

Section 12



Nottingham Trent
University

Quality Handbook

**Part D: Course Design, Management and
Enhancement**

Section 12: Course Design Requirements

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1. Purpose of NTU course design requirements

NTU's six principles of 'Creating Opportunity, Valuing Ideas, Enriching Society, Embracing Sustainability, Connecting Globally and Empowering People'¹ underlie the expectations of course design and operation. As such, NTU courses are designed to ensure that all learners have a high quality learning experience which is aligned to the University Strategic Plan and meet internal and external benchmarks. All courses will meet the [Office for Students \(OfS\) B Conditions of Registration](#), aligned to NTU's definition of educational gain (appendix two), and the [Advance HE Student Needs Framework](#), referred to below as SNF (appendix three).

- 1.1 All NTU courses will be designed to:
- develop students' intellectual agility, initiative, creativity, and collaboration, as well as technical and academic expertise;
 - provide a transformational experience for every student, creating opportunities for accomplishment in their life and career;
 - consider the demographic profile of NTU students and through the student experience, create opportunities to build belonging and community;
 - make extensive use of experiential and active collaborative learning.

2. Scope of the policy

- 2.1 This policy applies to the design and subsequent operation of all NTU courses with an NTU award.
- 2.2 The requirements listed in section 4 **and** the specific course requirements listed in the relevant templates in section 6 must be met in the design of courses. The requirements in section 5 must be met for the operation of courses.

3. Deviation from the requirements

- 3.1 Where any course design deviates from the requirements specified in this policy, a detailed justification must be provided for consideration by the Course Approval sub-committee and approved by ASQC.
- 3.2 A register of exceptions will be maintained. Exceptions will be valid at point of approval for a period of five years, after which reapproval will be required.

¹ [NTU Reimagined Strategy](#)

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3.3 [Link to Exemptions Register will be placed here].

Further information

- A list of potential deviations for which exemptions may be sought can be found in appendix one.

4. Requirements for the design of all NTU courses

NTU course requirements will be incorporated into all courses (full-time, part-time and all modes of delivery) and will be assessed at the point of approval for a new course and at reapproval for existing courses.

Requirement	How this will be evidenced	Edu Gain	OfS	SNF
Guided development All students must experience an effective transition, welcome and induction followed by ongoing student support throughout the course. All courses must be designed to provide personalised guided development for students with access to specialist support as needed.	The following will be clearly articulated within the course 'Teaching and Learning strategy' section' on CourseLoop: <ul style="list-style-type: none"> The course approach to transition, welcome and induction; The course approach to providing personalised support (e.g. personal tutors or academic tutors). 	Live	B1 B2 B3 B4	1, 2, 3, 4, 5, 6, 7, 8
Course structure All courses must be designed to provide a coherent and structured learning experience for students, enabling them to develop relevant skills, knowledge, behaviours and personal development.	The following will be evidenced in CourseLoop: <ul style="list-style-type: none"> The course structure which indicates how students' learning and their course content will be scaffolded throughout the course. 	Learn	B1 B2 B3	1, 4, 5, 8, 9
Learning outcomes Course and module learning outcomes must be defined and assessed appropriately in line with the relevant level. All course learning outcomes must be assessed in at least two of the modules that comprise the course. Module learning outcomes must map to the course learning outcomes and be aligned to assessment. All module learning outcomes must be assessed	The following will be evidenced in CourseLoop: <ul style="list-style-type: none"> The course learning outcomes and interim award/s learning outcomes. Module learning outcomes and the associated assessment/s. Course curriculum map indicating where learning outcomes will be assessed across the course (to be uploaded to CourseLoop as an attachment). Note:	Learn	B1 B4	5

