TU Systems Guides

Guides to the systems staff use every day - the Learning Management System (lms.tangaza.ac.ke), online classes (bbb.tangaza.ac.ke) and the Staff Portal (staff.tangaza.ac.ke). Each system has a guide for lecturers and administrators, and a separate guide for ICT staff.

TU Staff Portal Guide

?? New here? Sign in with your Staff Number and password, then use the sections below to find any task.

IN THIS GUIDE

? Getting Started

1. Logging In

1. Go to staff.tangaza.ac.ke.
2. Enter your Staff Number in the “Staff No” field.
3. Enter your password in the “Password” field.
4. Optionally check “Remember me” to stay signed in on this device.
5. Click “Log In” to access your dashboard.

2. Resetting a Forgotten Password

1. From the login page, click “Forgot your password?”
2. Enter your staff username (Staff No) in the field provided.
3. Click “Reset Password”.
4. A password reset link will be sent to your registered email address.
5. Click “Login” to return to the sign-in screen.
6. Enter a new password and ensure it meets the password policy: at least 12 characters long, including uppercase and lowercase letters, a number, and a special character, and must not contain your name.

3. Dashboard Overview

1. After logging in, you land on the Dashboard, showing your photo, name, staff number, department, job title, and available balance.
2. Click “Change Photo” to upload a new profile picture.
3. Click the “Bio-Data” card to expand personal details (National ID, gender, marital status, birth date, nationality, county).
4. Click “Contact Info” for mobile number, personal/company email, address, and postal code.
5. Click “Employee Details” for job title, department, joining date, contract dates, and probation period.
6. Click “Financial & Statutory Information” for bank details, KRA PIN, NSSF, NHIF, and SHIF numbers.
7. Click “View Qualifications” to see recorded academic qualifications.

8. Scroll to “Internal Communications” to view and download circulars or notices using the “Download” button.

? Management

4. Viewing the Programme List

1. Under “Management”, click “HOD/DEAN Section” to expand it.
2. Click “Programme List”.
3. Browse the table of all university programme codes and descriptions.
4. Use “Search” to filter, or “Copy”, “Excel”, or “PDF” to export.

5. Viewing the Lecturer List

1. Under “HOD/DEAN Section”, click “Lecturer List”.
2. Browse lecturer records (PF number, name, phone, gender, email).
3. Use “Search” to filter, or “Copy”, “Excel”, or “PDF” to export.

6. Viewing Vote Book Balance

1. Under “HOD/DEAN Section”, click “Vote Book Balance”.
2. View your department’s budget/vote book balance. A “table IDs do not match” notice may appear if no data is linked to your account yet.

? Academics

7. Allocated Units

1. Under “Academics”, click “Allocated Units”.
2. View units allocated to you as a lecturer, with columns for Code, Stage, Semester, Unit, Unit Name, Campus, and Class.
3. Click “Assign Marks” to enter or manage marks for a unit.
4. Click “Print Class List” to generate a printable class list.
5. Click “Print Exam Attendance” to generate a printable exam attendance sheet.

8. MyLoft, Moodle, Staff Links, and Turnitin

1. Under “Academics”, click “MyLoft” to open the MyLoft e-learning platform.
2. Click “Moodle” to open the university’s Moodle LMS.
3. Click “Staff Links” to open a page of useful staff resource links.
4. Click “Turnitin” to open the Turnitin plagiarism-checking login page.

? Requisitions

9. Leave Requisition

1. Under “Requisitions”, click “Leave Requisition”.
2. Review the summary counters at the top: Draft/Open, Pending Approval, Approved, Posted, and Rejected.
3. Browse your leave history table below.
4. Click “Select” next to an entry, then use “View Document”, “Send Approval Request”, “Cancel Approval Request”, or “Document Approval Trail” as needed.
5. Click “+ New Leave Request” to open the application form.
6. Choose a “Leave Type” and number of “Applied Days”.
7. Choose a “Reliever” (the colleague covering for you).
8. Enter the “Start Date” (the End Date and Return Date calculate automatically).
9. Select a “Responsibility Center”, optionally attach a “Hand-Over Report” file, and add “Remarks/Purpose” and “Handover Remarks”.
10. Submit the form to raise your leave request.
11. Use “Document Approval Trail” at any time to see the full approval chain for a request, including which approvers have and have not yet approved it.

10. Purchase Requisition

1. Under “Requisitions”, click “Purchase Requisition”.
2. Review the summary counters: Open Documents, Pending Approval, Released, Posted, Rejected.
3. Click “+ New Purchase Request” to open the request form.
4. Enter a “Reason” for the purchase.
5. Choose “Institute/Campus”, “Department”, and “Responsibility Center”.
6. Optionally attach a supporting file.
7. Click “+ Add Item Line” to add the items you want to purchase.
8. Submit the form to raise the purchase requisition.
9. From the list, select an existing requisition to view its document, send or cancel an approval request, or check “Document Approval Trail” to see who has and has not approved it yet.

11. Store Requisition

1. Under “Requisitions”, click “Store Requisition”.
2. Click “New Request” to raise a request for items from the store.
3. Use “View Document”, “Send Approval Request”, “Cancel Approval Request”, and “Document Approval Trail” to manage existing requests, listed with Request Date, Required Date, Description, Function Name, Budget Center Name, and Status.

12. Imprest Requisition

1. Under “Requisitions”, click “Imprest Requisition”.
2. Click “New Request” to request an imprest (cash advance).
3. Review existing requests and their status in the table, and use the toolbar buttons to view documents, send or cancel approval requests, or check the approval trail to see outstanding approvers.

13. Imprest Surrender

1. Under “Requisitions”, click “Imprest Surrender”.
2. Click “New Surrender” to account for or surrender a previously issued imprest.
3. Review past surrenders in the table, showing Surrender Date, Imprest Issue Doc No, Function Name, Budget Center Name, Amount, and Status.

14. Staff Claim Requisition

1. Under “Requisitions”, click “Staff Claim Requisition”.

2. Click “New Request” to submit a claim, such as a reimbursement.
3. Review past claims in the table and manage them with the toolbar buttons, including “Document Approval Trail” to track pending approvers.

? Appraisals

15. Appraisal Requisition

1. Under “Appraisal Section”, click “Appraisal Requisition”.
2. Click “Create Appraisal Document” to start a new self-appraisal.
3. Use “View Document”, “Send Approval Request”, “Cancel Approval Request”, and “Print Report” to manage existing appraisals listed with Appraisal Code, Staff Name, Appraisal Period, Appraisal Type, Supervisor, and Open To.

16. Supervisor Review List

1. Under “Appraisal Section”, click “Supervisor Review List” (visible if you supervise other staff).
2. Click “View Document” to review a subordinate’s appraisal.
3. Click “Send Back to Appraisee” to return it for revision, or “Send to HR” to forward it once your review is complete.

? Reports

17. Payslip

1. Under “Reports”, click “Payslip”.
2. Select the “Year” and “Month” you want to view.
3. Click “View Payslip” to generate your payslip for that period.
4. When prompted for a password to open the payslip document, enter your National ID Number or Passport Number.

18. P9 Tax Document

1. Under “Reports”, click “P9”.
2. Select the “Year”.
3. Click “View P9 Document” to generate your annual P9 tax deduction certificate.

? Approvals

19. Pending Approval

1. Under “Approvals”, click “Pending Approval”.
2. Review the list of documents or requisitions awaiting your action as an approver. If there is nothing to approve, you will see “All Caught Up!”.

20. Approved Documents

1. Under “Approvals”, click “Approved Documents”.
2. Review the history of documents you have approved.

21. Rejected Documents

1. Under “Approvals”, click “Rejected Documents”.
2. Review the history of documents you have rejected.

? Account & Profile

22. Account Settings

1. Under “Settings”, click “change password”, or use the profile menu at the top-right and select “Change Password”.
2. Enter your new password, then confirm it.
3. Ensure it meets the password policy: at least 12 characters long, including uppercase and lowercase letters, a number, and a special character, and must not contain your name.
4. Click “Change Password” to save.
5. The profile dropdown at the top-right also offers quick links to “Dashboard”, “Change Password”, and “Logout”.

Adding Units and Enrolling Students

FOR LECTURERS, SCHOOL ADMINISTRATORS AND PROGRAMME LEADERS · lms.tangaza.ac.ke

Creating your units, opening enrolment and managing your class list.

> ?? New here? The first time, work top to bottom — create the unit, let students in, then keep the class list clean. After that, use the list below to find what you need.

Tangaza University runs a single Learning Management System at **lms.tangaza.ac.ke**. Every taught unit is a separate course on that system, with its own materials, activities and participant list. Lecturers, school administrators and programme leaders may all create units. This guide covers creating a unit, letting students in, and keeping the class list clean.

IN THIS GUIDE

? The words used here

Term	Meaning
Unit	A course on the LMS. One taught unit, one course.
Category	The folder a unit sits in School, then programme, then academic year.
Enrolment method	How people get into a unit: you add them (manual), they add themselves (self enrolment), or a whole intake is synchronised in (cohort sync).
Enrolment key	A short password a student types once, at the moment of joining, to prove they belong in that class.
Role	What a person may do inside the unit: Lecturer or Student.

? Part 1 · Creating a unit

Create the unit once, at the start of the semester, and reuse it in later intakes by copying it rather than building it again.

