UCT Health Science Faculty
E-Learning and E-Teaching Policy

1. Important facts

Effective date	July 2012
Last updated	June 2016
Policy owner	E-Learning Division; Department of Health Sciences Education
Policy approved by	MBCHB Programme Committee
Enquiries	Education E-Learning Manager (Gregory.Doyle@uct.ac.za)

2. Definitions

2.1 "**Computer Facilities":** includes computers, computer networks, connections to external computer networks, and subscriptions to external computer services.

2.2 "**Computer Software**": refers to any computer program (including, without limitation, microcode, subroutines and operating systems), regardless of form of expression or object in which it is embodied, together with any user manuals and other accompanying explanatory materials and any computer database.

2.3 "**Course Materials**" : refers to all materials produced in the course of or for use in teaching in any form (including digital, print, video and visual material) and all Intellectual Property in such materials and will include lectures, lecture notes and material, study guides, images, multi-media presentations, web content and course software.

2.4 "**Creative Commons**" : refers to a non-profit organisation which is committed to facilitating the legal sharing of creative works though a range of licenses which allow creators to stipulate which rights they reserve, and which rights they waive for the benefit of other creators. Creative Commons licenses follow a "some rights reserved" model in contrast to traditional copyright which follows an "all rights reserved" model. Creative Commons therefore provides a continuum of rights between "all rights reserved" on the one end of the continuum and "no rights reserved" (public domain) on the other.

2.5 "**Employee**": refers to a person who has entered into an employment relationship with the FHS, whether academic or professional, administrative and support staff, paid or unpaid, full time or part time, full appointment or joint appointment, affiliation appointments or assistantships.

2.6 "**Intellectual Property**" (IP) : refers to all outputs of creative endeavour in any field that can be protected either statutorily or not, within any jurisdiction, including but not limited to all forms of copyright, design right, whether registered or unregistered, patent, patentable material, trademarks, know-how, trade secrets, rights in databases, information, data, discoveries, mathematical formulae, specifications, diagrams, expertise, techniques, research results,

inventions, computer software and programs, algorithms, laboratory notebooks, business and research methods, actual and potential teaching and distance learning material, UCT's name, badge and other trademarks associated with the operations of UCT, Tangible Research Property, and such other items as UCT may from time to time specify in writing.

2.7 "**RCIPS**": refers to the Research Contracts and Intellectual Property Services office, which falls under the Department of Research & Innovation.

2.8 "**Resources**": refers to without limitation, UCT facilities, office space, funds, financial or other administrative support, equipment, personnel, tangible research materials, information that is not feely available to the public, contract or other type of award or gift to UCT.

3. Applicability

This Policy applies to students, staff and other employees in the Faculty of Health Sciences at UCT. It outlines the code of conduct required for professional online activities in and outside the Faculty. Many of the activities online are self-directed and outside traditional educator/ student contact times.

4. Related current UCT policies

- Intellectual Property Policy (Appendix A)
- Policy and Rules on Internet and Email Use (Appendix C)
- Appropriate Use of Computing Facilities (Appendix D)
- Assessment Policy for UCT (Appendix E)
- Examinations Policy Manual
- Email and other Communication to Members of the Faculty
- Avoiding Plagiarism: A Guide for Staff Members
- Avoiding Plagiarism: A Guide for Students
- Student Rules - Academic Conduct

5. Introduction

"The core mission of the University of Cape Town ("UCT") is the education and training of students and the advancement, preservation and dissemination of knowledge. UCT encourages research and development and social outreach by creating a research culture that actively responds to the needs of the people of the Republic of South Africa, whilst also contributing to the global research community. In doing so, UCT seeks to protect the rights and privileges which members of the UCT community traditionally enjoy in the pursuit of knowledge, whilst at the same time balancing this with the philosophy of sharing information with others."

