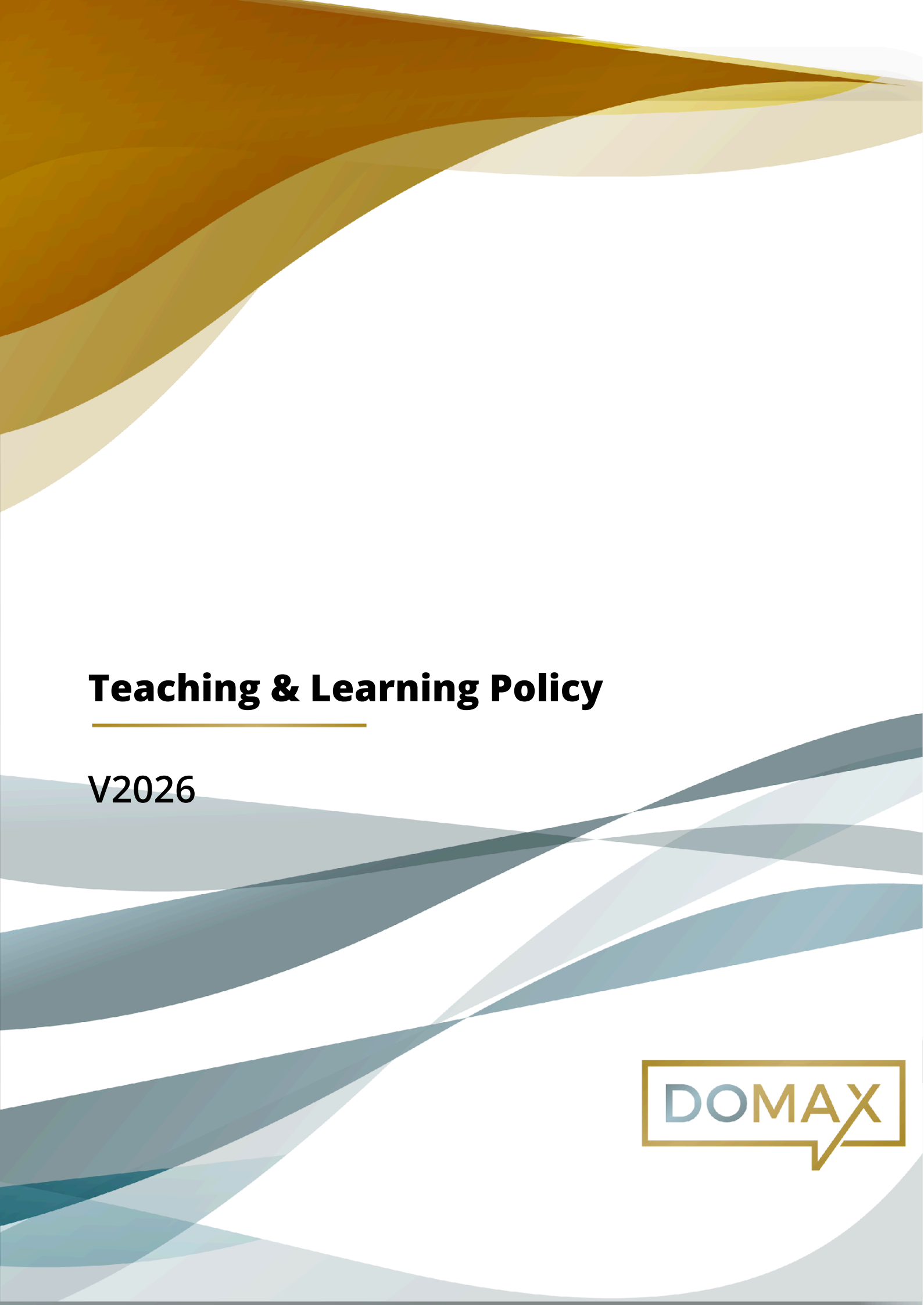




Teaching & Learning Policy

V2026

DOMAX

1. Teaching and Learning Policy

DOMAX designs and delivers all programmes in accordance with MFHEA Standards , ensuring teaching and assessment are student-centred, outcome-based, and continuously improved through internal and external review.