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<p>and passed in order to pass the module.</p> <p>The learning outcomes which will be achieved for an interim award (i.e. CertHE, DipHE or Ordinary Degree) must be specified.</p>	<ul style="list-style-type: none"> The number of module learning outcomes and the assessment workload must be consistent across the course and in proportion to the module's credit size. Each module may be assessed separately, although it is possible to assess more than one module through a course-based assessment. 			
<p>Learning and teaching</p> <p>All courses must use relevant learning and teaching approaches.</p> <p>All students must experience active collaborative learning incorporating SCALE-UP and/or Team-Based Learning (TBL) pedagogies throughout their course.</p> <p>Modules must be taught using enquiry based learning to scaffold and develop student knowledge, skills, behaviours and personal development.</p>	<p>The following will be clearly articulated in the course Teaching and Learning strategy section on CourseLoop:</p> <ul style="list-style-type: none"> The range of learning and teaching approaches; The course approach to enquiry-based learning and how it will scaffold students' learning and knowledge formation; The use of SCALE-UP and/or TBL approaches. <p>Sufficient qualified staff to deliver the curriculum.</p>	Learn	B1 B2 B3	4, 5, 6, 8, 9
<p>Assessment</p> <p>All courses must use a range of appropriate assessment approaches.</p> <p>All courses must include a major project which develops synthesis and criticality, functioning as a culmination to students' studies.</p> <p>All courses must include a synoptic assessment. This will which draw on students' knowledge, skills and competencies developed during their course as well as any gained through extra-curricular opportunities in which they may have participated.</p> <p>Courses must include formative assessments to build skills and provide feedback opportunities in preparation for summative assessment.</p> <p>All courses will include the relevant and appropriate assessment of</p>	<p>The following will be evidenced on CourseLoop:</p> <ul style="list-style-type: none"> The course assessment and feedback strategy which will articulate the course approach to assessment and how this will ensure that skills and knowledge relevant to the discipline is assessed. The modules which contain the major project and the synoptic assessment; including information identifying how students will develop skills to be successful in these. Summative and associated formative assessments in module information. <p>The assessment of technical proficiency of English language will be</p>	Learn	B1 B3 B4	1, 4, 5

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technical proficiency of English language.	evidenced, where relevant, in the appropriate assessment criteria on NOW.			
Subject benchmarks and accreditation. Courses will be aligned to relevant and up to date QAA subject benchmarks and industry or apprenticeship standards. Courses will obtain appropriate accreditation where available.	The following will be evidenced on CourseLoop: <ul style="list-style-type: none"> • Subject benchmarks, industry or apprenticeship standards. • Accreditation (will also be captured on the PSRB register²). 	Work	B3 B5	5
Sustainability All courses must include one or more sustainability course learning outcomes encompassing environmental, social and economic sustainability. The United Nations Sustainable Development Goals (SDGs) relevant to the academic discipline must be referenced in core modules, with a clear articulation of which SDGs are being covered.	The following will be evidenced on CourseLoop: <ul style="list-style-type: none"> • At least one course learning outcome related to sustainability. • Reference in core modules, throughout the course, to relevant SDGs and a range of UNESCO sustainability competencies appropriate to the discipline. 	Live Work	B1	5
Delivery With the exception of fully online ones, courses must be delivered on campus with a suitable level of flexibility in their design and operation. For fully online courses, see template six.	The following will be clearly articulated in the course Teaching and Learning strategy section on CourseLoop: <ul style="list-style-type: none"> • The level of flexibility appropriate to the course and discipline. Flexibility may be achieved through fully online modules, components of modules, or a highly flexible approach. Courses must be designed with a minimum of 80% of the course delivered in person to be eligible for international students.	Learn	B1	4, 5
Learning engagement hours Courses must be designed to include suitable learning engagement hours.	The following will be evidenced on CourseLoop: <ul style="list-style-type: none"> • The module learning activity hours. Note: <ul style="list-style-type: none"> • For undergraduate courses, a 20-credit module represents the 	Learn	B1	5

² [NTU PSRB Register](#)

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	<p>learning outcomes to be achieved by a student in 200 notional hours of student effort.</p> <ul style="list-style-type: none"> This will be formed of directed learning and guided independent learning. For full-time students, a learning week comprises 40 hours. 			
<p>Assessed Work Like Experience (AWLE)</p> <p>All undergraduate students must experience 240 hours of AWLE embedded across a full three-year course. This will be proportional for shorter UG courses.</p> <p>The proportion of AWLE for postgraduate taught (PGT) courses will be determined by the subject discipline and the need to improve graduate employment.</p>	<p>The following will be evidenced on CourseLoop:</p> <ul style="list-style-type: none"> Work Like Experience type and hours and the associated modules where this will be achieved. 	Work	B1 B2 B3	3, 4, 5

Further information

- In addition to meeting these course requirements, the contextualised requirements for course types specified in the relevant template in section 6 must be met.