1.1 Create it

1. Sign in at **lms.tangaza.ac.ke** using the **Google sign-in** button and your Tangaza staff account. Google is the only login route there is no separate LMS password.
2. Click **Institutes** in the top menu, open your Institute, then open the sub-category (*Bachelors, Masters, Diploma* or *PHD*) your unit belongs to. There is no gear or Site administration button for lecturers - going in through **Institutes** is your route to creating a unit.
3. Confirm you are in the right category (Undergraduate, Diploma, Certificate etc.). Get this right: it decides where students will look for the unit and which colleagues can help manage it.
4. At the bottom of that category's course list, click **Create a new course**. If that button is not showing, use one of the three methods in the box just below - they all open the same New course form.
5. Enter the **Course full name**: the unit title as it appears in the programme document, for example *Foundations of Peacebuilding*.
6. Enter the **Course short name**: the unit code, for example *ISTP 701*. This must be unique across the whole University, so add the intake where a code repeats: *ISTP 701 2026S1*.
7. Set the **Course start date** to the first teaching day and the **Course end date** to the last. In weekly format the start date drives the week numbering, so a wrong date shifts your whole outline.
8. Choose the **Course format**: Weekly if you teach to a fixed timetable, Topics if you organize by theme or module.
9. Leave **Course visibility** set to **Hide** while you build the unit.
10. Click **Save and display**.
11. On the screen that follows, add yourself as **Lecturer**, together with any co-lecturer or teaching assistant.

> **Three ways to open the New course form** — use whichever fits your access. Whichever you use, once the form opens, fill in the details in the steps below.

1. **Via Site administration (if you have admin access).** Go to **lms.tangaza.ac.ke/admin/search.php**, then Courses ? Manage courses and categories ? click your category ? **Create new course**.
2. **Direct link (any lecturer, instant).** Open **lms.tangaza.ac.ke/course/edit.php?category=ID** in your browser, replacing *ID* with your programme category's number (ICT can give you yours). This drops you straight onto the New course form.
3. **Request a course (goes to ICT for approval).** Open **lms.tangaza.ac.ke/course/request.php**, enter the unit's full name, short name and category, then submit. ICT or your Institute Administrator approves it and the unit is created for you.

1.2 Naming conventions

Please follow these. They are what make units findable and sortable for everyone.

- **Short name** = the unit code in capitals with a single space: *ISTP 701, BUS 204*.
- **Full name** = Course name should contain: CourseCode|CourseFullname|CoursePeriod.
- E.g. TDCT1104 Fundamentals of Coding 2025-2026A

1.3 Add your colleagues

Anyone who will teach, upload or mark in the unit must be enrolled in it with a teaching role.

1. Open the unit and go to **Participants**.
2. Click **Enrol users**.
3. Type the surname or staff email address and select the person.
4. Choose **Lecturer** for a colleague who will teach, edit content and grade.
5. Click **Enrol selected users and cohorts**.

> **You cannot add yourself as a lecturer** to a unit. That is deliberate. If you have inherited a unit from a colleague, ask the institute admin to enrol you.

? Part 2 · Building the unit

Do this while the unit is still set to **Hide**. Students see nothing until Part 3.

2.1 Turn on Edit mode

1. Open the unit from **My Courses**.
2. Switch on **Edit mode** using the toggle at the bottom left of the page.

Nothing can be added or moved until this is on. Turn it off when you have finished so you see the unit as students do.

2.2 Name your sections

In **weekly** format the sections are dated automatically from your course start date. In **topics** format they are headings you name yourself.

Name them before you start adding. Click the pencil icon beside **Topic 1** and give it something meaningful - *Conflict Analysis*, not *Topic 1*. A unit with named sections is navigable; one with fifteen numbered topics is not.

2.3 Prepare your files first

Rename files properly on your computer before uploading. If you drag several in at once, Moodle names each resource after the filename, and *ISTP701lec3finalFINAL.pptx* becomes what students see.

Keep files small. A student on a phone with limited data may never open a 40 MB PowerPoint. Export slides to PDF where you can.

2.4 Add a single file

1. With Edit mode on, click **Add an activity or resource** at the bottom of the section.
2. Choose **File**.

3. Drag your document into the **Select files** box, or click the file-picker icon and choose **Upload a file**. Wait for the thumbnail before continuing.
4. Enter the **Name**. This is the link students click, so make it descriptive: *Week 3 - Conflict Analysis Frameworks*.
5. Use **Description** for anything they need before opening it - the reading it accompanies, or what to prepare. Tick **Display description on course page** if it should show without clicking through.
6. Click **Save and return to course**.

2.5 Choose the right type

Use	When
File	A single document: slides, PDF notes, a worksheet
Folder	Several files that belong together, such as one week's readings
Page	Notes typed straight into Moodle - no download, opens instantly on a phone
URL	A link to something hosted elsewhere, including Google Drive or a video
Book	Longer notes split into chapters with their own contents menu

Prefer **Page** over **File** for anything short. It opens instantly, works on any phone, and you can edit it without re-uploading.

Use **Folder** rather than fifteen separate files in one week. Students get one link that expands instead of an outline they have to scroll past.

2.6 Add several files at once

With Edit mode on, drag files straight from your desktop onto a section. Moodle creates a **File** resource for each, named after the filename — so either name the files properly first, or rename each resource afterwards.

2.7 Hide material until you are ready

Every item has its own visibility, separate from the unit's.

1. Open the item's **Edit settings**.
2. Under **Common module settings**, set **Availability**:
   - **Show on course page** - students can see and open it.
   - **Make available but don't show on course page** - reachable only by direct link.
   - **Hide from students** - you see it, they do not.

Remember to reveal it. A hidden item looks perfectly normal to you.

2.8 Release material by date

If you would rather not remember to unhide things:

1. Open the item's **Edit settings** and expand **Restrict access**.

2. Click **Add restriction** ? **Date**.
3. Set **from** the date the material should appear.
4. Click the eye icon beside the restriction to hide the item entirely until then, rather than showing it greyed out.

2.9 Naming your materials

The same discipline as unit names, for the same reason — a unit is navigable in week nine or it is not.

- Lead with the week or theme: *Week 3 - Conflict Analysis Frameworks*.
- Say what the item is where it is not obvious: *Reading*, *Slides*, *Worksheet*.
- Never leave a filename as the name.
- Never put the file format in the name. Moodle shows that already.

? Part 3 · Letting students in

A unit is invisible to students until two separate things are true: the unit is set to **Show**, and an enrolment method is open. Doing only one of the two is the single most common reason students report that they cannot get in.

3.1 Publish the unit

1. In the unit, go to **Settings**.
2. Set **Course visibility** to **Show**.
3. **Save and display**.

3.2 Decide how students will join

Method	Use it when	Effort
Self enrolment with a key	Normal taught units. You keep control of who joins by controlling the key.	Set once, announce the key in class
Manual enrolment	Adding a lecturer	You add each person
Cohort sync	A whole registered intake that should be added and removed together.	Ask ICT to set up the cohort

3.3 Open self enrolment

1. Open the unit and go to **Participants**.
2. At the top of the page there is a dropdown reading **Enrolled users**. Change it to **Enrolment methods**.
3. If **Self enrolment (Student)** is listed but greyed out, click the eye icon to activate it, then the gear icon to edit it.
4. If it is not listed at all, choose **Self enrolment** from the **Add method** dropdown.
5. Set **Allow new enrolments** to **Yes**.
6. Set **Default assigned role** to **Student**. Never anything else.
7. Set or clear the enrolment key as described below.
8. Click **Save changes**.

3.4 Self Enrolment with a key (recommended)

1. In the self enrolment settings, click into the **Enrolment key** field and type your key.
2. Click the eye icon beside the field to reveal what you typed and check it.
3. **Save changes**.
4. Announce the key in the first class and put it on your unit notice or WhatsApp group.

Choosing a good key:

- Easy to say aloud and to type on a phone.
- Unit code plus intake works well: *ISTP701-Sep26*.
- Change it every intake. If you do not, last year's class can still let people in.
- Never use one of your own passwords as an enrolment key.

> **Understand what this does:** any person with an LMS account can now join without asking anyone. That is fine for an induction unit. For a unit that carries marks, either use a key or close enrolment once the add-drop period ends.

3.5 Group enrolment keys

If your unit has tutorial groups or streams, a group key sorts students into the right group at the moment they join, so you do not have to move anyone by hand.

1. Create the groups first: **Participants ? Groups ? Create group**.
2. Open each group, put a different **Enrolment key** in its settings, and save.
3. Go to **Participants ? Enrolment methods ? Self enrolment** (gear icon).
4. Set **Use group enrolment keys** to **Yes**.
5. Make sure the method's own **Enrolment key** field also has a key in it. This is the master key, and group keys will not work without it.
6. Save changes, then give each group its own key.

> A student who types the **master key** joins the unit but no group. A student who types a **group key** joins the unit and that group.

3.6 Close enrolment after add-drop

1. **Participants ? Enrolment methods ? Self enrolment** (gear icon).
2. Set **Allow new enrolments** to **No**, or put an **End date** two weeks into the semester.
3. Leave **Allow existing enrolments** as **Yes** so your current class is not affected.
4. Save changes.

> **Do not close a unit by deleting the key.** Clearing the key field does the opposite of what you intend — it opens the unit to the entire University.

? Part 4 · Managing your class list

4.1 See who is in

Participants shows everyone in the unit, their role, the method that brought them in, when they joined and when they last accessed the unit. Use the filters at the top to show only students, only a group, or only people enrolled by a particular method.

4.2 Remove or suspend someone

You want to	Do this	Effect
Remove a student who joined the wrong unit	**Participants** ? the bin icon on their row	They lose access. Their submissions and marks are removed with them.
Stop access without losing the record	**Participants** ? edit icon on their row ? set Status to **Suspended**	They cannot enter, but everything they submitted is kept.
Remove everyone who self enrolled	**Enrolment methods** ? Self enrolment ? delete the method	Use with great care. This removes all their work as well.

