



Document Name: Policy for Distance Education & Online Teaching
Document Number: DUHS / RO/ SOP / 24

DOW UNIVERSITY OF HEALTH SCIENCES



STANDARD OPERATING PROCEDURE (SOP) & Policy for Distance Education & Online Teaching (CLAUSE 1.1 OF ISO 9001:2008)

	NAME	DESIGNATION	Approval	DATE
PREPARED BY:	Ms. Sanam Soomro	Director QEC-DUHS		15-04-2020
REVIEWED BY:	Dr. Ashar Afaq	Registrar-DUHS	Approved by the Online Academic Council – April 30 th 2020	16-04-2020
REVIEWED BY:	Prof. Muhammad Zubair,	Director, Dow Distance Learning		24-04-2020
REVIEWED BY:	Prof. Shahid Shamim	Additional Director, DIHPE		24-04-2020
REVIEWED BY:	Dr. Izhar Hussain	Director IBHM		20-04-2020
REVIEWED BY:	Prof. Ambrina Qureshi	Principal, SDCP		17-04-2020
APPROVED BY:	Prof. Mohammed Saeed Quraishy	Vice Chancellor, DUHS & Chairman		25-04-2020
REVISION NO.:	N/A			
DATE OF LAST REVISION:	N/A			
DATE OF ISSUE:	April 30 th , 2020			

Registrar Secretariat
Controlled QMS Document
Not Valid If Photocopied



Document Name:	Policy for Distance Education & Online Teaching
Document Number:	DUHS / <u>RO</u> / SOP / <u>24</u>

Document Change Record

Document Name:	Policy for Distance Education & Online Teaching
Document Number:	DUHS / <u>RO</u> / SOP / <u>24</u>

Sr. No	DCR No.	Rev. Date	Page No.	Section No.	Description of Change
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					



Document Name:	Policy for Distance Education & Online Teaching
Document Number:	DUHS / RO/ SOP / 24

TABLE OF CONTENTS

SR. NO.	CONTENTS	PAGE NO.
	Distribution List	06
	Terms and Definitions	07
	List of Abbreviations	08
1.	Purpose	09
2.	Scope	09
3.	Responsibilities	11-13
4.	Procedure: Effective Procedure For Online Readiness Of Courses Offered (checklist)	13
5.	Policy for Faculty Online Teaching Preparation & Faculty Readiness	15
6.	Policy Laboratory & Tutorials Readiness	15
7.	Policy for Evaluation & Assessment Mechanism	16
8.	Academic Support Services	16
9.	Approval of Online Courses through University Governance Process	17
10.	Related Documents	17
11.	Related Records	18
12.	Annexure 1: Course Specification Document Template for Online Courses	18
13.	Annexure 2: Dow Online Education System Features and Description	20



Document Name:	Policy for Distance Education & Online Teaching
Document Number:	DUHS / <u>RO</u> / SOP / <u>24</u>

DISTRIBUTION LIST

The following personnel are on the controlled distribution list:

- Vice Chancellor
- Pro-Vice Chancellor(s)
- Deans
- Registrar
- Head of Institutes and Colleges/ Program Directors
- School of Postgraduate Studies
- Chief Information Officer
- Director, Distance Learning
- Controller Examination
- Chairperson, Curriculum Review Committee
- Director Admission
- Director & Additional Director, Health Professions Education
- QMR



Document Name: Policy for Distance Education & Online Teaching

Document Number: DUHS / RO / SOP / 24

TERMS AND DEFINITION

TERMS	DEFINITION
Virtual Learning Environment	<p>The Virtual Learning Environment is an online system that is designed to cater teaching & learning needs of an educational institution. It helps to deliver learning anytime and anywhere using an internet connection.</p> <p>The virtual learning environment allows the student to experience an enhanced learning experience offering greater flexibility, interactivity, and engagement through digital presence in courses.</p>
Online Teaching	<p>Online teaching typically refers to courses that are delivered completely online, meaning there are no physical or on-campus class sessions.</p> <p>Online courses can be designed for a handful of enrolled students or can be made open and accessible to a wide variety of participants.</p>
LMS	Learning Management System



