INSTITUTE OF TOURISM STUDIES

IN ACADEMIC AFFILIATION WITH THE
EMIRATES ACADEMY OF HOSPITALITY MANAGEMENT

E-LEARNING POLICIES & PROCEDURES MANUAL

CODE: P008

Section: Academia
Policy Owner: BOG
Procedure Owner: Chief Operating Officer – Academia

Last Reviewed: February 2021

TABLE OF CONTENTS

1. MISSION, GOALS, OBJECTIVES

1.1 ITS Mission Statement

The Mission Statement of the Institute for Tourism Studies is:

"Shaping **Excellence** and **Innovation** in Tourism, through **teaching and learning, quality *research*, advice**, and ***realisation*** of innovative business concepts"

Where:

- By **Shaping** we mean that we will be proactive and lead the change process in the Tourism Industry;
- By **Excellence** we mean that we shall be at the forefront in ensuring that we create Professionals, Business Concepts and Support Industry in obtaining the highest levels of quality in what they do.
- By **Innovation** we mean that we shall instigate creativity and entrepreneurship and key fundamental attributes in the tourism industry
- By **teaching and learning** we mean that at the core we shall remain committed in providing high quality education and training programmes to our students that are relevant to the current and future needs of the industry.
- By **quality research**, we mean that we will transition from a teaching based institution to become a research lead institution wherein we will strive to generate relevant comprehensive and systematic content, concepts and publications.
- By **advice** we mean that we shall provide support and assistance to the tourism industry in improving its management, standards, processes and systems with a view to enhance excellence and operating and financial performance.
- By **realisation of innovative business concepts**, we mean that we shall assist promising start ups in the Tourism
- Industry to develop and implement their business ideas

1.2 ITS E-Learning Goals

ITS's E-Learning goal is to expand access to vocational and higher education opportunities for local and international students through online and blended learning programmes. Digital technologies will be used to provide relevant and timely coursework, knowledge, and training to enhance the learning experience by removing the barriers of both time and place. ITS will put at the disposal of its students the necessary digital tools to enroll in its programmes and learn from the comfort of their home or from any location without the need to be present on the Luqa campus

1.3 ITS E-Learning Mission

The mission of the E-Learning Department at the Institute of Tourism Studies is to provide quality instruction through electronic-based accredited courses to enable students to attain their educational goals. An E-learning coordinator shall be appointed from among the academic staff and who shall be committed to student success by supporting efforts to ensure that quality online education and support services are available to learners through a variety of technology resources. The E-Learning coordinator shall also work to extend the offerings of ITS online study programmes to the community and beyond through E-Learning.

1.3.1 Objectives:

- Support and encourage the internal development of the e-learning programmes by promoting and providing guidelines for training, inclusion of e-learning courses in faculty workloads, and technical support.
- Provide informational resources and support services for students enrolled in online courses.
- Identify and address faculty and student needs in teaching and learning online.
- Encourage and support the use of the Virtual Learning Environment (VLE) and other technologies, in both face-to-face and online learning environments.
- Encourage the sharing of effective technology-enhanced teaching and learning practices among faculty.
- To identify, provide, expand, and coordinate the development of quality courses and programs to meet the needs of e-learners.
- Evaluate periodically and comprehensively every facet of the E- Learning program and use these results to restructure and improve the program.

2. TYPES OF ONLINE EDUCATION

2.1 E-learning courses

E-Learning classes are offered with all work being completed using electronic technologies. Learners access primary content and instruction from an e-learning environment using a variety of tools including, but not limited to, e-mail, text and voice chat, discussion boards, web pages, and multimedia technologies. Specific technologies employed will vary by course and faculty. Depending on the teaching style of the faculty and the course content, instruction can take place synchronously (all participants in the course log in at the same time) or asynchronously (participants log in and participate as their schedule permits), or some combination of the above.

2.2 Online Courses

Course is offered fully online using Moodle or some type of Virtual Learning Environment (VLE) or web presence to enhance the course.

2.3 Distance Learning

Is carried out remotely by using electronic communication and is not bound by geographical locations. Distance learning provides a more flexible course schedule for those that have a family and/or are working students.