E-learning is contributing, or has the potential to contribute, to the core mission of UCT; in particular the teaching, learning and research activities in the Faculty of Health Sciences (FHS). The effective and efficient use of the online environment is dependent on the fulfilment of other University strategies such as integrating web-based components into curricula and equipping students and staff with up-to-date relevant knowledge and skills

6. **Policy Statement**

The Faculty will use online teaching and learning as a priority to enhance quality education. Where appropriate e-teaching and learning aims to achieve Faculty goals to promote innovation in both pedagogical practices and student learning. It will contribute towards the provision of student-centred learning experiences that are flexible, responsive and effective and that meet the needs of all learners and partners.

7. **Definition of E-Learning and E-Teaching**

Imperial College interpret e-learning by explaining that "*e-learning enhances the learning and teaching experience by the use of online communication tools and interactivity and acts as an enabler for alternative training methods*".
(http://www1.imperial.ac.uk/medicine/teaching/elearning/what_is_elearning/)

UNESCO defines e-learning as "*structured learning opportunities mediated through the use of digital resources (usually combinations of text, audio and visual/video files) and software applications.*" (UNESCO Guidelines for Open Educational Resources in Higher Education)

Embedding an online component into the curriculum means that a student cannot reasonably be expected to meet the learning outcomes of the course without accessing or engaging with the electronically delivered or supported components of the course. Reasonable accommodation may be required for students' special needs including any form of disability.

The success of online learning and teaching depends on the effective inter-operation of all systems supporting the learner, including the various financial and student record systems, those providing resources such as EZProxy systems, and corporate repositories, as well as the integrating networks that provide links to, and exchange data with other systems.
The Faculty will ensure that its online provision can meet the needs of a full range of flexible and independent learning experiences. This will include adaptability for on and off campus learners in local and regional settings and cover both face to face and blended courses.

8. **Rationale of policy**

In an attempt to formalise and standardise the e-learning activities in the FHS, the following was kept in mind:
- Facilitating the reform of educational resources and pedagogy, opens up opportunities for innovation.
- The interactive nature of the online environment encourages collaboration, providing an opportunity to enhance the quality of learning, teaching and research.
- Resources are available at any time therefore enabling a self-paced approach for educators and students.

- The 'trackable' nature of online work encourages transparency and accountability.
- Learning materials are easily re-used and openly sharing these furthers the Faculty's public profile.
- Cost effectiveness is a key feature of online engagement.

9. Principles and Objectives of this policy

These principles and objectives, based on Stanford University E-Learning policy, are provided in six segments and explain the purposes of each.

9.1 Systems and Infrastructure

Systems and infrastructure exploit new delivery mechanisms, including networked workplace and 'e' learning, to the benefit of a wider range of students both on and off campus.

Systems and infrastructure maintain and enhance, as appropriate, the physical and IT infrastructure to ensure fitness for purpose which will allow the faculty to meet the needs of a wide range of learners, drawn from diverse contexts, with very different learning requirements. This will provide opportunities for staff development in the appropriate skills and professional capabilities. It will be the responsibility of the faculty to ensure that University and Faculty working practices, policies, processes and responsibilities are appropriately aligned. The faculty will strive to create a technical and infrastructural system that supports and adapts to e-teaching and learning whilst maintaining a robust effectively managed network. This will include the provision an effective and increasingly individualised learning environment encompassing all aspects of students' experiences in the faculty.

Systems and infrastructure ensure that as far as possible, the Faculty's resources are easily accessed from point of need for staff and students. The use of managed repositories will ensure that Faculty owned content and resources are readily available for repurposing and reuse by those entitled to do so, and will thus actively encourage cross disciplinary Faculty collaborations.

9.2 Needs of staff and students

The principles and objectives of the policy investigate and where possible develop different forms of flexible learning, assessment, awards and recognitions of success to meet the demands of new and diverse student constituencies.

They provide cost-effective, customer focused, targeted delivery of our services to meet the needs of specific groups of students

The policy ensures that practice, policy and strategy are responsive to lessons learned and agile in respect of new opportunities, and will actively seek to remove barriers that impede or restrict effective e-learning. The Faculty will monitor and evaluate the use of all systems and practices contributing to its educators and learners' online experiences.