5. Requirements for the operation of all NTU Courses

Requirement	How this will be evidenced	Edu Gain	OfS	SNF
All courses must be delivered as approved.	Ongoing monitoring and timetabling of the course. There are sufficient qualified staff to deliver the course as approved.	Live Learn Work	B1 B3	5
All students will have a named personal tutor at all levels.	Identified on Dashboard.	Live Learn Work	B1	1, 2, 8
The performance of courses must be routinely reviewed.	Adherence with NTU's Course Review policy.	Live Learn Work	B1 B3	5
Where data indicates that the course is at risk of not meeting benchmarks and expectations, a review must be undertaken, appropriate	Adherence with NTU's Course Review policy.	Live Learn Work	B1 B3	5

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developments must be identified, actioned and monitored.				
Course teams and module leaders must use, as a minimum, the institutional specification for NOW content.	All courses and modules will use the NOW Learning Room templates. Module Learning Rooms will use the pages within <i>Start Here, Module Information</i> , and <i>Assessment</i> to provide the essential module information.	Learn	B1 B2	4, 5
Each course must have an allocated external examiner prior to start of first cohort.	External Examiner details are recorded on CourseLoop.	Learn	B1	5
Course and module teams must publish and disseminate clear assessment briefs and criteria for all tasks.	There should be consistency in the use of terminology and expression to ensure clarity and transparency. The main approach to providing this information to students is via an assessment grid or grading matrix. This will be evidenced on the NOW learning rooms.	Learn	B1 B4	5
Assessment types involving a significant written element (other than timed written examinations) must adhere to the requirements for the use of Turnitin.	This will be evidenced in the dropboxes in the module learning rooms. See QH 15G: Requirements for the use of Turnitin	Learn	B1 B4	5
All online content must meet the minimum accessibility benchmark.	All learning rooms will achieve a minimum Blackboard Ally score of 85%+ for any new content. Legacy content must achieve a minimum of 70% to increase to 85%.	Learn	B2	5
Course teams must reflect on feedback from students gained through formal mechanisms, such as MySay and Course Committees as well as informal means.	Timely feedback made available to students in the module learning rooms following module evaluation. Minutes of course committees.	Learn	B2	5, 8
Courses must start on University specified dates in September or January.	Approved start date.	Learn	B1	5

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6. Requirements for the design of NTU course types

NTU contextualised course requirements will be assessed at the point of approval for a new course and at re-approval of existing courses.

Template One: Undergraduate courses

- 6.1 This template applies to all undergraduate courses, including those with an integrated foundation year, integrated masters and a sandwich year. It does not apply to foundation degrees, L6 top up, apprenticeships, or HNCs and HNDs which are covered in other templates.
- 6.2 To meet the specific requirements in relation to the design of undergraduate courses, the following **must** be incorporated:

Requirement	Details	Edu Gain	OfS	SNF
<p>Guided development All students must experience an effective transition, welcome and induction followed by ongoing student support throughout the course.</p> <p>All courses must be designed to provide personalised guided development for students with access to specialist support as needed.</p>	<p>Level 4: There must be explicit guided development throughout the year focusing on supporting entry to the course and NTU; developing the foundations of academic, personal and professional skills; the management of learning and assessments; understanding how to use feedback; and decisions on option choices for Level 5.</p> <p>Level 5: focus on continuation from L4 to L5, building academic, personal and professional skills.</p> <p>Level 6: focus on continuation from L5 to L6 and returning from placement; building academic, personal and professional skills, in particular to support the major project; preparation for post-graduation.</p> <p>Integrated foundation year (IFY): There must be explicit guided development throughout the year focusing on supporting entry to the course and NTU; developing the foundations of academic, personal and professional skills; the management of learning and assessments; understanding how to use feedback; and preparation for L4.</p> <p>Foundation degree progression: Courses which are articulated as L6 progression routes for foundation degrees, must have suitable arrangements and support for students to successfully transition into the course.</p>	Live	B1 B2 B4	1, 2, 3, 4, 5, 6, 7, 8