2.4 Hybrid/Blended courses

Hybrid classes provide an opportunity to take advantage of both online learning and face-to-face interaction utilizing Video Conferencing and/or a VLE. Students must attend face-to-face class instruction or video conferencing courses and log in to their E-learning environment each week.

2.5 Web-Enhanced Courses

Web-enhanced classes are traditional face-to-face courses that use tools in the E- learning environment to expand student learning beyond the boundaries of the classroom.

3. DEVELOPING AN E-LEARNING COURSE

3.1 E-Learning Development & Support

Policy
The E-Learning Coordinator will assist the institute in the development and support of course modules.

Procedures
- Registration of Students
- Validate student accounts and permissions
- Coordinate with Registrar's Office to add students to online class offerings based on student program requirements
- Student Ongoing Support
- Ensure understanding of Weekly Schedule
- Ensure understanding of the E-Learning Module Resources. Student-Faculty Contact
- Course syllabi are created by faculty and maintained by Instructional Services. Faculty are to create course syllabi per requirements set by the Instructional Services and the Curriculum Committee. Students are to refer to course syllabus for course requirements, conditions and contact information.
- Faculty contact information will also be placed in the learning management system.

3.2 Instructional Development Training, Training Opportunities, and Services

Policy

Learning/Content Management System

Faculty will receive regular training for proficient delivery and management of course modules.

3.2.2 Real-Time E-Learning Collaboration Tools

Faculty will receive regular training for proficient management and facilitation of real-time student-faculty interaction. Design and Delivery training will be offered to faculty teaching online using our resources available.

3.2.3 Faculty & Student Training & Interaction

Faculty and students will receive regular training for efficient use of real-time student-faculty interaction services.

3.2.4 Post-Production E-Learning Lecture Tools

Faculty will receive regular training for proficient delivery and management of asynchronous and synchronous course content.

3.3 Putting an E-Learning Course on the Schedule

Policy

The objective for ITS is to promote specific study programmes fully online or in a blended format.

Student Scheduling

After completion of course registration, students will be referred to the ITS VLE. Each student without previous E-Learning experience will be scheduled for a mandatory E-Learning environment orientation.

Course Development

The Curriculum Department develop and maintain programmes and course development in relation internal and external accreditation requirements.

The E-Learning Coordinator works with the Curriculum Committee to achieve accreditation of courses and programmes that use the blended mode or provide pure online learning.

Course Scheduling

Coordination with the Registrar, and the advisement department ensures course module alignment with student program needs.

Faculty Training

Faculty credentials and good standing are used to schedule facilitation and availability of and understanding of programmatic course module requirements Procedures

Faculty

The Chief Operating Officer - Academia together with the Academic Managers and Programme Coordinators review faculty needs for the provision of emerging technology training. New technology for the delivery of instruction will be implemented upon approval of the Chief Operating Officer - Academia.

New technology will only be implemented once tested by end users and approved by E-learning Coordinator and Information Technology Department.

New technology will be implemented prior to the course module being offered.

Procedures

Coordination with Registrar, Curriculum Department, E-Learning Coordinator, and Student Support Services ensures course module alignment with minimum student count.

3.4 Course Approval

Policy

Same policy for traditional face-to-face courses.

3.5 Cancellation of E-Learning Courses

Policy

Course offering and cancellation will be proposed by the Registrar, and the E-Learning Coordinator should a minimum number of students are not reached. The final decision of whether to cancel/postpone the course will be made by the Management.

Procedures

The Registrar will coordinate with the E-Learning Coordinator and Chief Operating Officer - Academia to review course enrollment. The Chief Executive Officer together with the Chief Operating Officer - Academia will decide on cancellation of courses.

Cancellation will be executed by the Registrar's Office.

3.6 Student-Faculty Interaction/Communication with Students

Feedback to student assignments will be delivered in a timely fashion by the lecturer. Lecturers should also respond to all submitted work (assignments, online fora, etc.) within <u>one week</u> of submission. Failure to adequately follow this

policy will result in a denial of the offending faculty member's right to offer future E-Learning courses for the Institute of Tourism Studies.

Student Contact Hours for courses will be determined according to the credit hours assigned to the course. Faculty will post availability for students in order to promote student-faculty interaction.