Teaching and learning at DOMAX are grounded in three key principles:

- **Student-centred design:** programmes focus on active participation, reflection, and application.
- **Alignment:** teaching methods and assessment tasks directly measure learning outcomes.
- **Inclusivity:** all students, regardless of background or ability, have equitable access to learning opportunities.

Teaching methods include lectures, tutorials, seminars, forums, and supervised teaching practice. Assessment is both formative and summative, designed to evaluate not only knowledge but also the application of skills in authentic contexts.

The Teaching, Learning and Assessment Committee (TLAC) oversees the design, delivery, and periodic review of all programmes to ensure continuous alignment with MQF, CEFR, and ALTE standards.

2. Distance and Online Learning Policy

2.1 Purpose

This policy defines the principles, responsibilities, and quality-assurance measures governing the design and delivery of DOMAX online and distance-learning programmes. It ensures that distance provision offers the same academic quality, learner engagement, and student support as face-to-face delivery.

2.2 Scope

Applies to all DOMAX courses delivered wholly or partly online, including asynchronous and synchronous modes. It covers:

- Course and content design
- Tutor-learner interaction
- Student support and accessibility
- Quality assurance and continuous improvement

2.3 Principles

- **Equivalence of Standards:** Online synchronous and asynchronous courses meet identical learning outcomes. This includes: alignment to the same module aims; syllabus coverage; credit/workload expectations and assessment criteria, so learners are evaluated against the same academic standards regardless of delivery mode.

- **Accessibility and Inclusivity:** Equal opportunity for all learners. This is supported through clear learner guidance, accessible learning materials and platform design, consistent communication channels, and fair application of policies
- **Engagement and Interaction:** Active participation and community building. This is encouraged through structured opportunities for interaction (e.g., discussion forums, guided tasks, peer exchange, scheduled live touchpoints where applicable), timely tutor presence, and other mechanisms that help learners stay connected, motivated, and supported throughout the course.
- **Integrity and Transparency:** Same moderation, double-marking, and verification as in-person courses. This is reinforced through consistent assessment controls, documented processes, clear marking criteria and feedback expectations, and auditable records that demonstrate fairness, reliability, and accountability in academic decision-making.
- **Continuous Support:** Ongoing academic and technical assistance. This includes clear routes for learners to request help, timely responses to academic queries, guidance on assessments and study progress, and reliable support for platform access and technical issues, so learners can stay engaged and complete requirements without avoidable disruption.

2.4 Modes of Delivery

- **Asynchronous:** 24/7 access via FORMA LMS.
- **Synchronous:** Scheduled live sessions on Zoom or equivalent, meeting MFHEA contact-hour requirements.

2.5 Technological Infrastructure

Use of **FORMA LMS**, secure video-conferencing and proctoring systems, GDPR compliance, captioning, and screen-reader accessibility.

2.6 Teaching and Learning in Online Contexts

Tutors facilitate forums, track engagement, and contact inactive students. Students are expected to log in regularly, contribute to discussions, and complete tasks on time. The use of Artificial Intelligence (AI) is well integrated within DOMAX online learning ecosystem. Students and tutors are given guidelines to promote an acceptable and ethical use of generative AI tools.

Examples of permissible use of AI for students include:

- Researching technical definitions or explanations.
- Generating study materials or practice questions.
- Helping identify useful sources.
- Checking grammar and spelling (as per the proof-reading guidance).

Examples of useful and acceptable use of AI for tutors include:

- Developing assessment plans or structures.
- Creating assessment brief instructions.
- When the assessment subject/topic is AI.
- Developing Formative assessments.
- Creating a case study.

More information on guidelines for using AI in an ethical and responsible manner is found in the Referencing Manual, Plagiarism and Use of AI Policy.

