-tolerant and reliable to provide essential services to all students, teachers and university staff. This should use some fiber / VSAT technology, mobile devices, etc. To allow for different shipping models discussed earlier.