Policy

Faculty Development

The Faculty must maintain good standing for faculty development training. Facilitation of courses requires a current Professional Growth Conversation (PGC)/ Appraisal as per collective agreement, which must be on file with the Human Resources Department and the Chief Operating Officer - Academia Office). Faculty are expected to provide student assessment of emerging E-learning tools and refer students to the E- Learning Coordinator to learn about and master emerging E-learning teaching aids.

New ITS Students

New ITS Students are required to attend the E-learning environment training during the first week of orientation. Students can attend on-going E-learning orientation throughout the semester.

Procedures

Faculty Development

All new faculty will be requested to attend training on E-learning pedagogy and the teaching aids – academic members of staff may use their academic works resources to attend course and CPDs.

Faculty will promote student collaboration through means such as: discussion questions, learning team activities, and weekly participation using either asynchronous or synchronous technologies.

3.7 E-Learning Environment

Policy

- E-Learning faculty are strongly encouraged to use ITS's approved VLE for any course online, hybrid/blended/web-enhanced...
- Student Code of Conduct
- Refer to the Rules and Regulations
- Faculty Code of Conduct
- Refer to the Academic Collective Agreement

- Faculty Academic Conduct
- Plagiarism
- Plagiarism intentional or non-intentional is not allowed. See Plagiarism Policy.
- Academic Honesty
- Faculty will monitor and guide student behavior, related work experience, assignment completion, and team work within course delivery to ensure positive and quality classroom interactions.
- Content Development
- Faculty will cite all relevant sources for words, concepts, ideas from other authors that are utilized in the delivery of instruction.
- Faculty will be responsible for submitting all assessment reports on time to the Registrar.

Procedures
The E-Learning Coordinator is responsible for posting training agendas, steps, and topics for student or faculty training sessions.

3.8 Intellectual Property

Policy
Intellectual property, disclosure procedures, royalties and proceeds participation, equity and management, infringement, and production of properties by students follow standards set by the Institute.

Procedures

Content Ownership
Any materials and content developed by faculty members to deliver instruction for the Institute of Tourism Studies becomes property of the Institute of Tourism Studies.

Content Re-Use
Any materials and content developed by faculty for the Institute, can be used in other course modules.
Students cannot re-use work from previous courses for subsequent course modules unless approved by the lecturer.

Disclosure
The Institute will follow any non-disclosure agreements necessary for internal/ external projects.

Infringement
The Institute of Tourism Studies will follow the Malta Copyright laws should there be any infringement of this clause.

Royalties and Proceeds
Content that generates royalties or proceeds will be owned and managed by the Institute of Tourism Studies.

3.9 E-Learning Expectations

Communications
Students are responsible for ensuring that they have the minimum technology requirements to complete online courses, including access to a computer and printer and not less than a stable DSL Internet connection. Students may check with the E-Learning Department to ensure that they have access to accessible technology.

Students and faculty will answer all forms of communications in a timely fashion. Faculty must communicate with students in the time of lecturers' absence.

Assignments and Feedback
The Lecturer will post assignment content and due dates by the end of the first week for those modules running over 14 weeks or by the first day for those corse running in a modular way.

Students are expected to post assignments on time according to deadlines and can be penalized for late submission.

Instructor will follow-up with students no later than two (2) working days of first initial student-faculty digital communication.

3.10 Student with Disabilities

Faculty or instructional designer developing the online course need to consider ITS policy to address students with special arrangements. Furthermore, the online course developer or faculty need to work closely with the E-Learning Coordinator in collaboration with the Student Support Services, particularly the Lead Learning Coach to address the student need.

The Student Support Manager together with the Lead Learning Coach provide services and identifies accommodation needs of students with disabilities. These provide related advisement, counseling, and support for the student, and offers professional guidance for staff and faculty on the accommodations and adjustments to program design and facilities required to serve the student appropriately. The Specialist coordinates with other ITS departments to address and case staff clientele to monitor progress and/or make necessary adjustments in accommodations

ITS is committed to meeting the specific needs of students with disabilities and complies with the provisions of the Equal Opportunities Act

Any documentation provided by a medical professional should be made available to the Student Support Services and Lead Learning Coach through the Registrar.

