

Foundation University School of Virtual Education (FUSVE)



Online and Distance Learning Policy
April 29, 2026
Version 1.1

Approved by:
Virtual Board of Studies
Deans Committee, FUI
Academic Council (in 39th Meeting) - Tentative

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1. Preamble

The Foundation University School of Virtual Education (FUSVE), under the auspices of Foundation University Islamabad, is committed to expanding equitable access to quality higher education through innovative and flexible learning pathways. In response to the evolving educational landscape and the growing demand for technology-enabled learning, FUSVE adopts this Open and Distance Learning (ODL) Policy in alignment with the regulatory framework and quality standards prescribed by the Higher Education Commission Pakistan. This policy establishes a comprehensive framework for the design, delivery, assessment, and continuous enhancement of academic programs offered through ODL mode. It ensures that all programs maintain academic rigor, integrity, and equivalence with conventional on-campus offerings while leveraging modern digital technologies to facilitate effective teaching and learning.

Recognizing the transformative potential of digital education, FUSVE aims to create an inclusive, learner-centered ecosystem that accommodates diverse student needs, including working professionals, geographically dispersed learners, and individuals seeking lifelong learning opportunities. The policy emphasizes outcome-based education, robust quality assurance mechanisms, and the integration of advanced Learning Management Systems (LMS), Campus Management System (CMS) and her ERP based systems together to support interactive and engaging learning experiences.

Furthermore, this policy delineates the governance structure, institutional responsibilities, and operational guidelines necessary to ensure compliance with national standards and international best practices in ODL. It underscores FUSVE's commitment to transparency, accountability, academic integrity, and continuous improvement. Through this policy, FUSVE aspires to position itself as a leading provider of virtual education in Pakistan, contributing to national development by producing competent, ethical, and industry-ready graduates in accordance with the vision and directives of the Higher Education Commission Pakistan.

2. Objectives

The Open and Distance Learning (ODL) Policy of the Foundation University School of Virtual Education (FUSVE) is designed to achieve the following objectives in alignment with the guidelines of the Higher Education Commission Pakistan:

2.1 Access and Inclusivity

- To expand access to higher education for geographically dispersed, working, and non-traditional learners
- To promote inclusive education by accommodating diverse socio-economic and learning needs

2.2 Quality and Academic Excellence

- To ensure that ODL programs maintain academic standards equivalent to conventional on-campus programs
- To implement Outcome-Based Education (OBE) aligned with clearly defined CLOs and PLOs
- To maintain rigor, relevance, and coherence in curriculum design and delivery

2.3 Flexibility and Learner-Centered Education

- To provide flexible learning opportunities through asynchronous and synchronous modes
- To support self-paced and personalized learning pathways

2.4 Technology-Enabled Learning

- To leverage modern ICT tools, Learning Management Systems (LMS), and digital platforms for effective teaching and learning
- To integrate emerging technologies such as artificial intelligence, learning analytics, and virtual labs where appropriate

2.5 Effective Assessment and Integrity

- To ensure fair, transparent, and reliable assessment mechanisms aligned with learning outcomes
- To uphold academic integrity through plagiarism detection systems and secure examination practices

2.6 Student Support and Engagement

- To provide comprehensive academic, technical, and counseling support services
- To enhance student engagement through interactive and collaborative learning environments

2.7 Faculty Development

- To equip faculty with the necessary skills in ODL pedagogy, instructional design, and digital teaching tools
- To promote continuous professional development and innovation in teaching practices

2.8 Quality Assurance and Continuous Improvement

- To establish robust internal and external quality assurance mechanisms
- To continuously monitor, evaluate, and improve ODL programs based on feedback and performance indicators

2.9 Compliance and Governance

- To ensure full compliance with policies, standards, and accreditation requirements of the Higher Education Commission Pakistan
- To implement transparent governance and accountability structures

2.10 National Development and Lifelong Learning

- To contribute to national human resource development by producing skilled and industry-ready graduates
- To promote lifelong learning, professional upskilling, and knowledge dissemination

3. Definitions

For the purpose of this policy, the following terms shall have the meanings assigned to them below. These definitions are aligned with the guidelines of the Higher Education Commission Pakistan and internationally accepted ODL practices.

Open and Distance Learning (ODL): A mode of education in which teaching and learning occur with physical separation between instructor and learner, supported by digital technologies, structured content, and institutional facilitation, allowing flexibility in time, location, and pace.

Learning Management System (LMS): A digital platform used for the delivery, management, and tracking of teaching and learning activities, including course content, assessments, communication, and student performance monitoring.

Outcome-Based Education (OBE): An educational approach that focuses on achieving specific learning outcomes, defined in terms of Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs), ensuring measurable student achievement.

Course Learning Outcomes (CLOs): Statements that specify what a student is expected to know, understand, and be able to do upon successful completion of a course.

Program Learning Outcomes (PLOs): Broad statements that describe the knowledge, skills, and attitudes students are expected to attain upon completion of a degree program.

Synchronous Learning: A mode of learning in which instructors and students interact in real-time through virtual classrooms, video conferencing, or live sessions.

Asynchronous Learning: A mode of learning in which instructional materials are accessed by students at their own pace without real-time interaction, such as recorded lectures, discussion forums, and digital resources.

Blended Learning: An instructional approach that combines online (ODL) and face-to-face learning experiences in a structured manner.

Credit Hour: A unit of academic measurement defined by the Higher Education Commission Pakistan, typically representing one hour of classroom instruction and two hours of student work per week over a semester, or its equivalent in ODL mode.

Virtual Classroom: An online environment that enables live interaction between instructors and students using audio, video, and collaborative tools.

Instructional Design: The systematic process of developing educational courses and materials using pedagogical principles, learning theories, and digital tools to ensure effective learning outcomes.

Academic Integrity: The ethical standard of honesty and responsibility in academic work, including avoidance of plagiarism, cheating, and any form of academic misconduct.

Plagiarism: The act of presenting another person's work, ideas, or expressions as one's own without proper acknowledgment, as defined by the plagiarism policies of the Higher Education Commission Pakistan.

Proctored Examination: An examination conducted under supervision—either physically or through digital proctoring systems—to ensure the authenticity and integrity of the assessment process.

Quality Assurance (QA): A set of systematic processes and standards to ensure that educational programs meet defined quality benchmarks and continuously improve over time.

Key Performance Indicators (KPIs): Quantifiable measures used to evaluate the success and effectiveness of ODL programs, such as student retention, completion rates, and learning outcomes attainment.

Student Support Services: A range of academic, administrative, technical, and counseling services provided to facilitate student learning, engagement, and well-being in an ODL environment.

Credit Transfer: The process of recognizing and accepting academic credits earned from another institution, subject to equivalence and approval criteria.

Massive Open Online Courses (MOOCs): Online courses designed for large-scale participation, often open-access, which may be integrated into formal ODL programs subject to institutional and Higher Education Commission Pakistan policies.

Digital Learning Resources: Educational materials in digital format, including e-books, video lectures, simulations, interactive modules, and online databases used to support learning.

Virtual Lab: An online platform that simulates laboratory experiments and practical activities, enabling students to perform experiments remotely.

Continuous Assessment: An ongoing evaluation process that includes assignments, quizzes, discussions, and other activities conducted throughout the semester to monitor student progress.

Summative Assessment: An evaluation conducted at the end of a course or term, such as final examinations or projects, to measure overall student achievement.

4. Scope

This Open and Distance Learning (ODL) Policy of the Foundation University School of Virtual Education (FUSVE) defines the institutional, academic, administrative, and technological framework for the planning, development, delivery, and quality assurance of programs offered through ODL mode, in accordance with the guidelines of the Higher Education Commission Pakistan.

The scope of this policy encompasses Academic Programs, Teaching and Learning Processes, Assessment and Examination, Students, Faculty and Academic Staff, Administrative and Support Services, Technology and Infrastructure, Quality Assurance and Compliance, Governance and Management, and Partnerships and Collaborations.

5. Governance Structure

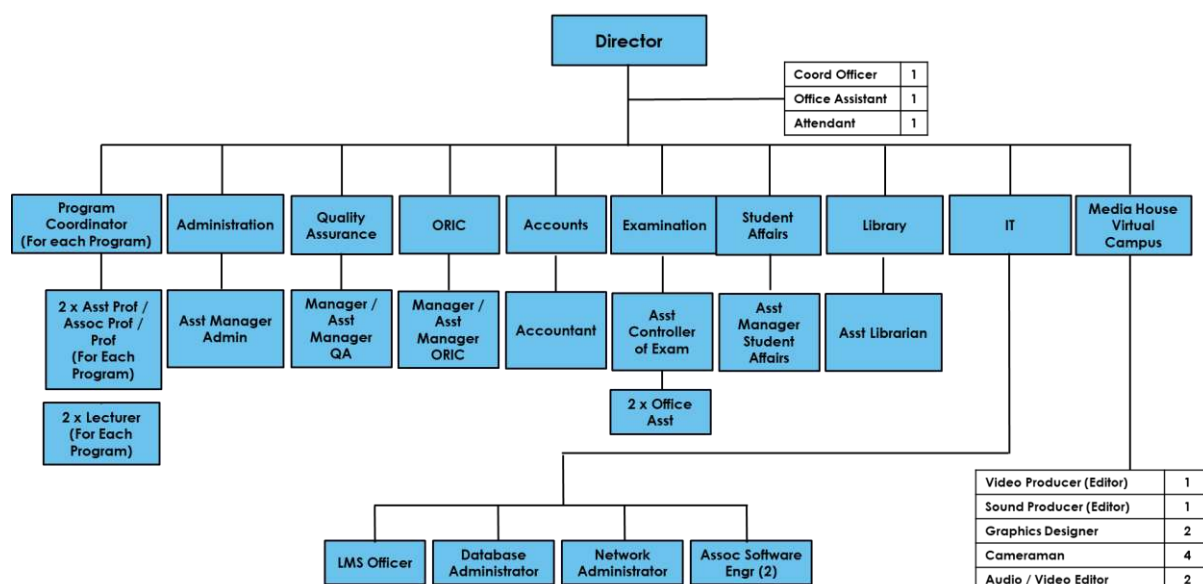
5.1 Governing Authority

Foundation University School of Virtual Education (FUSVE) shall operate under the statutory authority of Foundation University Islamabad (FUI) and shall adhere to all policies approved by:

- Board of Governors, FUI
- Finance & Planning Committee
- Academic Council, FUI
- Virtual Board of Studies of the concerned department

5.2 Organogram

FUSVE - Organogram (Synched with HEC ODL Policy)



The authority, roles and responsibilities and job descriptions of the designations listed in the organogram are annexed at **Annex - A**. The organogram is approved from 38th Board of Governors of FUI.

5.3. Vision

To be among leading globally recognized digital institution of learning that contributes towards development of the nation through excellence in digital virtual education and innovative methods of research.

5.4. Mission

To inspire creative inquiry and research to foster personal and professional development of its students through virtual education,” and to “provide equitable access in diverse disciplines to produce valuable human resource for the local and the global communities.

5.5. Core Values

- Academic Integrity
- Inclusivity and Accessibility
- Innovation and Digital Excellence
- Student-Centred Learning
- Social Responsibility

5.6. Committees and Statutory Academic Bodies

The following committees and statutory academic bodies shall function for FUSVE in accordance with FUI regulations:

- Academic Council of the University: Principal academic authority of Foundation University Islamabad constituted under the Foundation University Islamabad Statutes, responsible for regulating, supervising, and promoting academic affairs of the University, including academic policies, curricula, academic standards, examinations, research, and such other academic matters as may be assigned under the University's BoG.
- Virtual Board of Studies: Virtual Board of Studies (VBoS) means the academic body constituted by the University for Open and Distance Learning (ODL) programs to oversee academic quality, curriculum development, instructional design, digital learning resources, assessment strategies, program review, and other academic matters relating to the planning, delivery, monitoring, and continuous improvement of ODL programs, and to make recommendations to the relevant statutory authorities of the University.
- Academic Committee: The committee constituted by the Foundation University School of Virtual Education (FUSVE) to oversee the implementation, coordination, recommendations to AC, monitoring, and continuous improvement of academic activities relating to Open and Distance Learning (ODL) programs. The Committee shall review academic matters, monitor program delivery, recommend corrective measures/ policies/ rules, and submit recommendations to the appropriate University authorities for consideration and approval.
- Unfair means committee: The committee constituted by the University to inquire into and adjudicate cases of alleged use of unfair means, academic dishonesty, plagiarism, impersonation, examination misconduct, or any other violation of

the University's examination and academic integrity regulations by students enrolled in Open and Distance Learning (ODL) programs. The Committee shall provide the students with an opportunity to be heard, determine the facts of the case, and recommend appropriate disciplinary action to the competent authority in accordance with the University's rules and regulations.

- Disciplinary Committee: The committee constituted by the University to inquire into allegations of student misconduct, violations of the University's Code of Conduct, and other disciplinary matters arising in connection with Open and Distance Learning (ODL) programs. The Committee shall conduct its proceedings in accordance with the principles of due process, provide the student concerned with an opportunity to be heard, and recommend appropriate disciplinary action to the competent authority in accordance with the University's statutes, regulations, and policies.
- ORIC/ Quality Assurance (QA) Liaison Committee: The committee constituted by the Foundation University School of Virtual Education (FUSVE) to coordinate with the University's Office of Research, Innovation and Commercialization (ORIC) and Quality Assurance Directorate/Cell on matters relating to research, quality assurance, accreditation, program evaluation, institutional effectiveness, regulatory compliance, and continuous quality improvement of Open and Distance Learning (ODL) programs. The Committee shall facilitate the implementation of quality standards, support academic and institutional reviews, monitor compliance with the policies and requirements of the Higher Education Commission (HEC) and other accrediting bodies, and make recommendations to the competent authorities for quality enhancement and institutional development.

5.7. Meetings of Statutory Bodies

- The V-BoS shall be responsible for curriculum development, review, and academic quality enhancement of virtual programs.
- The V-BoS shall meet at least twice a year through virtual or hybrid mode.
- Proceedings and recommendations of the V-BoS shall be forwarded to the Academic Council for review and endorsement.
- The meeting of academic council of the University as per FUI ordinance will be held once or twice a year.
- All other statutory bodies should meet at least once a year.
- All the approvals will strictly be made in accordance with FUI statutes.

6. Program Design and Development

6.1. Launch of New Academic Programs in ODL Mode

6.1.1. Eligibility for Offering a Program in ODL Mode

A degree program can be offered in Open and Distance Learning (ODL) mode only after it has been successfully offered in the conventional on-campus mode for a minimum period of two (02) academic years.

The on-campus offering must demonstrate satisfactory academic quality, student enrollment, faculty availability, learning resources, and administrative support mechanisms.

Any new program planned to be offered in ODL mode will be submitted for approval to Director FUSVE through form given at **Annex – B**. The form alongwith detailed proposal will be presented to VBOS and Academic council for its approval.

6.1.2. Proposal for Launch of an ODL Program

A department/institute intending to launch a program in ODL mode shall submit a comprehensive proposal to FUSVE through the concerned Faculty/Institute. The proposal shall include the following documents:

- a. Program Proposal and Rationale
- b. Infrastructure Analysis Sheet indicating availability and adequacy of technological, learning management, multimedia, examination, and student support facilities.
- c. Faculty Analysis Sheet showing the availability of qualified faculty members, course coordinators, tutors, instructional designers and support staff.
- d. Budget Analysis Sheet detailing the estimated expenditure and revenue projections.
- e. Feasibility Analysis Sheet covering academic, financial, technological, and market feasibility.
- f. Laboratory Requirement Sheet (where applicable) describing laboratory arrangements, virtual labs, remote labs, simulation facilities, or approved physical laboratory requirements.
- g. Evidence of compliance with relevant HEC and regulatory requirements.
- h. Any other supporting documents deemed necessary by FUSVE.

