

LUNEX Distance Learning Guidelines for Teaching and Learning

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Compliance Statement:

Distance teaching and learning components are managed in accordance with LUNEX policies and in compliance with EU2016/679 regulation. Specifically the following processes are in place to ensure the protection of personal data:

1. A data protection handbook has been created to fulfill the obligation to provide accountability to a competent data protection Authority according to Art 5 GDPR [Art. 5 GDPR – Principles relating to processing of personal data - General Data Protection Regulation \(GDPR\) \(gdpr-info.eu\)](#)
2. Transparency Information according to Art 13/14 are defined and provided for the students [Art. 13 GDPR – Information to be provided where personal data are collected from the data subject - General Data Protection Regulation \(GDPR\) \(gdpr-info.eu\)](#)
3. The “Record of Processing activities” (RoPA) for all processing activities (distance learning included) has been created according to [Art 30 GDPR Art. 30 GDPR – Records of processing activities - General Data Protection Regulation \(GDPR\) \(gdpr-info.eu\)](#)
4. LUNEX have defined the legal basis of processing according to Art 6 GDPR [Art. 6 GDPR – Lawfulness of processing - General Data Protection Regulation \(GDPR\) \(gdpr-info.eu\)](#)
5. LUNEX have conducted contracts according to Art 28 GDPR [Art. 28 GDPR – Processor - General Data Protection Regulation \(GDPR\) \(gdpr-info.eu\)](#) and Art 26 GDPR [Art. 26 GDPR – Joint controllers - General Data Protection Regulation \(GDPR\) \(gdpr-info.eu\)](#) with service providers and partners to make the transmission and processing lawful.
6. LUNEX have conducted the EU Standard contractual clauses with service providers in third countries according to Art 46 GDPR [Art. 46 GDPR – Transfers subject to appropriate safeguards - General Data Protection Regulation \(GDPR\) \(gdpr-info.eu\)](#) to make with service providers and partners to make the transmission and processing lawful
7. A risk assessment has been developed and documented the technical and organizational measures for security appropriate to the risk according to Art 32 GDPR. [Art. 32 GDPR – Security of processing - General Data Protection Regulation \(GDPR\) \(gdpr-info.eu\)](#)

Quality Areas

Our distance teaching and learning guideline is designed to ensure a high-quality educational experience that meets EU standards and addresses the diverse needs of our students. Our guidelines are based on five main quality areas: Policy and Management, Curriculum and Course Materials, Teaching and Learning Support and Assessment Evaluation and Technology Infrastructure. Such quality areas are critical to maintaining integrity and effectiveness of our distance learning programs.

These quality areas are informed by established frameworks¹² and best practices in distance learning within Europe, ensuring a comprehensive and effective approach to online education.

1. Policy and Management

The Policy and Management quality area is dedicated to ensure distance learning practices are effectively governed and aligned with the institution, LUNEX, mission and strategic goals. This area focused on the development, implementation and continuous improvement of policies and management structures that support the integrity and effectiveness of our distance learning programs.

2. Curriculum and Course Material

The Curriculum and Course Material quality area are dedicated to ensuring that all educational content is meticulously designed, regularly reviewed, and accessible to all learners. This area

¹ Ubachs, George, and Piet Henderikx. "Quality assurance systems for digital higher education in Europe." *Handbook of Open, Distance and Digital Education*. Singapore: Springer Nature Singapore, 2022. 1-20.

² European Association of Distance Teaching Universities (EADTU). Quality Assessment for E-learning: A Benchmarking Approach (Third Edition). 2016, oro.open.ac.uk/47597.

focuses on creating an engaging, inclusive, effective learning experience through well-structured, multimedia-enhanced course materials.

3. Teaching and Learning Support

The Teaching and Learning Support quality area is focused on developing and supporting the educators and students competences to operate in a distance learning environment. This area emphasises the importance of effective online teaching practices, ongoing professional development and robust support services to foster a dynamic and interactive educational experience.

4. Assessment and Evaluation

The Assessment and Evaluation quality area ensures that students assessments are fair, aligned with learning objectives and conducive to distance learning. This area prioritise the development and implementation of diverse assessment methods, clear communication and feedback, to enhance student learning and performance.

5. Technology Infrastructures

The Technology Infrastructures quality area focuses on providing a robust and supportive technological environment essential for effective distance learning. It encompasses the integration, maintenance and security of technology platforms to ensure reliability, accessibility, and compliance with regulatory standards.