4. DELIVERING AN E-LEARNING COURSE

4.1 E-Learning Course Orientation

Policy
Written Assignment Requirements
Written work includes formal research papers, business writing, technical writing, and journal entries.

All written work shall follow the guidelines for academic honesty, copyright, and intellectual property policies.

Attendance and Participation
Attendance policy for e-learning courses is the same as the Face-to-face attendance policy. This may be revised from time to time.

Attendance shall be taken and submitted via the digital platform provided by the Registrar.

For a Student to be considered present during synchronous sessions, he/she must be online throughout the whole session and ready to interact with the lecturer anytime. Failure to do this the lecturer can register the students in questions as absent. and with the camera on. In case a student has an issue with turning the video on, he/she must inform the lecturer and provide justification.

Participation is separate from attendance requirements, which requires students to follow participation rules as stated by the lecturer in the module descriptor. Substitutions and Guest Lecturing

The Chief Operating Officer - Academia must approve guest lecturing and substitution for course facilitation in advance.

Procedures
An E-learning environment course orientation should offer an overview of course components, instructional materials and technologies, and ITS E-learning environment support resources. A well-structured orientation establishes the foundation and sets the tone for student-instructor communication for the entire semester. Develop an 'E-learning tools for Student Success' course to be offered each semester. This course will provide VLE tutorials, library resources, and basic trouble shooting skills.

4.2 E-Learning Coordinator and Faculty Communications

Policy

The Chief Operating Officer - Academia is responsible for quality service-level Management for student learning. The E-learning Coordinator and Faculty will ensure positive communications between student & Faculty.

Procedures

Given the physical and temporal separation between faculty and students, it is important to consider the methods of communication – student-faculty interaction and student-to-student interaction – that will be used in the course when developing lesson plans.

Interaction may occur during faculty office hours, or it may take place via telephone, e-mail, electronic chats, on-site meetings, video teleconferencing, or other methods. Appropriate interaction for a course depends upon the course delivery mode and the technologies used by the faculty member.

All courses should be prepared for the VLE before the course begins, including clear student-faculty interaction strategies.

3.4 Verification of Student Identity in Distance Education

Procedures

The purpose of this policy is to ensure that the Institute of Tourism Studies operates in compliance with the provisions of the Malta Further and Higher Education Authority (MFHEA) Education with regard to the verification of student identity in distance learning. All credit-bearing courses and programs offered through distance learning methods must verify that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit. The Registrar's department shall be responsible for verifying the students' identity. One or more of the following methods would be used:

a. An individual secure id and password (i.e. first intial.lastname and password)
b. Proctored examinations (Refer to E-Learning Policy - Proctoring)
c. Other technologies and practices approved by the Information Technology that have been shown to be effective in verifying student identification.
d. Pedagogical and related practices that are effective in verifying student identity (faculty review, questioning students, etc...)

Secure Login and Password

Each student has their own assigned ID and student-generated password to log into learning management systems.

Proctored Examinations
The E-Learning Policy on Testing and Proctored Examinations should be used as a guiding reference for proctored examinations.

New or Emerging Technologies
Third party vendors that provide robust identity verification software services (e.g., services similar to those used in the financial sector) could be used as an option by ITS.

Pedagogical and Related Practices
Online faculty have a responsibility to identify changes in students. Examples of changes could be a sudden change in academic performance, change in writing style, using more than one kind of assessment type, asking students to share important ideas learned from references, as well as odd statements by students in discussions or email.

Privacy Protection
All methods of verifying student identity in distance learning must protect the privacy of student information. Students must be notified in writing at the time of registration or enrollment of any fees associated with the verification of student identity.

Personally identifiable information collected by the Institute may be used, at the discretion of the institution, as the basis for identity verification. For instance, a student requesting that their learning system password be reset may be asked to provide two or more pieces of information for comparison with data on file, or to come to the Institute of Tourism Studies IT department or E-Learning Coordinator's office in person with a photo ID or verification.

RESPONSIBILITIES
All users of the ITS's learning management systems are responsible for maintaining the security of usernames, passwords and any other access credentials assigned. Access passwords may not be shared or given to anyone other than the user to whom they were assigned to for any reason.