The requirement document for launching new virtual degree program is annexed at **Annex – B**.

6.1.3 Degree Completion Requirements

The degree completion requirements of an ODL program shall be identical to those approved for the corresponding on-campus program unless specifically approved otherwise by the Academic Council.

Students enrolled in ODL programs shall be required to successfully complete the prescribed coursework and credit hours, Laboratory, internship, practicum, project, thesis, or capstone requirements (where applicable). The Assessment and examination requirements will have to be completed as per FUI regulations. Virtual degree will be awarded only if the student will complete the above requirements with

minimum CGPA of 2.0 out of 4.0. Program specific requirements related to research, or practical training etc are defined for each program.

Degrees awarded through ODL mode shall carry the same academic standing, learning outcomes, and quality standards as their on-campus counterparts.

6.1.4. New Degree Approval Process

The proposal shall first be reviewed by the Director FUSVE. After the approval from Director, the proposal will be forwarded to Virtual Board of Studies (VBOS). Upon recommendation of the VBOS, the proposal shall be forwarded to the Academic council. Final approval for launching a new academic program in ODL mode shall be granted by the Academic Council.

No student admissions shall be announced or initiated before obtaining all required approvals.

6.1.5. Periodic Review

All ODL programs shall undergo periodic review to evaluate academic quality, technological adequacy, student satisfaction, faculty effectiveness, and financial sustainability in accordance with the University and regulatory requirements. The Foundation University School of Virtual Education (FUSVE) shall ensure that all curricula developed and delivered under the Open and Distance Learning (ODL) mode meet the academic standards, regulatory requirements, and quality benchmarks prescribed by the Higher Education Commission Pakistan. The curriculum shall be designed to ensure equivalence with conventional programs while leveraging the strengths of digital and flexible learning environments.

6.2. Curriculum Standards

6.2.1 Alignment with National Standards

All programs shall be developed in accordance with HEC-approved curricula, National Qualification Framework (NQF), and relevant accreditation body requirements. Curriculum revisions shall incorporate updates issued by the Higher Education Commission Pakistan from time to time. Programs shall maintain equivalence in credit hours, content depth, and learning outcomes with on-campus offerings.

6.2.2 Outcome-Based Education (OBE) Framework

All programs shall adopt Outcome-Based Education principles and clearly defined:

- Program Learning Outcomes (PLOs) aligned with graduate attributes
- Course Learning Outcomes (CLOs) aligned with PLOs

Mapping of CLOs to PLOs shall be mandatory. Assessment methods shall be aligned with intended learning outcomes.

6.2.3 Structure and Credit Requirements

- Each program shall follow HEC-defined credit hour requirements and the minimum credit hours requirement for an undergraduate degree program in ODL mode is 132 credit hours.

- A credit hour in ODL shall be equivalent to that of conventional programs in terms of student learning effort.
- Courses shall include Core courses, Elective courses, Capstone project / thesis (where applicable) and virtual internship (optional).

6.2.4 Course Design for ODL

Each course shall be designed specifically for online delivery and must broadly include:

- Introduction of the course/ instructor/ Teaching Pedagogy/ Students special needs
- Structured weekly learning plans
- Mode of communications
- Clearly defined learning objectives
- Video lectures and/or multimedia content
- Reading materials (e-books, articles, notes)
- Interactive components (discussion forums, quizzes, activities)
- Continuous assessment components

A sample course profile for a course offered in ODL mode is placed at **Annex – C**.

In all the degree programs offered at FUSVE, The use of virtual multimedia, simulations, and virtual labs (where applicable) will be ensured. Online collaborative and interactive learning tools will be used to run collaborative learning activities. The features of learning analytics will be used to enhance student engagement and performance.

6.2.5. Periodic Review and Revision

Curriculum design of the program (s) shall be reviewed at least every 3 years or as required by the Higher Education Commission Pakistan and Feedback from Students, Faculty, Alumni, Industry stakeholders shall be incorporated into revisions.

7. Instructional Design and Course Development

Foundation University School of Virtual Education (FUSVE) recognizes instructional design as the cornerstone of quality Open and Distance Learning (ODL). The purpose of this Policy is to establish a comprehensive institutional framework for the systematic design, development, implementation, evaluation and continuous improvement of online courses and digital learning resources. The Policy aims to ensure that every ODL course offered by FUSVE is pedagogically sound, academically rigorous, learner-centered, technologically appropriate and aligned with the quality standards prescribed by the Higher Education Commission (HEC) of Pakistan and internationally recognized best practices.

All courses offered through FUSVE shall be developed through a structured instructional design process that ensures alignment among Program Learning Outcomes (PLOs), Course Learning Outcomes (CLOs), instructional strategies, learning resources, learner engagement activities and assessment methods. The instructional design process shall transform subject matter into meaningful learning experiences that promote critical thinking, independent learning, collaboration, practical application of knowledge and lifelong learning.

Instructional design shall constitute an academic process that integrates pedagogy, educational technology and quality assurance to achieve the intended learning outcomes. Merely converting classroom lectures into digital format or uploading teaching materials to the LMS shall not constitute instructional design.

7.1. Instructional Design Framework

Foundation University School of Virtual Education shall adopt the internationally recognized ADDIE (Analysis, Design, Development, Implementation and Evaluation) instructional design model as the institutional framework for the development and continuous improvement of all ODL courses.

The Analysis phase shall identify learner characteristics, prerequisite knowledge, program requirements, learning outcomes, technological requirements, accessibility considerations and resource needs. This phase shall establish the educational context and define the instructional requirements of the course.

The Design phase shall determine the instructional strategy, course architecture, sequencing of learning modules, learner engagement activities, multimedia requirements, communication mechanisms, assessment strategy and learner support services. Every course shall be designed to ensure constructive alignment between learning outcomes, instructional activities and assessment methods.

The Development phase shall involve the preparation and organization of instructional materials, multimedia learning resources, recorded lectures, digital content, assessments, discussion activities and all other learning resources required for course delivery. All instructional materials shall comply with the University's Copyright and Intellectual Property Policy and shall conform to approved instructional design standards.

The Implementation phase shall comprise the deployment of the course on the University's Learning Management System, orientation of faculty members and students, delivery of learning activities, learner support and monitoring of course execution. The implementation process shall ensure that all academic, technical and administrative arrangements necessary for successful course delivery are in place before the commencement of the semester.

The Evaluation phase shall include both formative and summative evaluation of the course through student feedback, faculty reflections, learning analytics, assessment outcomes, peer review, quality assurance observations and other relevant evidence. Findings from the evaluation process shall be used for continuous revision and improvement of the course prior to its subsequent offering.

The principles of quality assurance and continuous quality improvement shall be integrated throughout every phase of the ADDIE model rather than being treated as independent activities.

7.2. Instructional Design Principles

Instructional design within FUSVE shall be guided by the principles of learner-centred education, constructive alignment, academic integrity, accessibility, inclusiveness, flexibility, active learning and evidence-based continuous improvement.

Every online course shall provide students with clearly stated learning outcomes, structured learning pathways, meaningful learning activities, opportunities for interaction, timely feedback and authentic assessment. Learning shall encourage inquiry, critical thinking, reflection, collaboration, creativity and the practical application of knowledge.

Instructional design shall recognize the diversity of learners and shall accommodate different learning styles through appropriate use of multimedia, interactive learning resources and flexible learning opportunities.

7.3. Course Design Standards

Every online course shall be developed in accordance with an approved course specification and shall include a clearly defined course description, Course Learning Outcomes, weekly learning modules, instructional resources, learner engagement activities, assessment plan, grading criteria, communication mechanisms, academic integrity requirements and learner support information.

Learning resources shall be organized into logically sequenced instructional units that progressively facilitate the achievement of the intended learning outcomes. The instructional design shall ensure consistency, coherence and ease of navigation throughout the course.

7.4. Learning Resources and Multimedia

Instructional materials used in ODL programs shall be academically relevant, pedagogically appropriate and legally compliant. Learning resources may include original instructional materials developed by FUSVE, Open Educational Resources, licensed educational content, digital library resources, recorded lectures, simulations, virtual laboratories, animations, demonstrations and other approved educational resources.

Multimedia resources shall be integrated only where they contribute to the achievement of the intended learning outcomes. Video lectures, demonstrations and other multimedia objects shall be designed to enhance learner engagement, promote conceptual understanding and facilitate self-paced learning.

7.5. Learner Engagement

Every online course shall provide structured opportunities for meaningful interaction among students, faculty members and learning resources. Learner engagement may be achieved through synchronous classes, asynchronous discussions, collaborative projects, case studies, problem-based learning, reflective activities, simulations, peer learning and other instructional strategies appropriate to the discipline.

Faculty members shall maintain regular academic interaction with students and provide timely academic guidance, mentoring and constructive feedback throughout the duration of the course.

7.6. Assessment and Learning Outcomes

Assessment shall be an integral component of instructional design and shall be aligned with the Course Learning Outcomes. Assessment methods shall measure the attainment of knowledge, skills and competencies through appropriate formative and summative assessments.

Assessment strategies shall promote higher-order thinking, problem-solving, application of knowledge and academic integrity. Feedback shall be timely, constructive and designed to support student learning and continuous improvement.

7.7. Accessibility and Inclusive Learning

Instructional design shall ensure equitable access to learning opportunities for all students, including students with disabilities and those facing technological or geographical constraints.

Courses shall be designed to maximize accessibility through appropriate instructional strategies, compatible learning technologies and alternative learning resources where necessary. The University shall endeavour to ensure that digital learning resources remain usable across commonly available devices and internet environments.

7.8. Roles and Responsibilities

Instructional design shall be undertaken as a collaborative academic activity involving Course Instructors, Subject Matter Experts (Internal & External), Instructional Designers, Video Producers/ Editors, Graphic Designers, LMS Administrators and Quality Assurance personnel.

The Subject Matter Expert shall retain primary responsibility for academic content, learning outcomes and disciplinary accuracy. The Instructional Designer shall ensure pedagogical effectiveness, instructional sequencing, learner engagement, alignment of learning activities and assessments, and compliance with institutional instructional design standards. Multimedia personnel shall support the development of digital learning resources without altering the approved academic content. Quality Assurance personnel shall review each course for compliance with institutional standards prior to its deployment.

7.9. Course Approval and Quality Assurance

No online course shall be offered through FUSVE unless it has successfully completed academic review, instructional design review, technical verification and quality assurance review in accordance with the University's approved quality standards.

Courses shall be approved by the Academic Committee before publication on the Learning Management System. Significant revisions to existing courses shall undergo the same review process before implementation.

Instructional design shall be regarded as a continuous process rather than a one-time activity. Every course shall be periodically reviewed using evidence derived from learner performance, student feedback, faculty feedback, peer review, learning analytics, completion rates, assessment outcomes and quality assurance observations.

7.10. Development of Learning Materials

Courses shall include a variety of high-quality, accessible, and engaging learning materials including:

- Recorded video lectures and/or interactive presentations
- Reading materials (e-books, lecture notes, research articles)
- Infographics, animations, and simulations
- Case studies and real-world applications
- Interactive Games
- Assignments/ Quizzes
- Supplementary resources for extended learning

All the Learning materials shall be designed to be accessible to all learners, including those with disabilities for which the following will be incorporated in the lecture materials as and when required.

- Subtitles and transcripts for video content
- Mobile-friendly and low-bandwidth content options
- Compliance with WCAG 2.1 standards where applicable

Following Advanced AI based and non-AI automation tools will be integrated into the learning management system used for ODL courses:

- Learning analytics for tracking student progress
- Virtual labs and simulations (where applicable)
- AI-supported learning tools (where appropriate)
- Continuous adoption of emerging educational technologies

The instructional design of each course will be finalized in Academic Committee meeting, held at the start of each course. (Checklist for instructional design is flagged at **Annex – D**). These meeting sessions will be held at least thrice in a regular semester to ensure complete synchronization between cameraman recording scheme, editing schemes and teaching pedagogy.

The course shall also undergo through evaluation based on Alignment with ODL instructional design standards, Quality of digital learning materials and LMS compatibility, usability and Accessibility / inclusivity compliance by the Instructional Design Team and LMS/Technical Team. The course approval shall be granted by the Academic Council of Foundation University Islamabad. Upon approval, Course content shall be fully developed as per instructional design guidelines. Course shall be uploaded to the LMS with the components as given in sample course profile at **Annex – C**.

Selected courses may undergo pilot offering to evaluate effectiveness of delivery, Identify technical or pedagogical gaps and full-scale implementation. All course approvals shall be formally documented and archived and a version control shall be maintained for course revisions.

8. Mode of Delivery and Learning Environment

8.1. Teaching Mode

Foundation University School of Virtual Education (FUSVE) shall adopt a flexible, technology-enabled, and learner-centered teaching mode for Open and Distance Learning (ODL) programs, in compliance with the guidelines of the Higher Education Commission Pakistan. The teaching mode shall ensure academic rigor, accessibility, and engagement equivalent to conventional face-to-face programs.

8.1.1. Approved Teaching Modes

FUSVE shall employ the following teaching modes:

Fully Online Mode

All teaching, learning activities, and interactions are conducted through digital platforms without physical presence requirements (except where required for assessments).

Blended Learning Mode

A combination of online instruction and limited face-to-face sessions (e.g., tutorials, labs, workshops), where applicable and approved.

8.1.2. Synchronous and Asynchronous Delivery

To ensure flexibility and effectiveness, courses shall integrate Synchronous and Asynchronous Learning. Synchronous learning consists of live virtual classes through MS Teams, Zoom or similar software. These sessions ensure real-time engagement between faculty and students, attendance can be physically ensured through roll call or other attendance methods. Asynchronous Learning, on the other hand depends upon Pre-recorded lectures, Discussion forums and self-paced activities and Digital readings and assignments. At FUSVE, a balanced combination of both modes shall be maintained to optimize learning outcomes.

8.1.3. Learning Environment Standards

The ODL learning environment shall be hosted on a secure and reliable Learning Management System (LMS) to provide 24/7 access to course materials and enable communication through Discussion forums, Messaging systems, Announcements, multimedia content and interactive tools.

For courses requiring practical work, Virtual labs and simulations shall be utilized where feasible. On-campus or designated lab sessions may be arranged, subject to approval. Hybrid learning mode is adopted at FUSVE.

8.1.4. Attendance and Participation Policy

The minimum attendance requirement for all synchronous, asynchronous and blended virtual courses will be 80% in general. For any specific requirement, approval of VBOS is necessary. Attendance in ODL shall be measured through LMS activity logs (mapped onto analytical dashboards), Participation in synchronous sessions and Submission of assignments and assessments.

Special requests on considerations of attendance requirements may be made to the Director FUSVE by Working professionals, Students in remote areas and Learners with varying internet access levels. The decision of Director FUSVE will be final in such cases.

8.2. Learning Management System

The Foundation University School of Virtual Education (FUSVE) shall deploy and maintain a robust, secure, and scalable Learning Management System (LMS) as the central platform for the delivery, management, and monitoring of all Open and Distance Learning (ODL) programs, in accordance with the standards of the Higher Education Commission Pakistan.

The LMS shall serve as the primary digital environment for:

- Course content delivery and organization
- Student–faculty interaction and communication
- Assessment and evaluation
- Tracking student engagement and performance
- Academic administration and reporting

The LMS should support course management through Structured course pages with modules/weeks, organization of multimedia learning materials, embedded communication tools, Discussion forums, important announcements, messaging and notifications and requisite assessment and evaluation of internal, middle and final examinations. The LMS will also have enriched feedback mechanisms, schema management, Role-based access control (students, faculty, administrators), secure login and authentication, Analytics and reporting and performance analysis.