4.3 Reusing a unit next intake

Do not build the unit again. Ask ICT to copy the previous unit, or use **Course reuse ? Import** to bring last intake's materials into a new empty unit. Then change the dates, change the enrolment key, and check that no student from the previous intake has come across.

? Start-of-semester checklist

#	Check
1	Unit exists in the correct School ? programme ? year category
2	Short name carries the unit code and the intake
3	Start and end dates match the teaching calendar
4	You and any co-lecturer are enrolled with a teaching role
5	Course visibility is set to Show
6	Self enrolment is active and Allow new enrolments is Yes
7	A new enrolment key has been set for this intake
8	Default assigned role is Student
9	The key has been announced to the class
10	Enrolment is closed again once add-drop ends

? If something goes wrong

Students report	Cause	Fix
They cannot see the unit at all	Course visibility is Hide, or the category is hidden	Settings ? Course visibility ? Show. If it is still missing, the category is hidden — ICT.
No *Enrol me* panel on the unit	Self enrolment is disabled or missing	Participants ? Enrolment methods ? activate or add Self enrolment.
The key is refused	Wrong capitals, a trailing space, or an old key	Reveal the key with the eye icon and re-issue it. Ask them to type rather than paste.
Group keys do nothing	No master key on the method itself	Put a key in the self enrolment method as well as in each group.
Students from other programmes have joined	The key field was left blank	Set a key, then remove those who should not be there.
A change you made had no effect	Pages are cached	Sign out and in again. If it persists, ask ICT to purge caches.
A student sees an empty account with no units	They signed in with a personal Gmail rather than their university Google account	Have them sign out completely and sign in again with their tangaza.ac.ke address.
You cannot find a colleague when enrolling them	They have never signed in, so no account exists yet	Ask them to sign in once with Google, then enrol them.

? Support and training

LMS support and staff training are provided by the **Institute Administrator** in your respective department. Contact them for:

- Course creation rights in your School or programme category
- Copying a unit from a previous intake
- Setting up cohort sync for a whole registered intake
- Bulk enrolment from a spreadsheet
- One-to-one or departmental training on the LMS
- Google sign-in and account problems for staff or students

> **Accounts are created by Google sign-in.** A colleague or student who has never signed in does not yet exist on the LMS and cannot be enrolled. Ask them to sign in once, then add them.

> **Enrolment keys are yours to set and issue.** ICT does not hold them and cannot give them to students.

LMS Course & Enrolment Administration (ICT Staff)

FOR ICT STAFF · lms.tangaza.ac.ke · Moodle with the eDash theme

Roles, capabilities, enrolment methods and support procedures.

> This is the reference for administering course creation and enrolment on the University LMS. It is written for ICT staff who hold administrator accounts and who train and support academic staff. It assumes you already know your way around the Moodle administration tree. The companion page *Adding Units and Enrolling Students* covers the same ground from the lecturer's point of view.

Scope

- Google OAuth sign-in and what it means for accounts and support
- How to add and create a course/unit - the administrator route and the lecturer route
- Granting course-creation rights to lecturers and institute administrators
- The roles that exist on this LMS and what each one is for
- Configuring the enrolment plugins site-wide and per unit
- Self enrolment, enrolment keys and group keys
- Bulk enrolment: cohort sync and CSV upload
- Diagnosing enrolment complaints
- The training points that come up most often

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1 · Reaching the administration tree

The eDash theme does **not** render a *Site administration* link in the left panel (the left panel only shows Profile, Grades, Calendar, Private files, Reports, Preferences). There are two ways in for an administrator:

- Click the red **gear icon (?)** at the top-right of the header, beside your profile picture. It is a shortcut straight into Site administration and only appears for accounts that hold site-configuration rights.
- Or go directly to the address **https://lms.tangaza.ac.ke/admin/search.php**

On any admin page the full tree appears in the right-hand *Administration* block and across the top tab bar: *General, Users, Courses, Grades, Plugins, Appearance, Server, Reports, Development*. Throughout this document a path written as *Site administration ? Plugins ? Enrolments* means: reach the tree by either method above and follow those links.

> **Why lecturers never see this:** Moodle automatically filters the administration tree by capability. An account without `moodle/site:config` only ever sees the sections its role grants - so a lecturer sees no gear and no admin tree at all. That is by design, not a fault. Do not try to "restore" the gear for lecturers; grant

them course creation at category level instead (Section 5).

2 · Authentication: Google sign-in only

The LMS authenticates through **Google OAuth 2** and nothing else. There is no local Moodle username and password for staff or students, and no LMS-side password to reset. Every account is a Tangaza Google Workspace account, so LMS access follows Workspace: suspend the Workspace account and LMS access stops at the next sign-in attempt.

2.1 Where it is configured

Setting	Where	What to check
OAuth 2 authentication plugin	Plugins ? Authentication ? Manage authentication	Enabled. Manual accounts cannot be disabled in Moodle and stay present for the emergency administrator account.
The Google service	Server ? OAuth 2 services	Client ID and secret, and that the service still shows as configured. An expired or rotated secret takes the whole site offline for logins.
Allowed domains	The Google service ? edit	Set to `tangaza.ac.ke` so a personal Gmail cannot create an account.
Prevent account creation when authenticating	Manage authentication, common settings	Decides whether a first-time Google sign-in provisions an account automatically or is refused.
Allow users to link their login	Plugins ? Authentication ? OAuth 2	Leave off unless you have a specific reason — it lets an existing account attach a Google identity.

Keep a documented **emergency route** to a site administrator account that does *not* depend on Google. If the OAuth credentials fail or the consent screen is withdrawn, nobody - including you - can sign in through the normal page.

2.2 What this changes for support

- **There are no LMS password resets.** Every login failure is a Google Workspace matter. Do not troubleshoot it inside Moodle.
- **The email address is the join key.** The address on the Moodle account must match the Google account exactly. A mismatch does not fail - it silently creates a second, empty account.
- **Personal Gmail sign-ins** are the commonest ticket: the user lands in a brand-new account with no units and reports that their work has vanished. Setting *Allowed domains* prevents it outright.
- **Duplicate accounts:** correct the email on the account that holds the submissions and suspend the empty one. Never delete the account with the work in it.
- **Offboarding** happens in Workspace, not in Moodle. Suspending the Google account is what actually removes access.

2.3 Accounts must exist before they can be enrolled

An account is created the first time a person signs in with Google. Until then they do not appear in the user selector, and a lecturer trying to enrol a colleague or a late student will report that the person "is not on the system". Two ways round it:

- Ask the person to sign in once, then enrol them. Simplest for one or two people.
- Pre-create the accounts by CSV upload with the *auth* field set to `oauth2`, so a whole intake can be enrolled before teaching starts. See Section 10.2.

3 · The roles on this LMS

These are the custom roles defined on lms.tangaza.ac.ke, with the descriptions as they appear on the site. Use these names — not the generic Moodle names — when granting access or answering a ticket.

Role	Description (as on the site)	Typical holder
LMS Developer	Overall main LMS Admin; manages the entire LMS, curates courses and troubleshoots issues on the LMS.	ICT lead / super-administrator
ICT Staff Admin	Can access courses and modify them, but usually do not participate in them.	ICT support staff
Institute Admin	Can do anything within a course, including changing the activities and assigning students to courses.	School / Institute administrators
Lecturer	Can create new courses, assign students and view reports.	Lecturers and programme leaders
Student	Standard learner access within enrolled units.	Students

> On this site the **Lecturer** role is the course-creator role: it carries `moodle/course:create`. Granting a lecturer the ability to create units means assigning them the *Lecturer* role in the right category (Section 5), not giving them any part of Site administration.

4 · How to add and create a course/unit

A unit is created inside the **category** it belongs to. On this LMS the top-level categories are the **Institutes** (Center for Leadership and Management (CLM), Institute of Communication, Journalism and Media Studies (ICJMS), Institute of Youth Studies (IYS), Institute for Social Transformation (IST), and so on), each with the sub-categories *Bachelors, Masters, Diploma, PHD*. There are two routes to the create screen depending on who you are.

4.1 Administrator route (ICT staff)

1. Open Site administration (gear icon or `/admin/search.php`) ? **Courses** ? **Manage courses and categories**.
2. In the left *Course categories* column, click the category the unit belongs to — the Institute, then the sub-category (e.g. *CLM ? Bachelors*).
3. In the right-hand panel, click **Create new course**.
4. Fill in the course settings (see 4.3) and click **Save and display**.
5. On the enrolment screen that follows, add the lecturer(s) as *Teacher*.

From the same page you can also **Create new category**, move courses between categories, and upload courses in bulk.

4.2 Lecturer route (no admin access needed)

A lecturer who holds the **Lecturer** role *in a category* (Section 5) does not use Site administration at all:

1. Sign in and click **Institutes** in the top menu.
2. Open the relevant Institute, then drill down to the sub-category (e.g. *Bachelors*) where the unit belongs.
3. At the bottom of that category's course list, click **Create a new course**.
4. Fill in the settings (4.3) and save.

> If the **Create a new course** button is not on the category page, the lecturer has not been assigned the Lecturer role *in that category* — grant it as in Section 5. (Note: because the site uses the customised eDash category layout, always confirm the button appears for a real lecturer after granting the role; if the capability is present but the button is still missing, the cause is the theme template, not the permission.)