9.3 Teaching and innovation

The Faculty academic planning processes need to be both robust and flexible enough to enable responses that are timely and able to embrace new opportunities emerging with technological developments. It is important that QA policies and procedures are developed to ensure that e-teaching and learning offerings are of good quality, educationally sound to produce educational experiences that are both effective and engaging.

The intention is to exploit the range of technologies available in the e-learning context to promote relationships, within and out of the faculty and university, to facilitate independent and lifelong learning and continuing professional development for educators and students.

To ensure that the potential of e-learning to promote innovative learning and meet the needs of an increasingly diverse range of potential learners is realised, the Faculty will actively encourage research, scholarship and development in all aspects of e-learning, and in particular, pedagogy for e-learning. In addition, it will, via appropriate staff development, ensure all management, administrative, support and teaching staff have the skills, and understanding required to play their part effectively in the provision of e-learning.

The planning processes will also encourage visible dating on all course material raising the awareness of students to engage where possible with reliable new resources.

9.4 Collaboration and communication

The intention is to retain existing partnerships and to form new international collaborations with educational institutions and agents to support the expansion of international students studying at the Faculty and abroad in partner organisations

There is also the desire to further develop effective methods of internal communication, collaboration and consultation and to disseminate best practice

9.5 Quality assurance

Quality assurance ensures that e-teaching and learning provisions of the Faculty meet the expected standards set by the University, Faculty and respecting relevant legislation and quality processes. The Faculty in as much as it can will ensure that its online courses will be accessible, educationally sound, engaging and appropriate to the students' needs. Course developers and those facilitating learning will have the scope to innovate and fully employ their expertise, professional skills and judgement.

It also ensures that the Faculty's resources required to support e-learning, in human, technical and infrastructural aspects, are appropriate to and fit the requirements needed to provide students with

realistic definitions of the levels of service they can expect. Regular monitoring and evaluation will ensure quality and control.

9.6 E-learning and E-teaching research

E-learning and E-research provide a working environment where all staff is valued and able to reach their full professional potential. The Faculty has considerable expertise and excellence in the research, scholarship and practice of e-learning and associated pedagogies. It will attempt to develop the means to encourage and promote these skills whilst also ensuring that the output of this work is effectively embedded in practice across the institution, not just disseminated.   Sharing the value of lessons learnt may be most effectively achieved if this is embedded in the development process along with appropriate staff development.   A practice of active development of all groups of staff in their part of the e-learning context would be essential if effective working practices and delivery are to be maintained and further enhanced.

10. E-Learning Task Team

At the discretion of the Deanery, or one of its committees, e-learning task teams could be called to investigate and identify e-learning opportunities or similar as tasked, and make recommendations to the Deanery, or committee, regarding its findings.

Possible topics such a task team could investigate could be related, but not limited, to any of the following:

- Online assessment
- Recognition of the reforms and emerging developments in pedagogical practices
- The recording and distribution of lectures in the faculty
- Matters arising from the teaching and learning
- Issues related to the Learning Management System, Vula
- Such other matters as the Dean's office may deem appropriate.

Appendix A – Intellectual Property Policy in an online environment

A.1 Copyright Protected Works and Course Materials

UCT holds copyright in:
- Electronic course resources and discussion posts
- Banks of multiple choice test and examination questions
- Syllabi and curricula
- Computer software developed at, or commissioned by UCT to support academic or research administrative processes or the general operational management of UCT
- All UCT produced publications (e.g. but not limited to The Monday Paper, Varsity, Research Report, etc.) including electronic media and content on the UCT websites
- Photographs and digital images taken by Employees for UCT media or publicity or specifically commissioned by UCT
- Specifically commissioned works and course materials that fall outside the scope of normal academic work
- Computer Software developed as part of a research project, unless assigned by research agreement to another party.