The LMS shall be accessible 24/7 to all authorized users. It shall be compatible with Desktop and mobile devices, Low-bandwidth environments and will have the provision of downloadable content for offline access where feasible. The LMS must support integration with:

- Campus Management System (CMS)
- Digital libraries and e-resources
- Open course wares
- Video conferencing tools (e.g., Zoom, MS Teams, or equivalent)
- Plagiarism detection systems

The LMS will be provisioned with strong data protection measures including:

- Secure authentication and encryption protocols
- Regular data backups and disaster recovery mechanisms
- Compliance with institutional policies and national data protection regulations
- Controlled access to sensitive academic and personal data

LMS users, admins and managers will be provided with role-based schemas and their reliability will be ensured through:

- High system uptime and performance reliability
- Regular system maintenance and updates

- Dedicated technical support services for:
 - Students
 - Faculty
 - Administrative staff

Each user of LMS will be offered mandatory orientation sessions for students on LMS usage. Faculty will also be given training on Course management, Online teaching tools, Assessment features, instructional design management through LMS and availability of user manuals and help resources will be ensured.

Department of Quality Assurance of FUI will be responsible for continuous monitoring of LMS performance and usability, Collection of user feedback for system improvement and periodic audits to ensure compliance with the requirements of the Higher Education Commission Pakistan.

Directorate of IT and infrastructure will manage regular automated backups of all LMS data, Disaster recovery plans to ensure continuity of academic activities and Redundancy mechanisms to prevent data loss.

LMS shall be updated regularly to incorporate new features and security enhancements. IT directorate will ensure continuous alignment of LMS with evolving ODL standards and guidelines issued by the Higher Education Commission Pakistan.

8.3. Digital Learning Resources

The Foundation University School of Virtual Education (FUSVE) shall ensure the provision, development, and continuous enhancement of high-quality Digital Learning Resources (DLRs) to support effective teaching and learning in Open and Distance Learning (ODL) programs, in accordance with the standards of the Higher Education Commission Pakistan. Digital Learning Resources shall serve as the core academic content for ODL delivery and shall facilitate self-paced and guided learning. DLRs will support achievement of Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs) and enhance student engagement through interactive and multimedia-rich content.

FUSVE shall provide a diverse range of digital resources, including but not limited to:

- Video Lectures
 - Recorded lectures aligned with course modules
 - Short, topic-focused videos (microlearning units)
- Text-Based Materials
 - Lecture notes and e-books
 - Research articles and case studies
- Interactive Content
 - Quizzes and self-assessment exercises
 - Simulations and animations
 - Discussion prompts and collaborative activities
- Multimedia Resources
 - Infographics, presentations, and visual aids
 - Podcasts and audio lectures

- Practical Resources
- Virtual labs and simulation tools (where applicable)
- Project guidelines and datasets

All digital learning resources shall be aligned with CLOs and course structure. They must be accurate, up-to-date, and academically rigorous and follow standardized templates and formatting guidelines. DLRs will be reviewed and approved through the institutional quality assurance process.

All the Digital resources shall be developed in accordance with approved instructional design principles. The content shall be modular, structured, and logically sequenced and the Learning materials shall support active and experiential learning.

DLRs shall be designed to accommodate diverse learners, including those with disabilities through provision of Subtitles and transcripts for video content, Screen-reader compatible materials and Optimization for low-bandwidth environments.

DLRs must comply with copyright and intellectual property laws. For all the given digital resources, the following will be ensured:

- Open Educational Resources (OERs) where appropriate
- Proper citation and referencing practices
- Institutional ownership of internally developed content shall be clearly defined

FUSVE will use digital library (internal) and other external digital sources in course execution. The students will be facilitated with access to Journals, E-books, Research repositories and Subscription to recognized academic databases where feasible. All the Digital learning resources shall be reviewed and updated regularly. Outdated or obsolete content shall be revised or replaced. Continuous improvement will be ensured based on:

- Student feedback
- Faculty input
- Technological advancements

All resources shall be centrally hosted on the LMS and organized in a structured and easily navigable format and Secure access will be provided to authorized users.

FUSVE will ensure regular audits of digital content quality and relevance. DLRs will be monitored through learning analytics.

8.4. Official Communication through Digital Platforms

The Learning Management System (LMS) shall remain the University's primary and official platform for all academic communication, including course announcements, learning resources, assessments, grades, feedback, discussion forums and other academic records. Faculty members shall ensure that every communication affecting the academic progress of students is posted on the LMS to maintain a complete institutional record and to ensure that all students have equal access to official information.

External digital communication platforms such as Microsoft Teams, Zoom, Google Meet, University Email, WhatsApp, Telegram or any other platform approved by the

University may be used only to facilitate teaching, learning and student engagement. These platforms are intended to supplement the LMS and shall not replace it for official academic processes. Their use shall primarily be limited to conducting live online sessions, sending reminders regarding classes or assessments, communicating urgent notices, providing technical support, arranging virtual meetings and facilitating academic advising.

Whenever an important academic announcement is communicated through an external platform, the same information shall also be uploaded to the LMS at the earliest opportunity. Faculty members shall ensure that no student is disadvantaged due to non-participation in any unofficial communication channel. The LMS shall remain the authoritative source of all academic information.

Live online classes conducted through external platforms shall be scheduled through official institutional channels and students shall be informed through the LMS before the commencement of the session. Wherever technically feasible, live sessions shall be recorded and made available to students through the LMS to support flexible learning and to facilitate students who are unable to attend synchronously.

Assignments, quizzes, examinations, grading, feedback and other assessment-related activities shall normally be conducted through the LMS or FUTES integrated with the LMS. In exceptional cases, assignments and quizzes can be accepted through official email (If permitted by the instructor). Faculty members shall not receive assignments, communicate grades or conduct official examinations through any external communication applications unless specifically authorized by the competent authority under exceptional circumstances.

Official communication through University email shall be used for matters requiring formal correspondence, including academic advising, administrative instructions, examination notifications, approvals and communication between faculty members, students and University offices. Faculty members and students shall use their official University email accounts for all formal academic correspondence.

In the event of a temporary failure of the LMS or any unforeseen technical disruption, communication may continue through approved external digital platforms after informing the Programme Coordinator or the relevant academic authority. Once the LMS becomes operational, all important announcements, recordings and academic information communicated during the disruption shall be uploaded to the LMS to ensure proper documentation and institutional record keeping.

All users of external communication platforms shall maintain professional conduct consistent with the University's Code of Conduct. Communication shall remain respectful, ethical and free from discriminatory, offensive or inappropriate content. Faculty members and students shall protect the confidentiality of personal and academic information and shall not share copyrighted learning materials or confidential institutional information without proper authorization.

IT Department shall provide technical support for approved communication platforms, ensure appropriate security measures are implemented and maintain system availability to the extent reasonably possible. Programme Coordinators shall periodically review communication practices within their respective programmes to ensure compliance with this SOP and with the University's Open and Distance Learning policies.

9. Copyright and Intellectual Property

Foundation University School of Virtual Education recognizes that the integrity, quality and sustainability of Open and Distance Learning (ODL) depend upon strict adherence to copyright laws, intellectual property rights, licensing agreements and ethical academic practices. This policy establishes the University's commitment to protecting the intellectual property rights of authors, publishers, software developers, institutions and other rights holders while facilitating lawful access to educational resources for teaching, learning, research and assessment.

The copyright and intellectual property shall apply to all instructional materials, learning resources and digital content developed, acquired, licensed, shared or used for ODL programs offered through FUSVE. It shall be binding upon faculty members, visiting faculty, instructional designers, content developers, multimedia producers, students, researchers, administrative staff and all other persons involved in the development, delivery and management of ODL programs.

FUSVE shall ensure that all educational resources used in its ODL programs comply with the applicable copyright laws of Pakistan, licensing agreements, international intellectual property conventions and University regulations. The University shall promote academic integrity by encouraging the creation of original instructional materials while respecting the intellectual property rights of others. All learning resources shall be used only in accordance with the permissions granted by the copyright owner or the applicable license.

9.1. Ownership of Intellectual Property

Unless otherwise provided through a written agreement, the ownership of instructional materials developed by FUSVE within the scope of their official duties shall vest in Foundation University Islamabad in accordance with the University's Intellectual Property Policy.

Instructional materials developed under externally funded projects, collaborative agreements or consultancy arrangements shall be governed by the respective contractual agreements.

Faculty members shall retain moral rights over their scholarly work in accordance with applicable law, while the University may retain institutional rights for academic delivery, archival purposes and quality assurance.

9.2. Categories of Learning Resources

The University may utilize the following categories of learning resources in ODL programmes:

- a. Original instructional materials developed by FUSVE faculty or authorized personnel.
- b. Learning resources developed under institutional collaborations or Memoranda of Understanding.
- c. Open Educational Resources (OERs) released under recognized open licences.

- d. Public domain materials.
 - e. Commercially licensed learning resources acquired through lawful agreements.
 - f. Copyrighted materials used with written permission from the copyright owner.
- Each category shall be supported by appropriate documentary evidence demonstrating the University's lawful authority to use such materials.

9.3. Use of Open Educational Resources

FUSVE encourages the use of high-quality Open Educational Resources to enhance access to education and reduce the cost of learning. Faculty members shall ensure that all Open Educational Resources are used strictly in accordance with the applicable license conditions, including attribution, non-commercial use, share-alike provisions and restrictions on derivative works where applicable.

Appropriate acknowledgement of the original author, source and license shall accompany every Open Educational Resource incorporated into University courses.

9.4. Third-Party Copyrighted Material

The inclusion of copyrighted books, journal articles, videos, images, software, datasets, presentations or any other third-party material within an ODL course shall be permitted only where:

- a. written permission has been obtained from the copyright owner;
- b. the material is covered under a valid institutional licence;
- c. the material is available under an appropriate open licence;
- d. the material is in the public domain; or
- e. its use is otherwise permitted under the applicable copyright laws of Pakistan.

Faculty members shall not reproduce, distribute, upload or modify copyrighted material beyond the scope authorized by the applicable license or permission.

9.5. Institutional Collaborations

Where instructional materials are obtained through agreements with other universities, publishers or educational organizations, their use shall be governed by the terms and conditions specified in the relevant Memorandum of Understanding (MoU), licensing agreement or contractual arrangement.

The University shall maintain documentary evidence of all such agreements and ensure that the use of shared learning resources remains within the authorized scope.

9.6. Attribution and Citation

All instructional materials containing third-party content shall appropriately acknowledge the original creator through accepted academic citation practices.

Faculty members shall ensure that references, citations and acknowledgements are provided in accordance with internationally accepted academic standards.

9.7. Student Responsibilities

Students shall use learning resources exclusively for their personal educational purposes.

Students shall not reproduce, distribute, upload, modify, record, sell or publicly share copyrighted instructional materials without prior written authorization from the University or the copyright owner.

Unauthorized recording or redistribution of live online classes, lecture videos or assessment materials shall constitute academic misconduct.

9.8. Faculty Responsibilities

Faculty members shall exercise due diligence in ensuring that every instructional resource included in an ODL course complies with this policy.

Before offering a course, each Course Coordinator shall certify that all instructional materials satisfy copyright and licensing requirements through the prescribed Copyright Compliance Declaration annexed as **Annex – E**.

Faculty members shall promptly report any suspected copyright infringement to the Director, FUSVE.

9.9. Institutional Responsibilities

Foundation University School of Virtual Education (FUSVE) shall ensure effective implementation of this Policy through the following institutional mechanisms:

- a. All instructional materials developed or adopted for ODL programs shall undergo copyright compliance verification prior to their publication on the Learning Management System (LMS).
- b. Every Course Coordinator or Faculty Member shall submit a duly signed Copyright Compliance Declaration for each course before its commencement.
- c. Documentary evidence supporting the lawful use of copyrighted materials, including licenses, permissions, Memoranda of Understanding (MoUs), Creative Commons licenses or other legal authorizations, shall be maintained by the concerned academic department or the designated office.
- d. A Copyright Clearance Register shall be maintained to document the copyright status of instructional resources used in all ODL courses.
- e. The University shall provide orientation and periodic training to faculty members, instructional designers and relevant staff on copyright compliance, licensing requirements and ethical use of digital learning resources.
- f. Periodic internal reviews and quality assurance audits shall be conducted to verify continued compliance with this Policy and applicable legal requirements.
- g. Any suspected copyright infringement shall be reported to the Director, FUSVE for appropriate investigation and corrective action in accordance with the University's applicable regulations.

To ensure transparency and regulatory compliance, FUSVE shall maintain appropriate documentation, including:

- Copyright Compliance Declaration Forms;

- Copyright Clearance Register;
- licensing agreements;
- Memoranda of Understanding governing shared instructional resources;
- permissions obtained from copyright holders;
- records relating to Open Educational Resources and their applicable licences.

These records shall be retained in accordance with the University's record management policy and shall be made available during academic audits, accreditation visits and regulatory inspections.

9.10. Copyright Infringement

Any suspected or confirmed copyright infringement shall be investigated by the competent authority.

Where infringement is established, corrective measures may include withdrawal of the infringing material, revision of course content, disciplinary action under applicable University regulations and any additional legal measures considered appropriate.

10. Admission Policy and Procedures

Foundation University School of Virtual Education (FUSVE) ensures a transparent, merit-based, and inclusive admission process. Admissions shall be conducted in a fair, equitable, and technology-enabled manner.

10.1. Eligibility Criteria

- Minimum 12 years of education (FA/FSc/ICS/ICOM/ DAE or equivalent)
- Equivalence certificate (for foreign qualifications) from Higher Education Commission of Pakistan or relevant board
- Minimum academic performance as prescribed by FUSVE/HEC
- Entry test/interview (if applicable)
- Statement of purpose (for selected programs)

Admissions shall be offered biannually (Fall and Spring semesters) unless decided otherwise by the competent authority of FUI. Short courses and certifications may have rolling admissions.

10.2. Admission Process

Step 1: Online Application

Applicants must apply through the official online FUSVE admission portal and submit scanned copies of Academic transcripts, CNIC/Form-B, Recent photographs, supporting documents (As advertised).

Step 2: Application Review

Applications are screened for eligibility and completeness. All the submitted academic credentials shall be verified.

Step 3: Entry Test / Interview (if applicable)

Online test through FUSVE online test portal will be conducted at designated centers. Proctored environment will be facilitated for transparency.

Step 4: Merit List Generation

Merit lists will be generated based on:

- Academic performance
- Entry test/interview (if applicable)
- Additional criteria defined by the program

Step 5: Offer of Admission

Provisional admission offer will be issued electronically. Candidate must confirm acceptance within stipulated time.

Step 6: Fee Submission

The selected candidates will make fee payment through:

- Online banking accessible through the same admission portal
- Designated bank branches
- Admission confirmed upon fee verification

All submitted documents shall be subject to verification. FUSVE reserves the right to cancel admission in case of misrepresentation, forged documents and Incomplete information.

FUSVE promotes equitable access by providing opportunities to remote and underserved areas, working professionals, persons with disabilities, special quotas (if applicable) in line with national policies.

Admitted students may request deferment for One academic cycle (maximum) subject to approval by the admission committee.

Admission may be cancelled

- Upon student request
- Due to non-payment of dues
- Violation of university policies
 - Fee refund shall be processed as per FUI refund policy guidelines

10.3. International Admissions

Foreign applicants are encouraged to apply for admission subject to:

- Equivalent qualifications verified by Higher Education Commission of Pakistan
- Compliance with visa and immigration requirements
- Admission process and eligibility criteria is followed

10.4. Re-Admission Policy

Students who discontinue studies may apply for re-admission subject to:

- Academic standing
- Updated curriculum requirements

10.5. Grievance Redressal Mechanism

Applicants may lodge admission complaints through online admission portal regarding admission decisions, technical issues and transparency concerns. Complaints shall be addressed through Online complaint portal and will be reviewed by Admission committee.