Document Name: Policy for Distance Education & Online Teaching

Document Number: DUHS / RO/ SOP / 24

LIST OF ABBREVIATIONS

HEC, Pakistan

Higher Education Commission, Pakistan

PM&DC

Pakistan Medical & Dental Council

PCP

Pharmacy Council of Pakistan

PNC

Pakistan Nursing Council

DOES

Dow Online Education System



Document Name:	Policy for Distance Education & Online Teaching
Document Number:	DUHS / <u>RO</u> / SOP / <u>24</u>

1. **PURPOSE:**

The purpose of this policy is to set the policy for distance education and online courses offered by the University. This policy has been adopted in light of Higher Education Commission Pakistan guidelines provided through Policy Guidance Note 5: Online Readiness available here [file:///C:/Users/QEC/Downloads/Covid-19-Policy-Guidance-No.5-Online%20Readiness\(2\).pdf](file:///C:/Users/QEC/Downloads/Covid-19-Policy-Guidance-No.5-Online%20Readiness(2).pdf).

The online taught courses/ programs must embody a coherent course of study that is compatible with the institution's Mission & Vision and employs sound and acceptable practices, for all degree programs offered through distance education, and/or converted from classroom instruction to online teaching.

The purpose of this policy is to establish guidelines such as related to quality management of the online courses offered through modified course design, assessment of adequate and comprehensive technology infrastructure, establishing availability of library /digital library and materials, and adopting an evaluation and assessment mechanism, along with ensuring faculty readiness with respect to training/development to teach online courses, while being able to address current student issues fairly and transparently.

2. **SCOPE OF THE POLICY:**

The scope of this policy document is to define the mission of distance education and online teaching, so as to help students with educational opportunities offered outside the traditional classroom, in an environment that meets DUHS's high-quality standards and commitment to academic excellence.

For the purposes of quality reviews or accreditation council review, distance education is defined as the formal educational process in which the majority of the instruction, including the interaction between students and teachers and among the students, in a course occurs when students and instructors are not in the same place, i.e. there is a distance between them. Medium of instruction may be synchronous, asynchronous, or any other appropriate blended style.

2.1. Synchronous Mode of Learning: Online or distance education that happens in real time, in which a group of students are engaged in learning at the same time and learning is occurring through online channels. This means that the students (the learners) and the teachers (hosts) are experiencing real time interaction through lectures, video-conference, with all the personal engagement of a classroom. There is room for dynamic learning and allows exploration of topics, ideas and concepts in real time, without time lag. Question answer discussions can take place in a synchronous mode of delivery and it allows for the engagement to be at the same level as that of a classroom, just through a virtual means. This requires rigid scheduling and the disadvantage is that it can interrupt learning if experiencing technical difficulties or if the participants have issues with access or connectivity.

2.2. Asynchronous Mode of Learning: In an environment of distance education, the less



Document Name:	Policy for Distance Education & Online Teaching
Document Number:	DUHS / RO/ SOP / 24

collaborative mode of teaching is asynchronous mode of teaching, where the opportunities to discuss, debate, and collaborate with all learners is scarcer. The mode of teaching is self-paced for the learner and they are able to sign in, get the content, and sign out at periodic intervals, without having an opportunity to debate, discuss or further ask questions as real time interaction. However, it is advantageous with limited resources, such as scarce internet access/less connectivity, as expectation of the learner are also clearly defined beforehand.

- 2.3. Blended style:** The blended style of teaching may include both asynchronous and synchronous mode of delivery along with other combinations, such as face to face classroom teaching.
- 2.4.** DUHS Faculty may engage in the synchronous mode of teaching, as well as the asynchronous mode of teaching, wherever required as per student access for distance education courses offered. Therefore both are acceptable modes for online teaching as per DUHS policy.

