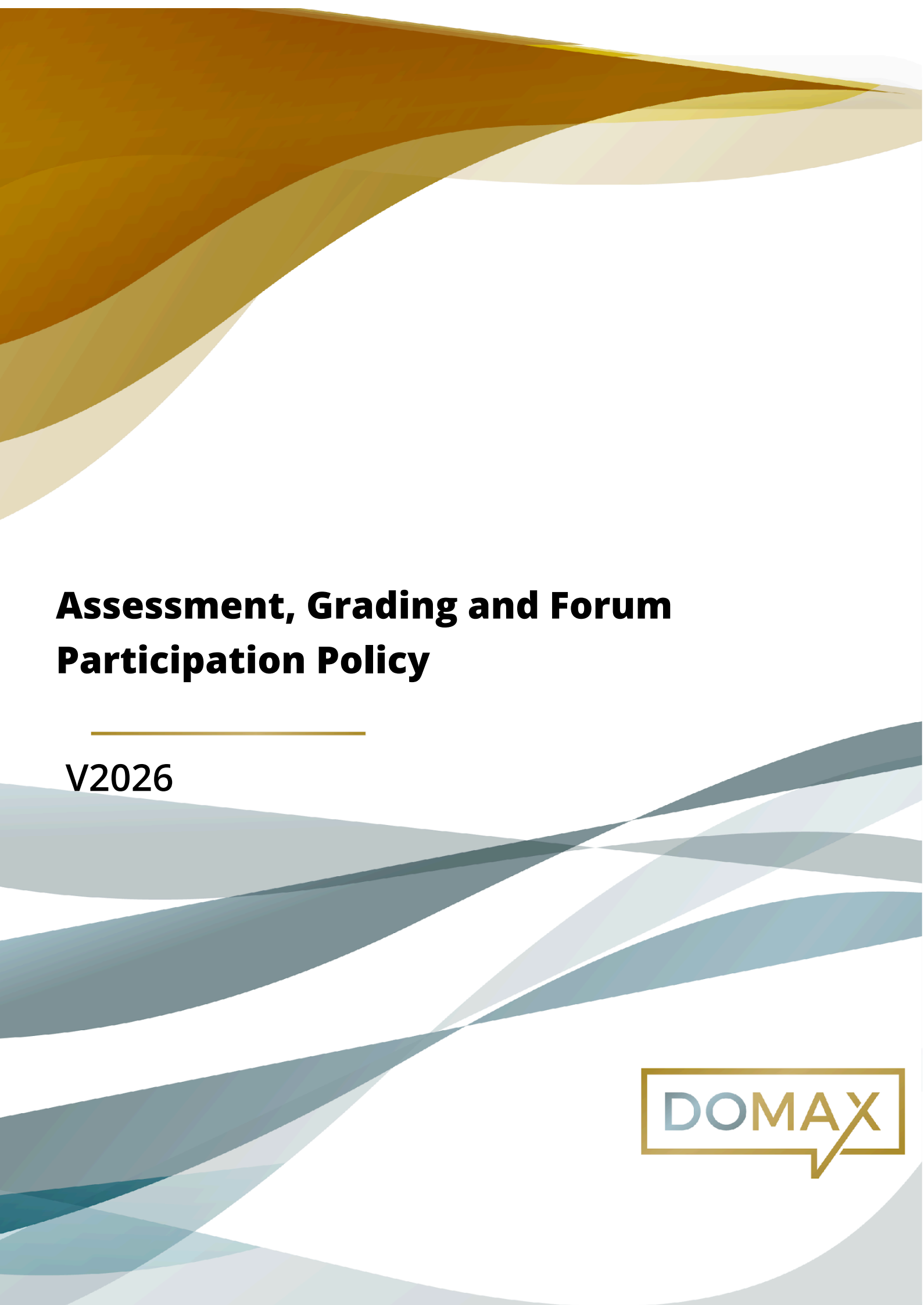




Assessment, Grading and Forum Participation Policy

V2026

DOMAX



1. Purpose

This policy outlines the principles and procedures governing the assessment and grading of the DOMAX Undergraduate Certificate in teaching English as a foreign language, ensuring that assessment practices are transparent, consistent, valid, and fair, and that they support student learning and professional growth.