Users are responsible for any and all uses of their account. Users are responsible for changing passwords periodically to maintain security. ITS policies, guidelines, requirements and regulations will not exempt users from responsibility. Students are responsible for providing accurate and true information about themselves in any identity verification process.

The Chief Operating Officer - Academia, Academic Managers and E-Learning Coordinator and Programme Coordinators are responsible for ensuring that faculty are aware of this policy and comply with its provisions.

The ITS IT department is responsible for ensuring institute-wide compliance with the provisions of this policy and that the Chief Operating Officer - Academia, Academic Managers and E-Learning Coordinator and Programme Coordinators are informed of any changes in a timely fashion. IT is responsible for publishing institute-wide information on how identity verification processes protect student privacy. IT is also responsible for coordinating and promoting efficient use of ITS resources and services, and for ensuring that Institute's level processes (e.g., admissions or registration) also remain in compliance with this policy.

The Office of the Registrar is responsible to notify students at the time of registration of any projected additional student charges associated with verification of student identity.

COMPLIANCE

In accordance with the responsibilities outlined above, the Chief Operating Officer - Academia, the Academic Managers, E-Learning Coordinators and the Programme Coordinators are expected to ensure that all faculty and staff within their sections remain in compliance with this policy. ITS has in place appropriate policies to promote the academic integrity of its study programmes as explained in its policies and procedures.

Training for Students

ITS will provide faculty with appropriate training to use pedagogical approaches and technology to promote academic integrity. Additionally, ITS should provide information to students regarding not sharing passwords and being held accountable for academic integrity. Syllabi and orientations should include information for students to understand issues for each online course and the institute as a whole.

4.4 Planning and Developing Online Course

Policy

Organizing blended or 100% online course is a critical step.

Procedure

Welcome to the Course: Establish a 'Welcome to the Course' which includes an introduction of the faculty and course. This will be the get your student acquainted with the faculty and the structure of the course.

Announcements/Messages: Post weekly messages to your students of reminders, task, assignments, and if any changes to the outline.

Faculty Contact Preference: Share how you want your student to contact you. Your hours, time, and by email, chat, phone, text, etc... Be sure to be clear on the contact tool you will be using.

Module Descriptor/Syllabus: You should include the module descriptor in the course.

Discussion Forum: Using discussion questions are essential in an online course. This resource can be used to introduce students to one another and address any interaction and communication needs.

Scheme of Work and Class Calendar: Sharing important dates vis-à-vis the topic that will be discussed during the module will help students plan accordingly.

Assignments: The Assignments feature of your online course allows students to electronically submit any assignments to you. You can specify the due date for assignment completion, provide instructions, etc. Once you grade the assignment, the grade will automatically be transferred to the Grade. Assignments shall be submitted through the anti-plagiarism software (Turnitin) in-line with the applicable ITS policies.

Quizzes/Tests: Post quizzes/tests or surveys. The grade received on a quiz will also show up in the Grade book.

Communication: Communication with your students using the Forum, chat, email, or telepresence is needed in online learning.

E-Learning Coordinator: Contact the E-Learning coordinator if you need help and support in your online course design and implementation.

Course Goals, Objectives and Timeline: Post and share course expectations and objectives is necessary to the success of online learning. Students need to understand the expectations and timelines.

4.5 Teaching Online and Delivery
Policy
Outline some strategies that can assist you with facilitating online learning.

Procedures
Week One Before the Class Starts – Send a welcome message. Contact the E-Learning Department for the latest policies, procedures, updates and opportunities for support. Check that the students have access to the VLE and welcome them in it.

Introductions: Ask student to introduce themselves. Using the Forum tool is a great option. This assignment which asks students to post a paragraph or two about themselves works great in the online environment (you could ask them to state their name, where they work, what they do, what their interests are, what

they expect from the course, etc.). This assignment serves several purposes: a) students get to know each other, b) it "breaks the ice," c) students learn how to use some of the features of Moodle prior to the course beginning, and d) students have enough time to contact technical support before the course starts should they experience any technical difficulties.