4.3 Course settings that matter

Field	What to enter
Course full name	The unit title, formatted `CourseCode | Course Full Name | Period`, e.g. *TDCT1104 Fundamentals of Coding 2025-2026A*.
Course short name	The unit code in capitals with a single space, e.g. *ISTP 701*. Must be unique site-wide; add the intake where a code repeats (*ISTP 701 2026S1*).
Course category	The Institute ? sub-category the unit belongs to. This decides who can find and help manage it.
Start / End date	First and last teaching day. In Weekly format the start date drives week numbering.
Course format	*Weekly* for a fixed timetable, *Topics* for theme/module organisation.
Course visibility	Leave on *Hide* while building; set to *Show* when ready to publish.

5 · Granting course-creation rights

University policy is that lecturers, programme leaders and institute administrators may create units. The mechanism is always the same: assign a role that carries `moodle/course:create` **at the category** the person is responsible for — never at the whole site.

5.1 Which role, and where

Person	Assign role	At	What they get
Lecturer	Lecturer	Their programme sub-category	Create units in that category; teach units they are enrolled in
Programme leader	Lecturer (or Institute Admin if they must also manage colleagues' units)	Their programme category	Create units; with Institute Admin, edit and manage across the programme
School / Institute administrator	Institute Admin	Their Institute category	Create, edit, enrol and manage across the whole Institute
ICT staff	ICT Staff Admin / LMS Developer	System	Site-wide administration

> Do **not** assign Lecturer or Institute Admin at system level. A category-carrying role assigned at System applies everywhere and also surfaces a filtered *Site administration ? Courses* entry for that user — which is exactly the "why can a lecturer see /admin" problem. Category-level assignment keeps the estate tidy and keeps lecturers out of the admin area.

5.2 Assigning it (exact path)

1. Site administration ? Courses ? **Manage courses and categories**.
2. Click the category concerned (e.g. *Center for Leadership and Management (CLM)*, or a sub-category for tighter scope).
3. In the secondary navigation bar, open **More ?** ? **Permissions**.
4. On the Permissions page, use the grey **Permissions ?** dropdown and choose **Assign roles**.
5. Click the **Lecturer** role (or Institute Admin).
6. In the right-hand *Potential users* box, search for the person, select them, and click **? Add** so they move to *Existing users*. Assigning at a parent category cascades to its sub-categories.

Assigning several people at once: in the *Potential users* box you can hold **Ctrl** (or **Cmd**) and click multiple names, or **Shift**-click a range, then **Add** them together. For a genuinely large intake, put the lecturers in a *cohort* and either add them from the cohort or (if the `local_cohortrole` plugin is installed) have cohort membership grant the Lecturer role in the category automatically. Core Moodle has no CSV upload for category-level role assignment — the CSV *Upload users* tool only assigns *system* roles.

5.3 The capabilities behind it

Useful when debugging a "the button is not there" report. Check with *Site administration ? Users ? Permissions ? Capability overview*, or the *Check permissions* link in the category or unit. On this site the Lecturer role is configured to allow the following (course deletion is deliberately left off).

Capability	Controls
`moodle/course:create`	The *Create new course* button in a category
`moodle/course:update`	Editing the settings of an existing unit
`moodle/course:manageactivities`	Adding, editing and deleting activities and resources
`moodle/course:managefiles`	Managing files in the unit

Capability	Controls
moodle/course:activityvisibility	Hiding / showing activities
moodle/course:visibility	Setting a unit to Show or Hide
moodle/course:viewparticipants	Seeing the participant list of the unit
moodle/course:enrolreview	Reviewing the unit's enrolments
moodle/course:enrolconfig	Adding and configuring enrolment methods in a unit
enrol/self:config	Editing the self enrolment method, including the key
enrol/manual:enrol	Adding users manually to a unit
moodle/role:assign	Choosing which role an enrolled user receives
moodle/category:manage	Creating and editing categories
moodle/course:delete	Deleting a unit (kept OFF for lecturers — deletion destroys submissions)
moodle/site:config	Full Site administration (ICT roles only; never for lecturers)

6 · Category structure

Enrolment problems are very often category problems, so keep the tree predictable:

Institute ? Sub-category (Bachelors / Masters / Diploma / PHD) ? Units

- Delegate rights at sub-category (programme) level for lecturers, and at Institute level for institute administrators.
- Hiding a category hides every unit inside it, whatever each unit's own visibility says. This is the second most common cause of "students cannot see my unit".
- Archive an intake by moving its category rather than deleting units. Deleting a unit destroys submissions and grades irreversibly.

7 · Enrolment plugins, site-wide

7.1 Which plugins are enabled

Site administration ? Plugins ? Enrolments ? **Manage enrol plugins**. The eye icon controls each one. A plugin disabled here cannot be used by any unit, however that unit is configured.

Plugin	State	Note
Manual enrolments	Enabled	Required. Staff enrolment depends on it.
Self enrolment	Enabled	The method this guide is mostly about.
Cohort sync	Enabled	Needed for whole-intake enrolment.
Guest access	Disabled by default	Enable per unit only on request. See 9.4.

Plugin	State	Note
Category enrolments	Disabled	Deprecated behaviour; do not use.

7.2 Site defaults for self enrolment

Site administration ? Plugins ? Enrolments ? **Self enrolment**. These values are inherited by units created afterwards; they do not change units that already exist.

Setting	Set to	Reason
Add instance to new courses	Yes	Every new unit has the method ready, so lecturers only switch it on.
Allow self enrolments	No	The method exists but is closed until the lecturer opens it. Fails safe.
Use enrolment key	Yes	New units default to key-protected rather than open to the whole University.
Default role assignment	Student	A self-enrolling user must never receive a teaching role.
Enrolment duration	Unlimited	Semester length is better controlled by the unit end date.
Max enrolled users	0	No cap by default; lecturers set one if they need it.
Send course welcome message	Yes	Gives the student written confirmation and cuts support calls.

8 · Self enrolment on a single unit

8.1 Where it lives

Unit ? **Participants** ? change the dropdown from *Enrolled users* to *Enrolment methods*. The eye icon activates or suspends a method; the gear icon opens its settings; the bin deletes it along with everyone it enrolled.

8.2 Every setting, and what it actually does

Setting	Effect
Custom instance name	Replaces the words "Self enrolment" on the student-facing panel. Useful for labelling intakes.
Allow existing enrolments	*No* suspends everyone who joined by this method without removing them or their work. The correct way to freeze a class.
Allow new enrolments	The master switch for joining. *No* means nobody new gets in whatever the key says.
Enrolment key	Blank means anyone with an account may join. A value restricts entry to those who know it. Case sensitive.

Setting	Effect
Use group enrolment keys	*Yes* makes Moodle test the typed key against every group key in the unit as well as the master key.
Default assigned role	The role granted on joining. Must be Student.
Start date / End date	The window during which joining is possible. The cleanest way to close enrolment after add-drop.
Max enrolled users	Caps the class. When reached, the enrolment panel disappears with no explanation to the student.
Only cohort members	Restricts self enrolment to members of a named cohort. Combine with a key for tight control.

8.3 Group enrolment keys

Two conditions must both hold, and the second is the one people miss:

1. Each group has its own key, set in the group settings under *Participants ? Groups*.
2. The self enrolment method itself has *Use group enrolment keys* set to Yes **AND** a master key in its own *Enrolment key* field. Without a master key, group keys are ignored entirely.

Behaviour: the master key admits the student to the unit with no group; a group key admits them to the unit and places them in that group.

9 · Bulk and alternative enrolment

9.1 Cohort sync - preferred for whole intakes

A cohort is a named list of users maintained centrally. Synchronising it into a unit enrols everyone on the list and removes them when they leave the cohort. It does not depend on a key being circulated correctly, which makes it the right answer for registered intakes.

1. Site administration ? Users ? Accounts ? **Cohorts** ? Add new cohort. Name it for the intake, e.g. *MA Peace Studies Sep 2026*.
2. Add members, individually or by uploading a CSV of usernames on the Assign screen.
3. In each unit: Participants ? Enrolment methods ? Add method ? **Cohort sync**.
4. Select the cohort, set *Assign role* to Student, and save.

> Removing a user from the cohort removes them from every unit synced to it. Suspend rather than remove where a record of submitted work must be kept.

9.2 CSV upload

Site administration ? Users ? Accounts ? **Upload users**. Creates accounts and enrols them in one pass. Minimum useful columns:

Column	Contents

username	Lower case, no spaces. Match the convention already in use on the site.
firstname / lastname	As registered.
email	Must be unique across the site, and must match the person's Google account exactly.
auth	Must be `oauth2`. Accounts authenticate through Google, so no password column is used.
course1, course2, …	The unit SHORT name, exactly as it appears in the unit settings.
role1, role2, …	`student`, `editingteacher` or `teacher`.
group1, …	The group name, which must already exist in that unit.
cohort1	The cohort ID number, to add the user to a cohort.

- Always run the preview step and read the report before committing.
- Save the file as UTF-8 CSV. Excel's default encoding mangles accented names.
- Keep the source spreadsheet. It is your audit trail if an intake has to be reversed.

9.3 Manual enrolment

Unit ? Participants ? **Enrol users**. The right tool for staff, for a handful of latecomers, and for anyone who must be given a non-student role. It is also the only method that lets you set an individual enrolment start date and duration.

9.4 Guest access is not enrolment

Guests are not participants. They can read but cannot submit, post, be grouped or be graded, and they leave no record. Enable it only for genuine showcase units, and never as a shortcut when self enrolment is misbehaving.

10 · Diagnosing enrolment complaints

Work down this list in order. The cause is almost always in the first three rows.