3. POLICY OF DOW ONLINE EDUCATION SYSTEM:

- 3.1.** The Dow Online Education System (DOES) is the learning management system of DUHS, which has community support and platform independence.
- 3.2.** The DOES is a customized LMS for the number and complexity of the DUHS's programs. The DOES is designed to be a comprehensive distance learning solution with a virtual learning environment. It is integrated with software (e.g. Zoom) for online teaching and assessment, which enables DUHS faculty members to share teaching content and provide learners with new engaging and collaborative tools to facilitate their learning and to accommodate a wider range of learning styles and assessment methods.
- a. The DOES/LMS with a range of functions, such as a web application, unlimited lecture duration, attendance management, Online lecture video and audio, notebook tools, teacher's portal, students' portal, online results preparation, announcements, Outcome based education enabled with an online assignment submission and assessment mechanism.
- 3.3.** The DOES combines course management and student engagement, and has the following student teacher engagement and collaborative tools to facilitate the learning process:
- a. Discussion forums, file exchange, student /faculty calendar, real time video/audio, interactive whiteboard, integrated services, tools/grade book, student tracking, content sharing and repositories, among others that can be utilized to diversify the modes of teaching and learning and provide a comprehensive course content to all types of learners.
 - b. The DOES enables discussion forums to be formed to engage students in online group discussion, on relevant and collaborative knowledge to be realized or shared.



Document Name:	Policy for Distance Education & Online Teaching
Document Number:	DUHS / RO/ SOP / 24

3.4. The DOES has community support where users can interact with each other in real time and allows for platform independence, which means it can work on any device or platform.

4. RESPONSIBILITIES:

4.1. The IT department, under the leadership of the Vice Chancellor, is responsible for the implementation of the LMS application, Virtual Classroom environment through a solution & providing its timely and effective service support.

- a. However, each Program Director, Principal or Director of Institute/College/School is responsible for course-wise deployment of the LMS, and to gain its approval through the governance structure defined herein this policy.
- b. Each course uploaded online must be authorized to be taught online through the approval and governance mechanism defined in this policy.
- c. Student access issues and statistics will be collected by an online form made by ICT Directorate, including collecting online readiness of students, with regards to internet access, residence location, contact information, availability of devices. Ensuring data collection from students will be the responsibility of Principals/Directors of Institutes/Schools/Colleges.
- d. DOW Connect will facilitate queries and lodging of complaints regarding connectivity, and other problems associated with online education offered by the University.
- e. The ICT department will create and provide to Institutes/Schools/Colleges the unique IDs of individual learners through their Email Addresses and aligned with their enrollment numbers (enrollment in course as per CMS codes), and Host ID for the Faculty member teaching online, through which they are able to access the LMS (Dow Online Education System). This will be systematically done for all online courses.
- f. The library readiness, including subscription to HEC's digital library and other online reading materials, is accessible to undergraduate and postgraduate students and faculty for the purpose of education and research, as granted by HEC, Pakistan.

4.2. The DOES will provide the virtual classroom environment through the ICT department, with user IDs created for each learner and Host, or any other moderating/administrative participants.

- a. However, the administrative personnel (LMS Administrators, nominated by Institutions/Colleges/Schools) of each college/institute/school will be responsible for coordinating and moderating the virtual classroom sessions, with the help of IT support, as needed.

4.3. The Institute/College/School's administrative personnel are also responsible for ensuring current student enrollment in each online course/class and updating it in line with CMS requirements; whereas, the IT department and its support personnel are responsible for



Document Name:	Policy for Distance Education & Online Teaching
Document Number:	DUHS / RO/ SOP / 24

resolving connectivity issues of students and faculty from the University's side, that the teacher or students enrolled in the class may face.

