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. All courses must follow the semester model (see the semester features via the Academic Quality Hub) unless a formal exception has been granted by the Semester Compliance Group.

The requirements listed below are mapped against NTU's definition of educational gain (Appendix Two), the Office for Students (OfS) B Conditions of Registration and the Advance HE Student Needs Framework (SNF) (Appendix Three).

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: • 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. All courses must follow a fixed, consistent shape of the academic year, including teaching start and end dates as appropriate for different course/qualification types: UG: 2 x 15-week semesters ("Autumn" and "Spring"); 13 weeks for the L6 Spring semester. PG 3 x 15-week semesters ("Autumn", "Spring" and "Summer") Students must earn 60 credits in each semester. This will mean 3 x 20 credit modules (or a different combination totalling 60 credits) will be taught in each semester.	The following will be evidenced in CourseLoop: • The course structure which indicates how students' learning and their course content will be scaffolded throughout the course. • Modules will be identified as Autumn, Spring or Summer.	Learn	B1 B2 B3	1, 4, 5, 8, 9
Learning outcomes Course and module learning outcomes must be defined and assessed	The following will be evidenced in CourseLoop:	Learn	B1 B4	5

Requirement	How this will be evidenced	Edu Gain	OfS	SNF
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 and passed in order to pass the module. The learning outcomes which will be achieved for an interim award (i.e. CertHE, DipHE or Ordinary Degree) must be specified.	• 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:** • 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.			
Learning and teaching All courses must use relevant learning and teaching approaches. All students must experience active collaborative learning incorporating SCALE-UP and/or Team-Based Learning (TBL) pedagogies throughout their course. Modules must be taught using enquiry based learning to scaffold and develop student knowledge, skills, behaviours and personal development.	The following will be clearly articulated in the course Teaching and Learning strategy section on CourseLoop: • 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. Sufficient qualified staff to deliver the curriculum.	Learn	B1 B2 B3	4, 5, 6, 8, 9
Assessment Every course must have an explicit assessment strategy to define a clear direction for assessment, to enable all students to succeed given a diverse student cohort. All courses must use a range of appropriate assessment approaches. If the decision is made to have more than one piece of summative assessment for a single module, a clear rationale must be articulated in the assessment strategy. Where this	The following will be evidenced on CourseLoop: 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.	Learn	B1 B3 B4	1, 4, 5

Requirement	How this will be evidenced	Edu Gain	OfS	SNF
is the case, the relative weighting of these elements needs to be specified. All courses must include a major project which develops synthesis and criticality, functioning as a culmination to students' studies. All courses must include a synoptic assessment as a distinct element or an integral part of a summative assessment. This will draw on students' knowledge, skills and competencies developed during their course as well as any gained though extra-curricular opportunities in which they may have participated. Assessments must be designed to be resilient to inappropriate Artificial Intelligence (AI) use, and where appropriate, incorporate opportunities for authentic, responsible engagement with AI. Where AI use is excluded, this must be because the task requires visible evidence of unassisted individual knowledge, skill, or judgement. Expectations and rationale must be clearly communicated. Courses must include formative assessments to build skills and provide feedback opportunities in preparation for summative assessment. Each module must include at least one opportunity for formative feedback. All courses will include the relevant and appropriate assessment of technical proficiency of English language. Inclusive assessment design must be embedded at course level. AI implementation must reflect student equity and readiness; Assessment tasks must not reward the use of tools or capabilities that students cannot reasonably access through the University. Teaching and assessment must not	Summative and associated formative assessments in module information. Summative and formative assessments identified in the Assessment and Feedback Plans. Articulation of alternative provision for students with disabilities. Assessment resilience to AI-based misconduct is part of the checks made during the validity of assessment process. The assessment of technical proficiency of English language will be evidenced, where relevant, in the appropriate assessment criteria on NOW. Inclusive and equitable course design will ensure access to appropriate tools, clear expectations, and responsive teaching and assessment practices that reflect student needs and contexts. For example, the use of Microsoft Copilot as the baseline for AI access. This will be evidenced through clear statements in module and course materials			

Requirement	How this will be evidenced	Edu Gain	OfS	SNF
assume access to paid or premium AI tools. Certain provisions are in place for students with disabilities: a) modified assessment involves making an alternative version of an assessment available; b) reasonable adjustments allow students with disabilities to undertake the standard assessment in a different way and allow more time for an examination, provided that such adjustments enable academic or other prescribed standards to be maintained.	where AI is used, what is expected and how it will be assessed.			
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: • Subject benchmarks, industry or apprenticeship standards. • Accreditation (will also be captured on the PSRB register[1]).	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: • 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.	The following will be clearly articulated in the course Teaching and Learning strategy section on CourseLoop: • The level of flexibility appropriate to the course and discipline. Flexibility may be achieved through fully online modules,	Learn	B1	4, 5

[1] NTU PSRB Register

Requirement	How this will be evidenced	Edu Gain	OfS	SNF
For fully online courses, see template six.	components of modules, or a highly flexible approach. Courses must be designed with a minimum of 80% of the directed learning delivered in person to be eligible for international students.			
Learning engagement hours Courses must be designed to include suitable learning engagement hours.	The following will be evidenced on CourseLoop: • The module learning activity hours. **Note:** • For undergraduate courses, a 20-credit module represents the learning outcomes to be achieved by a student in 200 notional hours of student effort. • This will be formed of directed learning and guided independent learning. • All undergraduate courses should aim to include 20% directed learning (equivalent to approximately 40 hours in a 20-credit module). However, it is recognised that this may not be feasible for certain modules - such as major project modules - due to their specific nature and structure. In such cases, where the directed-learning expectation cannot reasonably be met, course teams should provide a clear rationale for the shortfall. There is no requirement to compensate for reduced directed learning in one module by adding additional directed-learning hours to other modules. • For full-time students, a learning week comprises 40 hours.	Learn	B1	5
Assessed Work Like Experience (AWLE) All undergraduate students must experience 240 hours of AWLE embedded across a full three-year course. This will be proportional for shorter UG courses. The proportion of AWLE for postgraduate taught (PGT) courses will be determined by the subject	The following will be evidenced on CourseLoop: • Work Like Experience type and hours and the associated modules where this will be achieved.	Work	B1 B2 B3	3, 4, 5

Requirement	How this will be evidenced	Edu Gain	OfS	SNF
discipline and the need to improve graduate employment.				

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.