11. Student Support Services

11.1. Academic Support

Foundation University School of Virtual Education (FUSVE) is committed to providing comprehensive, accessible, and technology-enabled academic support services to ensure student success in Open and Distance Learning (ODL) programs. Academic support services aim to:

- Facilitate student learning in a virtual environment
- Provide timely academic guidance and feedback
- Enhance student retention and success rates
- Support diverse learners, including working professionals and remote students
- Ensure equitable access to academic resources

11.1.1. Academic Advising

Each student shall be assigned an academic advisor. Advisors will guide students on course selection and registration, study plans and degree completion pathways, academic policies and progression requirements. All the advisory sessions shall normally be conducted via LMS/ CMS and other online systems used by the students through virtual meetings.

11.1.2. Online Tutoring and Mentoring

Course instructors and teaching assistants shall provide scheduled virtual tutoring sessions to the students. Discussion forums for academic queries will also be established in each course offered through LMS. In special circumstances, One-on-one mentoring and peer mentoring programs will also be introduced.

Faculty members shall advertise through LMS, the weekly virtual office hours on LMS course page. In these office hours students may interact with instructors for concept clarification, Assignment guidance and Academic concerns etc.

11.1.3. Bridging and Foundation Courses

The students of FUSVE will be offered with introductory or remedial courses to address knowledge gaps and support students from diverse academic backgrounds. A course bank of such courses will be provided through FUSVE Open Courseware.

11.1.4. Assessment Support

The student of FUSVE will get clear guidelines on all academic assessments and will also be provided with the rubrics for all assessments. Mock tests and practice assignments shall be available. Feedback shall be timely, constructive and aligned with learning outcomes.

11.1.5. Research and Project Support

Online Guidance shall be provided for Final year projects and Research assignments. This support includes Supervisor allocation, Research methodology workshops and access to research tools and databases etc.

Students shall be able to get academic support through:

- LMS messaging system & WhatsApp Messaging
- Official university email
- Virtual meeting platforms
- Helpdesk support system

Academic support services shall be designed to accommodate students from remote areas, other-abled students and working professionals.

11.2. Technical Support

Foundation University School of Virtual Education (FUSVE) shall provide robust, reliable, and accessible technical support services to ensure uninterrupted access to digital learning platforms and resources. Technical support services aim to:

- Ensure seamless access to the Learning Management System (LMS) and digital tools
- Minimize disruptions in teaching, learning, and assessment
- Provide timely resolution of technical issues
- Enhance digital literacy among students and faculty
- Support secure and reliable online learning environments

Technical support services shall cover:

- LMS/ CMS/ Online Systems/ CBT access and navigation
- User account management
- Online class connectivity issues
- Assessment and examination system support
- Software and tools required for coursework
- Digital resource access (e-library, databases)

A dedicated Technical Helpdesk shall be established. Support shall be available through:

- Email support system
- WhatsApp/ Messengers
- Ticketing system via LMS
- Phone/helpline services (during working hours)
- Live chat or instant messaging support during:
 - Online classes
 - Assessments and examinations
 - Immediate assistance for critical issues

Students shall receive support for:

- Login and authentication issues
- Course access and enrollment problems
- Assignment submission errors
- Viewing lectures and course materials
- LMS usage

- Virtual classroom tools
- Online assessment procedures
- Video tutorials and user manuals shall be provided
- Required academic software
- Collaboration tools (e.g., video conferencing platforms)
- Provision of licensed or open-source tools where applicable
- Internet connectivity troubleshooting
- Browser compatibility issues
- Device configuration (laptop/mobile)
- Recommendations for minimum technical requirements

Technical support shall be available during working hours for general issues and for extended hours during examinations and critical academic activities. Emergency support mechanisms shall be in place for system outages.

All issues shall be logged through a ticketing system.

- Low priority: resolved within 24–48 hours
- Medium priority: resolved within 12–24 hours
- High priority (critical): resolved within 2–6 hours

All technical systems shall comply with:

- Data protection standards
- Secure authentication mechanisms
- Student data confidentiality shall be strictly maintained

Technical support shall cater to:

- Students with limited digital skills
- Differently-abled users

through

- Simple user guides
- Multilingual support (where feasible)

Students shall:

- Maintain updated devices and software
- Use official platforms for academic activities
- Report issues promptly through designated channels
- Follow cybersecurity best practices

11.3. Counselling and Mentoring

Foundation University School of Virtual Education (FUSVE) shall provide structured counselling and mentoring services to support students' academic success, psychological well-being, and professional development in the Open and Distance Learning (ODL) environment. These counselling and mentoring services aim to support students' emotional and psychological well-being to facilitate their academic success and persistence. Proper career guidance and professional development shall enhance student engagement in a virtual learning environment.

Students shall also receive guidance on job market trends, employability skills and internship and placement opportunities. This guidance will be provided through career webinars, workshops and interview preparation sessions.

Senior students or trained peers may be engaged as mentors to support new students. Senior students shall share their learning strategies and experiences to foster a collaborative learning environment. At-risk students shall be identified through academic performance indicators, LMS engagement analytics to provide personalized mentoring/ Counselling sessions and academic support referrals.

All counselling interactions shall remain strictly confidential. Student information shall be protected in accordance with institutional data protection policies and applicable legal frameworks.

11.4. Library and Learning Resources

Foundation University School of Virtual Education (FUSVE) shall provide comprehensive, accessible, and high-quality digital library and learning resources to support teaching, learning, and research in the Open and Distance Learning (ODL) environment.

Library and learning resources aim to provide equitable access to academic and research materials and support self-directed and lifelong learning. This will facilitate digital literacy and information skills to ensure availability of up-to-date and relevant content.

12. Scholarship, Financial Support and Fee Structure Policy

Foundation University School of Virtual Education (FUSVE) shall maintain a transparent and student-centered financial framework governing tuition fees, scholarships, financial assistance, fee payment procedures, and refunds. This policy aims to facilitate access to higher education for academically deserving and financially disadvantaged students while ensuring compliance with the Higher Education Commission (HEC) Open and Distance Learning Policy and the financial regulations of Foundation University Islamabad.

12.1. Fee Structure

The fee structure for all ODL programs shall be determined and approved by the statutory authorities of the University before the commencement of each admission cycle. The approved fee schedule shall be published through the University's official website and CMS, and other official communication channels to ensure transparency and informed decision-making by prospective students.

The fee structure may comprise an admission processing fee, registration fee, tuition fee calculated on a per-credit-hour basis, semester registration fee, Learning Management System service charges, digital library and learning resource charges, examination fee, student support service fee, degree and transcript charges, and any other fee approved by the University from time to time. No fee shall be charged unless it has been duly approved by the competent authority.

Students shall ordinarily pay tuition fees only for the courses in which they are registered during a particular semester. Semester dues shall be payable before the completion of course registration through payment mechanisms approved by the University, including designated bank branches, online banking facilities, electronic payment gateways, or other digital payment systems introduced by the University.

Failure to pay the prescribed fee within the notified deadlines may result in late payment charges, temporary suspension of access to academic services, restriction from appearing in examinations, or cancellation of course registration in accordance with the University's regulations. However, the competent authority may waive late payment charges or approve special payment arrangements where exceptional circumstances are satisfactorily established.

12.2. Scholarships

Recognizing that financial constraints should not impede access to higher education, FUSVE shall establish and administer scholarship programs designed to promote academic excellence, widen educational access, and encourage diversity among the student body.

Scholarships will be awarded on the basis of academic merit, financial need, outstanding performance, institutional priorities, or any other criteria approved by the University. Merit scholarships may be granted to students demonstrating exceptional academic achievement at the time of admission or during their studies. Need-based scholarships may be awarded to students who demonstrate genuine financial hardship following assessment of their financial circumstances through procedures prescribed by the University.

The University may also offer scholarships or fee concessions to Foundation University employees and their eligible dependents, alumni of the University, persons with disabilities, children of Shuhada, students belonging to underprivileged or remote areas, female students in underrepresented disciplines, overseas Pakistanis, and other categories as determined by the competent authority. Scholarships funded through government agencies, industry, philanthropic organizations, alumni contributions, corporate social responsibility initiatives, or donor organizations may also be administered by the University in accordance with the conditions prescribed by the sponsoring organizations.

12.3.1. Merit Scholarship

FUSVE merit scholarship shall be awarded for first semester only.

- Eligibility criteria: 85% and above marks in intermediate
- 75% Fee waiver for first-three position holders (overall aggregate merit) in each BS program securing 85% or more marks in HSSC/Equivalent level for first semester

From the second semester onwards, the students shall compete with other students for Merit Scholarship. The students of undergraduate programs achieving distinctions in university examinations will be awarded merit scholarships with minimum SGPA equal or more than 3.50 out of 4.00 and minimum 80% virtual attendance for all disciplines under semester system.

12.3.2. Financial Assistance Program

Financial Assistant Program is meant to provide assistance to needy talented students. The available amount is given to the deserving students after detailed working by the Financial Assistance Committees (FACs). Financial Assistance is initially granted for one academic year/semester and is revised at the end of academic year/semester.

Students experiencing unforeseen financial hardship arising from circumstances such as serious illness, death of a parent or guardian, natural disasters, unemployment of the primary earning member of the family, or other exceptional situations may apply for emergency financial assistance. Such requests shall be considered on their individual merits and subject to the availability of financial resources.

Where justified by genuine financial need, the competent authority may also approve payment of semester fees in installments in accordance with procedures notified by the University.

12.4. Fee Refunds

Students who withdraw from an academic ODL program or discontinue their studies shall be entitled to refund of tuition fees in accordance with the refund policy approved by the Foundation University Islamabad. Refunds shall be processed after verification of eligibility and completion of the prescribed administrative formalities.

Application processing fees, admission fees, verification charges, bank charges, and any other charges specifically declared non-refundable by the University shall ordinarily not be refunded unless otherwise approved by the competent authority.

12.5. Administration of Scholarships and Financial Support

All the scholarships and financial assistance programs will be processed by FUI's financial assistance program committee. The committee shall evaluate applications, assess financial needs, recommend scholarship awards, monitor continuation of financial assistance, and ensure that all decisions are made fairly, transparently, and without discrimination.

The University shall maintain confidentiality of all financial information submitted by applicants and shall process such information solely for the purpose of determining eligibility for financial assistance.

13. Assessment and Examination Policy

Foundation University School of Virtual Education (FUSVE) shall implement a robust, transparent, and secure CBT-based assessment and examination system to ensure the integrity, reliability, and validity of student evaluation in Open and Distance Learning (ODL) programs.

The assessment and examination system aims to:

- Ensure fair and unbiased evaluation of student performance
- Measure attainment of learning outcomes
- Maintain academic integrity and credibility
- Support continuous and formative assessment practices
- Provide timely and constructive feedback

All assessments shall be guided by the following principles:

- Validity: Alignment with course learning outcomes
- Reliability: Consistency in evaluation methods
- Transparency: Clear communication of assessment criteria
- Fairness: Equal opportunity for all students
- Security: Protection against academic misconduct

13.1. Components of Assessment

13.1.1. Continuous Assessment

Continuous assessment shall constitute a significant portion of the total grade and may include Assignments, Quizzes, Discussion forum participation, Presentations and Case studies and projects etc.

13.1.2. Midterm and Final Examinations

Midterm and final examinations shall be conducted on-campus CBT as per course requirements. Online examinations will be facilitated in lateral phases subject to the HEC ODL policy. The details of examination systems are covered in FUSVE examination policy.

13.1.3. Examination Procedures

The scheduling of the examination at FUSVE shall be done through personalized date sheets facilitated through online CBT system. The students of FUSVE will be given with an option of 2-3 date sheets on which the student will be eligible to appear in the examination. On this personalized datesheets, automatic question paper will be generated from a question bank where questions taxonomy will be stored for uniformity in design of multiple question papers. All the examination/ invigilation rules of FUI will strictly be adhered in conduct of examination. The details of exam paper scheduling and paper composition from larger questions banks are detailed in FUSVE examination policy.

All the examinations are conducted On-campus and shall be invigilated both physically and online proctoring through AI-based proctoring tools and live monitoring (where applicable). The details are given in FUSVE examination policy.

13.1.4. Grading Policy

A standardized grading system shall be followed as per FUI regulations. Components of grading include:

- Continuous assessment (Assignment, Quiz, Case Study, Project etc) – 25%
- Midterm examination – 25%
- Final examination – 50%

Grade thresholds and GPA calculations shall be carried out as per FUSVE examination policy.

13.2. Result Processing and Verification

Results shall be compiled and verified through secure systems. Official results shall be communicated via LMS and CMS.

13.2.1. Rechecking and Appeals

Students may apply for rechecking of answer scripts and Grade review (where applicable). Formal appeal mechanism shall be followed as per FUI rules.

Special Provision will be made for:

- Students with disabilities
- Medical emergencies
- Genuine technical issues during online exams

A detailed FUSVE examination policy will be designed to cover all the regulations related to virtual examinations.

14. Faculty Requirements and Development

14.1. Faculty Qualification Requirements

All faculty members shall meet the minimum eligibility criteria prescribed by the Higher Education Commission (HEC) for appointment in their respective disciplines.

For undergraduate programs:

- Minimum MS/MPhil (18 years education) in the relevant field.
- Preference shall be given to candidates with PhD qualifications.
- Teaching Experience is Virtual University or setup will be given preference.

All the Faculty members must demonstrate Subject expertise, Basic IT proficiency and Communication skills suitable for online teaching

14.2. Faculty Categories in ODL

FUSVE shall engage faculty under the following categories:

- Full-time Regular Faculty – Core teaching, course design, research
- Invited Faculty (Full Course/ Short Term) – Experienced Professors, Industry experts and practitioners
- Visiting Faculty – Specialized or short-term teaching roles
- Course Coordinators – Responsible for course oversight and quality assurance
- Tutors / Teaching Assistants – Student facilitation and support and teaching assistance to Full-time or Invited Faculty

14.3. Faculty Roles and Responsibilities

Faculty engaged in ODL programs shall have:

14.3.1 Instructional Responsibilities

- Develop and deliver course content in digital format
- Instructional design aligned with FUSVE ODL Policy
- Record video lectures and prepare learning materials
- Conduct synchronous and asynchronous sessions

14.3.2 Student Engagement

- Respond to student queries within defined timelines
- Facilitate discussion forums
- Provide academic mentoring

14.3.3 Assessment Responsibilities

- Design quizzes, assignments, and exams
- Ensure transparency and academic integrity
- Provide timely feedback

14.3.4 Course Management

- Update course content regularly
- Align learning outcomes with assessments
- Ensure LMS compliance

14.4. Faculty-to-Student Ratio

The university shall maintain a reasonable faculty-to-student ratio as per HEC guidelines. 1:30 to 1:50 for interactive courses and 1:100 (max) for MOOCs with teaching assistants.

14.5. Faculty Training and Capacity Building

All faculty must undergo mandatory training before teaching in ODL mode. Training areas may include:

- Learning Management System (LMS) usage
- Online pedagogy and instructional design
- Digital content development
- Online assessment and proctoring tools
- Student engagement strategies
- Outcome Based Education

These trainings may be offered under annual refresher training, workshops and certifications and national/international conferences.

14.6. Performance Evaluation

Faculty performance in ODL shall be evaluated on the following parameters:

- Student feedback
- Instructional design
- Compliance with FUSVE ODL policy
- Course completion rates
- Quality of digital content
- Responsiveness to students
- Peer review and academic audits

The university shall introduce incentives such as awards for best online teaching, grants for digital course development and recognition for innovation in pedagogy. The faculty members shall be encouraged to publish research in ODL and e-learning. They shall develop MOOCs and digital repositories and integrate emerging technologies such as Artificial Intelligence, Learning Analytics and Adaptive Learning Systems.

14.7. Faculty Support Mechanism

The faculty members shall be given directed trainings on technical support for LMS and content creation, Instructional design, media production facilities (recording studios) and other helpdesk services. All the faculty members must comply with FUSVE ODL policies/ HEC ODL policy, FUI academic regulations and ethical standards and plagiarism policies.

Non-compliance may result in warnings, removal from ODL teaching assignments and other disciplinary actions.