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	<p>For Integrated Masters, the final award classification must be based on 50%/50% split. Students successfully completing an integrated foundation year will not be eligible for an exit award at L3.</p> <p>The final award classification for students who transfer from a foundation degree must be based on L6 performance only.</p>			
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Template Two: Foundation Degrees and L6 'top up' courses

6.3 To meet the specific requirements in relation to the design of Foundation Degrees and L6 'top up' courses, the following **must** be incorporated:

Requirement	Details	Edu Gain	OfS	SNF
<p>Guided development All students must experience an effective transition, welcome and induction followed by ongoing student support throughout the course.</p> <p>All courses must be designed to provide personalised guided development for students with access to specialist support as needed.</p>	<p>Level 4: There must be explicit guided development throughout the year focusing on supporting entry to the course and NTU; developing the foundations of academic, personal and professional skills; the management of learning and assessments; understanding how to use feedback; and decisions on option choices for Level 5.</p> <p>Level 5: focus on continuation from L4 to L5, building academic, personal and professional skills with integrated work-based learning. In particular to support the major project and preparation for post-graduation.</p> <p>Level 6: focus on transition from L5 to L6; building academic, personal and professional skills including those needed for the major project; and preparation for post-graduation. Ensure students joining a new course and/or joining NTU have a specific induction and support for transition.</p>	Live	B1 B2 B4	1, 2, 3, 4, 5, 6, 7, 8
<p>Course structure All courses must be designed so they provide a coherent, structured and scaffolded learning experience for students enabling them to develop relevant skills, knowledge, behaviours and personal development.</p>	<p>Options A course must contain an extensive core. Level 4: No options Level 5: Foundation degrees can have options at L5, but these must form <i>no more than</i> 50% of the number of modules per level and must align with potential L6 progression. Options must be structured into a maximum number of three sets, with students choosing a single module from a maximum of four in each set. All modules within a set must run at the same time. Level 6: courses can contain module options to enable students to shape their degree. However, they must form <i>no more than</i> 50% of the number of modules per level. Options must be structured into a maximum number of three sets, with students choosing a single module from a maximum of four in each set. All modules within a set must run at the same time. Module Size Modules must be sufficiently large to ensure depth of study. The minimum credit size is 20 credits. Larger modules must be multiples of 20 credits.</p>	Learn	B1	5

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Major project and synoptic assessment. All courses will include a major project and a synoptic assessment.	<p>The major project will be in the final year of the course. For foundation degrees, it will be in L5 and must be appropriate to that level. Students must be supported in developing the skills to be successful in the major project during L4.</p> <p>At L6, the major project must be different from that at L5.</p>	Learn	B1 B4	1, 4, 5
Assessed Work Like Experience There must be 240 hours of embedded assessed work like experience across the course (proportional).	<p>A foundation degree will consist of 160 hours of AWLE, whilst a L6 top up course will consist of 80 hours of AWLE.</p> <p>For foundation degrees, AWLE must be formed of authentic work-based learning developed in conjunction with employers.</p>	Work	B1 B2 B3	3, 4, 5
Employer Involvement	Employers must be involved in the design and regular review of foundation degree courses.	Work	B1 B2 B5	1, 4, 5
Awards and final classification	A final foundation degree classification can be based on just L5 performance or can include a contribution from L4. If the latter is agreed, this will be no more than one third from L4. This will be stated at approval. L6 'top up' courses will be based solely on L6 as the L4 and L5 credits may be transferred in from different courses.	Learn	B3 B4	5
Progression Routes	A clear progression route towards another qualification must be articulated for foundation degrees. This must be specified on CourseLoop.	Learn	B1	5