2. Scope

This policy applies to Undergraduate Certificate in teaching English as a foreign language, including formative and summative assessments, classroom observations, teaching practice, and forum participation. It is binding for all students, course tutors, moderators, and assessors.

3. Assessment Principles

All assessments at DOMAX are designed to:

- Measure achievement of module learning outcomes.
- Promote reflective practice and lifelong learning.
- Ensure validity, reliability, and fairness.
- Support academic integrity and transparency.
- Provide timely, constructive feedback to students.

Assessments include both formative (for learning) and summative (of learning) components.

4. Assessment Components

Each module may include:

- Written assignments and research-based tasks.
- Teaching practice and reflective journals.
- Classroom observations.
- Design and adaptation of teaching materials.
- Forum participation and discussion activities.
- Online quizzes, peer feedback, or micro-teaching sessions.

All evidence contributes to a Portfolio of Evidence, demonstrating achievement of learning outcomes.

For further details on assessment components, refer to the CERTEFL Task Guidebook.

For information on DOMAX academic integrity on online assessment methods, refer to Referencing Manual, Plagiarism Policy and use of AI.

5. Marking Responsibilities

- The assessor is responsible for marking all assignments, classroom observations, teaching practice components, and forum participation.
- All summative tasks are double-marked. A second qualified tutor or assessor will independently review the marks to ensure fairness and consistency (Refer to **Double Marking Policy**).
- Where discrepancies occur, the Academic Director will moderate and determine the final grade.
- All moderation and verification activities are recorded digitally.



-Evidence includes second-marker comments, moderation forms, standardisation notes, and records of discrepancies and resolutions ensuring consistency and fairness across all assessment decisions.

6. Feedback and Resubmission

- Written feedback is provided within three (3) weeks of submission.
- Students who fail a component may resubmit once within a designated timeframe.
- Resubmission marks are capped at 64% (Merit).
- Feedback includes strengths, weaknesses, and recommendations for improvement.

7. Re-marking and Appeals

- A student who believes their assessment was unfairly graded may submit a Request for Remark within 10 working days of receiving their result.
- The request must include a written explanation of the reason (e.g. inconsistency, bias, or procedural error).
- An independent assessor not previously involved will review the work.
- The final outcome will be communicated within 15 working days and is final.
- Any procedural concerns may be escalated through the **Complaints and Appeals Policy**.

8. Forum Participation Policy

Forum discussions are an essential part of DOMAX's interactive online learning environment. They promote reflection, collaboration, and the exchange of ideas. Participation in forums contributes to the student's overall grade.

Forum participation is graded as part of the continuous assessment in each module contributing to the final course grade. Moreover, forum participation will be considered as asynchronous contact hours (30 minutes per forum)¹.

Evaluation is based on the Forum Participation Rubric, which assesses:

- Engagement (40%) – Active contribution, frequency, and quality of participation.
 - Content Knowledge (40%) – Application of course concepts and critical thinking.
 - Communication (20%) – Clarity, coherence, and interaction with peers.
 - An overall 80% must be achieved across mouse modules.
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- Students must post an initial contribution and reply meaningfully to peers during each discussion.
 - Posts must demonstrate reflection, understanding, and respect for diverse perspectives.
 - Late or non-participation without valid reason may result in mark deduction.

Tutors will provide formative comments and a summative grade at the end of each module. Exceptional contributions may be highlighted as model posts (with consent).

¹ Refer to CERTEFL Task Guidebook for total forum activity required.



9. Portfolio of Evidence

A professional portfolio of evidence to be collected and submitted for each unit. This portfolio may include:

- o Taught lessons together with lesson plans
- o Written assignments for each module completed.
- o Classroom material specifically designed by you
- o Critical reflective journal of your experience as a learner
- o Language awareness and development covering grammar/vocabulary

10. Classroom Observation

The course includes a number of observations within a DOMAX approved and recognised EFL teaching and learning environment. Observations take place at regular intervals throughout the course and monitor your progress and development. Note that in order to obtain the CERTEFL you must be able to provide evidence of three assessed observations that have met the necessary standard of practice.