The faculty workload shall be determined according to FUI policies and regulations and shall include teaching hours, content development, student interaction time, assessment duties.

The course load of a regular faculty member engaged as Teaching Assistant with a teaching Faculty member will be counted as half and two TA courses will become equal to one.

15. Quality Assurance and Enhancement

The Quality Assurance and Enhancement framework ensures that all academic, instructional, and administrative processes within FUSVE meet national and international standards for Open and Distance Learning (ODL), while fostering continuous improvement.

15.1. Regulatory Alignment

All quality assurance mechanisms shall align with guidelines of the Higher Education Commission (HEC), particularly for ODL and online education.

FUSVE shall coordinate with its internal Quality Assurance Division (QAD) to ensure compliance with HEC quality standards, Program accreditation requirements and Institutional policies.

15.2. Quality Assurance Structure

FUSVE shall establish a multi-tier QA structure:

Level	Committee
Institutional Level	Department of QA, Academic Council
FUSVE Level	FUSVE QA Committee, Program Review Committee
Course Level	Course Coordinators, Peer Review

All the QA structures, systems and policies shall be covered under FUSVE QA framework.

15.3. Course Design and Review

Each course shall be developed using instructional design principles suitable for ODL. Each course will go through Peer review before launch and Periodic revision (at least once every 3 years)

15.4. Learning Management System (LMS) Quality Standards

All courses shall be delivered through an approved LMS. LMS quality benchmarks and analytics rubrics shall be covered under FUSVE QA framework.

15.5. Teaching and Learning Quality

Faculty performance shall be monitored through student feedback, peer evaluation and course analytics. Teaching effectiveness indicators include student engagement levels, timely feedback on assessments and achievement of learning outcomes. Detailed TLQ is covered in FUSVE QA framework.

15.6. Student Feedback and Satisfaction

Student feedback shall be collected at Mid-course and End-of-course. Feedback areas include:

- Course content quality

- Teaching effectiveness
- LMS/ Digital Systems usability
- Student Support Services
- Faculty Services

15.7. Continuous Quality Enhancement (CQE)

FUSVE shall adopt a continuous improvement cycle detailed in FUSVE QA framework:

Plan → Implement → Evaluate → Improve

Annual program reviews shall include:

- Performance metrics
- Graduate outcomes
- Stakeholder feedback

Programs shall be benchmarked against National standards (HEC) and international best practices.

In the light of QA policy, detailed QA framework will be designed to cover CQI, OBE, Feedbacks, internal quality review and external quality reviews.

16. Technology, Infrastructure and Data Security

Foundation University School of Virtual Education (FUSVE) shall establish, maintain, and continuously enhance a robust, secure, and scalable technological ecosystem to support high-quality Open and Distance Learning (ODL). This ecosystem shall ensure uninterrupted delivery of academic programs, protection of institutional and student data, and compliance with the standards prescribed by the Higher Education Commission (HEC) and relevant national and international best practices.

16.1. Technology Framework

FUSVE shall adopt an integrated technology framework that enables effective digital teaching, learning, communication, and assessment. At the core of this framework shall be a centralized Learning Management System (LMS) that supports content delivery, student engagement, assessment management, and performance tracking. The LMS shall be complemented by reliable tools for video conferencing, digital content creation, online assessments, and academic collaboration. These systems shall be interoperable, user-friendly, and accessible across devices, ensuring inclusivity for all learners regardless of geographic or technological constraints.

The university shall ensure that all academic processes including admissions, course registration, learning delivery, assessment, and result management are digitized and integrated to provide a seamless user experience.

16.2. IT Infrastructure

FUSVE shall maintain a resilient IT infrastructure capable of supporting large-scale online education. This includes secure servers (cloud-based and/or on-premises), high-speed network connectivity, data storage systems, and backup facilities.

The infrastructure shall be designed to ensure:

- High availability and minimal downtime
- Scalability to accommodate increasing student enrollment
- Load balancing for peak academic activities (e.g., examinations)
- Redundancy mechanisms to prevent system failure

The university shall also establish dedicated facilities such as data centers or cloud hosting environments, media production and lecture recording studios and technical support centers for faculty and students.

Regular maintenance, system upgrades, and performance monitoring shall be carried out to ensure optimal functioning of all technological components.

16.3. Accessibility and Usability

FUSVE shall ensure that all technological platforms are accessible, intuitive, and inclusive. Systems shall be compatible with multiple devices, including desktops, laptops, tablets, and smartphones, and shall function effectively under varying internet bandwidth conditions.

User interfaces shall be designed to facilitate ease of navigation for students and faculty, and appropriate support mechanisms including user manuals, tutorials, and

helpdesk services shall be provided to ensure effective utilization of the systems. The details of the section is covered in FUI IT Policy.

16.4. Data Security and Privacy

FUSVE shall implement comprehensive data security measures to protect the confidentiality, integrity, and availability of all institutional and user data. This includes academic records, personal information, examination data, and digital content.

Security mechanisms shall include:

- Secure user authentication and role-based access control
- Encryption of sensitive data during transmission and storage
- Regular security audits and vulnerability assessments
- Protection against cyber threats such as hacking, malware, and phishing

The university shall ensure that data is collected, processed, and stored in accordance with applicable data protection laws and ethical standards. Access to data shall be restricted to authorized personnel only, and all users shall be required to adhere to institutional data security policies. The details are covered in FUI IT Policy.

16.5. Backup and Disaster Recovery

FUSVE shall establish a comprehensive backup and disaster recovery mechanism to ensure business continuity in case of system failures, cyber incidents, or natural disasters.

Regular automated backups of critical data shall be maintained, with copies stored in secure off-site or cloud locations. A disaster recovery plan shall be developed and periodically tested to ensure rapid restoration of services with minimal disruption. The details are covered in FUI IT Policy.

16.6. System Monitoring and Maintenance

All technological systems shall be continuously monitored to ensure performance, security, and reliability. Monitoring tools shall be used to track system usage, detect anomalies, and identify potential risks.

Scheduled maintenance activities shall be conducted to update software, patch vulnerabilities, and improve system performance. Any system downtime shall be minimized and communicated in advance to stakeholders. The details are covered in FUI IT Policy.

16.7. Technical Support Services

FUSVE shall provide comprehensive technical support to students, faculty, and administrative staff. A dedicated helpdesk shall be established to address technical issues related to LMS usage, connectivity, assessments, and other digital services.

Support services shall be available through multiple channels, including email, phone, and online ticketing systems, and shall operate within defined response and resolution timelines. The details are covered in FUI IT Policy.

16.8. Continuous Improvement and Innovation

FUSVE shall adopt a forward-looking approach to continuously enhance its technological capabilities. Emerging technologies such as artificial intelligence, learning analytics, and adaptive learning systems shall be explored and integrated where appropriate.

Regular feedback from users and periodic system evaluations shall inform improvements in infrastructure, tools, and services, ensuring that the university remains aligned with global best practices in digital education.

17. Research, Innovation and Industry Linkages

Foundation University School of Virtual Education (FUSVE) shall promote a strong culture of research, innovation, and industry collaboration as an integral component of its Open and Distance Learning (ODL) ecosystem. The objective is to ensure that academic programs remain relevant, forward-looking, and aligned with national priorities and global trends.

17.1. Research Integration in ODL

FUSVE shall embed research as a core element of teaching and learning in the ODL environment. Faculty members shall be encouraged to integrate contemporary research findings into course content, ensuring that students are exposed to current knowledge and emerging developments in their respective fields.

The university shall promote research-based assignments, case studies, and project work that enhance analytical thinking, problem-solving abilities, and independent inquiry among students. Where applicable, undergraduate and graduate students shall be encouraged to undertake supervised research projects that address real-world challenges.

17.2. Faculty Research and Scholarly Activities

FUSVE shall facilitate and support faculty in conducting high-quality research. Faculty members shall be encouraged to publish in recognized national and international journals, participate in conferences, and contribute to interdisciplinary research initiatives.

Institutional support shall be provided in the form of research facilitation, access to digital libraries, and collaboration opportunities. Special emphasis shall be placed on emerging areas such as artificial intelligence, data analytics, e-learning systems, and other domains relevant to digital education.

Research productivity and impact shall be considered as an important component of faculty performance evaluation.

17.3. Innovation in Teaching and Learning

FUSVE shall foster innovation in pedagogy, instructional design, and educational technologies. Faculty shall be encouraged to adopt creative teaching approaches, including the use of multimedia content, interactive simulations, and adaptive learning tools.

The university shall support the development of innovative digital resources such as Massive Open Online Courses (MOOCs), virtual labs, and intelligent tutoring systems. Pilot projects and experimental initiatives shall be undertaken to explore new models of online education and improve learning outcomes.

17.4. Industry Linkages and Collaboration

FUSVE shall actively establish and maintain linkages with industry, government organizations, and the service sector to ensure that its academic offerings remain relevant to market needs.

These linkages shall facilitate:

- Curriculum development informed by industry requirements
- Guest lectures, seminars, and expert sessions by industry professionals
- Internship and project opportunities for students
- Collaborative research and consultancy projects

The university shall strive to create a mutually beneficial relationship with industry partners, where academic expertise contributes to practical problem-solving and industry insights inform academic innovation.

17.5. Entrepreneurship and Knowledge Transfer

FUSVE shall promote a culture of entrepreneurship and knowledge transfer among students and faculty. Initiatives shall be undertaken to encourage the development of innovative ideas, startups, and technology-driven solutions.

The university shall explore mechanisms for translating research outcomes into practical applications, products, or services that benefit society and the economy. Where feasible, collaboration with incubation centers and innovation hubs shall be pursued.

17.6. Collaboration and Networking

FUSVE shall seek national and international collaborations with universities, research centers, and professional organizations to enhance its research and innovation capacity.

Such collaborations may include joint research projects, faculty exchange programs, co-supervision of research, and participation in international academic networks. These partnerships shall contribute to knowledge sharing, capacity building, and global visibility of the institution.

17.7. Use of Technology in Research and Innovation

FUSVE shall leverage digital technologies to support research and innovation activities. Online platforms shall be used for collaboration, data sharing, and dissemination of research outputs.

Learning analytics and data-driven approaches shall be utilized to generate insights that can inform both academic research and institutional decision-making. The integration of advanced technologies shall enhance the quality, efficiency, and impact of research initiatives.

17.8. Student Engagement in Research and Industry

Students enrolled in ODL programs shall be provided opportunities to engage in research and industry-related activities. This may include participation in research projects, industry-based assignments, internships, and collaborative initiatives.

Efforts shall be made to ensure that students develop practical skills and professional competencies that enhance their employability and readiness for the workforce.

17.9. Quality Assurance in Research and Collaboration

All research and industry linkage activities shall be subject to institutional quality assurance mechanisms. Ethical standards, research integrity, and academic honesty shall be strictly enforced.

Collaborative agreements and partnerships shall be formally documented, and their outcomes shall be periodically reviewed to ensure effectiveness and alignment with institutional objectives.

17.10. Continuous Development and Sustainability Development

Goals (SDGs)

FUSVE shall adopt a sustainable approach to research and innovation by continuously evaluating its initiatives and identifying areas for improvement. Feedback from stakeholders, including industry partners and academic peers, shall be used to refine strategies and enhance impact.

FUSVE shall remain committed to fostering a dynamic ecosystem where research, innovation, and industry collaboration contribute meaningfully to UN SDGs.

18. Financial Model and Sustainability

Foundation University School of Virtual Education (FUSVE) shall adopt a financially viable, transparent, and sustainable model to support the planning, development, and delivery of Open and Distance Learning (ODL) programs. The financial framework shall ensure optimal utilization of resources, long-term sustainability, and continuous improvement in academic and technological infrastructure, in accordance with the guidelines of the Higher Education Commission (HEC) and institutional regulations.

18.1. Financial Planning Framework

FUSVE shall implement a structured financial planning process that aligns academic goals with available resources. Annual and multi-year financial plans shall be developed to support program expansion, infrastructure development, faculty engagement, and student services.

The planning process shall take into account projected student enrollment, program offerings, operational costs, and anticipated revenues. Financial decisions shall be guided by principles of efficiency, accountability, and strategic growth.

18.2. Revenue Model

The primary source of revenue for FUSVE shall be student tuition and program-related fees in undergraduate programs and short courses. The fee structure shall be designed to ensure affordability while maintaining academic quality and institutional sustainability.

In addition to tuition revenue, the university shall explore diversified income streams, including professional training programs, software consultancies, virtual education consultancy, certifications, industry collaborations, research grants, and other consultancy services. These additional sources shall contribute to strengthening the financial base and reducing dependency on a single revenue stream.

18.3. Cost Structure and Resource Allocation

FUSVE shall maintain a well-defined cost structure covering both capital and operational expenditures. Capital investments shall include technological infrastructure, LMS development, digital content creation facilities, and system upgrades. Operational costs shall include faculty remuneration, technical support services, licensing fees, maintenance, and administrative expenses.

Resource allocation shall be prioritized to ensure quality in teaching, learning, and student support services. Financial resources shall be distributed in a manner that supports academic excellence, technological reliability, and institutional growth.

18.4. Financial Governance and Transparency

FUSVE shall ensure strong financial governance through established institutional mechanisms. All financial transactions shall be conducted in accordance with university policies, audit requirements, and regulatory standards.

Budget approvals, expenditures, and financial reporting shall be subject to internal controls and periodic audits. Transparency shall be maintained in all financial matters to ensure accountability and stakeholder confidence.

18.5. Sustainability Strategy

The sustainability of FUSVE shall be ensured through a balanced approach that integrates financial stability with academic quality. The university shall continuously evaluate its financial performance and adopt strategies to maintain long-term viability. This shall include optimizing operational efficiency, leveraging technology to reduce costs, and scaling programs in response to demand. Financial sustainability shall also be supported through innovation in program offerings and expansion into emerging areas of education.

18.6. Investment in Technology and Innovation

Recognizing the central role of technology in ODL, FUSVE shall allocate adequate financial resources for the development and maintenance of its digital infrastructure. Investments shall be made in LMS enhancement, cybersecurity, digital content production, and emerging educational technologies.

Such investments shall be viewed as strategic enablers of quality education and long-term sustainability rather than short-term expenditures.

18.7. Financial Risk Management

FUSVE shall identify and manage financial risks that may affect the stability of its operations. These risks may include fluctuations in student enrollment, technological disruptions, and unforeseen operational expenses.

Appropriate mitigation strategies shall be developed, including contingency planning, diversification of revenue sources, and prudent financial management practices.

18.8. Affordability and Accessibility

FUSVE shall ensure that its financial model supports equitable access to education. Fee structures shall be designed to remain competitive and accessible to a diverse student population.

Where feasible, the university shall explore financial assistance mechanisms such as scholarships, installment plans, and need-based support to facilitate student participation in ODL programs.

18.9. Monitoring and Financial Evaluation

Financial performance shall be regularly monitored through budget reviews, financial reports, and performance indicators. The effectiveness of the financial model shall be evaluated periodically to ensure alignment with institutional objectives and market conditions.

Findings from financial evaluations shall inform strategic decisions, resource allocation, and future planning.

19. Risk Management and Contingency Planning

Foundation University School of Virtual Education (FUSVE) shall establish a proactive and systematic approach to identifying, assessing, and mitigating risks associated with the delivery of Open and Distance Learning (ODL). The institution shall ensure continuity of academic and administrative operations under all circumstances through effective contingency planning. This framework shall be aligned with the guidelines of the Higher Education Commission (HEC) and relevant national and international best practices.

19.1. Scope of Risk Management

Risk management at FUSVE shall cover all domains of ODL operations, including academic delivery, technology infrastructure, data security, financial sustainability, human resources, and regulatory compliance. The framework shall address both internal and external risks that may impact the quality, accessibility, and continuity of educational services.

Risks shall be categorized broadly as operational, technological, academic, financial, and strategic, ensuring a comprehensive institutional perspective.

