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

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.

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

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	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.	**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. **Level 5:** focus on continuation from L4 to L5, building academic, personal and professional skills. **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. **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. **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.	Live	B1 B2 B4	1, 2, 3, 4, 5, 6, 7, 8
Course structure All courses must be designed so they	**Module Options** A course must contain an extensive core. **Integrated Foundation Year:** No options	Learn	B1	5

provide a coherent, structured and scaffolded learning experience for students enabling them to develop relevant skills, knowledge, behaviours and personal development.	**Level 4:** No options **Level 5 and Level 6:** courses can contain module options to enable students to shape their degree. However, they must form no more than 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. **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. Where large modules are used (i.e. 60, 80, 100 or 120 credits), course teams must consider at the design stage any potential consequences for student achievement and ensure ongoing monitoring of the efficacy of the module size as it is delivered.			
Delivery Accelerated routes Transfer in	Accelerated routes may be designed to allow students to complete a full-time degree in two years or a part-time level in one year. If a course has been designed in such a way then the details will be set out on Courseloop. Schools must establish mechanisms to assess students' prior learning when considering applications to transfer into the course at any level, and identify how students who transfer onto the course will be supported.	Learn	B1	5
Assessed Work Like Experience All UG courses will include embedded Assessed Work Like Experience (AWLE).	There must be 240 hours of assessed work like experience across a full three-year course (proportional for shorter UG courses).	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 must be a minimum of 40 credits or 60 credits for Integrated Masters. The major project and synoptic assessment must be in the final year.	Learn, Work	B1 B3	1, 4, 5
Awards and Final classification	A final award classification can be based on just L6 performance or can include a contribution from L5. If the latter is agreed, this must be based on a 20% / 80% split, with the larger contribution being from L6. 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. The final award classification for students who transfer from a foundation degree must be based on L6 performance only.	Learn	B4	5

Template Two: Foundation Degrees and L6 'top up' courses

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
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.	**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. **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. **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.	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. **Level 4:** No options **Level 5:** Foundation degrees can have options at L5, but these must form *no more than* 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. **Level 6:** courses can contain module options to enable students to shape their degree. However, they must form *no more than* 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. **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.	Learn	B1	5
Major project and synoptic assessment All courses will include a major project and a synoptic assessment.	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. At L6, the major project must be different from that at L5.	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).	A foundation degree will consist of 160 hours of AWLE, whilst a L6 top up course will consist of 80 hours of AWLE. For foundation degrees, AWLE must be formed of authentic work-based learning developed in conjunction with employers.	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

Template Three: Postgraduate taught courses

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.	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. In particular, students who are new to NTU and those returning to education must be provided with support and guidance to study at NTU. Preparation for post-graduation must be built into 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.	**Module Options** Module options can be used to tailor the postgraduate course but they must have relevance for employability. Option modules must form *no more than* 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. 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. Note: A major project is not expected at PGDip or PGCert level.	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

Template Four: Higher National Certificates and Diplomas

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
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	Learn	B3 B4	5

	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.			
Progression route	A clear progression route towards another qualification must be articulated for Higher Nationals. This must be specified in CourseLoop.	Learn	B1	5

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.

To meet the specific requirements in relation to the design of apprenticeship 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.	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. **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. **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.	Live	B1 B2 B3 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.	Apprenticeship course design must be driven by the associated Apprenticeship Standard and End Point Assessment Plan. The apprenticeship standard dictates: • The content; • The duration; • The outcomes. 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. **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).	Learn	B1	5