UCT automatically assigns to the author(s) the copyright, unless UCT has assigned ownership to a third party in terms of a research contract, in:
- Scholarly and literary publications
- Paintings, sculptures, drawings, graphics and photographs produced as an art form
- Recordings of musical performances and musical compositions
- Course materials, with the provision that UCT retains a perpetual, royalty-free, nonexclusive licence to use, copy and adapt such materials within UCT for the purposes of teaching and or research
- Film.

A.2 Open Source and Creative Commons Materials

Open Source and Creative Commons licences are mechanisms for exploiting material that is automatically protected (copyright) or where other forms of Intellectual Property Protection have been sought.

Open Source

UCT has adopted Open Source as the default for research and teaching related to software development at the Faculty. At the outset of a project involving Open Source licensing, an Employee or Student should submit the Open Source license agreement that is intended to be used to govern the licensing of the project outputs to RCIPS for review, to ensure compliance with the requirements of the IPR Act and policies and guidelines of NIPMO.

Creative Commons

UCT supports the publication of materials under Creative Commons (CC) licences to promote the sharing of knowledge and the creation of Open Education Resources.

UCT undertakes certain research projects that seek to publish the research output in terms of a Creative Commons licence. The Author(s) of course material are free to distribute their material under a Creative Commons licence and encouraged to choose this option. By educators choosing CC licences for their teaching material, users are explicitly informed of the degree of restriction or openness imposed on the resource.

A.3 Plagiarism prevention and detection

Plagiarism in written work is committed when another person's words, ideas or opinions are used without acknowledging them as being from that other person. This occurs when the work is copied word-for-word (verbatim); or submitted in a slightly altered form (such as changing a word with one meaning to another word with the same meaning); without acknowledgement of the original author or that the text was borrowed and in a way that does not show from whom or where the words, ideas or reasoning were taken. For example if one student gives a colleague a past assignment to copy and to hand in as his/her own, it is plagiarism

Copying the work of others electronically and from the internet is a growing concern. The implications are frequently not clearly understood. Apart from copying, cutting and pasting, new electronic tools that clip text are becoming available

A.4 Guidelines for quoting the work of others

One must provide references whenever quoting (using the exact words), paraphrasing (using the ideas of another person, in one's own words) or summarising (using the main points of another's opinions theories or data). It does not matter how much of the other person's work one uses (whether it is one sentence or a whole section), or whether one does it unintentionally or on purpose; presenting the work as one's own without acknowledging that person, equates to committing theft, taking someone else's work and passing it off as your own. Because of this, plagiarism is regarded as a very serious offence and carries heavy penalties.

TurnItIn is used to detect unoriginality; UCT has a site license for the use of this software which can also be accessed via the Assignment tool in Vula.

A.5 Failure to comply with IP guidelines

Liability falls on students themselves. While academic staff will teach about systems of referencing, and how to avoid plagiarising, students must take responsibility themselves for professional academic writing skills. When educators use the work of others, safeguards need to be in place to protect copyright issues that may result from students distributing the material. If students are found to commit plagiarism normal UCT procedures will be followed.

Appendix B – Use of Electronic Devices

B.1 Definition

Electronic devices include cell phones (including smart phones), computers (laptops, notebooks, netbooks, and handhelds), mp3 and other digital audio and video players (including DVD players), and analogue and digital audio and video recording devices (still and movie cameras). Recordings include any format which may be done by any electronic device including videos, images and sound.

B.2 Application

This policy is applicable to students and other individuals who attend courses and lectures offered by the Faculty of Health Sciences. This also includes ward rounds, bed side teaching and interactions which happen in medical facilities. No part of this policy is intended to conflict with established policies of University of Cape Town or a student's right to due process as stated in the Code of Student Conduct or the Student Handbook.

B.3 Background

There are a number of electronic devices which are available to students and which they bring where teaching happens and when they interact with patients. The Faculty considers teaching to be a special time for focused engagement between educators and students. This includes teaching which happens in lectures, tutorials and bed side teaching. Electronic devices are often an impediment to such focused engagement and under no circumstances should students use electronic devices to make unauthorised recordings without the necessary permission.