19.2. Risk Identification and Assessment

FUSVE shall adopt a structured process for identifying potential risks and assessing their likelihood and impact. This process shall be integrated into routine planning and review mechanisms.

Risk identification shall be informed by:

- System performance data and incident reports
- Feedback from students, faculty, and staff
- Internal audits and quality assurance reviews
- External regulatory and environmental factors

Each identified risk shall be evaluated to determine its severity and priority, enabling the institution to allocate resources effectively for mitigation.

19.3. Risk Mitigation Strategies

FUSVE shall implement appropriate mitigation strategies to minimize the likelihood and impact of identified risks. These strategies shall be embedded within institutional policies, operational procedures, and technological systems.

Mitigation measures shall include strengthening infrastructure reliability, enhancing faculty and staff capacity, implementing robust cybersecurity protocols, and ensuring redundancy in critical systems. Preventive actions shall be prioritized to reduce exposure to risks before they materialize.

19.4. Contingency Planning and Business Continuity

FUSVE shall develop and maintain comprehensive contingency plans to ensure uninterrupted academic and administrative operations in the event of disruptions.

These disruptions may include system failures, cyber incidents, natural disasters, or other unforeseen events.

The contingency framework shall ensure that:

- Alternative systems or backup platforms are available for course delivery
- Academic schedules can be adjusted without compromising learning outcomes
- Communication channels remain active for timely dissemination of information
- Critical services such as assessments and student support continue with minimal interruption

A formal Business Continuity Plan (BCP) shall be documented, regularly reviewed, and tested to ensure its effectiveness.

19.5. Technology and Data Risk Management

Given the central role of technology in ODL, FUSVE shall place strong emphasis on managing technology-related risks. This includes ensuring system reliability, protecting against cyber threats, and safeguarding institutional data.

Measures shall include:

- Regular system backups and disaster recovery mechanisms
- Secure authentication and access control systems
- Continuous monitoring of network and system performance
- Periodic security audits and updates

These measures shall ensure the integrity, confidentiality, and availability of all digital assets.

19.6. Academic Risk Management

FUSVE shall address academic risks that may affect the quality of education, such as inadequate course design, low student engagement, and assessment irregularities.

To mitigate these risks, the university shall ensure:

- Regular review and updating of course content
- Monitoring of student participation and performance
- Training of faculty in online pedagogy
- Implementation of secure and transparent assessment systems

19.7. Financial Risk Management

Financial risks, including fluctuations in enrollment and unexpected operational costs, shall be managed through prudent financial planning and diversification of revenue sources.

FUSVE shall maintain financial reserves and adopt cost-control measures to ensure stability and sustainability under varying conditions.

Risk management shall be a shared institutional responsibility. The university shall designate appropriate committees and officers to oversee risk identification, monitoring, and mitigation.

The Quality Assurance department (QA), IT department, academic units, and administrative offices shall collaborate to ensure that risks are effectively managed and contingency plans are implemented when required.

The risk management framework shall be continuously monitored and periodically reviewed to ensure its effectiveness. Risk registers and incident logs shall be maintained to track identified risks, mitigation actions, and outcomes.

Lessons learned from incidents and disruptions shall be incorporated into future planning to strengthen institutional resilience.

FUSVE shall ensure that all stakeholders, including faculty, staff, and students, are aware of risk management policies and contingency procedures. Clear communication channels shall be established to provide timely information during emergencies or disruptions.

Training and awareness programs shall be conducted to build institutional preparedness and responsiveness.

The Risk Management and Contingency Planning framework shall comply with:

- HEC ODL policy requirements
- Institutional governance standards
- Applicable legal and regulatory provisions

The framework shall be continuously refined based on emerging risks, technological advancements, and institutional experience.

20. Implementation Plan and Roadmap

The Foundation University School of Virtual Education (FUSVE) shall adopt a structured, phased, and outcome-driven implementation plan for the effective establishment and delivery of Open and Distance Learning (ODL) programs. The roadmap shall ensure alignment with institutional objectives, regulatory requirements of the Higher Education Commission (HEC), and best practices in digital education. The implementation process shall emphasize quality, scalability, and sustainability.

20.1. Implementation Strategy

FUSVE shall implement its ODL programs through a phased approach to ensure systematic development and controlled expansion. Each phase shall be clearly defined with specific deliverables, timelines, and responsible units.

The strategy shall focus on building a strong foundation in terms of governance, technology, faculty readiness, and quality assurance before scaling up program offerings and student enrollment. Continuous monitoring shall guide the transition between phases.

20.2. Phase I: Planning and Preparation

The initial phase shall focus on institutional readiness. This includes the development of policies, establishment of governance structures, and alignment with HEC ODL requirements.

During this phase, FUSVE shall finalize academic frameworks, define program offerings, and prepare detailed implementation guidelines. Faculty identification and initial training shall be carried out, and the technological infrastructure, including the Learning Management System (LMS), shall be configured and tested.

Pilot course development shall also be initiated to ensure that instructional design standards are met prior to full-scale deployment.

20.3. Phase II: Development and Deployment

In this phase, FUSVE shall operationalize its ODL programs. Courses shall be fully developed and uploaded to the LMS, including video lectures, reading materials, and assessment components.

Faculty members shall begin course delivery, and student enrollment shall commence in a controlled manner to ensure quality assurance. Support systems, including technical helpdesks and student services, shall be activated.

Monitoring mechanisms shall be implemented to track system performance, student engagement, and teaching effectiveness during the initial rollout.

20.4. Phase III: Stabilization and Quality Enhancement

Following initial deployment, FUSVE shall focus on stabilizing operations and enhancing quality. Feedback from students and faculty shall be systematically collected and analyzed.

Course content, delivery methods, and support services shall be refined based on evaluation findings. Faculty development programs shall be strengthened, and additional training shall be provided to address identified gaps. Quality assurance processes shall be rigorously applied to ensure that all programs meet established standards.

20.5. Phase IV: Expansion and Scaling

Once operational stability is achieved, FUSVE shall expand its ODL offerings by introducing additional programs and increasing student intake. The technological infrastructure shall be scaled to handle higher loads, and additional faculty and support staff shall be engaged.

Strategic partnerships with industry and academic institutions shall be strengthened to enhance program relevance and outreach. New and innovative programs shall be introduced in response to emerging market needs.

20.6. Timeline and Milestones

The implementation roadmap shall be guided by a defined timeline with key milestones. While specific timelines may vary, the university shall ensure that each phase is completed within a reasonable and planned duration.

Milestones shall include policy approval, LMS readiness, pilot course launch, first student intake, completion of initial academic cycle, and expansion of program offerings.

Progress against these milestones shall be regularly reviewed to ensure adherence to the implementation schedule.

20.7. Resource Allocation

FUSVE shall allocate appropriate resources i.e. financial, human, and technological for each phase of implementation. Resource planning shall ensure that all critical components, including faculty, infrastructure, and support services, are adequately funded and managed.

The university shall ensure efficient utilization of resources while maintaining high standards of quality and performance.

20.8. Governance and Oversight

The implementation process shall be overseen by designated institutional bodies, including academic leadership, administrative units, and the Quality Assurance department (QA).

Clear roles and responsibilities shall be defined to ensure accountability at each stage of implementation. Regular coordination meetings shall be held to monitor progress and address challenges.

20.9. Monitoring and Reporting

FUSVE shall establish a robust monitoring and reporting mechanism to track the progress of implementation. Periodic reports shall be prepared to document achievements, challenges, and corrective actions.

These reports shall support informed decision-making and ensure transparency in the implementation process.

20.10. Risk Management Integration

Risk management principles shall be integrated into the implementation roadmap. Potential risks associated with each phase shall be identified and mitigated proactively to ensure smooth execution.

Contingency measures shall be in place to address unforeseen challenges without disrupting academic continuity.

The implementation plan shall be treated as a dynamic framework that evolves based on experience, feedback, and emerging trends. FUSVE shall continuously refine its roadmap to enhance efficiency, effectiveness, and alignment with global best practices.

21. Review and Amendments

NIL

Annexures

A, B, C, D

ANNEX – A

1. Director

Job Description

The Director shall provide strategic, academic, administrative, and operational leadership for FUSVE and ensure compliance with university regulations, HEC ODL policies, accreditation requirements, and quality assurance standards.

Key Responsibilities

- Develop and implement the strategic vision of FUSVE.
- Lead planning, launching, and management of virtual and blended academic programs.
- Ensure compliance with HEC, accreditation councils, and university policies.
- Supervise academic, administrative, technical, and support staff of FUSVE.
- Coordinate with faculties, departments, and external stakeholders for ODL initiatives.
- Oversee development and quality assurance of online courses and learning resources.
- Ensure effective operation of Learning Management Systems (LMS) and digital learning infrastructure.
- Manage budgets, procurement, and resource allocation.
- Establish partnerships with national and international institutions for virtual education.
- Monitor student performance, retention, and satisfaction indicators.
- Present annual performance and development reports to university management.
- Promote innovation, AI-enabled learning, and emerging educational technologies.

Eligibility Criteria

- PhD in a relevant discipline from an HEC-recognized university.
- Minimum 15 years of teaching, research, and academic administration experience.
- At least 3 years' experience in academic leadership positions (Dean, Director, HoD, Coordinator, etc.).
- Demonstrated understanding of ODL, e-learning, instructional technologies, and quality assurance frameworks.
- Strong communication, management, and leadership skills.
- Experience in establishing or managing virtual education programs will be preferred.
- Experience with LMS platforms and digital learning ecosystems.
- At least 10 National/international research publications in education technology or related fields.

2. Program Coordinator

The Program Coordinator shall manage day-to-day academic operations of assigned virtual programs and ensure smooth coordination among faculty, students, departments, and administrative units.

Key Responsibilities

- Coordinate academic planning and scheduling of online courses.
- Monitor course delivery and academic progress.
- Coordinate course allocation to faculty members.
- Facilitate communication among faculty, students, and university administration.
- Ensure compliance with academic calendars and assessment schedules.
- Monitor student enrollment, progression, and completion.
- Assist in accreditation and quality assurance activities.
- Prepare academic reports and performance statistics.
- Coordinate orientation sessions for students and faculty.
- Support curriculum review and continuous improvement activities.

Eligibility Criteria

- PhD/ Master's degree (minimum 18 years education) in relevant field.
- Minimum 5 years of academic or administrative experience in higher education.
- Knowledge of ODL systems and academic regulations.
- Strong organizational and communication skills.
- Experience with LMS administration.
- Experience in program management and accreditation processes.

3. Faculty Member (Instructional Designer)

Job Description

The Faculty Member/Instructional Designer shall develop, deliver, evaluate, and continuously improve online courses in accordance with instructional design principles and quality standards. Being, Instructional Designer the faculty shall be responsible for designing, developing, reviewing and continuously improving high-quality online and blended learning courses. The incumbent shall work closely with faculty members, media production staff, LMS administrators and quality assurance teams to create engaging, learner-centered digital learning experiences.

Key Responsibilities

- Teaching Responsibilities (Online, virtual, blended)
- Design, Develop and deliver online courses.
- Conduct synchronous and asynchronous learning activities.
- Apply instructional design models such as ADDIE, Backward Design, Bloom's Taxonomy and Universal Design for Learning (UDL).
- LMS usage and optimal recommendations.
- Assess student performance and provide timely feedback.
- Maintain student engagement and academic support.
- Participate in curriculum development and revision.
- Conduct research and scholarly activities.
- Instructional Design Responsibilities
- Design courses following recognized instructional design models (ADDIE, Backward Design, etc.).
- Develop course learning outcomes aligned with program outcomes.
- Prepare digital learning materials, recorded lectures, quizzes, assignments, and interactive content.
- Ensure accessibility and inclusiveness of online content.
- Collaborate with multimedia and technical teams.
- Review and update courses regularly.

Eligibility Criteria

- MS/MPhil or PhD in the relevant discipline from an HEC-recognized institution.
- Eligibility according to applicable HEC faculty appointment criteria.
- Knowledge of online teaching methodologies and LMS usage.
- Experience in instructional design, online teaching, or educational technology will be preferred.
- Experience in developing online courses will be preferred.
- Familiarity with AI-assisted educational tools and multimedia content development.

4. Teaching Assistant

Job Description

The Teaching Assistant shall support faculty members in course delivery, student engagement, assessment management, and LMS operations.

Key Responsibilities

- Assist faculty in managing online courses.
- Moderate discussion forums and online learning activities.
- Support students in LMS-related issues.
- Assist in grading assignments, quizzes, and assessments as permitted by university policy.
- Maintain course records and attendance reports.
- Coordinate virtual classroom sessions.
- Prepare course-related documentation and reports.
- Facilitate communication between faculty and students.
- Assist in conducting examinations and proctoring activities.
- Support quality assurance and data collection activities.

Eligibility Criteria

- Bachelor's degree (16 years education) in a relevant discipline.
- CGPA of at least 3.0/4.0 or equivalent.
- Proficiency in MS Office, LMS platforms, and online communication tools.
- Fresh graduates with outstanding academic records.
- Experience as a tutor, research assistant, or teaching assistant will be preferred.
- Familiarity with Moodle, Canvas, Blackboard, or similar LMS will be preferred.

5. Manager Administration

Job Description

The Manager Administration shall be responsible for managing and coordinating the administrative, human resource, procurement, logistics, facilities, and support functions of FUSVE to ensure smooth operations.

Key Responsibilities

- Manage day-to-day administrative affairs of FUSVE.
- Coordinate recruitment, onboarding, and personnel records in consultation with the university HR department.
- Oversee procurement, inventory, and asset management.
- Ensure availability and maintenance of office infrastructure and facilities.
- Coordinate administrative support for meetings, committees, and academic activities.
- Manage contracts, vendor relations, and service agreements.
- Prepare administrative budgets and expenditure reports.
- Ensure compliance with university policies and statutory requirements.
- Supervise administrative and support staff.
- Develop and implement administrative procedures for efficient operations.

Eligibility Criteria

- Retired Army Major with minimum 14 years of education.
- Minimum 5 years of administrative experience in a university or reputable organization.

- Strong organizational, communication, and management skills.
- Experience in managing administrative operations of virtual or higher education institutions will be preferred.
- Knowledge of procurement and public-sector administrative procedures.

6. Manager Student Affairs

Job Description

The Manager Student Affairs shall oversee student support services, engagement activities, counseling coordination, grievance handling, and student success initiatives within FUSVE.

Key Responsibilities

- Develop and manage student support services.
- Coordinate student orientation and onboarding activities.
- Facilitate academic advising and referral services.
- Manage student grievances, complaints, and appeals.
- Monitor student retention and engagement initiatives.
- Organize co-curricular and extracurricular virtual activities.
- Coordinate career guidance and alumni engagement programs.
- Liaise with academic departments regarding student issues.
- Maintain student welfare and support records.
- Prepare reports on student satisfaction and success indicators.

Eligibility Criteria

- Retired army major or above with minimum Bachelor's degree in Education, Psychology, Management Sciences, Social Sciences, or a related discipline.
- Minimum 3 years of experience in student affairs, academic administration, or student services.
- Strong interpersonal and communication skills.
- Experience in online student engagement and virtual learning environments will be preferred.
- Training in counseling or student development services.

7. Manager ORIC

Job Description

The Manager ORIC shall promote and manage research, innovation, entrepreneurship, commercialization, and industry-academia linkages within FUSVE.

Key Responsibilities

- Coordinate research activities and projects within FUSVE.
- Facilitate grant acquisition from national and international funding agencies.
- Promote innovation, entrepreneurship, and commercialization initiatives.
- Establish industry-academia collaborations and partnerships.
- Assist faculty in proposal development and project management.
- Coordinate intellectual property (IP) and patent-related matters.
- Organize research seminars, workshops, and conferences.
- Monitor research productivity and impact indicators.
- Develop annual research and innovation reports.
- Facilitate incubation and startup support initiatives.