Symptom	Check	Fix
Students cannot see the unit	Unit visibility, then category visibility	Settings ? Course visibility ? Show. Unhide the category if needed.
Unit visible, no enrolment panel	Is Self enrolment present and active, and Allow new enrolments = Yes?	Activate the method; set Allow new enrolments to Yes.
Panel present, key refused	Reveal the key with the eye icon; ask whether the student pasted it	Re-issue the key. Advise typing rather than pasting.
Group keys ignored	Master key present on the method?	Add a master key to the self enrolment method itself.
Panel vanished for later students	Max enrolled users, and the method End date	Raise the cap or extend the window.
Everyone in the University joined	Key field left blank	Set a key, then remove those who should not be there.

Symptom	Check	Fix
Self enrolment missing from Add method	Plugin disabled site-wide	Manage enrol plugins ? enable Self enrolment.
Staff member has no Create new course button	Role assigned at the category, not the site?	Assign Lecturer (or Institute Admin) at the correct category.
A setting change had no visible effect	Caching	Site administration ? Development ? Purge caches, then re-test in a private window.
A user is not in the enrol selector	They have never signed in, so no account exists	Ask them to sign in once with Google, or pre-create by CSV with auth = oauth2.
"All my units have disappeared"	Signed in with a personal Gmail; they are in a new empty account	Sign out fully, sign in with the tangaza.ac.ke address. Suspend the stray account.
One user has two accounts	Email mismatch between Moodle and Google	Fix the email on the account holding the work; suspend the empty one.
Nobody at all can sign in	OAuth client secret expired, consent withdrawn, or the service misconfigured	Server ? OAuth 2 services. Use the emergency administrator route while you fix it.
Who did what, and when	Site administration ? Reports ? Logs, filtered to the unit	Enrolment events are logged with actor, target and timestamp.

11 · Standing training outline

The points below generate repeat support calls. Cover all of them in every staff induction session.

Point	Why it matters
Show and enrolment are two separate switches	Half of all "students cannot get in" tickets are one of the two left undone.
Short names must be unique and carry the intake	Duplicate short names block course creation and confuse searching.
Category placement decides who can find the unit	Units created in the wrong category are effectively lost.
A blank key is not a closed unit	Staff routinely clear the key intending to close enrolment — it opens the unit to everyone.
Change the key every intake	Old keys circulate between year groups indefinitely.
Group keys need a master key too	The single most common misconfiguration.
Suspend rather than delete	Deleting an enrolment destroys submissions and grades.
Import, do not rebuild	Saves a day of work per unit each semester.
ICT does not hold enrolment keys	Sets student expectations and stops keys leaking through the service desk.
Login is Google only, with no LMS password	Stops staff sending students to a password reset that does not exist.
A person must sign in once before they can be enrolled	Explains most "this person is not on the system" reports.

12 · Quick reference

To do this	Go here
Reach the admin tree on eDash	Gear icon (top-right) or lms.tangaza.ac.ke/admin/search.php
Grant course-creation rights	Manage courses and categories ? category ? More ? Permissions ? Assign roles
Create a unit (admin)	Manage courses and categories ? category ? Create new course
Create a unit (lecturer)	Institutes ? Institute ? sub-category ? Create a new course
Enable or disable an enrolment plugin	Plugins ? Enrolments ? Manage enrol plugins
Set defaults for all new units	Plugins ? Enrolments ? Self enrolment
Configure a unit's enrolment	Unit ? Participants ? Enrolment methods
Set or reveal an enrolment key	Unit ? Participants ? Enrolment methods ? Self enrolment (gear)
Create a cohort	Users ? Accounts ? Cohorts
Bulk create and enrol from CSV	Users ? Accounts ? Upload users
See who enrolled whom	Reports ? Logs
Check the Google login service	Server ? OAuth 2 services
Purge caches	Development ? Purge caches

13 · Known issues & quirks on this LMS

Findings from setup and testing (as of August 2026). Keep this list current as items are fixed.

Issue	Detail & workaround	Status
“Create a new course” button hidden on category pages	Lecturers *do* hold `moodle/course:create` (verified — `/course/edit.php?category=76` opens the create form for a lecturer), but the eDash category template does not render the button, so lecturers cannot self-create from the category page and were falling back to `/admin`. Workarounds: the direct link `/course/edit.php?category=ID`, the Site administration route, or Course requests. Permanent fix: a child-theme renderer override that adds a capability-guarded button (see the separate developer hand-off).	Open - theme fix pending
No Site administration link in the left panel	eDash does not show it in the left nav. Reach the tree via the red gear (top-right, admins only) or `/admin/search.php`. Lecturers never see it — Moodle capability-filters the admin tree, by design.	By design
Edit mode toggle sits bottom-left	eDash places the Edit mode switch at the bottom-left of the page, not top-right as in stock Moodle 4. A common “where is Edit mode?” question from staff.	By design (theme)
Teaching role is “Lecturer”	This site uses custom roles: LMS Developer, ICT Staff Admin, Institute Admin, Lecturer, Student. There is no stock “Teacher” / “Non-editing teacher”. Use **Lecturer** when enrolling teaching staff.	By design
Assign course roles at category level, not system	A Lecturer or Institute Admin role assigned at *System* level applies everywhere and surfaces a filtered Site administration ? Courses entry for that user (the “why can a lecturer reach /admin” problem). Always assign at the category.	Guidance

Issue	Detail & workaround	Status
Front-end menus / blocks cannot be role-gated	Custom menu items and HTML blocks show to *all* users, including students. A create-course button therefore cannot be added, restricted to staff, from the admin UI — it requires the theme/plugin code change.	Moodle limitation
eDash theme settings are cosmetic only	The eDash settings page covers logos, colours, banners and login/social/footer — nothing for course creation or menus. Not the place to look for the button fix.	Note
No bulk category-level role assignment in core	The Assign roles screen is multi-select only (Ctrl / Shift-click). CSV *Upload users* assigns *system* roles only. For true bulk category-level assignment, install `local_cohortrole` — cohort membership then grants the role in a chosen category automatically.	Moodle limitation
Course requests: enabled	`enablecourserequests` is on; staff can request a unit at `/course/request.php`. Approvers need `moodle/site:approvecourse`. Confirm a default request category and a notification recipient are set so requests are not missed.	Active
Lecturer role missing teaching capabilities (empty activity chooser)	The Lecturer role was built from the *Course creator* archetype, so it can create a course shell but lacks the editing-teacher capabilities: add activities/resources (0/26), grading (0/49), question bank (0/18), enrolment (1/37), reports (0/18), backup/restore/import (1/19). Symptom: the *Add an activity or resource* chooser opens empty and throws `toggleFocusableChooserOption … querySelector null`. Fix: reset the role to the Teacher (editing) archetype and re-add course creation — see Section 14.	Fix documented (Section 14)

Maintained by the ICT Department. LMS support and academic staff training: Maureen and Onesmus.

14 · Fixing the Lecturer role — adding teaching capabilities

The "Lecturer" role was created from the **Course creator** archetype, which lets a person create a course but **not teach in one**. So lecturers can make an empty unit but cannot add activities, grade, enrol students, use the question bank, run reports, or import a previous unit. The tell-tale symptom is the **Add an activity or resource** dialog opening empty with a JavaScript error.

14.1 What the role has versus needs

Capability area	Granted / total
Add an activity or resource (`mod/*:addinstance`)	0 / 26
Grading & gradebook	0 / 49
Question bank	0 / 18
Enrolment	1 / 37
Reports	0 / 18
Backup / restore / import	1 / 19

It *does* already have: create a course, edit settings, manage files, set visibility, turn on Edit mode and reorder existing items, view participants, and review enrolments.

14.2 The fix — reset to editing-teacher, then re-add create

Site administration ? Users ? Permissions ? **Define roles** ? click **Lecturer**. The role page has **Edit** and **Reset** buttons. Do these **in order** — order matters, because Reset uses whatever archetype is currently set.

1. **Set the archetype.** Click **Edit**, change **Role archetype** from "Course creator" to **Teacher (editing)**, then **Save changes**. (This alone does not change any capability — it only tells Reset which defaults to use.)
2. **Reset.** Back on the role page, click **Reset** and confirm. This applies the full editing-teacher set: add activities, grading, question bank, enrolment, reports, backup/restore/import, groups and sections.
3. **Re-add what Reset drops.** Click **Edit** again. In the **Filter** box, tick **Allow** on `moodle/course:create` and `moodle/category:viewcourselist` (and `moodle/course:request` if you use course requests). Then scroll to *Context types where this role may be assigned* and make sure **Category** is still ticked — the reset usually unticks it (editing teachers default to Course + Activity), and you need Category for the category-level create assignment. **Save changes**.
4. **Test.** As a lecturer, open a course ? *Add an activity or resource* ? the chooser should be full, and grading, enrolment and import should now work too.

> **Two cautions.** This edits the Lecturer role **site-wide**, so it affects every lecturer at once. And because one role now does both jobs, anyone **assigned at a category** gets editing-teacher power over *every* course in that category — if that is too broad for shared categories, enrol lecturers as Lecturer *in their own course* for teaching and reserve category-level assignment for the create right only.

Running Online Classes with BigBlueButton

IN THIS GUIDE

? The words used here

Room	A permanent online classroom with its own link. One unit, one room.
Session	One live class held in that room. The room is reused; each session is separate.
Moderator	Can start the session, mute others, share the screen and record. You.
Viewer	Can watch, speak when unmuted, and use chat. Your students.
Access code	A short code typed once when joining. Optional, and separate from signing in.
Recording	A saved copy of a session. Recordings belong to the room, not the session.