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Template Three: Postgraduate taught courses

6.4 To meet the specific requirements in relation to the design of postgraduate courses (full time and part-time), the following **must** be incorporated:

Requirement	Details	Edu Gain	OfS	SNF
Guided development All students must experience an effective transition, welcome and induction followed by ongoing student support throughout the course. All courses must be designed to provide personalised guided development for students with access to specialist support as needed.	<p>There must be a detailed course induction which explains the content and the expectation. There must be a focus on transition from L6 to L7, providing support and guidance to build academic skills at L7.</p> <p>In particular, students who are new to NTU and those returning to education must be provided with support and guidance to study at NTU.</p> <p>Preparation for post-graduation must be built into the course.</p>	Live	B1 B2 B4	1, 2, 3, 4, 5, 6, 7, 8
Course structure All courses must be designed so they provide a coherent, structured and scaffolded learning experience for students enabling them to develop relevant skills, knowledge, behaviours and personal development.	Module Options Module options can be used to tailor the postgraduate course but they must have relevance for employability. Option modules must form <i>no more than</i> 50% of the number of modules, structured into a maximum number of three sets, with students choosing a single module from a maximum of four in each set. All modules within a set must run at the same time. When deciding on the number of options, consideration must be given to cohort sizes. Module Size Modules must be sufficiently large to ensure depth of study.	Learn	B1	5
Major project and synoptic assessment All courses will include a major project and a synoptic assessment.	The major project must be a minimum of 40 credits.	Learn	B1 B4	1, 4, 5
Assessed Work Like Experience	The need for, and proportion of, AWLE for PG courses will be determined by the subject discipline and a requirement to enhance graduate employment. This will be determined by the vocational nature of the course and its progression (GOS) data.	Work	B1 B2 B3	3, 4, 5

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Template Four: Higher National Certificates and Diplomas

6.5 To meet the specific requirements in relation to the design of Higher National Certificates or Diplomas, the following **must** be incorporated:

Requirement	Details	Edu Gain	OfS	SNF
Guided development All students must experience an effective transition, welcome and induction followed by ongoing student support throughout the course. All courses must be designed to provide personalised guided development for students with access to specialist support as needed.	HNC/Level 4: There must be explicit guided development throughout the year focusing on supporting entry to the course and NTU; developing the foundations of academic, personal and professional skills; the management of learning and assessments; understanding how to use feedback; and support with preparation beyond completion of the HNC course. Knowledge and practical skills will be developed through vocational related activities. HND/Level 5: focus on transitioning from L4 to L5, building academic, personal and vocational skills and support for preparation beyond the completion of the course.	Live	B1 B2 B4	1, 2, 3, 4, 5, 6, 7, 8
Course structure All courses must be designed so they provide a coherent, structured and scaffolded learning experience for students enabling them to develop relevant skills, knowledge, behaviours and personal development.	Options A course must contain an extensive core. Each discipline specific Pearson specification will stipulate core and optional units. Course teams can choose which optional units to deliver. These must align to the course aims and learning outcomes, and ensure a cohesive and relevant learning experience. Unit size Units will be 15 or 30 credits and chosen from the discipline specific Pearson course specification.	Learn	B1	5
Assessed Work Like Experience There must be 240 hours of embedded assessed work like experience across the course (proportional).	The distribution of the AWLE will be determined by the course design.	Work	B1 B2 B3	3, 4, 5
Major project and Synoptic Assessment All courses will include a major project and a synoptic assessment.	The major project will be embedded in an existing unit of 15 or 30 credits in the final year. The synoptic assessment will be embedded the final year.	Learn	B1 B4	1, 4, 5

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Awards and final classification	The Higher National award classification is graded as Pass, Merit or Distinction. Calculation of the overall and final grade is based on performance across all units and the points gained for each credit as stipulated in the discipline specific Pearson course specification. The grade is calculated the same way for HNC and HND. For HND, the overall grade is based on student performance in L5 units only.	Learn	B3 B4	5
Progression route	A clear progression route towards another qualification must be articulated for Higher Nationals. This must be specified in CourseLoop.	Learn	B1	5

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Template Five: Apprenticeships

Apprenticeships are funded by the government through the apprenticeship levy. Apprenticeship courses are flexibly designed to allow apprentices to achieve both the underlying qualification and the apprenticeship.