Provide Feedback: Online students can sometimes feel lost in the online environment. For many of them, your class will probably be the first educational experience online. To help them become better online learners, make sure you provide formative feedback on their progress. Skyhawk email is particularly useful for this.

Announce Upcoming Deadlines: Just like in a regular classroom, it is a good idea to "announce" upcoming deadlines and ask students if they need further clarification of the assignment.

4.6 Online, Blended Course Credit Hour Assignment

Policy
ITS online and blended course hour are assigned based on the contact hours indicated on the module descriptor and the scheme of work submitted by the lecture as approved by the Board of Studies and the Programmes Quality and Validation Board (PQVB)

Procedures
Online Courses: Courses offered entirely online without any on-site face-to-face meetings. These courses have the same learning outcomes and substantive components of a standard lecture/seminar course with an alternative delivery method. Contact time is satisfied by several means which can include but is not limited to, the following:

a) regular instruction or interaction with a faculty member once a week for each week the course runs or daily if the course runs in a modular way.

b) Academic engagement through synchronous lectures, interactive tutorials, group discussions moderated by faculty, virtual study/project groups, engaging with class peers and computer tutorials graded and reviewed by faculty. In all such instances, these courses must meet the total amount of instructional and student work time as the examples above even if delivered online or asynchronously. Instructional time can be estimated using the faculty's educated calculation of how much time would be sufficient to achieve satisfactory progress toward learning outcomes on the following activities:
- Reading, viewing or listening to course presentations
- Reading other course materials
- Participation in course interactions (discussions via text, audio, or video)

- Conducting research as part of the class
- Completing class assignments, projects or other assessment activities

This can be accomplished by a faculty member breaking down course activities ahead of the start of the course and provide details regarding specific items and estimated completion time. Throughout the course students can be surveyed to assure the estimates are accurate or corrections can be made for the remainder of the course as well as the next time it's offered.

Blended Courses: Courses offered in a blended format with 1 or more on site face-to-face class sessions and at least one or more online sessions, both containing direct interaction with a faculty member. Contact time is assessed using both on–site definitions (for the on-site portion) and online definitions as above (for the online portion). In all such instances, these courses must meet total amount of instructional and student work time as the examples above even if delivered online or asynchronously. This will also be in-line with the official module / programme description.

5. E-LEARNING ADMINISTRATIVE POLICY

2.1 Evaluation/Assessment
Policy
The E-Learning coordinator will conduct faculty evaluations based on the schedule provided by the Chief Operating Officer - Academia.
The E-Learning Coordinator and online faculty will send out Online Assessment Exercise to students.

Procedures
All faculty are required, as part of their normal duties, to assess their students, meeting the objectives of the Institute's Assessment Plan produced and approved by the Board of Studies (BoS) and the Programmes Quality and Validation Board (PQVB).

E-Assessment may be used for formative or summative purposes.

All staff members involved in the E-Assessment process must be familiar with the online environment and have attended the appropriate ITS training course prior to gaining access to the system.

The ITS Examination Board, Curriculum Department and Board of Studies is responsible for ensuring that E- Assessment does not compromise the assessment methodology and the integrity of what is being assessed.

6. FACULTY SUPPORT RESOURCES

6.1 New Faculty E-Learning Environment Orientation
Policy
- ITS Faculty will be provided with the necessary resources and information regarding E- learning VLE delivery.
- Curriculum
- Module description
- Academic textbooks and other digital resources
- Pertinent Course Information/Resources

Procedures
Academic members of staff who are new to E-learning environment will receive training given by the E- Learning Coordinator as directed by the Chief Operating Officer - Academia.

Part-time faculty members located away from ITS campuses or instructional sites may have this requirement waived by the E- Learning Coordinator if they have prior teaching experience using VLE systems. If they have not had VLE experience the E-Learning Coordinator will make the necessary arrangements to provide the necessary training.

The E-learning Coordinator will be responsible for ensuring that the Part-Time faculty members receive such training before teaching an online course.

Upon completion of the training, a certificate will be issued to the faculty member, indicating that he or she is qualified to teach an online course.