- 4.4.** The Director Distance Learning is responsible for overseeing the provision of the functional LMS (i.e. DOES) and the virtual classroom environment in coordination with ICT Directorate and monitoring the system for overall effectiveness.
 - a. The Director Distance Learning also assumes primary responsibility for and exercises oversight of distance and online educational courses.
- 4.5.** The QEC is responsible for devising the policy with regards to courses taught online or brought online from regular classroom instruction and coordinating information to teaching Departments, Institutes, Colleges and/or Schools along with ensuring the following:
 - a. Ensuring the overall quality of the program/courses being offered online, with full course content availability through LMS to the students and ensuring periodically that the courses are evaluated for educational effectiveness, including student course satisfaction, student teacher satisfaction and overall student satisfaction. The Rubrics will be provided to teacher/course coordinator to evaluate course feedback periodically, along with overall student satisfaction at the completion of the course.
 - b. Disseminating and coordinating faculty training and providing enrollment information with regards to online courses offered for online teaching, in coordination with Principal or Director of Schools/Colleges/Institutes.
- 4.6.** The Directors and Principals are responsible for assuring faculty readiness for effective online teaching and assessment; and making sure that all faculty members of all teaching institutes/colleges/schools having gone through training in online teaching, have aligned the course content to be catered to online teaching.
- 4.7.** The Directors /Principals of each teaching institute/college/school are also responsible for ensuring student readiness, and along with the ICT Directorate, ensuring that the students are assisted in overcoming any obstacles they may have in accessing the classes and materials required.
- 4.8.** The Faculty members of teaching departments, along with administrative personnel, is responsible for ensuring that all key information about a course /session being taught online is available on the LMS beforehand.
- 4.9.** The Registrar is responsible for ensuring an effective governance mechanism for distance learning and online teaching & assessment established within the DUHS, starting from an establishment of the office of Distance Learning, with a Director of Distance Learning working in alignment with DUHS's IT Department, and Heads of Institutes/Colleges/Schools.
- 4.10.** The Registrar is responsible for establishment of a formal decision-making body to be nominated within the Online Academic Council, as and when held.
 - a. The Online Academic Council will nominate a body consisting of Deans/Principals/Directors/Faculty members of teaching institutes/schools/colleges that will be responsible for designating/reviewing/evaluating online courses.



Document Name:	Policy for Distance Education & Online Teaching
Document Number:	DUHS / <u>RO</u> / SOP / <u>24</u>

- b. This body will be notified through Registrar DUHS as an interim committee within the Online Academic Council.
 - c. Each online course policy designed for effective online delivery must be approved through the interim committee thereafter.
 - d. The HoD/Chairpersons of teaching departments will ensure all DUHS requirements are met by the faculty members and then the case will be recommended to the Dean/Principal/Director of respective institute/college/school for approval by the interim committee established by the Online Academic Council.
 - e. The interim committee evaluates the data and can grant approval on a case by case basis, with the condition that the committee will solicit student feedback periodically or as frequency defined by the committee for each course/program.
5. The University will regularly assess the effectiveness of its provision of library/learning resources and student support services for distance or online education of students.

PROCEDURE: EFFECTIVE PROCEDURE FOR ONLINE READINESS OF COURSES OFFERED

- 6.1. The online readiness of each course must be assessed and found to be effective before being granted authorization for online delivery.
- 6.2. In this regard, the requirements are to be met substantively and the system is optimized with regards to access, and other quality requirements of course contents being offered online, along with
- 6.3. The students are encouraged to provide feedback or lodge complaint regarding online teaching through the DOW Connect: <https://dc.duhs.edu.pk/>
- 6.4. Online Readiness of a course requires to provide all the following information to the students ahead of time through the effective LMS/DOES, which will be verified by each Head of Department/Chairman and the Director/Principal before launching of each course and certifying it "Online Ready" :

a. Course Policy, as per template provided in Annexure A	Uploaded in the DOES Course and Verified by the HoD/Director/ Principal in its comprehensiveness
b. Course Introduction	A description of the course Uploaded on the DOES
c. Learning Objectives	Learning objectives defined for the course/module/subject being taught.
d. Evaluation / Grading Policy	Reviewed existing evaluation policy and devised an effective evaluation/grading policy/weightage for online learning. *The evaluation/grading policy may be systematically applied to the students enrolled in the program.