Statements of best practices for each quality area are detailed in the table below. In addition, the corresponding actions and key responsible for each initiative is noted. Guidelines are regulated and approved by the Teaching and Learning Council of LUNEX, circulated and made available to educators and relevant stakeholders.

Tabel 1 – Statements of best practices

Quality Areas	Best Practices	Actions	Responsible
1. Policy and Management	a) Distance Learning practices align with the mission and strategic goals.	Documented in strategic plan.	Institution
	b) Regular review and update of the strategic plan to incorporate emerging trends and technologies in Distance Learning.	Revisions documented strategic plans.	Institution
	c) Develop and implement policies for distance learning that consists of aspects such as intellectual property, accessibility, academic integrity and data privacy.	Regular policy review cycles and policy enforcement.	Institution
	d) Policy is transparent, accessible and consistently applied.	Access to policies on institutional website.	Institution
	e) Regular assessment and allocation of sufficient resources, including funding, technology and personnel to support distance learning programs.	Budget report allocation.	Institution/ Programme
	f) Key stakeholders are involved in the planning and evaluation of distance learning programmes.	Quality assurance and communication pathways.	Institution/ Programme
	g) Establish an open feedback system for continuous improvements and enhance the quality of distance learning practices.	Quality assurance and communication pathways	Institution/ Programme
2. Curriculum and Course Materials	a) Ensure that all curriculum and course materials are aligned with clearly defined learning outcomes.	Module Syllabi and Programme Evaluations	Programme
	b) Incorporate a variety of multimedia and interactive elements to enhance students' learning experience.	Module Syllabi	Programme/Module
	c) Ensure that all curriculum and course materials are accessible.	Module Syllabi and Programme Evaluations	Programme
	d) Ensure best practices in instructional design including structure, logical sequencing and effective use of technology.	Study Service, Exam Office and/or IT support	Institution/ Programme
	e) Courses are designed to consider diverse learning styles and cultural backgrounds.	Module Syllabi and Programme Evaluations	Programme
	f) Conduct regular review and revision of course material	Module Syllabi and Programme Evaluations	Programme

3. Teaching and Learning Support	a) Training in effective online teaching practices to engage with digital resources, student engagement strategies and assessment methods align with distance learning.	Regular engagement with training sessions and practices.	Institution/ Programme
	b) Provide ongoing professional development opportunities for faculty to enhance distance learning teaching skills.	Regular engagement with training sessions and practices.	Institution/ Programme
	c) Foster an interactive and engaging online learning environment through various activities for regular and meaningful interactions between student and instructors.	Module and Programme Evaluations	Programme
	d) Provide comprehensive support services for distance learning and access to learning resources.	Module syllabi, communication to various support systems.	Programme
	e) Ensure clear and open communication channels between students, instructors and institution for continuous improvement and enhance of digital learning practices.	Module syllabi and regular review of quality assurance and communicative pathways.	Institution/ Programme
4. Assessment Evaluation	a) Ensure assessments are directly aligned with the learning objectives and outcomes	Module and Programme syllabi	Programme
	b) Provide a variety of assessment methods appropriate towards distance learning.	Module and Programme syllabi	Programme
	c) Provide timely and constructive feedback on assessments and evaluations.	Module and Programme syllabi	Programme
	d) Evaluative criteria are directly aligned with the learning objectives and outcomes appropriate to assessment method.	Module and Programme syllabi	Programme
	e) Assessment and evaluative criteria are clearly communicated.	Module and Programme syllabi	Programme
6. Technology Infrastructures	a) Provide comprehensive technical support and training for both students and faculty.	Study Service, Exam Office and/or IT support	Institution
	b) Ensure technology platforms are integrated and interoperable with other institutional systems.	Study Service, Exam Office and/or IT support	Institution
	c) Conduct regular maintenance of technology infrastructures for optimal functioning.	Study Service, Exam Office and/or IT support	Institution
	d) Implement robust security and privacy measures that are compliant to regulatory policies.	Compliance with LUNEX policy and EU2016/679 regulations.	Institution
	e) Ensure technology platforms are user-friendly and accessible for all users.	Module and Programme Evaluations	Institution/ Programme

	f) Technology platforms should be reliable and scalable to handle institutional demands.	Access to help desk for various institutional systems	Institution
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