6.2 Technology Support
Policy
ITS's E-Learning coordinator assists and supports faculty in the design, implementation, and support for E-Learning courses. The E- Learning Coordinator is the liaison between students, the Curriculum Department, the Registrar, the Examinations Board, the Academic Research and Publications Board and IT support staff. It is the e-Learning Coordinator's responsibility to ensure faculty and students are supported in their efforts to deliver effective E-Learning courses and programs. The E-Learning Coordinator collaborates with the IT Manager to develop requirements/expectations for the VLE and other digital technologies used in teaching and learning.

Faculty must own the technology and have adequate Internet access if they are not working for the Institute at its main campus or the instructional sites.

Procedures

Design
The E-Learning Coordinator assists in course development, the online upload of content, placement of content, and on-going management of course modules.
Implementation

Course offerings and course cancellations will be coordinated by the Registrar, Chief Operating Officer - Academia, Curriculum Department and E-Learning Coordinator.

Support
Management and coordination of course offerings is performed in conjunction with faculty and student resource requirements.

6.3 Student Originality of Course Work
Policy
ITS's E-Learning Coordinator and Chief Operating Officer - Academia assists and supports faculty in ensuring original student work is submitted by the student through identification of students via digital profiling by the Registrar's Office with the support of the IT Department.

Procedures

Student Profiles
The E-Learning Coordinator helps students create a valid E- learning profile complete with a student identification number, student identification card photo, and verification of registered courses.

Submission of Original Work
The E-Learning Coordinator helps students upload original work.

Faculty regularly monitors submission of work. Such work should include verification of the student signature block, patterns of writing styles, and student interaction styles

Faculty are responsible for checking for plagiarism or substitution of work via Turnitin and patterns of work by students.

Proctoring of Course Exams
In order to ensure student identities, faculty are encouraged to use exam proctoring whenever possible or feasible.

Proctors monitor student identification at time of test by verifying that the Student Identification card with name, Student ID number, and picture confirm that the student is doing the work of the exam.

Authentication
Students must complete their own tests/exams/quizzes given online. Failure to do their own work will result in a student receiving a letter grade of "F" for that course.

Any student found to have used any kind of identification fraud in an online course where they are not the one doing the required work and sign-up for courses will face disciplinary procedures according to the ITS rules and regulations.

The E-Learning Coordinator and the IT Manager will set up a secondary identification question for each student that they must use at Registration to ensure their identity. Faculty are encouraged to verify student identities through techniques such as a requirement in the syllabus to use electronic cameras for discussions, at least on a random basis, phone calls to students, and paying close attention to the quality and style of communications with faculty.

Faculty should use these assessment tools as part of their student verification process.

7. GLOSSARY OF WORDS

Academic Freedom- is the belief that the freedom of inquiry by students and faculty members is essential to the mission of the Institute of Tourism Studies, and that faculty should have freedom to teach or communicate ideas or methodologies.

Asynchronous- is a student-centered teaching method that uses online learning resources to facilitate information sharing outside the constraints of time and place among a network of people.

Blended Learning- refers to a mixing of different learning environments. It combines traditional face-to-face classroom (traditional course) methods with more modern computer and web-based mediated activities.

Content Management System- (***CMS***) allows publishing, editing, and modifying content as well as site maintenance from a central page. It provides a collection of procedures used to manage workflow in a collaborative environment. These procedures can be manual or computer-based.

Ground Courses are Traditional face-to-face study programme offered at local campus.

Blended Learning refers to a mixing of different learning environments. It combines traditional face-to-face classroom (traditional course) methods with more modern computer and web- based mediated activities.

Virtual Learning Environment (*VLE*) is a digital application that hosts virtual teaching and learning rather than in a physical space.

Service Level Management- is the primary management of IT services, ensuring that agreed services are delivered when and where they are supposed to be delivered. The Service Level Manager is dependent upon all the other areas of Service Delivery providing the necessary support that ensures the agreed services are provided in a secure, efficient and cost effective manner.

Synchronous- teaching a group of people learning the same things at the same time in the same place, as with video conferencing tools.

Online- When a course is taught entirely in virtual space or cyberspace in regards to computer technology.

Web-enhanced Learning - Face-to-face learning that is supported by the use of digital technologies such as e-mail and online repositories of materials.