Document Name:	Policy for Distance Education & Online Teaching
Document Number:	DUHS / <u>RO</u> / SOP / <u>24</u>

e. Course pre-requisites	Definition of course pre-requisites, if any.
f. Topic by Topic: Lesson Plan	A preview of the topic by topic lesson plan Uploaded on DOES for the entire course/module subject being taught or remaining to be taught in the semester (Until July 31 st 2020 for spring 2020 semester).
g. Key Dates and Times or Online Meeting Times along with Venue details, such as online meetings of Zoom, etc.	<p>Teacher must record/note and communicate to the students the required number of online meetings in the course term and mention ahead of time the Key Dates of online lecture delivery, assignment submissions, and quizzes and /or other online meeting times for follow up, as required.</p> <p>The meeting times of one course should not cross over or take over another course lecture being offered. Therefore, a separate academic timetable for online courses should be devised according to those classes offered online for each by the program director and communicated to the students before launch of course.</p>
h. Library Readiness- Required Textbooks and Reference books available and provide to the students through online means	Topic by Topic readings assigned from the reference book or required textbook as mentioned in the course plan.
i. Further additional reading materials, such as study guides, aids, instructional online videos, handouts, individual /group assignments, power points or case studies.	Uploaded on DOES for the entire course, week 1 to week 16 (topic by topic)/week to week, till the end of the course.
j. Course duration and class sessions should be appropriate for	<ul style="list-style-type: none"> Recommended class/session intervals should not be more than 45 minutes to a 1 hour (followed by 10-15-minute breaks) before continuation of any further sessions, if any. i.e. in a 2 hour class, a 45



Document Name:	Policy for Distance Education & Online Teaching
Document Number:	DUHS / RO/ SOP / 24

each of the institution's educational programs with adequate intervals so that the student is adequately able to learn and assimilate the information.	<p>minute session followed by a break of 15 minutes is recommended, and in a 3 hour weekly class, 3 breaks of 10-15 should be allowable to the students for the session.</p> <ul style="list-style-type: none">Lectures may be asynchronous mode of delivery where the recorded lectures are sent to the student and uploaded on DOES, through provision of recording software.
<ul style="list-style-type: none">Attendance/ Class Participation Policy: Please note Attendance record of students enrolled in online courses may be documented in the DOES (LMS) through views of recorded lecture or participation in online/live lectures and as weighted, assignment submission/other submissions that display active student engagement during the online course offering.Flexibility in attendance may be permitted to those students with issues regarding access as communicated to the University and concerned PROGRAM Director /Principal of college/school or institute, including lodging such a complaint through the DOW CONNECT.	

7. Policy & SOP for Faculty Online Teaching Preparation & Faculty Readiness:

- a. Faculty must orient themselves with the Learning Management System of DUHS before teaching online courses. The orientation may be one-on-one basis or through group training provided by ICT Department regarding resource availability for enhancing student engagement.
- a. For one-on-one training on the effective LMS / DOES resources offered, the faculty may contact and write an email to elearning@duhs.edu.pk, or Director Distance Learning.
- b. Faculty must certify and prepare themselves for course delivery through online means in order to raise the quality of the teaching, with special attention to the attributes of online teaching, including its challenges, opportunities, techniques and supportive resources available.
- c. All faculty members who are engaged in online teaching and will be teaching online at DUHS are required to take an instructional course, offered by a variety of means, such as online courses offered by a third party, e.g. COURSERA for this purpose, which is based on self-paced learning, or the special course designed in-house by the University, provided they are approved by the University's Online Academic Council and duly notified by the Registrar, DUHS.
- d. Furthermore, certifying a teaching plan/course for online instruction and delivery is recommended to be done by the Dean/Principal /Director in the initial phase, and communicated to the Director Distance Learning & Director QEC for continued



Document Name:	Policy for Distance Education & Online Teaching
Document Number:	DUHS / <u>RO</u> / SOP / <u>24</u>

evaluation and monitoring.