B.4 Rationale

The usage of personal electronic devices in teaching can hinder instruction and learning, not only for the student using the device but also for other students. Usage of an electronic device for activities unrelated to teaching tends to distract the student using the device, and is distracting and disrespectful to his/her neighbours and the educator. Both teaching and learning are thus undermined. In addition it is unethical to record patients or information related to patients in any format, whether video, images or audio with explicit written consent.

B.5 Classroom teaching

Electronic devices are allowed in the classroom only for the purposes of course instruction. The use of personal computers and other electronic devices in the classroom is a privilege which may be withdrawn at the discretion of the educator.

In all cases, when permission has been granted by an educator for the use of an electronic device in the classroom, the student shall employ such device solely in a manner appropriate to the course work and avoiding distractions or interruptions to fellow students or the educator. For example where permission has been given for the use of a device for personal note-taking, it may only be used for this sole purpose and not noisily to the extent that others are distracted by it.

The educator has the discretion to grant either individual or a blanket approval or prohibition for the use of one or more types of electronic devices in the classroom. If the latter then it is each student's responsibility

to ensure that all cell phones and electronic devices such as PDAs, pagers, instant message devices, games, other handheld devices and laptop computers are turned off and stowed in a secure place during class.

The educator reserves the right to withdraw a previously granted approval for the use of an electronic device, on an individual or blanket basis, if in the educator's best judgment continued use of such a device detracts from the effectiveness of the classroom learning environment.

A student with a diagnosed disability must present to the educator the appropriate paperwork from the Undergraduate Office so that special accommodation can be made for the use of an otherwise prohibited electronic device.

Other exceptions are medically necessary assistive devices, approved emergency communications and warning devices operated by authorized law enforcement officers, fire-fighters, emergency medical personnel or other emergency personnel. Such individuals must present the educator or the Undergraduate Office with the necessary paperwork confirming such status or information.

The educator should include in each course syllabus a statement establishing under what conditions electronic devices may be used in the classroom, and the manner in which a violation of the educator's rules of use of such devices shall be addressed. In case of a change in status of an electronic device in the course of the semester, the educator should update the course syllabus as appropriate.

It is expected that access to the internet will be off during class unless the educator specifically authorizes it for class-related purposes.

Use of cell/smart phones during class time is always prohibited, as is leaving the room to answer or make a call.

B.6 Patient information

Under no circumstances should electronic devices be used when dealing with patients except for purposes of taking personal notes. Using such devices to record interviews of patients, images of patients whether still or video without explicit written consent is not allowed at all.

B.7 Violations

Any behaviour determined as inappropriate use or distractions resulting from the use of electronic devices may result in a warning, dismissal from class for the day of the infraction, a reduction in the grade for the class, or referral to the Undergraduate Office. Violating the ethical, privacy and confidentiality rights of patients may result in more serious consequences.

Appendix C – Internet and Email Use

C.1 Introduction

The laws on employment relationship and on electronic communications and the doctrine of vicarious liability entail risk for the Faculty in that members (i.e. our staff and our students) are allowed access to the internet. UCT recognizes the constitutional right to privacy. All staff, in particular academic and research staff, may, and should, use their UCT address and UCT designation when publishing the results of their research and scholarly work in scholarly and in popular media, and when doing so neither need, nor are presumed to have, institutional endorsement for their views, arguments and results.

Nobody may use a UCT facility (this includes email accounts, offices, phones, cellphones, or fax lines) for private work for which prior permission has not been obtained, and, unless payment is made for the facility. Nobody may use a UCT facility for excessive private or personal purposes. Use for personal or private work purposes is a privilege not a right and it follows that it may be withdrawn.

Nobody may use any UCT letterhead or any UCT designation (including a UCT designation in an electronic signature) for private communications or for private work (even if approved private work).