Eligibility Criteria

- MS/MPhil or PhD in a relevant discipline.
- Minimum 5 years of experience in research management, ORIC, project management, or innovation ecosystems.
- Demonstrated understanding of research funding mechanisms and commercialization processes.
- Experience with HEC, PSF, Ignite, NRPU, international grants, or industry-funded projects.
- Knowledge of intellectual property management.

8. Accountant

Job Description

The Accountant shall manage financial records, budgeting, accounting transactions, and financial reporting for FUSVE.

Key Responsibilities

- Maintain accounting records and financial documentation.
- Process payments, receipts, and financial transactions.
- Prepare monthly, quarterly, and annual financial reports.
- Assist in budget preparation and monitoring.
- Maintain payroll-related records as assigned.
- Reconcile bank accounts and financial statements.
- Ensure compliance with university financial policies and audit requirements.
- Assist internal and external auditors.
- Maintain records of grants, projects, and special funds.
- Support procurement and financial verification processes.

Eligibility Criteria

- Bachelor's degree in Accounting, Finance, Commerce, or equivalent.
- Minimum 3 years of relevant accounting experience.
- Proficiency in accounting software and MS Office applications.
- Experience in higher education financial management.

9. Controller of Examination

Job Description

The Controller of Examinations shall manage all examination, assessment, grading, result processing, and academic integrity functions of FUSVE.

Key Responsibilities

- Develop and implement examination policies for online and blended programs.
- Plan and supervise midterm, final, and comprehensive examinations.
- Ensure secure conduct of online assessments and remote proctoring.
- Manage grading, result processing, and transcript generation.
- Ensure confidentiality and integrity of examination processes.
- Investigate examination irregularities and academic misconduct cases.
- Maintain examination records and archives.
- Coordinate with faculties regarding assessments and grading.
- Implement assessment quality assurance mechanisms.
- Prepare examination statistics and performance reports.
- Ensure compliance with HEC and accreditation requirements regarding assessments.

Eligibility Criteria

- Bachelors degree from an HEC-recognized institution.
- Minimum 7 years of academic administration experience, including examination-related responsibilities.
- Strong understanding of assessment systems, academic regulations, and examination management.
- Experience in online examination systems and remote proctoring technologies.
- Experience in registrar or controller examination offices of universities.

10. Manager Quality Assurance

Job Description

The Manager Quality Assurance shall establish, implement, and monitor quality assurance systems for academic and administrative functions of FUSVE in accordance with HEC Quality Assurance Framework and international ODL standards.

Key Responsibilities

- Develop and implement quality assurance policies and procedures.
- Monitor compliance with HEC ODL and accreditation requirements.
- Conduct internal academic and administrative audits.
- Coordinate self-assessment and program review activities.
- Monitor Key Performance Indicators (KPIs) for academic quality.
- Evaluate course quality, instructional effectiveness, and student outcomes.
- Facilitate external reviews and accreditation visits.
- Develop quality improvement plans and monitor implementation.
- Conduct quality assurance awareness and training programs.
- Prepare quality assurance reports for management.

Eligibility Criteria

- Master's degree (18 years preferred) in Education, Quality Management, Management Sciences, Engineering, Computer Science, or a related field.
- Minimum 5 years of experience in quality assurance, accreditation, or academic quality management.
- Knowledge of HEC Quality Assurance Framework and ODL quality standards.
- Experience in Internal Quality Assurance Cells (QEC/IQAC).
- Certification in quality management systems.

11. Librarian**Job Description**

The Librarian shall manage digital and physical learning resources and facilitate access to scholarly information services for students, faculty, and researchers of FUSVE.

Key Responsibilities

- Manage digital library resources, databases, and e-journals.
- Facilitate access to online academic resources.
- Coordinate subscriptions to digital libraries and repositories.
- Conduct information literacy and research skills training.
- Support faculty and students in literature search and reference management.
- Maintain library records, usage statistics, and reports.
- Coordinate with university libraries and consortium partners.
- Develop digital repositories and institutional archives.
- Ensure copyright compliance and ethical use of resources.
- Support research and academic activities through information services.

Eligibility Criteria

- Bachelor's degree from an HEC-recognized institution.
- Minimum 3 years of relevant experience.
- Experience with digital libraries, institutional repositories, and library management systems.
- Knowledge of research databases and citation management tools.

12. LMS Officer**Job Description**

The LMS Officer shall administer and support the Learning Management System (LMS) and assist faculty and students in utilizing online learning technologies.

Key Responsibilities

- Manage and maintain LMS operations.
- Program for LMS the modules as and when required.
- Create and manage courses, users, and permissions.
- Provide technical support to faculty and students.
- Generate LMS usage and performance reports.

- Coordinate LMS upgrades and maintenance.
- Ensure data integrity and system availability.
- Conduct LMS training sessions.
- Troubleshoot LMS-related technical issues.
- Support online assessments and examinations.
- Coordinate with technical and academic teams.

Eligibility Criteria

- BS/MS in Computer Science, Software Engineering, Information Technology, or related field.
- Minimum 3 years of experience managing LMS platforms.
- Experience with Moodle, Canvas, Blackboard, or similar systems.
- LMS certification and instructional technology experience.

13. Database Administrator

Job Description

The Database Administrator shall manage, secure, optimize, and maintain institutional databases supporting FUSVE operations.

Key Responsibilities

- Install, configure, and maintain database systems.
- Monitor database performance and optimization.
- Program and design front end systems as and when required.
- Implement backup and disaster recovery procedures.
- Ensure database security and integrity.
- Manage user access and permissions.
- Support application development teams.
- Troubleshoot database issues.
- Ensure high availability and reliability.
- Prepare database documentation.
- Monitor data governance and compliance requirements.

Eligibility Criteria

- BS/MS in Computer Science, Software Engineering, Information Technology, or related field.
- Minimum 3 years of database administration experience.
- Certifications in Oracle, Microsoft SQL Server, PostgreSQL, or MySQL will be preferred.
- Experience in educational management systems.

14. Network Administrator

Job Description

The Network Administrator shall manage and secure network infrastructure supporting virtual learning and institutional operations.

Key Responsibilities

- Install and maintain network infrastructure.
- Manage LAN, WAN, VPN, and wireless networks.
- Monitor network performance and security.
- Implement cybersecurity measures.
- Troubleshoot network issues.
- Manage servers and network devices.
- Ensure uptime and service continuity.
- Support online learning platforms and cloud services.
- Maintain network documentation.
- Implement disaster recovery plans.

Eligibility Criteria

- BS/MS in Computer Science, Information Technology, Telecommunications, or related field.

- Minimum 3 years of networking experience.
- Cisco, MikroTik, Juniper, Fortinet, or equivalent certifications.
- Experience with cloud-based infrastructures.

15. Associate Software Engineer

Job Description

The Associate Software Engineer shall support the development, maintenance, and integration of software solutions required for virtual education services.

Key Responsibilities

- Develop and maintain software applications.
- Assist in LMS integrations and customizations.
- Support web portals and student information systems.
- Develop APIs and automation tools.
- Conduct testing and debugging.
- Maintain technical documentation.
- Collaborate with database and infrastructure teams.
- Support software deployment and maintenance.
- Ensure software security standards.
- Participate in system enhancement projects.

Eligibility Criteria

- BS in Computer Science, Software Engineering, Information Technology, or related field.
- Strong programming and problem-solving skills.
- Experience in web development, mobile applications, or LMS customization.
- Knowledge of Python, PHP, JavaScript, Java, .NET, or related technologies.

16. Producer

Job Description

The Producer shall plan, coordinate, and supervise multimedia production activities related to online education content.

Key Responsibilities

- Plan educational media production schedules.
- Coordinate recording sessions with faculty.
- Supervise production teams and workflows.
- Manage project timelines and budgets.
- Ensure content quality and consistency.
- Coordinate studio operations.
- Facilitate multimedia innovation initiatives.
- Maintain production records and archives.
- Ensure compliance with copyright and licensing requirements.
- Support institutional promotional productions.

Eligibility Criteria

- Bachelor's or Master's degree in Media Studies, Communication, Film Production, or related discipline.
- Minimum 5 years of media production experience.
- Experience in educational broadcasting or e-learning content production.

17. Graphic Designer

Job Description

The Graphic Designer shall create visual content to support online learning, branding, marketing, and instructional materials.

Key Responsibilities

- Design course graphics, infographics, and visual learning aids.
- Develop branding and promotional materials.
- Create social media and web graphics.
- Design templates for educational content.
- Collaborate with instructional designers and faculty.
- Ensure consistency of institutional branding.
- Support multimedia and animation projects.
- Prepare print and digital media assets.
- Maintain design repositories.
- Ensure accessibility and usability standards.

Eligibility Criteria

- Bachelor's degree or diploma in Graphic Design, Visual Communication, Multimedia Arts, or related field.
- Minimum 2 years of professional design experience.
- Proficiency in Adobe Creative Suite (Photoshop, Illustrator, InDesign).
- Experience in educational content design.

18. Cameraman

Job Description

The Cameraman shall record high-quality video content for educational, promotional, and institutional purposes.

Key Responsibilities

- Operate cameras and recording equipment.
- Set up lighting and shooting environments.
- Record lectures, interviews, and educational content.
- Ensure proper framing, composition, and visual quality.
- Coordinate with producers and faculty during recordings.
- Maintain cameras and production equipment.
- Manage recording schedules and equipment inventory.
- Assist in live streaming and hybrid events.
- Ensure safe handling of production equipment.
- Support multimedia production initiatives.

Eligibility Criteria

- Bachelor's degree, diploma, or certification in Media Production, Film, Television, or related field.
- Minimum 2 years of videography experience.
- Experience in educational media production.
- Knowledge of professional cameras, lighting systems, and live-streaming technologies.

19. Audio/Video Editor

Job Description

The Audio/ Video Editor shall edit and produce high-quality educational videos and multimedia content for online courses and institutional outreach.

Key Responsibilities

- Edit recorded lectures and educational videos.
- Add graphics, captions, animations, and effects.
- Optimize video quality and audio synchronization.
- Develop multimedia learning resources.
- Ensure branding and quality standards.
- Maintain media archives.
- Collaborate with faculty and production teams.

- Prepare content for LMS and streaming platforms.
- Ensure accessibility requirements are met.
- Manage post-production workflows.

Eligibility Criteria

- Bachelor's degree or diploma in Media Studies, Film Production, Multimedia, or related field.
- Minimum 2 years of professional video editing experience.
- Expertise in Adobe Premiere Pro, Final Cut Pro, DaVinci Resolve, or equivalent tools.
- Experience in educational content production.

ANNEX – B

Annex – B: New Undergraduate Virtual Degree Program Requirement & Readiness Form

Foundation University School of Virtual Education (FUSVE)

To be completed by the proposing department before submission to FUSVE.

Section A: Program Information

☐ Department/Faculty _____

☐ Proposed Degree Program Title _____

☐ Program Level _____

☐ Duration and Total Credit Hours _____

☐ Program Coordinator _____

☐ Date of Submission _____

Section B: Program Eligibility for Virtual Launch

☐ Has the same program been offered on-campus for at least two years? (Yes/No) _____

☐ Year of first on-campus intake _____

☐ Evidence of at least two completed academic years attached? _____

☐ Student enrollment trends attached? _____

☐ Graduate/employer feedback available? _____

Section C: Statutory and Regulatory Approvals

☐ Department Board approval attached? _____

☐ Faculty Board approval attached? _____

☐ Academic Council approval attached? _____

☐ Syndicate/Board approval attached (if applicable)? _____

☐ HEC/Accreditation implications identified? _____

Section D: Curriculum & Course Readiness

☐ Program Learning Outcomes defined? _____

- ☐ Course Learning Outcomes mapped to PLOs?

- ☐ Course outlines prepared in approved OBE/HEC format?

- ☐ Assessment plans available?

- ☐ Virtual delivery strategy defined for each course?

- ☐ Laboratory/Project courses identified and delivery mechanism defined?

Section E: Faculty Readiness

- ☐ List of full-time faculty available

- ☐ Faculty qualification matrix attached

- ☐ Faculty workload analysis attached

- ☐ Faculty trained in LMS and online teaching?

- ☐ Additional hiring requirements identified?

Section F: Infrastructure & Technology

- ☐ LMS requirements identified

- ☐ Studio recording requirements identified

- ☐ Computer laboratory requirements identified

- ☐ Internet bandwidth adequacy confirmed

- ☐ Software licenses identified

- ☐ Digital library resources adequate

- ☐ Cybersecurity and data protection considerations addressed

Section G: Student Support Services

- ☐ Academic advising plan available

- ☐ Orientation plan available

- ☐ Helpdesk support requirements identified

☐ Examination and proctoring requirements identified

☐ Accessibility requirements addressed

Section H: Financial Feasibility

☐ Projected enrollment _____

☐ Revenue projections attached

☐ Budget estimates attached

☐ Human resource costs identified

☐ Technology and infrastructure costs identified

☐ Financial sustainability assessment attached

Section I: Risk Assessment

☐ Academic risks identified

☐ Technology risks identified

☐ Faculty availability risks identified

☐ Mitigation plan attached _____

Section J: Departmental Certification

☐ We certify that all information provided is correct and that the proposed program satisfies university and FUSVE requirements.

Required Attachments Checklist

☐ Program feasibility report

☐ Infrastructure analysis sheet

☐ Faculty analysis sheet

☐ Budget sheet

☐ Course outline dossier

☐ Faculty CVs

☐ Accreditation compliance report

☐ Risk assessment report

☐ Statutory body approvals

☐ Student support plan

Signatures

Program Coordinator: _____ Date: _____

Head of Department: _____ Date: _____

Dean: _____ Date: _____
Director FUSVE Review: _____ Date: _____

ANNEX – C

Course Profile – Data Mining BS Computer Science (ODL Mode)

1. General Course Information

ITEM	DETAILS
PROGRAM	BS Computer Science (BSCS)
COURSE TITLE	Data Mining
COURSE CODE	CSC-4XX
CREDIT HOURS	3(2+1)
COURSE STATUS	Core / Elective
MODE OF DELIVERY	Open and Distance Learning (ODL)
SEMESTER	6th / 7th Semester
PRE-REQUISITE	Database Systems, Probability & Statistics
DURATION	16 Weeks
LEARNING MANAGEMENT SYSTEM (LMS)	FUSVE LMS
TOTAL LEARNING HOURS	144 Hours
SYNCHRONOUS LEARNING	32 Hours
ASYNCHRONOUS LEARNING	64 Hours
SELF-PACED STUDY	30 Hours
ASSESSMENT & PROJECT WORK	18 Hours

2. Course Description

This course introduces students to the concepts, methodologies, techniques, and applications of data mining. The course covers data preprocessing, association rule mining, classification, clustering, regression, anomaly detection, text mining, and data visualization techniques. Students will learn how to extract meaningful patterns and knowledge from large datasets using modern data mining tools and algorithms.

The course is designed according to HEC ODL guidelines with blended online pedagogical approaches including synchronous lectures, asynchronous video learning, discussion forums, quizzes, assignments, project-based learning, peer interaction, practical labs, and self-paced study activities.

