

Criteria and evidence

1.1 Table 1 sets out the key questions that are used as the focus for review. These are mapped to the OfS B Conditions of Registration.

OfS B condition	Overarching questions for review	Desk-based review will examine School-level activity that achieves:	Desk-based review will examine how this 'runs to ground' at course level by looking at evidence of:
B1	How does the School and University know that courses are up-to-date, provides educational challenge, are coherent, are effectively delivered, requires students to develop relevant skills? 1. Are the quality management processes that the School has in place providing effective assurance of the academic experience? 2. Does activity at course level reflect the School and University expectations with respect to ensuring a high quality academic experience?	Oversight of plans to support a high quality academic experience (for example S4A, employability, NSS) Oversight of teaching observation policy and impact Oversight of external examiner feedback Oversight of course changes Oversight of Course Review and Re-approval management, including Course Review Plans, and Periodic Collaborative Review Oversight of employer engagement Oversight of the course design and approval process	Actions taking place with respect to NSS, S4A, GOS plans Team engagement with external examiners Engagement with employers and collaborative partners (where appropriate)
B2	How does the School and University know that students receive the right kinds of resources and support to ensure success during and beyond their course? How does the School and University know that students are effectively engaged in decisions about their course and their experience? 1. Are the quality management processes that the School has in place providing effective assurance of (a) provisions of resources and support and (b) student engagement? 2. Does activity at course level reflect the School and University expectations with respect to ensuring (a) students receive appropriate resources and support and (b) students are appropriately engaged?	Oversight of NSS, S4A, GOS plans Oversight of WLE Oversight of staff development within the School and at partners (where applicable) Course Review and Re-approval management, including Course Review Plans Oversight of student feedback on courses Oversight or student support to prevent academic misconduct Oversight of careers support Oversight of personal tutoring	Actions taking place with respect to NSS, S4A, GOS plans Staff development engagement (course level) Support for students in careers, academic misconduct, academic skills etc Use of student reps Use of module evaluation
B4	How does the School and University know that students are assessed effectively and that assessment is valid and reliable? 1. Are the quality management processes that the School has in place providing effective assurance of assessment?	Oversight of moderation practice Oversight of assessment and feedback practice Oversight of staff training/induction on the NTU assessment framework	Moderation practice Assessment and feedback practice External examiner engagement with course team and partner (for collaborative courses)

	2. Does activity at course level reflect the School and University expectations with respect to assessment?	Oversight of external examiner feedback on assessment Oversight of academic misconduct outcomes Oversight of student feedback about assessment	
B5	How does the School and University know that courses are designed at an appropriate sector-recognised standard and the awards reflect these standards? 1. Are the quality management processes that the School has in place providing effective assurance of standards? 2. Does activity at course level reflect the School and University expectations with respect to standards?	Oversight of external examiner feedback on standards Oversight of operation of examination boards Oversight of academic misconduct outcomes	Alignment to benchmarks and PSRB requirements Operation of examination boards