



QH Supplement 12B: Requirements for the use of digital technologies in learning, teaching and assessment

1. Planning

- 1.1 Course teams should decide how they will use digital technology in learning and teaching and articulate this to students in course documentation. The “Engaging with this Module” page of the module Learning Room template provides space for this information.
- 1.2 Course teams should also plan for support for students in using digital technology, in addition to that provided by, for example, the Library.
- 1.3 There is an expectation that all courses will use the University’s virtual learning environment (NOW) as the basis for their online learning and teaching provision.

Further information

- Refer to Quality Handbook Supplement (QHS) 10E for the use of the Engage VLE for learning, teaching and assessment in the relevant courses under the auspices of the Wiley partnership.

2. Minimum specification for NOW content

Schools, course teams and module leaders should use, as a minimum, this institutional specification for NOW content. Schools are free to create additional standard specifications.

- 2.1 Dates, times and locations of School Forums for the coming year should be published on NOW at the start of the academic year.
- 2.2 Course Learning Rooms should include the following content, as a minimum:
 - a. Course handbook, or equivalent;
 - b. Course Assessment and Feedback Plan;

- c. Course news;
 - d. Module option choices (where appropriate);
 - e. Information about student academic representation;
 - f. Response to undergraduate course survey (as a Course News item);
 - g. Course tutorial information (or link to tutorial Learning Room);
 - h. Name and institution of the approved external examiner(s);
 - i. External examiners' reports and course team's response.
- 2.3 Module Learning Rooms should include the following content, as a minimum:
- a. Module handbook, or equivalent, including learning outcomes and assessment criteria;
 - b. Module Assessment and Feedback Plan;
 - c. Module news;
 - d. Library resource list;
 - e. Contact information, if not in module handbook;
 - f. Selected materials and resources for directed learning (e.g. details of tasks, PowerPoint slides, hand-outs);
 - g. Results of module survey (excluding comments), the module leader's response and any resulting actions.
 - h. Details of the mode of delivery of the module (e.g. in person, online, or blended). "Module Overview" page of the module Learning Room template provides space for this information.
 - i. Accessibility report. The "Learning Room accessibility statement" page of the module Learning Room template provides space for this information.
- 2.4 Content should be appropriately positioned within the provided content structure as applicable, in a consistent manner, using clear naming conventions, and conform to Accessibility guidelines (see section 6 below).
- 2.5 Assessment results should be available via NOW Online Results within three days of the Board of Examiner's meeting (more detail is provided in QHS 15E).
- 2.6 There may be some exceptions where no online presence is appropriate. For example, modules delivered entirely at a client's location where online provision is not wanted or not possible; and modules which are not running in a given academic session or year.

3. Quality management and development

- 3.1 Interim course monitoring should include consideration of the use of NOW as a key aspect of the quality assurance and enhancement of the course; intended improvements should be included in the Course Development Plan.
- 3.2 Schools may identify important cross-School matters relating to digital technologies through their consideration of Interim Course Reports, Course Development Plans and Periodic Course Reviews; intended improvements should be included in the School academic plan. It is expected that Schools will consider: current and planned fully online courses; School-initiated developments in the use of NOW or

other technologies; innovative uses of technology to support teaching, learning and assessment practice; and associated matters.

- 3.3 Periodic Collaborative Review of School-based Collaborative Provision should include consideration of access to NOW and NTU electronic library resources (more detail is provided in QHS CP4).
- 3.4 Meeting the minimum requirements for NOW Learning Rooms does not preclude the use of other NOW features or third-party tools, such as cloud services and apps. For foundational activities where security, standards and data management are important, NOW should be used; except in cases where approved third-party tools fulfilling the criteria for the required security, standards and data management facilities may be used when appropriate NTU guidelines for such tools have been followed. These activities include: provision of course materials; assessment and coursework submission; course administration and communication; and access to core resources.
- 3.5 Third-party administrative tools, including plagiarism detection software, must be used in line with prevailing University and School policies and guidance.

4. Use of technology in submission of summatively assessed coursework and dissertations

- 4.1 Summatively assessed work may be submitted via one of the web-based systems approved for the purpose. Currently approved systems, meeting security, data management and examining requirements include NOW and PebblePad.
- 4.2 Feedback from students show that consistency and clarity in the handling of their submitted work is important as they know what is expected of them. This should be considered when deciding on the means by which course assessment items are submitted.
- 4.3 Summatively assessed coursework and dissertations should be submitted in one format only wherever this is practicable. This is to ensure version control and to provide clarity to students. If submission of the same material in an alternative format is required, a consistent deadline should be applied. The benefit of reducing printing costs for students should be considered in decisions about the required format of submissions.
- 4.4 In using PebblePad, course leaders will want to take into consideration how engagement, as measured through the Student Dashboard, is affected by PebblePad submissions, which are not currently reflected in Dashboard data.
- 4.5 Online submissions are subject to the same assessment considerations (see Quality Handbook Section 15) as any other submitted work.

5. Copyright

- 5.1 It is essential that all materials, including diagrams, images and video clips, meet the copyright agreements held by the University. All colleagues who upload materials to NOW have a responsibility in this regard.
- 5.2 Advice and support about copyright is available from the Learning and Teaching Team in the Library.

6. Accessibility

- 6.1 It is a requirement that all course materials are provided in an accessible format in accordance with the [Public Sector Bodies \(Websites and Mobile Applications\) \(No. 2\) Accessibility Regulations 2018](#) and as part of the Equality Act (2010). All colleagues who provide materials have a responsibility in this regard.
- 6.2 Guidance on creating accessible learning materials can be found on the Academic Development and Quality web pages.

7. Support

- 7.1 The following support for digital technologies in learning and teaching is available:

Area	Support
School digital strategies for learning and teaching, and School support	Learning and Teaching Managers
Staff development for digital practice, including NOW	Organisational Development
Advice on information literacy, ePortfolio, Turnitin and resource lists	Learning and Teaching Librarians
Support for developing the use of technology in learning and teaching	Centre for Academic Development and Quality
Technical help for NOW and other information systems	ITS Service Desk
Advice about wider IS support for learning and teaching	IS Business Relationship Managers
Support for students using NOW and PebblePad	Library
Support for staff using Pebblepad	Library

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	None
Sept 2017	12.09.17	01.10.17	None
Sept 2018	17.04.18	01.10.18	Updated to allow for online summative assessment to be undertaken in software other than the NOW Dropbox
Sept 2019	11.09.19	01.10.19	Updates relating to Accessibility
Sept 2021	07.09.21	01.10.21	None
Sept 2022	22.09.22	01.10.22	None
Sept 2023	14.09.23	01.10.23	Updated to reflect CMA's update to consumer law advice for HE providers.
Sept 2024	19.09.24	01.10.24	None

Equality Impact Analysis		
<i>Version:</i>	<i>EIA date:</i>	<i>Completed by:</i>
Sept 2016	N/A	