3. Course Learning Outcomes (CLOs)

Upon successful completion of this course, the student will be able to:

CLO NO.	COURSE LEARNING OUTCOMES	BLOOM'S TAXONOMY LEVEL
CLO-1	Explain fundamental concepts, processes, and applications of data mining.	Understand
CLO-2	Perform data preprocessing and transformation on real-world datasets.	Apply
CLO-3	Apply classification and prediction techniques using suitable algorithms.	Apply
CLO-4	Analyze clustering and association rule mining techniques for knowledge discovery.	Analyze
CLO-5	Evaluate performance of data mining models using appropriate evaluation metrics.	Evaluate
CLO-6	Develop a mini data mining project using real datasets and present findings professionally.	Create

4. Mapping of CLOs with Program Learning Outcomes (PLOs)

CLOs	PO	PLO-2 Problem Analyses	PLO-3 Design/Development	PLO-4 Investigation	PLO-5 Modern Tool Usage	PLO-6 Communication	PLO-7 Ethics
CLO-1	✓						
CLO-2	✓	✓		✓	✓		
CLO-3	✓	✓	✓	✓	✓		
CLO-4	✓	✓	✓	✓	✓		
CLO-5	✓	✓		✓	✓		✓
CLO-6	✓	✓	✓	✓	✓	✓	✓

5. Teaching and Learning Strategies (ODL Mode)

The course shall adopt the following ODL teaching methodologies:

- Live online interactive lectures
- Recorded video lectures
- LMS-based learning modules
- Guided readings and e-books
- Virtual lab demonstrations
- Discussion forums
- Collaborative learning activities
- Peer-review exercises
- Case studies
- Practical assignments
- Mini-project implementation
- Self-paced learning activities
- Online quizzes and assessments
- Virtual office hours and mentoring sessions

6. Digital Learning Resources

- Recorded lectures ([Link](#))
- Lecture slides ([Link](#))
- E-books and lecture notes ([Link](#))
- Research articles ([Link](#))
- Kaggle datasets ([Link](#))
- Python notebooks ([Link](#))
- Open-source software tools ([Link](#))
- Discussion forums ([Link](#))
- Online tutorials ([Link](#))
- Assignment guidelines ([Link](#))
- Mock quizzes ([Link](#))
- Project templates ([Link](#))
- Rubrics and assessment guides ([Link](#))

7. Software and Tools

The following tools will be used:

- Python
- Jupyter Notebook
- Google Colab
- WEKA
- Orange Data Mining Tool
- Scikit-learn
- Pandas
- NumPy
- Matplotlib
- Seaborn

8. Weekly Course Plan (16 Weeks)

Week	Topics Covered	Synchronous Activities	Asynchronous Activities	Practical/Lab Activities	CLOs
1	Introduction to Data Mining, KDD Process, Applications of Data Mining	Interactive lecture, orientation session	Recorded videos, reading materials	Installation of Python & tools	CLO-1
2	Types of Data, Data Warehousing, OLAP	Live lecture, Q&A session	LMS discussion forum	Exploring sample datasets	CLO-1
3	Data Preprocessing: Cleaning, Integration, Transformation	Virtual workshop	Reading and self-learning	Data cleaning using Pandas	CLO-2
4	Data Reduction and Feature Selection	Online lecture	Video tutorials	Feature extraction exercises	CLO-2
5	Classification Fundamentals	Interactive lecture	Self-paced study	Classification using Decision Trees	CLO-3
6	Naive Bayes and k-NN Algorithms	Live problem-solving session	Quiz and discussion	Implementation using Scikit-learn	CLO-3
7	Support Vector Machines and Model Evaluation	Online lecture	Recorded lecture review	Accuracy and confusion matrix analysis	CLO-3, CLO-5
8	Mid-Term Examination and Review	Online revision session	Self-study	Practical revision	CLO-1 to CLO-3
9	Clustering Fundamentals	Interactive lecture	Reading activities	K-Means clustering implementation	CLO-4
10	Hierarchical Clustering and DBSCAN	Live tutorial session	Video lectures	Clustering comparison exercises	CLO-4
11	Association Rule Mining and Apriori Algorithm	Online lecture	LMS discussion activity	Market basket analysis	CLO-4
12	Sequential Pattern Mining and Web Mining	Interactive lecture	Research article review	Web data analysis activity	CLO-4
13	Text Mining and Sentiment Analysis	Online workshop	Recorded demos	Sentiment analysis implementation	CLO-4

Week	Topics Covered	Synchronous Activities	Asynchronous Activities	Practical/Lab Activities	CLOs
14	Data Visualization and Knowledge Representation	Live demonstration	Self-paced tutorials	Dashboard and graph creation	CLO-5
15	Ethics, Privacy, Security Issues in Data Mining	Interactive seminar	Case study analysis	Ethical analysis report	CLO-5
16	Final Project Presentation and Course Review	Online presentations	Project submission	Viva and demonstrations	CLO-6

9. ODL Student Engagement Plan

Activity	Frequency	Purpose
Live Online Classes	Weekly	Concept explanation and interaction
Discussion Forums	Weekly	Collaborative learning
LMS Announcements	Regular	Communication and guidance
Virtual Office Hours	Weekly	Student mentoring
Online Quizzes	Bi-weekly	Continuous assessment
Peer Interaction	Fortnightly	Group collaboration
Feedback Sessions	Monthly	Learning improvement
Project Consultations	As required	Research guidance

10. Assessment and Evaluation Scheme

Assessment Component	Weightage
Quizzes	10%
Assignments	10%
Discussion Forum Participation	5%
Practical/Lab Work	10%
Mid-Term Examination	25%
Project and Presentation	10%
Final Examination	30%
Total	100%

11. CLOs to Assessment Mapping

Assessment Tool	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5	CLO-6
Quiz	✓	✓	✓			
Assignment		✓	✓	✓		
Practical/Lab		✓	✓	✓	✓	
Mid-Term	✓	✓	✓			
Discussion Forum	✓			✓	✓	
Project			✓	✓	✓	✓
Final Exam	✓	✓	✓	✓	✓	

12. Practical/Lab Component

Students will perform practical implementation using real datasets. Lab activities include:

- Dataset preprocessing
 - Classification model implementation
 - Clustering analysis
 - Association rule mining
 - Text mining
 - Visualization dashboards
 - Model evaluation
 - Mini-project development
-

13. Experiential Learning Activities

In accordance with HEC ODL toolkit:

- Case studies on real-world datasets
 - Kaggle-based activities
 - Industry-oriented project work
 - Virtual collaborative learning
 - Research paper review
 - Practical simulations
 - Dataset analysis exercises
 - Peer-reviewed presentations
-

14. Student Support Mechanism

Students will be facilitated through:

- LMS support
 - Email support
 - Discussion forums
 - Online consultation hours
 - Technical helpdesk
 - Assignment feedback sessions
 - Recorded lectures access
 - Frequently Asked Questions (FAQs)
-

15. Attendance and Participation Policy

Attendance shall be measured through:

- Participation in live sessions
- Viewing recorded lectures
- LMS activity logs
- Submission of quizzes and assignments
- Discussion forum engagement
- Practical participation

Minimum participation requirement: 75%

16. Academic Integrity Policy

Students shall comply with university academic integrity rules:

- No plagiarism
- No unauthorized collaboration
- Proper citation and referencing
- Ethical use of datasets
- Fair use of AI and software tools

All submissions shall be checked using plagiarism detection software.

17. Communication Policy

Official communication channels:

- University LMS
- Institutional email
- Discussion forums
- Online meeting platforms

Response time by instructor:

- Email response within 24–48 hours
 - Assignment feedback within one week
 - Quiz results within 3 days
-

18. Learning Analytics and Monitoring

The following learning analytics shall be monitored:

- Student login frequency
 - Participation level
 - Assessment performance
 - Assignment submission trends
 - Engagement in discussion forums
 - Video lecture access statistics
-

19. Course Content Repository

The course repository shall include:

- Lecture recordings
 - Slides and notes
 - E-books
 - Practical demonstrations
 - Source code files
 - Sample datasets
 - Previous quizzes
 - Mock examinations
 - Rubrics
 - Research references
-

20. Recommended Textbooks

1. Jiawei Han, Micheline Kamber, and Jian Pei, "Data Mining: Concepts and Techniques," Morgan Kaufmann.
 2. Ian H. Witten, Eibe Frank, Mark A. Hall, "Data Mining: Practical Machine Learning Tools and Techniques."
 3. Pang-Ning Tan, Michael Steinbach, and Vipin Kumar, "Introduction to Data Mining."
-

21. Reference Materials

- Research articles from IEEE and ACM Digital Library
 - Kaggle datasets and tutorials
 - Scikit-learn official documentation
 - Python documentation
 - Online video tutorials and MOOCs
-

22. HEC ODL Compliance Features Incorporated

This course profile incorporates the following HEC ODL toolkit requirements:

- Weekly electronic lesson plan
- CLO-based curriculum design

- LMS integration
- Synchronous and asynchronous learning
- Student-centered learning approach
- Practical and experiential learning
- Continuous assessment mechanisms
- Learning analytics and monitoring
- Discussion forums and peer interaction
- Recorded lecture availability
- Virtual lab activities
- Academic integrity mechanisms
- Student support and mentoring
- Online assessment and feedback
- Digital learning resources
- Accessibility and flexibility provisions
- Competency-based learning approach
- Multiple assessment methods
- Electronic communication and tracking
- Outcome-based education alignment

23. Distribution of Learning Hours

Learning Activity	Hours
Live Online Lectures	32
Recorded Lectures	20
Self-Study	30
Practical/Lab Work	22
Assignments and Projects	18
Discussion Forums and Activities	10
Assessments and Exams	12
Total	144

24. Instructor Responsibilities

The instructor shall:

- Deliver live sessions regularly
- Upload learning materials timely
- Provide prompt feedback
- Monitor student engagement
- Conduct online assessments
- Facilitate discussion forums
- Guide practical and project activities
- Maintain academic integrity
- Support students academically and technically

25. Student Responsibilities

Students are expected to:

- Attend live sessions regularly
- Complete self-paced activities
- Participate in discussion forums
- Submit assignments on time
- Maintain academic integrity

- Complete practical work independently
 - Engage in collaborative activities
 - Access LMS regularly
-

26. Contingency and Flexibility Plan

In case of connectivity or technical issues:

- Recorded lectures shall be available
 - Alternative submission methods may be allowed
 - Flexible deadlines may be considered
 - Downloadable learning materials shall be provided
 - Offline access to content shall be facilitated where possible
-

27. Approval and Review

Item	Details
Prepared By	Department of Computer Science
Reviewed By	Board of Studies
Approved By	Academic Council
Review Frequency After Every Semester	

ANNEX – D

Instructional Design Checklist

Purpose: This checklist shall be completed and approved before any course is uploaded to the LMS and offered in virtual mode.

Course Title: _____

Course Code: _____

Program: _____

Credit Hours: _____

Course Developer/Instructor: _____

Instructional Designer: _____

Date: _____

A. Course Planning & Alignment

Sr.	Item	Yes	No	Remarks
A1	Course approved by relevant statutory bodies	☐	☐	
A2	Course included in approved curriculum	☐	☐	
A3	Course Learning Outcomes (CLOs) defined	☐	☐	
A4	CLOs aligned with PLOs	☐	☐	
A5	CLO-PLO mapping matrix prepared	☐	☐	
A6	Credit hours and workload properly defined	☐	☐	
A7	Weekly course plan developed	☐	☐	
A8	Assessment strategy aligned with CLOs	☐	☐	

B. Course Outline Compliance

Sr.	Item	Yes	No	Remarks
B1	Course outline prepared in approved university format	☐	☐	
B2	CLOs clearly stated	☐	☐	
B3	Weekly topics specified	☐	☐	
B4	Textbooks and references identified	☐	☐	
B5	Assessment breakdown provided	☐	☐	
B6	Academic integrity statement included	☐	☐	
B7	AI usage policy included (if applicable)	☐	☐	

C. Learning Content Development

Sr.	Item	Yes	No	Remarks
C1	All lecture notes prepared	☐	☐	
C2	Lecture slides developed	☐	☐	
C3	Reading materials uploaded	☐	☐	
C4	Multimedia content developed	☐	☐	
C5	Interactive learning activities developed	☐	☐	
C6	Case studies/examples included	☐	☐	
C7	Real-world applications included	☐	☐	
C8	Self-learning resources identified	☐	☐	

D. Video Content Standards

Sr.	Item	Yes	No	Remarks
D1	Introductory course video recorded	☐	☐	

D2	Weekly lecture videos available	☐	☐
D3	Videos professionally edited	☐	☐
D4	Audio quality acceptable	☐	☐
D5	Video quality HD or above	☐	☐
D6	Captions/subtitles added	☐	☐
D7	Faculty visible where required	☐	☐
D8	Branding standards followed	☐	☐

E. LMS Readiness

Sr.	Item	Yes	No	Remarks
E1	Course shell created	☐	☐	
E2	Course homepage configured	☐	☐	
E3	Syllabus uploaded	☐	☐	
E4	Weekly modules organized	☐	☐	
E5	Learning resources uploaded	☐	☐	
E6	Discussion forums created	☐	☐	
E7	Assignment submission links configured	☐	☐	
E8	Gradebook configured	☐	☐	
E9	Calendar updated	☐	☐	
E10	Student access tested	☐	☐	

F. Assessment Design

Sr.	Item	Yes	No	Remarks
F1	CLO-based assessments developed	☐	☐	
F2	Quizzes prepared	☐	☐	
F3	Assignments prepared	☐	☐	
F4	Rubrics developed	☐	☐	
F5	Midterm assessment prepared	☐	☐	
F6	Final assessment prepared	☐	☐	
F7	Question bank developed	☐	☐	
F8	Academic integrity measures	☐	☐	
F9	Proctoring requirements identified	☐	☐	

G. Student Engagement Design

Sr.	Item	Yes	No	Remarks
G1	Discussion activities designed	☐	☐	
G2	Collaborative learning activities included	☐	☐	
G3	Reflection activities included	☐	☐	
G4	Peer-learning opportunities available	☐	☐	
G5	Instructor interaction plan defined	☐	☐	
G6	Student feedback mechanisms	☐	☐	

H. Accessibility & Inclusivity

Sr.	Item	Yes	No	Remarks
H1	Course accessible on desktop and mobile devices	☐	☐	
H2	Accessibility standards followed	☐	☐	
H3	Alternative text for images provided	☐	☐	
H4	Captioning available for videos	☐	☐	
H5	Readable font and layout standards followed	☐	☐	
H6	Diverse learning styles accommodated	☐	☐	

I. Quality Assurance Review

Sr.	Item	Yes	No	Remarks
I1	Peer review completed	☐	☐	
I2	Instructional Designer review completed	☐	☐	
I3	LMS Officer review completed	☐	☐	
I4	Quality Assurance review completed	☐	☐	

- | | | | |
|----|--|--------------------------|--------------------------|
| I5 | Compliance with HEC ODL standards verified | ☐ | ☐ |
| I6 | Compliance with accreditation requirements | ☐ | ☐ |

J. Final Readiness Certification

Course Development Team Certification

We certify that this course has been developed in accordance with FUSVE standards, HEC ODL guidelines, and applicable accreditation requirements.

Role	Name	Signature	Date
Faculty Member			
Instructional Designer			
LMS Officer			
Quality Assurance Representative			
Program Coordinator			
Director FUSVE Approval			

ANNEX – E

Copyright Compliance Declaration Form

Foundation University School of Virtual Education

Course Code: _____

Course Title: _____

Programme: _____

Semester: _____

Faculty Member: _____

I hereby declare that the instructional materials included in the above course comply with the Copyright and Intellectual Property Policy of Foundation University Islamabad.

I further certify that every instructional resource used in this course falls into one or more of the following categories:

- ☐ Original material developed by me.
- ☐ Material developed by Foundation University Islamabad.
- ☐ Material used under a valid institutional licence.
- ☐ Open Educational Resource used in accordance with its licence.
- ☐ Material used with written permission from the copyright owner.
- ☐ Material in the public domain.

I further certify that:

1. Appropriate acknowledgement and citations have been provided where required.
2. No copyrighted material has been reproduced beyond the scope permitted by law or licence.
3. Any third-party instructional material included in this course is supported by documentary evidence where applicable.
4. I understand that submission of a false declaration may result in disciplinary action under the applicable University regulations.

Faculty Member

Name: _____

Signature: _____

Date: _____

Copyright Clearance Register

Sr. No.	Course Code	Learning Resource	Copyright Status	Licence / Permission	Supporting Document	Verified By	Remarks
			Original / Licensed / OER / Public Domain / Permission Obtained				