? Part 1 · Creating a room for your unit

1.1 Sign in

Go to bbb.tangaza.ac.ke and click **Sign in**. You will be sent to the University sign-in page and then to Google. Use your **tangaza.ac.ke** account. Personal Gmail accounts are refused.

Your account is created the first time you sign in. A colleague who has never signed in does not exist on the system yet and cannot be added to anything.

1.2 Create one room per unit

You start with a single room named after you. Do not use it for everything a lecturer teaching two units at the same hour will collide with themselves, and students will see the wrong class.

1. Click **+ New Room**.
2. Name it after the unit, using the unit code first: *ISTP 701 Foundations of Peacebuilding*.
3. Click **Create Room**.
4. Repeat for each unit you teach.

If **+ New Room** does nothing, you have reached your room limit. Ask ICT to raise it rather than deleting a room you still need.

1.3 Naming

Same discipline as the LMS, for the same reason. Lead with the unit code, then the unit name: **ISTP 701 - Foundations of Peacebuilding**. Add the intake where a code repeats across semesters.

?? Part 2 · The settings that matter

Open the room and go to the **Settings** tab. Set these once, when you create the room.

Setting	Set to	What it does
Require users to be signed in before joining	**On**	Only people with a Tangaza account can enter your class. Standard for all teaching rooms.
Allow any user to start this meeting	**Off**	Students cannot open the room. They wait until you start the class. Leave this off.
Mute users when they join	On	Stops forty microphones opening at once.
Require moderator approval before joining	On for exams, vivas and interviews	A waiting room - you admit each person yourself. Too slow for a normal class.
All users join as moderators	Off	On would let any student mute you or end the class.
Allow room to be recorded	Your choice	Enables the record button during the session. It does not record automatically.

> ?? **Require users to be signed in before joining** is the setting that keeps your classroom to Tangaza people. Without it, anyone holding the link can walk into your class without identifying themselves. Turn it on.

2.1 Access codes

On the same tab you can generate an **access code for viewers**. Use one for anything sensitive - an exam, a viva, a staff meeting. Put the code in the Calendar invitation, never in a public timetable. Change it each intake, exactly as you change an LMS enrolment key.

? Part 3 · Scheduling the class in Google Calendar

BigBlueButton has no calendar of its own. Google Calendar supplies the schedule, the invitation and the reminder; the room supplies the address.

1. Open the room and click **Copy Join Link**.
2. In **Google Calendar**, create an event for the class.
3. Set the day and time, and set it to repeat weekly for the semester.
4. Paste the link into **Location**.
5. Paste it into **Description** too, with the access code if you set one.
6. Add your class under **Guests**, or invite the class Google Group.
7. Save and send the invitations.

Wording that prevents most first-week questions:

> Join the class here: [link]
> Access code: [code, if any]
>
> Sign in with your Tangaza email - personal Gmail will not work. The room opens when the lecturer starts the class. If you arrive early you will see a waiting screen; keep the tab open.

Do **not** use Google Calendar's *Add Google Meet video conferencing* button. It creates a second, different meeting and half your class will end up in the wrong one.

?? Part 4 · Running the session

1. Open bbb.tangaza.ac.ke a few minutes before the class.
2. Open the unit's room and click **Start Meeting**. Students waiting on the link enter automatically once you do.
3. Choose **Microphone** when asked, and run the echo test.
4. To record, click **Start recording** at the top of the meeting. Tell the class you are recording.
5. Share slides with the **+** button, or upload them beforehand on the room's **Presentation** tab.
6. End the class from the ? menu ? **End meeting**. Closing the browser tab leaves the session running without you.

4.1 Sharing a room with a colleague

The **Access** tab lets you share the room with a co-lecturer, so either of you can start the class. Do this wherever one person being stuck in traffic would cancel a session.

? Part 5 · Recordings

Recordings appear on the room's **Recordings** tab a few minutes after the session ends - a long class can take longer to process.

Because recordings belong to the room, every week of the semester lands in the same list. **Rename each one as soon as it appears**: *ISTP 701 - Week 3 - 8 Sep 2026*. Leave it a month and nobody will know which is which.

Each recording can be set **Public** or **Unlisted**. Unlisted means only people with the link can watch. Share the link through the LMS unit, not on a public page.

FOR LECTURERS AND SCHOOL ADMINISTRATORS · bbb.tangaza.ac.ke

Creating a room, scheduling the class in Google Calendar, and running the session.

> ?? New here? Work top to bottom the first time create a room for your unit, set it up once, then schedule it in Calendar. After that you only ever do Part 3 and Part 4.

Tangaza University runs its own online-class system at bbb.tangaza.ac.ke. It is not Zoom and it is not part of the LMS, but it is where live classes happen. You sign in with the same Tangaza Google account you use for the LMS and for email there is no separate password.

One thing to understand before you start. A room is a permanent address, not a single meeting. The same link works all semester, every week, for that unit. Nothing happens inside it until you press Start Meeting. That is why the schedule lives in Google Calendar and the room lives here.

? Part 6 · Running the class from inside the LMS

Instead of pasting a link into Google Calendar, you can add the class as an activity inside your Moodle unit at **lms.tangaza.ac.ke**. Students click it from the course page like any other activity, and the session appears in the course calendar automatically.

> ?? This is the better option for a taught unit. You get open and close times, the session in the Moodle calendar, and recordings listed in the course. Use Google Calendar (Part 3) for meetings that are not tied to a unit — staff meetings, interviews, supervision.

6.1 Add the activity

1. Open your unit on **lms.tangaza.ac.ke** and switch on **Edit mode**.
2. In the week or topic where the class belongs, click **Add an activity or resource**.

3. Choose **BigBlueButton**.
4. Give it a name students will recognise: *Week 3 Live Class — Conflict Analysis*.
5. Use the description for anything they should prepare beforehand.

The integration is switched on and pointed at the University's own server, so the activity is there for every unit. If you cannot see **BigBlueButton** in the list, check that **Edit mode** is on before contacting ICT.

6.2 Set the schedule

This is the part Google Calendar cannot do. In the activity settings, open **Schedule for session**:

Setting	What it does
Join open	The earliest students may enter. Set it 5 or 10 minutes before the class.
Join closed	After this time the link stops working. Useful for a class nobody should wander into three days later.

Both dates appear in the Moodle calendar and in students' upcoming-events block, so you are not relying on anyone reading an email.

6.3 Room settings, the LMS equivalents

The same protections from Part 2, under different names:

In the LMS activity	Set to	Same as
Wait for moderator	Yes	*Allow any user to start this meeting* being off
Session can be recorded	Your choice	*Allow room to be recorded*
Mute all participants on join	Yes	*Mute users when they join*
Role assigned during live session	Lecturer ? Moderator, Student ? Viewer	Moderator and viewer roles

You do not need an access code here. Only people enrolled in the unit can see the activity, so enrolment is the access control — which is why this route is safer than a link that can be forwarded.

6.4 Recordings

Recordings from an LMS session are listed on the activity itself, inside the unit, visible only to that class. No copying links, and no risk of sending Week 3 to the wrong cohort.

6.5 Which route to use

Use the LMS activity when	Use Google Calendar when
It is a taught unit with enrolled students	The meeting is not tied to a unit
You want open and close times	You are inviting people from outside the unit

Use the LMS activity when	Use Google Calendar when
You want recordings kept with the course	Attendees are staff, or external guests
You would rather students never handle a link	A one-off: interview, viva, supervision, staff meeting

? Start-of-semester checklist

#	Check
1	A room exists for each unit you teach, named with the unit code
2	*Require users to be signed in before joining* is On
3	*Allow any user to start this meeting* is Off
4	*Mute users when they join* is On
5	An access code is set, if the unit needs one, and it is new this intake
6	A co-lecturer has been given access to the room
7	The Calendar event repeats for the whole semester
8	The join link is in both Location and Description
9	The link is also posted in the LMS unit
10	You have run one test session with audio before week one

? If something goes wrong

Students report	Cause	Fix
"It says the meeting has not started"	Normal. You have not pressed Start Meeting yet.	Nothing. They enter automatically when you start.
They are refused at sign-in	They used a personal Gmail	Sign out of Google completely, sign in again with the tangaza.ac.ke account.
An empty class started without you	*Allow any user to start this meeting* is On	Turn it off on the room's Settings tab.
Strangers joined the class	Sign-in not required, and the link has been shared	Turn on *Require users to be signed in before joining* and set an access code.
Nobody can hear the lecturer	Joined as Listen only, or the wrong microphone	Leave the audio, rejoin with the headphone icon and choose Microphone.
The recording has not appeared	Still processing	Wait - a two-hour class can take a while. If it is missing the next day, contact ICT.
The recording does not exist at all	Recording was never started, or the room does not allow it	Recording is a button you press each session. It is never automatic.
The class ran on after the lesson	The tab was closed instead of ending the meeting	Always use ? ? End meeting.

? Support

Online-class support is provided by ICT. Contact them for:

- Raising your room limit if you teach many units
- Rooms for graduations, guest lectures and other large events
- Recordings that have not appeared, or need removing
- Google sign-in problems for staff or students

Accounts are created by signing in. A colleague or student who has never signed in cannot yet be given access to a room — ask them to sign in once, then add them.

Access codes are yours to set and issue. ICT does not hold them and cannot give them to students.

BigBlueButton Administration (ICT Staff)

FOR ICT STAFF · bbb.tangaza.ac.ke · BigBlueButton 3.0 with Greenlight and Keycloak

How the online-class system is put together, who can sign in, and what to do when it breaks.