6.6 To meet the specific requirements in relation to the design of apprenticeship courses, the following **must** be incorporated:

Requirement	Details	Edu Gain	OfS	SNF
<p>Guided development All students must experience an effective transition, welcome and induction followed by ongoing student support throughout the course.</p> <p>All courses must be designed to provide personalised guided development for students with access to specialist support as needed.</p>	<p>Academic development skills for apprentices must be embedded into courses allowing apprentices to develop knowledge, skills and resilience. The induction must cover the requirements of an apprenticeship as well as an induction to NTU and academic study. Courses must be designed to enable apprentices to be fully supported until end point assessment has been successfully completed.</p> <p>Progress Reviews Progress reviews must take place throughout the duration of the training programme. The first review will be scheduled in week four or five and thereafter every twelve weeks. Progress reviews after Practical Period/Gateway will continue to support the apprentice in their end-point assessment.</p> <p>Training Plan All apprentices must have a training plan, which must set out the Apprenticeship Standard being followed, planned content, a schedule of learning/training and details of the end point assessment.</p>	Live	B1 B2 B3 B4	1, 2, 3, 4, 5, 6, 7, 8
<p>Course structure All courses must be designed so they provide a coherent, structured and scaffolded learning experience for students enabling them to develop relevant skills, knowledge, behaviours and personal development.</p>	<p>Apprenticeship course design must be driven by the associated Apprenticeship Standard and End Point Assessment Plan. The apprenticeship standard dictates:</p> <ul style="list-style-type: none"> • The content; • The duration; • The outcomes. <p>The course learning, teaching and assessment strategy must identify how apprentices will develop occupational competence across the full range of knowledge, skills and behaviours stipulated in the standard.</p>	Learn	B1	5

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	<p>Course length All apprenticeships must be designed to be at least 12 months in duration and delivered over a 52 week calendar year (unless otherwise stated on the apprenticeship standard or announced by the DfE). The suggested duration of the apprenticeship is stipulated within the apprenticeship standard.</p> <p>Attendance modes must be one of the following:</p> <ul style="list-style-type: none"> • Weekly attendance [one day per week] • Block release [two days/week or 5 days/week] • Blended delivery [one day in-person per month] <p>In some instances, apprenticeship courses may be delivered online however, attendance is still expected in one of the above modes. The balance of high quality synchronous and asynchronous learning and teaching must be well-planned and course teams must engage with the Flex team.</p> <p>Study design The course must be designed to include planned 'new' learning every calendar month. Apprentices must study no more than 2 modules at a time.</p> <p>Course design As part of the course design process, course teams must produce:</p> <ul style="list-style-type: none"> • Curriculum map – Course learning outcomes mapped to the modules; • KSB map – KSBs mapped to the modules; • Assessment and feedback schedule; • Off-the-job training hours planned by module. <p>Module Options There are no options on apprenticeship courses.</p>			
<p>Delivery Off-the-job (OTJ) training is a statutory requirement for an English apprenticeship.</p>	<p>Apprenticeships must include off-the-job training. The minimum volume of off-the-job training for all apprentices is published within each apprenticeship standard. This may take the form of traditional face-to-face or online learning.</p> <p>OTJ hours by module must be planned ahead of course approval. Planned OTJ will normally exceed minimum OTJ hours.</p>	Learn	B1	5
<p>Learning hours The minimum requirement for apprentices who are contracted to work 30</p>	<p>Courses must be designed to carefully plan off- and on-the-job learning using three categories:</p> <ul style="list-style-type: none"> • Directed learning (off-the-job); • Guided independent learning (off-the-job); • On-the-job learning. 	Learn	B1	3, 5