C.2 Privacy and access to electronic records

UCT reserves the right to interrogate electronic records held by UCT, but this right will **not** be exercised without the written permission of the Vice-Chancellor following due process involving consultation by the Vice-Chancellor, or the Vice-Chancellor's nominee, with at least two of the six non-decanal non-executive senior professors (i.e. the six professors who have held professorial rank for the longest not including executive officers or deans) for good cause shown, or without a court order or summons, or in compliance with a request for a copy of a record made under the Promotion of Access to Information Act.

C.3 Internet and email use

Staff and students should play their part in ensuring that they not do anything, or cause anything to be done that would jeopardize the integrity of the University's systems, and their use to support the University's work.

The computer equipment and resources provided by the Faculty to its staff, students and associates remain Faculty property at all times, including equipment acquired by the Faculty from research funding and research contract funding.

Private use of such equipment or resources is permitted to the extent that it is not excessive, it is not for personal gain, it does not interfere with the performance of his or her duties as a staff member, it does not expose the Faculty to any legal liability, and it does not impair the rights of other members of the Faculty.

The Faculty retains the right to monitor traffic on all data lines owned or leased by the Faculty and reserves the right to restrict or otherwise control the use of any of the internet protocols. This right to restrict may

include the right to set a limit on individual usage <u>by volume </u>for undergraduate students, postgraduate students and staff.

The following practices are prohibited:
- Viewing, storing, downloading or forwarding images, moving images, sound files, texts or recordings that are sexually explicit or sexually suggestive, racist, harassing, intimidating or defamatory, except where this is both legal and there is demonstrable academic need to access or distribute such content
- Hacking in any form, including gaining or attempting to gain access to restricted resources either inside or outside of the Faculty's computer network
- Impersonating another user or another person
- Damaging or deleting files of another user
- Obtaining without authorization the access codes and/or passwords of another user
- Software piracy, or other infringement of intellectual property rights in digital content
- The sending, whether on the internal email system or externally, of bulk unsolicited mail, commercial advertising of other businesses, mail-flooding, or excessive cross postings on newsgroups (called spam)

Appendix D - Appropriate use of Computing Facilities

D.1 Introduction

Computing and networking play increasingly important roles in teaching, research, and administration. The Faculty anticipates many benefits from the use of information technology by students and staff. UCT maintains computing and networking facilities for the purpose of conducting and fostering the teaching, research and administration activities of the Faculty. To maximize the usefulness of Computer Facilities, UCT provides access in the most open manner permitted by the owners or providers of the Computing Facilities.

D.2 Prohibited activities

The following activities involving use of Computer Facilities are prohibited:

- Transmitting unsolicited information which contains obscene, indecent, lewd or lascivious material or other material which explicitly or implicitly refers to sexual conduct
- Transmitting unsolicited information which contains profane language or panders to bigotry, sexism, or other forms of discrimination
- Transmitting information which threatens bodily harm or which intimidates another person or organisation
- Communicating any information concerning any password, identifying code, personal identification number or other confidential information without the permission of its owner or the controlling authority of the computer facility to which it belongs
- Creating, modifying, executing or retransmitting any computer program or instructions intended to gain unauthorized access to, or make unauthorized use of, a Computer Facility or Licensed Software
- Creating, modifying, executing or retransmitting any computer program or instructions intended to obscure the true identity of the sender of electronic mail or electronic messages, collectively referred to as "Messages", including, but not limited to, forgery of Messages and/or alteration of system and/or user data used to identify the sender of Messages
- Accessing or intentionally destroying software in a Computer Facility without the permission of the owner of such software or the controlling authority of the Facility
- Making unauthorized copies of Licensed Software
- Communicating any credit card number or other financial account number without the permission of its owner
- Effecting or receiving unauthorized electronic transfer of funds
- Violating the provisions of copyright, particularly on software, data and publications
- Broadcasting email messages indiscriminately to all users of a computing facility, the broadcasting of messages concerning the use of a facility by the manager of a facility being a specific exception.