11. Teaching Practice

A vital element of the qualification is the practice and observation requirements. You are required to undertake at least 6 hours of supervised and assessed teaching practice in an EFL teaching and learning environment which includes working both with groups of learners and individual learners. Given the online nature of this programme, you will be responsible for organising your teaching practice as a recognised EFL institution which DOMAX will vet and approve beforehand.

The teaching practice and observation incorporates appropriate presentation and practice of the target language, both spoken and written; the design, implementation and evaluation of lessons and units of work for students at a variety of language levels, the adaptation of existing materials and development of original work to meet student needs and interests; the assessment and reporting of students' language development; the establishment of collaborative relationships with other staff members and self-reflection and critical evaluation of one's own practice

The course aims to provide effective teaching practice experience by exposing you to the following contexts

- teaching in different situations
- teaching across more than one level
- teaching a variety of learners, ie different age groups, nationalities or needs
- teaching individuals and groups
- developing appropriate range of transferable skills and abilities including communications skills, leadership, interpersonal and organizational skills
- gaining subject-specialist knowledge through workplace mentoring using experienced teaching staff and educators to assist you in developing knowledge and competencies in teaching EFL.



For further information regarding Observation and Teaching practice refer to the **DOMAX Observation and Teaching Practice Policy**.

12. Grading Criteria:

You must achieve an aggregated mark of 50% to successfully pass each module. Assessments will be graded according to the following criteria

0-49: FAIL

50-64: PASS

65-84: MERIT

85-100: DISTINCTION

If you fail any element of the assessments, you will have the chance to resubmit but the mark will be capped at 64.

You must reach an aggregate overall mark of 50% to pass the course.

50-64: PASS

65-84: MERIT

85-100: DISTINCTION

13. Academic Integrity

DOMAX acknowledges the impact of Artificial Intelligence (AI) in assessment practices, which have been adapted in response to these emerging technologies. All submitted work must be original. Plagiarism, collusion, misuse of AI, or contract cheating will result in disciplinary action in line with the **Academic Integrity and Misconduct Policy**.

14. Digital Assessment Records and Audit Trails

DOMAX maintains complete, secure and auditable digital records for all assessment processes. These records ensure transparency, consistency and full traceability of assessment decisions in line with MFHEA requirements and DOMAX's internal quality assurance framework.

15. Digital Assessment Records

The LMS is the official repository for all assessment-related materials. Digital records include submitted assignments, portfolios, teaching-practice evidence, assessor feedback, grading forms, rubrics, and all assessment-related communication. Each record forms part of the student's formal academic file and is retained according to DOMAX's data-retention schedule.

16. Audit Trails

The LMS automatically generates audit trails documenting the full lifecycle of each assessment. These include submission timestamps, file histories, assessor marking activity, moderation and verification



actions, and any changes to grades or feedback. Audit trails support internal QA processes, external review, and appeals.

17. Secure Storage of Assessment Data

Assessment data are stored on secure, access-controlled systems protected by two-factor authentication and regular backups. Access is restricted to authorised staff only. All data handling complies with institutional data-protection procedures and relevant legislation. Assessment records are used solely for academic, support and quality-assurance purposes.

18. Authorship Verification Evidence

Where authorship verification is required, DOMAX retains viva voce notes or recordings, draft-comparison evidence, writing-style analysis notes, LMS activity logs, and similarity-checking reports. These records support academic-integrity investigations and ensure assessment decisions are based on verifiable evidence.

19. Use of LMS Logs in Assessment Decisions

LMS analytics form part of the evidence base for assessment and progression decisions. Relevant logs include access history, activity completion, participation in required tasks, engagement with feedback, and submission behaviour. These data are reviewed to support assessment integrity, early identification of at-risk students, and progression monitoring.

20. Review

This policy will be reviewed annually by the Teaching, Learning and Assessment Committee (TLAC) to ensure continued alignment with MFHEA Standards and institutional quality objectives.



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