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hours per week or more is six hours per week off-the-job training for the duration of the practical period.	An example of how learning hours are distributed across a 20-credit point module can be found in the Apprenticeship Course Planning Guidance (available from the Apprenticeships Quality Team).			
Core curriculum	<p>In line with Ofsted's FE and Skills Inspection Handbook, the course must be designed to clearly articulate how the learning, teaching and assessment strategy promotes the development of:</p> <ul style="list-style-type: none"> • The apprentices' understanding of British values; • The apprentices' development of English and mathematics; • The apprentices' knowledge of career development opportunities. <p>Course teams will be required to articulate the strategy within the general apprenticeship information section on CourseLoop.</p>	Live Learn Work	B1 B4	2, 3, 5
Major project and synoptic assessment All courses will include a major project and a synoptic assessment.	<p>The major project will be in the final year. For integrated degree apprenticeships, the major project can be the end-point assessment.</p> <p>The synoptic assessment may be embedded in an e-portfolio where attainment with the KSBs are demonstrated.</p>	Learn	B1 B4	1, 4, 5
Additional course documentation required at approval	<p>In addition to the fields in CourseLoop, course teams are required to produce:</p> <ul style="list-style-type: none"> • KSB to module mapping; • Apprenticeship Delivery Plan; • Apprenticeship Manual. 	Learn	B1	5
External regulation	Apprenticeship courses at all levels must align to the requirements set out in Ofsted's Education Inspection Framework, and specifically the Further Education and Skills Inspection Handbook.	Learn	B5	-

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Template Six: Fully online courses

6.7 Due to the particular nature of online learning, to meet the specific requirements in relation to the design of fully online courses, the following **must** be incorporated:

Requirement	Details	Edu Gain	OfS	SNF
Guided development All students must experience an effective transition, welcome and induction followed by ongoing student support throughout the course. All courses must be designed to provide personalised guided development for students with access to specialist support as needed.	Online courses must be designed with regular opportunities for students to speak with an instructor. Learning and teaching planning documentation: Scheme of Work, Module Map will clearly outline how, when, and where these opportunities are integrated into the learning journey. This will be created as part of the development process with the CADQ Flex Team.	Live	B1 B2 B4	1, 2, 3, 4, 5, 6, 7, 8
Course structure All courses must be designed so they provide a coherent and structured learning experience for students enabling them to develop relevant skills, knowledge, behaviours and personal development. The course design must enable breaks in learning as a flexible feature to accommodate the diverse needs of learners.	Online courses must integrate a pedagogically appropriate blend of asynchronous and synchronous learning activities, determined through the development and analysis of detailed student personas. Synchronous sessions must be strategically scheduled to address specific learner needs—such as collaborative projects, real-time feedback, or community building—as identified through personas. All “on-demand” (asynchronous) activity and resources must be accompanied by explicit instruction. This will be evidenced in CourseLoop.	Learn	B1	1, 5
Learning and Teaching All courses must use relevant learning and teaching approaches.	The course content must be delivered in a variety of appropriate formats, such as videos, podcasts, readings, interactive simulations. These will be explained in the Learning and Teaching Strategy in CourseLoop.	Learn	B1 B2 B3	4, 5, 6, 8, 9

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All courses must include active and collaborative learning approaches throughout their course.	Online courses must be designed with regular peer to peer learning opportunities. This will be evidenced in the Learning and teaching planning documentation which will clearly outline how, when, and where these opportunities are integrated into the learning journey.			
Use of Technology The default platforms for online course delivery must be NOW and Microsoft Teams.	<p>If an alternative platform is required, this must be assessed and agreed by DT.</p> <p>Online learners will receive the Distance Learning student view on MyNTU.</p> <p>All course required tools must be approved by Digital Technologies (see Software Support page (https://support.ntu.ac.uk with links to Core Apps, Software Hub, Software by Location Report for DT approved tools), and must be accessible on mobile devices, enabling learning on-the-go.</p>	Learn Live	B1 B2	3, 4, 5
Awards The course will incorporate digital badges compatible with LinkedIn Learning.	Digital badges will enhance the professional values of the course.	Learn Live	B3 B4	4, 5

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7. Appendix One: Potential deviations from the course requirements

To enable NTU courses to meet sector expectations and to be operationally and financially viable, they must meet the requirements in this policy. However, there are some circumstances where courses need to deviate from these for either business, accreditation, or industry needs. Where exemptions are requested, these must be presented to the ASQC Course Approval sub-committee and approved at ASQC at the initial course approval, and then every five years thereafter.