	The suggested duration of the apprenticeship is stipulated within the apprenticeship standard. Attendance modes must be one of the following: • Weekly attendance [one day per week] • Block release [two days/week or 5 days/week] • Blended delivery [one day in-person per month] 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. **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. **Course design** As part of the course design process, course teams must produce: • 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. **Module Options** There are no options on apprenticeship courses.			
Delivery Off-the-job (OTJ) training is a statutory requirement for an English apprenticeship.	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. OTJ hours by module must be planned ahead of course approval. Planned OTJ will normally exceed minimum OTJ hours.	Learn	B1	5
Learning hours The minimum requirement for apprentices who are contracted to work 30 hours per week or more is six hours per week off-the-job training for the duration of the practical period.	Courses must be designed to carefully plan off- and on-the-job learning using three categories: • Directed learning (off-the-job); • Guided independent learning (off-the-job); • On-the-job learning. 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).	Learn	B1	3, 5
Core curriculum	In line with Ofsted's FE and Skills Inspection Handbook, the course must be designed to clearly	Live Learn Work	B1 B4	2, 3, 5

	articulate how the learning, teaching and assessment strategy promotes the development of: • The apprentices' understanding of British values; • The apprentices' development of English and mathematics; • The apprentices' knowledge of career development opportunities. Course teams will be required to articulate the strategy within the general apprenticeship information section on CourseLoop.			
Major project and synoptic assessment All courses will include a major project and a synoptic assessment.	The major project will be in the final year. For integrated degree apprenticeships, the major project can be the end-point assessment. The synoptic assessment may be embedded in an e-portfolio where attainment with the KSBs are demonstrated.	Learn	B1 B4	1, 4, 5
Additional course documentation required at approval	In addition to the fields in CourseLoop, course teams are required to produce: • 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	-

Template Six: Fully online courses

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: The Scheme of Work and Module Map will clearly outline how, when, and where these opportunities are integrated into the learning journey. This will be created collaboratively with the CADQ Flex Team as part of the development process.	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. All courses must include active and collaborative learning approaches throughout their course.	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. 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	Learn	B1 B2 B3	4, 5, 6, 8, 9

	opportunities are integrated into the learning journey.			
Use of Technology The default platforms for online course delivery must be NOW and Microsoft Teams.	If an alternative platform is required, this must be assessed and agreed by DT. Online learners will receive the Distance Learning student view on MyNTU. 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.	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

Template Seven: Skills Bootcamps

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

Requirement	Details	Ofsted / DfE Mapping	Edu Gain	OfS	SNF
Guided development	All learners must experience an effective transition, welcome and induction followed by ongoing support throughout the course. All courses must be designed to provide personalised guided development for learners with access to specialist support as needed.		Live	B1 B2	1, 2, 3, 5
	Learners must have access to an allocated personal tutor to provide progression and pastoral support throughout the programme.		Live	B1 B2	1, 2, 3, 4, 5, 8
	Learners must receive one progress review meeting per month. In cases where learners are existing employees, their employer should contribute to the progress review meeting whenever possible.	DfE SBC Funding and Performance Management Rules	Live	B1 B2	1, 2, 3, 4, 5, 8
	Learners must continue to have access to monthly progress meetings following completion of the Skills Bootcamp, for up to six months, to support achievement of a positive outcome.	DfE SBC Funding and Performance Management Rules	Live	B1 B2	1, 2, 3, 4, 5, 8
Course structure	All courses must be designed so they provide a coherent, structured and scaffolded learning experience enabling learners to develop relevant skills, knowledge, behaviours and personal development.		Learn	B1 B3	1, 2, 3, 4, 7
	There must be evidence through the design of the course that the Skills Bootcamp supports local skills priorities and is relevant to learners' individual training needs and local employment opportunities.	Ofsted Thematic Review of Skills Bootcamps	Work	B1 B3	1, 6, 7
	Employers must be involved in shaping the Skills Bootcamp curriculum to ensure it meets real job role requirements and delivers the skills needed.	Ofsted Thematic Review of Skills Bootcamps	Work	B1 B3 B5	2, 7
	Learning content must be focused on specific occupational skills that lead directly to employment or progression.	DfE SBC Funding and Performance Management Rules	Work	B1 B3 B4 B5	1, 2, 3, 4, 5, 8
	The course learning, teaching and assessment strategy must show how the curriculum develops occupational competence (rather than abstract theory)	DfE SBC Funding and Performance	Work	B1 B3 B5	1, 2, 3, 4, 5, 8