D.3 Mailing Lists

Potential subscribers to electronic mailing lists are responsible for determining the purpose of the list before subscribing. Persons subscribing to an electronic mailing list will be viewed as having solicited materials delivered by the list as long as the material is consistent with the list's purpose. Persons sending materials to a mailing list, which are not consistent with the purpose of the mailing list, will be viewed as having sent unsolicited materials.

D.4 Mass emails

Mass email distribution can only work for single messages with a maximum size limit of 10MB. In order to prevent abuse of the facility, discretion is exercised by the Executive Director: Communication and Marketing as to when mass email is used as a communication vehicle.

Appendix E - Online assessments

The following are extracts from UCT Exam policy as well as the FHS Computer Based Online Assessment and should be consulted for further and complete information.

E.1 Introduction

The setup and configuration of online examinations must be prepared in advance in consultation with the E-Learning staff.

The same rigor applied to paper based invigilation rules must be followed to ensure the integrity of online tests.

E.2 Use of electronic devices at Examinations

The nature and use of programmable electronic devices is to be decided by the course convener and/or examiner and indicated on the cover of the examination paper.   Students are to be advised of this in advance. The unauthorized taking of stored information in a device into an examination is a dishonest practice in respect of which disciplinary action will proceed. All examiners must ensure that there is no breach of integrity through the use of any device during the examinations.

E.3 Dishonesty at examinations

(See also Rule G19.11 & G19.12 of the rules for examinations Handbook 3 General Rules and Policies). Departments that consider it probable that dishonesty has occurred in any form of examination must submit a report to the Vice-Chancellor indicating the students involved and the action in accordance with the rules on disciplinary jurisdiction and procedures.

Note: A class test and any other form of assessment contributing into a final result is an examination for the purpose of this rule.

E.4 Examination Invigilation

The rules regarding invigilation are as follows: (PC 9/2006, PC1/2007 and PC12/2009)

Invigilators are to be provided for each session as per the following guidelines: Two invigilators for the first fifty students and one additional invigilator for every additional fifty students (or part thereof). At least one male and one female invigilator must be present in each venue.   This ratio should be used as a guideline for providing invigilators for class tests.

 'Instructions to Chief Invigilators' will be issued to the HOD before each set of examinations. The HOD is to ensure that all chiefs and other invigilators receive the instructions in advance. The chief invigilators are responsible for ensuring that other invigilators at that session and students are aware of and observe the rules that govern student and invigilator behaviour during examinations. The HOD is to arrange for appropriate training when needed.

Appendix F - Vula

F.1 Introduction

Vula is the online learning management system of the University. The following is a guideline and attempt to ensure that students' experience of Vula across different courses within the faculty is standardised and of an equally high quality.

F.2 Vula announcements

The Announcements tool is used to inform site participants about current items of interest. Announcements can have multiple attachments, such as documents or URLs. Announcements are a useful way to post a notice about an important change in deadlines, meeting times, or meeting locations.

F.3 Vula project site policy

Vula provides an alternate method of sharing files. By uploading files and resources to a central location they are captured in a computer cloud that becomes accessible via the web from any source. A Vula worksite allows people (with permission) to access and download resources from anywhere that offers online connectivity.

Vula enables the distribution of files via the Internet, without having to use FTP – as nominated participants can exchange files using the designated Vula site.

Appendix G – Procedures for Online Communication within the Faculty

G.1 Terms
Notification: An email on a Vula site is sent via the Announcement, Messages or Resource tool to one or more participants.
Spam 1: The recipient's personal identity and context are irrelevant because the message is equally applicable to many other potential recipients.
Spam 2: The recipient has not verifiably granted deliberate, explicit, and still-revocable permission for it to be sent.

G.2 Application
These procedures apply to all individuals involved in sending communication, in particular email and SMS, to staff and / or students within the faculty.

G.3 Background
Most of the courses in the faculty have an online Vula site. Many of the tools in Vula allow one to communicate information to participants. A growing trend is to communicate such information to participants via email.

Unfortunately the number of emails to students in particular has grown to the extent that students are no longer reading Vula originated emails. In addition, on some Vula sites there are multiple individuals who are authorised to send email notifications to students and there is varying conformity in the way this is done.