> ?? Lecturer-facing instructions are in *Running Online Classes with BigBlueButton*. This page is the administrator's side: sign-in policy, roles, and server operations.

IN THIS GUIDE

? How the system fits together

Four moving parts. Knowing which one is broken saves most of the diagnosis time.

Part	What it is	Where
BigBlueButton	The meeting engine - audio, video, screen share, recording.	Installed on the server itself
Greenlight	The website staff and students see: rooms, recordings, settings.	Docker container
Keycloak	The sign-in broker. Passes staff to Google and enforces the domain rule.	Docker container, at /keycloak
Google Workspace	Where the account actually lives. Same account as email and the LMS.	Google

A user signing in travels left to right: Greenlight ? Keycloak ? Google, and back again. A failure at any point looks the same to the user, so always establish which stage failed before changing anything.

? Part 1 · Who can sign in

Access is restricted to **tangaza.ac.ke** accounts by three independent controls. They are deliberately redundant — any one of them can be misconfigured without opening the door.

#	Control	Where it is set
1	OAuth consent screen set to **Internal**	Google Cloud Console, in the project that owns the OAuth client
2	**Hosted Domain** = tangaza.ac.ke	Keycloak ? realm *greenlight* ? Identity providers ? google
3	**Allowed Domains** = tangaza.ac.ke	Greenlight ? Administrator Panel ? Site Settings ? Registration

?? Control 2 is the one that does the work. If **Hosted Domain** is ever cleared, any personal Gmail account can sign in and will look like a legitimate user. Check it after any Keycloak change.

1.1 Joining a class is separate from signing in

Requiring a Tangaza account to *have an account* is not the same as requiring one to *join a meeting*. That second control lives on each room: **Require users to be signed in before joining**. It is off by default. Standard practice for teaching rooms is on - the lecturer guide says so.

1.2 Break-glass access

The ordinary Sign in button goes to Keycloak. The original username-and-password form still exists at **/signin**. Keep exactly one local administrator account, with its password in the University password manager, for the day Keycloak or Google is unavailable. Do not use it for daily work.

? Part 2 · Roles, room limits and users

Everything here is under **Administrator Panel** (top-right menu ? Administrator Panel).

Task	Where
Promote someone to Administrator	Manage Users ? the user ? Role
Raise how many rooms a role may create	Roles ? the role ? Room Limit
Assign roles automatically by email suffix	Site Settings ? Registration ? Role Mapping
Stop self-registration of local accounts	Site Settings ? Registration ? Registration Method ? Invite

?? **Role Mapping applies only when an account is first created.** Set it before a group of new staff sign in, not after — existing accounts keep whatever role they already have, and you will be promoting people by hand.

Roles cannot be read from Google or Keycloak. Email-suffix mapping is the only automatic mechanism available.

2.1 Lecturers who teach many units

One room per unit is the documented convention, so a lecturer with six units needs six rooms. If they report that **+ New Room** does nothing, raise the Room Limit on their role rather than telling them to share one room.

? Part 3 · Site settings and branding

Administrator Panel ? Site Settings controls the whole site: the Tangaza crest, the primary colour, links to the University's acceptable-use policy and privacy policy, and the maintenance banner.

The maintenance banner is the fastest way to tell everyone something — use it before planned downtime and clear it afterwards.

Host the crest on this server rather than an external site, so branding does not break when something outside the University moves.

? Part 4 · Server operations

Greenlight, Keycloak, PostgreSQL and Redis run as Docker containers from a single directory on the server. BigBlueButton itself runs as ordinary system services managed with `bbb-conf`.

Task	Command
See what is running	`docker compose ps` in the Greenlight directory
Greenlight logs	`docker compose logs --tail 100 greenlight-v3`
Restart Greenlight	`docker compose up -d --force-recreate greenlight-v3`
Check BigBlueButton	`bbb-conf --check`
Restart BigBlueButton	`bbb-conf --restart`
Confirm the API is healthy	`curl -s https://bbb.tangaza.ac.ke/bigbluebutton/api` — expect `SUCCESS`

> ?? After restarting Greenlight the site returns **502 Bad Gateway** for 60 to 90 seconds while it rebuilds its assets. This is normal. Wait for *Listening on* in the logs before concluding anything is wrong.

4.1 Before you change anything

Take a database backup first. It covers Greenlight's rooms and recordings index and Keycloak's realm in one file, and it is the only thing that makes a bad change reversible.

?? Part 5 · The upgrade rule

> ? **Never run `apt upgrade` on this server without immediately running `bbb-conf --restart` afterwards.**

BigBlueButton is a dozen coupled services. A package upgrade replaces their program files on disk but leaves the old processes running against files that no longer exist. The result is a server that looks completely healthy - every service shows as active, the website loads, users can sign in - while every attempt to start a meeting fails with an internal server error.

This has already happened once, on 14 August 2026. Diagnosis took far longer than the fix, which was a single restart.

Plan operating-system upgrades as maintenance windows, and reboot afterwards if the kernel, glibc, OpenSSL or Docker were among the packages upgraded.

? Part 6 · The LMS integration

Lecturers can add a live class as an activity inside a Moodle unit, giving them open and close times, calendar entries and recordings kept with the course. **This is already configured and working.** What follows is the current state, plus what to do if it ever has to be rebuilt.

6.1 Current state

Checked 15 August 2026 on lms.tangaza.ac.ke:

Item	Value	Assessment
Plugin	mod_bigbluebuttonbn, enabled	?
Server URL	`https://bbb.tangaza.ac.ke/bigbluebutton/`	? our server, not the public demo
Shared secret	Set	?
Checksum algorithm	SHA1	Works. SHA256 is stronger — change both ends together if you switch.
Activities in courses	1	Configured, but barely used yet
Plugin release	3.0.9 (version 2021101017)	?? see 6.2

6.2 Known issue: the plugin is the old contributed one

> ?? Every other activity module on the LMS reports version `2025041400`, matching Moodle 5.0. BigBlueButton reports `2021101017` — release 3.0.9, published October 2021. Moodle core's own BigBlueButton module has been displaced by the older Blindside Networks contributed plugin of the same name.

Why it matters: the plugin is around four and a half years older than the Moodle it runs on. It misses upstream fixes, sits outside Moodle's testing for this release, and is a likely casualty of the next Moodle upgrade.

Why now is the moment: **one activity exists across all courses.** The blast radius will never be smaller than this. After a semester of lecturers using it, this becomes a much bigger job.

The fix, in outline — maintenance window, database and moodledata backup first:

1. Record the current server URL and shared secret.
2. Find the one existing activity and its course, so you can test it afterwards.
3. Replace `mod/bigbluebuttonbn` with the copy from the matching Moodle 5.0 release package.
4. Run the upgrade at **Site administration ? Notifications**.
5. Re-check the server URL and secret rather than assuming they survived.
6. Test the existing activity, then a fresh one in a sandbox course.

6.3 Rebuilding the integration from scratch

Get the values from the BigBlueButton server:

`bbb-conf --secret`

Then in the LMS, **Site administration ? Plugins ? Activity modules ? BigBlueButton**:

Setting	Value
BigBlueButton Server URL	`https://bbb.tangaza.ac.ke/bigbluebutton/` — keep the trailing slash
BigBlueButton Shared Secret	The *Secret* line from `bbb-conf --secret`

> ? A fresh Moodle points this at Blindside Networks' public test server. Sessions created before it is changed run on someone else's infrastructure with a 60-minute cap. Check this setting after any Moodle rebuild or restore.

> ?? The shared secret is a credential, not a setting. Anyone holding it can create, join and end meetings on our server. It is the same secret Greenlight uses. If exposed, rotate it with `bbb-conf --setsecret` and update **both** the LMS and Greenlight — changing one breaks the other.

6.4 Which route should lecturers use

Route	Best for	Access control
LMS activity	Taught units with enrolled students	Course enrolment — strongest, nothing to forward
Greenlight room + Google Calendar	Staff meetings, interviews, supervision, guests	Sign-in requirement and access code

Sessions started from the LMS still run on this server and still consume its capacity. The integration changes who schedules a class and how students reach it, not where it runs.

6.5 The LMS itself

The LMS runs **Moodle 5.0 (Build 20250414)**. Point releases to 5.0.9 have since been published carrying security fixes, and Moodle's notifications page also flags development directories (`/vendor`, `/node_modules`) present on the public site. Both are LMS-side jobs rather than BigBlueButton ones, but they affect the same service as far as a lecturer is concerned.

? Troubleshooting

Symptom	Likely cause	Fix
Site shows 502 Bad Gateway	Greenlight is still starting	Wait 90 seconds. If it persists, check the container logs.
Site loads, but no meeting will start	BigBlueButton API returning 500 — usually packages upgraded without a restart	`bbb-conf --restart`, then confirm the API returns SUCCESS.
Sign-in ends on "Invalid redirect uri"	The Keycloak client is missing a redirect or post-logout URI	Keycloak ? Clients ? greenlight ? add the site address with a trailing /* to both fields.
A personal Gmail account signed in	Hosted Domain has been cleared	Reset it on the google identity provider, then audit recently created users.
A returning user has lost their rooms	Their sign-in was not matched to their existing account	Do not create them a new account — contact the Greenlight administrator, the accounts can be re-linked.
New staff land on the wrong role	Role Mapping was set after they first signed in	Fix the role by hand in Manage Users, and correct the mapping for the next intake.
Recordings never appear	Recording processing has stalled	Check disk space, then the recording services with `bbb-conf --check`.