8. Laboratory & Practical Readiness Policy -

8.1. A procedure for delivering and assessing psychomotor skills of students in professional year programs, such as MBBS, BDS, Pharmaceutical sciences, Biotechnology and nursing or other allied health sciences programs must be developed program wise and communicated to the students, if there is a requirement of laboratory teaching or practical teaching in the program..

- a. In this regard, accreditation council guidance must be sought as to the delivering of such tutorials or practical in the laboratory with permissible alternative modes to meet laboratory requirements.
- b. Each course with required practical or laboratory components to be taught must assess their requirements and establish alternative modes of delivery after onboarding the theory components to the LMS and virtual teaching environment.

9. Policy for Evaluation & Assessment Mechanism: SOP Assessment & Grading /Weightage of each Component (Internal/Final Marks)

9.1. Each program director must adopt or formulate a revised procedure for assessment and grading for the online courses taught in the program, which should define what will be the components of assessment in the course, e.g., quizzes taken after/during the online teaching sessions, end-of-course summative exams, assignments, and define the weightage of each of the components.

- a. The policy should also specifically address how the students will be graded for different components of each type of assessment and describe the appropriate assessment methods that will be used for the offered course online, e.g. Essay writing, MCQs, BCQs, Short assignments, or any other.

9.2. Furthermore, criteria specification for internal marks may be formulated and re-weighted to assign as appropriate to other forms of assessments offered in the online course, such as short /interim assessments/quizzes offered in the online course, assignment submissions, work submitted in group or individual projects, group projects, participation in discussion group topics, videos /tutorial views, etc.

9.3. The policy may be designed by the Program Director of each undergraduate & post-graduate program and communicated to the Registrar & QEC for review before submission in the online academic council of the DUHS through the interim committee.

9.4. Examination department may be communicated of any summative assessments to be conducted through online means, through a revised academic calendar for the semester, well in advance, for the Spring 2020 semester, taking into account the online classes schedule and end of semester dates.

10. **Academic Support Services:** Academic support services must be available to students and appropriate and specifically related to distance and online education, such as appropriate IT helpline support in case of arising student issues that may hinder the ability of the student to participate in online learning.

- a. In each program, the administrative personnel will access the number of student



Document Name:	Policy for Distance Education & Online Teaching
Document Number:	DUHS / RO/ SOP / 24

- facing such issues related to access and connectivity and address such concerns.
- b. Full information must be sought regarding obstacles to online learning faced, either connectivity or LMS related, and students' ability to access learning materials on the DOES portal.
 - c. Furthermore, detailed information will be communicated to the Director Distance Education, and QEC with student facing such issues in each program and also discussed in the Online Academic Council & interim committee formed thereafter, for appropriate resolution/solutions to such issues. .

11. Approval of Online Courses through University governance process requires the following:

- a. **Meeting of Online Academic Council** formally notified through the Registrar office, wherein an interim committee will be approved to appropriately certify each course as online ready with all HEC requirements and as per DUHS rules/policies defined herein.
- b. **Verification of faculty, course readiness** by each Dean/Principal or Program Director and communicated to the Director Distance Education and Director QEC, as online ready. The interim committee will grant /allow such courses to commence if they are certified to be online ready.
 1. Course readiness will be presented course wise by each program Director/Principal with respect to the points highlighted in 7.2 of this policy and according to the course specifications ready for each online course, as mentioned in the related documents section of this policy (Sec. 10.)
- c. **Verification of Technology Readiness** by the Director Distance Learning and Chief Information Office/ IT Department with regards to adequate and appropriate infrastructure availability for virtual classroom and LMS implementation in all courses offered.
 1. HEC Digital library availability.
 2. Availability of DOW Connect as compliant mechanism and tech support, as available through link and posted on the website.
- b. **Evaluation & Assessment Mechanism / SOP** re-formulated or revised for online education for each program, if required, as proposed by the Program Director or Principal/Director of programs Institutes/Schools/Colleges.
- c. **Evaluation Readiness** – University must formulate or adopt an SOP for evaluation of online classes, as required by HEC through the Quality Enhancement Cell.
- d. **Course Specification and checklist** (Sec. 7.2) for online courses formulated for each course offered online in the program to be approved by the Online Academic Council or the interim committee thereafter.