Staff members also receive all the email notifications that are sent to students even though many of these emails may not be applicable to most staff members.

Faculty recognises the need for departments to communicate with students. Guidelines for online communication usage will enhance the effectiveness of such communication.

G.4 Details
Departments are responsible for the content individuals post to students.

Individuals must comply with copyright, fair use and financial disclosure laws, and may not send any communication to students from any online site which in any way will bring the faculty's reputation or name into disrepute.

Confidential and proprietary information should not be posted in any form unless it has been publicly reported or approved by the Dean.

No communication should be sent to students which includes or encourages any form of rumour, speculation or personnel matters.

The University's other policies and rules of conduct (including, but not limited to its intellectual property policy and its anti-discrimination and anti-harassment policies) apply to all communications that are sent to students in the Faculty.

In any form of online communication staff and students in the Faculty should not engage in behaviour that would be inappropriate according to current policies and laws, discriminate or reflect a negative or inaccurate description of the Faculty. Neither should anyone post or transmit any information which is false, malicious or obscene or which violates the rights of others.

The Faculty reserves the right to monitor content on Vula sites and to remove any content at its sole discretion.

SMS notifications may be sent by departments according to their own budgets.

Departments are responsible for ensuring that the amount of communication sent to students and staff is not deemed to be excessive. As guidelines:
- Announcements are sent out via email notification if students need to know the information within 48 hours
- Notification related to resources being added should only be done if requested by students or if it is important that they know as soon as possible. If multiple resources fall into this category one announcement notification will be sent and not multiple resource notifications.
- Departments will endeavour where possible to send one notification and not multiple per day if the above conditions are met.
- Unless it is very important information all notification will be sent "Low Priority".

G.5 Violations
Where individual departments have been identified as sending too many emails, to the point where this qualifies as spam, they will be asked to refrain from sending any more notification via email or to do so only with permission from their HOD.

Appendix H – Social Media– interconnectivity

H.1 Introduction

The growing popularity of social networks such as Facebook (FB) and Twitter provides increasing connectivity for Employees and Students in their personal and professional communications. Although there are clear benefits, frequently the potential risks are not fully appreciated. Information management ought to be introduced into curricula in the early years.

H.2 Online identity and relationships

Online communication blurs the traditional professional and personal boundaries. Even when privacy is anticipated, the online environment needs to be considered as a public space. For instance conversations with Friends on FB remain in FB permanently and are retrievable by others.

The permanence of postings provides a significant indication of a person's character. Social media contributions may have a positive or negative impact on future job applications.

Comments made online in social spaces can be detrimental to the person and to others. For example thoughts and behaviours may be appropriate in a social setting yet indicate unprofessional behaviour from a practitioner's perspective.

Information tends to be permanent and durable. Defamation of others or an institution may lead to detrimental consequences. A conscious awareness of the possible harm to the reputation of colleagues must be clarified. Links can be made even when there is no obvious connection. For instance a derogatory comment about a colleague may be tracked. Previous postings can provide clues to identify that person.

H.3 Patient relationships

Confidentiality needs to be respected online too. Health professionals hold an implicit social contract with society to be leaders. Improper disclosure of information related to the health of individuals or quality of care in facilities can be harmful. Any photos or images need to be used with full consent.

H.4 Refer to

- Social media and the medical profession: A guide to online professionalism for medical practitioners and medical students. http://www.waikatodhb.govt.nz/file/fileid/37681
- British Medical Association. 2011. Using social media: practical and ethical guidance for doctors and medical students. Standing up for doctors.
- http://www.bma.org.uk/images/socialmediaguidancemay2011_tcm41-206859.pdf
- Quote on a slideshare at http://www.slideshare.net/SuzanneHardy/amee2011-workshop-3phardybrown-slides "*Many medical students seem unaware of or unconcerned with the possible ramifications of sharing personal information in publicly available online profiles even though such information could affect their professional lives.*"