? Escalation

Before escalating, collect: what the user saw, their email address, the room name, the time, and whether `curl -s https://bbb.tangaza.ac.ke/bigbluebutton/api` returns SUCCESS. That last one separates "BigBlueButton is down" from everything else and is worth ten minutes of guessing.

Sign-in problems that affect every user at once are almost always Keycloak or the Google OAuth client, not Greenlight.

Setting Up Online CATs and Exams

FOR LECTURERS AND SCHOOL ADMINISTRATORS · lms.tangaza.ac.ke

Building timed CATs and exams on the LMS, and what can honestly be done about students switching tabs.

> ?? New here? Build the question bank first (Part 1), then the quiz. Parts 2 to 4 are the settings every CAT needs. Part 5 is the one people ask about most, and the one with the most misunderstanding around it.

A CAT on the LMS is a **Quiz** activity. Moodle's quiz is capable of running a serious timed assessment, but it runs inside a web browser on a device the University does not control — and that single fact shapes everything below.

IN THIS GUIDE

? The words used here

Quiz	The activity type used for a CAT, test or exam.
Attempt	One student's run through the quiz. For a CAT, allow exactly one.
Question bank	A store of questions belonging to the unit, separate from any quiz. Questions live here and are used by quizzes.
Random question	A slot that pulls a different question from a bank category for each student.
Override	A change to dates, time limit or attempts for one student or group, without touching the quiz for everyone else.
Safe Exam Browser (SEB)	A separate application students install that locks down their computer during the exam.

? Part 1 · Build the question bank first

Resist the temptation to type questions straight into the quiz. Questions built in the unit's question bank can be reused, randomised and shared with a co-lecturer; questions typed into a quiz are stuck there.

1. Open the unit and go to **More ? Question bank**.
2. Create a **category** per topic: *Week 1–3 Concepts*, *Case Analysis*, and so on.
3. Add questions into the right category.
4. Aim for **three to four times** as many questions per category as any one student will see. Ten slots drawn from forty questions means two students beside each other share very few items.

This is the single most effective integrity measure available to you, and it needs no software, no lockdown and no cooperation from the student's device.

? Part 2 · Timing

In the quiz settings, open **Timing**.

Setting	Set to	Notes
Open the quiz	The exact start time	Enable the checkbox, or it is ignored.
Close the quiz	Start time + time limit + a small buffer	A 45-minute CAT opening at 10:00 should usually close around 11:00, not 10:45 — late starters and reconnections need the room.
Time limit	e.g. 45 minutes	The countdown starts when the student starts, not at the open time.
When time expires	*Open attempts are submitted automatically*	The other options lose student work. Use this one.

Then in **Grade**, set **Attempts allowed = 1**.

> ?? Open and close times are not the same as the time limit. A student who starts at 10:40 on a 45-minute quiz that closes at 11:00 gets 20 minutes, not 45. Make the close time late enough to hold a full attempt for anyone starting near the end — or tell students plainly that the last start time is 10:15.

? Part 3 · Layout and navigation

Under **Layout**:

- **New page** ? *Every question*. Each answer is saved as the student moves on, so a dropped connection costs one question rather than the paper.
- **Navigation method** ? *Sequential* if you do not want students moving back and forth. Be deliberate: sequential prevents skipping and returning, which some students rely on legitimately.

One question per page is worth doing on every CAT, regardless of anything else in this guide. On an unreliable connection it is the difference between losing one answer and losing forty minutes of work.

? Part 4 · Making copying difficult

Under **Question behaviour**, set **Shuffle within questions** to *Yes* so answer options appear in a different order for each student.

Then build the quiz from **random questions** rather than fixed ones: in the quiz, **Add ? a random question**, choose the bank category, and repeat for each slot. Every student receives a different paper drawn from the same bank, at the same difficulty.

Under **Review options**, uncheck everything in the *Immediately after the attempt* and *Later, while the quiz is still open* columns except the mark. If students can see correct answers while their classmates are still sitting the CAT, the paper is public within minutes.

? Part 5 · Stopping tab switching — what works and what does not

> ? **No setting in Moodle can prevent a student from switching tabs.** Anyone who tells you otherwise is describing a deterrent. The browser does not give a website the power to control the rest of the device, and this is by design.

What is actually available, in ascending order of strength:

Option	Where	What it really does
Full screen pop-up with some JavaScript security	Extra restrictions on attempts ? Browser security	Opens the quiz in a stripped-down pop-up window and blocks right-click and copy/paste. A visible signal that the rules are different. Defeated by Alt-Tab, a second device, or disabling JavaScript.
Require password	Extra restrictions on attempts	Stops anyone starting before you read the password out. Does nothing once the attempt is running.
Require network address	Extra restrictions on attempts	Restricts the quiz to an IP range — the computer lab. Genuinely strong, but only for supervised on-campus sittings.
Safe Exam Browser	Its own section in the quiz settings	Real lockdown: no other tabs, applications, screenshots or virtual machines. Requires the student to install the SEB application first.

5.1 Why Safe Exam Browser is not a blanket answer at Tangaza

SEB runs on Windows, macOS and iOS. **There is no Android version.** Students sitting a CAT on an Android phone cannot install it, so requiring SEB does not lock those students down — it locks them out.

Since our students sit CATs on a mix of laptops and phones, requiring SEB across the board would exclude part of every class. That makes it a tool for specific, planned, supervised assessments rather than a default.

5.2 The workable policy

Type of assessment	What to use
Routine CATs, any device	Random questions from a large bank, shuffled options, one question per page, tight time limit, browser-security pop-up, review options closed. Accept that lockdown is not available and design the paper accordingly.
High-stakes exams	Sit it in a University lab: SEB plus *Require network address* plus invigilation. Announce the venue requirement when the exam is scheduled, not the week before.
Take-home or open-book	Do not pretend to lock it down. Set questions where looking things up does not help — application, analysis, and answers specific to the student's own work.

A tight time limit does more real work than any browser restriction. If a student has 90 seconds per question, searching for an answer costs more time than it saves.

? Part 6 · Phones, connections and fairness

- Under **Extra restrictions on attempts**, set **Allow quiz to be attempted offline using the mobile app** to *No*. A timed CAT and offline attempts do not mix.
- Use **Overrides** (in the quiz, **More ? Overrides**) to give extra time to students entitled to it, without changing the quiz for everyone.
- An override is also the correct fix when one student's connection fails mid-attempt — extend their close time or grant a second attempt for that student alone.
- Tell students in advance: one question per page means answers are saved as they go, and if they are disconnected they should sign in again and resume the same attempt.

? Part 7 · On the day

1. Open the quiz yourself a few minutes early and check it looks right.
2. Read out the password, if you set one.
3. Watch **Results** during the sitting — it shows who has started, who is still in progress, and how long each has taken.
4. Handle problems with an override for that student. Do not change the quiz settings mid-sitting; that affects everyone, including those who have finished.
5. After the close time, check for attempts left *In progress* and finish them if your grading needs it.

? CAT setup checklist

#	Check
1	Question bank has at least three times the questions the paper needs
2	Quiz built from random questions, not fixed ones
3	Shuffle within questions is Yes
4	Open and close times set, with room for a late starter
5	Time limit set, and *When time expires* submits automatically
6	Attempts allowed = 1
7	New page every question
8	Review options closed while the quiz is open
9	Offline attempts in the mobile app set to No
10	Overrides in place for any student entitled to extra time
11	You have sat the quiz yourself as a test student

Point 11 is not optional. Preview it as a student before the class does.

? If something goes wrong

Students report	Cause	Fix
They cannot see the quiz	The activity is hidden, or the open time has not arrived	Check visibility and the Timing dates.
"The quiz is not available"	Password, network-address restriction, or a Restrict access rule	Check Extra restrictions. A network-address rule blocks anyone off campus.
A student lost their connection mid-attempt	Network	They resume the same attempt. Answers up to the last page they submitted are saved. Extend their time with an override if needed.
The timer ran out while a student was answering	Working past the limit	Nothing to fix if *submitted automatically* is set — the work is captured.
Every student saw the same questions	The quiz uses fixed questions	Rebuild the paper with random questions from a bank category.
Students saw answers immediately	Review options left at default	Close them for *Immediately after the attempt* and *Later, while the quiz is still open*.
A student on Android cannot start an SEB quiz	Safe Exam Browser has no Android version	Expected. Reserve SEB for lab-based exams — see Part 5.

??? For ICT staff

Site-level items behind this guide:

- **Safe Exam Browser** must be enabled site-wide before the section appears in quiz settings: *Site administration ? Plugins ? Activity modules ? Quiz ? Safe Exam Browser access rules*. Nothing changes for lecturers until it is on.
- **Quiz defaults** can be set once for the whole site under *Site administration ? Plugins ? Activity modules ? Quiz*, so every new quiz starts with sensible timing, one attempt and closed review options. Cheaper than correcting fifty lecturers.
- **Lab IP ranges** should be documented and given to anyone setting an invigilated exam, for the *Require network address* field.
- **Logs**: a quiz attempt's activity is visible under the attempt itself and in the course logs. Useful when investigating a reported irregularity — but note it records interactions with Moodle, not what the student did in another tab.
- Advise Schools before exam season: SEB has no Android client, so any SEB-based assessment implies a venue with University computers.

? Support

LMS support and training come from the Institute Administrator in your department. Contact ICT for site-level settings, lab IP ranges, Safe Exam Browser, and investigating a suspected irregularity.

Build and preview the CAT at least a day before the sitting. Almost every problem reported on the day is something a five-minute preview would have caught.