2.7 Assessment in Online Learning

Authentic, outcome-based tasks; submissions through the LMS; feedback within three weeks; double marking; plagiarism detection and random viva voce checks (For more information refer to the Assessment, Grading and Forum Participation Policy).

2.8 Student Support and Engagement

Tutor engagement in online programmes includes weekly monitoring of student activity on the LMS, proactive outreach to inactive students, responses to student queries within X working days, regular participation in forums, and structured feedback cycles. Communication occurs through the LMS messaging system, forums, email, and scheduled online meetings. All engagement is logged through the LMS and forms part of DOMAX's student-progression monitoring framework. Students are given continuous academic and technical support throughout their entire learning journey¹.

2.9 Staff Development

All online tutors complete DOMAX training and ongoing CPD in e-learning facilitation.

2.10 Quality Assurance

Regular module review by **TLAC**, analytics monitoring, external examiner review, and continuous improvement through the Annual Programme Review. Instructional design is monitored through periodic constructive-alignment checks (outcomes, learning activities and assessments), review of learner engagement/performance analytics, and documented improvement actions approved by TLAC and reflected in the Annual Programme Review.

3. Academic Staff Development and CPD Policy

¹ For more information on student counselling refer to Student Lifecycle and Support Policy.



DOMAX views professional development as essential to teaching quality and institutional excellence.

- All staff receive induction on MFHEA standards, DOMAX IQA processes, and use of FORMA LMS.
- Annual CPD plans identify individual and institutional needs.
- Activities include conferences, mentoring, workshops, and research participation.
- Records of CPD are maintained and reviewed annually during staff appraisal.

4. Student-Centred Learning, Teaching and Assessment Practices

DOMAX places students at the centre of its courses. Programme development begins with an exploration of industry needs and learner expectations. The **Undergraduate Certificate in TEFL**, for example, was carefully designed to be engaging, reflective, and practice-oriented. It incorporates forums, debates, focus groups, and collaborative activities to foster an online learning community. Observation and teaching practice are embedded into the course, ensuring students gain authentic classroom experience, connect with schools, and begin building professional networks.

a) Teaching and Assessment Roles

DOMAX clearly distinguishes between the roles of Course Teachers, Tutors, and Assessors, ensuring transparency and fairness in the learning and assessment process:

- **Course Teachers** are responsible for creating and delivering course content, managing the overall course, and designing assignments for formative assessment.
- **Tutors** provide personalised academic support through one-to-one or small-group sessions, helping students deepen their understanding of course material and apply it effectively.
- **Assessors** focus exclusively on summative assessment, evaluating students' final academic work against the required standards and learning outcomes. In line with Standard 1.II (The Role of the Assessor), assessors do not deliver instruction but ensure impartial and consistent evaluation.

b) Student Representative

The inclusion of a Student Representative in the DOMAX organigram highlights the institution's commitment to inclusive governance and student voice. The representative:

- Acts as the official spokesperson for the student body, communicating feedback, concerns, and suggestions to institutional committees or boards.



- Is elected through an open call within the student community, ensuring representation is democratic and transparent.
- Advocates for student interests, addressing issues related to academic resources, student services, and the overall learning environment.
- Plays a community-building role, organising events, forums, and discussions that encourage active student participation in academic and social life.

This structure ensures that students are not passive recipients of education but **active contributors** to institutional development.

More information on the Student Representative's election process, roles and responsibilities can be found in the Governance Policy.

c) Teaching and Learning Methods

To support student-centred learning, DOMAX employs a variety of delivery methods aligned with the programme and module specifications, as well as MFHEA contact-hour requirements. These include:

- Lectures to introduce key theories and concepts.
- Seminars and tutorials to promote discussion, collaboration, and deeper exploration of topics.
- Guest lectures from researchers and industry experts to broaden perspectives.
- Placements and observations to provide authentic, practice-based learning experiences.

Assessment methods are matched to learning outcomes and designed to evaluate both knowledge and applied skills, ensuring that learners can transfer classroom learning to professional contexts.



Learning Teaching and Assessment Policy

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