	and supports learners towards successful completion, a guaranteed interview and/or other positive outcome.	Management Rules Ofsted Education Inspection Framework, Further Education and Skills.			
Course length	The course must be delivered up to a maximum duration of 16 weeks.	DfE SBC Funding and Performance Management Rules	Learn	B1	5, 6
Study design	All learners must complete a robust initial assessment to determine that they are both eligible and suited to a Skills Bootcamp.	DfE SBC Funding and Performance Management Rules	Learn	B1 B2	1, 3, 4, 5
	The initial assessment must be used to ascertain learners' individual starting points to ensure that training is tailored to their individual abilities and goals.	DfE SBC Funding and Performance Management Rules Ofsted Education Inspection Framework, Further Education and Skills. Ofsted Thematic Review of Skills Bootcamps	Learn	B1 B2	1, 3, 4, 5
	Skills Bootcamp training must be either accredited or mapped to an occupational standard to ensure relevance.	DfE SBC Funding and Performance Management Rules	Learn	B5	1, 2, 3, 5
	The study design must clearly articulate the delivery model, assessment method(s), curriculum structure and how the proposed design aligns with the Skills Bootcamp Design requirements.		Learn	B1 B2 B3 B4 B5	1, 3, 4, 5, 7, 8, 9, 10
Course design	As part of the course design process, course teams must produce clear planning documentation to enable approval at ASQC Academic Course Approval Sub-Committee. This must include documentation setting out: • Course purpose and intended outcomes, target market and alignment to local skills priorities		Live Learn Work	B1 B2 B3 B4 B5	1, 3, 5

	• Curriculum structure, delivery and assessment model • Evidence of employer engagement • Staffing and resource arrangements				
Delivery	Guided learning hours must be delivered through a blend of in-person and asynchronous learning activities, or wholly online.	DfE SBC Funding and Performance Management Rules	Learn	B1	6, 10
Learning hours	Learners must receive a minimum of 60 guided learning hours.	EMCCA SBC Funding Rules	Learn	B1	5
	A Skills Bootcamp must lead to the award of NTU credits appropriate to the volume of guided learning hours. e.g. where courses are designed with 150 guided learning hours this would lead to the award of 15 credits.			B1 B3 B4	1, 5
Core curriculum	The curriculum must enable learners to develop relevant core skills required for their intended employment or progression, such as numeracy and literacy skills.	Ofsted Education Inspection Framework, Further Education and Skills.	Learn	B1 B2 B4	1, 2, 3, 4, 5, 7
	Learners must have access to relevant employability and career development advice and guidance that supports them to achieve their intended job role or progression, for example career coaching and CV/interview preparation.	DfE SBC Funding and Performance Management Rules Ofsted Education Inspection Framework, Further Education and Skills.	Work	B1 B5	1, 2, 3, 4, 5, 7, 8, 9
	Learners must receive signposting and support to develop a context and age-appropriate understanding of safety and wellbeing relevant to their intended job role or progression, such as workplace health and safety, wellbeing, Prevent and British values.	Ofsted Education Inspection Framework, Further Education and Skills.	Live	B2	1, 2, 3, 4, 5
Additional course documentation required at approval	Course teams must provide documentation as outlined in Quality Handbook Supplement 5I – Category 6.		Live Learn Work	B1	5
External regulation	Skills Bootcamps must align with relevant external requirements set by the Department for Education and devolved funding authorities such as the East Midlands Combined County Authority, and with the Ofsted Education Inspection Framework (Further Education and Skills).		Live Learn Work	B5	2, 5

Template Eight: NTU courses in Mansfield

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

Requirement	Edu Gain	OfS	SNF
Assessment No examinations shall be used as either formative or summative assessments for any courses delivered at the Mansfield campus except where specified by a PSRB.	Learn	B1 B4	1, 3, 4, 5
Delivery pattern The use of a block teaching (or block delivery) model – modules delivered one at a time, sequentially - is not a mandatory requirement. However, it may be adopted where it is pedagogically appropriate and fits within the semester-based delivery model. Timetabling must follow a structured full-day (block timetabling) model unless there is a clear pedagogical rationale for an alternative, which must be provided in both CourseLoop and the course approval report.	Learn	B1 B2	1, 3, 4, 5