12. RELATED DOCUMENTS:



Document Name:	Policy for Distance Education & Online Teaching
Document Number:	DUHS / <u>RO</u> / SOP / <u>24</u>

12.1. Speciation's Document /template for Online Courses (Annexure 1)

12.2. Dow Online Education System features and description (Annexure 2)

13. RELATED RECORDS:

13.1. Comprehensive HEC policy/Guidelines for Universities and DAIs on COVID-19 found on the HEC website-<https://www.hec.gov.pk/english/Pages/Covid-19-Guidance.aspx>

13.2. HEC's COVID-19 Policy Guideline No. 5 (Online Readiness) available on HEC website or here:

<https://www.hec.gov.pk/english/HECAnnouncements/Documents/nCoVirus/Covid-19-Policy-Guidance-No.5-Online%20Readiness.pdf>

13.3. Government of Sindh, Universities and Boards Department Notification Sub: Online Classes (Ref. No. SO (U) U&B/Misc/23-144/2020/241).

13.4. Registrar Notification Sub: Online Readiness of University Courses in Academic Degree Awarding Programs (Ref.No. DUHS/Reg/ (Estt)/2020-350).



Document Name: Policy for Distance Education & Online Teaching

Document Number: DUHS / RO/ SOP / 24

Annexure 1 Course Specification Document Template for Online Courses

Course Overview

1	Title of Course	
2	Course Code	
3	Institute/ College/ Department	
4	Course Coordinator	
5	Mode of Study	
6	Duration	
7	Campus/ Location	Online-DUHS or Blended Learning
8	Total Credit Hours	
9	Accredited by	
10	Date of Commencement of course (regular semester) & specify date of commencement of online teaching.	
11	Date of Evaluation/ Review by Program Director/ QEC:	

Course Details

A	Introduction <i>Write a short summary of the course, its importance for the learner and how does this course help in achieving the overall program objectives/outcomes. Also mention how the course relates to the overall mission and vision of the University. Please modify the description/summary to be suitable for an online delivery/mode of instruction.</i>
B	Course Objectives <i>Write the specific objectives to be achieved during this course. The objectives should be SMART (Specific, Measurable, Achievable, Realistic and Time-bound).</i>
C	Eligibility Criteria <i>Give a list of pre-requisites required for attending this course (who can attend the course?)</i>
D	Course Requirements, Rules & Regulations <i>What is expected from the student attending the course?</i>
E	Course Plan (TOPIC wise course schedule). <i>Write the course schedules, the key dates, the time and venue (physical or virtual) of class, meetings, the lesson plan (together with the assigned readings for each lecture)</i> *Assigned Reading is mandatorily to be assigned for each topic with required Textbook/ reference books. <i>Topic 1: Date, Time, Lesson Plan(concise), Assigned Reading, textbook, assessment date,</i>



Document Name:	Policy for Distance Education & Online Teaching
Document Number:	DUHS / <u>RO</u> / SOP / <u>24</u>

discussion forum question or any other additional assignment

- Topic 2**
- Topic 3**
- Topic 4**
- Topic 5**
- Topic 16**
- Topic 17**
- Topic 18**

F Course Assignments

Write the number of assignments to be completed during the course, their dates for submission and any other information that you would want the students to know beforehand.

Specify each assignment to be submitted for the entire course, key dates (if applicable), and criteria for submission (types of files to be uploaded to DOES).

G Assessment/Grading Policy

What will be the components of assessment in the course, e.g. assignments, quizzes during the online teaching sessions, end-of-course exam, etc.? How the students will be graded for different components of assessment? Write about the assessment methods that will be used during the course, e.g. Essay writing, MCQs, Short questions, etc.