7.1 The table below identifies the requirements for which course teams may seek approval for a deviation.

Requirement	Potential Reason
Module size	PSRB, or accreditation requirements for modules to be different sizes than those specified in the policy.
Number of module options	A greater number of option modules than stipulated in the policy are required for a specific industry need.
Arrangement of module options	Options to be arranged differently: options to be organised in sets with a differing number from that specified; options to be delivered at different times from one another.
Start dates: Courses must start on specified dates in September or January.	The requirement to start a course on a different specified start date due to the specific needs of the course delivery and content.

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8. Appendix Two: Educational Gain at NTU

8.1 Students' educational gain at NTU is characterised under three areas: Live, Learn and Work. These are described as below.

Live: Personal Development	Learn: Academic and Technical Development	Work: Professional Development
Confidence Develop own confidence and personal direction through self-reflection.	Specialist subject knowledge Deepen and apply subject specialism knowledge.	Work Experiences Apply insights, influence and knowledge within workplace environments.
Curiosity Explore arts and culture, sport, volunteering and wellbeing events and activities.	Critical thinking Develop logical and analytical reasoning, problem solving.	Collaboration Cultivate networking, teamwork and communication skills.
Engagement Commit, participate and connect with all aspects of the NTU experience.	Socially conscious practice Recognise and act on the power to make positive change.	Professional Skills Develop a wide range of professional behaviours.

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9. Appendix Three: Student Needs Framework³

Supporting student needs is the responsibility of all staff. The Advance HE Student Needs Framework (SNF) is categorised in two ways: those that relate to students' individual competence, confidence and resilience; and those that allow students to build their feeling of belonging and community. The framework is a preliminary mapping of students' needs under these two headings.

9.1 These student needs are summarised below with an SNF number allocated to each aspect to aid alignment with NTU course requirements. For more details, see the [Framework](#) itself.

Student Need	SNF
Individual competence, confidence and resilience	
Personal development	1
Specialist input	2
Accessible information	3
Becoming independent	4
Clear expectations	5
Belonging and Community	
Space and place	6
Identifying with interests and institution	7
Meaningful staff relationships	8
Meaningful peer relationships	9
Communal settings and community building	10

³ [Advance HE Student Needs Framework](#)

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Policy owner
CADQ

Change history			
<i>Version:</i>	<i>Approval date:</i>	<i>Implementation date:</i>	<i>Nature of significant revisions:</i>
Sept 2016	30.09.16	01.10.16	Removal of reference to graduate attributes Additional references to Strategic Plan and Curriculum Refresh Framework Additional requirement to notify students holding an offer of any change approved which affects the material information
Sept 2017	12.09.17	01.10.17	Addition of reference to accelerated routes (moved from CAR).
Sept 2018	12.09.18	01.10.18	References to Curriculum Refresh Framework removed and replaced with references to the Strategic Plan Reference added regarding requirement for a synoptic assessment piece to be included in all courses
Sept 2019	11.09.19	01.10.19	None
Sept 2021	07.09.21	01.10.21	None
Feb 2022	02.02.22	01.03.22	Amendment of requirement 3.5 (module length).
Sept 2022	22.09.22	01.10.22	None
Sept 2023	14.09.23	01.10.23	None
March 2024	21.03.24	22.03.24	Inclusion of section mandating the use of module learning room templates.
Sept 2024	19.09.24	01.10.24	Addition of AWLE and sustainability requirements.
Sept 2025	25.09.25	01.10.25	Reformatting of policy; clarifying existing requirements; introducing new requirements.

Equality Impact Analysis		
<i>Version:</i>	<i>EIA date:</i>	<i>Completed by:</i>
May 2025	May 2025	CADQ