(Criteria/ Weightage specification for internal marks- quizzes must be specified for online course, along with weightage of assignment submissions, projects, Attendance %, group assignments, participation in discussion group topics, videos /tutorial views, etc.)

H Learning Resources/ Library Resources online

What type of learning resources will be provided to students during the course? e.g. PowerPoint slides, recorded lectures, video clips, handouts and other reading materials. Also give a list of suggested readings that students can use for furthering their knowledge.

I Course Evaluation

Inform the students regarding how they will participate in evaluation of the course for future improvement.

Evaluation template will be shared by QEC at the end of each course. It must be submitted online before completion of each course.

J List of Course Faculty

Give a list including names and contact details (emails and/or phones numbers) of course coordinator and faculty members.

Name	Email	Phone



Document Name:	Policy for Distance Education & Online Teaching
Document Number:	DUHS / RO/ SOP / 24

Annexure 2

Dow Online Education System Features and Description

Link to DOES: <https://does.duhs.edu.pk/>

(Description for Usage and Basic FAQ).

I. What is Dow Online Education System?

- i. DOES is an online learning management system
- ii. It's a support tool to aid teaching and learning.
- iii. Helps the faculty organize resources and activities
- iv. Students can access your course from anywhere with an Internet connection.
- v. Available 24/7, linked to DUHS website, secured and accessible through <https://does.duhs.edu.pk/>

II. What does one need to use it?

- i. Basic computer skills
- ii. File management skills
- iii. Internet access, basic connectivity through computer, laptop, phone or other devices.

III. Features of DOES:

- i. Materials repository using existing files
- ii. Upload existing Word docs (handouts, lesson plans, scheme of work, course handbook etc), PowerPoint presentations, Images, PDF files, anything you want including adding links to useful websites, with a choice of course layouts such as by topic (most popular) weekly format or discussion-focused:
- iii. Use of discussion forums, instant messaging & e-mail
- iv. Track and grade students progress
- v. Assignments, forums, quizzes, resources, choices
- vi. Slideshow, Podcasts, Books, Blogs and Wikis, Glossaries
- vii. Testing - true false, multiple choice, short answers – with instant feedback to students
- viii. Opening and closing dates for quizzes and assignments
- ix. Evaluation – feedback on your course
- x. Links to websites
- xi. Upload whole directories of files for students to access
- xii. Course calendar

I. What can a student do in DOES?

Students can perform the following activities through DOES:

- i. Create a personal profile, create personal Blogs (Web Logs)
- ii. Upload assignments - teacher can give written feedback which is recorded
- iii. Interact with teachers and other course members via chat, forums and instant messages
- iv. Participate by adding content to certain areas, such as forums and glossaries
- v. Use calendar to record course and personal events
- vi. View grades from lessons and assignments

II. What does a Forum do?

Departments/curriculum areas can use DOES for:



Document Name:	Policy for Distance Education & Online Teaching
Document Number:	DUHS / RO/ SOP / 24

- i. Sharing information
- ii. Sharing best practice
- iii. Sharing resources
- iv. Staff information notice board
- v. Discussion forum
- vi. Messages sent from the News forum are sent to all staff in your department/course

III. Benefits for staff – Long Term

- i. Less time spent at the photocopier
- ii. Resources all in one place – can be accessed from anywhere
- iii. Links to websites built up over time
- iv. Course can be re-cycled each year
- v. Able to track students
- vi. Give feedback online
- vii. Quizzes automatically marked
- viii. Make learning fun

I. Disadvantages for staff – short term:

- i. Learning new technology
- ii. Time to set up course
- iii. Time to upload materials
- iv. Students will expect feedback almost instantly if they have submitted work electronically!
- v. Time spent answering messages via forums and instant messages

II. Advantages for staff/students:

- i. Support for learners who have problems at home and cannot get into school on a regular basis.
- ii. Differentiation
- iii. Save time by having all your resources online.
- iv. Your learners always have access to resources even when not on campus.
- v. If you are away and a teacher has to cover your class, then your resources are readily available.